

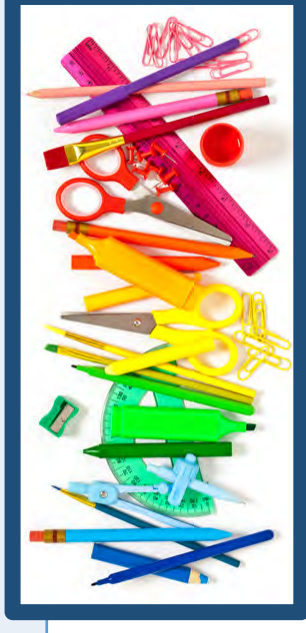
3rd GRADE Week 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<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 pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, <i>Storm Chaser</i> -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Complete <i>Storm Chaser</i> graphic organizer -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Complete <i>Storm Chaser</i> comprehension questions -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Review a book from Scholastic Home -Complete learning pathway 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 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal
9:00	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <i>The Bad Guys</i>. Read chapters 3, 4 this week. Use the 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, <i>The Bad Guys</i>. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <i>The Bad Guys</i>. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <i>The Bad Guys</i>. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <i>The Bad Guys</i>. -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal Create a Half Book Foldable (See Half Book Foldable) Title your book - Chapter 3 Vocabulary. Use context clues to write a definition in your own words for each vocabulary word. Write one vocabulary word and it's meaning on one page. Draw a picture that explains the meaning. List synonyms and antonyms for each word. Vocabulary Words: Typical; Solution -Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal Why does Mr. Wolf want to change the bad guys into good guys? -Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal Do you think Mr. Wolf's plan will work? Why or Why not? -Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal Imagine you are interviewing Mr. Wolf for a television news program like <i>60 Minutes</i>. Write the transcript for this interview. What will you ask Mr. Wolf about his motivations? What do you imagine his answers will be? -Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal Why do you think Mr. Wolf is the main character/narrator of the story? List all the stories you can think of where the wolf is the bad character of the story. Why do you think wolves are such a common villain? -Writing Prompt</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Khan Academy Video: Recognizing Shapes Activities: Describe Shapes (19.1 Reteach) Describe Shapes (19.1) More Practice/Homework)</p>	<p>Math</p> <p>Activities: Describe Angles in Shapes (19.2 Reteach) Describe Angles in Shapes (19.2 More Practice/Homework)</p>	<p>Math</p> <p>Activities: Describe Sides of Shapes (19.3 Reteach) Describe Sides of Shapes (19.3 More Practice/Homework)</p>	<p>Math</p> <p>Khan Academy Video: Recognizing Shapes Activities: Define Quadrilaterals (19.4 Reteach) Define Quadrilaterals (19.4 More Practice/Homework)</p>	<p>Math</p> <p>Activities: Categorize Quadrilaterals (20.2 Reteach) Categorize Quadrilaterals (20.2 More Practice/Homework)</p>
12:30	<p>Art</p> <p>Continue Make your own comic book</p>	<p>Music</p> <p>Read info sheet on Musical Theater</p>	<p>Art</p> <p>Complete make your own comic book</p>	<p>Music</p> <p>Leonard Bernstein</p>	<p>Art</p> <p>Continue Photo Journal</p>
1:30	<p>Social Studies</p> <p>-Read, "Recycling and Sustainability"</p>	<p>Social Studies</p> <p>-Read, "Keeping Communities Safe" and "Get Involved: What Can We Do?"</p>	<p>Social Studies</p> <p>-Read "Community Service Opportunities for Students" and "Have a Debate"</p>	<p>Social Studies</p> <p>-Complete, Crossword Puzzle; Can You Make a Change and My Letter activities</p>	<p>Social Studies</p> <p>-Complete Activities: Let's Write; Think and Review</p>
2:00	<p>Science</p> <p>Journal Activity Page</p>	<p>Science</p> <p>Journal Activity Page</p>	<p>Science</p> <p>Journal Activity Page</p>	<p>Science</p> <p>Journal Activity Page</p>	<p>Science</p> <p>Journal Activity Page</p>
2:30	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none">• Literacy• Math• Science• Social Studies• Art• Music	<h3>Student Learning Kits</h3> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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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 <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> 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
<p>Imagine Learning - Literacy Online learning for literacy - 30 minutes daily (may replace portion of Reading block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Imagine Learning - Math Online learning for math - 30 minutes daily (may replace Math block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>BrainPop Junior Online video clips that can be used for learning in all subject areas.</p>	<p>https://jr.brainpop.com/</p>
<p>Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.</p>	<p>http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford</p>
<p>ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.</p>	<p>https://kids.secondandseven.com/</p>
<p>Khan Academy Digital Math Instruction Videos - Free login</p>	<p>https://www.khanacademy.org/</p>

Movement & Mindfulness Break Options:

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





Dear Students & Families:

CMUSD 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 CMUSD Clever student portal using the login credentials they have been using all school year. The CMUSD 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!



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!

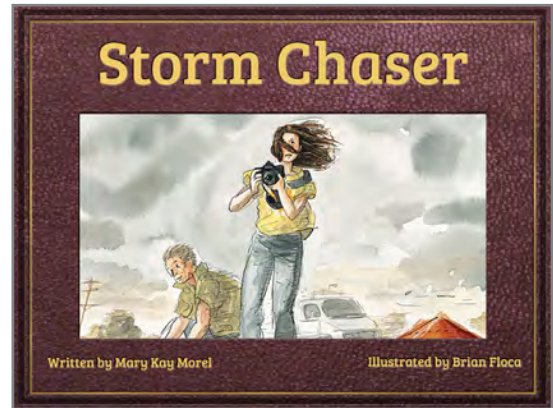
Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

Name: _____

Storm Chaser

Written by Mary Kay Morel**Illustrated by Brian Floca**

Lexile®: 470L, 1004 words



“See that, Emily?” Dad points as he speeds toward the greenish underbelly of a monster cloud. “That’s the laboratory for a tornado.”

“Really?” I gulp. Dad and I have been looking for tornadoes all week from our small van. He opens his window and points across a wheat field. I follow his finger and see a ragged chunk, dark as midnight, extend from the monster cloud.

“What is it?” I ask, trying not to sound worried.

“A tornado forming,” Dad says.

