

Introduction

Helping children develop the core skills of reading, writing, and numeracy is essential. But it is a teacher's great challenge to foster these skills in an environment that also stimulates the imagination of children, challenges them to find out about the world in which they live, and provides some of the information they need to interpret that world. The development of essential skills and the acquisition of content-area knowledge are tasks that should go hand in hand.

Take FIVE is intended to provide children in grades two through six with an interesting daily activity that reinforces skills not only in reading, writing, and numeracy, but also in content areas such as social studies, science, humanities, mathematics, and language arts.

The Program's Design

Take FIVE consists of five volumes—one for each grade level, two through six. Each book is divided into 36 themes—one for every week of the school year. Each week's activities emphasize a separate theme, such as *What's in a Name?*, *Extremes in Geography*, and *How Does the Eye Work?* There are 180 class days of instruction. An optional follow-up activity follows the daily activity.

The activities are intended to provide teachers with a five- to ten-minute daily exercise that can be conducted at the chalkboard.

The materials included in *Take FIVE* are intended to be of optimal interest to children. While they reinforce skill development in reading, writing, and numeracy, they are largely content-driven.

We have drawn on many sources for this curriculum. *Core Knowledge Sequence* by E. D. Hirsch, Jr., has been particularly useful. We have also systematically reviewed core curricula from textbook publishers across the country, as well as the kindergarten through grade six curriculum for the Dade County Public Schools.

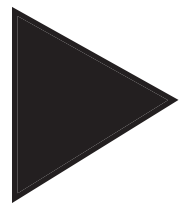
How to Use *Take FIVE*

Take FIVE is designed to be used every day of the week throughout the school year. You may choose to write the material on the chalkboard each day and have students complete the activities in their free time or between lessons. Or you may decide to set aside a specific time during the school day for all students to participate in an activity.

Take FIVE was designed for ease of use. The theme for the week is briefly explained and is followed by a list of suggested classroom resources. Minimal preparation is needed for the majority of activities. Each day begins with an introduction. The activity on the "chalkboard" is material that is to be presented to students. Answers are provided for all activities that ask for specific responses. The appendix contains material that relates to a particular activity and can be reproduced.

Once students have completed an activity, review and discuss it with them. Of course, you may decide to extend an activity if student interest is particularly high or if the subject is one that integrates well with your curriculum.

Take FIVE is intended to help children understand and interpret the world around them. We do not intend this to be a static curriculum. It is an attempt to make the daily learning of children more exciting, to help them improve their skills, and to encourage them to make discoveries about the world.



Correlation of Take FIVE Activities to Curriculum Areas

KEY

SS Social Studies	SC Science
H Humanities	M Mathematics
LA Language Arts	

Level 1					
Activity	SS	SC	H	M	LA
Auditory Discrimination					▲
Visual Discrimination and Memory					▲
Alphabet Recognition and Order					▲
Developing Letter-Sound Associations					▲
Working with Phonics					▲
Language Development					▲
Making Connections					▲
Street Signs	▲				▲
A Week at the Zoo		▲			▲
How Animals Sleep		▲			
It's About Time				▲	
Oceans		▲			
Dinosaurs		▲			
Japan	▲				▲
Learning About Maps	▲				
Spiders		▲			▲
Symbols	▲				▲
The Foods We Eat		▲			
Colors		▲			▲
Measurement				▲	
Animal Homes		▲			
Weather		▲			
Trees		▲			
Giggles					▲
Recycling Fun		▲			
Shapes				▲	
Life Then and Now	▲	▲			
Family Tree	▲				
Mexico	▲				▲
Playground Physics		▲			
Animals and Us	▲				
The Solar System		▲			
Our Senses		▲			
Neat Chemical Experiments		▲			
Tanzania	▲				▲
Music and Rythm			▲		

Level 2					
Activity	SS	SC	H	M	LA
Where in the World Are We?	▲	▲			
Times Marches On	▲	▲		▲	
All About Stories					▲
Association and Classification	▲	▲			▲
People at Work	▲				▲
Building a Vocabulary					▲
Number Sentences				▲	
Sensing Your World		▲			▲
Lets Write a Book					▲
Natural Disasters		▲			
Compound Words					▲
The Oceans		▲			
Tricky Math Questions				▲	▲
Fun with Words					▲
Building Subject-Area Vocabulary	▲	▲	▲		▲
Word Building					▲
Estimating and Measuring				▲	
Balloon Science		▲			
The World of Animals		▲			
Capitalization					▲
Money Math				▲	▲
Practice with Plurals					▲
Knock-Knock Jokes	▲				▲
Understanding Maps	▲				
Science Variety Pack		▲			
Parts of a Book					▲
Word Building with Consonants Blends and Digraphs					▲
The Order of Things				▲	▲
The Way We Are			▲		▲
Art Activities			▲		
Measuring Temperature		▲			
What Will They Think of Next	▲	▲			
Creative Activities	▲		▲		▲
Magnetism		▲			
Geometry				▲	
Critical Thinking				▲	▲

