To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
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<tr>
<th>Time</th>
<th>Monday</th>
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<tr>
<td>8:00</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt;- Practice reading sight word flash cards (sets 4 &amp; 5), place words read correctly in a different pile but practice at least one time each day&lt;br&gt;- Sound Sort – short/long e&lt;br&gt;- Silent e Practice&lt;br&gt;- Vowel Teams ee/ea&lt;br&gt;- Short Vowel u Practice&lt;br&gt;- Spell the Sounds Activity</td>
<td><strong>Reading</strong>&lt;br&gt;- Read text, My Dog and answer questions&lt;br&gt;- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td><strong>Reading</strong>&lt;br&gt;- Read text, Chris Crosses the Street and answer questions&lt;br&gt;- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td><strong>Reading</strong>&lt;br&gt;- Read text, My Whiskers and answer questions&lt;br&gt;- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td><strong>Reading</strong>&lt;br&gt;- Read text, Troy’s Treat and answer questions&lt;br&gt;- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
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<td>8:30</td>
<td><strong>Reading</strong>&lt;br&gt;- Read text, Bella Has Breakfast and answer questions&lt;br&gt;- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td><strong>Language/Writing</strong>&lt;br&gt;- Daily Writing Prompt – See April Calendar&lt;br&gt;- “Feathery Fiasco” Activity Sheet&lt;br&gt;- Descriptive Writing – My Favorite Activity&lt;br&gt;- Daily Language Journal</td>
<td><strong>Language/Writing</strong>&lt;br&gt;- Daily Writing Prompt – See April Calendar&lt;br&gt;- Present Tense “In Tense Sports” Sheet&lt;br&gt;- Narrative Writing- Day at the Carnival&lt;br&gt;- Daily Language Journal</td>
<td><strong>Language/Writing</strong>&lt;br&gt;- Daily Writing Prompt – See April Calendar&lt;br&gt;- Verb Tense Sort&lt;br&gt;- Present and Past Tense Word Sort&lt;br&gt;- Daily Language Journal</td>
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<td>9:30</td>
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**Notes:**
- Sight Words and Sight Word Flash Cards:
  - Monday: Set 4
  - Tuesday: Set 5
  - Wednesday: Set 4 (Review)
  - Thursday: Set 5
  - Friday: Review Set 4 & 5
- Reading Comprehension Journal:
  - Monday: See April Calendar
  - Tuesday: “Feathery Fiasco” Activity Sheet
  - Wednesday: Narrative Writing- Day at the Carnival
  - Thursday: Present Tense “In Tense Sports” Sheet
  - Friday: Descriptive Writing – My Favorite Activity
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<th>Time</th>
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<td>11:00</td>
<td>LUNCH</td>
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<td>12:00</td>
<td>Phonics Activity Package</td>
<td>Math</td>
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<td>12:30</td>
<td>Instructional Khan Academy</td>
<td>Activity Sheet</td>
<td>Interactive Phonics Journal</td>
<td>Activity Sheet</td>
<td>Activity Sheet</td>
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<td>Video</td>
<td>Use Direct Measurement</td>
<td>Use Nonstandard Units to Measure</td>
<td>Use Nonstandard Units to Measure</td>
<td>Use Nonstandard Units to Measure</td>
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<td></td>
<td>Indirect Measurement</td>
<td>Length (Lesson 17.3)</td>
<td>Length (Lesson 17.2)</td>
<td>Length (Lesson 17.1)</td>
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<td>1:30</td>
<td>Social Studies</td>
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<td>2:00</td>
<td>Art</td>
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<td>Music</td>
<td>Science</td>
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<tr>
<td>2:30</td>
<td>Project: My Home</td>
<td>Mini Tin Can Drums</td>
<td>Pigeon</td>
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<td>Science Journal Activity/Page</td>
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<td>Science Journal Activity/Page</td>
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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


Science: Daily Science Activity & Journal

Art: watercolor paint, paper

Additional Student Supports:

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

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

Basic Reading
Letter Identification and Letter Sounds
- For children having difficulty with letter identification and sounds pick a “Letter of the Day”
  - Make a letter flashcard
  - Have your child write out the letter and say the letter sound
  - Find items around the house that start with that letter/letter sound
- Create word labels for items around your home (door, television, table, etc.) and work to sound out the letter sounds to say the words
- Use online programs that focus on letters and letter sounds (see resources list)

