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
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td></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>Language</td>
<td>No School</td>
</tr>
<tr>
<td>8:00</td>
<td>- Review a book from Scholastic Home (see login information under Online Learning) - Complete learning activity through Imagination Reading</td>
<td>- Review a book from Scholastic Home (see login information under Online Learning) - Complete learning activity through Imagination Reading</td>
<td>- Review a book from Scholastic Home (see login information under Online Learning) - Complete learning activity through Imagination Reading</td>
<td>- Daily Language Practice: Prefixes, pg. 12</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Daily Language Practice: Prefixes, pg. 12</td>
<td>Daily Language Practice: Prefixes, pg. 13</td>
<td>Daily Language Practice: Prefixes, pg. 14</td>
<td>Language</td>
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<tr>
<td></td>
<td>- Read the vocabulary support pages from Attack of the Nerves and It Feels Good to Laugh - Close read the passage - Use the Close Read anchor chart for support as you read.</td>
<td>- Reread the passages, Attack of the Nerves and It Feels Good to Laugh - Responding to Paired Text - Text answer the questions.</td>
<td>- Reread the passages, Attack of the Nerves and It Feels Good to Laugh - Responding to Paired Text - Text answer the questions.</td>
<td>- Read the vocabulary support pages from Attack of the Nerves and It Feels Good to Laugh - Close read the passage - Use the Close Read anchor chart for support as you read.</td>
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<tr>
<td>9:30</td>
<td>Summarize both passages, Attack of the Nerves and It Feels Good to Laugh - Share your summaries with a family member.</td>
<td>- Use the Vocabulary Strategy and Context Clues anchor charts for additional support if you come across an unknown word.</td>
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<td>10:00</td>
<td>Writing&lt;br&gt;- Daily Writing Prompt&lt;br&gt;- See April Writing Calendar&lt;br&gt;- Daily Grammar Practice: Types of Sentences, pg. 7</td>
<td>Writing&lt;br&gt;- Daily Writing Prompt&lt;br&gt;- See April Writing Calendar&lt;br&gt;- Daily Grammar Practice: Types of Sentences, pg. 7</td>
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<td>Writing&lt;br&gt;- Daily Writing Prompt&lt;br&gt;- See April Writing Calendar&lt;br&gt;- Daily Grammar Practice: Types of Sentences, pg. 7</td>
<td>No School</td>
</tr>
<tr>
<td>11:00</td>
<td>LUNCH</td>
<td>Math&lt;br&gt;- Activity: Understanding Volume with Unit Cubes (5.2 Reteach)&lt;br&gt;- Khan Academy Video: “Volume Intro”&lt;br&gt;- Activity: Use Unit Cubes to Build Solid Figures (5.1 Practice)</td>
<td>Math&lt;br&gt;- Activity: Understanding Volume with Unit Cubes (5.2 Reteach)&lt;br&gt;- Khan Academy Video: “Volume Intro”&lt;br&gt;- Activity: Use Unit Cubes to Build Solid Figures (5.1 Practice)</td>
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<td>LUNCH</td>
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<tr>
<td>12:00</td>
<td>LUNCH</td>
<td>Math&lt;br&gt;- Activity: Music Note Identification &amp; Panflute (see Art/Music Packet for Week 1)&lt;br&gt;- Van Gogh &amp; Starry Night (see Art/Music Packet for Week 1)</td>
<td>Math&lt;br&gt;- Activity: Music Note Identification &amp; Panflute (see Art/Music Packet for Week 1)&lt;br&gt;- Van Gogh &amp; Starry Night (see Art/Music Packet for Week 1)</td>
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<td>LUNCH</td>
</tr>
<tr>
<td>1:00</td>
<td>Social Studies&lt;br&gt;- Work on ‘Put Yourself in Somebody Else’s Shoes’ packet and complete one activity to go with the story.</td>
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<td>Social Studies</td>
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<tr>
<td>1:30</td>
<td>Social Studies&lt;br&gt;- Work on ‘Put Yourself in Somebody Else’s Shoes’ packet and complete one activity to go with the story.</td>
<td>Science Journal Activity/Page&lt;br&gt;- Science Journal Activity/Page&lt;br&gt;- Science Journal Activity/Page&lt;br&gt;- Science Journal Activity/Page</td>
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<td>Science Journal Activity/Page</td>
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<tr>
<td>2:00</td>
<td>Science&lt;br&gt;- Science Journal Activity/Page&lt;br&gt;- Brain Break&lt;br&gt;- Choose a Movement &amp; Mindfulness Break Option</td>
<td>Science&lt;br&gt;- Science Journal Activity/Page&lt;br&gt;- Brain Break&lt;br&gt;- Choose a Movement &amp; Mindfulness Break Option</td>
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<tr>
<td>2:30</td>
<td>Brain Break&lt;br&gt;- Choose a Movement &amp; Mindfulness Break Option</td>
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<td>Brain Break</td>
</tr>
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</table>
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.

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### Family and Student Supports:

<table>
<thead>
<tr>
<th>Family Learning Kits</th>
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</thead>
<tbody>
<tr>
<td>Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</td>
</tr>
<tr>
<td>Math: Daily Math Practice Journal</td>
</tr>
<tr>
<td>Science: Daily Science Activity &amp; Journal</td>
</tr>
<tr>
<td>Art: watercolor paint, paper</td>
</tr>
</tbody>
</table>

### Additional Student Supports:

#### Family and Student Supports:

- **Literacy**
  - Daily Interactive Reading Comprehension Journal
  - Writing Prompt Journal
  - Daily Language Practice Book
  - Interactive Phonics Activities/Journal

- **Math**
  - Daily Math Practice Journal

- **Science**
  - Daily Science Activity & Journal

- **Art**
  - Watercolor paint, paper

- **Music**

### Additional Student Supports:

- **Family and Student Supports**
  - Please review family letters for these content area assignments:
    - Literacy
    - Math
    - Science
    - Social Studies
    - Art
    - Music

- **Student Learning Kits Supplies**
  - Ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book

- **Student Learning Kits Math**
  - Daily Math Practice Journal

- **Student Learning Kits Literacy**
  - Daily Interactive Reading Comprehension Journal
  - Writing Prompt Journal
  - Daily Language Practice Book
  - Interactive Phonics Activities/Journal