I know that tornadoes—or twisters—are dangerous columns of fast-moving air, shaped like funnels, that rotate violently. I think of all those pictures I’ve seen of the damage tornadoes can do once they hit the ground: pickups turned upside down, trailer houses lying on their sides, barns torn into splinters.

Dad loves tornadoes. He’s a meteorologist, which means he studies weather for a living. He dreams of thunder, lightning, and twisters dipping down from the sky.

As part of his job, Dad drives across the Midwest, searching for the kind of storms that produces tornadoes. He says tornadoes can happen just about anywhere in the world, but the worst ones happen here in the United States, right between the Mississippi River and the Rocky Mountains in an area called Tornado Alley.

“Let’s go!” he yells.

Usually Dad’s weather-tracking partner is here to take pictures, but he’s at a weather convention. I talked Dad into letting me ride along in his place. Dad didn’t like the idea at first, but I kept reminding him that science and photography are my favorite subjects. Finally, he gave in, and here I am!

Dad turns the van and starts to drive. My mouth falls open. We’re heading in the direction of the twister!

Name: _____

The twister is now closer to the ground and has thickened into a squat, black funnel. Once it hits the earth, the twister sucks up everything in its path. Suddenly I realize that it's headed straight toward us!

Dad sees the fear in my eyes and smiles. "It's okay, I do this all the time. We'll just put the probes in place, snap some pictures, and be on our way."

The van skids to a halt. Dad jumps out. I follow with the camera and start clicking away.

Dad plops down the probes. They look like orange Frisbees with pointy heads. Inside, data sensors digitally record the tornado's temperature, barometric pressure, wind speed, and direction. After the tornado has passed, Dad will drive back here, find the probes, then download their information onto his laptop.

The probes are tough enough to withstand anything. Even if they are tossed about, the data stays intact. The tricky part is placing them directly in the tornado's path because twisters can change direction within a matter of seconds, missing the probes entirely.

With the probes in place and my shaky pictures snapped, we scramble back inside the van. Dad grabs the steering wheel and backs up, hoping to turn around and speed away from the tornado.

Suddenly, I feel the wheels start spinning hopelessly. Dad switches the gear from reverse to forward. But we don't go anywhere.

For the first time in my life, I see fear in my father's face. We jump out of the car and try to push it, but it doesn't budge.

Rule one of tornado safety: Never stay inside a vehicle for protection. A car or truck can be a deathtrap when a tornado hits.

"We've got to get out of here!" Dad yells as he shuts off the engine. The fact that he sounds scared frightens me.

Rule two: If you're caught outside with no buildings nearby, find the nearest low spot—like a ditch. The problem is, we're surrounded by flat fields. Then I notice a barn.

First the wind attacks, carrying loose soil. I hear the dirt rush between the boards, flowing around us, clogging the air. Then something hits the side of the

Name: _____

building—something big enough to make the boards clatter like broken teeth. I close my eyes

The barn creaks like it's being stretched apart. Then the wind changes, shifting into something beyond a roar. It charges over the prairie, clawing the roof above our heads. There is a dry shriek as boards are ripped loose. The beast bursts through this newly made hole, roaring into our shelter. It whirls about, tossing dirt and trash everywhere. I wait for the rest of the boards to be pulled loose and tossed into the sky.

Fence posts were snapped off and tossed about. Wheat and weeds were yanked out by their roots. Thankfully, our van is still in one piece, but now it sits at a crooked angle down in the wheat field. I snap a few pictures.

We search for the sensors. The data is still intact, and tonight Dad will study it. With this kind of research, meteorologists believe they will one day be able to better track the unpredictable tornado.

Being Dad's storm-chasing partner has been thrilling, but I think I've had enough excitement for a lifetime.

Story Map: Storm Chaser

* Directions: Fill in the empty boxes, and then write a summary of the story.

Characters:
Emily
Emily's Dad

Setting:
Emily and her dad need to put down probes near a tornado and stay safe.

Event 1:

Event 2:

Event 3:



My Summary of the Story

Name: _____

Storm Chaser

Comprehension Questions

Glossary Words	barometric pressure, budge, funnel, intact, meteorologist, probe, rotate, sensor, skid, sturdy, tornado, unpredictable, unravel, vehicle, violently
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Question Type	Question
Literal	<p>Why does the narrator's dad chase tornadoes?</p> <p>a. He studies them as part of his work as a meteorologist. b. He is a daredevil who likes to be in extremely dangerous situations. c. He makes a lot of money selling video footage of tornado destruction.</p>
Problem/Solution	<p>What problem do the weather probes most likely solve?</p> <p>a. There are so many tornadoes happening at one time that a single person has to use a lot of probes to keep track of them all. b. It is too dangerous for a human to stand inside a tornado and gather all the necessary data. c. Meteorologists believe people will have more respect for their data if they collect it with fancy machines.</p>
Text Evidence	<p>Which storm safety rule are the narrator and her dad following when they leave the truck?</p> <p>a. Find the nearest low spot—like a ditch. b. If possible, seek shelter inside a sturdy building. c. Never stay inside a vehicle for protection.</p>

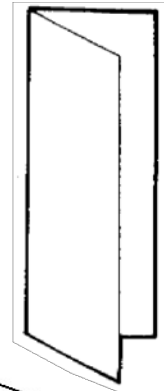
Half Book

Fold a sheet of paper in half.

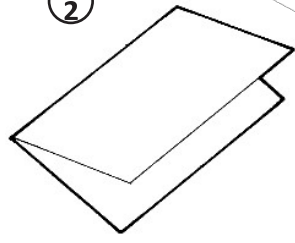
1. This book can be folded vertically like a *hot dog* or . . .
2. . . . it can be folded horizontally like a *hamburger*.

Use this book for descriptive, expository, persuasive, or narrative writing, as well as graphs, diagrams, or charts.

1



2



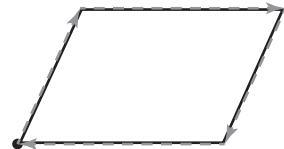
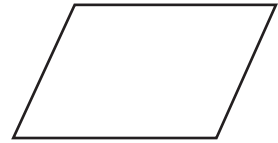
Describe Shapes

A polygon is a closed shape with straight sides that are line segments.

Look at a shape to see if it is closed or open.

