April 3, 2020

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.

Signature

Eric S. Gordon
CEO
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>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>
<td>No School</td>
</tr>
<tr>
<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>- 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></td>
</tr>
<tr>
<td></td>
<td>- Complete learning activity through Imagination Reading</td>
<td>- Complete learning activity through Imagination Reading</td>
<td>- Complete learning activity through Imagination Reading</td>
<td>- Complete learning activity through Imagination Reading</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Read the vocabulary support pages from Look Who's Talking</td>
<td>- Read the vocabulary support pages from Head Count</td>
<td>- Summarize using a foldable – You will need a piece of 8.5x11 paper. Follow the directions to make the foldable</td>
<td>- Reread the passages, Look Who's Talking and Head Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Close read passage, Look Who's Talking</td>
<td>- Close read passage, Head Count</td>
<td>- Respond to Paired text, answer the questions.</td>
<td>- Respond to Paired text, answer the questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use the Vocabulary Strategy and Context Clues anchor charts for support as you read.</td>
<td>- Use the Vocabulary Strategy and Context Clues anchor charts for support as you read.</td>
<td>- Use the Vocabulary Strategy and Context Clues anchor charts for support as you read.</td>
<td>- Use the Vocabulary Strategy and Context Clues anchor charts for support as you read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summarize Look Who's Talking on to your foldable pages.</td>
<td>- Share your summary with a family member.</td>
<td>- Share your summary with a family member.</td>
<td>- Share your summary with a family member.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>10:00</td>
<td>Writing Prompt: See April Calendar</td>
<td>Writing Prompt: See April Calendar</td>
<td>Writing Prompt: See April Calendar</td>
<td>Writing Prompt: See April Calendar</td>
<td>Writing Prompt: See April Calendar</td>
</tr>
<tr>
<td></td>
<td>- Daily Writing Practice: Types of Sentences, pg. 5</td>
<td>- Daily Writing Practice: Types of Sentences, pg. 6</td>
<td>- Daily Writing Practice: Types of Sentences, pg. 7</td>
<td>- Daily Writing Practice: Types of Sentences, pg. 8</td>
<td>- Daily Writing Practice: Types of Sentences, pg. 9</td>
</tr>
<tr>
<td></td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:00</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>1:00</td>
<td>Music</td>
<td>Music</td>
<td>Art</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>George Gershwin (see Art/Music Packet for Week 1)</td>
<td>George Gershwin (see Art/Music Packet for Week 1)</td>
<td>Photo Journal (see Art/Music Packet for Week 1)</td>
<td>Work on &quot;How Can You Help?&quot; packet and complete one activity to go with the story.</td>
<td>Work on &quot;How Can You Help?&quot; packet and complete one activity to go with the story.</td>
</tr>
<tr>
<td>1:30</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td></td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
</tr>
<tr>
<td>2:00</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
</tr>
<tr>
<td>2:30</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td></td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
</tr>
</tbody>
</table>
## Family and Student Supports:

<table>
<thead>
<tr>
<th>Please review family letters for these content area assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy</td>
</tr>
<tr>
<td>• Math</td>
</tr>
<tr>
<td>• Science</td>
</tr>
<tr>
<td>• Social Studies</td>
</tr>
<tr>
<td>• Art</td>
</tr>
<tr>
<td>• Music</td>
</tr>
</tbody>
</table>

### Student Learning Kits

- **Supplies:** ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book
- **Math:** Daily Math Practice Journal
- **Literacy:** Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal
- **Science:** Daily Science Activity & Journal
- **Art:** watercolor paint, paper