- **Student Learning Kits Science**
  - Daily Science Activity & Journal

- **Student Learning Kits Art**
  - Watercolor paint, paper

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

Online Learning:
### 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>Playground Visit</td>
<td>Go Noodle</td>
<td>Fluency and Fitness (free for 3 weeks)</td>
<td>Positive Psychology</td>
<td>Teach, Train, Love</td>
</tr>
<tr>
<td>Go for a Run or Walk (with an adult)</td>
<td>Go Noodle</td>
<td>Fluency and Fitness (free for 3 weeks)</td>
<td>Positive Psychology</td>
<td>Teach, Train, Love</td>
</tr>
<tr>
<td>Go Noodle</td>
<td>The OT Toolbox</td>
<td>Fluency and Fitness (free for 3 weeks)</td>
<td>Positive Psychology</td>
<td>Teach, Train, Love</td>
</tr>
<tr>
<td>Mind Yeti</td>
<td>Calm (app available also)</td>
<td>Fluency and Fitness (free for 3 weeks)</td>
<td>Positive Psychology</td>
<td>Teach, Train, Love</td>
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</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: mat, or flat
- 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 read what you read to them. This is called “echo reading”
- Have your child read a passage or story more than once:
  - Read to a sibling or a pet
  - Call a family member and read the passage or story over the phone
  - Read to a friend via phone or video
  - Record them reading and play it back to them
- Support and compliment your child when they are reading correctly!

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Time**: create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
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<th>Friday</th>
<th>Saturday</th>
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</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>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>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>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>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>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>The best thing to do on a rainy day is...</td>
</tr>
</tbody>
</table>
| Write a story about getting locked inside an amusement park overnight. | Write a poem about spring. | Make a list of 10 things you should always have at home. | Describe the perfect day. | If I were in the circus, I would... | To be a good friend, you need to... | April 2020 ©Lakeshore www.lakeshorelearning.com #LearnWithLakeshore
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 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**| 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. |
Butterflies in your stomach? Worries keeping you awake? Here's how to deal.

Kara C. is usually cool, calm, and collected. But like everyone, her nerves sometimes get the better of her. "In seventh grade, we had to do a play," says the 14-year-old from New York. "Sometimes I'd get nervous and start to forget my lines." Michigan teen Kevin P. has been through the same thing. "I had to do a speech in front of [the] class. It feels like a thousand beady eyes staring at you!" says Kevin, 15. "I couldn't concentrate enough to read my notes."

Have you ever felt as if you have butterflies fluttering in your stomach? That uneasy feeling is anxiety, and it happens to everyone. It is when you feel worried or uneasy. A little anxiety is a normal human reaction to stress. But sometimes anxiety can spin out of control. Luckily, you can learn to calm those feelings and move on.

Internal Alarm

Anxiety is similar to fear. When you are facing danger, your brain gets ready to make a quick decision: fight or run away. That is called the fight-or-flight reaction. The brain tells the body to release adrenaline, a chemical that triggers certain changes in the body. Your heart beats faster. You breathe more quickly. Your muscles tense, and you start to sweat. You might feel a little dizzy or sick to your stomach.
There are good reasons for the body's fight-or-flight reaction, explains William Shryer, a social worker in Danville, Calif. Anxiety is like an internal alarm that helps you stay safe. Fear of heights can keep you from falling off a cliff. Feeling nervous before a test can inspire you to study. "Anxiety is a good thing," he says.

Still, you can have too much of a good thing. "Normal anxiety decreases when the danger is gone," Shryer says. But when worry sticks around, it can get in the way of life. About 13 of every 100 kids ages 9 to 17 have what are known as anxiety disorders. For those kids, Shryer says, anxiety "is like a haunting monster."

In Control

Why are some people more anxious than others? Scientists aren't sure. Some kids might learn nervous behavior from anxious parents. Genetics and brain chemistry might also play a role.

Anxiety can affect your appetite and make it hard to concentrate. It can also keep you from getting a good night's sleep. Over time, constant stress from anxiety can damage your health, says Elizabeth Carll, a psychologist in Huntington, N.Y. Uncontrolled anxiety can lead to heart problems, stomach disorders, weight gain, and depression.

Luckily, there are ways to keep nervousness in check. Next time you feel anxious, try these stay-calm strategies.

Think positive. "More things go right than wrong, but we tend to remember the negative," Carll says. Focusing on good things can help keep nervous thoughts away.

Take a deep breath. Learn yoga or other stress-management tools, such as deep breathing or relaxation exercises. Turn to those techniques to calm yourself when you feel worry creeping in.

Find a shoulder to lean on. When you feel anxiety coming on, turn to a trusted friend or family member. Before tough tests or tryouts, try talking with friends or teammates.

Move your muscles. Exercise releases brain chemicals that can boost your mood and calm you down. "Exercise is great for an anxious person," Carll says.

Plan ahead. Being prepared can help. "If I procrastinate studying for a test, that ends up making me worry more, since I'm not prepared," says Kevin. Planning ahead works outside of school too. Kara was nervous about going to a birthday party where she would know only a few people. She made plans to have a friend introduce her to everyone right away. That way, she would get to meet everyone and wouldn't feel like an outsider. "They'll know who I am, and I'll know who they are," Kara says.

Get your Z's. Kids and teens need at least nine hours of sleep a night. Too little shut-eye can have an effect on brain function and emotions, which can make anxiety worse. "Sleep is so critical," Carll says.

With practice, you can learn to keep anxiety from taking over. But if worry is affecting your performance at school or in social situations, look to a trusted adult for some help. You may have an anxiety disorder that
can be treated with therapy or medication.

The good news, Carll shares, is that you can learn to control anxiety. With practice, she says, you can become better at dealing with anxiety—and even learn ways to keep yourself from getting overly stressed in the first place.

**Extreme Anxiety**

Sometimes feelings of worry take over a person's life. When that happens, it is often because of an *anxiety disorder*. There are several kinds of anxiety disorders.

**Generalized anxiety disorder** causes extreme worry and dread for no obvious reason.

**Phobias** are intense fears of specific things, such as spiders (*arachnophobia*) and open spaces (*agoraphobia*). One of the most common anxiety disorders among teens is social phobia, which causes extreme anxiety in social situations.

**Obsessive-compulsive disorder (OCD)** causes near-constant anxious thoughts, such as fear of germs. OCD sufferers try to relieve those thoughts with rituals such as frequent hand-washing.