Level 3					
Activity	SS	SC	H	M	LA
Whats in a Name?	▲				▲
All About Money	▲		▲	▲	▲
Learning About Syllables					▲
The Mechanics of Writing	▲				▲
Civic Responsibility	▲		▲		▲
Vocabulary	▲		▲		▲
Measuring Things	▲	▲		▲	
Rhymes & Poems			▲		▲
Contractions					▲
Understanding Maps	▲		▲	▲	▲
Prefixes					▲
Historical Awareness of Names	▲				▲
Word Attack					▲
Secret Codes	▲			▲	▲
Resources in Your Community	▲		▲		
Spelling					▲
Measuring with the U.S. Customary System	▲				▲
The Solar System		▲			▲
The Metric System	▲			▲	
Dictionary Skills					▲
Multiplication				▲	▲
Music			▲	▲	▲
Fables			▲		▲
States in the Nation	▲				▲
Scientists		▲	▲		▲
Electricity		▲			
Synonyms, Antonyms, and Homophones					▲
Global Understanding	▲		▲		▲
Division				▲	▲
How Authors Write Stories					▲
Finding the Main Idea					▲
Extremes in Geography	▲			▲	▲
Foods	▲	▲	▲	▲	
Math Concepts				▲	▲
How Does the Eye Work?		▲			▲
Colors in the Spectrum		▲			▲

Level 4					
Activity	SS	SC	H	M	LA
Understanding Maps	▲			▲	
Roman Numerals	▲			▲	
All About Cats			▲		▲
Punctuation	▲				▲
The Star-Spangled Banner	▲		▲		▲
National Symbols	▲				
Money and Its Meaning	▲		▲	▲	
Notes on Music			▲		
Dictionary Skills					▲
Where in the World?	▲				
More About Language					▲
About Government	▲				
Parts of Speech	▲				▲
Communication					▲
All About Mountains	▲			▲	
Multiplication				▲	
Making Change with Money				▲	
Fun with Words					▲
Compounding Matters	▲			▲	
Aesops Fables					▲
Division				▲	
Pictographs				▲	▲
Riddles					▲
Making Sense of Things		▲			
Fractions				▲	
Word Power					▲
Maps and Scale	▲			▲	
Analogies					▲
We the People	▲				
Finding the Main Idea		▲			▲
Word Play					▲
Hot Air		▲			
Decimals				▲	
Math Word Problems				▲	▲
Fossils		▲			
Solve the Mysteries	▲	▲			▲

Level 5					
Activity	SS	SC	H	M	LA
Fun with Math				▲	
Common Abbreviations	▲			▲	▲
Think About It!					▲
Estimating		▲		▲	
American Cities	▲				
Using Context to Determine Word Meaning					▲
Science Analogies and Puzzles		▲		▲	
Idioms					▲
Adding Word Endings					▲
Eponyms	▲				▲
Homophones					▲
What State Am I?	▲				
Words, Words, and More Words		▲			▲
Reviewing Math Vocabulary				▲	▲
Things to Know About the USA	▲				
Writing Descriptive Paragraphs					▲
Classifying Living Things		▲			▲
Geometry				▲	
Vertebrates		▲			
Puzzles and Paradoxes				▲	▲
Public Opinion Polls	▲	▲	▲		▲
Banking on It				▲	
More Homophones					▲
Famous Explorers	▲				▲
Science Experiments with Heat		▲			
Inventions	▲				
Following Directions					▲
Where Is It From?	▲				
Measuring with Metrics				▲	
Facts and the Main Idea	▲	▲			▲
Democracy at Work	▲				
Scavenging the Dictionary					▲
Reaching Conclusions	▲	▲			▲
Pursuing the Past	▲				
Electricity		▲		▲	▲
Armchair Traveling	▲		▲		▲

Level 6					
Activity	SS	SC	H	M	LA
Ponds		▲			
Crafting a Paragraph	▲				▲
Vocabulary Growth					▲
All Kinds of Numbers				▲	
The World of Words					▲
What Country Am I?	▲				
Prefix Study					▲
Confusing Words					▲
Story Writing					▲
Brain Teasers				▲	▲
Library Scavenger Hunt					▲
Sound		▲			
Math Challenge	▲	▲	▲	▲	
Symbols of America	▲				
Proofreading	▲	▲			▲
Breakthroughs in Science		▲			
Waste Not, Want Not		▲			
Expanding Your Imagination			▲		▲
Idioms					▲
Economic Systems	▲				
Hows Your Memory?	▲	▲			
The Foods We Eat		▲			
Famous Quotes by Famous Americans	▲				▲
Statistics	▲	▲		▲	▲
Think About It!					▲
Messing Around with Science		▲			
Circling the Globe	▲				
Communication	▲	▲			▲
Elements of Architecture	▲				
The World of Work	▲				
Storytelling					▲
Natural Disasters		▲			
Anatomy of the Human Body		▲			
Deserts	▲	▲			
Light		▲			
Finding Perimeter and Area				▲	

