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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<tbody>
<tr>
<td>8:00</td>
<td>Learning Warm-Up and Independent Reading</td>
<td>Learning Warm-Up and Independent Reading</td>
<td>Learning Warm-Up and Independent Reading</td>
<td>Learning Warm-Up and Independent Reading</td>
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<td></td>
<td>- Review a book from Scholastic Home (see login information under Online Learning)</td>
<td>- Review a book from Scholastic Home (see login information under Online Learning)</td>
<td>- Complete learning activity through Imagination Reading</td>
<td>- Complete learning activity through Imagination Reading</td>
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<td>- Complete learning activity through Imagination Reading</td>
<td>- Complete learning activity through Imagination Reading</td>
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<tr>
<td>8:30</td>
<td>Language</td>
<td>Language</td>
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<tr>
<td></td>
<td>Daily Language Practice: Prefixes, pg. 12</td>
<td>Daily Language Practice: Prefixes, pg. 13</td>
<td>Daily Language Practice: Practice 14</td>
<td>Fun with Foldables: Follow the &quot;Prefix Foldable&quot; directions to create a prefix foldable, practice and review prefixes.</td>
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<tr>
<td>9:00</td>
<td>Reading</td>
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<tr>
<td></td>
<td>- Read the vocabulary support pages from <em>Vanishing Frogs</em></td>
<td>- Read the vocabulary support pages from <em>Back from the Brink</em></td>
<td>- Reread the passages, <em>Vanishing Frogs and Back from the Brink</em></td>
<td>Summarize Using a Foldable – You will need an 8.5x11 piece of paper. Follow the &quot;Foldable&quot; directions to make your foldable.</td>
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<tr>
<td></td>
<td>- Close read passage, <em>Vanishing Frogs</em> and answer questions; use the Close Read anchor chart for support as your read. *Use the Vocabulary Strategy and Context Clues anchor charts for additional support when you need help with an unknown word.</td>
<td>- Close read passage, <em>Back From the Brink</em> and answer questions; use the Close Read anchor chart for support as you read. *Use the Vocabulary Strategy and Context Clues anchor charts for additional support when you need help with an unknown word.</td>
<td>- Responding to Paired Text, answer the questions.</td>
<td>-Summarize <em>Vanishing Frogs or Back from the Brink</em> on your foldable.</td>
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</table>

*No School*
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
<td>No School</td>
</tr>
<tr>
<td>11:00</td>
<td>LUNCH</td>
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<td>12:00</td>
<td>Lunch</td>
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<td>1:30</td>
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<td>2:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
### Family and Student Supports:

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

### Additional Student Supports:

| Individual Supports | Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the Individual Supports packet of information for additional access to individual student supports as needed. |
| English Language Learners | Please reference the Academic Enrichment Packet for English Language Learners to access additional student supports as needed. |

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

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

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Noodle</td>
<td>Go for a Run or Walk (with an adult)</td>
</tr>
<tr>
<td>The OT Toolbox</td>
<td>Fluency and Fitness (free for 3 wks)</td>
</tr>
<tr>
<td>Mind Yeti</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>Calm (app available also)</td>
<td>Teach, Train, Love</td>
</tr>
</tbody>
</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 the 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!
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
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<th>Saturday</th>
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<tbody>
<tr>
<td>If you needed help from someone really smart, whom would you go to and why?</td>
<td>Write a funny story about a day it rained fish.</td>
<td>If you could get rid of any school subject, what would it be and why?</td>
<td>Today is April Fools’ Day! Describe a good-natured joke to play on someone.</td>
<td>If you could be a TV actor, what show would you want to be on? Why?</td>
<td>Think about the first friend you ever made. How and why did you become friends?</td>
<td>I feel very proud because…</td>
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<tr>
<td>Write about the person, place or thing that makes you happiest.</td>
<td>If you could choose a new name for yourself, what would it be and why?</td>
<td>Describe your favorite thing to do on the weekend.</td>
<td>I think it would be great if there were a law that said…</td>
<td>Make a list of people who have done something nice for you. Write a thank-you letter to one of them!</td>
<td>Write a story about spending a day at the beach. What do you see, hear and smell?</td>
<td>The best thing to do on a rainy day is…</td>
</tr>
<tr>
<td>Write a story about a tiny troll who lives in your school and eats people’s lunches.</td>
<td>A sunny day makes me feel…</td>
<td>Imagine that a famous celebrity lends you a jet for a week. Where do you go and what happens?</td>
<td>The best part of my day is…</td>
<td>A candy company asks you to come up with a new jelly bean flavor. What would it be and why?</td>
<td>You discover you can breathe underwater like a fish. What will you do with this new ability?</td>
<td>The best part of my day is…</td>
</tr>
<tr>
<td>Write a story about getting locked inside an amusement park overnight.</td>
<td>Write a poem about spring.</td>
<td>Make a list of 10 things you should always have at home.</td>
<td>Today is Earth Day! What are five things you can do to help our planet?</td>
<td>You accidentally anger a good friend. What could you do to make up for it?</td>
<td>What would be the best job to have when you grow up? Explain.</td>
<td>To be a good friend, you need to…</td>
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CLOSE READERS

DO THESE THINGS

- Read the text slowly at least twice
- Get the gist of what the text is about
- Circle words you aren’t sure of and try to figure them out
- Reread, annotate, and underline key vocabulary
- Use the text to answer questions
- Gather evidence from the text
- Talk with each other about what you think it means
- Read again to summarize or answer specific questions
Why did dozens of harlequin frog species start vanishing in the late 1980s? Scientists studying the brightly colored frogs might have solved the mystery. The experts blame a skin fungus for causing the frogs to die off. A fungus is a form of life that breaks down dead animals or plants. It can also cause disease in living things.

Harlequin frogs are not the only creatures in danger of dying out because of the disease. "This fungus is killing amphibians all over the world," scientist Cynthia Carey told Weekly Reader.

An amphibian is an animal with a backbone that spends part of its life in water and part on land. Frogs, toads, and salamanders are amphibians. They are cold-blooded, which means their body temperature depends on their environment.