## Additional Student Supports:

<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.
## Online Learning:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imagine Learning – Literacy</strong></td>
<td>Online learning for literacy – 30 minutes daily (may replace portion of Reading block) Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td><strong>Imagine Learning – Math</strong></td>
<td>Online learning for math - 30 minutes daily (may replace Math block) Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td><strong>BrainPop Junior</strong></td>
<td>Online video clips that can be used for learning in all subject areas. <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></td>
</tr>
<tr>
<td><strong>Scholastic Learn at Home</strong></td>
<td>Access to books and read alouds along with literacy lessons to use at home. <a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a> Username: Learning20 Password: Clifford</td>
</tr>
<tr>
<td><strong>ExactPath (access through Clever)</strong></td>
<td>Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports) Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td><strong>Second and Seven Read Alouds</strong></td>
<td>Online read alouds for grades K-2. No login is needed. <a href="https://kids.secondandseven.com/">https://kids.secondandseven.com/</a></td>
</tr>
<tr>
<td><strong>Khan Academy</strong></td>
<td>Digital Math Instruction Videos – Free login <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>Go Noodle</th>
<th>Fluency and Fitness (free for 3 weeks)</th>
<th>Positive Psychology</th>
<th>Teach, Train, Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go for a Run or Walk (with an adult)</td>
<td><a href="https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/">https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mind Yeti</td>
<td>Calm (app available also)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.mindyeti.com">https://www.mindyeti.com</a></td>
<td><a href="https://www.calm.com/schools">https://www.calm.com/schools</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Mind Yeti and Calm are available as apps.*
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”
  o Make a letter flashcard
  o Have your child write out the letter and say the letter sound
  o 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.
  o Example: m at, or fl at
• Stretch the word out: say each sound individually and then put the sounds together.
  o Example: ship…sh-ii-p…ship
• Look at the pictures
• Look for a word part you know.
  o 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:
  o Read to a sibling or a pet
  o Call a family member and read the passage or story over the phone
  o Read to a friend via phone or video
  o 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”
  o Who was the story/passage about?
  o 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?
  o When did the story/passage occur? This would be most important for informative and historical passages
  o Where did the story/passage occur?
  o Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  o 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!
# April Writing Prompts

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<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>
</tr>
<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 an outdoor activity that you enjoy. Why do you like it?</td>
<td>I think it would be great if there were a law that said…</td>
<td>The best part of my day is…</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>
</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 thing to do on a rainy day is…</td>
<td>You discover you can breathe underwater like a fish. What will you do with this new ability?</td>
<td>You accidentally anger a good friend. What could you do to make up for it?</td>
<td>To be a good friend, you need to…</td>
</tr>
<tr>
<td>Write 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>Describe the perfect day.</td>
<td>If I were in the circus, I would…</td>
<td>What would be the best job to have when you grow up? Explain.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>April 2020 ©Lakeshore</td>
</tr>
</tbody>
</table>
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
**Types of Sentences**

A. What kind of sentence is each of the following? Write declarative, interrogative, exclamatory, or imperative on the line.

1. Merlin carried the baby to safety. ________________
2. Why did traitors poison the town’s wells? ________________
3. Go back and fetch the missing sword. ________________
4. Slip the sword into the groove, and pull it out. ________________
5. The king was England’s bravest ruler! ________________
6. Who will follow Selene? ________________

B. Identify which groups of words are incomplete sentences and which are complete sentences. Write incomplete or complete on the line.

1. Sarah at the edge of the square. ________________
2. The knights fought so bravely! ________________
3. How did Kay treat her dog? ________________
4. The sword out of the stone. ________________
5. Natalie was trained to be a pilot. ________________

C. Correct the incomplete sentences in part B. Add an action word to each one. Then rewrite the complete sentence on the line.

1. __________________________
2. __________________________
TYPES OF SENTENCES

A. Add the correct end punctuation mark to each sentence. Then write declarative, interrogative, exclamatory, or imperative to tell what kind of sentence it is.

1. How do turtles protect themselves?
   ____________________________
   declarative

2. What heavy, hot suits of steel they wore!
   ____________________________
   exclamatory

3. Pretend that you are an acrobat or juggler.
   ____________________________
   imperative

4. The students sang songs, told stories, and recited poems.
   ____________________________
   declarative

B. Use one of the words below to complete each sentence. Then identify each sentence by writing declarative, interrogative, exclamatory, or imperative.

   pass    won    listened    play

1. The audience __________ to the bagpipes.
   ____________________________
   declarative

2. What kind of games did pioneers like to __________?
   ____________________________
   interrogative

3. Please __________ me the pepper.
   ____________________________
   imperative

4. I've __________ three chess games in a row!
   ____________________________
   exclamatory

C. Write an example of a declarative, interrogative, exclamatory, and imperative sentence. Be sure to use the correct end punctuation.