Stuck on a Word?
- Chunk it: break the word into chunks they already know.
  - Example: m at, or fl at
- Stretch the word out: say each sound individually and then put the sounds together.
  - Example: ship…sh-ii-p…ship
- Look at the pictures
- Look for a word part you know.
  - Example: ship…I know “sh”, what does it sound like with “ip” at the end.
- Skip it: skip the unknown word, read to the end, go back and re-read the unknown word
- Come back to it: if it proves difficult, continuing reading to decrease frustration and come back to it later

Reading Fluency
- Read to your child every day. Encourage just right pacing (not too fast, not too slow), and make sure to attend to the punctuation (pausing at the end of sentences, adding expression based on punctuation marks).
- Have your child them re-read what you read to them. This is called “echo reading”
- Have your child read a passage or story more than once:
  - Read to a sibling or a pet
  - Call a family member and read the passage or story over the phone
  - Read to a friend via phone or video
  - Record them reading and play it back to them
- Support and compliment your child when they are reading correctly!

Assisting with Comprehension
Before and During Reading:
- Look through the reading passage or book and look at pictures or graphics. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:
- Have your scholar summarize what they read. Use the “5 W’s”
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
How to Help Your Child at Home with Math

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
  - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
  - Dice: can be used the same way as a deck of cards to work on basic facts.
  - Candy Land: alter the board and instead of colors use numbers
  - Yahtzee: basic addition
  - Connect Four: problem solving, and strategic thinking
  - Puzzles: perfect for working on spatial awareness
  - Monopoly: have your child be the “banker” to work on money skills
  - Battleship: graphing coordinates
  - Uno: is numbers on cards to create calculation problems

- **Calendar skills:** create a monthly calendar on a piece of paper. Mark special events (birthdays) or holidays. Review days of the week and calculate how many days there are until a special event. Don’t have a birthday or holiday coming up? Create one like “Family Movie Night” or “Ice Cream Sundae Day”

- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10

- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is 1/8) or in parts together (2 pieces is 2/8 or ¼).

- **Greater than/Less than or Larger/Smaller:** Using a deck of cards. Before starting, decide if the student will be looking for the largest of smallest card. 2 players each draw a card the person with the largest card gets both.

- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces,

- **Measurement:**
  - Bake something and have your child measure out all of the ingredients for the recipe.
  - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
  - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).

- **Money skills:** create a store using items around your house. Label each item with a dollar amount and have your child “shop” in your store or have them act as the cashier and make change.

- **Number line or hundreds chart:** create a number line or hundreds chart to help with math calculation and counting

- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.

- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Time:** create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
Dear Parents/Guardians,

In the work packet, you will find assignments for the below literacy components. Most often there will be more than one assignment for each 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.

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<tr>
<td>Read Sight Words</td>
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<td>at least 3 times. Words read correctly, place in a different pile, BUT read them at least once each day.</td>
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<td>Phonics</td>
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<td>Examples: Word Sorts, Worksheets, Decodable Texts</td>
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<td>Read Passage(s) &amp; Answer Questions</td>
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<td>Language/ Writing</td>
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<td>Read a book for 15 minutes</td>
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It's April Fool's Day! What joke have you played or would you play on your friends?

Write a story about a marshmallow bunny that comes to life.

Describe your favorite thing to do at recess.

Pretend you are a marshmallow bunny that comes to life. What activity would you like to begin?

If you could pick a new name for yourself, what would it be and why?

The best thing to do on a rainy day is…

Write a funny story about the day it rained chocolate chips!

If you could add a new school subject, what would it be and why?

In spring, I love the smell of…

If you could be anyone else for one day! Who would it be and why?

Imagine you found a golden key. What does it open and what do you see there?

If you were a tour guide for your city, where would you take visitors? Why?

Today is Earth Day. What three things can you do to help protect our planet?

Write a poem about a rainy day.

One spring day, I hopped into a hot air balloon and floated off into the sky.

If you could donate a million dollars to any charity, which one would you choose and why?

Pretend you bumped into someone famous! Write a dialogue of your conversation.