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Correlation of Activities to Curriculum Areas

Week 1: What's in a Name?		SS	SC	H	M	LA
1.	What's in a City's Name?	X				X
2.	Names as Proper Nouns	X				X
3.	How Did the Days of the Week Get Their Names?	X				X
4.	What Do Family Names Mean?	X				X
5.	Spelling the Months of the Year	X				X
Week 2: All About Money		SS	SC	H	M	LA
1.	History Shown on Coins	X		X		
2.	Equal Amounts				X	
3.	How Many Cents in a Dollar?				X	
4.	What's in the Bank?				X	X
5.	Making Money				X	X
Week 3: Learning About Syllables		SS	SC	H	M	LA
1.	Listening for Syllables					X
2.	Syllables in Compound Words					X
3.	Practice with Syllables					X
4.	Dividing cvc/cvc (consonant, vowel, consonant) Words into Syllables					X
5.	Mixed Practice Dividing Words into Syllables					X
Week 4: The Mechanics of Writing		SS	SC	H	M	LA
1.	Capitalizing Names					X
2.	Using Periods and Question Marks	X				X
3.	Using Commas	X				X
4.	Noun and Pronoun Agreement	X				X
5.	Apostrophes	X				X
Week 5: Civic Responsibility		SS	SC	H	M	LA
1.	The Pledge of Allegiance	X		X		X
2.	What Does the Flag Mean?	X				
3.	Creating Your Own Flag	X				
4.	Creating Your Own Coat of Arms	X		X		
5.	Writing a Pledge of Allegiance to Your School			X		X
Week 6: Vocabulary		SS	SC	H	M	LA
1.	Vocabulary Words: Pledge, Allegiance	X				X
2.	Vocabulary Words: Republic, Nation, Indivisible	X				X
3.	Vocabulary Words: Liberty, Justice	X				X
4.	Rewriting the Pledge of Allegiance					X
5.	Pledging Allegiance	X		X		X

Week 7: Measuring Things		SS	SC	H	M	LA
1.	Things That Measure		X		X	
2.	Seconds, Minutes, Hours, and Days		X		X	
3.	Let's Plan a Trip	X			X	
4.	How Fast Are Things?		X		X	
5.	Money	X			X	
Week 8: Rhymes and Poems		SS	SC	H	M	LA
1.	Nursery Rhymes			X		X
2.	Limericks			X		X
3.	Writing Rhymes			X		X
4.	Word Play			X		X
5.	Haiku			X		X
Week 9: Contractions		SS	SC	H	M	LA
1.	Forming Contractions with <u>Will</u> and <u>Is</u>					X
2.	Forming Contractions with <u>Not</u> and <u>Have</u>					X
3.	Forming Contractions with <u>Are</u> and <u>Not</u>					X
4.	Forming More Contractions with <u>Not</u> and <u>Have</u>					X
5.	Using Contractions					X
Week 10: Understanding Maps		SS	SC	H	M	LA
1.	Using a Map Scale	X			X	
2.	Using Directions	X				
3.	Map Symbols	X				
4.	Using What You Know About Maps	X				X
5.	Making a Map	X		X		
Week 11: Prefixes		SS	SC	H	M	LA
1.	Prefix <u>Un</u> , Meaning "Not"					X
2.	Prefix <u>Dis</u> , Meaning "Not"					X
3.	Prefix <u>Pre</u> , Meaning "Before"					X
4.	Prefixes <u>Im</u> and <u>In</u> , Meaning "Not"					X
5.	Reviewing Prefixes <u>Un</u> , <u>Dis</u> , <u>Pre</u> , <u>Im</u> , and <u>In</u>					X
Week 12: Historical Awareness of Names		SS	SC	H	M	LA
1.	Name Origins	X				X
2.	Where Did Your Name Come From?	X				
3.	Origin of First Names	X				X
4.	Create Your Own Name	X				X
5.	Nouns, Pronouns, and Gender					X

Week 13: Word Attack		SS	SC	H	M	LA
1.	Learning the Word-Attack Strategy					X
2.	Practicing the Word-Attack Strategy					X
3.	Practicing the Word-Attack Strategy					X
4.	Practicing the Word-Attack Strategy					X
5.	Practicing the Word-Attack Strategy					X
Week 14: Secret Codes		SS	SC	H	M	LA
1.	Decoding a Message	X				X
2.	Vowel-Based Code					X
3.	Using a Key to Decode a Message				X	X
4.	Write Your Own Message in Code				X	X
5.	Create Your Own Code					X
Week 15: Resources in Your Community		SS	SC	H	M	LA
1.	The Location of Cities and Towns	X				
2.	What Are the Resources in Your Community?	X				
3.	What Makes Something Valuable?	X				
4.	Designing a Community	X		X		
5.	Picturing Your Community	X		X		
Week 16: Spelling		SS	SC	H	M	LA
1.	Spelling Words That End in <u>Ay</u> and <u>At</u>					X
2.	Spelling Words That End in <u>An</u> and <u>Ell</u>					X
3.	Spelling Words That End in <u>Ill</u> and <u>Ing</u>					X
4.	Spelling Words That End in <u>Ip</u> and <u>Op</u>					X
5.	Spelling Words That End in <u>Ub</u> and <u>Ook</u>					X
Week 17: Measuring with the U.S. Customary System		SS	SC	H	M	LA
1.	Historical Origins	X			X	
2.	Using a Ruler				X	
3.	Measuring in Inches and Parts of Inches				X	
4.	Measuring in Feet, Inches and Parts of Inches				X	
5.	Measuring in Yards, Feet, Inches, and Parts of Inches				X	
Week 18: The Solar System		SS	SC	H	M	LA
1.	About the Solar System		X			X
2.	About the Planets		X			
3.	Describing the Planets		X			X
4.	Making Symbols for the Planets		X			X
5.	A Trip to Jupiter		X			X