1. Declarative: ________________________________________________________________________________________

2. Interrogative: ________________________________________________________________________________________

3. Exclamatory: _________________________________________________________________________________________

4. Imperative: _________________________________________________________________________________________
Types of Sentences

Decide if there is an error in the underlined part of each sentence. Fill in the bubble next to the correct answer.

1. you do like to see movies about knights and castles?
   - You do like
   - Do you like
   - correct as is

2. Please hand me that mystery book about the Middle Ages?
   - the Middle Ages!
   - the Middle Ages.
   - correct as is

3. Grandfather described life in the early part of the century.
   - of the century?
   - of the century!
   - correct as is

4. Why don’t you write about your life!
   - your life?
   - your life.
   - correct as is

5. Begin by describing your very first memory.
   - begin by describing
   - By describing
   - correct as is

6. I had such fun swimming in the ocean?
   - in the ocean
   - in the ocean!
   - correct as is

7. What do you remember about your first day in school?
   - in school!
   - in school.
   - correct as is

8. another story about our relatives in Mexico.
   - Tell me another story
   - Another story
   - correct as is

9. The fish looked so colorful swimming in the Caribbean Sea
   - the Caribbean Sea!
   - the Caribbean Sea?
   - correct as is

10. He told us about his trip?
    - his trip
    - his trip.
    - correct as is
# 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**. |
Look Who's Talking!

Each African elephant has a one-of-a-kind voice, say scientists. Why are scientists tuning in to elephant chats?

Many people have heard the loud trumpet sounds that elephants make. But did you know that elephants make a lot of other noises that humans can't hear?

Scientists have recently learned that each elephant has a unique voice. Unique means "one of a kind." Scientist Anne Savage told Weekly Reader, "Each person's voice is different. It's the same for elephants."

The scientists listened to the secret language of African elephants at Disney's Animal Kingdom in Florida. To hear the elephants, they used special equipment. Each elephant wore a radio collar fitted with a microphone. Then the sound was recorded and studied using a computer.
African elephants are **endangered**, or at risk of dying out. In the past, people have hunted the elephants for their ivory tusks. Today that practice is not allowed in most African countries. However, some people ignore the laws and still hunt elephants. The huge animals are also endangered because people build homes and farms in areas where elephants live.

### Did You Know?

African elephants are the largest living land animals. The average male weighs more than four cars!

An African elephant never sweats. Heat escapes through its large ears to keep the animal cool.

African elephants like to take baths every day. Then, they cover themselves in dirt to keep insects away.

The work scientists are doing at Animal Kingdom may help African elephants in the wild. "If we can tell individual voices apart, we can keep track of each elephant over time," says Savage. "We can tell when elephants are feeling nervous by the voices they are using. In the wild, that would help us know if they are in danger, so we can help them."
equipment  e·quip·ment

Definition
noun
1. anything made for a particular use. Jobs and sports often require special equipment.

We bought a lot of new equipment for our hiking trip, including a tent.

Advanced Definition
noun
1. anything designed or provided for a particular use.

You need to have special equipment for mountain climbing.

He keeps his golf clubs and other sports equipment in this closet.

2. the act of equipping.

3. the state of being equipped.

Spanish cognate
equipo: The Spanish word equipo means equipment.

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

1. Fighting fires is not easy. The suits and equipment a firefighter wears weigh about 40 pounds.

2. Use proper sports safety equipment, such as helmets, elbow pads, kneepads, safety glasses, wrist guards, shin guards, and mouth guards.

3. Scientists use special equipment to track changes within the volcano. "We’re looking for clues of another large, explosive eruption," says Luhr.

4. The right equipment can help you have good posture. For example, you need a desk and chair in the right size.

5. A scrub nurse or tech prepares the surgery area, surgical supplies, and equipment. During surgery, the scrub nurse assists the surgeon by passing instruments, suctioning fluids, and so forth.