Make a list of 10 items you would need to take to a sleepover.

If you could eat anything for breakfast, what would it be and why?

Imagine you move to a new city. How would you make new friends?

Describe your favorite thing to do at recess.

List five things you like about your pet—or a pet you wish you had.

In spring, I love the smell of…

If you could build a giant tree house, what would it look like?
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!*
Dad and the Bat

Dad hit the bat with the big van. The bat has a bad leg. I got a box for the bat. We went to the vet. The vet was in the dog pen. The vet was able to fix the bat. The vet put the bat on a cot and fed him a red bug. The bat was not sad.
come  blue

came  if

your  ask
its
want
red
put
from
every
good

pretty

don’t

any

too

how
got
know
jump
take
about
green
Chris was walking with Grandpa. "Let's have lunch," Grandpa said. "There is a restaurant across the street."

"That sounds good," said Chris. He started to cross the street.

"Wait!" cried Grandpa. "You should never walk into the street without looking! You should hold my hand, too."
"But I did not hear any cars coming," said Chris.

"It is still dangerous to cross the street without looking both ways first."

"I am sorry," said Chris.

Grandpa took Chris's hand. They looked both ways. There were no cars coming. Together, they walked safely across the street.
1. Why do Chris and his Grandpa need to cross the street?

   A. They are practicing how to cross the street safely.
   B. They see a friend across the street who they want to meet.
   C. They want to eat lunch at a restaurant on the other side of the street.

2. In this story about crossing the street, what do Chris and his grandpa do after they look both ways for cars?

   A. Chris and his grandpa stop to talk to a friend.
   B. Chris and his grandpa walk safely across the street.
   C. Chris and his grandpa listen for cars.

3. Chris crossed the street without looking when he did not hear any cars coming. Grandpa thinks this is unsafe. How do we know Grandpa feels this way?

   A. Grandpa and Chris cross the street together at the end of the story.
   B. Grandpa stops Chris from crossing the street and tells Chris how to cross safely.
   C. Grandpa wants to have lunch at a restaurant across the street.
4. What is the main lesson in "Chris Crosses the Street"?

   A. Look for cars both ways before crossing a street.
   B. Always hold your Grandpa's hand when you are away from home.
   C. Do not talk to strangers.

5. What did Chris and Grandpa see when they looked both ways before crossing the street?

   Chris and Grandpa saw

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
6. What did you learn from "Chris Crosses the Street"?

________________________________________________________________________

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7. Class Discussion Question: Why is it dangerous for Chris to cross the street without looking both ways first?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

8. Draw a picture of Chris and Grandpa crossing the street safely.
Short Vowel a

Here are words that rhyme. Read the words in the boxes below.

bad    dad    had    mad    

   cat    fat    hat    pat    

    fan    man    pan    ran

Read and circle the short vowel a words in the box below.

ran    rain    race

cake    cat    had

fan    mad    made

maid    man    mane

bad    pane    pan

Print the words you circled on the lines.
1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________
7. ________________________
8. ________________________
Dad and the Bat

Dad hit the bat with the big van. The bat has a bad leg. I got a box for the bat. We went to the vet. The vet was in the dog pen. The vet was able to fix the bat. The vet put the bat on a cot and fed him a red bug. The bat was not sad.
My mom and dad brought my sister and I to the carnival yesterday. There was so much to see and do!

Middle:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

End:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
## Nouns / Verbs

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane</td>
<td>car</td>
</tr>
<tr>
<td>swim</td>
<td>drive</td>
</tr>
<tr>
<td>drink</td>
<td>plant</td>
</tr>
<tr>
<td>Matt</td>
<td>walk</td>
</tr>
<tr>
<td>run</td>
<td>jump</td>
</tr>
<tr>
<td>table</td>
<td>desk</td>
</tr>
<tr>
<td>door</td>
<td>eat</td>
</tr>
<tr>
<td>Short /a/ Vowel Sound</td>
<td>Long /a/ Vowel Sound</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>break</td>
<td>grab</td>
</tr>
<tr>
<td>snap</td>
<td>lake</td>
</tr>
<tr>
<td>nail</td>
<td>weigh</td>
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<tr>
<td>ham</td>
<td>plan</td>
</tr>
<tr>
<td>came</td>
<td>sad</td>
</tr>
<tr>
<td>black</td>
<td>day</td>
</tr>
<tr>
<td>mat</td>
<td>they</td>
</tr>
</tbody>
</table>
### Word Sort

#### Short /i/ Vowel Sound

- slid
- bike
- tide
- him
- light
- spine
- fill

#### Long /i/ Vowel Sound

- find
- bib
- mice
- grin
- drip
- smile
- pig
My mom and dad brought my sister and I to the carnival yesterday. There was so much to see and do!