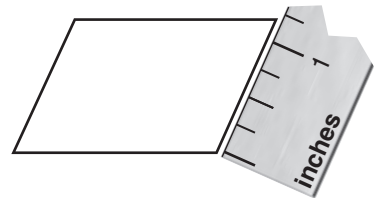
Look to see if all sides are straight line segments.

Is the shape a polygon?



A. You can pick a point, trace around the shape, and end at the same point. It is a closed shape.

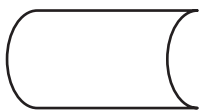
B. You can use a straight edge, such as a ruler, to check if the sides of a shape are straight. This shape has all straight sides that are line segments.



A closed shape made of line segments is a polygon.

Is the shape a polygon? Write *yes* or *no*.

1

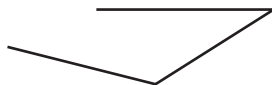


Closed shape? yes

All sides are line segments? _____

Polygon? _____

2

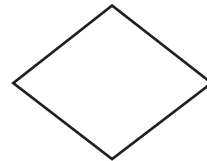


Closed shape? _____

All sides are line segments? _____

Polygon? _____

3



Closed shape? _____

All sides are line segments? _____

Polygon? _____

Name _____

LESSON 19.1
More Practice/
Homework

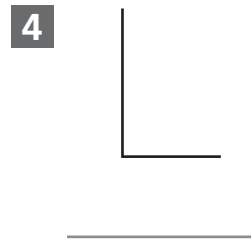
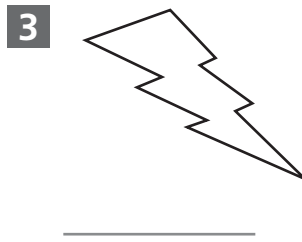
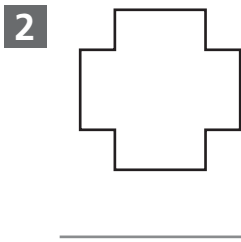


ONLINE
Video Tutorials and
Interactive Examples

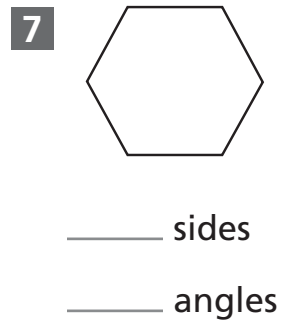
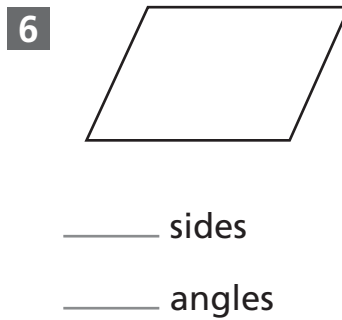
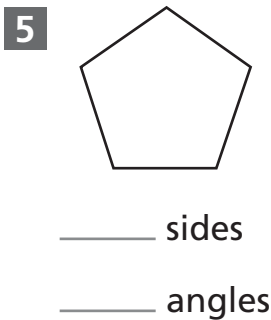
Describe Shapes

1 **(MP) Critique Reasoning** Abby says that a plane shape and a polygon are the same. Is she correct? Explain.

Is the shape a polygon? Write *yes* or *no*.



Write the number of sides and the number of angles.



8 Math on the Spot Draw a closed shape by connecting 5 line segments at their endpoints.

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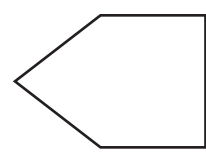
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Name _____

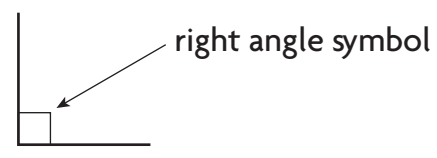
Describe Angles in Shapes

Use a square corner to compare an angle to a right angle.

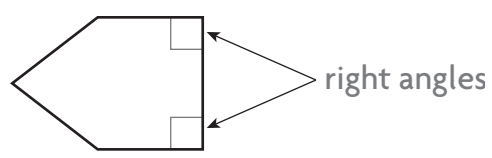
What kind of angles does the shape have?



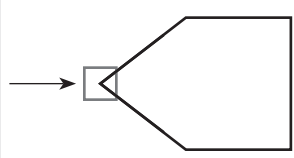
A right angle forms a square corner.



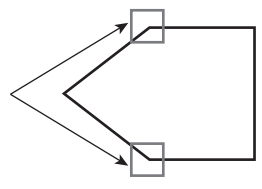
Compare each angle to a square corner.



This angle fits inside a square corner. It is less than a right angle.



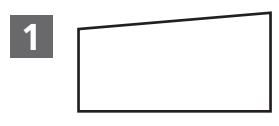
These angles are larger than a square corner. Each angle is greater than a right angle.



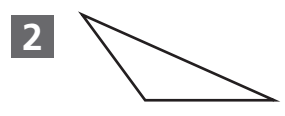
So, the shape has 2 right angles. It has 1 angle less than a right angle.

It has 2 angles greater than a right angle.

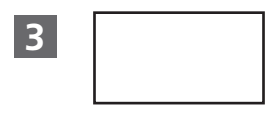
Write the total number of each kind of angle. Draw a small square to mark what appears to be a right angle.



2 right
1 less than right
1 greater than right



___ right
___ less than right
___ greater than right



___ right
___ less than right
___ greater than right

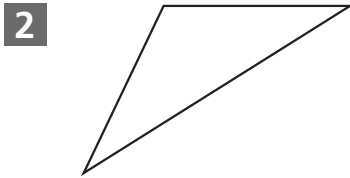


Name _____

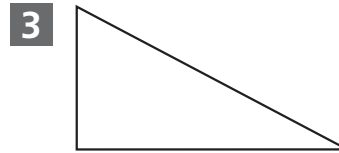
Describe Angles in Shapes

1 **MP Use Tools** Sean wants to compare one angle of a shape to a right angle. Explain how Sean can use a tool to compare the angle.

Write the total number of each kind of angle. Draw a small square to mark what appears to be a right angle.



- _____ right
- _____ less than right
- _____ greater than right



- _____ right
- _____ less than right
- _____ greater than right

4 Math on the Spot Describe the types of angles formed when you divide a circle into 4 equal parts.

5 Open Ended Name an object that has a right angle. Draw your object. Mark what appears to be a right angle.

6 Health and Fitness In PE, Eva learns about ballet and the fifth position of her feet. She says that her feet have formed an angle. Has Eva formed a right angle, greater than a right angle, or less than a right angle with her feet?