6. You don’t need a lot of fancy equipment. With a simple magnifying glass on a snowy day, you can really see quite a bit if you just stop and look.

7. New playgrounds were built with low steps or ramps. Those changes have made it easier for
some children. The new **equipment** also has handrails for kids to grab and pull themselves up.

8. Scientists used modern medical **equipment** to study the queens’ bodies. They learned about some of the medical problems the ancient queens suffered from. The bodies showed evidence of dental cavities, sinus infections, and poor nutrition.

9. She was still inside, scrambling to gather up the rest of her **equipment**. The small music venue would have a drum set all ready for her, but she wanted to have her lucky drum sticks with her—the one thing she couldn’t find in her messy room.

10. Artists can control the intensity of watercolors by adding more or less water to the paint. The more water you put on your brush, the lighter the color will be. For darker colors, you should use only a little bit of water. Watercolor **equipment** is light and easy to use outdoors.
1. Scientists are listening to elephants because
   A. elephants are trying to tell people important information.
   B. elephants can teach people a lot about communication.
   C. they want to help the elephants avoid extinction.
   D. they want to train the elephants to defend themselves.

2. Because of hunting
   A. elephants are becoming endangered.
   B. elephants are communicating with each other more.
   C. scientists are trying to take guns away from dangerous people.
   D. all of the above.

3. Which of the following is an opinion?
   A. Elephants make noises that people cannot hear.
   B. Elephants sound like loud trumpets.
   C. Each elephant has a unique voice.
   D. Scientists are using microphones to listen to elephants.

4. Elephants cover themselves in dirt because
   A. it keeps the insects off of them.
   B. it keeps them cool.
   C. it helps them to blend in with the surrounding environment.
   D. they do not like to be clean.

5. Why might elephants need to talk with each other? What might they say?
Look Who's Talking! - Vocabulary: equipment

Name: ______________________________ Date: ______________

1. What is a meaning of the word **equipment**?
   
   A. supplies
   B. an opinion
   C. business

2. What is another meaning of the word **equipment**?
   
   A. things needed for doing something
   B. a string of words
   C. a series of steps

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

3. The sale of that pearl would _____ an expedition.
   
   A. equipment
   B. equip
   C. equipped

4. There is no other animal _____ just like birds.
   
   A. equipment
   B. equip
   C. equipped

5. The suits have parachutes, flashlights, and other useful _____.
   
   A. equipment
   B. equip
   C. equipped

6. Please write your own sentence using the word **equipment**.

7. What would you like to remember about the meaning of the word **equipment** so that you can use it when you write or speak?
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.
ELA – Grade 4 – Week 1
Journal Writing Prompt

Why do you think animals would be nervous and how do you think studying their chats would help us know they are nervous?

ELA – Grade 4 – Week 2
Journal Writing Prompt

Write a letter to a friend to capture a memory of this extended break from school.

ELA – Grade 4 – Week 3
Journal Writing Prompt

Describe three ways that you can reduce the amount of garbage you produce in your home.
As the tallest animals in the world, giraffes have a great view of the zoo. Scientists recently had an even better view--from 280 miles above Earth! Animals at the Bronx Zoo in New York City were tracked from outer space with a satellite. A satellite is a spacecraft that orbits a planet or moon.

The satellite took images of different species of zoo animals and sent the images back to Earth. These pictures showed many groups of plants or animals that are alike in certain ways. Scientists studied the images to see how well the satellite could spot different species.

So far, scientists are pleased with the results. They hope to use the satellite to track endangered animals in faraway places in the wild. Endangered animals are at risk of becoming extinct, or dying out completely. Currently, people track animals either by foot or by airplane. Scientists think that using a satellite to track animals will be both easier and cheaper.

Future Plans

"Taking a count is the first step in finding out if a species is in danger of extinction," scientist Scott Bergen told Weekly Reader. Along with counting endangered animals, scientists want to learn where they migrate. When animals migrate, they move from one place to another. Why do scientists want to learn where animals migrate? "[We want to know where to] create national parks and other protected areas for endangered animals," said Bergen.
extinction  ex-tin·c·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. Amphibian *extinction* is an indicator of [a problem with the environment], scientist Jonathan Campbell told Weekly Reader.