Middle:
_____________________________________________________
_____________________________________________________
_____________________________________________________

End:
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Add.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 + 2 = _____</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>6 + 4 = _____</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>4 + 8 = _____</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>3 + 10 = _____</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>5 + 3</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>14 + 4</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>4 + 4</td>
<td>18</td>
</tr>
</tbody>
</table>
Order Length

You can use length to order three objects.

These shoes are ordered from longest to shortest.  
These shoes are ordered from shortest to longest.

Circle the object that is the longest.  
Draw an X over the object that is the shortest.

1

2
Measure length in non-standard units

Grade 1 Measurement Worksheet

Use a penny to measure each picture below.

Length: ______ pennies

Find the longest and shortest spoons around your house and measure them with a penny.

Width: ______ pennies
Length: ______ pennies

Length of the longest spoon: ______ pennies
Length of the shortest spoon: ______ pennies
Answers

Wrench: Length = 8 pennies

Book: Width = 3 pennies
Length = 4 pennies

Spoons: varies
Dear Family,

During the next 8 school days, our math class will be learning to measure length. In this module, we will also be learning new math vocabulary. You can find definitions for these terms in the eGlossary.

Ask me along the way to explain these concepts. Having me explain or show how to solve a problem helps me make sense of the mathematics and deepens my understanding. If I get stuck, we can go to the Family Resources and use digital resources to learn together.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Family Resources Online Support</th>
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</thead>
<tbody>
<tr>
<td>17.1 Order Length</td>
<td>Interactive Reteach, Lesson 17.1</td>
</tr>
<tr>
<td>17.2 Use Indirect Measurement to Compare Length</td>
<td>Interactive Reteach, Lesson 17.2</td>
</tr>
<tr>
<td>17.3 Use Nonstandard Units to Measure Length</td>
<td>Interactive Reteach, Lesson 17.3</td>
</tr>
<tr>
<td>17.4 Make a Nonstandard Measuring Tool</td>
<td>Interactive Reteach, Lesson 17.4</td>
</tr>
</tbody>
</table>

**Home Activity**

Cut strips of paper in varying lengths and place them in random order on a table. Have children put the strips of paper in order from longest to shortest.
Estimada familia:

Durante los próximos 8 días escolares, en la clase de matemática aprenderemos a medir la longitud. En este módulo, también aprenderemos nuevos términos matemáticos. Puede consultar las definiciones de estos términos en el eGlosario.

En ese tiempo, pregúnten acerca de estos conceptos. Cuando los estudiantes explican o muestran cómo resolver un problema, les ayuda a encontrarles sentido a las matemáticas y a profundizar su comprensión. Si su hijo(a) no logra entender algo, ingrese en Recursos familiares y use los recursos digitales para aprender juntos.

<table>
<thead>
<tr>
<th>Lección</th>
<th>Apoyo en línea para recursos familiares</th>
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<tbody>
<tr>
<td>17.1 Ordenar las longitudes</td>
<td>Refuerzo interactivo (Lección 17.1)</td>
</tr>
<tr>
<td>17.2 Usar la medición indirecta para comparar la longitud</td>
<td>Refuerzo interactivo (Lección 17.2)</td>
</tr>
<tr>
<td>17.3 Usar medidas no estándar para medir la longitud</td>
<td>Refuerzo interactivo (Lección 17.3)</td>
</tr>
<tr>
<td>17.4 Fabricar una herramienta de medición no estándar</td>
<td>Refuerzo interactivo (Lección 17.4)</td>
</tr>
</tbody>
</table>

**Actividad para la casa**

Corte tiras de papel de diversas longitudes y colóquelas al azar sobre una mesa. Pídale a su hijo(a) que ordene las tiras de papel, de la más larga a la más corta.
Prezada Família,

Durante os próximos oito dias de aulas, nossa turma de matemática aprenderá a medir o comprimento. Neste módulo, também aprenderemos novos termos de matemática. Você encontrará definições desses termos no glossário eletrônico, o eGlossary.