**Post-traumatic stress disorder (PTSD)** is a type of anxiety that develops after experiencing a terrifying event. Soldiers can return from war with PTSD, for instance.

**Panic disorder** causes sudden attacks of terror and fear of losing control. People having a panic attack may feel tingling in the arms, shortness of breath, and a racing heart.
**performance**  per · for · mance

**Definition**

**noun**
1. a particular entertainment shown to an audience.
   
   *The theater was filled for the final performance of the play.*

2. one’s way of working or operating.
   
   *Mark’s supervisor rated his job performance.*

3. Regular maintenance will improve your car’s performance.

**Advanced Definition**

**noun**
1. a particular entertainment presented before an audience.

2. the act of performing.

3. way of working or functioning.

   *The car's performance is mediocre.*

---

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

1. Both Taylor and Tori Thompson gave sparkling **performances** to earn the first two spots in that quintet.

2. Sometimes the famous composer would not finish writing the piece of music he was working on until the day of the **performance**. This gave his players almost no time to practice.

3. Chung was overjoyed. By working for an art magazine, he could spend all day learning about art. He could talk to artists about their paintings, sculptures, films, and **performances**. It seemed like the perfect job.

4. With practice, you can learn to keep anxiety from taking over. But if worry is affecting your **performance** at school or in social situations, look to a trusted adult for some help. You may have an anxiety disorder that can be treated with therapy or medication.

5. At first, cross-training may seem contradictory. You’ve been taught that the way to improve **performance** is to concentrate on that area. If you want to be a runner, swimming only wastes your time. Recent research has found, however, that for runners, weight-training can improve performance by 20 percent.
6. Of course, Ferguson has benefitted from the same kind of typecasting. In fact, his manager once told him that he landed the part in a recent television series based mainly on his headshot. When he came in for the audition, his **performance** simply confirmed he was the right one for the role.

7. One thing all Greek dramas had in common was the chorus. The chorus was usually made up of three men. The men sang throughout the **performance**. The chorus would come out between characters’ speeches. It would give an explanation of what was happening in the play. The chorus always explained things in song.

8. The technology doesn't turn just anyone into a technician. Only trained tuners can use it. But it is a timesaver. That’s helpful when it comes to concerts at Caramoor. Sometimes Gordon gets only a half an hour to tune the piano between rehearsal and the **performance**. "I don't have time to sit down and start tuning the piano. But what I can do is go to the memory, and if something's changed I can put it back to where it was."
technique  tech · nique

Definition
noun
1. a particular way of doing something.

He learned several techniques for baking bread.

Advanced Definition
noun
1. the specific method of doing or performing something.

He has a unique technique for making this type of golf shot.

The chef showed the new assistant a few of his cooking techniques.

The company has patented its technique for the manufacture of this material.

2. technical skill.

These new skaters have beautiful artistry, but they need to work on their technique.

Spanish cognate
técnica: The Spanish word técnica means technique.

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

1. Take a deep breath. Learn yoga or other stress-management tools, such as deep breathing or relaxation exercises. Turn to those techniques to calm yourself when you feel worry creeping in.

2. Archaeologists have discovered illustrations of bakeries and loaves of bread in ancient Egyptian burial sites. Professional bakers and homebakers used the same production techniques. Home-bakers, usually women, baked only the bread they would need for that day.

3. Suddenly, the gasoline caught fire. Bryant's clothing went up in flames. Fortunately, he remembered a technique from a fire-safety class in school, namely, stop-drop-roll. He did just that: He dropped to the ground and rolled on the grass, which put out the flames.

4. In order to create more realistic art, Renaissance artists developed new painting techniques. For example, they learned about perspective. Instead of stacking figures and objects together on a canvas, figures that were far away were painted smaller. Those closer up were painted bigger. Another technique they created was called chiaroscuro. Chiaroscuro is all about shadows. Painters would layer light and dark paint to show the way light shines on a surface and the shadows it creates. Chiaroscuro and the use of shadowing made figures look more realistic and three-dimensional. With shadows, painters could create a sense of depth. Figures looked less flat or stiff.
1. Which of the following phrases was NOT used to describe anxiety?

   A. a similar feeling to fear
   B. a calm and relaxed mood
   C. like butterflies fluttering in your stomach
   D. something that happens to everyone

2. The author lists some anxiety disorders in the passage. Which of the following correctly matches the disorder with its description?

   A. Generalized anxiety disorder - causes near-constant anxious thoughts, such as fear of germs
   B. Panic disorder - an intense fear of specific things such as spiders
   C. Obsessive-compulsive disorder - causes sudden attacks of terror and fear of losing control
   D. Post-traumatic stress disorder - a type of anxiety that develops after experiencing a terrifying event

3. How might a person know if their anxiety was actually a disorder?

   A. Every time the person goes to a party, they feel uneasy.
   B. Some nights the person has trouble sleeping.
   C. None of the calming strategies seem to stop the anxiety.
   D. All the times that the person has to speak in public they get really nervous.

4. Read the following sentence and answer the question below:

   "Generalized anxiety disorder causes extreme worry and dread for no obvious reason."

   In the sentence the word **extreme** most nearly means

   A. a limited amount of something
   B. a normal amount of something
   C. a large amount of something
   D. a small amount of something
5. The primary purpose of this passage is to
   A. inform the reader about anxiety and ways to help it
   B. describe how the reader can get rid of all stress from their life
   C. help the reader diagnose their anxiety disorder
   D. show the reader that anxiety is actually good for them

6. According to paragraph 4, how can anxiety be a good thing?

7. If a parent is anxious, how might it affect their child's anxiety? Use examples in the passage to support your ideas.

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

   A student had an anxiety disorder, ___________ she spoke to her teacher and decided to get help with therapy or medication.
   A. yet
   B. although
   C. because
   D. so
No joke: Laughter is good for you.

At age 11 in sixth grade, Jason was a very good student and an accomplished athlete. But one of his favorite talents had nothing to do with either school or sports: He loved to tell jokes.

"If the red house is made out of red bricks, and the blue house is made out of blue bricks, what's the green house made out of?" he asked me.

"Green?" I wondered aloud, sensing that it was probably a wrong answer.

"Glass!" he responded. "Get it? It's a greenhouse, with plants and everything."