A Future for Frogs?
Scientists have been working to save the world's amphibians. Many of these creatures have already become extinct, or died out completely. Disease is not the only danger for amphibians. Their habitat is being destroyed as people cut down trees in the areas where the animals live. Hunting, pollution, and weather changes are also contributing to the problem.

Is there any good news for frogs and other amphibians? New findings would lead to more research, says Carey. The research could help scientists save the remaining animals before the fungus spreads more.
disease  dis · ease

Definition

noun
1. a condition that causes harm to a person's health.

*Many diseases are caused by germs.*

Advanced Definition

noun
1. an abnormal physical or mental condition that causes an organism to function wrongly; illness; sickness.

*He died of a rare disease of the lung.*

*Influenza is a contagious disease.*

*It can take months to recover from this disease.*

*Doctors have found a new way to treat this disease.*

*It is not known how he contracted the disease.*

2. any condition, as of society, that is considered deranged, irrational, or abnormal.

*These vicious crimes reflect the disease of our society.*

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

1. Spiders eat mosquitoes and other insects that harm farmers' crops and carry **diseases**.

2. Livingstone also had to watch out for deadly **diseases**. Malaria was a **disease** that killed many in Africa.

3. Spiders are helpful to people. They eat insects that harm farm crops. They eat insects that carry **diseases**.

4. Kimberly’s brother has a **disease**, or an illness, called cancer. He has to stay at a hospital in San Diego.

5. **Disease** swept through the population. Out of the 214 settlers who were alive when Captain Smith left, only 60 had survived.

6. Cloning humans would help us learn. We could learn more about how people develop. That
pollution  pol · lu · tion

Definition
noun
1. poisons, waste, or other materials that cause harm to the environment.

*Pollution in the lake is killing the fish.*

Advanced Definition
noun
1. the act or process, or an instance, of polluting.

*The company paid a fine for its pollution of the soil near the factory.*

2. the condition or quality of being polluted.

*Pollution of the air is responsible for some of these respiratory illnesses.*

3. contaminating material that pollutes.

*Pollution in the lake is killing the fish.*

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

1. Pollution can harm animals and humans.
2. Cars cause a lot of pollution.
3. The pollution traps more of the sun’s heat.
4. For years, though, humans have created lots of air pollution.
5. One way to lower air pollution is to drive less.
6. It is important to keep beaches and oceans free of pollution.
7. Scientists say that cutting down on air pollution will slow global warming.
8. Doctors say that children should still play outside but only on days when air pollution isn’t bad.
9. Most of the kids who developed asthma lived in towns that had lots of air pollution. Doctors say that breathing too much polluted air caused the asthma cases.
10. A study says that kids living in areas with air pollution are more likely to develop asthma than kids who live in other areas. Asthma is an illness that makes breathing difficult.
vanish  van · ish

Advanced Definition

**intransitive verb**

1. to disappear quickly from sight.

   *The ghost appeared and then vanished.*

2. to leave quickly; depart unnoticed.

   *Bored to tears, he managed to vanish into the next room.*

3. to become nonexistent.

   *Her good mood vanished when she saw how much the meal cost.*

**transitive verb**

1. to cause to disappear.

   *The magician vanished the coins.*

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

1. All his fears *vanished* and he began to get excited about the day to come.

2. Experts say some glaciers may *vanish* by the year 2100. As the ice melts, ocean levels rise.

3. By the time John White’s ships returned, the colony had *vanished*. All of the houses were taken down.

4. During that historic trip, she and her navigator, or guide, Fred Noonan, *vanished* forever. They were scheduled to land on Howland Island in the Pacific.

5. Now the ancient Egyptian society has *vanished*, but the pyramids are still found in Egypt. Today, pyramids all over Egypt stand as a reminder of the vanished ancient Egyptian culture.
1. An amphibian
   A. is cold blooded and extinct.
   B. has a backbone and lives on land and water.
   C. lives on land and water and is extinct.
   D. all of the above.

2. ____________ are not amphibians.
   A. Frogs, salamanders, and turtles.
   B. Salamanders, toads, and frogs
   C. Snakes, turtles, and fish
   D. Toads, fish, and salamanders

3. According to this passage, some things that negatively affect the frogs' habitat are
   A. weather changes, hunting, and pollution.
   B. disease, scientific experiments, and hunting.
   C. scientific experiments, weather changes, and disease.
   D. hunting, pollution, and scientific experiments.

4. What do experts blame for causing harlequin frog species to start vanishing in the late 1980s?
   A. global warming
   B. lack of food
   C. heart disease
   D. a skin fungus

5. What is the main idea of this passage?
### Types of Helpful Context Clues

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example Sentence</th>
</tr>
</thead>
</table>
| **Definition**  | The author provides a direct definition of an unfamiliar word, right in the sentence.  
• SIGNAL WORDS: is, are, means, refers to | A *conga* is a barrel-shaped drum                                                  |
| **Appositive Definition** | A type of definition clue. An appositive is a word or phrase that defines or explains an unfamiliar that comes before it.  
• SIGNAL WORD: or  
• SIGNAL PUNCTUATION: set off by commas | At night you can see *constellation*, or groups or stars, in the sky.              |
| **Synonym**     | The author uses another word or phrase that is similar in meaning, or can be compared, to an unfamiliar word.  
• SIGNAL WORDS: also, as, identical, like, likewise, resembling, same, similarly, too | My dog Buck travels everywhere with me. My friend’s *canine* buddy travels everywhere with him, too. |
| **Antonym**     | The author uses another word or phrase that means about the opposite of, or is in contrast with, an unfamiliar word.  
• SIGNAL WORDS: but, however, in contrast, instead of, on the other hand, though, unlike | I thought the movie would be weird, but it turned out to be totally *mundane*.     |
| **Example**     | The author provides several words or ideas that are examples of an unfamiliar word.  
• SIGNAL WORDS: for example, for instance, including, like, such as | In science we are studying marine mammals such as whales, dolphins, and porpoises. |
| **General**     | The author provides some nonspecific clues to the meaning or an unfamiliar word, often spread over several sentences. | Einstein rode his bike everywhere. He thought driving a car was way too complicated. |
Four-Tab Book

1. Fold a sheet of paper in half like a hot dog.
2. Fold this long rectangle in half like a hamburger.
3. Fold both ends back to touch the Mountain top.
4. On the side with two valleys and mountain top, cut along the three inside fold lines on the front flap to make four tabs.