Week 19: The Metric System	SS	SC	H	M	LA
1. Learning About Millimeters				X	
2. Measuring in Millimeters				X	
3. Measuring in Centimeters and Millimeters				X	
4. Measuring in Meters, Centimeters, and Millimeters				X	
5. Measuring in Kilometers	X			X	
Week 20: Dictionary Skills	SS	SC	H	M	LA
1. Alphabetical Order by First Letter					X
2. Alphabetical Order by First and Second Letter					X
3. Alphabetical Order by First, Second, and Third Letter					X
4. Guide Words and Entry Words					X
5. Dictionary Definitions					X
Week 21: Multiplication	SS	SC	H	M	LA
1. Multiplication Terms				X	X
2. Multiplication Format				X	
3. How Multiplication Works				X	
4. Rapid Multiplication Using a Progressive Table				X	
5. Rapid Multiplication Using a Mixed Table				X	
Week 22: Music	SS	SC	H	M	LA
1. Music in the World			X		
2. What's on the Radio?			X		
3. Music and Instruments			X		
4. Learning About Rhythm			X		X
5. Let's Write a Tune			X	X	
Week 23: Fables	SS	SC	H	M	LA
1. Choosing a Moral			X		X
2. Illustrating a Fable			X		X
3. Completing a Fable			X		X
4. Rewriting a Fable's Moral			X		X
5. Writing a Fable			X		X
Week 24: States in the Nation	SS	SC	H	M	LA
1. All About the States	X				X
2. State Abbreviations	X				X
3. Names of the States	X				X
4. Location of the States	X				X
5. Spelling State Names	X				X

Week 25: Scientists		SS	SC	H	M	LA
1.	What Is a Scientist?		X			
2.	Scientists and Their Subjects		X			X
3.	Why Scientists Work Together		X			X
4.	The Scientific Method		X			
5.	The Benefits of Science		X	X		
Week 26: Electricity		SS	SC	H	M	LA
1.	What Are Atoms?		X			
2.	What Is Electricity?		X			
3.	How Electricity Affects Our Lives		X			
4.	Static Electricity		X			
5.	Making a Simple Electrometer		X			
Week 27: Synonyms, Antonyms, and Homophones		SS	SC	H	M	LA
1.	Synonyms					X
2.	Antonyms					X
3.	Homophones					X
4.	Practice with Synonyms, Antonyms, and Homophones					X
5.	Defining Terms					X
Week 28: Global Understanding		SS	SC	H	M	LA
1.	<u>Yes</u> and <u>No</u> in Other Languages	X		X		X
2.	<u>Hello</u> and <u>Goodbye</u> in Spanish and French	X		X		X
3.	The Numbers 1 to 5 in Spanish and French	X		X		X
4.	The Days of the Week in Spanish and French	X		X		X
5.	First Names in Different Languages	X		X		X
Week 29: Division		SS	SC	H	M	LA
1.	Division Words				X	X
2.	Writing Division Problems				X	
3.	Practice in Dividing by 2, 3, 4, and 5				X	
4.	Dividing with 0 and 1				X	
5.	Word Problems				X	X
Week 30: How Authors Write Stories		SS	SC	H	M	LA
1.	Learning About Story Parts					X
2.	Creating Stories for Listening					X
3.	Using Story Maps for Listening					X
4.	Using Story Maps for Reading					X
5.	Creating Your Own Stories					X