Name _____

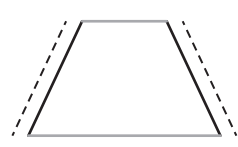
Describe Sides of Shapes

The sides of a shape can be related in special ways. Sides can be the same length. Sides can be parallel.

Which sides of the shape have the same length?

Compare the lengths of the sides.

The gray sides are not the same length.



Mark the side length on paper. Compare with the other side. The black sides are the same length.

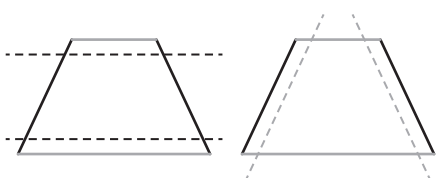
The black sides of the shape are the same length.

Which sides of the shape are parallel?

Parallel sides are the same distance apart.

Compare the distance between the sides.

The gray sides are always the same distance apart. They are parallel.



The distance between the black sides is **not** always the same. They are not parallel.

The black sides of the shape are not parallel.

Write *equal length* or *not equal length* to describe the gray sides of the shape.



_____ equal length _____

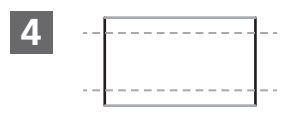


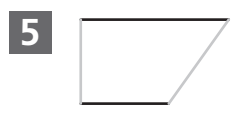
_____ _____



_____ _____

Look at the gray sides of the shape. Write if they appear to be *parallel* or *not parallel*.







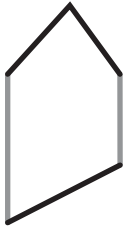


Describe Sides of Shapes

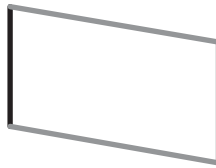
1 **(MP) Critique Reasoning** Dre says a closed shape cannot have exactly 3 sides and one pair of parallel sides. Is Dre correct? Explain.

Write *equal length* or *not equal length* to describe the gray sides of the shape.

2



3



4

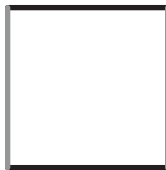


Look at the gray sides of the shape. Write if they appear to be *parallel* or *not parallel*.

5



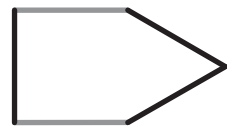
6



7



8 **(MP) Construct Arguments** This shape is drawn on the board. Grace says the shape's gray sides appear to be parallel. Oscar says the shape's gray sides do not appear to be parallel. Who is correct? Explain.

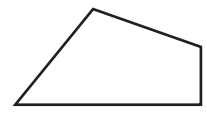


Name _____

Define Quadrilaterals

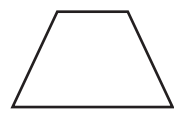
Classify quadrilaterals by their angles and by their sides.

quadrilateral



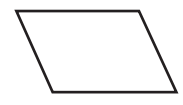
polygon with exactly 4 sides and 4 angles

trapezoid



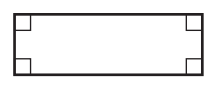
quadrilateral with at least 1 pair of parallel sides

parallelogram



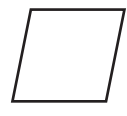
quadrilateral with 2 pairs of parallel sides and 2 pairs of sides of equal length

rectangle



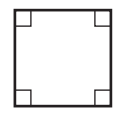
parallelogram with exactly 4 right angles

rhombus



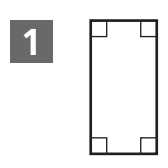
parallelogram with exactly 4 sides of equal length

square



parallelogram with 4 right angles and 4 sides of equal length

Write *yes* or *no*. Circle all the words that describe the quadrilateral.



- 2 pairs of parallel sides? yes trapezoid
- 2 pairs of sides of equal length? yes parallelogram
- Exactly 4 right angles? _____ rectangle
- Exactly 4 sides of equal length? _____ rhombus

Write all of the names from Problem 1 above that describe the quadrilateral.

2

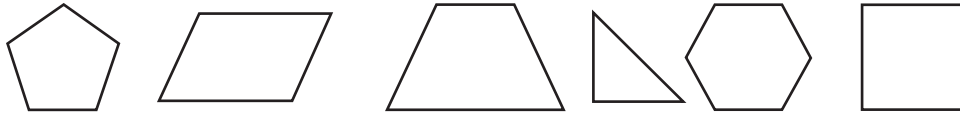
3

4



Define Quadrilaterals

1 Circle the shapes that are quadrilaterals.



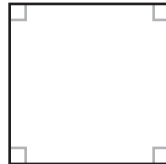
Circle all the words that describe the quadrilateral.

Define a trapezoid as a quadrilateral that has *exactly* 1 pair of parallel sides.

2



3



4



- parallelogram
- quadrilateral
- rectangle
- rhombus
- square
- trapezoid

- parallelogram
- quadrilateral
- rectangle
- rhombus
- square
- trapezoid

- parallelogram
- quadrilateral
- rectangle
- rhombus
- square
- trapezoid



Reason Write *all* or *some* to complete the sentences.

5 _____ sides of a parallelogram are equal in length.

6 _____ rectangles are squares.

7 **Math on the Spot** I am a polygon that has 4 sides and 4 angles. At least one of my angles is less than a right angle. Circle all the shapes that I could be.

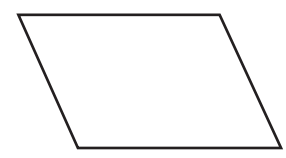
- quadrilateral rectangle square rhombus trapezoid

Name _____

Categorize Quadrilaterals

Use definitions to decide which names describe shapes.

Define a trapezoid as a quadrilateral that has *at least* one pair of parallel sides.



A. Look at the shape.

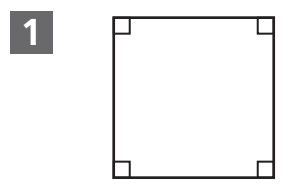
It has 2 pairs of opposite sides that are equal in length. It has 2 pairs of parallel sides. It has no right angles.