Use this book for recording information on four things, events, or people.
Back from the Brink

After years of protection, a number of endangered animals are making a comeback.

The future looks bright for some endangered animals! Thanks to tough laws and hardworking scientists, many of these animals are doing well.

The bald eagle is one success story. The bird became the symbol of the United States in 1782. At that time, about 100,000 bald eagles lived in what is now the continental United States. By 1963, only 417 nesting pairs remained.

Hunting and loss of habitat contributed to the decline, or drop in number. However, the biggest threat came from DDT, a chemical used for farming. DDT made the birds' eggshells so thin that chicks couldn't survive.
Saving the Bald Eagles

In 1972, DDT was banned, or not allowed. In 1973, the Endangered Species Act was created. That law protects threatened plants and animals. Bald eagles soon gained protection under this law.

By 2006, there were more than 7,000 bald eagle nesting pairs in the lower 48 states. In August 2007, the bald eagle was officially taken off the federal list of threatened and endangered animals. However, it has continued to be protected by other laws.

"It is a good endangered species success story," spokesperson Nicholas Throckmorton of the U.S. Fish and Wildlife Service told Weekly Reader. "Caring citizens have brought our national symbol back from the brink of extinction."

Strength in Numbers

The bald eagle isn't the only species to have seen an increase in its population. Here are some other success stories.

- **Grizzly bears** in and around Yellowstone National Park were endangered as a result of hunting and habitat loss. By 1975, only 220 to 320 bears lived in Yellowstone. By 2007, there were more than 600.
- People used to hunt **Hawaiian green sea turtles**. In 1973, scientists counted only 67 nesting females. 35 years later the number of nesting females jumped to more than 400.
- **Southern sea otters** of California were once killed by pollution and fishermen. There were only 700 otters off the coast of California in 1938. By 2007, there were more than 2,500.
endanger  en · dan · ger

Advanced Definition
transitive verb
1. to cause to be exposed to danger.

These are some examples of how the word or forms of the word are used:
1. Pollution and declining water quality endanger both the coral reef and the species that live within it.
2. Other organizations are fighting against the governments that want to build roads, arguing that they will endanger too many plant and animal species.
3. Traumatic stresses can involve violence, natural disasters, or anything else that could endanger you or someone you love.
4. Experts predict that the continued deforestation, or clearing of trees, at this rate would endanger the entire region by 2050.
extinction  ex·tinc·tion

Advanced Definition
	noun

1. the process of permanently ending the existence of something, or the state of being ended.
2. the act or process of stifling or abolishing, or of being stifled or abolished.

*the extinction of individual rights*

Spanish cognate

*extinción*: The Spanish word *extinción* means extinction.

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

1. The wild cats are on the brink of extinction, or dying out.
2. People became angry and turned on the wolves, hunting them almost to extinction.
3. Caring citizens have brought our national symbol back from the brink of extinction.
4. The list was created to protect animals that are on the edge of extinction.
5. Scientists say the extinction of the vultures would pose a serious problem for humans.
6. It's the same magnitude event as the extinction of the dinosaurs, says scientist Luis Coloma.
7. This majestic bird has clawed its way back from the edge of extinction, or dying out.
8. Amphibian extinction is an indicator of a problem with the environment, scientist Jonathan Campbell told Weekly Reader.
9. In 1973, the U. S. government passed the Endangered Species Act (ESA), a law that protects plants and animals in danger of extinction.
10. "Taking a count is the first step in finding out if a species is in danger of extinction," scientist Scott Bergen told Weekly Reader.
threat  threat

Definition
noun
1. a statement that someone will harm or punish some person or group.

He used threats to prevent them from calling the police.

Advanced Definition
noun
1. a declaration of intent to cause harm or difficulty, or to inflict punishment.

He called the police after she made threats on his life.

Does she really intend to quit in the middle of this project, or was that just a threat?

2. a warning or sense of impending trouble or harm.

The threat of a civil war hung over the country.

3. that which poses a danger, or threatens injury or harm.

He was considered a threat to society and was sent to prison.

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

1. People are a threat to great white sharks.
2. The main threat to pandas is habitat loss.
3. One threat, or danger, the felines face is habitat loss.
4. If a bear thinks you are not a threat, it may leave.
5. Most don't think a space rock will pose a threat in the near future.
6. When faced with a threat, it’s useful to be afraid and get out of the way so you won’t get hurt.
7. However, the biggest threat came from DDT, a chemical used for farming. DDT made the birds’ eggshells so thin that chicks couldn’t survive.
8. Because amphibians breathe through their skin, they easily absorb pollution. They are usually the first to disappear when the environment is under threat.
9. "An object of this size would be expected to hit Earth every few million years, and as we get additional data I think this threat will go away," said Donald Yeoman of the National Aeronautics and Space Administration (NASA).
Back from the Brink - Comprehension Questions

Name: ___________________________________ Date: _______________

1. When was the bald eagle removed from the federal list of threatened and endangered animals?
   A. 1972
   B. 1973
   C. 2007
   D. 2013

2. Read these two sentences from the passage:
   "Hunting and loss of habitat contributed to the decline or loss in number [of bald eagles]."
   "By 1963, only 417 nesting pairs [of bald eagles] remained."

   Which of the following describes the relationship between these two sentences?
   A. The sentences describe two steps in a process.
   B. The two sentences contrast two events.
   C. The two sentences make a comparison.
   D. The first explains the reason for the second.

3. Which of the following conclusions about the Endangered Species Act is supported by the passage?
   A. It helped make bald eagles' eggshells thicker.
   B. It helped the bald eagle become a U.S. symbol.
   C. It saved endangered animals from extinction.
   D. It stopped the threat of the chemical DDT.
4. Read this sentence from the passage:

"Caring citizens have brought our national symbol back from the brink of extinction."

Based on the text, the word **brink** means

A. edge  
B. success  
C. crime  
D. law

5. Which statement supports the main idea of this passage?

A. By 1975, only 220 to 320 bears lived in Yellowstone.  
B. People used to hunt Hawaiian green sea turtles.  
C. Caring citizens have brought our national symbol back.  
D. The future is bright for some endangered animals!