Week 31: Finding the Main Idea	SS	SC	H	M	LA
1. Learning About a Topic Sentence and Detail Sentences					X
2. Practice Finding the Topic Sentence and Detail Sentences					X
3. More Practice					X
4. Changing the Location of the Topic Sentence					X
5. Changing the Position of the Topic Sentence					X
Week 32: Extremes in Geography	SS	SC	H	M	LA
1. What's Highest and What's Lowest?	X			X	
2. Largest and Smallest Oceans	X			X	
3. Longest and Shortest Rivers	X			X	
4. Extremes in Geography	X				X
5. Determining the Largest and Smallest Continents	X			X	
Week 33: Foods	SS	SC	H	M	LA
1. Where Does Food Come From?	X		X		
2. Truly American Foods	X				
3. Matching Countries with Foods	X				
4. A Balanced Diet		X			
5. Planning and Shopping for a Meal				X	
Week 34: Math Concepts	SS	SC	H	M	LA
1. Place Value				X	
2. Expanded Forms				X	
3. Writing Four-Digit Numbers				X	X
4. Comparing Numbers				X	
5. Mental Arithmetic				X	
Week 35: How Does the Eye Work?	SS	SC	H	M	LA
1. Parts of the Eye		X			X
2. Examining Your Own Eyes		X			X
3. Comparing the Eye to a Camera		X			
4. The Eye and Light		X			
5. When the Eye Reads		X			X
Week 36: Colors in the Spectrum	SS	SC	H	M	LA
1. Creating a Spectrum		X			
2. ROY G. BIV		X			X
3. Combining Colors		X			
4. Fill in the Color		X			X
5. Naming Colors		X			X

What's in a Name?

Theme for the Week

Tell students that they are going to spend the week exploring the origin of names that are a part of their everyday lives.

Suggested Classroom Resources

- Chalkboard
- A map of the United States. The American Automobile Association or the National Geographic Society are possible sources.
- A map of the city or town the students live in. Real-estate offices are a good source for maps of this type.
- A book of myths. Good sources are Ingri and Edgar D'Aulaire's *Norse Gods and Giants* (New York: Doubleday, 1991) and William Keyser's *The Days of the Week* (New York: Harvey House, 1976).

Day
1

What's in a City's Name?

As people settled in an area of the United States, they gave it a name. They may have named it after a historical figure or a particular group of people. They may have named it after a historical city in Europe. City names have many sources.

Match each United States city with what it was named after.

- | | |
|--------------------|----------------------------------|
| ___ 1. Washington | a. a tribe of Florida Indians |
| ___ 2. Miami | b. a famous explorer |
| ___ 3. Los Angeles | c. an ancient city |
| ___ 4. Raleigh | d. our country's first president |
| ___ 5. Rome | e. the City of Angels |

Answers: 1. d 2. a 3. e 4. b 5. c

Optional Follow-up: Ask students if they know how their city or town got its name. A call to the local historical association or the reference desk at the public library should provide the answer.

Day
2

Names as Proper Nouns

City and state names always begin with a capital letter. Names of special persons, places, or things also begin with a capital letter.

Rewrite the following paragraph. Write capital letters wherever they are needed.

The first capital of the united states was new york city. Then philadelphia became the capital. Today washington, d.c., is the capital. washington, of course, is named after the first president of our country, george washington.

Answers: The first capital of the United States was New York City. Then Philadelphia became the capital. Today Washington, D.C., is the capital. Washington, of course, is named after the first president of our country, George Washington.

Optional Follow-up: Discuss with students the need for both lowercase and capital letters. Invite students to think of examples of each (girl and Sheila; lake and Arrow Lake, etc.).

How Did the Days of the Week Get Their Names?

Most ancient people worshipped the sun, moon, stars, and planets. They also worshipped individual gods and goddesses. They believed that the gods they worshipped were like humans, but stronger, braver, and wiser. Ancient people created myths about these gods to try to explain how the world worked. The names for the days of the week come from Roman and Norse mythology. (The Norse were the people of ancient Scandinavia.) Mythology is the collection of stories passed on by word of mouth over thousands of years.

Match each day of the week with how it got its name.

- | | |
|------------------|---|
| ___ 1. Sunday | a. Freya, Norse god of love and beauty |
| ___ 2. Monday | b. Thor, Norse god of thunder |
| ___ 3. Tuesday | c. Odin, or Woden, the most powerful god in Norse mythology |
| ___ 4. Wednesday | d. Tyr, Norse god of war |
| ___ 5. Thursday | e. moon day |
| ___ 6. Friday | f. sun day |
| ___ 7. Saturday | g. Saturn, Roman god of agriculture |

Day
3

Answers: 1. f 2. e 3. d 4. c 5. b 6. a 7. g

Optional Follow-up: Read some myths to students and have them share any that they know.

What Do Family Names Mean?

At one time, a person's last name was often related to the kind of work he did. A bread baker, for example, may have acquired the name Baker. A person who worked in a mill grinding grain may have been called by the name of Miller.

Match each name with the type of worker this person might have been.

- | | |
|-----------------|-------------------|
| ___ 1. Stone | a. a bricklayer |
| ___ 2. Cooke | b. a gardener |
| ___ 3. Gardiner | c. a metal worker |
| ___ 4. Smith | d. a cook |
| ___ 5. Mason | e. a stone cutter |

Day
4

Answers: 1. e 2. d 3. b 4. c 5. a

Optional Follow-up: Have students make a list of the different types of jobs people have today. Have them invent a name for a person who does each type of work on their list.

Spelling the Months of the Year

This activity will help students focus on the spelling of the months of the year.

Complete the spelling of each month.