Pode me pedir a qualquer hora que eu explique esses conceitos. Quando eu explico ou mostro como resolver um problema, isto me ajuda a compreender a matemática e aprofunda a minha compreensão. Se eu não conseguir, podemos ir para os Recursos a Família e usar os recursos digitais para aprendermos juntos.

### Lição Recursos da Família - Suporte Online

<table>
<thead>
<tr>
<th>Lição</th>
<th>Recursos da Família - Suporte Online</th>
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<tr>
<td>17.1</td>
<td>Ordenar pelo comprimento</td>
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<tr>
<td>17.2</td>
<td>Usar medidas indiretas para comparar o comprimento</td>
</tr>
<tr>
<td>17.3</td>
<td>Usar unidades não padrão para medir comprimento</td>
</tr>
<tr>
<td>17.4</td>
<td>Usar uma ferramenta de medição não padrão</td>
</tr>
</tbody>
</table>

### Atividade de casa

Corte tiras de papel de diversos tamanhos e coloque-as em ordem aleatória sobre uma mesa. Peça ao seu filho que coloque as tiras de papel em ordem, da mais longa para a mais curta.
Chè Fanmi,


Etan n ap aprann, mande m pou m esplike konsèp sa yo. Lè w fè m esplike oswa montre kijan pou rezoud yon pwoblèm, sa ede m konprann Matematik epi apwofondi konpreyansyon m. Si m kole, nou ka ale nan Resous Fanmi an epi itilize resous dijital pou nou aprann ansanm.

### Vokabilè

- longè
- pi kout
- pi kout la
- pi long
- pi long la

<table>
<thead>
<tr>
<th>Leson</th>
<th>Sipò pou Resous Fanmi Sou Entènèt</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.1</td>
<td>Lòd nan Longè</td>
</tr>
<tr>
<td>17.2</td>
<td>Itilize Mezi Endirèk pou Konpare Longè</td>
</tr>
<tr>
<td>17.3</td>
<td>Itilize Inite ki Pa Estanda pou Mezire Longè</td>
</tr>
<tr>
<td>17.4</td>
<td>Fè yon Zouti ki Pa Estanda pou Mezire</td>
</tr>
</tbody>
</table>

### Aktivite pou Fè Lakay

Dekoupe bann papye ak diferan longè epi mete yo annòd owaza sou yon tab. Fè timoun yo mete bann papye yo annòd de pi long la rive sou pi kout la.
Learn the Math

Mark an X on the object that does not belong.

1

2

3
Do the Math

Mark an X on the object that does not belong.

1

2

3
Use Nonstandard Units to Measure Length

1. Use any size □ to measure. About how long is the hairbrush?

   About 6 □

2. Use □ to measure. About how long is the comb?

   □
Maria was helping her dad. She put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.

"Dad," asked Maria, "what happens to the cans and bottles?"

"They are broken down into pieces," her dad said.

"People use those parts to make new things. Then less trash is left on Earth."
**bottle**  
*bot·tle*

**Definition**

*noun*

1. a container with a narrow neck used to hold or pour liquids. A bottle is usually made of glass or plastic.

*I bought a bottle of milk and a bottle of soda at the store.*

**Spanish cognate**

*botella:* The Spanish word *botella* means bottle.

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

1. ""Did you pack your water *bottle*?" his dad asked. Devon nodded. "Yes." "How about the sandwiches? And the trail map?" Mr. Miller asked. "I've got everything, Dad," Devon said. "Come on. Let's hit the trail!""

2. People will recycle paper, *bottles*, and cans. When something is recycled, it is made into something new. Volunteers collected more than 70 million plastic bottles last year. The bottles were recycled, and a company used them to make backpacks for kids.

3. Tyler rode his bike around the path. He passed the swings and slide. He passed the small pond. As he rode, he saw things he never noticed before. There was lots of garbage on the ground. He saw old soda *bottles*. He saw old food wrappers.
**can** can

**Definition**

**noun**

1. a round metal container for food or other products.
   