6. What once killed Southern sea otters?

7. Why might bald eagles still be protected by other U.S. laws even though they have been removed from the federal list of threatened and endangered animals?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Scientists worked to save endangered animals, ______________, the animals will be taken off the Endangered Species list.

A. earlier  
B. first  
C. like  
D. therefore
1. What is a meaning of the word\textit{ endanger}?
   \begin{itemize}
   \item A. to give new life
   \item B. pose a threat to
   \item C. take up mentally
   \end{itemize}

2. What is another meaning of the word\textit{ endanger}?
   \begin{itemize}
   \item A. to find out definitely
   \item B. to incur the hazard of
   \item C. get or gather together
   \end{itemize}

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

3. However, seaweed can be _____, too.
   \begin{itemize}
   \item A. dangers
   \item B. danger
   \item C. endangers
   \item D. endangered
   \item E. dangerous
   \item F. endangering
   \item G. endanger
   \end{itemize}

4. He senses he is in _____.
   \begin{itemize}
   \item A. dangers
   \item B. danger
   \item C. endangers
   \item D. endangered
   \item E. dangerous
   \item F. endangering
   \item G. endanger
   \end{itemize}
**STATEMENTS AND QUESTIONS**

A. Read each sentence. Write **Q** on the line if the sentence is a question. Write **S** if the sentence is a statement.

1. Where did the ant live? _____
2. The ant had many cousins. _____
3. She found the crumb under a leaf. _____
4. How will she carry it? _____
5. Who came along first? _____
6. The lizard wouldn't help. _____
7. He said he was too cold. _____
8. Why did the rooster fly away? _____

B. The sentences below do not make sense. Rewrite the words in the correct order.

1. How crumb did carry the ant the?
   
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. She herself it carried.
   
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

A **statement** is a sentence that tells something. It ends with a period. A **question** is a sentence that asks something. It ends with a question mark.
STATEMENTS AND QUESTIONS

A. Rewrite each sentence correctly.
   Begin each sentence with a capital letter.
   Use periods and question marks correctly.

1. can we take a taxi downtown
   ___________________________________________

2. where does the bus go
   ___________________________________________

3. the people on the bus waved to us
   ___________________________________________

4. we got on the elevator
   ___________________________________________

5. should I push the elevator button
   ___________________________________________

B. Write a question. Then write an answer that is a statement.

1. Question: ___________________________________________
   ___________________________________________

2. Statement: __________________________________________
   ___________________________________________

A statement begins with a capital letter and ends with a period. A question begins with a capital letter and ends with a question mark.
**STATEMENTS AND QUESTIONS**

Look at the underlined part of each sentence. Decide if it is correct. Fill in the bubble next to the correct answer.

1. The ant found a big crumb.  
   ○ Found the ant  
   ○ Ant the found  
   ○ correct as is

2. The ant needs help?  
   ○ help  
   ○ help.  
   ○ correct as is

3. The coyote not help would.  
   ○ help not would  
   ○ would not help  
   ○ correct as is

4. The ants live in an anthill.  
   ○ The ants  
   ○ the Ants  
   ○ correct as is

5. She has many cousins?  
   ○ cousins  
   ○ cousins.  
   ○ correct as is

6. the man didn’t see the ant.  
   ○ The Man  
   ○ The man  
   ○ correct as is

7. Did he lose his hat?  
   ○ hat  
   ○ hat.  
   ○ correct as is

8. He ran the ant from.  
   ○ from the ant.  
   ○ ant from the.  
   ○ correct as is

9. I am the strongest?  
   ○ strongest.  
   ○ strongest  
   ○ correct as is

10. do you think you can?  
    ○ Do you  
    ○ Do You  
    ○ correct as is
THE VOCABULARY STRATEGY

To figure out the meaning of an unfamiliar word that you come across while reading:

1. **Look for Context Clues** in the Words, Phrases, and Sentences Surrounding the Unfamiliar Word

2. **Look for Word-Part Clues** Within the Unfamiliar Word
   - Try to Break the Word into Parts. (If you can’t, skip to Step 3.)
   - Look at the Root Word. What does it mean?
   - Look at the Prefix. What does it mean?
   - Look at the Suffix. What does it mean?
   - Put the Meanings of the Word Parts Together. What is the meaning of the whole word

3. **Guess the Word’s Meaning** (Use Steps 1 and 2.)

4. **Try Out Your Meaning in the Original Sentence** to Check Whether or Not it Makes Sense in Context

5. **Use the Dictionary**, if necessary, to Confirm Your Meaning

---

### Vocabulary Word:

### Context Sentence(s): __________________________________________________________

---

#### 1. Look for Context Clues

<table>
<thead>
<tr>
<th>Context Clues</th>
<th>Signal Words or Punctuation</th>
<th>Type of Context Clue</th>
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</table>

#### 3. I Guess the Word Means....

#### 4. My Meaning Substitute in the Original Sentence

Does your meaning make sense in the sentence?

Circle **yes** or **no**

#### 5. Dictionary Says...

Was your meaning close to the dictionary definition?

Circle **yes** or **no**

---

<table>
<thead>
<tr>
<th></th>
<th>Word Part</th>
<th>Meaning</th>
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<tr>
<td>A</td>
<td>B. What is the Root Word?</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>C. What is the Prefix?</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>D. What is the Suffix?</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>E. Put the Meanings of the Word Parts Together</td>
<td></td>
</tr>
</tbody>
</table>
ELA – Grade 3 – Week 1
Journal Writing Prompt

Why is it important to protect animals from becoming endangered? Identify ways in which you can help protect endangered species?

ELA – Grade 3 – Week 2
Journal Writing Prompt

Why do we need to know about how plants grow? Explain how this information helps us.

ELA – Grade 3 – Week 3
Journal Writing Prompt

Why is it important to practice any skill you are developing? What is a skill you are developing now? In what ways are you practicing this skill?
Name: ________________________________ Date: ________________

Use the article "Vanishing Frogs" to answer questions 1 to 2.