- | | |
|----------------|--------------------|
| 1. Jan ___ ary | 7. Ju ___ |
| 2. Feb ___ ary | 8. A ___ ust |
| 3. M ___ ch | 9. Sept ___ ber |
| 4. Apr ___ | 10. Oct ___ ber |
| 5. M ___ | 11. Nov ___ ber |
| 6. J ___ n ___ | 12. De ___ ___ ber |

Day
5

Answers: 1. January 2. February 3. March 4. April 5. May 6. June 7. July
8. August 9. September 10. October 11. November 12. December

Optional Follow-up: Provide a hint for each month and have students write the answer. (Examples: This is the only month that ends in the letter *e*. This month has a *u* exactly in the middle. This month begins like the word *octagon*.)

All About Money

Theme for the Week

Money is found in almost every culture. It provides us with the means by which to exchange goods. It also reflects our history and traditions.

Suggested Classroom Resources

- Chalkboard
- Small coins of different denominations for students to compare. You may also wish to have examples of foreign money. Encyclopedias have illustrations of domestic and foreign money. You may wish to photocopy illustrations from reference books, glue them onto lightweight cardboard, and cut them out. Students will then get a sense of the shapes and sizes (if coins are made to scale) of money from around the world.

Day
1

History Shown on Coins

Coins can tell us a great deal about the history of a country. Coins are usually round and made of metal. At one time, coins were often made of gold and silver. Today most coins are made of alloys, or mixtures of less expensive metals such as zinc, nickel, and copper. People or places from history are usually pictured on these coins.

Match each United States coin with the person whose picture is on it.

Coin	Picture
___ 1. cent	a. Thomas Jefferson
___ 2. nickel	b. Abraham Lincoln
___ 3. dime	c. George Washington
___ 4. quarter	d. Franklin D. Roosevelt

Answers: 1. b 2. a 3. d 4. c Note: No longer minted, the half dollar pictured John F. Kennedy, and the dollar pictured Dwight D. Eisenhower and Susan B. Anthony.

Optional Follow-up: Have students examine various coins for both distinguishing features and common elements.

Day
2

Equal Amounts

Giving and receiving change depends on knowing how to break down a dollar amount. Tell students to start with the dollars first, determining the highest denomination and working down to the coins, again determining the number of coins of largest value first.

\$6.32 is equal to



Divide these money amounts: \$3.56 \$10.20 \$8.78 \$12.12

Answers: \$3.56 = three dollar bills, two quarters, one nickel, one penny \$10.20 = one ten-dollar bill, two dimes
\$8.78 = one five-dollar bill, three dollar bills, one nickel, three pennies \$12.12 = one ten-dollar bill,
two dollar bills, one dime, two pennies

Optional Follow-up: Have students practice writing in words the amounts given in the exercise above.

How Many Cents in a Dollar?

Discuss paper money and coins and when each kind of currency is used. Establish the fact that, with the exception of the silver dollar, paper money in the United States is worth more than coins and that it takes a certain number of coins to equal paper money.

Solve this problem:

Samantha is going on a trip and doesn't want to carry much loose change with her. Help her change the pennies from her bank into bills.

- Suppose she has 312 pennies. How many dollar bills, dimes, and pennies can she change this into?
- Suppose she has 505 pennies. How many five-dollar bills and nickels can she change this into?
- Suppose she has 1,075 pennies. How many ten-dollar bills and quarters can she change this into?

Answers: a. 3 dollars, 1 dime, 2 pennies b. 1 five-dollar bill, 1 nickel c. 1 ten-dollar bill, 3 quarters

Optional Follow-up: Have students work in pairs to come up with similar conversion problems to present to the class.

Day
3

What's in the Bank?

Counting money often involves both multiplication and addition. Have students complete the following problem.

Solve this problem: Tedra has been saving all of her spare change for nearly a month, and now she wants to count what she has saved. In her bank she has these coins:

110 pennies, 3 nickels, 10 dimes, 4 quarters, and 2 half dollars

How much money has Tedra saved?

Answer: \$4.25

Optional Follow-up: Have students work in groups to make up similar word problems involving coins.

Day
4

Making Money

Students often need practice in giving change and counting the change they are given.

Use the following words to fill in the blanks.

nine dollar quarters five

Mario has four quarters, which is the same as a _____ .
 He got a job cutting his neighbor's lawn and was paid four dollars. The neighbor had a five-dollar bill, so Mario gave him his four _____ .
 By the end of the week, Mario got another job and made _____ more dollars. Mario earned _____ dollars in all.

Answers: dollar quarters five nine

Optional Follow-up: Discuss the concept of bartering, or trading goods and services without the use of money.

Day
5

Learning About Syllables

Theme for the Week

This week, students will learn how to divide words into syllables. This skill will help students with both spelling and pronunciation.

Suggested Classroom Resources

- Chalkboard
- Paper and pencils
- Students' textbooks for any subject area

Day
1

Listening for Syllables

A syllable is a single sound that forms part of a word or an entire word. *Dog* is a one-syllable word. *Pencil* is a two-syllable word. You might do the following activity aloud with the students, giving extra emphasis to each syllable in the two-syllable words. Have students clap for each syllable as they say a word.