Jason told all kinds of jokes, from silly ones with stupid punch lines to others that had clever wordplays. "I like to make my friends laugh," he said, "and sometimes I like telling jokes because it makes people feel better, like if someone's a little sad."

Jason may even be a better friend than he realized. Making people laugh not only improves moods but may also improve health. Several studies have found that laughter has a positive effect. A good laugh boosts the cardiovascular system. That's your heart and blood. It also helps the immune system, your disease fighters. Laughter may even help you withstand pain.

Health Screenings

Dr. Michael Miller has been studying laughter's influence on the heart and blood system. He teaches at the University of Maryland School of Medicine. In one of his studies, Miller had people watch two movies. One movie was very serious. The second was very silly. He then measured how much their blood vessels expanded after watching each kind of movie.

That is important information to know. When a blood vessel expands, it's often a sign that
certain chemicals are being released into the blood. Those chemicals help a person maintain a healthy heart. They prevent blood from clotting where it shouldn't and arteries from becoming clogged with plaque. That's a sticky substance that can build up on artery walls.

Miller found that when people watched a funny movie, their blood vessels expanded and blood flow increased. How much? As much as it would have if they had gone to the gym for a 15- to 30-minute workout.

"Laughter should not replace exercise, but it certainly should be part of a healthy lifestyle," says Miller. "Everyone should try to get a good laugh in every day."

**Laugh to Feel Better**

Like a multivitamin, laughter brings a range of health benefits into your daily life. Laughing boosts your immune system. Just look at the work of Dr. Lee Berk, of Loma Linda University in California. He is, by the way, a friend of Hunter "Patch" Adams's. If that name sounds familiar, it's because Adams is a funny doctor who became so famous that a movie was made about him. His interactions with his patients were like comedy routines.

Berk doesn't do bedside standup, but he does research humor. He has shown that laughing can lead to an increase in antibodies and other cells that fight bacteria, viruses, and other body "invaders."

Other studies show that laughter might be helpful for people in hospitals. An organization called Rx Laughter (Rx is the medical abbreviation for "prescription") sponsored a study about humor in the hospital. The results suggest that laughter might help children deal with painful medical treatments.

The study involved children between the ages of 8 and 14. The kids placed their hands in cold water for as long as they could while watching funny old TV shows, such as *I Love Lucy*. Guess what happened? The kids were able to withstand pain for a longer period of time when they were watching a funny video than when watching no video. Those who laughed more felt less pain.

"This means that humor can distract you from thinking about a painful procedure but also has the potential to make it seem less painful," says Dr. Margaret Stuber, the main researcher for the study. She works at the University of California at Los Angeles.
As Stuber also points out, an "injection" of humor may even be good for your emotional health. Physical and emotional health are connected. "If you can say to yourself that [a medical treatment] wasn't as bad as you thought it would be, then you're less likely to have nightmares, fears about going to the doctor, and other related anxieties," she says.

No one is saying that laughter can cure a horrible disease. But given how much anxiety health problems can cause, researchers like Stuber are looking closer at laughter. They think laughter can almost always play a helpful role in someone's medical treatment. "Humor ... allows you to take a step back and relax," she says.

You Think You're Funny?

Some people seem funnier than others. But you know what? Most people can improve their sense of humor with a little practice. How? Here are some tips.

- **Look for humor all around you.** Sometimes it is obvious, such as the jokes people tell. Other things are not necessarily intended to be funny but can be if you look at them in a slightly different way. Funny things can include newspaper headlines or something someone says that could be interpreted more than one way.
- **At dinnertime, share the funny things you observed or heard during the day with the rest of your family.**
- **Set up a humor center at home,** such as a bulletin board or the refrigerator, where you can post funny things you want to share.
- **Read a joke book.**
- **If something makes you laugh, think about what would have made it even funnier.**
- **Take photographs or pictures from magazines and make up your own funny captions.**
- **Hang around with people you think are very funny.**

The tips are from Louis Franzini. He's the author of *Kids Who Laugh: How to Develop Your Child's Sense of Humor.*
bacteria  bac·te·ri·a

Advanced Definition

noun

1. pl. of bacterium. Bacteria are one-celled microscopic organisms of various shapes that are often agents of fermentation and putrefaction and that, in some cases, cause disease.

   Bacteria that are beneficial to digestion live in the human digestive tract.

   Rabies is a deadly disease caused by bacteria.

Spanish cognate

bacteria: The Spanish word bacteria means bacteria.

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

1. There are ways to help stop bacteria from becoming resistant.
2. Fleming discovered that Penicillium made a substance that killed bacteria.
3. Some living things, like molds, make substances that can kill bacteria.
4. Take antibiotics only when you have an illness caused by bacteria.
5. The doctor had to kill the bacteria using a different medicine.

6. Bacteria caused Silvia’s strep throat, but your cold is caused by a virus.
7. These bacteria reproduced, and now you have many of the toughest kind causing your sore throat.
8. Doctors are afraid that someday many bacteria will fight back many or all of the antibiotics.
9. Antibiotics are the best drugs we have to fight deadly bacteria, but the germs are fighting back.
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. Eating apples has been shown to lower the risk of cancer, stroke, and heart disease.

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

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

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 could lead to preventing and curing diseases.
7. What happened to the Incas? When Europeans came to the New World in search of wealth, they brought a disease with them called smallpox that would kill thousands of people.

8. Julie Louise Gerberding is a doctor. In 2002, she became the director of the Centers for Disease Control and Prevention. That group helps protect Americans across the country from disease.

9. A disease called cholera was an especially big problem. In the days of the Oregon Trail, cholera had no cure. Once someone showed the slightest symptom of illness, he or she could die within a few hours.
immune  im·mune

Advanced Definition

adjective

1. resistant to a disease, either naturally or by medical means.

Humans are immune to many diseases that affect cats and dogs.

I had chicken pox as a child, so I'm sure I'm immune to it now.

2. protected from or not subject to something that does affect others.

Even the very wealthy are not immune from the effects of an economic recession.

They thought their stock portfolio was relatively immune to market variations.

He's a cold man who seems to be immune to the pain of others.

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

1. Sallach had lymphoma, a form of cancer that affects part of the immune system called the lymphatic system. The lymphatic system is a network of channels throughout the body that fight infection.