1. What was causing harlequin frogs to die off?

2. Disease and weather changes are both dangers for amphibians. What are two dangers for amphibians that are created by people?

Use the articles "Back from the Brink" and "Vanishing Frogs" to answer question 3.

3. What were three causes of the drop in the number of bald eagles?

Use the article "Back from the Brink" to answer question 4.

4. What steps were taken to help protect bald eagles from dying off?

Use the articles "Back from the Brink" and "Vanishing Frogs" to answer questions 5 to 6.

5. Compare how people have put amphibians in danger with how people have put bald eagles in danger.

6. Think about the steps that were taken to protect bald eagles from dying off. Would any of these steps help stop amphibians from dying off? Support your answer with evidence from both texts.
Word Study • Lesson 3

Prefixes: un-, re-, over-, mis-, sub-

A prefix is a word part that is added to the beginning of a word. A prefix changes the meaning of a word. Look for prefixes to help you understand what words mean.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not; opposite of</td>
<td>unfair</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>redo</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overcook</td>
</tr>
<tr>
<td>mis-</td>
<td>in a wrong way; wrongly</td>
<td>mistreat</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subway</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence.

1. If you cook food too much, you ______________________________ it.
2. If you do something over, you ______________________________ it.
3. If something is not fair, it is ______________________________.
4. A ______________________________ travels under the ground.
5. If you treat someone wrongly, you ______________________________ that person.

B Underline the prefix in each word. Then write the base word without the prefix.

1. unfold ______________________________ 7. misstep ______________________________
2. misuse ______________________________ 8. unsure ______________________________
3. unsafe ______________________________ 9. subplot ______________________________
4. repack ______________________________ 10. overeat ______________________________
5. submarine __________________________ 11. retie ______________________________
6. overripe ___________________________ 12. rewrite ______________________________
Understand Area by Counting Unit Squares

A unit square is a square with side lengths of 1 unit. One unit square has an area of 1 square unit. Area measures the number of unit squares needed to cover a surface.

Find the area of this figure.

Connect the dots to form unit squares.

Count the number of unit squares inside the figure.

The area of the figure is __square units.

Count to find the area of the figure.

1. __square units
2. __square units
3. __square units
4. __square units
5. __square units
Understand Area by Counting Unit Squares

1 Open-Ended Draw two different figures, each with an area of 10 square units.

Count to find the area of the figure.

2 ____ square units  3 ____ square units  4 ____ square units

5 Keiko draws this figure.

- What is the area of the figure? ____ square units

- Reason Show a different figure that has the same area as Keiko’s figure.
Spiral Review

8 There are 5 sailboats in a race. Each boat has 4 team members. How many team members are in the race?

Add. _______________________

Multiply. ___________________

9 The band is seated in 3 rows. Each row has 4 chairs. How many chairs are there?

Write a multiplication equation and solve the problem. _______________________

Test Prep

6 Tricia drew the figure below. Which is the area of the figure?

- A 10 square units
- B 27 square units
- C 30 square units
- D 36 square units

7 Victor drew the figure below. What is the area, in square units, of the figure?

__________________________
Measure Area by Counting Unit Squares

You can find the area of a figure by counting the number of square inches or square centimeters that cover the shape.

Count to find the area of the figure.

Each unit square is 1 square centimeter.

Count the number of square-centimeter units that cover the figure.

The area is ___ square centimeters.

Count to find the area of the figure.

Area = ____ square inches

Area = ____ square centimeters

Count to find the area of the figure.

Area = ____ square centimeters

Area = ____ square centimeters
Measure Area by Counting Unit Squares

1. **Construct Arguments** Each unit square in the figure is 1 square inch. Lance says that the figure has an area of 6 square inches. Is Lance correct? Explain.

   ![Figure 1](image)

   Count to find the area of the figure.

   2. Area = ____ square inches
   3. Area = ____ square centimeters
   4. Area = ____ square inches

   **Math on the Spot** You measure the area of a tabletop with blue unit squares and green unit squares. Which unit square will give you a greater number of square units for area? Explain.

   ![Tabletop](image)
Test Prep

6 Wes made a design using tiles. Each tile is 1 square inch. Which is the area of the design?

[Blank diagram]

A 11 square inches  
B 12 square inches  
C 13 square inches  
D 14 square inches

7 Ashley drew the figure shown using square centimeter units. What is the area of the figure?

[Blank diagram]

Spiral Review

8 Each group of students has 2 markers. There are 5 groups. How many markers are there?

Write a multiplication equation, and then solve the problem.

9 Write the unknown factor.

$$6 \times 4 = \square \times 6$$
Relate Area to Addition and Multiplication

You can use repeated addition or multiplication to find the area of a rectangle.

What is the area of the figure?

Each unit square is 1 square inch.
The area is the number of square inches that cover the figure.

Find the number of square inches in each row.

You can add to find the total.

Add the number of square inches in each row.

You can multiply to find the total.

Multiply the number in each row by the number of rows.

The area is __12__ square inches.

Find the area of the figure. Show repeated addition.

Show multiplication.

1. Each unit square is 1 square inch.
   Add. $\underline{5 + 5 + 5 + 5 = 20}$
   Multiply. $\underline{4 \times 5 = 20}$
   Area = ____ square inches

2. Each unit square is 1 square centimeter.
   Add. ______________________
   Multiply. ______________________
   Area = ____ square centimeters
Relate Area to Addition and Multiplication

1 ☐ Use Repeated Reasoning  Connor is measuring a rectangular picture using square inch units. So far, he has made 3 rows with 5 square inch units in each row. He sees that there will be 2 more rows of 5. Explain how Connor can use multiplication to find the area of the picture.

Find the area of the figure. Show repeated addition. Show multiplication.

2 Each unit square is 1 square foot.  3 Each unit square is 1 square inch.

Add. ___________________________   Add. ___________________________

Multiply. _______________________   Multiply. _______________________

Area = _______________________   Area = _______________________

4 Math on the Spot  A tile company tiles a wall using square tiles. A mural is painted in the center. The drawing shows the design. The area of each tile used is 1 square foot.