2. "Taking a count is the first step in finding out if a species is in danger of *extinction,*" scientist Scott Bergen told Weekly Reader.

3. This majestic bird has clawed its way back from the edge of *extinction,* or dying out.

4. It's the same magnitude event as the *extinction* of the dinosaurs, says scientist Luis Coloma.

5. In 1973, the U. S. government passed the Endangered Species Act (ESA), a law that protects plants and animals in danger of *extinction.*

6. People became angry and turned on the wolves, hunting them almost to *extinction.*

7. The list was created to protect animals that are on the edge of *extinction.*

8. The wild cats are on the brink of *extinction,* or dying out.

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

10. Scientists say the *extinction* of the vultures would pose a serious problem for humans.
**migrate**  mi-grate

**Advanced Definition**

*intransitive verb*

1. to move from one region into another.

   *Their ancestors had migrated from the east, finally settling in this small western mining town.*

2. to change habitat or location periodically as in response to changes in climate or employment opportunities.

   *Geese migrate to the south when the weather gets cold.*

   *The pickers migrate north to work in the orchards during the harvest season.*

**Spanish cognate**

*migrar/emigrar*: The Spanish word *migrar/emigrar* means migrate.

---

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

1. In the spring, monarchs **migrate** north.
2. Each fall, monarch butterflies **migrate** south for the winter.
3. Monarch butterflies **migrate** in the fall when the weather gets cool.
4. The word **migrate** means "to move from one place to another."
5. They **migrate** south in the fall when the weather gets colder.
6. The whales **migrate** south in the fall to warmer water near Hawaii.
7. During the fall, some animals **migrate**. They move from one place to another place. Some go by land, others by air, and some by water.
1. A(n) ______________ is a spacecraft that orbits a planet.
   A. satellite
   B. asteroid
   C. moon
   D. rocket

2. When an animal is endangered, it means
   A. that animal is in a zoo.
   B. they migrate a lot.
   C. there are too many of that animal.
   D. there is a risk the animal will die out.

3. This passage is highlighting animals
   A. in a zoo.
   B. in the Bronx.
   C. in New York City.
   D. all of the above.

4. Scientists want to learn about migration
   A. to know where to build amusement parks.
   B. to stop migration.
   C. so they can inform hunters where to hunt.
   D. to know where to build national parks.

5. What does "migrate" mean?
Use the article "Look Who's Talking!" to answer questions 1 to 2.

1. What have scientists learned about elephants' voices?

2. How can scientists use their knowledge about elephants' voices to help elephants in the wild?

Use the article "Head Count" to answer questions 3 to 4.

3. What do scientists hope to track by using a satellite?

4. How might scientists use a satellite to help endangered animals?

Use the articles "Head Count" and "Look Who's Talking!" to answer questions 5 to 6.

5. What general goal do the scientists in both texts share? Use evidence from both texts to support your answer.

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):**

---

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

---

1. **Look for Context Clues**

2. **Look for Word-Part Clues**
   - Can You Break the Word into Parts? Circle yes or no (If you can’t, skip to Step 3.)

<table>
<thead>
<tr>
<th>Word Part</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. What is the Root Word?</td>
<td></td>
</tr>
<tr>
<td>C. What is the Prefix?</td>
<td></td>
</tr>
<tr>
<td>D. What is the Suffix?</td>
<td></td>
</tr>
<tr>
<td>E. Put the Meanings of the Word Parts Together</td>
<td></td>
</tr>
</tbody>
</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
Prefix: 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    _____________________
2. misuse  _____________________
3. unsafe   _____________________
4. repack   _____________________
5. submarine   _____________________
6. overripe _ ____________________
7. misstep   _____________________
8. unsure   _____________________
9. subplot  _____________________
10. overeat  _____________________
11. retie _ ____________________
12. rewrite  _____________________
Word Study · Lesson 3