2. In other words, get your calcium from low-fat milk or yogurt instead of relying on calcium-fortified juice. And don't be too impressed with juices that claim to have ingredients to help boost your immune system. "A proper diet, lots of activity, and plenty of sleep is what really helps keep a child's immune system strong," says registered dietitian and nutritional consultant Keri Gans.
1. According to the passage, why is it important for blood vessels to expand?
   A. expanding helps the immune system
   B. expanding allows the vessels to get enough exercise
   C. expanding releases chemicals that help maintain a healthy heart
   D. expanding helps the vessels to keep growing

2. What effect did funny movies have on blood vessels?
   A. It caused more anxiety.
   B. It created more antibodies.
   C. It made the blood vessels expand.
   D. It made the vessels laugh.

3. Based on the passage, why is laughter like a multivitamin?
   A. Laughter helps people remember their pain.
   B. Laughter clogs arteries with plaque like a multivitamin.
   C. Laughter helps build a healthy heart like a multivitamin.
   D. Laughter helps build a healthy immune system like a multivitamin.

4. Read the following sentence and answer the question below:

   "At age 11 in sixth grade, Jason was a very good student and an accomplished athlete."

   As used in this sentence, **accomplished** means
   A. healthy and strong
   B. very good at something
   C. very funny
   D. cares about other people
5. What is this passage mostly about?
   A. why laughter is good for health
   B. why some people are funnier than others
   C. how to tell a good joke
   D. why doctors are good comedians

6. Laughter has a positive effect on which human systems?

7. How could laughter possibly help prevent a cold?

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

Laughter can increase blood flow like a workout, __________ it should not replace exercise.
   A. after
   B. although
   C. so
   D. because
Use the article "Attack of the Nerves" to answer questions 1 to 2.

1. What can uncontrolled anxiety lead to?

   ________________________________

   ________________________________

   ________________________________

2. What are three ways people can control their anxiety?

   ________________________________

   ________________________________

   ________________________________

Use the article "It Feels Good to Laugh" to answer questions 3 to 4.

3. What are two positive effects that laughter can have on the body?

   ________________________________

   ________________________________

   ________________________________

   ________________________________
4. How might laughter play a helpful role in someone's medical treatment?


Use the articles "Attack of the Nerves" and "It Feels Good to Laugh" to answer questions 5 to 6.

5. The text "It Feels Good to Laugh" states that "physical and emotional health are connected." What evidence from both texts supports this statement?


6. Could laughter be a way for people to control their anxiety? Use evidence from both texts to support your answer.


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.
**Types of Sentences**

A. Identify each type of sentence by writing declarative, interrogative, imperative, or exclamatory on the line.

1. Are you ready to write a story? ____________________________
2. I need help! ____________________________
3. Not every story gets printed. ____________________________
4. Tell me a good ending. ____________________________
5. We ate salad and roast beef. ____________________________
6. I couldn’t wait for lunch! ____________________________

B. Read each group of words below. If it has a subject and a predicate and expresses a complete thought, write complete on the line. If it is not a complete sentence, write incomplete.

1. With my fork. ____________________________
2. She liked my poem. ____________________________
3. Was proud. ____________________________
4. I’ll write another letter. ____________________________

C. Rewrite the incomplete thoughts from Part B to make complete sentences. Remember to capitalize and punctuate correctly.

________________________________
________________________________
________________________________
________________________________
________________________________
**Types of Sentences**

A. Rewrite each sentence, using capitalization and the correct end punctuation. Then write declarative, interrogative, imperative, or exclamatory to tell what kind of sentence each one is.

1. do you like to write poems

   ____________________________________________

   __________________________

2. I can’t believe my story won

   ____________________________________________

   __________________________

3. he asked me a lot of questions

   ____________________________________________

   __________________________

4. write back to me soon

   ____________________________________________

   __________________________

B. Write about an animal that interests you. Use each phrase in the type of sentence shown in parentheses ( ).

1. (Declarative) I know about ____________________________________________

2. (Exclamatory) That’s the best ____________________________________________

3. (Interrogative) Where is ____________________________________________

4. (Imperative) Tell me ____________________________________________
Types of Sentences

Read each sentence. Decide how the underlined words should be written. Fill in the bubble next to your answer.

1. Go to the library and check out a few books on wolves?
   a) wolves!
   b) wolves.
   c) correct as is

2. you will learn that the gray wolf and the red wolf are distant relatives of domestic dogs.
   a) You will learn
   b) Will you learn
   c) correct as is

3. a wolf will not attack a human unless it is provoked.
   a) Will a wolf
   b) A wolf will
   c) correct as is

4. Tell me what wolves eat besides rabbits.
   a) rabbits?
   b) rabbits!
   c) correct as is

5. wolves eat deer, snakes, insects, and sometimes fruit?
   a) Do wolves
   b) Wolves
   c) correct as is

6. What an eerie sound a wolf howl is!
   a) is?
   b) is
   c) correct as is

7. red wolves are being bred in zoos because the wolf is almost extinct.
   a) Are red wolves
   b) Red wolves are
   c) correct as is

8. What happens to the red wolves when they’re old enough to care for themselves.
   a) themselves?
   b) themselves!
   c) correct as is

9. The young wolves are released in forests.
   a) forests?
   b) forests!
   c) correct as is

10. Working with wolves is such an interesting job
    a) interesting job!
    b) interesting job?
    c) 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. Look for Word-Part Clues**

A. 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

---

5th Grade

Week 1: Literacy
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>
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<tr>
<td>over-</td>
<td>too much</td>
<td>overcook</td>
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<tr>
<td>mis-</td>
<td>in a wrong way; wrongly</td>
<td>mistreat</td>
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<tr>
<td>sub-</td>
<td>under</td>
<td>subway</td>
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</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 ______________________________
Word Study · Lesson 3

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>un-</td>
<td>not; opposite of</td>
<td>unfair</td>
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<tr>
<td>re-</td>
<td>again</td>
<td>redo</td>
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<tr>
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C Write a heading that tells how each group of words is alike. Then write a meaning for each word.

1. ____________________  3. ____________________
   overdo ____________________  unreal ____________________
   overtip ____________________  unhappy ____________________
   overbake ____________________  unkind ____________________

2. ____________________  4. ____________________
   reheat ____________________  misname ____________________
   refill ____________________  mislead ____________________
   retell ____________________  misnumber ____________________

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

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</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? _______________________________________________
Use Unit Cubes to Build Solid Figures

Steve and Christopher are building with unit cubes. A unit cube is a cube that has a length, width, and height of 1 unit. How many unit cubes does each student use?