Write a problem that can be solved by using the drawing. Then solve your problem.
**Test Prep**

5 A card is in the shape of the rectangle shown. Each unit square is 1 square inch.

Which is the area of the card?
- A 12 square inches
- B 7 square inches
- C 4 square inches
- D 3 square inches

6 Binh uses square feet units to measure the area of a playground. What is the area of the playground?

![Grid of square units](image_url)

**Spiral Review**

7 Write the unknown factor.

\[9 \times 3 = \square \times 9\]

8 Mia measures a bicycle, which is equal to the length of 3 sticks. Each stick is 2 feet long. How long is Mia’s bicycle?

![Bicycle grid](image_url)
Solve Problems with Area

You can use multiplication to find the area of a rectangle.

A garden has the shape of the rectangle shown. What is the area of the garden?

Divide the rectangle into 4 rows. Each row is 1 yard high. Each row is 8 yards long.

Use the drawing. Multiply to find the area.

\[ 4 \times 8 = 32 \]

Record the area in square units. Area = 32 square yards

The area of the garden is 32 square yards.

Find the area of the rectangle. Write a multiplication equation.

1. 9 inches

Multiply. \[ 3 \times 9 = \]

Area = _____ square inches

2. 6 feet

Multiply. ____________

Area = _____ square feet
Solve Problems with Area

1 MP Reason A poster in the shape of a rectangle has an area of 12 square feet. One of the side lengths is 4 feet. Write an equation to find the unknown side length. Then solve.

Find the area of the rectangle. Write a multiplication equation.

2

5 inches

5 inches

Multiply. ________________

Area = ________________

3

3 centimeters

5 centimeters

Multiply. ________________

Area = ________________

4 Art Carl measures two rectangular murals. One mural is shown. Multiply to find the area of this mural.

The other mural has one side length of 2 feet and another side length of 4 feet. Multiply to find the area of the other mural.

Compare the areas. Which mural has a greater area?
**Test Prep**

5 A garden is in the shape of the rectangle shown.

![Rectangle](3meters x 5meters)

What is the area of the garden?

6 A rectangle has a side length of 4 feet and another side length of 5 feet. What is the area of the rectangle?

- A 4 square feet
- B 9 square feet
- C 20 square feet
- D 25 square feet

**Spiral Review**

7 Miya measures a rug that is equal to the length of 2 pieces of string. The length of each piece of string is 4 feet. What is the total length of the rug?

8 Each basket has 6 crayons. There are 4 baskets. How many crayons are there?
Art & Music Grade 3 Weeks 1 & 2

M-W-F:
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, and then stop.

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. Pick a section that looks interesting to you and explore. Ask yourself the following questions for each piece of art you see.
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?

Gr 3 week 1

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<td>Van Gogh &amp; Starry Night</td>
<td>Music</td>
<td>Art</td>
<td>Music George Gershwin</td>
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<td></td>
<td>Note identification</td>
<td>Note</td>
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Gr 3 week 2

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<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
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<td></td>
<td>Drawing Bar Lines</td>
<td>Claude Monet</td>
<td>Cole Porter</td>
<td>Photo Journal</td>
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<td>Home Made Kalimba</td>
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For Van Gogh and Monet, use the activity sheets to guide you and write a reflection on the artists.

For George Gershwin & Cole Porter: read the bio, listen to the two versions of Night and Day, and write a reflection. The below links will take you to the songs.

https://www.youtube.com/watch?v=eFHdRkeEnpM George Gershwin Rhapsody in Blue (music only)
https://www.youtube.com/watch?v=ie-TS-BitnQ George Gershwin Rhapsody in Blue (Fantasia 2000)
https://www.youtube.com/watch?v=PEM_63_P0CY Ella Fitzgerald singing Night & Day by Cole Porter
https://www.youtube.com/watch?v=mb-nSe_bVRO The Temptations singing Night & Day Cole Porter
VINCENT VAN GOGH [1853–1890]

Van Gogh was Dutch painter. His work is sometimes described as “Post-Impressionism,” which means that his style of painting was similar to the “Impressionist” paintings that were being made only a few years before he started, but he added his own ideas that were different from them. His style was very personal, and though he was influenced by many kinds of artists, he made few lasting friendships with any of them and was almost always alone.

Van Gogh lived a troubled life, and his paintings are some of the best records we have of it. Only one of his paintings was sold in his lifetime, and he was never able to financially support himself. His brother, Theo, often helped him, and the friends he would briefly have would help him as well. People who knew him would often describe him as a difficult person and very rarely happy. His paintings, however, use very vibrant colors and sometimes seem joyful.

It was in his paintings that Van Gogh was able to express himself clearly. Most of his relationships in life fell apart quickly or turned out not to be what he had thought they were. There are many sad stories of Van Gogh attempting to get married only to be refused by each woman. The famous painter, Gaugin, went to visit Van Gogh once, after Van Gogh had written to him constantly, requesting a visit. When Gaugin arrived Van Gogh was extremely excited. He had painted several pictures of sunflowers in anticipation of his guest. Gaugin respected Van Gogh’s talent, but the friendship only lasted a few months, the two had constant arguments and it ended when Van Gogh threatened him with a razor blade.

No one had ever painted the way Van Gogh did: his colors were vibrant and the shapes were strange and dream-like. His life was just as unpredictable and strange as his art, and it ended very early. However, since his death, his paintings have gone on to become some of the most famous in the world, and he has been a huge inspiration to artists ever since.
**VAN GOGH EXERCISE**

Try using colored pencils to draw Van Gogh’s “Starry Night” painting. What do you notice about the lines and shapes in the painting? What do you notice about the colors?
The Starry Night
Vincent van Gogh
Did you know that straws can make music... or rather, that if you cut drinking straws into different lengths, they will make different sounds when you blow into them? Just try it! And when you put them together, there might even be music 😊

You will need 6-8 straws, some sticky tape and a pair of scissors. Cut a long strip of sticky tape and put the straws on the sticky side, arranging them in twos from the shortest to the longest ones.

Secure well with more sticky tape so that the straws will not move around.
If you have colored sticker paper, you may decorate your instrument.

Your attempts to extract a harmonious sound may now begin 😊
Music Worksheet

Circle the quarter notes with a RED crayon.
Circle the half notes with a BLUE crayon.
Circle the dotted half notes with a GREEN crayon.
Circle the whole notes with an ORANGE crayon.
Pictures can tell a story! What is YOUR story?