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

<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>

Write a heading that tells how each group of words is alike. Then write a meaning for each word.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

1. overdo _______________________
2. overtip _______________________
3. overbake _______________________
4. reheat _______________________ 
5. refill _______________________ 
6. retell _______________________ 
7. unreal ________________________
8. unhappy _______________________
9. unkind _______________________ 
10. misname _______________________
11. mislead _______________________ 
12. misnumber _____________________

Read each meaning below. Add a prefix to each word in bold type to make a new word.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Prefix</th>
<th>Word</th>
<th>=</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to call again</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. the opposite of even</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. to flow too much</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. under the soil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. read in a wrong way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prefixes: un-, re-, over-, mis-, sub-

<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>

**Read each question. Then circle the best answer.**

1. Which word means to place wrongly?  
   a. replace  
   b. misplace  
   c. placed

2. Which word means the opposite of loved?  
   a. unloved  
   b. lovely  
   c. lover

3. Which word means pay too much?  
   a. underpay  
   b. repay  
   c. overpay

4. Which word means to use again?  
   a. reuse  
   b. used  
   c. overuse

5. Which word means a heading under another heading?  
   a. header  
   b. headed  
   c. subhead

**Read the paragraphs and circle the words with prefixes. Then answer the questions.**

Alice tried to enter the room unseen. She was late because she had overslept. But she had misjudged Mr. Hunt.

“What does the subtitle of this chapter mean?” he asked her as she took her seat.

“I’m unsure of what page we’re on,” said Alice. “Could you restate it for me?”

1. Where does this story take place?  

2. How did Mr. Hunt show that he wasn’t fooled?  

3. Why doesn’t Alice know the answer?  

Learn the Math

Carly is collecting shapes with 4 sides for an art project. She needs to decide which of these shapes she will not collect.

Step 1

Count the number of sides in each shape shown.

- Triangle: 3 sides
- Trapezoid: 4 sides
- Square: 4 sides
- Triangle: 3 sides
- Rectangle: 4 sides

Step 2

Look back at Carly’s collection of shapes. Cross out the shapes that do not have 4 sides.

- The triangles have 3 sides. Cross out the triangles.
- The trapezoid has 4 sides. Do not cross out the trapezoid.
- The square has 4 sides. Do not cross out the square.
- The rectangle has 4 sides. Do not cross out the rectangle.

So, Carly will not collect the ____________.

REASONING Anton says that a rectangle has the same number of sides as a trapezoid. Do you agree? Explain.
Do the Math

1 Simon is sorting these shapes. He only wants to use the shapes with less than 4 sides. Cross out the shapes that he will not use.

![Shapes]

How many sides do these triangles have altogether?

- Identify the number of sides in each shape.
- Cross out the shapes that have exactly 4 sides.
- Cross out the shape that has more than 4 sides.

So, the shapes Simon will use are __________.

Write the number of sides.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10 Belinda draws the 4 triangles shown below. How many sides do these triangles have altogether?

![Triangles]

### sides
Learn the Math

An angle is a shape formed by two line segments or rays that share the same endpoint. The shared endpoint is called a vertex.

There are different types of angles.

- **Right Angle**: Forms a square corner and measures $90^\circ$.
- **Acute Angle**: Less than a right angle. It has a measure greater than $0^\circ$ and less than $90^\circ$.
- **Obtuse Angle**: Greater than a right angle. It has a measure greater than $90^\circ$ and less than $180^\circ$.

Maya looks for examples of angles in her classroom. She draws the three angles below. Which types of angles does Maya draw?

Use the corner of a sheet of paper to tell whether the angle is an acute angle, a right angle, or an obtuse angle.

- Angle 1 is ____________________________.
- Angle 2 is ____________________________.
- Angle 3 is ____________________________.
**Do the Math**

1. Marco draws the following picture. How many of each type of angle are shown in Marco’s picture?

   - What tool can you use to help you classify the angles? _______________________
   - How many of the angles are right angles? ______
   - How many of the angles are acute angles? ______
   - How many of the angles are obtuse angles? ______

   So, in Marco’s picture, there are ______ right angles, ______ acute angles, and ______ obtuse angle.