   *I opened a can of soup.*

2. a large container for waste.

   *Tom put the garbage can out by the curb.*

---

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

1. People will recycle paper, bottles, and **cans**. When something is recycled, it is made into something new.

2. Cans, bottles, and newspapers **can** be recycled. That means these objects are put through a special process so they can be used again.

3. While the usher wasn't looking, Kurt and Roscoe walked around the back of the movie theater, where the dumpsters were: a concrete corner littered with broken glass and empty soda **cans**.

4. Hungry bears smell the food. They want to eat the food. Bears look for leftover food in trash **cans**. Bears look for food at people's campsites. That is a problem for people.

5. People also help decrease their solid wastes when they recycle. Recycling refers to putting old objects, such as glass, plastic bottles, newspapers, and aluminum cans through a special process so they **can** be used again.
**recycle**  re·cy·cle

**Definition**

verb

1. to put used things through a process that allows them to be used again.

*The city recycles paper, glass, metal, and plastic.*

**Spanish cognate**

*reciclar*: The Spanish word *reciclar* means recycle.

---

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

1. Things made of plastic can be **recycled**. They can be made into something new.

2. Cans, bottles, and newspapers can be **recycled**. That means these objects are put through a special process so they can be used again.

3. Today many people **recycle** paper. When used paper is recycled, it is turned into new paper. Less paper is put in the trash. Fewer trees are cut down. Recycling is helpful to Earth!
1. What did Maria and her dad collect for the recycling center?
   A. old cans and bottles
   B. paper
   C. old toys

2. What happened before Maria's dad took the box outside?
   A. A green truck picked up the cans and bottles.
   B. Maria put old cans and bottles in a box.
   C. People used the pieces to make a new thing.

3. What happens to the bottles and cans before a person can make new things out of them?
   A. They are buried in the ground.
   B. They are broken down into pieces.
   C. They are put in piles.
4. What is the big lesson in "Maria Recycles"?

   A. Recycling trucks are green.
   B. Trash hurts the earth.
   C. When we recycle, there is less trash left on Earth.

5. According to the passage, what can be recycled?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What did you learn from "Maria Recycles"?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
7. **Class Discussion Question:** Explain why less trash is left on Earth when people recycle bottles and cans.

8. Draw a picture of Maria and her dad recycling.
Family Guide for Art

Art offers us so much! It is one way we can show how we feel without words or sounds. Best of all—everyone can do it!!

Daily:

Free Draw-Paint-Build

Use whatever supplies you have to create a new work every day. It doesn’t have to be big—just something you like and care about. You can draw it with pencil or crayons, or use paints, or even build something with clay, paper and tape, cardboard—even Legos! Try to do something different each day for 10 minutes.

Photo journal

Use the guide for the photo journal to take pictures every day! Be sure to save your work to share with family and friends!

Weekly

Use the online resource guide to have a virtual visit to one of the world’s museums. Ask yourself:

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

Be sure to read all you can about the artists you see. Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Week 1:

Photo journal and explore the Van Gogh!

Week 2:

Photo journal and explore The Louvre

Week 3:

Photo Journal and explore The Cleveland Museum of Art

Review your photo journal work—ask yourself what story you see over the last three weeks. What do you want your story to say next? What do you wish the story says right now? Predict the end of the story.
Draw a picture of your home!

What are a few words that describe your home?

Write a sentence about your favorite part of your house:
FOLLOW THESE STEPS:

1. Start with a big letter O. (It appears in words like “Mo”!)
2. Now draw a smaller letter O inside of it. (You’ve drawn a doughnut!)
3. Next, you have a choice between two letters—M or W— but draw the letter on its side. (You made a beak!)
4. We’re going to place the eye next, which is the most important part of the drawing, because the eye shows how the character is feeling. Make sure to darken it in. (You always look at the darkest part of a drawing first!)
5. Draw two lines going straight down for the neck.
6. Next, draw two lines across the neck for the collar.
7. The body is a circ-angle—a triangle and a circle combined. (It kind of looks like an ice cream cone that’s fallen over.)
8. The legs are two more lines straight down from the body. (Just like the neck!)
9. Almost done! Draw the letter V three times. The first two are upside down for the feet. The third is on its side in the body for the wing.