You will use this information to decide which names to circle.

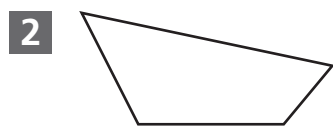
B. Circle names that match the shape.

- parallelogram ← 2 pairs of parallel sides
- quadrilateral ← 4 sides
- trapezoid ← at least 1 pair of parallel sides
- rectangle ← has no right angles
- rhombus ← does not have 4 sides of equal length
- square ← not a rectangle or a rhombus

Circle the words that describe the shape. Define a trapezoid as a quadrilateral that has *exactly* one pair of parallel sides.



- parallelogram
- quadrilateral
- rectangle
- rhombus
- square
- trapezoid



- parallelogram
- quadrilateral
- rectangle
- rhombus
- square
- trapezoid

Name _____



ONLINE
 Video Tutorials and
 Interactive Examples

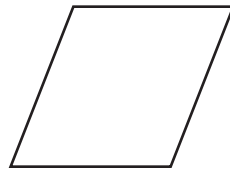
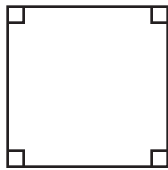
Categorize Quadrilaterals

1 **MP** Construct Arguments

- Is a parallelogram always a rhombus? Explain.

- Is a rhombus always a parallelogram? Explain.

2 Circle the shapes that are trapezoids when a trapezoid is defined as a quadrilateral that has *exactly* one pair of parallel sides.



3 **MP** Construct Arguments Explain why a square is always a rhombus.

4 **MP** Attend to Precision Circle the words that describe the shape shown. Define a trapezoid as a quadrilateral that has *at least* 1 pair of parallel sides.



parallelogram

rhombus

quadrilateral

square

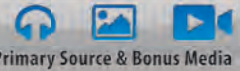
rectangle

trapezoid

Ohio Communities Studies Weekly

PAST AND PRESENT, NEAR AND FAR

DISCOVER MORE!



Primary Source & Bonus Media

Recycling & Sustainability

Ms. Johnson: Good morning, class. Today we're going to go on a mini field trip!

The class cheered with anticipation.

Natalia: Where are we going, Ms. Johnson?

Ms. Johnson: I'm glad you asked, Natalia! It's just a mini field trip, so we won't be going too far. We're going to the back of the school to see the garbage dumpsters!

Steven: The ... garbage dumpsters?

The class now stood outside, keeping their distance from the big, greasy-looking dumpsters.

Ms. Johnson: No need to look so glum, children! There's much to learn here!

Her enthusiasm puzzled the students. She carefully opened the nearest dumpster.

Ms. Johnson: All of this trash is from yesterday! Where do you think it comes from?

Natalia: The cafeteria? There's a lot of yesterday's vegetables...

Ms. Johnson: That's right. Here's a fact: In the United States, about 25 percent of the food we buy ends up thrown away.

Steven: So, for every four pounds of food we buy, one of them ends up in the garbage?

Natalia: But there are people in our town who don't get enough to eat! My aunt and uncle haven't had jobs for almost a year, so my parents have been giving them money and food to get by! It doesn't seem fair to throw food away.

Ms. Johnson: You're right! It's not fair. There are a couple of things we can do about it. You can decide not to turn up your nose to the vegetables at lunch, because the food ends up in this dumpster. Also, the principal here at school and people from the district are talking about how the school can throw less food away. Do you kids know what "sustainable" means?

Natalia: Is it about not using more than we need?

Ms. Johnson: Very good! Being sustainable means we use our resources so that there's enough now and in the future. Now, let's look at this blue dumpster, the one with the arrows in a triangle.

Steven: This one's full of paper. That's the symbol for recycling, isn't it?

Ms. Johnson: It's important to understand that this paper doesn't have to end up in a landfill. It can be recycled! That means it can be broken down and made into a new product. You can make new paper without cutting down more trees, which can hurt the environment. The school tries its best to recycle all of our paper, but we need your help!

Steven: Can we recycle other kinds of garbage, too?

Ms. Johnson: You bet! Here's your homework for the weekend: Find out what kinds of trash can be recycled in our town. It's different from place to place.

Steven: It sounds like there's a lot for everyone to do to be sustainable!

Ms. Johnson: Right you are, Steven. Now, I hope you'll all get out there and find out what you can do to help.





Keeping Communities Safe

Communities provide many services for citizens. Some of the most important services are those that keep people safe. Many people choose to live in certain communities because they feel safe and protected there. As you know, people who live in communities must pay taxes. This tax money is used to fund, or pay for, all the services the people of a community receive. Below you will learn about some of the services tax dollars pay for. These services help keep order in the community.

Police Departments

When you think about safety where you live, do you think about the police department? Police officers help people in many ways. They are available to help people who are in danger or trouble. They respond to accidents and disasters. They are trained to protect people and their property. You have probably seen a police officer controlling traffic or responding to an emergency. If a police officer's car lights are flashing and the siren is sounding they are probably on their way to help someone.

Police officers also work to punish those citizens who do not follow laws. Sometimes people break rules. The police department sees that these people do not harm others in the community or their property. Sometimes they must stop lawbreakers by arresting them. Even though it is not a fun part of their jobs, it must be done.

Police officers also spend time working with young people. They help children understand the importance of following rules. They encourage students to not try drugs or not become involved with gangs. Many police officers have lots of stories to tell about people who made bad choices. You can count on a police officer if you are ever in trouble or scared. They will do everything necessary to protect your safety.

Fire Departments

Another important part of a community is the fire department. They are important because they help protect people and property in a community. Their most important job is

to protect communities from fire. They put out fires and rescue people who are in danger of being burned or hurt by the fire. But that isn't the only thing firefighters do to help a community.

Firefighters are also trained to respond to many types of emergencies. They are able to help victims of disasters, car accidents and other emergencies. They clean up accident and disaster sites. Finally, they work to teach people in the community how to keep away from the danger of fire. Perhaps you have had the chance to visit with firefighters at your school. They usually spend time in schools making sure children know what to do in case of emergencies.

Like police officers, firefighters can be trusted to help you if you are ever in need. It is their job in the community.

Paramedics

In emergencies, people's lives often depend on quick thinking and immediate care. This job often falls to a paramedic.