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

<table>
<thead>
<tr>
<th>Angle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

10. Give a time when the hands on a clock form a right angle.

   _____________________________
Identify and Draw Perpendicular and Parallel Lines

There are four paths that cross in City Park. What types of lines are formed by the paths?

\[ \overrightarrow{AB} \text{ and } \overrightarrow{BC} \text{ are intersecting lines. This means they cross at exactly one point, point } B. \]

\[ \overrightarrow{BC} \text{ and } \overrightarrow{CD} \text{ are perpendicular lines. This means they cross to form 4 right angles.} \]

\[ \overrightarrow{AD} \text{ and } \overrightarrow{BC} \text{ are parallel lines. This means that they are in the same plane and are always the same distance apart. They will never intersect.} \]

The paths form three types of lines.

Intersecting lines: \( \overrightarrow{AB} \text{ and } \overrightarrow{BC}, \overrightarrow{BC} \text{ and } \overrightarrow{CD}, \overrightarrow{AD} \text{ and } \overrightarrow{CD}, \overrightarrow{AB} \text{ and } \overrightarrow{AD} \)

Perpendicular lines: \( \overrightarrow{BC} \text{ and } \overrightarrow{CD}, \overrightarrow{AD} \text{ and } \overrightarrow{CD} \)

Parallel lines: \( \overrightarrow{AD} \text{ and } \overrightarrow{BC} \)

Use the figure for 1–3.

1. Name a pair of perpendicular lines.

2. Which pair of lines appears to be parallel?

3. Which lines intersect at point \( K \)?
Identify and Draw Perpendicular and Parallel Lines

Use the figure for Problems 1–3.

1 Which two pairs of lines are perpendicular?

2 Which pair of lines appears to be parallel?

3 Lines RO and KC intersect at what point?

Draw and label the figure described.

4 CA intersecting DO at point T

5 HO \parallel US and SN \perp US

6 **Math on the Spot** Name a pair of line segments that appears to be parallel.

7 **Reason** Cindy walks on James Street and then turns at a right angle to walk on Hallowell Street. What can you say about James Street and Hallowell Street?
Test Prep

8 Which shapes appear to have parallel sides? Select all that apply.

A  

B  

C  

D  

E  

9 Which pair of lines are perpendicular?

A \overrightarrow{ST} and \overrightarrow{VU}  

B \overrightarrow{SV} and \overrightarrow{ST}  

C \overrightarrow{TU} and \overrightarrow{VU}  

D \overrightarrow{VS} and \overrightarrow{UT}  

10 A piano keyboard has a total of 88 keys. Which best describes the relationship the black keys have with each other?

A The black keys intersect each other.  

B The black keys are parallel to each other.  

C The black keys are perpendicular to each other.  

D The black keys are neither parallel nor perpendicular to each other.  

Spiral Review

11 Mary made a total of 93 points from 3-point shots during the basketball season. How many 3-point shots did Mary make?

12 Estimate the product.

\[ 4 \times 361 \]
How Can You Help?

Bullying doesn't affect just those who are bullied and those who bully; it has a huge impact on those who see the behavior!

**The group of kids who witness bullying is really important.** This group may not be getting bullied. They may not be bullying, but their reaction can make a big difference.

Think about it: Have you ever seen a group watching a fight? There are some who look, then walk away; there are others who watch and say nothing; and there are those who cheer it on.

How this group responds can really impact a situation.

Learn what you can do so that you have a positive influence!

**Witnesses - What Can They Do?**

If you see someone being bullied, speak up!

- When students are willing to say they think something is wrong, they can make a difference.
- Let others know that you don't accept bullying at your school, and others will be more willing to speak up, too.
- If you see bullying, you can tell a grown-up. Telling is not tattling. It's okay to tell. Reach out!
- Tell the kid who is being bullied that he or she doesn't deserve to be treated that way. Nobody does.
- Ask friends to join you in being a kid against bullying.