**What do I need?** Any camera! You can use a phone, tablet, digital camera, film—it is up to you!

**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. Use the weekly theme as your guide and feel free to explore a different theme—just make sure that each week follows a common thread. 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. Write about how patience is practiced in your home, and how the pictures support the need for patience.

**Week 3: Staying home/Cabin Fever**

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 have you noticed this week that you never did before? Can you identify a common object just from a single part? How do these common things make you feel?

**What do you need?** Write or say few words telling the world why this picture matters to you. Talk about your process—why did you choose this picture over another? What do you hope other people might understand from your work? Tell us a little about yourself too!
Composer **George Gershwin** was born in Brooklyn, New York to a Russian-Jewish family in 1898. Gershwin displayed an interest in music at an early age and took piano lessons. Though he was mainly trained in European techniques, he developed an interest in American music as well and studied both. He took a job writing songs on Tin Pan Alley as a teen, and had his first song published at age 17. He continued writing popular music and songs for the theater. In 1924 he wrote *Rhapsody in Blue*, an orchestral composition that blended traditional American concert music with elements of jazz, blues, and other contemporary styles. The release of *Rhapsody in Blue* shook up the conventional music world, and remains one of the most influential pieces of American music to this day.

In 1935, Gershwin completed *Porgy and Bess*, a “folk opera” based on the experiences of African-Americans in the South. The music used many elements of jazz, blues, and folk styles, something unheard of for an opera at the time, and was performed by an entirely African-American cast. *Porgy and Bess* is now considered one of the most important operas of the 20th century, not only for its groundbreaking score, but for fearlessly focusing on African-Americans at a time when many unjust laws against them were still in effect in many places across the U.S.

Gershwin continued to write music until his untimely death from a brain tumor at age 38. Gershwin’s music continues to be performed and studied. Gershwin stands as one of the most influential and respected composers in American musical history.

**WHAT DO YOU THINK?**

Search online for a recording of *Rhapsody in Blue*, or look for it on CD at your local library. When you listen to the song, what kinds of music do you hear? How does your mood change as you listen to it? Describe the music, and your reactions, on the back of this sheet.
Many students say that June is the best time of year. In most places, school lets out as summer begins. Some students don't spend summers at home or at camp, though. They are in school instead. That is because they go to year-round schools.

Students in some year-round schools go to school the same number of days as students in regular schools. But they get mini-breaks throughout the year instead of one long summer vacation. The mini-breaks are a few weeks long. For example, students at some year-round schools often get a few weeks off at Thanksgiving instead of just a few days.

More and more schools are becoming year-round places of learning. The National Association for Year-Round Education states that the number of students in year-round schools has tripled in the last ten years. By 2001, there were about 3,000 year-round schools.

Could your school be next? Would you want your school to be year-round? Read the arguments that follow. Then decide.

**Yes Schools Should Be Year-Round.**

Year-round schools are better than regular schools. Students in year-round schools have more breaks. They get to enjoy time off in every season.

Year-round schools allow families to plan vacations in times other than summer. Students in year-round schools are less likely to have to miss school for a trip.

*Frequent breaks are good for students. They have less stress when they go back to school.*
after a break. They become more eager to learn. One student said, "I love it. Just about the time I'm really tired, I get a break."

Breaks also give teachers time to plan better lessons. Teachers in regular schools are so busy teaching that they have less time to plan lessons for their classes. Students in year-round schools tend to remember what they learn. That is because their breaks aren't too long. Teachers don't have to spend time going over things that students have forgotten over the summer. All schools should be year-round.

**No Schools Should Not Be Year-Round.**

Year-round schools are a bad idea. Summer is a great season. Students should be able to enjoy their summers.

Most families plan vacations over the summer. Year-round schools restrict family vacations. They also don't allow students to go away to camp or take on summer jobs to earn money for the future.

Too many breaks disrupt learning. The breaks allow teachers to focus on a topic for only a few weeks. During mini-breaks, students are away from school long enough to forget what they learned.

In regular schools, lessons are not broken up by frequent breaks. Teachers can spend more time on one topic. Teachers also don't have to plan around as many breaks. Summer can also be very hot. Many schools don't have air conditioning. How can students learn in a hot classroom?

Christopher Newland, a researcher at Auburn University, said that year-round schools do not help students learn. Newland said, "The evidence is that it would be as useful as changing the color of the school buses."

Regular schools work just fine. There is no need to change to year-round schools.
argument  ar·gu·ment

Definition
noun
1. an angry discussion by people who disagree.

   Mr. and Mrs. Harris had an argument about money.

Advanced Definition
noun
1. a discussion in which there is disagreement along with presentation of various sides of an issue.

   The class was divided in the argument over the primary cause of the war.

2. a heated discussion; verbal quarrel.

   The husband and wife had had an argument and now refused to speak to each other.

3. a reason in favor of or against something.

   Her argument in favor of expanding the physical education program was convincing.

4. a series of steps in reasoning.

   You've presented a very clear argument in this essay, and I cannot find any flaws in your reasoning.

5. the main topic or theme, as of a written work.

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

1. The winner wins the game and the argument.
2. They know that "winning an argument" isn't always worth it.
3. Jason is my best friend, but we're having an argument.
4. It started with an argument over who got to be which piece.
5. If the issue isn't important to you, let your friend "win" the argument.
6. Another way would be if the countries take their argument to the United Nations.
7. They try to block the prosecution's argument and prove that the person is innocent.
8. They were warriors about to leap at each other's throats and settle their argument with violence.
9. While talking to your friend on the phone, you tell him about an argument you just had with your mother.
**decide**  de·cide

**Definition**

verb

1. to consider the possibilities and choose what is best.

   *The judges decided the winner of the competition.*

   *He decided that he would look for another job.*

2. to choose to do something or make a choice between different things.

   *They decided to go to Florida for vacation.*

   *He decided on a used car instead of a new one.*

**Advanced Definition**

transitive verb

1. to arrive at a conclusion about or a settlement of; determine.