Community Service Opportunities for Students

These are some community service opportunities that you can plan to do with your class, school or family. Choose three of your favorites and mark them.



- Work with your school, church or neighborhood to organize a holiday gift drive next year to give needy families gifts during the holidays.
- Donate food to your local homeless shelter or volunteer with your family at a local soup kitchen.
- If you have elderly neighbors, volunteer to help tend their yard or garden or shovel snow for them.
- Before school begins next year, organize a backpack and school supply drive to help needy kids in your community. Go to a local homeless shelter to get a list of needed school supplies.
- Donate supplies or your time to your local animal shelter.
- Collect money to help your local animal shelter.
- Get a group together to visit your local nursing home. Many elderly people don't get any visitors. You can play games, talk to them or read to them. You will need to make arrangements with the nursing home before you go.
- Get your family together to clean up trash at a local park or greenbelt.
- Remind others never to throw litter along the side of the highway.
- Send letters or care packages of food and toiletries to soldiers overseas.
- Start a garden and give some of your vegetables to people who need food.

Their job is to respond to emergencies where people are injured or sick. They are trained to give treatment to people until they can be taken to a hospital or doctor.

Most communities have special teams of paramedics. Many of them work with firefighting and police teams to respond to disasters, accidents and emergencies. These healthcare professionals take the lead and give the first treatment to victims. Sometimes this happens in an ambulance.

School Crossing Guards

The safety of children is very important in all communities. Children should be safe everywhere they go. That is why schools often have crossing guards. These responsible citizens must understand traffic laws. They must know how to signal cars to stop and go safely in traffic.

A crossing guard helps children walk to school safely. They stop traffic so students may cross the street without feeling afraid. Usually, a crossing guard carries a flag or stop sign to warn drivers that children are near. Some crossing guards walk with the children back and forth across busy intersections.

Because crossing guards are there to protect the children, parents can be sure their child is getting to and from school safely.



Get Involved: What Can We Do?

Who are the people who donate (give) money and support the kinds of charitable foundations that promote human rights and assistance? In most cases, they are people just like you! You do not have to have fame or fortune to make a difference. If you've ever volunteered time or donated money to a charity during the holidays or brought a can of vegetables to the school food drive, you have aided those in need. Many of us prefer to donate our time by volunteering in hospitals, shelters or clinics. Still others work with their families through local churches, mosques or synagogues to make a difference.

Are you interested in helping? The first, most important step is to talk to your parents or school advisors before you get involved. Your family may already donate to a charitable foundation that you would enjoy learning more about, and chances are that your local schools have programs already set up in the neighborhood. Good programs are well supervised and ensure that people's donations of time, effort and money are used responsibly. There are many safe ways to contribute to the health and welfare of our neighbors and when we do, we make a difference.



"Former President Obama and former first lady Michelle Obama are seen here painting a house for Habitat for Humanity."

Have a Debate

Have you ever tried to convince someone who disagreed with you that you were right? Did you end up in a big, loud argument? There's a better way. It's called a debate. When you debate someone, you and your opponent both come prepared to discuss each side of an issue. The goal is to try to persuade people who are watching the debate to agree with you. This is a great way to practice the communication skills you'll be using more and more as you grow up.

Everyone in your class can play a part in the debate. First, you have to choose a topic. Start with something simple. Next, select two teams of students to debate both sides of a question about your topic. Both teams need to use some of the information from the lesson to convince the audience of their point of view. No yelling or other aggressive behavior is allowed. Students who are not on the teams are the judges. After the debate, the judges talk about which team was most persuasive and why. Then they take a vote. The team with the most votes from the judges is the winning team.

For your next debate, you may want to choose a more complex issue such as which charitable organization is best to support.



Name _____

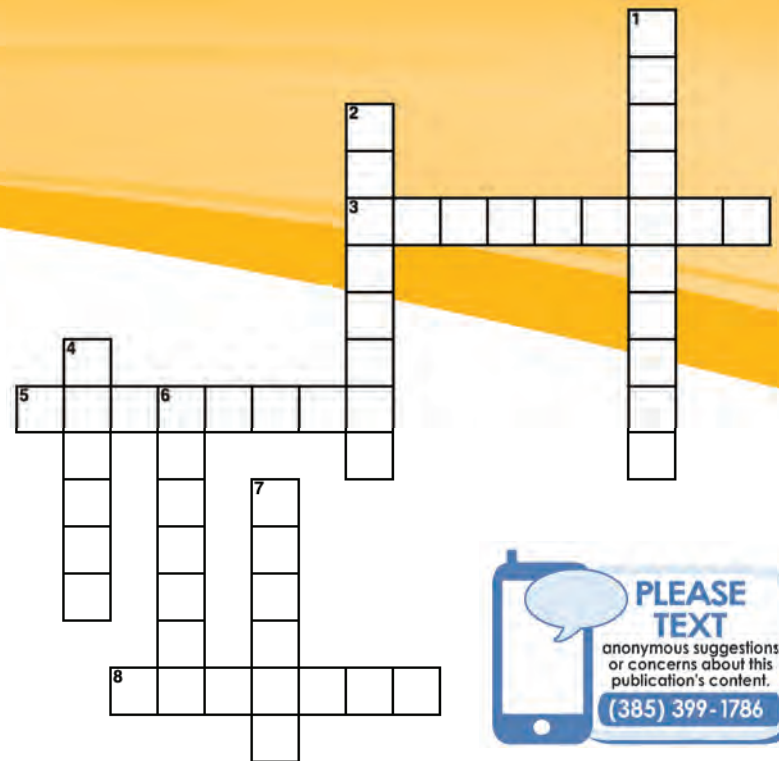
ACROSS

- 3. a group of people who live in the same area
- 5. convince to do something
- 8. to stop something bad from happening to someone or something

DOWN

- 1. to be generous with your time or money to people who need help

- 2. taking scrap or waste materials and processing them so they can be used again
- 4. a written, typed or printed communication or message sent to someone
- 6. a place that provides temporary protection for people or animals in need
- 7. to give money or time to something without asking for anything in return



Activity

Can You Make a Change?

Good citizens care about the common good of their communities. They want people to be safe and happy living there. Sometimes people think their community could be better. Even young people like you can share ideas that could improve the lives of everyone. Maybe you have a way to keep people from littering. Perhaps you have a plan to keep children safer at the park. What can you do to convince others in the community to make a change?