**Telling vs. Tattling**

A lot of kids say that they don't want to tell an adult about bullying because they don't want to be called a tattle-tale. But there's a big difference between "telling" and "tattling."
It's okay to tell an adult when you see bullying.

In fact, it's a really smart thing to do!
1. Bullying doesn't affect only people who are bullied and people who bully. What other people does bullying have an impact on?
   A. people who see bullying happening
   B. people who do not realize bullying is going on
   C. people who are tattle-tales
   D. people who spend most of their time alone

2. The author contrasts telling with tattling. What is the difference between telling and tattling?
   A. Telling is done by girls, but tattling is done by boys.
   B. Telling is done by boys, but tattling is done by girls.
   C. Telling is done to protect yourself or another student from getting hurt, but tattling is done to get someone in trouble.
   D. Telling is done to get someone in trouble, but tattling is done to protect yourself or another student from getting hurt.

3. Read these sentences from the text.

"Have you ever seen a group watching a fight? There are some who look, then walk away; there are others who watch and say nothing; and there are those who cheer it on."

"How this group responds can really impact a situation. Learn what you can do so that you have a positive influence!"

"[...]

"If you see bullying, you can tell a grown-up. Telling is not tattling. It's okay to tell. Reach out!"

Based on this evidence, what should people watching a fight probably do?
   A. stand still until the fight ends
   B. yell at the fighters
   C. join the fight
   D. tell a grown-up
4. Read this sentence from the text.

"Let others know that you don't accept bullying at your school, and others will be more willing to speak up, too."

Why might others be more willing to speak up if you let them know that you don't accept bullying?

A. Knowing that you don't accept bullying makes others more afraid of speaking up.
B. Knowing that you don't accept bullying makes others less afraid of speaking up.
C. Knowing that you don't accept bullying makes others more likely to become bullies.
D. Knowing that you don't accept bullying makes others unsure about what they should say.

5. What is the main idea of this text?

A. Bullying affects those who are bullied as well as those who bully.
B. When people are watching a fight, some of them cheer it on.
C. Tattling is done to get someone in trouble.
D. People who see bullying going on should speak up.

6. Read these sentences from the text.

"Bullying doesn't affect just those who are bullied and those who bully; it has a huge impact on those who see the behavior!

"The group of kids who witness bullying is really important. This group may not be getting bullied. They may not be bullying, but their reaction can make a big difference."

What does the word "witness" probably mean here?

A. avoid
B. support
C. see
D. dislike
7. Read this sentence from the text.

"Bullying doesn't affect just those who are bullied and those who bully; it has a huge impact on those who see the behavior!"

How could this sentence best be broken in two?

A. Bullying doesn't affect just those who are bullied and those who bully. It never has a huge impact on those who see the behavior!

B. Bullying doesn't affect just those who are bullied and those who bully. It also has a huge impact on those who see the behavior!

C. Bullying doesn't affect just those who are bullied and those who bully. It instead has a huge impact on those who see the behavior!

D. Bullying doesn't affect just those who are bullied and those who bully. It first has a huge impact on those who see the behavior!

8. Look at the box near the end of the article. According to the box, what is the purpose of "telling"?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

9. If you see bullying, whom should you probably tell?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
10. Read these sentences from the text.

"It's okay to tell an adult when you see bullying.

"In fact, it's a really smart thing to do!"

Why might telling an adult be a smart thing to do when you see bullying?

Support your answer with evidence from the text.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Art & Music Grade 4 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 4 week 1

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Van Gogh &amp; Starry Night</td>
<td>Music Note identification Homemade Panflute</td>
<td>Art Photo Journal</td>
<td>Music George Gershwin</td>
<td>OFF</td>
</tr>
</tbody>
</table>

Gr 4 week 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFF</td>
<td>Music Drawing Bar Lines</td>
<td>Art Claude Monet</td>
<td>Music Cole Porter</td>
<td>Art Photo Journal</td>
</tr>
<tr>
<td></td>
<td>Homemade Kalimba</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
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.
Grade 3 Week 1 Day 2 Music

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 😊
My Photo Journal Gr 4 Week 1 D2& Week 2 D1

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 is an artist’s statement?** 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.