Steve's Figure

Christopher's Figure

You can count the unit cubes in each layer of the figures to find the number of unit cubes used by each student.

Steve uses 8 unit cubes, and Christopher uses 6 unit cubes.

Count the number of unit cubes used to build each solid figure.

1

2

3 Describe two different right rectangular prisms that can be made using 20 unit cubes.
ONLINE Video Tutorials and Interactive Examples

LESSON 5.1
More Practice/Homework

Name

Use Unit Cubes to Build Solid Figures

1 **Open Ended** Describe two different right rectangular prisms that can be made using 24 unit cubes.

2 **Reason** Jun builds a right rectangular prism using ten layers of the unit cubes shown. How many unit cubes are in the right rectangular prism? Explain how you know.

Count the number of cubes used to build each solid figure.

3

4

5

6

7 **STEM** The Rotterdam cube houses, in the Netherlands, were built in the 1970s. Each house is a cube tilted on one vertex and standing on a pillar. Ravi is making a model of one of these houses using sugar cubes. If one edge of the cube in his model is 5 sugar cubes long, how many sugar cubes will he use? Explain.

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Module 5 • Lesson 1

P37
Test Prep

8. How many unit cubes are used to make the figure?

![Image of a三维体](image)

9. Which of the following gives the number of unit cubes used to make this figure?

   A. 20 unit cubes  
   B. 21 unit cubes  
   C. 34 unit cubes  
   D. 40 unit cubes

10. Select all the sets of dimensions that describe rectangular prisms made from 10 unit cubes.

   A. 1 unit by 1 unit by 8 units  
   B. 2 units by 5 units by 1 unit  
   C. 1 unit by 1 unit by 10 units  
   D. 2 units by 2 units by 5 units  
   E. 2 units by 5 units by 5 units

Spiral Review

11. Write a numerical expression to match the words.
   
   Brian has 24 cookies that he shares equally among 3 friends.

12. Evaluate the numerical expression.
   
   \[9 \times 7 + (3 + 4)\]
Understand Volume

Anna has a container shaped like a right rectangular prism. She wants to find the volume of the container. What is the volume of the container?

Anna can start by filling the bottom of the container with unit cubes. There are 8 cubes in the first layer.

Then she can fill the container with identical layers. There are 3 layers with 8 cubes per layer. It takes 24 unit cubes to fill the container.

So, the volume is 24 cubic centimeters.

Use the unit given. Find the volume.

1

2

3 Carter builds a right rectangular prism using unit cubes that measure 1 inch along each side. He builds the base layer of his prism using 24 unit cubes. He adds 6 more identical layers, so that he has a total of 7 layers. What is the volume of Carter’s prism?
**Understand Volume**

1. **Attend to Precision** Find the dimensions of the rectangular prism shown in the diagram. The unit cube represents a volume of 1 cubic inch.

2. **Use Structure** Ji builds a right rectangular prism with 14 centimeter cubes in the bottom layer with no gaps or overlaps. If there are 8 layers, what is the volume of the right rectangular prism?

Find the volume in cubic units.

3. 

4. 

Use the unit given. Find the volume.

5. 

6. 

1 cm 1 cm 1 cm

1 ft 1 ft 1 ft
**Test Prep**

7 The rectangular prism at the right is made of cubes that are 1 inch on an edge. What is the volume of this figure?

8 Which of the following gives the volume of the figure?

- **A** 84 cu ft
- **B** 216 cu ft
- **C** 231 cu ft
- **D** 252 cu ft

9 Select all dimensions that describe rectangular prisms with a volume greater than 100 cubic units.

- **A** 10 units by 4 units by 1 unit
- **B** 20 units by 2 units by 3 units
- **C** 5 units by 5 units by 5 units
- **D** 4 units by 4 units by 7 units
- **E** 3 units by 4 units by 8 units

**Spiral Review**

10 Evaluate the numerical expression.

\[ 7 \times 1 - (3 + 2) \]

11 Evaluate the numerical expression.

\[ 4 + (16 - 4) + (12 - 9) \]

12 Rewrite the expression with parentheses to equal the given value.

\[ 3 \times 8 - 5 + 3 \]

value: 12

13 Rewrite the expression with parentheses to equal the given value.

\[ 2 + 5 \times 4 - 2 \]

value: 12
Put yourself in somebody else's shoes.

Amanda O. was in fourth grade when her mom passed away. Amanda had been bullied before, and, incredibly, older kids at school teased her about her devastating loss. "People bullied me about how I looked, how I dressed. They bullied me about my mom," says the 14-year-old from El Paso, Texas.

Amanda told the principal, who called the bullies' parents. Amanda also confronted the kids herself. "I said, 'You didn't know my mom. She was my best friend. If you lost a best friend, how would you feel?'"

The bullies backed off, and Amanda felt good about standing up for herself. She may not have realized it at the time, but Amanda was asking her tormentors to have a little empathy.

"Empathy is a matter of learning how to understand someone else's both what they think and how they feel," says Jennifer Freed, a family therapist and codirector of a teen program called the Academy of Healing Arts.

In other words, empathy is being able to put yourself in someone else's shoes. Many people who bully others are particularly weak in that department, says Malcolm Watson, a psychologist at Brandeis University in Massachusetts. "Bullies don't tend to have a lot of empathy," he says.

Everyone is different, and levels of empathy differ from person to person. "Some people are more highly sensitive than others. They will naturally feel what other people feel," Freed says. "Others don't understand emotions in other people as well."

The good news? "Empathy is something you can learn," Freed says. In fact, she adds, teaching empathy to prevent bullying is more effective than punishing bullies after the fact. And anyone can learn it. In her teen programs, she says, "every semester we see bullies change their behavior."
You don't have to be a bully to benefit from developing empathy. Having compassion for others is a valuable skill that everyone should work to improve, she says. "I think everyone needs to develop more of it."

**Emotional Intelligence**

Last year, researchers from the University of Michigan reported that empathy among college students had dropped sharply over the past 10 years. That could be because so many people have replaced face time with screen time, the researchers said. Having empathy is about understanding other people. Today, people spend more time solo and are less likely to join groups and clubs.