FINISHED!

Great job! That’s an awesome Pigeon!

Once you’ve gotten the basic drawing down, mix it up. Move The Pigeon’s beak, wings, eye, or legs to create lots of funny poses!
My Photo Journal!

Pictures can tell a story! What is YOUR story?

**What do I need?** Any camera! (ask a caregiver for help!)

**What do I do?** Take as many pictures of things you find interesting, beautiful, gross, inspiring or just plain picture worthy as you can each week. Ask a caregiver to help you with the weekly theme! Make sure you save your work to share with friends and family!

**Week 1: Changes**

Perhaps you were going to visit family or take a vacation, or you are used to going to the park or a friend’s house. Everything is different. Take pictures with a camera that show how your world has changed and explain why with an artist’s statement.**

**Week 2: Patience**

When things change, sometimes we just want everything to be the way it used to be. To get through it we need patience. Take pictures that represent the idea of patience and explain why these images show patience for you.

**Week 3: Staying home**

Sometimes our home, or bedroom, or school, or any space we see every day can feel unexciting. Use your camera to zoom in on common objects and discover something new in the common and ordinary. Record your thoughts in an artist’s statement.

**What is an artist’s statement?** Write or say few words telling the world why this picture matters to you.
Music Family Guide

Daily:

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

Play “Roll a Rhythm” and clap or count together the rhythm you created! Use different worksheets to reinforce reading musical notes.

Once per week:

Listen to a concert, an album side, or play your own music. Practice good audience behavior.

After, write or draw how the music made you feel. Why did you choose the music you listened to? Does it remind you of other songs?

Week 1: Create your own drums.
Decorate and experiment with how different drums from household objects sound. Use the beats you create with Roll a Rhythm to play different rhythms.

Week 2: Create your own strummer or flute.

Experiment with different sounds! See if you can make new sounds as part of your creations!

Week 3: create your own music video and dance to a favorite song.

Practice every day. Perform it for your family, even record it!
MUSIC PLAY: MAKE YOUR OWN TIN CAN DRUM

KIDS CRAFT

MAKE: TIN CAN DRUMS
YOU WILL NEED:

Empty tin cans of any size (think: coffee cans, soup cans)
Brown Kraft/Parcel Paper (or any kind of paper will do)
Ribbon
Tape
Hot glue gun and Hot glue
Crayons and Markers
Balloons
Step 1
Cut the base of the balloon off and stretch the top bubble part over the opening of the can. Pro Tip: Remove with a “safety can opener” the lids of any cans that don’t have a plastic top. If you remove both ends of the can, your drum sound will be more effective but optionally you can just remove one side.

Step 2
Use electrical tape to affix the balloon to the can where it’s stretched over the top. Optionally you can use regular clear tape.

Step 3
Measure the paper to fit the outside of the can by rolling your can along the paper and using a pencil to mark where you stop and start. Cut out the strip of paper.
Step 4
Begin decorating your paper strip. You can make any type of design or even draw pictures. We decided to make patterns for this project which turned out nicely once they were wrapped around the can. Use crayons and markers to create your designs.
Step 5
Once your artwork is complete, wrap the paper around the outside of your can and hot glue it on. Accessorize and continue to decorate with ribbon or ric rac if you wish.
You are now finished and your drums are ready to become sweet music to your ears! Or, at least the kids will certainly have fun and you will have made some beautiful crafty memories!
Composer Go Fish!

A game to collect facts about the composers
Composer Go Fish! is an interactive game for 2-4 players. In this game, students will need to ask for and collect specific facts about a composer to create a 4 card set. This will reinforce important historical figures, musical works, facts, and game strategy skills. This is an excellent activity to use as a center and a small group sub activity. There are two levels of game play to vary the degree of difficulty. To increase the longevity of the Composer Go Fish!, it is recommended that they are printed on cardstock and laminated before use.