Write the number 1 or 2 after each word to show how many syllables you hear when you say the word aloud.

bed	___	finger	___
she	___	dog	___
tiger	___	doctor	___

Answers: bed-1 she-1 tiger-2 finger-2 dog-1 doctor-2

Optional Follow-up: Select other one- and two-syllable words from students' textbooks. As you write each word on the chalkboard, have students say the word with you while clapping for each syllable. Choose a student to say the number of syllables in the word.

Day
2

Syllables in Compound Words

Compound words are formed by joining two base words. Have students clap to emphasize each syllable as they say a word.

Divide these compound words into syllables.

Example: popcorn pop/corn

football	_____ / _____
airplane	_____ / _____
cowboy	_____ / _____
windmill	_____ / _____

Answers: foot/ball air/plane cow/boy wind/mill

Optional Follow-up: Ask students to find some compound words in one of their textbooks. Then have them divide the words into their base words.

Practice with Syllables

Today's activity will reinforce the idea that one-syllable words are not divided, whereas compound words are, with each base word forming its own syllable. Have students clap to emphasize each syllable as they say a word.

Write the number of syllables in each word. Then rewrite the words, using a / to separate the syllables. The first one has been done for you.

	Number of Syllables	Syllables
doorbell	2	door/bell
suntan		
baseball		
wristwatch		
rain		

Answers: 2, sun/tan 2, base/ball 2, wrist/watch 1, rain

Optional Follow-up: Give students additional practice using a few two-syllable compound words from their textbooks. Add a few single-syllable words as well.

Day
3

Dividing cvc/cvc (consonant, vowel, consonant) Words into Syllables

The ability to divide words into syllables can help students pronounce unfamiliar words. Words with the cvc/cvc (consonant, vowel, consonant) pattern, such as *napkin* and *button*, are often divided into syllables between the two middle consonants.

Label the letters in each word with a c for consonant or a v for vowel. Then divide the word into syllables. The first one has been done for you.

Label Word	Divide into Syllables
c v c / c v c	
p e n c i l	pen/cil
c i r c u s	
t u n n e l	
p i c n i c	

Answers: c v c / c v c c v c / c v c c v c / c v c
c i r / c u s t u n / n e l p i c / n i c

Optional Follow-up: Give students additional practice using two-syllable cvc/cvc words from their textbooks.

Day
4

Dividing Words into Syllables

Today's activity gives students additional practice in dividing words into syllables. You might also ask students to differentiate between compound words and other two-syllable words.

Divide these words into syllables. Use a / to show where each word is divided.

doorbell	rabbit	letter	window
snowplow	raincoat	puppet	lighthouse

Answers: door/bell rab/bit let/ter win/dow snow/plow rain/coat pup/pet
light/house

Optional Follow-up: To show students how they can use what they know about syllables to help them with their reading or writing in science or social studies class, have them find difficult words in their textbooks. Encourage them to use their skill in dividing words into syllables to pronounce the words.

Day
5

The Mechanics of Writing

Theme for the Week

When we talk, we use our voice, hands, and face to signal meaning to the listener. When we write, we use capital letters, commas, periods, question marks, noun and pronoun agreement, and apostrophes to signal meaning. This week, students will practice using these language signals.

Suggested Classroom Resources

- Chalkboard
- Maps of the United States or the world for reference of place names

Day
1

Capitalizing Names

Names of people and places begin with capital letters. Write your name, the name of the school, and the name of the community where the school is in order to show how each begins with a capital letter.

Write these words and names. Use capital letters where they are needed.

charles dog new york chicago jane northwood school

Answers: Charles New York Chicago Jane Northwood School

Optional Follow-up: Have students write a paragraph telling their name, their teacher's name, the name of their town or city, and the name of their school. Remind them to use capital letters.

Day
2

Using Periods and Question Marks

A sentence ends with a period. A sentence that asks a question ends with a question mark.

Put a period (.) or a question mark (?) at the end of each sentence.

1. Christopher Columbus discovered America__
2. Where did Columbus sail from__
3. He sailed from the country of Portugal__
4. What was Columbus trying to find__
5. He was trying to find a route to India__
6. In what year did he discover America__
7. Was Columbus really the first person to discover America__

Answers: 1. . 2. ? 3. . 4. ? 5. . 6. ? 7. ?

Optional Follow-up: Have students write a sentence that ends in a period. Then have them write a sentence that ends in a question mark.

Using Commas

A comma (,) has many uses. One use is to separate the name of a city from the name of a state.

Write these place names. Put commas where they belong.

1. Atlanta Georgia
2. Grand Rapids Michigan
3. Seattle Washington
4. Miami Florida
5. Putney Vermont
6. San Diego California

Answers: Atlanta, Georgia Grand Rapids, Michigan Seattle, Washington Miami, Florida Putney, Vermont
San Diego, California

Optional Follow-up: Have students use the maps to write their own list of cities and states or countries. Remind them to use a comma to separate the city from the state or country.