   *Have you decided what to do about that problem with your boss?*

   *I have a cold, and I can't decide whether I should stay home or go to work.*

   *We asked a trusted mutual friend to decide our dispute.*

   *It's up to the judges to decide the winner of the contest.*

2. to bring to a conclusive end.

   *Historians disagree as to what actually decided the war.*

3. to choose after considering various options.

   *They decided to hire the first person they interviewed.*

   *After a lot of thought, he decided to join the Navy.*

4. to cause (someone) to choose a particular option.

   *What decided you on changing your major?*

   *This last furious argument with his father decided him to leave home for good.*

5. to conclude after considering various factors and possibilities.
She decided that an outdoor wedding in April was too risky.

intransitive verb
1. to make a choice in one's mind.

Taking that job would be good in some ways, but I haven't decided about it yet.

I've been looking at the menu, but I just can't decide.

Have you decided on a place for your honeymoon yet?

I'm trying to decide between getting a new car or a used one.

2. to resolve a conflict or dispute.

The judge will decide.

Spanish cognate

decidir: The Spanish word decidir means decide.

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

1. When Wilcox decided to sell his land, he wanted to make sure that whoever bought the property would preserve the site. To do that, he sold the ranch to a local preservation group.

2. "I really couldn't get the girls out of my mind, and I really wanted to do something...because I could have been one of those girls in that orphanage." She decided to start a group called Peruvian Hearts to help.

3. This was the fourth time this year that Lin was the new kid in school. Four moves in seven months—all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time.

4. A jury is made up of men and women from all different backgrounds. The jury listens to evidence in a case. The jury decides whether a person is guilty or innocent of a crime. The person's fate does not rest with just one judge.

5. The judge sits high above everyone else in the front of the courtroom. He or she decides what is fair or unfair in the trial. He or she must try hard not to form an opinion on whether a person is guilty of a crime or not.

6. After Heather's injury, her parents brought a case to court against the school. They argued that dodgeball is too dangerous for young kids to play in school. A New York court is currently hearing the case. Based on the court's decision, the school may decide whether the game should be banned, or not allowed.

7. Japan was our enemy. It had attacked an American naval base at Pearl Harbor, which made Americans very angry. Many Americans felt the Japanese had to be stopped. Truman decided to do something drastic. He made one of the biggest decisions in history. He ordered the use of a new American weapon known as an atomic bomb.


evidence  ev·i·dence

Definition
noun
1. something that gives proof of or a reason to believe something.

_The police searched for evidence at the scene of the crime._

Advanced Definition
noun
1. the basis for belief; that which constitutes proof of something.

_Scientists have not yet found evidence of life on distant planets._

_The police still have no solid evidence to back up their theory._

_The illegal drugs will be used as evidence in court._

2. trace or indication.

_His fingerprints were evidence of his having been in the apartment at some time._

3. factual information presented as testimony in a court of law.

_Two witnesses gave evidence that the suspect had threatened the victim._

transitive verb
1. to make manifest or clear.

_Having heard about the accident, he evidenced his concern over the child's condition._

2. to support with evidence.

_She evidenced her views by citing clinical studies._

Spanish cognate

_evidencia:_ The Spanish word _evidencia_ means evidence.

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

1. They listen to _evidence_ that is brought up. This evidence proves facts that can suggest the person accused of the crime is either guilty or innocent. The jury has to listen to all of it.

2. There is interesting _evidence_ to support the theory of Pangaea. Scientists have found identical plants and animals on continents that are now very far apart; for example, fossils of a reptile that looked like a cross between a dog and snake, called _Cynognathus_, have been found in both South America and Africa.
1. According to the passage, why might students have trouble learning in school during the summer?
   A. Many students would rather be at the beach than inside a classroom.
   B. Many schools do not have air conditioning, and students would be too hot to learn.
   C. Year-round schools make students more tired than schools with a long summer break.
   D. Many students are more likely to daydream when the weather outside is hot.

2. How does the author organize the information in this passage?
   A. The author describes a problem and several possible solutions.
   B. The author defines several different terms.
   C. The author describes an argument and then presents evidence to support both sides.
   D. The author gives evidence to support his opinion but ignores other opinions.

3. Read this statement: "Students feel like they need frequent breaks." Which piece of evidence from the text supports this statement?
   A. the information from the National Association for Year-Round Education
   B. the quote from a student
   C. the quote from the researchers
   D. the information about air conditioners

4. It can be inferred from the passage that
   A. students do not read during breaks
   B. teachers do not teach well enough during the school sessions
   C. teachers can get better at teaching during breaks
   D. students do not remember material after breaks

5. This passage is mostly about
   A. reasons why year-round schools are or are not a good idea
   B. reasons why all schools should be year-round schools
   C. reasons why nine-month schools should offer longer vacations
   D. reasons why teachers would prefer to teach in year-round schools
6. Read these sentences from the introduction:

"Is your school year-round? If not, would you want it to be? Read the arguments that follow."

In these sentences the author is

A. summarizing his arguments
B. stating his opinion and supporting it with evidence
C. speaking directly to readers to increase their interest
D. creating a mood of anger within the passage

7. Choose the answer that best completes the sentence below.

Students at a year-round school might get several weeks off at Thanksgiving _________ a year-round schedule includes mini-breaks throughout the year rather than one long summer break.

A. because
B. however
C. but
D. although

8. What evidence is presented in the text to show that year-round schools are becoming more popular?
9. Summarize the five arguments for more year-round schools.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

10. The author suggests that the decision about school schedules affects multiple groups of people. List the groups of people and describe why this decision may affect each group.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
1. What is a meaning of the word **argument**?
   A. apartment consisting of a series of connected rooms
   B. a manual accompanying a technical device
   C. a discussion in which reasons are advanced for and against some proposition

2. What is another meaning of the word **argument**?
   A. a relation between people
   B. greatest amount allowed
   C. a contentious speech act

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

3. It started with an _____ over who got to be which character.
   A. argument
   B. argue
   C. argued
   D. arguments
   E. counterargument
   F. argues
   G. arguing

4. They _____ all morning about how to tend the crops.
   A. argument
   B. argue
   C. argued
   D. arguments
   E. counterargument
   F. argues
   G. arguing