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W.A. Mozart

1756-1791

• Composed over 600 pieces
• Performed publicly at age 6
• Composed The Magic Flute

J.S. Bach

1685-1750

• Came from a musical family
• Composed Brandenburg Concerto
• Court musician for Duke of Weimar

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• Came from a musical family
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Beethoven

• Composed Pastoral Symphony
• 1770-1827

• Composed 9 symphonies
• Became deaf as an adult

Chopin

• Composed Minute Waltz
• From Poland
• 1810-1849

• Only wrote for piano
• From Poland
Tchaikovsky
1840-1893
- Worked in civil service before composing
- From Russia
- Composed The Nutcracker

Handel
1685-1759
- Created the oratorio choral form
- Composed Water Music
- Became blind as an adult
1918-1990
• Paid for his own piano lessons at age 10
• Hosted the "Young People's Concerts"
• Composed West Side Story

1900-1990
• Used many styles to craft an "American" sound
• Composed Appalachian Spring
• Won the Pulitzer Prize and an Academy Award

Copland

Bernstein

Bernstein
Composers Go Fish! Directions - (2-4 Players)

The deck contains 8 composer sets of 4 cards each. The fact for each card is across the top of the card. The composer’s name and picture are in the middle section. The remaining 3 facts are listed at the bottom.

1. Shuffle the cards and deal 4 cards to each player.
2. Player with the closest upcoming birthday to today goes first.
3. The first player asks another player for a composer to match a card in the first player’s hand. **Ex. The player says “Player X, I would like a Chopin card.”** If the player has the match, he must give it to the first player. If not the player tells the first player to “Go Fish” (pick from the pile). If the card picked is the card the player asked for, the player shows the card and continues to ask other players for cards. If the card does not match, the turn is over.
4. Play continues as described to the left (clockwise).
5. When a complete set of 4 cards of the same composer is collected, they are placed in front of the player.
6. The game is over when all the cards are gone. The winner is the person with the most complete sets of composers.

**Special Note:** For a more difficult variation, players must ask for specific fact cards for each composer. **Ex. The player says “Player X, I would like the Chopin card for 1810-1849.”** All other directions remain the same.
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- Performed publicly at age 6
- Composed over 600 pieces

J.S. Bach
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- Composed Brandenburg Concerto
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  - 1900-1990
Composers Go Fish! Directions - (2-4 Players)

The deck contains 8 composer sets of 4 cards each. The fact for each card is across the top of the card. The composer’s name and picture are in the middle section. The remaining 3 facts are listed at the bottom.

1. Shuffle the cards and deal 4 cards to each player.
2. Player with the closest upcoming birthday to today goes first.
3. The first player asks another player for a composer to match a card in the first player’s hand. Ex. The player says “Player X, I would like a Chopin card.” If the player has the match, he must give it to the first player. If not the player tells the first player to “Go Fish” (pick from the pile.). If the card picked is the card the player asked for, the player shows the card and continues to ask other players for cards. If the card does not match, the turn is over.
4. Play continues as described to the left (clockwise).
5. When a complete set of 4 cards of the same composer is collected, they are placed in front of the player.
6. The game is over when all the cards are gone. The winner is the person with the most complete sets of composers.

Special Note: For a more difficult variation, players must ask for specific fact cards for each composer. Ex. The player says “Player X, I would like the Chopin card for 1810-1849.” All other directions remain the same.
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Melissa

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Credits

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Music Supplies for Mini Tin Can Drums:

- small tin cans
- paint and paint brush
- 20 inch balloons, one per can
- scissors
- ribbon
- craft glue or hot glue is best (adult only)

1. Wash and dry your tin cans, removing the label.

2. Now add your paint. This is where you can get really creative. These are your drums, so decorate them any way you’d like. We added some zig-zags, even some black DecoArt Twinkles paint for some extra sparkle! Let the paint dry completely.

3. With your scissors, cut your balloon. You’ll want to cut farther down than you think, just about where it starts to get big toward the base. You can always cut more, so it’s best to start cutting closer to the top.

4. Stretch your balloon over your tin can. You need to stretch it as much as possible to get the best drum sound. If you’re having trouble with the stretching, you can help it stay in place with tape or glue dots. My balloons were good at sticking to the can and staying in place.

5. With your glue, add your ribbon to the seam of your balloon. This will help glue the balloon in place as well as glue on the ribbon.

6. Now it’s ready for some drum sticks. We used paper tubes, pencils, and paint brushes, all worked well! We even discovered that the sides of the tin can makes a great sound too, when you rub a pencil down the ribbed side. It’s an all-in-one musical instrument!