Freed has another explanation. Turn on the TV, and you're bombarded with news and reality shows highlighting people fighting, competing, and generally treating one another with no respect. Humans learn by example—and most of the examples on TV are anything but empathetic.

There are good reasons not to follow those bad examples. Humans are social by nature. Having relationships with other people is an important part of being human—and having empathy is critical to those relationships. Researchers have also found that empathetic teenagers are more likely to have high self-esteem. That's not all. In a book titled *The Power of Empathy*, psychologist Arthur Ciaramicoli writes that empathy can be a cure for loneliness, depression, anxiety, and fear.
Empathy is also a sign of a good leader. In fact, Freed says, many top companies report that empathy is one of the most important things they look for in new executives. Good social skills—including empathy—are a kind of "emotional intelligence" that will help you succeed in many areas of life. "Academics are important. But if you don't have emotional intelligence, you won't be as successful in work or in your love life," she says.

What's the best way to up your empathy quotient? For starters, let down your guard and really listen to others. "One doesn't develop empathy by having a lot of opinions and doing a lot of talking," Freed says. Here are some great ways to dig beneath the surface and really get to know other people—and to boost empathy in the process:

- Volunteer at a nursing home or a hospital. Challenging yourself to care for others is a great way to learn empathy, Freed says.
- Join a club or a team that has a diverse membership. You can learn a lot from people of different ages, races, or backgrounds.
- Spend time caring for pets at an animal shelter.
- Once a week, have a "sharing circle" with your family. Take turns listening to one another talk, without interrupting.

**Playing Your Part**

With bullying such a big issue in schools around the country, experts are looking more closely at empathy. Many schools are teaching teens how to tune in to others' feelings. Often, kids who bully others come from homes where empathy is in short supply, says Watson. Teaching them empathy skills can help squash their aggressive behavior. Just focusing on the bullies and their victims isn't enough to stop the bullying crisis, though. To do that, everyone in school must show some empathy.

Have you ever watched a classmate being teased or pushed around, without intervening? Imagine that victim was your little brother or a close friend. How would you feel about the situation then? It takes both courage and empathy to confront a bully or to report an incident to a teacher. It may not be easy, but working together is the best way to make schools safer, Watson says.

That makes sense to Patrick K., a 16-year-old from South Carolina. He was bullied in middle school and lived in constant fear. One day one of his tormentors threatened to kill him and later threw a rock at his head during gym class.
Fortunately, Patrick’s family moved to a new school district not long after that incident, and things are much better at his new school. But he wasn't content to just sit back and let other kids suffer the way he had. He became a teen ambassador for Love Our Children USA's STOMP Out Bullying campaign.

Last year, Patrick saw a classmate getting pushed around at school. He immediately reported the incident to the principal and a guidance counselor. The school called the kids in to sort out the problem, he says. Patrick doesn't think he did anything special. "I feel that everybody should be treated with respect," he says. "I just felt like it was the right thing to do."

**Expressing Empathy-Creatively**

If you've ever been called nasty names, you know how awful it feels. Here's your chance to help others understand what it's like to walk in your shoes. The No Name-Calling Week Creative Expression Contest wants your poems, artwork, essays, music, and videos! Tune in to your artistic side to illustrate how name-calling has affected you and your peers. No Name-Calling Week happens each year in January. (But being kind is cool any week of the year.)

Chris Price/Istock
compassion  com·pas·sion

Advanced Definition

noun
1. a feeling of sharing another’s suffering, prompting a desire to relieve that suffering; commiseration; clemency.

   Her compassion for the orphans led her to look for ways to help them.

   The ship's captain was a brutal man with no compassion.

Spanish cognate

compasión: The Spanish word compasión means compassion.

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

1. Those include things like being great at telling jokes, compassion, intelligence, warmth, and creativity.

2. She said, "even if my character is really different from me, figuring out what we have in common, and actually learning how to be her in the play, teaches me compassion and understanding."

3. Having compassion for others is a valuable skill that everyone should work to improve, she says.
emotional  e·mo·tion·al

Advanced Definition

adjective

1. of or relating to the feelings.

2. easily roused to subjective response; tending to experience emotion.

3. given to expressing or displaying emotion.

4. capable of stirring emotions, or tending to stir emotions.

   an emotional scene from a movie

Spanish cognate

emocional: The Spanish word emocional means emotional.

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

1. The costs "include obesity, greater stress, higher rates of physical and emotional illnesses - and less joy in being alive and aware," says Richard Louv, author of Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder.

2. As Stuber also points out, an "injection" of humor may even be good for your emotional health.

3. The school serves kids who have emotional, behavioral, social, or learning challenges.

4. It is released not only when we're hot but also when we're in stressful and emotional situations; that is why when we're nervous, our palms become sweaty!

5. Good social skills - including empathy - are a kind of emotional intelligence" that will help you succeed in many areas of life.

6. Stuttering is not a nervous or an emotional disorder.
empathy  em·pa·thy

Advanced Definition

noun

1. identification with or sharing of another's feelings, situation, or attitudes.

The play didn't interest him as he could not feel empathy with characters having such great wealth and high social status.

2. the attribution of one's personal feelings or attitudes to an external object.

Spanish cognate

empatía: The Spanish word empatía means empathy.

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

1. In a book titled The Power of Empathy, psychologist Arthur Ciaramicoli writes that empathy can be a cure for loneliness, depression, anxiety, and fear.

2. She may not have realized it at the time, but Amanda was asking her tormentors to have a little empathy.

3. Having relationships with other people is an important part of being human - and having empathy is critical to those relationships.

4. One doesn't develop empathy by having a lot of opinions and doing a lot of talking, Freed says.

5. Here are some great ways to dig beneath the surface and really get to know other people - and to boost empathy in the process: Volunteer at a nursing home or a hospital.

6. Challenging yourself to care for others is a great way to learn empathy, Freed says.

7. Good social skills - including empathy - are a kind of "emotional intelligence" that will help you succeed in many areas of life.

8. Teaching them empathy skills can help squash their aggressive behavior.

9. Having empathy is about understanding other people.

10. Everyone is different, and levels of empathy differ from person to person.

11. Empathy is a matter of learning how to understand someone else - both what they think and how they feel, says Jennifer Freed, a family therapist and codirector of a teen program called the Academy of Healing Arts.
1. What is empathy?
   A. Empathy is the ability to make other people do what you want by threatening them.
   B. Empathy is the ability to understand how other people think and feel.
   C. Empathy is the choice that many people make to spend time alone instead of joining groups.
   D. Empathy is the choice that many people make to watch TV shows full of fighting and disrespectful words.