There are many great ways for citizens to share their ideas with others. Sometimes a letter to the editor of a community newspaper can spark others to make a change. You can even

share your ideas at a community government meeting. Ask a parent or teacher to help you put your plan into action. Who knows ... you might have an idea that could make your community better than ever!

Make a list of three changes you would like to make to your community. Pick one and write a letter to the editor of a newspaper or to a community leader detailing your thoughts about the importance this change will have for the common good. Include specific ideas about how to carry out your plan. And don't forget to thank the person you are writing to!

Activity

My Letter

Write the letter using the template. In the first part, you will write a greeting. In the next part, you will include two to three ideas for making a change. In the last part, you will end with a polite closing.



Greeting



Ideas



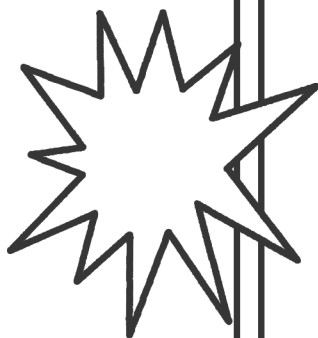
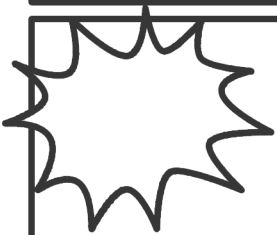
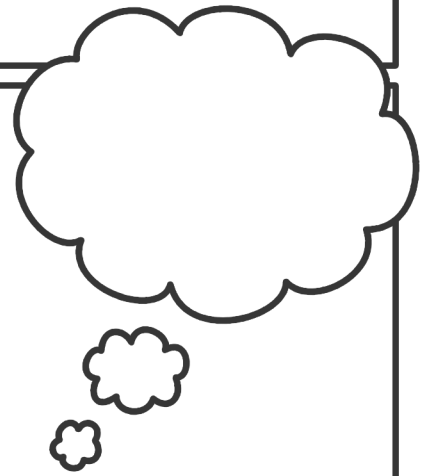
Closing

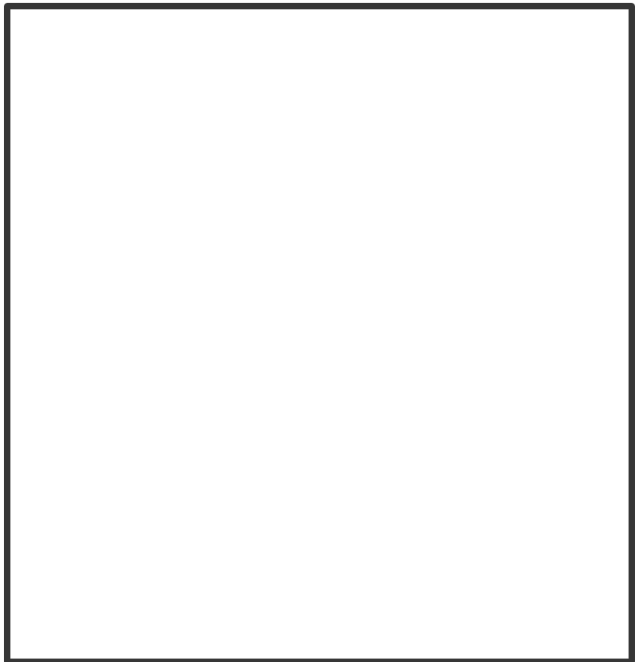
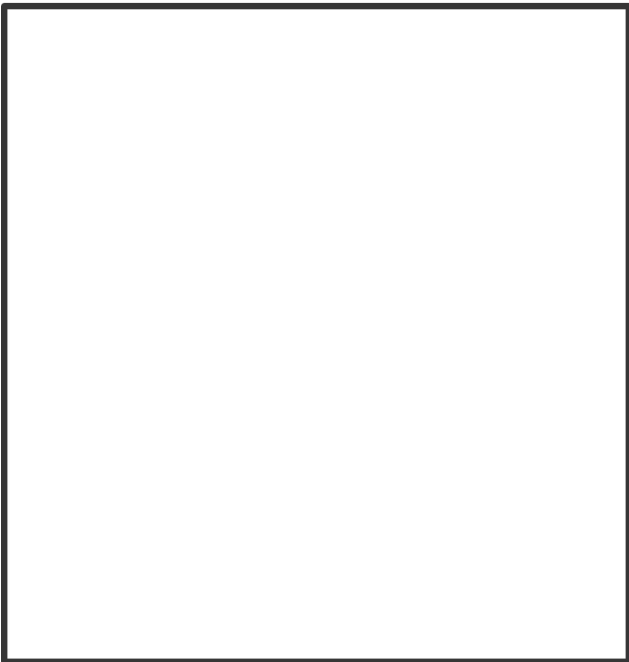
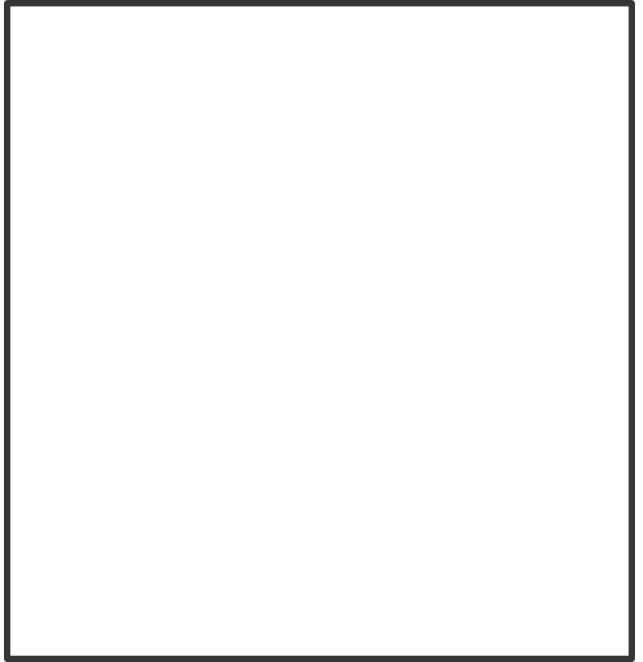
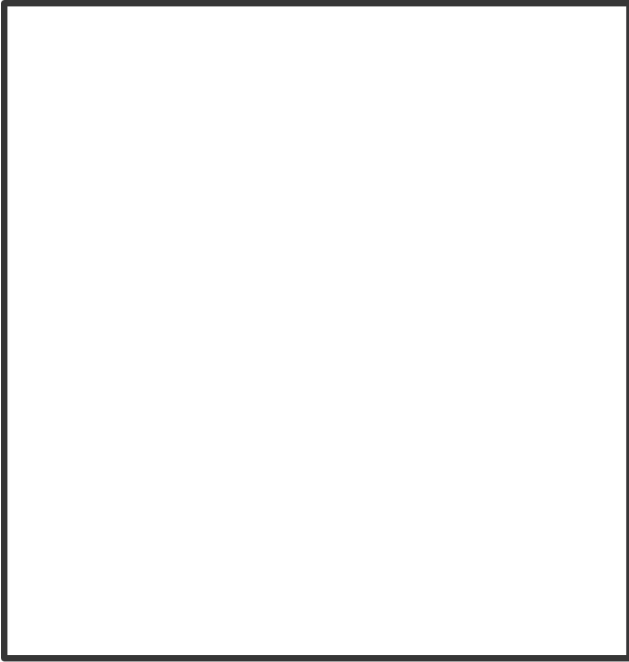
Let's Write