Day
3

Noun and Pronoun Agreement

A pronoun is a word that takes the place of one or more nouns. A singular pronoun (*I, me, you, he, him, she, her, it*) takes the place of a noun that names one person, place, or thing. A plural pronoun (*we, us, you, they, them*) takes the place of a noun that names two or more persons, places, or things.

Rewrite this paragraph. Write the correct pronoun in each blank space.

George Washington was the first president of the United States. _____ was president from 1789 to 1797. Martha Washington was his wife. When Washington was president, _____ lived with Martha in New York City. _____ was the capital of the United States at that time. Together _____ are buried in Mt. Vernon, Virginia.

Answers: He he It they

Optional Follow-up: Write *he* and *she* on the chalkboard. Call out a name and have students say whether they would use a male or a female pronoun to take the place of the name. Discuss names such as Gene (masculine) and Jean (feminine) that are homophones but indicate different genders. Also call out names that can be used for either a male or a female, such as Alex (Alexander, Alexandra) or Sam (Samuel, Samantha).

Day
4

Apostrophes

One use of the apostrophe is to show who or what owns something. In the following sentence, 's is added to *Jack* to show that Jack owns the boat: *That is Jack's boat.*

Add an apostrophe and s ('s) where it is needed in these sentences.

1. George Washington birthday was February 22, 1732.
2. Mount Vernon was George Washington home.
3. George was very tall.
4. Martha was much shorter than George.
5. George false teeth were made of wood and ivory.

Answers: 1. Washington's birthday 2. Washington's home 5. George's false teeth

Optional Follow-up: Have students write their name before each of the following words: chair, desk, school, birthday, reads, paper, eats. Have students add 's to their name when they need to show that something belongs to them.

Day
5

Civic Responsibility

Theme for the Week

The theme for this week is the Pledge of Allegiance, the American flag, and the symbolism and traditions associated with them.

Suggested Classroom Resources

- Chalkboard
- An American flag prominently displayed in your classroom. If other flags are available, display them as well.
- The text of the Pledge of Allegiance displayed where it can be referred to easily by students. The text of the pledge is as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Day
1

The Pledge of Allegiance

We say the pledge to promise our loyalty to the United States of America. The pledge is said to the flag because the flag stands for our country. The Pledge of Allegiance was first introduced as part of the Columbus Day celebrations in Chicago in 1892.

Use the following words to fill in the blanks for the Pledge of Allegiance:

liberty Republic flag Nation stands

I pledge allegiance to the _____ of the United States of America and to the _____ for which it _____, one _____ under God, indivisible, with _____ and justice for all.

Answers: flag Republic stands Nation liberty

Optional Follow-up: Discuss with students what it means to pledge one's allegiance to something.

Day
2

What Does the Flag Mean?

A symbol is something that stands for something else. The American flag is a symbol for our country and its people. Each part of the flag refers to something specific to the United States.

Match each part of the American flag with its explanation.

- | | |
|-------------------|--|
| ___ 1. 13 stripes | a. Number of states that make up the United States |
| ___ 2. 50 stars | b. Courage |
| ___ 3. red | c. Number of original American colonies |
| ___ 4. blue | d. Goodness |
| ___ 5. white | e. Justice |

Answers: 1. c 2. a 3. b 4. e 5. d

Optional Follow-up: Have students discuss other symbols in and around their school. Discuss how the symbols on signs are different from those on a flag. Discuss similarities.

Creating Your Own Flag

For centuries, flags have been used to stand for nations or groups of people who have come together in some way. A flag shows the qualities that are important to the nation. If possible, show students flags from different nations and explain their meaning and symbolism.

Design a flag for your school. Think carefully about what you want to include. What message do you want to send? Will you use symbols, pictures, and different colors to send your message?

Answers: Students' flags will vary. You might choose to have students show their flag to the class and explain its symbolism.

Optional Follow-up: Discuss with students the location of different types of flags that appear in their community and what they represent.

Day
3

Creating Your Own Coat of Arms

Talk to students about medieval coats of arms and how they were meant to be symbolic of the families who created them. Explain that the coat of arms was a shield that often displayed the family name or motto, such as "I remain strong." It also contained pictures or decorations that represented qualities that the family considered important. Ask students to design a coat of arms for their family or school.

Design a coat of arms for your family or school. Use pictures, words, or symbols to show the qualities you think are important.

Optional Follow-up: Invite students to think of places today where they might see a shield or a coat of arms. Does their school already have one? Discuss what the motto and symbols mean.

Day
4

Writing a Pledge of Allegiance to Your School

Discuss with students what they might include in a Pledge of Allegiance to their school. List qualities about the school that they admire, such as learning, sharing, community, school spirit, and respect.

Write your own Pledge of Allegiance to your school. Include in your pledge the qualities you think are important for your school to have.

Optional Follow-up: Have students share their pledges. They might combine ideas from several pledges to write one pledge to present to the school.

Day
5