2. What problem does developing empathy help solve?
   A. Developing empathy helps solve the problem of unexpected death.
   B. Developing empathy helps solve the problem of homelessness.
   C. Developing empathy helps solve the problem of lung cancer.
   D. Developing empathy helps solve the problem of bullying.

3. Empathy is something people can learn.

What evidence from the passage supports this statement?
   A. Teaching empathy to prevent bullying is more effective than punishing bullies after the fact.
   B. After Amanda O.'s mom died, older kids at school teased her about her devastating loss.
   C. Patrick K.'s tormentors threatened to kill him and later threw a rock at his head during gym class.
   D. Researchers from the University of Michigan reported that empathy among college students had dropped sharply over the past 10 years.

4. What policy would most likely result in a decrease in bullying at school?
   A. a policy requiring students to spend at least three hours doing homework every night
   B. a policy requiring students to take more math and science classes but fewer arts and language classes
   C. a policy requiring students to volunteer every month at a nursing home, hospital, or animal shelter
   D. a policy discouraging students from speaking up or taking action if they notice a classmate being teased
5. What is this passage mostly about?
   A. fear and loneliness
   B. depression and anxiety
   C. poems and music
   D. empathy and bullying

6. Read the following sentences: "Have you ever watched a classmate being teased or pushed around, without intervening? Imagine that victim was your little brother or a close friend. How would you feel about the situation then? It takes both courage and empathy to confront a **bully** or to report an incident to a teacher."

What does the word **bully** mean above?
   A. a person who naturally feels what other people feel
   B. a person who teases, threatens, or harms someone else
   C. a person who does research studies on how students behave
   D. a person who is a good leader and successful at work

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

There are several ways to develop empathy, _______ listening closely to others and getting to know people from many different backgrounds.
   A. such as
   B. although
   C. never
   D. before

8. How much empathy do bullies tend to have?

9. Name two benefits of empathy mentioned in the passage.

10. Therapist Jennifer Freed thinks that everyone needs to develop more empathy. Based on the information in the passage, explain whether developing more empathy is or is not a good idea.
1. What is a meaning of the word **compassion**?
   A. an engineer who determines the boundaries and elevations of land or structures
   B. deep awareness of the suffering of another, coupled with the wish to relieve it
   C. the branch of mechanics concerned with the forces that cause motions of bodies

2. What is another meaning of the word **compassion**?
   A. an edge tool with a flat steel blade with a cutting edge
   B. a deep awareness of and sympathy for another's suffering
   C. a condition in which everything is regular and unvarying

---

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

3. He was _____ in light of her loss.
   A. compassion
   B. compassionate

4. She treated the wounded animal with great _____.
   A. compassion
   B. compassionate

---

5. Please write your own sentence using the word **compassion**.

6. What would you like to remember about the meaning of the word **compassion** so that you can use it when you write or speak?
1. What is a meaning of the word **emotional**?
   - A. abounding in rocks or stones
   - B. pertaining to the environment
   - C. of or relating to the emotions

2. What is another meaning of the word **emotional**?
   - A. determined by emotion rather than reason
   - B. being of second rank or importance or value
   - C. soiled or likely to soil with dirt or grime

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

3. Feeling close is an _____ need.
   - A. emotionless
   - B. unemotional
   - C. emotions
   - D. emotional
   - E. emotion
   - F. emotionally

4. They have the same _____ as people and make the same mistakes as people.
   - A. emotionless
   - B. unemotional
   - C. emotions
   - D. emotional
   - E. emotion
   - F. emotionally

5. All that _____ takes a lot of effort.
   - A. emotionless
   - B. unemotional
   - C. emotions
   - D. emotional
   - E. emotion
   - F. emotionally
6. Can you think of other ways to grow _____?
   A. emotionless
   B. unemotional
   C. emotions
   D. emotional
   E. emotion
   F. emotionally

7. These personal beliefs are logical and _____.
   A. emotionless
   B. unemotional
   C. emotions
   D. emotional
   E. emotion
   F. emotionally

8. Her voice was low and _____, the voice of a person determined at all costs to display self control.
   A. emotionless
   B. unemotional
   C. emotions
   D. emotional
   E. emotion
   F. emotionally

9. Please write your own sentence using the word emotional.

10. What would you like to remember about the meaning of the word emotional so that you can use it when you write or speak?
Name: ___________________________ Date: _______________

1. What is a meaning of the word **empathy**?
   
   A. a Native American lodge frequently having an oval shape and covered with bark or hides
   
   B. a diagram of the sequence of operations in a computer program or an accounting system
   
   C. the intellectual identification of the thoughts, feelings, or state of another person

2. What is another meaning of the word **empathy**?
   
   A. capacity to understand another person’s point of view or the result of such understanding
   
   B. stately heavy-bodied aquatic bird with very long neck and usually white plumage as adult
   
   C. ornament consisting of a circular rounded protuberance (as on a vault or shield or belt)

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

3. He was quite _____ to her in her plight.
   
   A. empathy
   
   B. empathetic

4. Her _____ comforted him.
   
   A. empathy
   
   B. empathetic

5. Please write your own sentence using the word **empathy**.

6. What would you like to remember about the meaning of the word **empathy** so that you can use it when you write or speak?
Art & Music Grade 5 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 5 week 1

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<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
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<tbody>
<tr>
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<td>Music</td>
<td>Art Photo Journal</td>
<td>Music George Gershwin</td>
<td>OFF</td>
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<tr>
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<td></td>
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Gr 5 week 2

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<tr>
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<td>Art Claude Monet</td>
<td>Music Cole Porter</td>
<td>Art Photo Journal</td>
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<tr>
<td></td>
<td>Drawing Bar Lines</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](https://www.youtube.com/watch?v=eFHdRkeEnpM)  George Gershwin Rhapsody in Blue (music only)

[https://www.youtube.com/watch?v=ie-TS-BitnQ](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](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_bVR0](https://www.youtube.com/watch?v=mb-nSe_bVR0)  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.
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 5 Week 1 D3& 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.