Students should select a first responder and write why they think that first responder's job is so important.

Think & Review

1. How does recycling help keep our classroom neater?
2. Which jobs play a role in keeping our community safe?
3. Who is responsible for helping community members in need?
4. What are three things we can do to make our community better?
5. What are some things we can do in our classroom to help improve the community?





Brief History of American Musical Theater

The modern American musical is usually associated with the “triple threat”, singing, dancing and acting. It is also the culmination of costume and set design utilizing resources and technology. The line that connects operas to musicals is a complicated one, influenced by shifting cultural tastes, commercial enterprise and a wide ocean.

In 1728, the British dramatist, John Gay’s *The Beggar’s Opera* opened in London. This ballad opera used popular tunes with rewritten lyrics and spoken dialogue to satirize the serious nature of Italian opera. This genre of “anti-opera” was a huge success and many British ballads were taken across the pond and performed in the American colonies. After the revolution, American theaters became the home of the burlesque show, witty parodies of famous plays. They included dancing girls, popular songs, witty comedy and sometimes lewd subject matter. *The Black Crook*, which opened in New York in 1866, became the culmination of this new American musical theater genre. It is considered to be the first “book” musical written by Americans.

But this new genre owed a great deal to European influences. The form of the American musical borrows heavily from the opera buffas of Offenbach and the operettas of Johan Strauss II. The content comes from the minstrel shows, vaudeville, burlesque and other popular entertainments of the late 19th century. But the look and production value come directly from the work of Gilbert and Sullivan.

The Pirates of Penzance premiered in New York in 1879. This comic opera set a new standard with American audiences with its witty lyrics and dialogue, sophisticated musical structure and its impeccable production value. American dramatist and composers were inspired to imitate and make this genre their own. In the early 1900s, George M. Cohan and Victor Herbert began to give the “Broadway Musical” a distinctly American sound and Ziegfeld’s “Follies” introduced a new sense of pageantry and performance.

In the 1920s, the American musical began to travel back across the pond to entertain British audiences. By the next decade, during the Great Depression, the musical grew in popularity; with the premiere of Cole Porter's *Anything Goes*, Rodgers and Hart's *On Your Toes*, and Ira and George Gershwin's *Of Thee I Sing*. These productions saw the birth of many popular songs that found their way onto the radio and into the American consciousness.

But the musical truly came into its own in 1943 when Rogers and Hammerstein opened *Oklahoma*. This work is now a touchstone for story, character development and production. Since then the musical has evolved with the shifting tastes of audiences, embracing new musical genres and offering spectacle that is rarely seen on the opera stage. By the end of the 20th century, with the sophisticated music and storytelling of Leonard Bernstein and Stephen Sondheim, it's hard to truly define where musical ends and opera begins.

LEONARD BERNSTEIN



Leonard Bernstein was born in Massachusetts in 1918. He studied piano as a child and developed a lifelong love for it, going on to major in Music at Harvard. After completing college, he moved to New York City and took jobs transcribing music and writing arrangements for publishers, and worked his way up to becoming an assistant conductor at the New York Philharmonic Orchestra. One night in 1943, he was rushed in to conduct the New York Philharmonic after their usual conductor fell ill. The night's concert was nationally broadcast, and Bernstein became an overnight sensation in the world of orchestral music. He then began guest conducting with several orchestras, and composed symphonies and ballets. One of his ballets was adapted into a musical called *On the Town*, which was later made into a successful MGM movie musical. He also hosted a television show that taught music to children, which made him a well-known name in American homes in the late 1950s. In 1959, he collaborated with writers Arthur Laurents and Stephen Sondheim and choreographer Jerome Robbins to compose the score to *West Side Story*, now one of the most famous American musicals and his most famous work. He continued conducting and composing for the rest of his life.

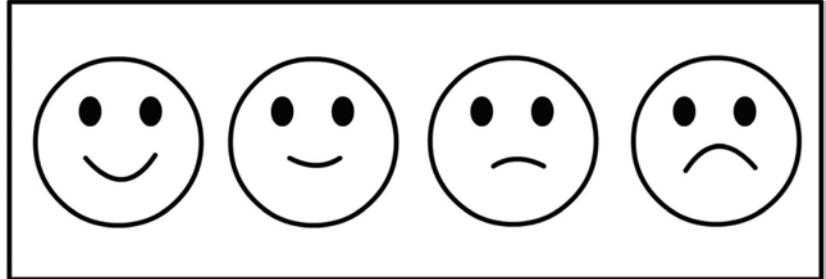
Bernstein's music was famous for combining several different styles of music, including elements of jazz, Jewish folk music, and the works of composers from the 18th and 19th centuries, to create his own signature sound. Search the internet for a recording or video of *West Side Story*, or check out the film version or cast recording from your local library, and listen to some of the music. Do you hear any of his regular influences, or do you hear something completely different? List the different elements you hear in the song in the space below.



Name: _____

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: