



Woodland
Elementary

Continued Learning Resource: Fourth Grade May 26th- June 5th

Purpose:

Due to the state of Michigan mandated school closings, we would like to provide meaningful activities for students to explore at home. These activities are designed and intended to be simple and engaging for students and families to do. If any activity causes unintended stress, please do not feel pressured to do the task. Office hours for teachers can be found by visiting uped.org and selecting Woodland.

Instructions:

View each of the days below. Please note that you can scroll through the document to each day or use the links available to quickly navigate.

[Monday](#) | [Tuesday](#) | [Wednesday](#) | [Thursday](#) | [Friday](#)

Monday

No School Work - Memorial Day

[Back to Activities](#)

Tuesday

Key Content: SOCIAL STUDIES - Week 7

At Home Assistance Ideas:

Explore Week 7 of Studies Weekly. Feel free to do the crossword or questions on the last page - the answers are linked below.

Material:

Studies Weekly

Studies Weekly Answer Key (page 44)

Discussion questions with your student:

- Who is responsible for leading our state?
- Who is responsible for leading our country?
- What responsibility do both of these leaders share?
- How do each of these leaders get their job?

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Wednesday

Key Content: MATH - Patterns and Order of Operation

At Home Assistance Ideas:

Today the key concept is patterns and order of operation.

Continue to practice your Multiplication and Division facts.

Material:

Math Practice

Check My Progress

Check My Progress Answer Key

Enrichment Material: Prodigy or Freckle

Challenge Activity

Discussion questions with your student:

- What is a repeating pattern? Give an example.
- What are the order of operations? (Hint: P.E.M.D.A.S)
- Now, design an equation with multiple operations and see if your parent(s) can complete it correctly.

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Order of Operations

When you solve a math problem that has more than one operation (+, -, ×, ÷), you have to solve the operations in a particular order.

Parentheses $35 + 3 \times 5 - 2^3 \div (10 - 8)$

Exponents $35 + 3 \times 5 - 2^3 \div 2$

Multiplication $35 + 3 \times 5 - 8 \div 2$

Division $35 + 15 - 8 \div 2$
Perform all multiplication and division from left to right.

Addition $35 + 15 - 4$

Subtraction $50 - 4 = 46$

Perform all addition and subtraction from left to right

Thursday

Key Content: SCIENCE - Wrapper Worm

A crinkled straw wrapper becomes a growing worm... just add water! Sometimes it's just fun to be a little silly. Let's be honest, worms are cool to look at in the garden, but probably not at your dinner table! You can bet you'll get some strange looks from your dinner guests the next time you eat out and mention that there are worms on your table. Did you know you can perform an awesome hands-on science with the straw's wrapper? It's true. With the Wrapper Worm, we'll reveal how to turn an ordinary straw wrapper into a growing worm right at the dinner table!

At Home Assistance Ideas:

Materials for DIY:

Straw with wrapper

Water

Directions:

1. The hardest part of this activity may be getting the paper off of the straw correctly so you can use it as a worm. Hold the straw upright with one end on the table. Pinch the paper wrapper firmly at the top of the straw and slide the paper straight down to the bottom of the straw. You want the paper packed together on the table at the bottom of the straw.
2. Slide the "worm" (the crumpled paper) off the end of the straw and place it on the table.
3. Stick one end of the now paperless straw into a glass of water and put your thumb over the open end trapping some water inside. Lift the straw and hold it over the wrinkled, sad-looking paper worm. Lift your thumb slightly to release just a few drops of water and quickly seal the straw again.
4. Watch the paper worm squirm and grow right on the table. Keep dripping a little water onto the length of the worm until it stops growing and moving. The best part is the reaction of those with you at the table... and it's only paper.

How Does it work?

Your paper worm wriggles and grows because of cohesion [koe hee zhun] and adhesion [ad hee zhun]. Cohesion is the attraction between similar molecules and adhesion is the attraction between different molecules. The quick movement of water molecules (cohesion) through the microscopic (really tiny) fibers and spaces in the paper is called capillary action. As the paper absorbs the water (by adhesion), the squished-up "worm" returns to its original stretched-out shape. Water is pulled into the bent and twisted paper fibers and then straightens and relaxes them as it moves along.

Enrichment:

Do you think the temperature of the water used might change the worm's movements? Try it and talk with your adult science helper about what you observed.

Discussion questions with your student:

- Can you think of anything else that you add water to in order to create a physical change?
- Do you think the type of paper that the straw is wrapped in makes a difference for this experiment?

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Friday

Key Content: WRITING - Reflection on 4th Grade

For your writing prompt today think about your 4th grade school year and how you feel you did when it comes to Reading and Math. Write about skills or concepts you learned that you either struggled with or you feel that you excelled at. Please write a paragraph each for Reading and Math.

Reading Content Ideas: Main Idea, Supporting Details, Infer/Predict, Summarizing, Fluency, Retell, Accuracy
















Math Content Ideas: Place Value, Addition/Subtraction, Multiplication/Division, Fractions

Also, think about what you would like to set for goals in both Reading and Math for your 5th grade school year. For example, maybe you would like to grow 100 points on your overall DIBELS Composite score, or maybe you would like to master your multiplication and division facts. Write down your goals in paragraph form. One paragraph for your Reading goals and one paragraph for your Math goals.

At Home Assistance Ideas:

Word Work is an activity used to practice daily grammar skills. The students are to write the sentence down incorrectly (as written in the document) and then make their editing marks to change what is wrong in the sentence.

Material:

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

Word Work Week #7

Word Work Week #7 Answer Key

Editing Marks

Discussion questions with your student:

- Have your student read their story they wrote to you.

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WEEK 7

By The Power
of Federal
and State!

Michigan Studies Weekly

DISCOVER MORE!

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GRADE

We have learned so much about our roles as citizens and our leaders' roles! Adults have the right and responsibility to vote for the person they think would best lead our government. Remember, the president leads our country, and a governor leads in each of the 50 states. This week, let's look at our past president and governors and compare their jobs and responsibilities.

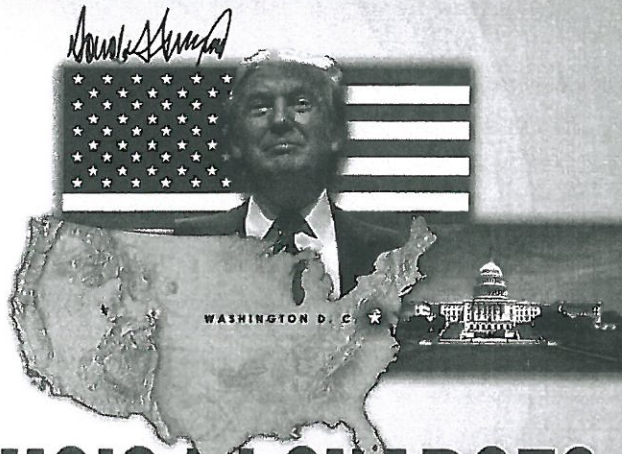
The 44th U.S. president that citizens elected was Barack Obama. President Barack Obama is a Democrat from Illinois. He was in charge of our country for eight years, winning two elections, from 2008 to 2016.

The person who took over the job as president after Barack Obama was Donald Trump, our 45th president. He was elected in November, 2016 and sworn into office in January, 2017. President Trump works in the White House and lives there with his wife, Melania, and his son, Barron. Can you imagine what it would be like to live in the White House?

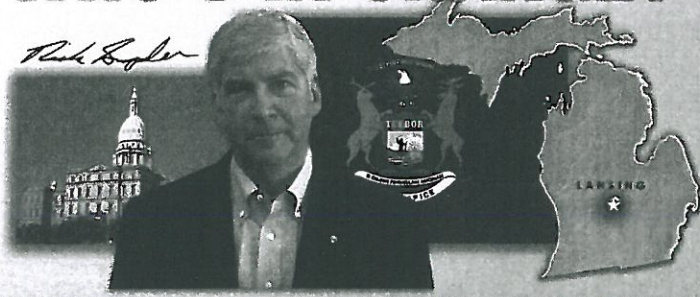
So, the whole country votes for our president, but only voters in Michigan get to choose our state's governor. Like the president of our country, the governor is the "top dog" of our state. It's very hard to make a state law without the governor's approval. Two of our former governors are John Engler and Jennifer Granholm.

John Engler was the Republican governor of our state from 1991 to 2002. Engler won the election for governor of Michigan three times in a row, for a total of 12 years in office. After John Engler was governor, the voters of Michigan elected Democrat Jennifer Granholm to be our 47th governor. She served two terms, from 2003-2011. Granholm was not allowed to run for governor a third time because Michigan voters had approved term limits for elected officials to two four-year terms, tops!

Michigan voters elected Rick Snyder in November, 2010 to be the next governor of our state. He was sworn into office on Jan. 1, 2011. One of Governor Snyder's messages during his speech that day was that we can do extraordinary things if we make efforts to think in nontraditional ways. Do you agree?



WHO'S IN CHARGE?



DONALD TRUMP PHOTO COURTESY OF GAGE SKIDMORE • RICK SNYDER PHOTO COURTESY OF MAJOR GUY2012

Connections

Congress, Remember Your Manners!

Have you heard an adult say, "Don't interrupt when others are speaking," or, "If you can't say something nice, don't say anything at all"? Some government leaders aren't following that advice!

The Democrats and Republicans are members of the two main political parties in America. They often disagree because they have very different ideas about how to run the country. Civility is a word that means acting in a civil, or polite, way. When people disagree, sometimes they forget how to be polite. For example, in 2009 Republican Representative Joe Wilson shouted, "You lie!" during President Obama's State of the Union speech. Mr. Wilson later apologized for his outburst.

Sometimes the rude words are written instead

of spoken. A Harvard University professor studied senators' press releases (public messages) and found that 27 percent of the time



those press releases are taunting (teasing) the other party or senators. Democratic Senator Harry Reid wrote: "Unfortunately, protecting millionaires and defeating President Obama are more important to my Republican colleagues than creating jobs and getting our economy back on track."

Try practicing being civil during a disagreement. Listen to the other person's ideas and work out a compromise. Who knows? Maybe the members of Congress will look to YOU as a role model for civility!

Teachers: This is a *Studies Weekly/History News Network Spotlight* article. Find a link to background information, lesson plans and more at www.studiesweekly.com/currentevents/

Economics

Do You Pay Taxes?

Citizens pay taxes on pretty much everything. We pay taxes on the money we earn, in the form of state income tax and federal income tax. We also pay taxes on the money we spend. Citizens pay taxes on cars, gasoline, hotels, food, clothes and toys. There is even a death tax. Can you believe that? As you can see, the government always gets its share!

Where does all that money go? What does the government use it for? Well, both the federal and state governments use the tax money they collect to pay for goods and services for the citizens. Let's start with federal taxes. Money collected as federal income tax is put into a big account and used for things that help the whole country.



This includes things like the president's salary and the weapons the military uses to protect our nation. Federal government officials vote on a budget. It includes how much money the government will spend on different programs and things the people of the United States need.

State income tax and sales tax are used for things that help our individual state. The Department of Revenue collects the money for the state and distributes it to different programs and between the many counties, cities and towns. The money is then spent on law enforcement, fire departments, schools, parks and other public services. The state government also gets money from other things like fees and tickets. The money collected from speeding tickets and license plate fees also help fund government services. So, even though paying taxes might not be fun, it is necessary. Without taxes, services like schools and libraries wouldn't have the money they need to operate.

Government Vocabulary Review

Use what you have learned about the government to connect the Words for Review together. Use each word in the three Word Groups to write a well developed sentence.

Words for Review:

campaign: to compete for votes in an election
 candidates: people running for a government office
 debates: to discuss and explain your views and beliefs
 ballot: the paper a voter uses to cast his or her vote
 inauguration: induction into a government office or job

Word Group 1:

Democratic Party
 Republican Party

Word Group 2:

debate
 executive branch

Word Group 3:

ballot
 Election Day
 inauguration

By The Power of Federal and State!

State	Both	Federal
Wrote and follows its own Michigan Constitution	Must follow the U.S. Constitution	
Makes decisions for the citizens of Michigan	Do what is best for the Common Good of the citizens	Makes decisions for all the citizens of the United States
Makes laws about state education	Discuss, work together and problem solve to get things accomplished	Makes decisions about the military and going to war
Is led by the governor and lieutenant governor of Michigan	Officials are elected by winning the most votes from citizens during an election	Coins and prints money
Spends tax money on things to improve life in Michigan	Collect taxes from the citizens and decide how to spend money	Is led by the president and vice president
Meets in Lansing		Spends tax money on things to improve life in the United States
		Meets in Washington, D.C.

Before our Founding Fathers wrote the Constitution in 1787, each state ran its own, individual government. Then, they decided it was important to have a federal, or central, government as well. The federal government would have its own responsibilities, which would include protecting each of the states. The state government would also keep some of its own responsibilities. This would include protecting the rights of individual citizens. Now we have a central, or federal, U.S. government, and each of the 50 states has a government. Each state government decides things that affect life within its own boundaries.

The chart here shows different responsibilities and facts about the state and federal governments. It also shows some of the things they have in common, or that both have to do. You will read about one of these similarities, collecting taxes, in another section.

Remember that most things the federal government makes decisions for has to do with the entire United States, while state governments make decisions for individual states.

Work with a partner. Create your own graphic organizer that shows the information about the state and federal governments, and the jobs that they both share, in a different way. A Venn diagram would be one suggestion.

Words to Know

term limit: the number of years an elected official can serve in a government office
 salary: money earned for work or services
 revenue: the money taken in; income
 distribute: to divide and give out in shares
 carbonate: a drink made "fizzy" with carbon dioxide
 petition: a formal request that asks voters to sign if they believe in an issue

Our State Nicknames

Michigan is known as "The Wolverine State." It is an usual nickname because you won't even find these destructive animals in our state, except maybe at a zoo. Wolverines are from the weasel family, like the skunk. They live mostly in Alaska and Canada. Although, there are not many of these creatures left anywhere because they are becoming endangered.

So, why is Michigan called the Wolverine State? The reason our state adopted this nickname might date back to 1835. During the Toledo War, people of Ohio thought Michiganders were "as vicious and bloodthirsty as wolverines." Some people believe that is what gave us this name. People also use the nickname for the mascot of the University of Michigan in Ann Arbor.

Actually, there are other nicknames for Michigan, too. Our state is known as "The Great Lakes State," because it touches four of the Great Lakes and has over 11,000 inland lakes as well. Some people also call Michigan the "Auto State" because of the car industry in Detroit. Do you think those nicknames fit us better? Well, no matter what you call it, Michigan has an interesting past and promising future. Even if our mascot is not very friendly, our citizens are!

What's In A Name?



Michigan's Bottle Bill

After WWII, beverage companies developed more throwaway containers for their products. This was a convenience, but the problem was the trash it created. Consumers littered our roads and beaches with cans and bottles!

In 1974, a bill was introduced to ban throwaways. But it wasn't until 1976, when many people worked to get petitions signed to support the law, that Michigan voters passed the "Bottle Bill." The Bottle Bill requires people to pay a deposit when buying a soft drink. Then they get the money back when they return the bottle to the store. The Bottle Bill has reduced our roadside litter by 80 percent! Only 10 other states have similar Bottle Bills, but ours only counts carbonated beverages. Some people are working to have it include all bottles, like plastic sports drink and water bottles. What do you think about this idea?

Did You Know?



In 1796, the British withdrew from Detroit. Michiganders raised the U.S. flag for the first time in Territory of Wayne County. This county covered 2 million square miles. It included Michigan and parts of Illinois, Indiana, Ohio and Wisconsin. Americans took possession of Fort Mackinac; Captain Moses Porter, with a party of American troops, took over Detroit. For the first time, the U.S. flag flew in Michigan. This took longer than planned because after the American Revolution, the American Treaty said the British were expected to leave the American forts as "quickly as possible." It had been about 13 years, and the British were still there! Finally, the Americans could wait no longer, and they took Michigan back from the British. They were proud to fly the American flag over our state!

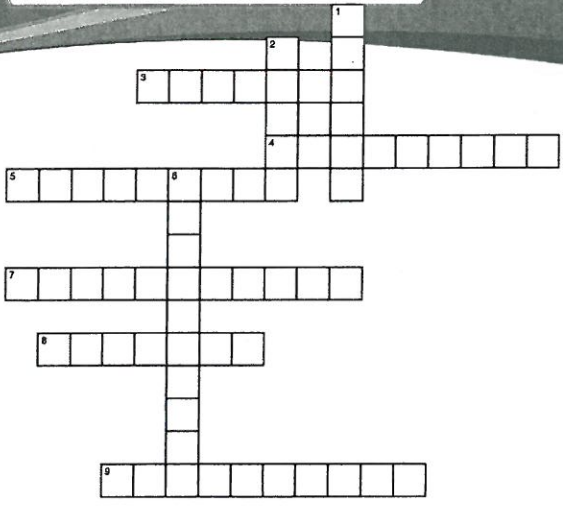
Detroit

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Name _____



ACROSS

- 3. The star is usually used to show this on a map key.
- 4. the number of years someone can hold office
- 5. the mascot for the University of Michigan
- 7. the 44th president of the United States
- 8. The Department of _____ collects tax money and distributes it

- 9. the kind of beverages included in the Michigan Bottle Bill

DOWN

- 1. money earned for work or services
- 2. the part of our government that is in charge of education
- 6. the 48th governor of Michigan



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

Mapping & Charting

Reading a Map Key

All maps have a key or legend to explain what symbols on the map mean. Take a look at the map key shown. Then answer these questions.

- 1. On this map, one inch equals _____ miles.
- 2. What does the green highway marker mean? _____
- 3. What kind of State Heritage Route is represented with an "H"? _____
- 4. Draw the symbol for our state capital. _____
- 5. What does the red pine tree stand for? _____
- 6. Describe the symbol used for hospitals. _____

ONE INCH EQUALS APPROXIMATELY 14.5 MILES
SCALE IN MILES
SCALE IN KILOMETERS
ONE CENTIMETER EQUALS APPROXIMATELY 9 KILOMETERS

HIGHWAY MARKERS

- INTERSTATE ROUTE (U.S. ROUTE or B.R.)
- INTERSTATE BUSINESS (Loop or Spur)
- STATE ROUTE or B.R. (B.R. - Business Route)
- COUNTY NUMBERED ROUTE (Circles County Signage)

INTERSTATE, U.S. AND STATE ROUTES

- Full, Partial, Interchanges
- FREEWAY (Entrance and Exit only at Interchanges) Exit numbers (in green text) are located outside the entry circle or interchange box
- MULTI-LANE DIVIDED
- FUTURE FREEWAY
- PAVED - TWO OR MORE LANES
- MILEAGE BETWEEN RED DOTS

COUNTY ROADS

- PAVED
- COUNTY NUMBERED ROUTE
- IMPROVED (Gravel, Stone, etc.)

STATE HERITAGE ROUTES

- All-American Road
- National Scenic Byway
- Historic
- Recreational
- Scenic

MAP SYMBOLS

TRANSPORTATION SERVICE CENTER	GREAT LAKES CIRCLE TOUR (BOWERS)
STATE PARK	FERRY/BOATLIFT
WATER FOREST REC FACILITY	UNDERWATER PRESERVE
NATIONAL PARK	PASSENGER & AUTO FERRY
LINEAR PARK	PASSENGER FERRY
SCENIC TURNOUT	COMMERCIAL HARBOR
ROADSIDE PARK	RECREATIONAL HARBOR (STATE SPONSORED)
REST AREA*	INTERNATIONAL RAIL CROSSING
REST AREA WITH FAMILY BATHROOM FACILITY**	RAIL PASSENGER SERVICE
WELCOME CENTER & REST AREA	OTHER RAIL
WELCOME CENTER & REST AREA WITH PLAY AREA	COUNTY LINE
AIRPORT - 3,000-FOOT PAVED RUNWAY & LIGHTED	COUNTY SEAT
COMMERCIAL AIRLINE AIRPORT	STATE CAPITOL (LANSING)
MILITARY AIR BASE	PRIMARY ELK RANGE
CARPOOL LOT**	PRIMARY MOOSE RANGE
INDIAN RESERVATION	
HOSPITAL WITH A PHYSICIAN ON DUTY AND/OR ON CALL 24 HOURS A DAY TO PROVIDE EMERGENCY MEDICAL CARE (***** see local maps for additional hospital locations)	

*ACCESSIBLE TO PEOPLE WITH DISABILITIES
**FOR MORE INFORMATION ON CARPOOL LOTS, VISIT www.michigan.gov/carpool

By George, we did it.

LEADERSHIP
Pass It On:
VALUES.COM 1-877-415-1515

Which state nickname do you think best fits our state, "The Great Lakes State" or "The Wolverine State"? Write a topic sentence or lead telling which nickname you picked. Then write at least three sentences supporting your choice. Be sure to include a conclusion and check for correct grammar, punctuation and spelling. Use another piece of paper if you need more space.

Let's Write

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

Michigan Studies Weekly Teacher Supplement

answers.

Teacher Supplement

Assessment

1. B
2. C
3. A
4. D
5. A

See Week 1 for scoring guide for extended response questions.

Week 7

Student Edition

Government Vocabulary Review, p. 3

1. Candidates from the Democratic Party and the Republican Party began their campaign last month.
2. The candidates took part in a debate as part of their campaign to serve in the executive branch.
3. Each voter casts a ballot on Election Day, and the president takes office after the inauguration ceremony.

Reading a Map Key, p. 4

1. 14.5 miles
2. Interstate Business
3. Historic
4. Students should draw a star.
5. State Park
6. A blue square with a white H in the middle

Teacher Supplement

Activity for Understanding

Print money F

Declare war F

Establish local governments S

Issue licenses S

Conduct elections B

Establish an army and navy F

Establish post offices and issue postage F

Setting up courts B

Make laws necessary to enforce the U.S.

Constitution F

Provide for public health and safety S

Creating and collecting taxes B

Making and enforcing laws B

Assessment

1. C
2. meets in Lansing
3. A
4. follows the U.S. Constitution
5. B
6. A
7. D
8. C
9. B
10. D

See Week 1 for scoring guide for extended response questions.

Quarterly Assessment

1. D
2. D
3. C
4. B
5. C
6. B
7. D
8. B
- 9.-10. Use the scoring guide for extended response questions in the Week 1 answer key.

Mystery Picture #LITTLEOCEANHORN

Name: _____

Order of Operations

Black: $9 + 2 \times 7 = \underline{\quad}$

$50 - 6 \times 4 = \underline{\quad}$

$(4 \times 4) + (30 - 14) = \underline{\quad}$

Lt. Blue: $(18 + (12 - 9)) \div 3 = \underline{\quad}$

$2 \times 4 \times 5 \div 8 = \underline{\quad}$

$(25 \div 5) + (100 \div 10) = \underline{\quad}$

Purple: $18 + 12 - 9 \div 3 = \underline{\quad}$

$2 \times 4 \times 5 - 3 = \underline{\quad}$

$55 \div 5 - 10 \div 2 = \underline{\quad}$

Pink: $8 \div 2 + 17 - 3 \times 1 = \underline{\quad}$

$7 + (10 - 4) \times 4 = \underline{\quad}$

Yellow: $5 \times 3 + 3 \times 5 = \underline{\quad}$

$7 + 10 - 4 \times 4 = \underline{\quad}$

$7 \times 7 \div 7 + 7 \div 7 = \underline{\quad}$

$7 + 7 + 7 \times 7 = \underline{\quad}$

27	6	27	6	27	6	37	6	6	63	63	6	6	6	63	23	26	37	37	37	37	63	63	63	8
37	37	37	37	27	37	37	37	37	37	37	37	63	63	23	30	32	6	27	27	6	63	37	37	8
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27	8	6	6	6	6	6	6	6	63	63	6	6	6	6	6	6	63	23	5	7	5	23	63	63
8	8	8	37	63	63	37	37	63	63	8	37	37	37	63	63	63	63	63	32	7	7	7	23	63
37	37	37	37	63	63	63	63	63	63	63	63	63	63	8	8	8	8	63	37	23	23	26	37	63

Mystery Picture #LITTLEOCEANHORN

Name: ANSWER KEY

Order of Operations

Black: $9 + 2 \times 7 = 23$

$50 - 6 \times 4 = 26$

$(4 \times 4) + (30 - 14) = 32$

Lt. Blue: $(18 + (12 - 9)) \div 3 = 7$

$2 \times 4 \times 5 \div 8 = 5$

$(25 \div 5) + (100 \div 10) = 15$

Purple: $18 + 12 - 9 \div 3 = 27$

$2 \times 4 \times 5 - 3 = 37$

$55 \div 5 - 10 \div 2 = 6$

$7 \times 7 \div 7 + 7 \div 7 = 8$

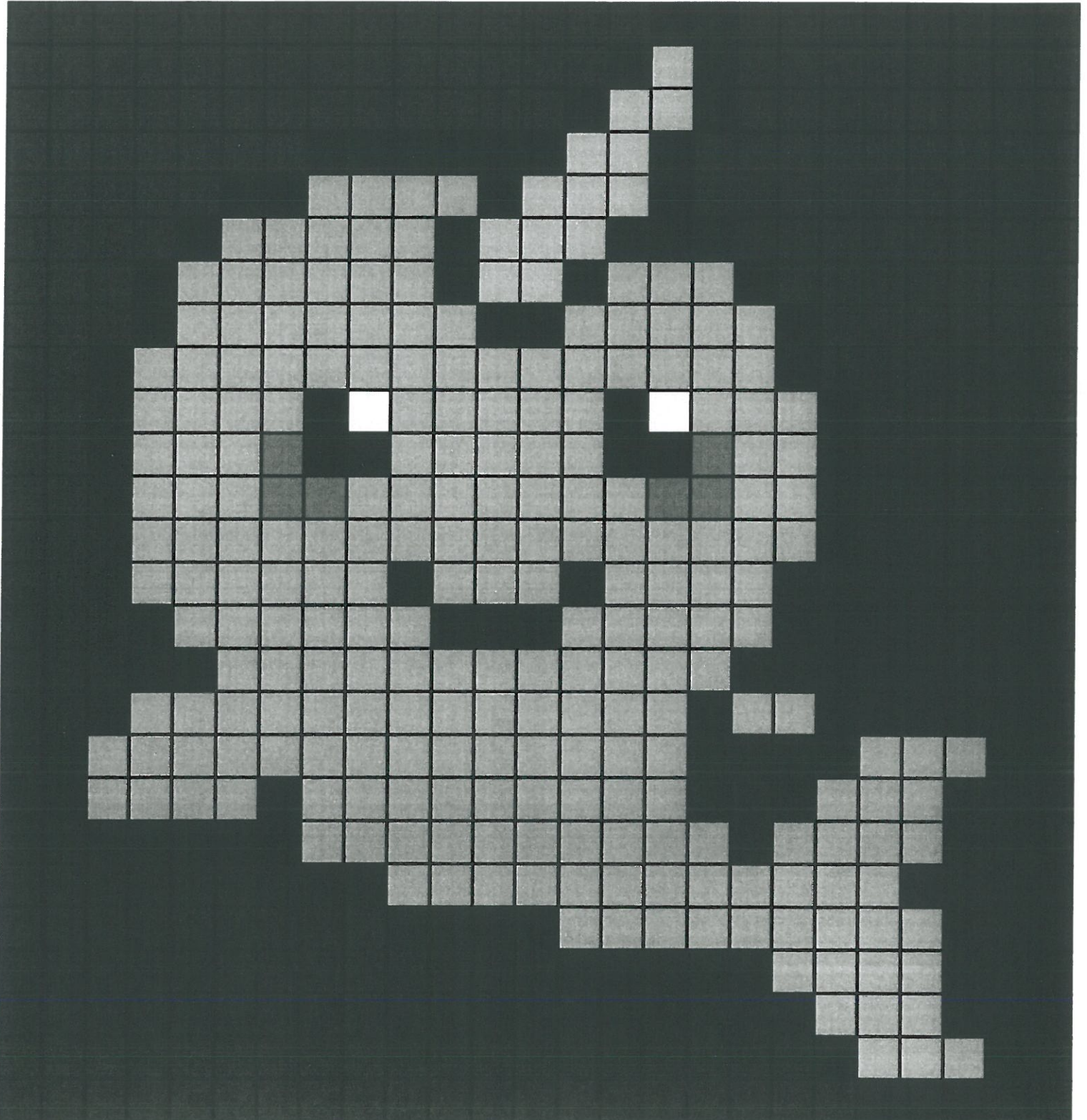
$7 + 7 + 7 \times 7 = 63$

Pink: $8 \div 2 + 17 - 3 \times 1 = 18$

$7 + (10 - 4) \times 4 = 31$

Yellow: $5 \times 3 + 3 \times 5 = 30$

$7 + 10 - 4 \times 4 = 1$



Check My Progress *(Lessons 5 through 7)*

Write an equation that describes the pattern. Then use the equation to find the next three numbers.

1.

Input (<i>a</i>)	2	4	6	8	10	12
Output (<i>b</i>)	7	9	11	■	■	■

1. _____

2.

Input (<i>x</i>)	10	13	16	19	22	25
Output (<i>y</i>)	8	11	14	■	■	■

2. _____

3.

Input (<i>c</i>)	2	4	6	8	10	12
Output (<i>d</i>)	6	12	18	■	■	■

3. _____

4.

Input (<i>r</i>)	30	36	42	48	54	60
Output (<i>s</i>)	5	6	7	■	■	■

4. _____

Find the value of each expression.

5. $7 + 2 \times 3$

5. _____

6. $14 - 1 \times 10$

6. _____

7. $8 \times 3 - 5$

7. _____

8. $(11 - 3) \div 4$

8. _____

9. $6 \times (9 + 1)$

9. _____

If Darma babysits 2 hours, she earns \$14. If she babysits 4 hours, she earns \$28.

10. Write an equation that describes the relationship between the amount of money that Darma earns, *b*, and the number of hours that she babysits, *a*.

10. _____

11. How much money does Darma earn if she babysits 6 hours?

11. _____

Check My Progress *(Lessons 5 through 7)*

Write an equation that describes the pattern. Then use the equation to find the next three numbers.

1.

Input (<i>a</i>)	2	4	6	8	10	12
Output (<i>b</i>)	7	9	11	■	■	■

1. $a + 5 = b;$

13, 15, 17

2.

Input (<i>x</i>)	10	13	16	19	22	25
Output (<i>y</i>)	8	11	14	■	■	■

2. $x - 2 = y;$

17, 20, 23

3.

Input (<i>c</i>)	2	4	6	8	10	12
Output (<i>d</i>)	6	12	18	■	■	■

3. $c \times 3 = d;$

24, 30, 36

4.

Input (<i>r</i>)	30	36	42	48	54	60
Output (<i>s</i>)	5	6	7	■	■	■

4. $r \div 6 = s;$

8, 9, 10

Find the value of each expression.

5. $7 + 2 \times 3$

5. _____
13

6. $14 - 1 \times 10$

6. _____
4

7. $8 \times 3 - 5$

7. _____
19

8. $(11 - 3) \div 4$

8. _____
2

9. $6 \times (9 + 1)$

9. _____
60

If Darma babysits 2 hours, she earns \$14. If she babysits 4 hours, she earns \$28.

10. Write an equation that describes the relationship between the amount of money that Darma earns, *b*, and the number of hours that she babysits, *a*.

10. $a \times 7 = b$

11. How much money does Darma earn if she babysits 6 hours?

11. _____
\$42



Order of Operations Dice Center Activity



Round #1	$\square^2 + \square - \square = \square$
Round #2	$(\square \div \square) + \square = \square$
Round #3	$\square - \square + \square^3 = \square$
Round #4	$\square \div \square \cdot \square = \square$
Round #5	$\square + (\square - \square)^2 = \square$
Round #6	$\square \cdot (\square + \square) = \square$
Round #7	$\square^2 - \square^3 + \square^2 = \square$
Round #8	$(\square - \square) \div \square = \square$
Round #9	$\square - \square \div \square = \square$
Round #10	$\square + \square^3 \cdot \square = \square$

DIRECTIONS FOR THE TEACHER

Place students into groups of 4. Give each student a game board. (You may want to print the game boards on cardstock and then laminate for future use.)

For each round, one student from the group will roll a die. Each student will then write down the number rolled in one of the blank boxes on his or her game board for that round. Repeat the process until all three boxes in the round are filled with a number. Students will then evaluate their expressions and write their answers in the last box. The person with the largest answer wins a point for the round. The student with the most points at the end of all ten rounds wins.

**To increase the difficulty level, use different colored dice (one for positive and one for negative). Or, use decimal or fraction number cubes instead of regular dice.*

Week 7 Word Work

1. has brians friend ate a orange for lunch

2. the students knowed there multiplication facts good

3. and my friend has learned me my shadow, a poem by robert louis

stevenson

4. every halloween i think of owls hooting dogs barking ghosts

moaning and doorbells ringing

5. jill and beth went to new orleans and bill stayed home

6. them boys will substitute for jim and i on our ball team

7. secretary

california chamber of commerce

sacramento ca 95801

8. marias birthday is in march and she has already learnt to swim

9. the sweet tooth chocolate factory

highway 83

omaha ne 68132

10. but the brown chipmunks and gray squirrel isnt in our back yard today.

Week 7 Word Work

1. Has Brian's friend eaten an orange for lunch?
2. The students knew their multiplication facts well.
3. My friend has taught me "My Shadow," a poem by Robert Louis Stevenson.
4. Every Halloween, I think of owls hooting, dogs barking, ghosts moaning, and doorbells ringing.
5. Jill and Beth went to New Orleans, and Bill stayed home.
6. Those boys will substitute for Jim and me on our ball team.
7. Secretary
California Chamber of Commerce
Sacramento, CA 95801
8. Maria's birthday is in March, and she has already learned to swim.
9. The Sweet Tooth Chocolate Factory
Highway 83
Omaha, NE 68132

Week 7 Word Work

10. The brown chipmunks and gray squirrel aren't in our back yard today.

Start of Week 8 - June 1st-5th

Monday

Key Content: READING - Using ALL your reading skills, solve the mystery of the Wizard Blizzard. Solve the clues to discover who is responsible for stopping graduation with a blizzard.

At Home Assistance Ideas: Today, the main goal is to focus on using what you know in your reading to answer questions and solve puzzles.

Read the evidence silently to yourself. Then read aloud to your parents or siblings.

After you have read the story twice, go through and answer the questions.

Material:

Wizard Blizzard

Discussion questions with your student:

- Why is it important to understand character traits when thinking about who the main suspects could be?
- Can you explain what a noun, verb, and adjective are?

Tuesday

Key Content: SOCIAL STUDIES - Week 27

At Home Assistance Ideas: Explore Week 27 of Studies Weekly. Feel free to do the crossword or questions on the last page - the answers are linked below.

Material:

Studies Weekly

Studies Weekly Answer Key (page 36)

Week 27 Assessment 1. D 2. C 3. A 4. B 5. C

Discussion questions with your student:

- What important elements do you usually find in a myth or a legend?
- After completing your readings which Michigan legend is your favorite? Why?
- Why was Michigan given the nickname the "Wolverine State?"

Wednesday

Key Content: MATH - Fractions

At Home Assistance

Ideas:

Today the key concept is working with fractions. One of the main targets of this chapter is going from an improper fraction ($10/7$) to a mixed number ($1\ 3/7$). And reverse. Continue to practice your Multiplication and Division facts.

<p>Mixed Number ↘ Improper Fraction</p> <p>$4\ \frac{2}{3}$ $\times 3$ \hline 12 $+ 2$ $\hline$$14$</p> <p>Step 1: Multiply the whole number and the denominator Step 2: Add the product to the numerator Step 3: Put the sum over the denominator</p>	<p>Improper Fraction ↙ Mixed Number</p> <p>$\frac{14}{3}$</p> <p>Step 1: Divisor goes into the denominator</p> <p>$3 \overline{)14}$ $\underline{-12}$ 2</p> <p>Step 1: Remainder goes into the numerator</p>
---	---

Material:

[Math Practice](#)

[Check My Progress](#)

[Check My Progress Answer Key](#)

Enrichment Material: Prodigy or Freckle

Discussion questions with your student:

- In your own words, what is a fraction?
- What is the difference between a proper fraction and an improper fraction?

Thursday

Key Content: SCIENCE - Huff and Puff Challenge

At Home Assistance Ideas:

Materials for DIY:

Small paper ball

1-liter bottle

Drinking straw

Various small objects

Directions:

1. Create a small ball by bunching up a piece of paper. The ball needs to be able to loosely sit inside the mouth of the bottle. Place the paper ball in the mouth of a 1-liter bottle that has been placed on its side.
2. Direct a straw towards the mouth of the bottle and attempt to blow the paper ball into the bottle.
3. The paper ball wiggles and jiggles around before flying out of the bottle!
4. Replace the paper ball with a similar object in the mouth of the bottle and try again. Even the popcorn will just not go into the bottle. Why?

How Does it Work?

As you might have guessed, the Huff and Puff Challenge has a lot to do with air pressure and air movement. With an item like the paper ball resting in the mouth of the bottle, it would make sense that the air from the straw would blow it into the bottle, but the exact opposite happens.

The secret is inside of the bottle. Although we refer to the bottle as being “empty,” it’s actually full to the brim. That’s impossible... we can’t see anything! Well, can you see the air that you breathe? The bottle is filled with air! Trying to blow more air into the bottle is impossible, just like if you were to put your lips directly on the mouth of the bottle and blow. It doesn’t work!

While you can’t blow air into the bottle, you are moving quite a bit of air along the sides of the bottle. When the air blows past the mouth of the bottle, it creates an area of low pressure behind it. This is called Bernoulli’s Principle. This area of low pressure is exactly what the paper ball needs to hop out of the bottle’s mouth.

Enrichment Material:

Try doing the experiment with other objects! Do you get the same results, or do the results change?

Consider trying the following objects:

- Small marshmallow

- Small foil ball
- Wedding mint
- Small gift bow
- Piece of popcorn

Discussion questions with your student:

- What happens when you change the angle of the straw while trying to blow the object into the bottle?
- Would this experiment work if the opening of the bottle was larger? What if the opening of the bottle was smaller?

[Back to Activities](#)

Friday

Key Content: WRITING - Write a Time Capsule Letter

At Home Assistance Ideas:

This week, we are focusing on writing a time capsule piece. We are going to create a time capsule of your thoughts and what you have been up to during these crazy times. We will seal it in a box and save it for you until you graduate. You should write this letter to yourself or write it like a diary entry. It does not need to be on the friendly letter template below if you want to switch it up!

Feel free to include a drawing with your time capsule letter!

The address this letter can be mailed to is:

(Your teacher's name or Mr. Darren Petschar)
2000 Pyle Drive
Kingsford, MI 49802

Material:

[Friendly Letter Template](#)

[Parts of a Letter](#)

Discussion questions with your student:

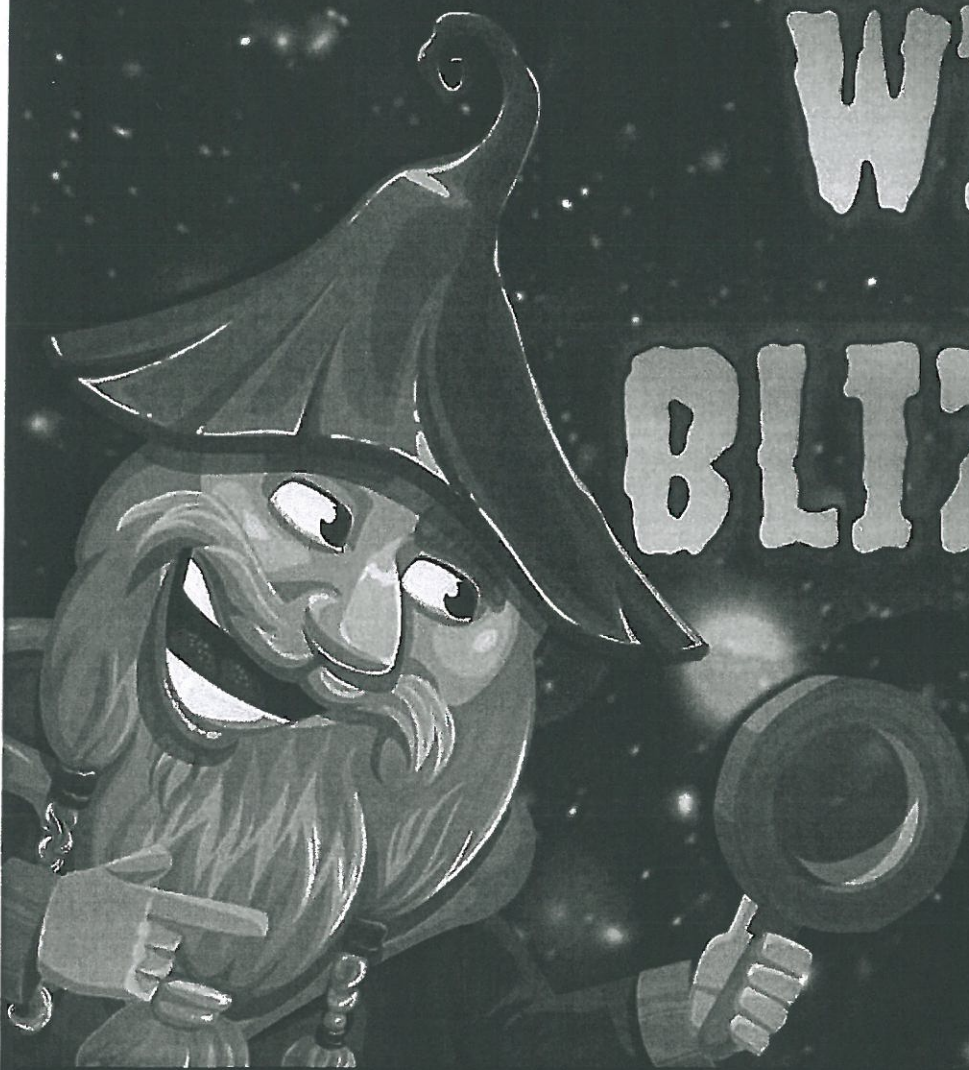
- Collaborate with your student on what to put in their time capsule letter.

[Back to Activities](#)

READING MYSTERY

Once Upon a Crime:

WIZARD
BLIZZARD

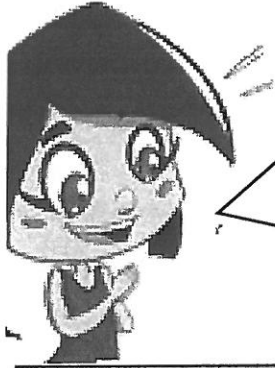


Mrs J's Resource Creations ©

TALE TOWN'S DETECTIVE AGENCY HEADQUARTERS

Detective, your phone is ringing, answer it . . .

Gretel

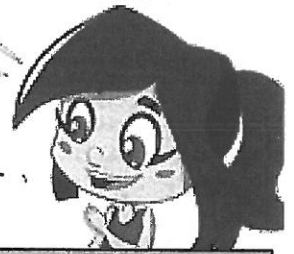


"Detective! We urgently need you on a case at Tale Town Elementary School. All of the teachers and students were excited about the graduation party tonight. We were all busy setting up the hall with decorations, getting the awards ready, and rehearsing performances. But now, the whole school has a crazy blizzard blasting over it!"

You ask Gretel how did she get out of the school?

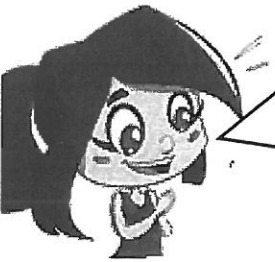
"I never had to get out. I'm lucky that I wasn't inside the school grounds when it happened."

Gretel



You ask why Gretel wasn't inside the school grounds like everyone else?

Gretel



"Because my teacher, Ms. Weathers, told me to go and collect a cake order for the party tonight from Pat-A-Cake Bakery. I went with my brother Hansel. By the time we returned with the cake, the school was under some crazy blizzard! Now no one is going to graduate, and I fear that all my friends are going to be frozen inside the school forever!"

You tell Gretel to wait out the front of the school, you will meet her there very soon.

On the following pages, you will be visiting locations to discover clues. As you complete each page, go over your possible suspects list to see if any information discovered eliminates a character from being the one responsible for the Wizard Blizzard!



POSSIBLE SUSPECTS

Suspect	Character Traits	Short / Tall	Clothing Colors	Used a spell?	Motive
Elsa, the Snow Queen	<ul style="list-style-type: none"> ▪ Determined ▪ Protective ▪ Cunning ▪ Powerful 	Tall	<ul style="list-style-type: none"> ▪ Blue ▪ Silver 	No	It was an accident
Gandalf	<ul style="list-style-type: none"> ▪ Wise ▪ Powerful ▪ Brave ▪ Crafty 	Tall	<ul style="list-style-type: none"> ▪ Black ▪ Red ▪ Purple 	Yes	To ruin Graduation for the students
Rumpelstiltskin	<ul style="list-style-type: none"> ▪ Cheerful ▪ Sly ▪ Funny ▪ Selfish 	Short	<ul style="list-style-type: none"> ▪ Orange ▪ Brown ▪ Green 	Yes	Angry with the school students
Prospero	<ul style="list-style-type: none"> ▪ Lonely ▪ Protective ▪ Determined ▪ Wise 	Tall	<ul style="list-style-type: none"> ▪ Green ▪ Brown 	Yes	To control the school
Bumblebore	<ul style="list-style-type: none"> ▪ Protective ▪ Wise ▪ Brave ▪ Powerful 	Tall	<ul style="list-style-type: none"> ▪ Purple ▪ Green ▪ Brown 	Yes	Angry with the school students
Oscar, the Wizard of Oz	<ul style="list-style-type: none"> ▪ Clever ▪ Inventive ▪ Dishonest ▪ Cautious 	Tall	<ul style="list-style-type: none"> ▪ Black ▪ Green ▪ Blue 	Yes	Angry with the school students
Merlin	<ul style="list-style-type: none"> ▪ Helpful ▪ Powerful ▪ Mysterious ▪ Wise 	Tall	<ul style="list-style-type: none"> ▪ Red ▪ Blue ▪ Brown 	Yes	To ruin Graduation for the students
Jadis, the White Witch of Narnia	<ul style="list-style-type: none"> ▪ Powerful ▪ Wicked ▪ Selfish ▪ Cunning 	Tall	<ul style="list-style-type: none"> ▪ White ▪ Silver 	No	To control the school
Harry, the Wizard's Apprentice	<ul style="list-style-type: none"> ▪ Brave ▪ Selfless ▪ Determined ▪ Curious 	Short	<ul style="list-style-type: none"> ▪ Black ▪ Purple ▪ White 	Yes	It was an accident
Ged Sparrowhawk	<ul style="list-style-type: none"> ▪ Powerful ▪ Overconfident ▪ Bad-tempered ▪ Vengeful 	Tall	<ul style="list-style-type: none"> ▪ Brown ▪ Green ▪ White 	Yes	Angry with the school students
Ron Greasely	<ul style="list-style-type: none"> ▪ Foolish ▪ Curious ▪ Shy ▪ Determined 	Short	<ul style="list-style-type: none"> ▪ Black ▪ Orange ▪ Green 	Yes	To control the school

Solve the clues and then cross the suspects off the list until only one character remains! The last suspect remaining is the one who created the Wizard Blizzard!

1. VISIT LOCATION: Tale Town Elementary School

It's a warm and sunny day all over Tale Town. However, a strange, stormy blizzard is hovering over Tale Town Elementary School. You inspect the front gate, but it appears to be frozen shut.

Gretel



"Detective, I've been walking around here for a while. There is no way to enter or exit the school grounds!"

Hansel



"This is the work of a wizard! Detective, look over here, there's part of a broken wand, a shattered snow globe, and a ripped page with some strange writing."

You carefully inspect the items Hansel gives to you. It appears that the Snow Globe belongs to Elsa. The broken piece of the wand contains the letter 'B.' The ripped page has words written in another language that looks familiar.

Geppetto



"Hi Detective, glad to see that you are on this case. I'm so worried, my poor Pinocchio is trapped inside! He was so excited for graduation tonight. He was hoping to turn into a real boy after the ceremony. I'm guessing Elsa has something to do with this mess, she has a history for this sort of thing."

CLUE 1. a) Fill in the missing letters to complete the answers in the comprehension questions below. Then match the letters with the numbers into the empty boxes to start revealing a clue! The first one is done for you.

Use the reading above to answer the questions below. Highlight where you find the answers in the text above as evidence.

- What items does Hansel find near the school? **A p₁ a₂ r₃ t of a ₄ ₅ o₆ k₇ e₈ n₉, a ₁₀ ₁₁ h₁₂ a₁₃ t₁₄ e₁₅ r₁₆ e₁₇ d ₁₈ ₁₉ n₂₀ o₂₁ w ₂₂ g₂₃ o₂₄ b₂₅, and a r₂₆ ₂₇ i₂₈ p₂₉ e₃₀ d ₃₁ p₃₂ a₃₃ g₃₄ e ₃₅ with some strange writing.**
- Why can't anyone enter or exit the school? **Because the front g₁₆ a₁₇ t₁₈ e₁₉ is fr₂₀ o₂₁ z₂₂ e₂₃ n₂₄ s₂₅ ₂₆ ₂₇ ₂₈ ₂₉.**
- Who does Geppetto think is responsible for this? **₂₃ ₂₄ ₂₅ ₂₆**

b) You will need to read the text above to fill the blanks with the correct synonym. Then match the letters with the numbers into the empty boxes to reveal the rest of the clue!

→ Highlight the matching synonyms in the reading passage above as evidence.

sorcerer → w₂₇ i₂₈ a₂₉

happy → g₃₀ a₃₁ d₃₂

eager → x₃₁ i₃₂ t₃₃ e₃₄ d₃₅

5	7	13	23	24	10	4	1	25	21	9	15	6	16	18		
32	3	31	14	22	17	8	20	11	2	30	12	27	19	26	28	29

2. VISIT LOCATION: Crystal Castle

Using your magic skateboard, you travel fast to the cold south-west of Tale Town where Elsa lives. Maybe she is responsible for the Wizard Blizzard, or at least she can perhaps help put a stop to it.

Elsa

"You probably should've called before coming, Detective, I wasn't expecting company."

You explain the Wizard Blizzard situation happening at the school and ask if Elsa knows anything about it.

"I didn't cause the blizzard! I can control my power now. Plus, I have no reason to freeze a school."

You show her the broken snow globe found at the crime scene.

"Oh no, my globe! It went missing from my room five days ago. Someone must've stolen it!"

Elsa

You inspect the room where Elsa keeps her ornaments. It appears that many other items are still in place. You notice three glowing small green emeralds scattered on the floor beside the largest mantelpiece.

CLUE 2. a) Fill in the missing letters to complete the answers in the comprehension questions below. Then match the letters with the numbers into the empty boxes to start revealing a clue!

Use the reading above to answer the questions below. Highlight where you find the answers in the text above as evidence.

1. What do you use to travel fast to Crystal Castle? **A m** 1 2 3 4 5 **k** 6 **teb** 7 **a** 8 9.
2. Where is Crystal Castle located? 10 **o** 11 12 **h-w** 13 14 15 **of Ta** 16 **e** 17 18 19 **Town.**
3. According to Elsa, when did the snow globe go missing from her room? 20 **i** 21 22 **da** 23 24 25 **s** 26 27 **a** 28 29 **o.**
4. What does Elsa think happened to her snow globe? **She thinks that someone m** 30 31 32 33 34 35 36 **st've** 37 38 39 **t** 40 41 42 43 44 45 **her snow globe.**
5. What do you see scattered on the floor beside the largest mantelpiece? **Three** 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 **gl** 101 102 **w** 103 104 **ng** 105 106 **sm** 107 108 **ll** 109 110 **gr** 111 112 **e** 113 114 **m** 115 116 **ra** 117 118 **s.**

20	7	22	17	3	27	9	6	21	8	34	19	32					
2	35	28	18	13	24	11	15	5	29	36	26						
33	16	14	30	10	4	1	23	12	25	31							

3. VISIT LOCATION: Bogglehart's Wizard Academy

Remembering the letter 'B' marked on the broken piece of the wand found by the school, you head straight for Bumblebore's office. Surely, he must know something about a Wizard Blizzard, or maybe he did it? You glance into his office, but no one is inside. His big book of spells is sitting open at the edge of his desk. As you inspect the book, you can see that a page has been ripped out. You pull out the piece of paper that you found near the school from your pocket, it's a match!

Suddenly, you hear footsteps approaching down the hallway. Afraid of what Bumblebore might do if he finds you inside his office, you quickly hide under the desk. The door creaks as someone enters the room. You take a peek around the side, there's a small pair of feet. Uh oh, your nose feels ticklish; unable to control it, you sneeze loudly. . . AH-CHOO!

"Ahhh! Detective, you scared me! But, I'm so glad to see you. Bumblebore is missing! No one knows where he has gone or why? Have you seen him? It seems unusual for him to disappear right before our end of year wizard's graduation evening. He is supposed to hand out the awards, give a speech, and create magical fireworks. I'm looking to see if he left any of the certificates in here for tonight. By the way, you probably shouldn't hang around his office. If any of the professors see you alone in here, there might be trouble. Bumblebore keeps some super secret stuff in the cupboards."

Harry



CLUE 3: You will need to read the text above to look for clues as to what the missing letters are in words listed under the nouns, verbs and adjectives categories below. Only words in the reading passage above are in the lists below. Reading is a **MUST** to check the context of how each word is used. Then match the letters with the numbers into the empty boxes to reveal a clue! The first one is done for you.
 → Highlight the word answers in the text above as evidence (assign a color for nouns, verbs, and adjectives).

NOUNS

1 o o k
 2 c o o l
 3
 4 a w a 5 s
 6 a r d
 7
 8 r a d u 9 10 11 o n
 12 e e n i n g

VERBS

13 g l a c
 14
 15 n e r s
 16
 17 s a p p e a
 18 19
 20 s e e e
 21
 22 i d
 23
 24 c r k s
 25

ADJECTIVES

26 a g c a l
 27
 28 s m a l
 29 i g
 30 i c k l i s 31
 32 a l n e
 33 s c r e t

10	22	15

26	32	30	6	12	23

1	24	31	11	13	17

16	3	14

29	28	18	7	21	9	19	5

27	2

25	20	8	33	4

4. VISIT LOCATION: Pat-A-Cake Bakery

You visit the Pat-A-Cake Bakery to confirm Hansel and Gretel's whereabouts at the time of the crime.

Mike the Muffin Man



"Yes, Detective, both Hansel, and Gretel came by around four o'clock in the afternoon. They were here to pick up the giant graduation chocolate cake ordered by Ms. Weathers. "

You ask if anything strange was observed around that time in the afternoon.

"I didn't see or notice anything strange until I heard a loud thunder blast nearby. That's when I looked outside the window and saw the blizzard swish around the school. Hansel and Gretel were walking through Tale Town Square, near the library, when I saw the dark cloud."

Granny Smith



Aurora



"Excuse me, Detective, I couldn't help overhearing your conversation. I think I might have some information that would help with your case. I was finishing delivering flowers to the school when the blizzard started. I heard the sound of glass breaking before I noticed a cloaked person running from the school. The mysterious figure yelled at a car for a ride to the Hot Air Balloon Landing Pad."

CLUE 4. a) Fill in the missing letters to complete the answers in the comprehension questions below. Then match the letters with the numbers into the empty boxes to start revealing a clue!

Use the reading above to answer the questions below. Highlight where you find the answers in the text above as evidence.

1. Why did Hansel and Gretel go to the Pat-A-Cake Bakery? **To pick up the giant**

 dua **ion** **oco** **ate** **ke** ordered by Ms. Weathers.

1 2 3 4 5 6 7 8 9

2. Where did Granny Smith see Hansel and Gretel when she noticed the dark cloud? **She**

saw Hansel and Gretel walking through **ale** **own Sq** **ar** , near the **l** **brar** .

10 11 12 13 14 15

3. Where did the mysterious figure go to? **The** **o** **r** **Ba** **loon** **anding** Pad.

16 17 18 19 20 21

4. What did Aurora hear before noticing the cloaked person on the run? **The sound of**

gla **s** **b** **aking**.

22 23 24

4	6	13

1	12	19	20	10	15

8	16	3	23	9	5	11	24	2

14	22

17	18	7	21

5. VISIT LOCATION: Hot Air Balloon Landing Pad

Grumpy, the dwarf, is in charge of the Hot Air Balloon Landing Pad. He grunts at you the moment you begin questioning who purchased a Hot Air Balloon ride after 4:00 p.m. today.

Grumpy



"Why do you need to know? I don't ask customers for their names, I just need them to tell me where they want to go and pay for the service. Then, I get the Hot Air Balloon fired up and ready for lift-off."

You give Grumpy a cookie that you purchased from the Pat-A-Cake Bakery as you politely ask again for any information he may have.

"Ha! What a day! First, this guy pays me in tiny green emeralds instead of Tale Town gold coins, and now you're using a cookie to buy information! I can't pay my bills with cookies and emeralds!"

Grumpy



Happy



"I'll help, Detective. Grumpy is just in a bad mood, the customer who used the emeralds to pay for the ride was rude and pushy for a fast lift-off. If I remember correctly, that customer wanted a ride to either Narnia or the Land of Oz. Do you remember which one it was, Grumpy? We should help the Detective."

CLUE 5. a) Fill in the missing letters to complete the answers in the comprehension questions below. Then match the letters with the numbers into the empty boxes to start revealing a clue!

Use the reading above to answer the questions below. Highlight where you find the answers in the text above as evidence.

- Who is in charge of the Hot Air Balloon Landing Pad? G py, the d arf.
- According to Happy, why is Grumpy in a bad mood? Because the us omer, ho used em ralds to pay for a ride, was ud and u y for a ast l ft-off.
- Where did the rude customer go? Either rn a or the and of .

b) You will need to read the text above to fill the blanks with the correct antonym. Then match the letters with the numbers into the empty boxes to reveal the rest of the clue!

→ Highlight the matching antonyms in the reading passage above as evidence.

rudely → p <u> </u> <u> </u> <u> </u> tely	good → ba <u> </u>	slow → f <u> </u> s <u> </u>
enormous → t <u> </u> <u> </u> y	forget → <u> </u> emember	

6	13	8	5	9	24	3	18	16	26	19	4	28	21	17	1	25
15	12	29	20	27	11	22	7	10	30	14	2	23				

SOLVE THE MYSTERY!

ONCE UPON A CRIME: WIZARD BLIZZARD

Who created the Wizard Blizzard on Tale Town Elementary School?

In the space below, write a list of the clues that you discovered during your investigation. Include a brief outline explaining how each clue helped you decide which suspects to eliminate from your list.

- _____

- _____

- _____

- _____

- _____

 **Well done!**

You correctly solved which wizard is responsible for the school blizzard!

 **Oops! Try again!**

No, that is not the correct answer to this mystery, go back, check your work and try again.

1. ANSWER KEY

It's a warm and sunny day all over Tale Town. However, a strange, stormy blizzard is hovering over Tale Town Elementary School. You inspect the front gate, but it appears to be frozen shut.

Gretel

"Detective, I've been walking around here for a while. There is no way to enter or exit the school grounds!"

"This is the work of a wizard! Detective, look over here, there's part of a broken wand, a shattered snow globe, and a ripped page with some strange writing."

Hansel

You carefully inspect the items Hansel gives to you. It appears that the Snow Globe belongs to Elsa. The broken piece of the wand contains the letter 'B.' The ripped page has words written in another language that looks familiar.

Geppetto

"Hi Detective, glad to see that you are on this case. I'm so worried, my poor Pinocchio is trapped inside! He was so excited for graduation tonight. He was hoping to turn into a real boy after the ceremony. I'm guessing Elsa has something to do with this mess, she has a history for this sort of thing."

Cross off any characters who HAVE 'no' under the 'Used a spell?' column.

- What items does Hansel find near the school? **A part of a broken wand, a shattered snow globe, and a ripped page with some strange writing.**
- Why can't anyone enter or exit the school? **Because the front gate is frozen shut.**
- Who does Geppetto think is responsible for this? **Elsa**

b) You will need to read the text above to fill the blanks with the correct synonym. Then match the letters with the numbers into the empty boxes to reveal the rest of the clue!

→ Highlight the matching synonyms in the reading passage above as evidence.

sorcerer → wizard
27 28 29

happy → glad
30

eager → excited
31 32

A	S	P	E	L	L	W	A	S	U	S	E	D	T	O		
5	7	13	23	24	10	4	1	25	21	9	15	6	16	18		
C	R	E	A	T	E	T	H	E	B	L	I	Z	Z	A	R	D
32	3	31	14	22	17	8	20	11	2	30	12	27	19	26	28	29

2. ANSWER KEY

Using your magic skateboard, you travel fast to the cold south-west of Tale Town where Elsa lives. Maybe she is responsible for the Wizard Blizzard, or at least she can perhaps help put a stop to it.

Elsa

"You probably should've called before coming, Detective, I wasn't expecting company."

You explain the Wizard Blizzard situation happening at the school and ask if Elsa knows anything about it.

"I didn't cause the blizzard! I can control my power now. Plus, I have no reason to freeze a school. anyway."

You show her the broken snow globe found at the crime scene.

"Oh no, my globe! It went missing from my room five days ago. Someone must've stolen it!"

Elsa

You inspect the room where Elsa keeps her ornaments. It appears that many other items are still in place. You notice three glowing small green emeralds scattered on the floor beside the largest mantelpiece.

Cross off any who do not have the color green listed in the 'clothing colors' column.

1. What do you use to travel fast to Crystal Castle? A m a g i c s k a t e b o a r d.
1 2 3 4 5 6 7 8 9
2. Where is Crystal Castle located? S o u t h w e s t o f T a l e T o w n.
10 11 12 13 14 15 16
3. According to Elsa, when did the snow globe go missing from her room? F i v e d a y s
17 18 19 20
a g o.
21
4. What does Elsa think happened to her snow globe? S h e t h i n k s t h a t s o m e o n e m u s t ' v e
22
s t o l e n h e r s n o w g l o b e.
23 24 25 26 27
5. What do you see scattered on the floor beside the largest mantelpiece? T h r e
g l o w i n g s m a l l g r e e n e m e r a l d s.
28 29 30 31 32 33 34 35 36

Y	O	U
20	7	22

F	I	N	D
17	3	27	9

A
6

G	R	E	E	N
21	8	34	19	32

G	L	O	V	E
2	35	28	18	13

O	U	T	S	I	D	E
24	11	15	5	29	36	26

E	L	S	A	S
33	16	14	30	10

C	A	S	T	L	E
4	1	23	12	25	31

3. ANSWER KEY

Remembering the letter 'B' marked on the broken piece of the wand found by the school, you head straight for Bumblebore's office. Surely, he must know something about a Wizard Blizzard, or maybe he did it? You glance into his office, but no one is inside. His big book of spells is sitting open at the edge of his desk. As you inspect the book, you can see that a page has been ripped out. You pull out the piece of paper that you found near the school from your pocket, it's a match!

Suddenly, you hear footsteps approaching down the hallway. Afraid of what Bumblebore might do if he finds you inside his office, you quickly hide under the desk. The door creaks as someone enters the room. You take a peek around the side, there's a small pair of feet. Uh oh, your nose feels ticklish; unable to control it, you sneeze loudly. . . AH-CHOO!

"Ahhh! Detective, you scared me! But, I'm so glad to see you. Bumblebore is missing! No one knows where he has gone or why? Have you seen him? It seems unusual for him to disappear right before our end of year wizard's graduation evening. He is supposed to hand out the awards, give a speech, and create magical fireworks. I'm looking to see if he left any of the awards in here for tonight. By the way, you probably shouldn't hang around his office. If any of the professors see you alone in here, there might be trouble. Bumblebore keeps some super secret stuff in the cupboards."

Harry



KEEP only characters with the anger as the motive. Cross off the other characters with a different motive.

NOUNS

book
1

school
2 3

awards
4 5

wizard
6 7

graduation
8 9 10 11

evening
12

VERBS

glance
13 14

enters
15 16

disappeare
17 18 19

sneeze
20 21

hide
22 23

creaks
24 25

ADJECTIVES

magical
26 27

small
28

big
29

ticklish
30 31

alone
32

secret
33

T H E
10 22 15

M O T I V E
26 32 30 6 12 23

B E H I N D
1 24 31 11 13 17

T H E
16 3 14

B L I Z Z A R D
29 28 18 7 21 9 19 5

I S
27 2

A N G E R
25 20 8 33 4

4. ANSWER KEY

You visit the Pat-A-Cake Bakery to confirm Hansel and Gretel's whereabouts at the time the magical blizzard was set upon the school.

Mike the Muffin Man



"Yes, Detective, both Hansel, and Gretel came by around four o'clock in the afternoon. They were here to pick up the giant graduation chocolate cake ordered by Ms. Weathers."

You ask if anything strange was observed around that time in the afternoon.

"I didn't see or notice anything strange until I heard a loud thunder blast nearby. That's when I looked outside the window and saw the blizzard swish around the school. Hansel and Gretel were walking through Tale Town Square, near the library, when I saw the dark cloud."

Granny Smith



Aurora



"Excuse me, Detective, I couldn't help overhearing your conversation. I think I might have some information that would help with your case. I was finishing delivering flowers to the school when the blizzard started. I heard the sound of glass breaking before I noticed a cloaked person running from the school. The mysterious figure yelled at a car for a ride to the Hot Air Balloon Landing Pad."

CROSS off any short characters.

Use the reading above to answer the questions below. Highlight where you find the answers in the text above as evidence.

1. Why did Hansel and Gretel go to the Pat-A-Cake Bakery? **To pick up the giant**

g r a d u a t i o n c h o c o l a t e c a k e ordered by Ms. Weathers.
1 2 3 4 5 6 7 8 9

2. Where did Granny Smith see Hansel and Gretel when she noticed the dark cloud? **She**

saw Hansel and Gretel walking through T a l e T o w n S q u a r e, near the l i b r a r y.
10 11 12 13 14 15

3. Where did the mysterious figure go to? **The** H o t A i r B a l l o o n L a n d i n g P a d.

16 17 18 19 20 21

4. What did Aurora hear before noticing the cloaked person on the run? **The sound of**

gla s s **b** r e **a** k i n g.
22 23 24

T	H	E	G	U	I	L	T	Y
4	6	13	1	12	19	20	10	15

C	H	A	R	A	C	T	E	R	I	S	T	A	L	L
8	16	3	23	9	5	11	24	2	14	22	17	18	7	21

5. ANSWER KEY

Grumpy, the dwarf, is in charge of the Hot Air Balloon Landing Pad. He grunts at you the moment you begin questioning who purchased a Hot Air Balloon ride after 4:00 p.m. today.

Grumpy

"Why do you need to know? I don't ask customers for their names, I just need them to tell me where they want to go and pay for the service. Then, I get the Hot Air Balloon fired up and ready for lift-off."



You give Grumpy a cookie that you purchased from the Pat-A-Cake Bakery as you politely ask again for any information he may have.

Grumpy

"Ha! What a day! First, this guy pays me in tiny green emeralds instead of Tale Town gold coins, and now you're using a cookie to buy information! I can't pay my bills with cookies and emeralds!"



Happy

"I'll help, Detective. Grumpy is just in a bad mood, the customer who used the emeralds to pay for the ride was rude and pushy for a fast lift-off. If I remember correctly, that customer wanted a ride to either Narnia or the Land of Oz. Do you remember which one it was, Grumpy? We should help the Detective."



CROSS off any characters with 'Powerful' as a character trait.

Use the reading above to answer the questions below. Highlight where you find the answers in the text above as evidence.

- Who is in charge of the Hot Air Balloon Landing Pad? **G**₁ **r**₂ **u**₃ **m**₄ **p**₅ **y**₆, the **d**₇ **w**₈ **a**₉ **r**₁₀ **f**₁₁.
- According to Happy, why is Grumpy in a bad mood? **B**₁₂ **e**₁₃ **c**₁₄ **a**₁₅ **u**₁₆ **s**₁₇ **t**₁₈ **o**₁₉ **m**₂₀ **e**₂₁ **r**₂₂, **w**₂₃ **h**₂₄ **o**₂₅ **u**₂₆ **s**₂₇ **e**₂₈ **m**₂₉ **e**₃₀ **r**₃₁ **a**₃₂ **l**₃₃ **s**₃₄ **o**₃₅ **u**₃₆ **s**₃₇ **e**₃₈ **m**₃₉ **e**₄₀ **r**₄₁ **a**₄₂ **l**₄₃ **s**₄₄ **o**₄₅ **f**₄₆ **o**₄₇ **r**₄₈ **a**₄₉ **n**₅₀ **d**₅₁ **o**₅₂ **r**₅₃ **u**₅₄ **e**₅₅ **l**₅₆ **a**₅₇ **n**₅₈ **d**₅₉ **o**₆₀ **r**₆₁ **t**₆₂ **h**₆₃ **e**₆₄ **l**₆₅ **a**₆₆ **n**₆₇ **d**₆₈ **o**₆₉ **f**₇₀ **t**₇₁ **h**₇₂ **e**₇₃ **l**₇₄ **a**₇₅ **n**₇₆ **d**₇₇ **o**₇₈ **f**₇₉ **t**₈₀ **h**₈₁ **e**₈₂ **l**₈₃ **a**₈₄ **n**₈₅ **d**₈₆ **o**₈₇ **f**₈₈ **o**₈₉ **r**₉₀ **u**₉₁ **s**₉₂ **e**₉₃ **m**₉₄ **e**₉₅ **r**₉₆ **a**₉₇ **n**₉₈ **d**₉₉ **o**₁₀₀ **r**₁₀₁ **t**₁₀₂ **h**₁₀₃ **e**₁₀₄ **l**₁₀₅ **a**₁₀₆ **n**₁₀₇ **d**₁₀₈ **o**₁₀₉ **f**₁₁₀ **o**₁₁₁ **r**₁₁₂ **u**₁₁₃ **s**₁₁₄ **e**₁₁₅ **m**₁₁₆ **e**₁₁₇ **r**₁₁₈ **a**₁₁₉ **n**₁₂₀ **d**₁₂₁ **o**₁₂₂ **f**₁₂₃ **o**₁₂₄ **r**₁₂₅ **u**₁₂₆ **s**₁₂₇ **e**₁₂₈ **m**₁₂₉ **e**₁₃₀ **r**₁₃₁ **a**₁₃₂ **n**₁₃₃ **d**₁₃₄ **o**₁₃₅ **r**₁₃₆ **t**₁₃₇ **h**₁₃₈ **e**₁₃₉ **l**₁₄₀ **a**₁₄₁ **n**₁₄₂ **d**₁₄₃ **o**₁₄₄ **f**₁₄₅ **o**₁₄₆ **r**₁₄₇ **u**₁₄₈ **s**₁₄₉ **e**₁₅₀ **m**₁₅₁ **e**₁₅₂ **r**₁₅₃ **a**₁₅₄ **n**₁₅₅ **d**₁₅₆ **o**₁₅₇ **r**₁₅₈ **t**₁₅₉ **h**₁₆₀ **e**₁₆₁ **l**₁₆₂ **a**₁₆₃ **n**₁₆₄ **d**₁₆₅ **o**₁₆₆ **f**₁₆₇ **o**₁₆₈ **r**₁₆₉ **u**₁₇₀ **s**₁₇₁ **e**₁₇₂ **m**₁₇₃ **e**₁₇₄ **r**₁₇₅ **a**₁₇₆ **n**₁₇₇ **d**₁₇₈ **o**₁₇₉ **f**₁₈₀ **o**₁₈₁ **r**₁₈₂ **u**₁₈₃ **s**₁₈₄ **e**₁₈₅ **m**₁₈₆ **e**₁₈₇ **r**₁₈₈ **a**₁₈₉ **n**₁₉₀ **d**₁₉₁ **o**₁₉₂ **f**₁₉₃ **o**₁₉₄ **r**₁₉₅ **u**₁₉₆ **s**₁₉₇ **e**₁₉₈ **m**₁₉₉ **e**₂₀₀ **r**₂₀₁ **a**₂₀₂ **n**₂₀₃ **d**₂₀₄ **o**₂₀₅ **r**₂₀₆ **t**₂₀₇ **h**₂₀₈ **e**₂₀₉ **l**₂₁₀ **a**₂₁₁ **n**₂₁₂ **d**₂₁₃ **o**₂₁₄ **f**₂₁₅ **o**₂₁₆ **r**₂₁₇ **u**₂₁₈ **s**₂₁₉ **e**₂₂₀ **m**₂₂₁ **e**₂₂₂ **r**₂₂₃ **a**₂₂₄ **n**₂₂₅ **d**₂₂₆ **o**₂₂₇ **f**₂₂₈ **o**₂₂₉ **r**₂₃₀ **u**₂₃₁ **s**₂₃₂ **e**₂₃₃ **m**₂₃₄ **e**₂₃₅ **r**₂₃₆ **a**₂₃₇ 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ELIMINATION GUIDE

Suspect	Character Traits	Short / Tall	Clothing Colors	Used a spell?	Motive
Elsa, the Snow Queen	<ul style="list-style-type: none"> ▪ Determined ▪ Protective ▪ Cunning ▪ Powerful 	Tall	<ul style="list-style-type: none"> ▪ Blue ▪ Silver 	No	It was an accident
Gandalf	<ul style="list-style-type: none"> ▪ Wise ▪ Powerful ▪ Brave ▪ Crafty 	Tall	<ul style="list-style-type: none"> ▪ Black ▪ Red ▪ Purple 	Yes	To ruin Graduation for the students
Rumpelstiltskin	<ul style="list-style-type: none"> ▪ Cheerful ▪ Sly ▪ Funny ▪ Selfish 	Short	<ul style="list-style-type: none"> ▪ Orange ▪ Brown ▪ Green 	Yes	Angry with the school students
Prospero	<ul style="list-style-type: none"> ▪ Lonely ▪ Protective ▪ Determined ▪ Wise 	Tall	<ul style="list-style-type: none"> ▪ Green ▪ Brown 	Yes	To control the school
Bumblebore	<ul style="list-style-type: none"> ▪ Protective ▪ Wise ▪ Brave ▪ Powerful 	Tall	<ul style="list-style-type: none"> ▪ Purple ▪ Green ▪ Brown 	Yes	Angry with the school students
Oscar, the Wizard of Oz	<ul style="list-style-type: none"> ▪ Clever ▪ Inventive ▪ Dishonest ▪ Cautious 	Tall	<ul style="list-style-type: none"> ▪ Black ▪ Green ▪ Blue 	Yes	Angry with the school students
Merlin	<ul style="list-style-type: none"> ▪ Helpful ▪ Powerful ▪ Mysterious ▪ Wise 	Tall	<ul style="list-style-type: none"> ▪ Red ▪ Blue ▪ Brown 	Yes	To ruin Graduation for the students
Jadis, the White Witch of Narnia	<ul style="list-style-type: none"> ▪ Powerful ▪ Wicked ▪ Selfish ▪ Cunning 	Tall	<ul style="list-style-type: none"> ▪ White ▪ Silver 	No	To control the school
Harry, the Wizard's Apprentice	<ul style="list-style-type: none"> ▪ Brave ▪ Selfless ▪ Determined ▪ Curious 	Short	<ul style="list-style-type: none"> ▪ Black ▪ Purple ▪ White 	Yes	It was an accident
God Sparrowhawk	<ul style="list-style-type: none"> ▪ Powerful ▪ Overconfident ▪ Bad-tempered ▪ Vengeful 	Tall	<ul style="list-style-type: none"> ▪ Brown ▪ Green ▪ White 	Yes	Angry with the school students
Iron Grinchy	<ul style="list-style-type: none"> ▪ Foolish ▪ Cruel ▪ Greedy ▪ Determined 	Short	<ul style="list-style-type: none"> ▪ Black ▪ Green ▪ Brown 	Yes	Angry with the school students

Check for notes on elimination on the answer page for a guide to the answer.

Mystery answer: Oscar, the Wizard of Oz

Graduation Saved!

Date: _____

Thanks to the amazing detective work of



The students of Tale Town Elementary School are able to graduate the
end of the school year!

This was a challenging case to solve, but Detective _____ figured out that Oscar, the Wizard from Oz, was responsible for the Wizard Blizzard cast upon Tale Town Elementary School.

Oscar thought that he had escaped, however, Detective _____, rode on a Hot Air Balloon to find and arrest the guilty wizard. As soon as Detective _____ brought Oscar back to Tale Town, the not so powerful wizard was ordered to remove the magical blizzard from the school. Oscar, not really having any magic, didn't know how to remove the blizzard. After smashing Elsa's snow globe and breaking Bumblebore's wand, there was no way for the phony wizard to fix the problem.

It wasn't long before Bumblebore showed up at the scene, he was angry with Oscar for stealing and breaking his wand. Elsa also came to express her disappointment in the theft and breakage of her snow globe. Oscar pleaded for mercy, "I'm so sorry, I was so angry with the kids at Tale Town Elementary School. They all made fun of me when I couldn't perform a magic trick for them; they laughed and called me a fake. So, I thought I'd show them just how powerful I was, but I needed to borrow your magical items to create a Wizard Blizzard. I never intended for the blizzard to last this long, but when I broke Bumblebore's wand, I freaked out and ran off. Please forgive me. I will do whatever it takes to try and fix this."



After Oscar showed how sorry he was, and made a heartfelt promise to help fix the issue, the Wizard Blizzard disappeared. It became sunny and warm over Tale Town Elementary School again. The ice and snow quickly melted away! Finally, the children and teachers were able to open the school gate. Oscar promised to bring them some fireworks to help with the celebration of their graduation.

Michigan Studies Weekly

GRADE

Legends and Lore

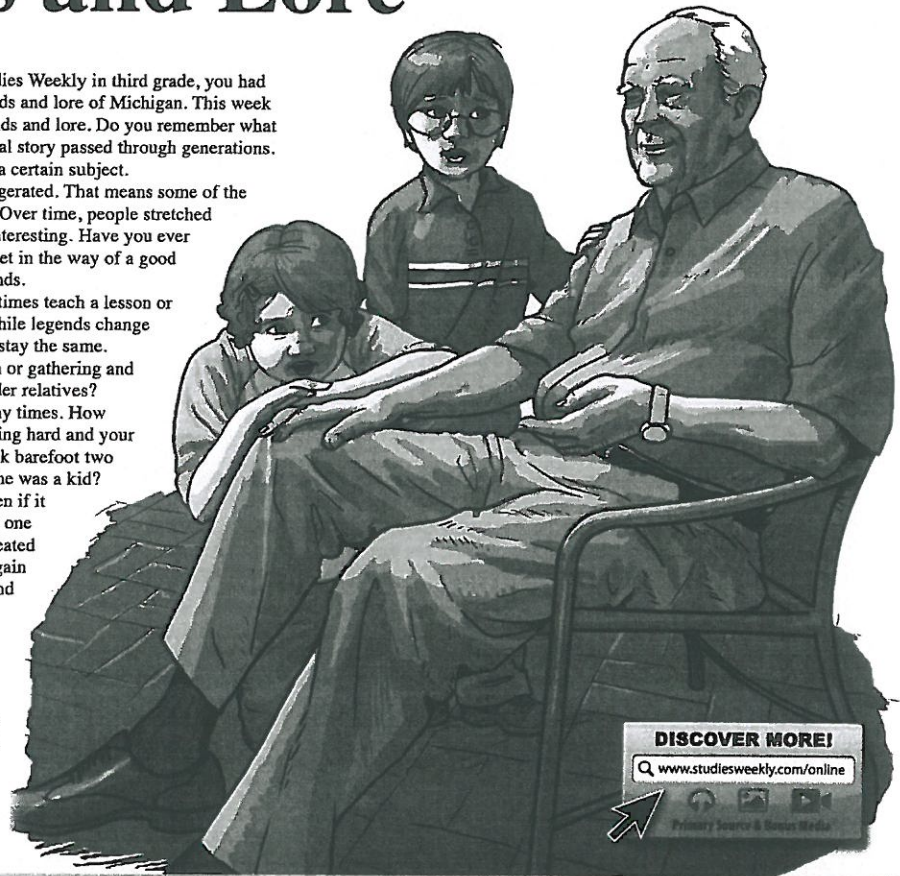
If you read Michigan Community Studies Weekly in third grade, you had the opportunity to learn about some legends and lore of Michigan. This week we'll continue by studying different legends and lore. Do you remember what those words mean? A legend is a traditional story passed through generations. Lore is traditional facts and beliefs about a certain subject.

Usually the details in legends are exaggerated. That means some of the things in the story aren't completely true. Over time, people stretched the truth to try and make the story more interesting. Have you ever heard someone say, "Don't let a little lie get in the way of a good story"? That's what often happens in legends.

Legends are told to entertain and sometimes teach a lesson or explain why something is the way it is. While legends change over time, the main characters and events stay the same.

Have you ever been at a family reunion or gathering and heard a story being told by one of your older relatives? Maybe you have heard the same story many times. How about when you complain about school being hard and your grandfather tells the story of having to walk barefoot two miles, uphill BOTH ways to school when he was a kid? Many grandfathers tell that same story, even if it isn't entirely true. Imagine stories like that one being told to someone orally, and then repeated many times to others. As stories get told again and again, parts of the story are changed and exaggerated more with each telling.

There are many legends about Michigan and the lives of people who have lived here throughout our state's history. We have stories about a famous lumberjack named Paul Bunyan. Have you heard of him and his friend, Babe the Blue Ox? The legend of Paul was told around campfires and in lumber camps all over Michigan as entertainment.



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Primary Source & Social Media

Connections

Michigan's Legend: Paul Bunyan

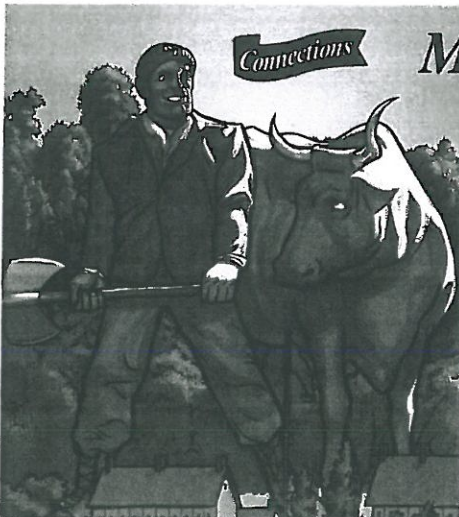
There are many different stories about Paul Bunyan in Michigan. As we have been learning, these legends have changed over time and continue to evolve as they are retold even today. Here are some of the most popular—see if you recognize any of them.

When Paul was born, five giant storks struggled to deliver Paul to his parents. His crib was a wagon used to haul lumber. As a baby, he cried so loudly that he scared all the animals in the woods and all the fish out of the Great Lakes! Paul drank so much milk in his huge bottle that his family had to milk two dozen cows every time he got hungry!

Paul grew until one winter it was so cold that even the snow turned blue. It was so freezing

cold that the words people spoke froze solid in mid-air. Paul was walking through the woods in the deep blue snow when he heard a snort. It was a baby blue ox. Paul took him home to warm him up by the fire. But no matter how warm, the ox was still as blue as the snow that stained him. That's when Paul named him Babe the Blue Ox. With Paul around, Babe grew so fast you could see him change just looking at him. Babe ate 40 bales of hay a day, along with two tons of grain. Babe was so strong he could pull the curves out of the crooked roads in Michigan. That made logging easier up in the woods and lumber camps!

There are many other "chapters" in Paul's life. See if you can research a few more!



Michigan Legends and Lore



Some myths and legends have been passed down through generations in American Indian tribes. The myth called "Crow Brings the Daylight" came from an Inuit group. The Inuit are an American Indian group who lived in Alaska, Canada and Greenland about 1,000 years ago. The group spread throughout the Arctic region and carried their stories with them as they moved.

For the Inuit, the land on which they lived was the basis for most of their legends. They told stories of long winters, hunting and sports. Because they hunted and fished in the waters where they lived, many of their stories focused around the water. Since the climate of their region is cold and harsh, many of their stories focused around the weather.

Read the example below and discuss with a partner what makes it a legend.

Crow Brings the Daylight

Thousands of years ago, the Inuit tribe lived in complete darkness. Their homes in the north were cold, and they knew no different. Until one day, Crow told the tribe leaders of the daylight he had seen in the south. They, of course, did not believe the bird's stories. The younger members of the tribe, however, were curious and asked questions day in and day out. They wanted to know more about this mysterious light.

The American Indians started to dream about a land where the darkness would disappear. They discussed all they could do if they could see clearly. Before long, the Inuit people asked Crow to bring them some of the light from the South. When Crow finally agreed to make

the boy take the ball outside to play. The Chief agreed and carried the boy with the glowing ball out of the lodge. Once outside, Crow changed from the speck of dust back into his original form and grabbed the string from the boy. Crow vanished, flying up into the air with the ball of daylight pulled by the string.

Miles and miles to the north, the Inuit tribe saw the light coming toward them. As Crow got closer the ball grew brighter and brighter. At last, the people could see Crow flying with the string in his beak. Then, suddenly, Crow dropped the string, and the glowing ball fell and warmed.

the trip, he had to fly hundreds of miles through the darkness and cold. Finally, he saw the light in the distance and knew that he was almost there.

Seeing the light gave Crow a burst of energy. He maneuvered at the village and watched a young girl get water from a river. He decided to turn himself into a tiny piece of dust. Crow landed on the girl's clothes, and she carried him to the lodge of her chief. Inside the lodge, Crow saw a glowing box and thought that it must contain the daylight!

Crow flew from the girl to a young boy and whispered in his ear to ask the Chief to play with the ball of daylight. The boy repeated the request to the Chief, who took the glowing ball from the box, tied a string to it and gave it to the boy.

Again, Crow whispered directions in the boy's ear; this time suggesting

shattered upon the earth. The light that was kept within was released and it chased away the darkness. The Inuit people laughed and thanked Crow for his gift. He accepted their thanks, but told them that the daylight would only be there for six of the 12 months. During the other half of the year, darkness would return. They all agreed that six months of daylight was better than none! The Inuit continue to be thankful for the moments of daylight and look forward to its return during the long months of darkness.

Some more modern myths can be humorous. These stories attempt to explain something about Michigan in a funny and unrealistic way. This legend, "The Winds of Michigan," exaggerates the strength of the wind in our state while using real landforms, like the Porcupine Mountains.

The Winds of Michigan

As you know, Michigan can be pretty windy, especially in the spring. For example, the wind was so strong that part of the Porcupine Mountains in the Upper Peninsula were blown right into Lake Superior.

The wind has also been to blame for other destruction. One day there was a man who casually let his dog outside and when he went to retrieve him, the dog was missing! The poor thing had been swept right out of his yard, never to be seen again.

There's also a story of a boy who lived in a two-story house and slept in a bed downstairs. One day the wind blew so hard that the walls collapsed, the roof blew away and he woke up in his bed outside.

So be careful and hold onto your hat! You never know when that Michigan wind will pick up or what it will carry off next.



Words to Know

legend: a traditional story passed through generations
lore: traditional facts and beliefs about a certain subject
exaggerate: to overstate or stretch the truth

Michigan Symbols State Symbol Review

Throughout this year's newspapers, you have read about different Michigan state symbols. You read about our state nickname, the Wolverine State. You learned that even though there aren't any wolverines in our state, we're given the nickname because we were so victorious and bloody-slay at wolverines during the Toledo War.

You read about the apple blossom, our state flower. You read that in 1897 lawmakers agreed on the state flower because Michigan grows so many apples. You also learned about the Parakeety Stone and that it became Michigan's state stone in 1965. You found out that the Parakeety Stone is actually fossilized coral.

You read about the official bird of Michigan, the Robin. Also called the Robin Redbreast, you learned that it was made the official state bird in 1931 after an election by the Michigan Audubon Society. Also, you read about our state fish, the Brook Trout. Thanks to Michigan's many lakes and rivers that are great for fishing, the Brook Trout is Michigan's state fish. (Take and return that one to the reptile bin at the Pointe St. Charles.)

The painted turtle was named as the official state reptile of Michigan in 1995. It is the only turtle still commonly found in Michigan.

See what else you can find out about our state symbols. There's much more to research! Ask your class to discover something new about our state by learning about the symbols and what they mean.

Did You Know? President Obama Speaks at Michigan Graduation



"I have promised to speak at a high school commencement every year, and I'm excited to be in Michigan. Michigan has produced some of the nation's top graduates, and I'm proud to be speaking at one of them. This was a special honor for me, and I'm grateful for the opportunity to address the graduates of Michigan's high schools. Michigan is a state of great promise and potential, and I'm confident that you will go on to achieve great things."

Obama himself chose the waving school, Kalamazoo Central, which was the first public high school in Michigan, beginning 150 years ago. Now it's the home of the Kalamazoo Promise, which offers every student four years of free public university tuition. Funded by anonymous donors, the program is one reason more than 80 percent of Kalamazoo Central's students graduate.

Michigan is proud to be the first High School where President Obama chose to speak. It shows that the students in our state can do amazing things. Just ask the president!



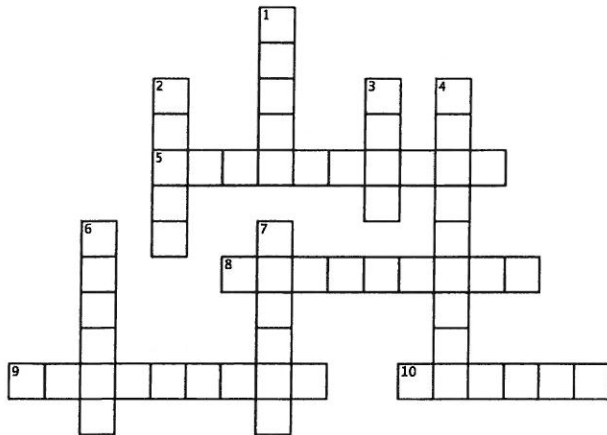
Oldsmobile

Michigan Timeline

- 2002** - The Detroit Red Wings win their third Stanley Cup in six years. It is Coach Scotty Bowman's last game, and he has more Stanley Cups than any coach in history.
- July 2002** - Winifred Quick Van Tongerlo dies. She is Michigan's last survivor from the Titanic and was only 8 years old when the ship sank in 1912.
- September 2003** - The Detroit Tigers lose to the Kansas City Royals, setting an American League record for most losses in a season. They finish the 2003 season with 42 wins and 119 losses.
- 2004** - Workers at the Lansing General Motors plant build the last Oldsmobile, which has been the oldest auto name in continuous production.
- 2004** - The movie "The Polar Express," based on the book by Michigan native Chris Van Allsburg, opens in Grand Rapids. The locomotive used in the film is a Pere Marquette #1225 owned by the Steam Railroading Institute.

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Name _____



ACROSS

- 5. General Motors oldest auto name in continuous production
- 8. our state bird is the Robin
- 9. big "hills" in our Upper Peninsula: _____ Mountains
- 10. this coach has won the most Stanley Cups: Scotty _____

- 2. our state fish is the _____ Trout
- 3. Paul Bunyan's sidekick
- 4. Obama made his first high school graduation speech at this Michigan school: _____ Central
- 6. Michigan's major league baseball team: Detroit _____
- 7. a story people tell and retell over many years

DOWN

- 1. the author of "Polar Express" who is from Grand Rapids: _____ Van Allsburg

Tall Tales

Activity

Choose one of the legends in this week's magazine, "Paul Bunyan," "Crow Brings the Daylight" or "The Winds of Michigan," and make a detailed color illustration to go along with the legend. Answer the questions below, and then draw

your picture on a large piece of white construction paper. Be sure your picture shows some of the important elements of the story and includes a lot of detail! Your teacher can display your class' pictures on a bulletin board or on a website.

Who was the main character? _____

Who were the other characters in the story? _____

What was the main event in the story? _____

List three details about the event. _____

In the Paul Bunyan legends, huge and exaggerated things happen to Paul and his blue ox, Babe, right here in Michigan.

Let's Write

With a partner, see if you can write a mini-legend about something wild and crazy that Paul and Babe might have done in our state. You could start by brainstorming what a lumberjack does. Be creative and have fun!

Choose one article from this week's magazine and read it again. Circle or

Language Arts Connection

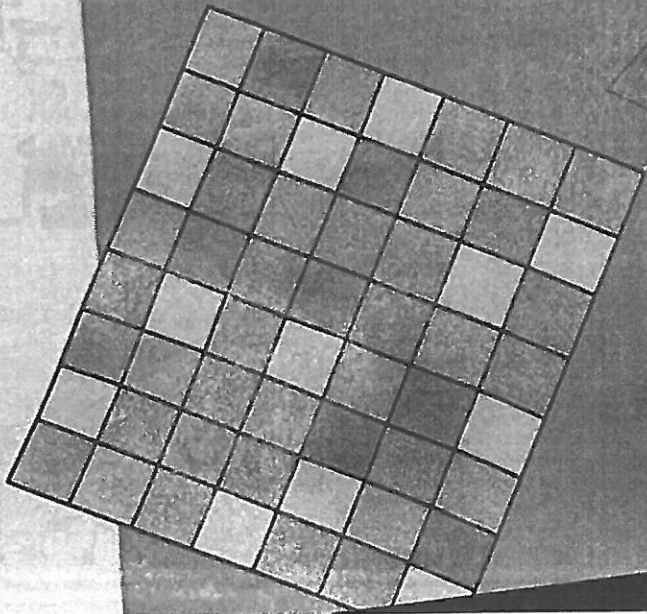
highlight the main idea of the article in yellow. Circle or highlight three or more key details in green. (CC ELA RI.4.2)

GRADES 2-3

Fractions in Action

Teach fractions with creative lessons your students will love.

BY PARI DESHPANDE COHEN



Fraction Kites

Standard Met: CCSS.Math

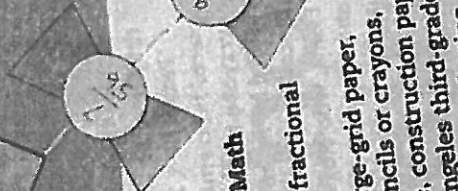
Content.3.NF.A.1

OBJECTIVE: Visualize fractional

parts of a whole

WHAT YOU NEED: Large-grid paper, scissors, colored pencils or crayons, yarn or string, tape, construction paper

WHAT TO DO: Los Angeles third-grade teacher Toluca Rivers started using fraction kites to make "concepts of fractions more concrete and relatable." Begin by reviewing fractions as parts of a whole. Explain that students will make their own visual representation of fractions. Then, cut out diamond-shaped "kites" of 7-by-8 grid blocks (56 squares in total) from grid paper. Students should color kites in a pattern of their choosing, using five different colors, and attach string or yarn to one



Once students create all five ribbons, have them order the fractions from least to greatest and tape their ribbons to the kite in this order.

"This craftivity is a hit year after year," says Rivers. "The students get to be creative while learning, and they see their work proudly displayed."

Building Fractions
Standard Met: CCSS.Math.Content

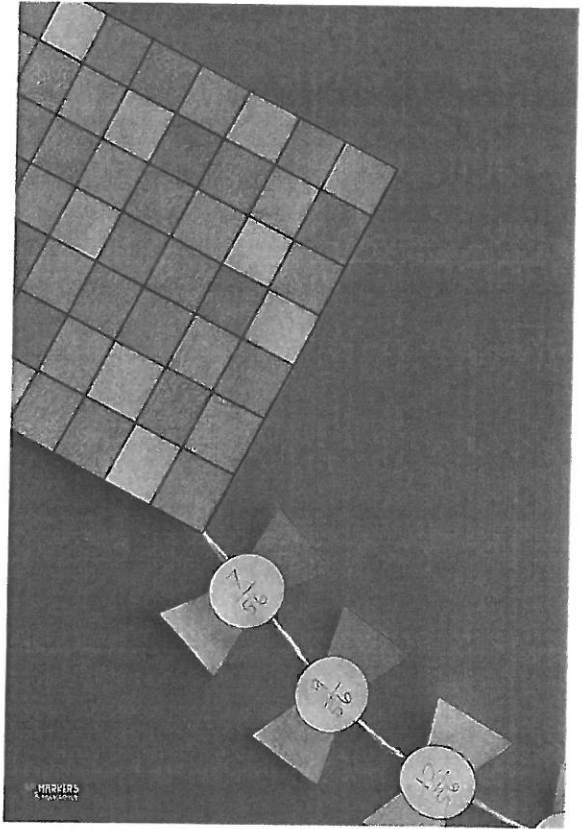
Prepare by writing fractions on index cards; keep them small to start, using denominators of 2, 3, 4, and 8. Each student will need at least six different fraction cards.

Explain that they will be creating visuals for the fractions they are given using LEGO bricks. For each fraction, students will build a model out of bricks on their base plates. Show an example, as follows: $\frac{4}{5}$ could be displayed by laying out four bricks of the same size (say, red) with a fifth brick of the same size in another color, such as blue. Explain that four of the five bricks are red, so $\frac{4}{5}$ are red (and $\frac{1}{5}$ is blue).

Allow kids to gather materials and decide how they will display the fractions—vertically, horizontally, with dark or light colors as the numerator and denominator, etc. You may also have them draw their fractions on index cards for creating them.

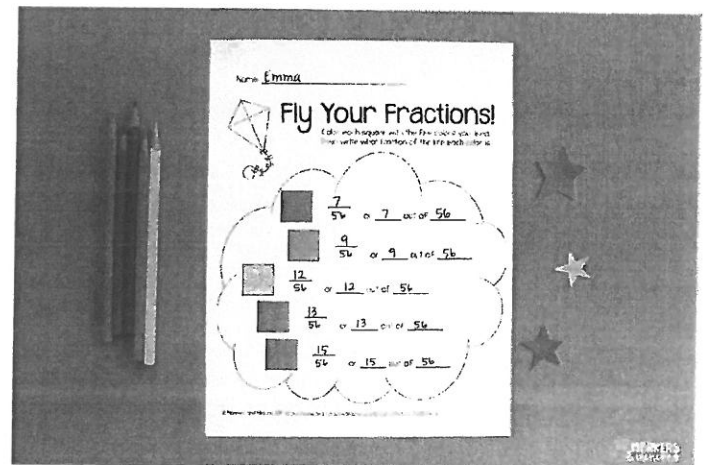
DIRECTIONS

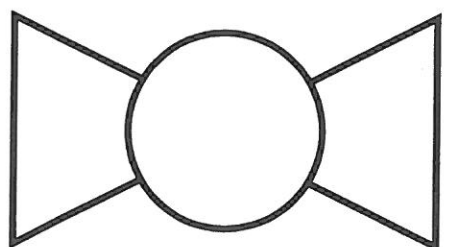
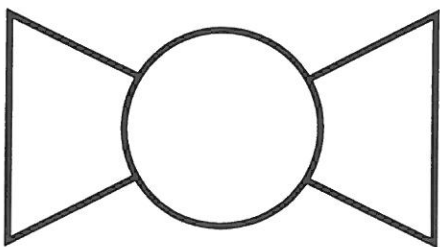
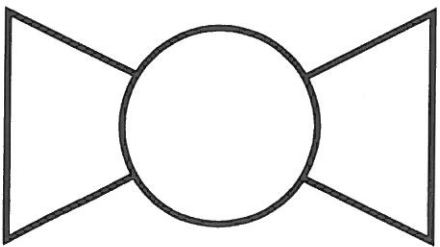
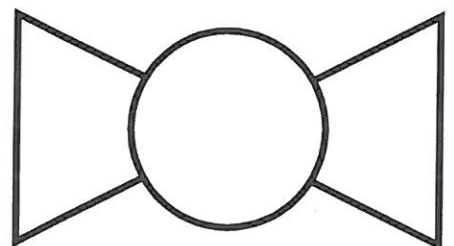
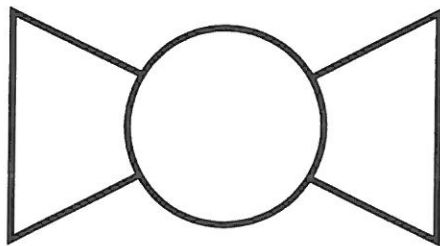
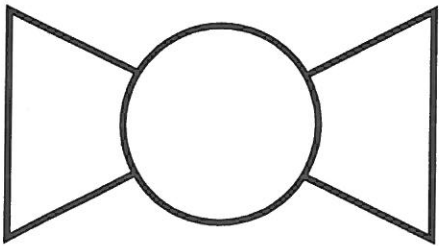
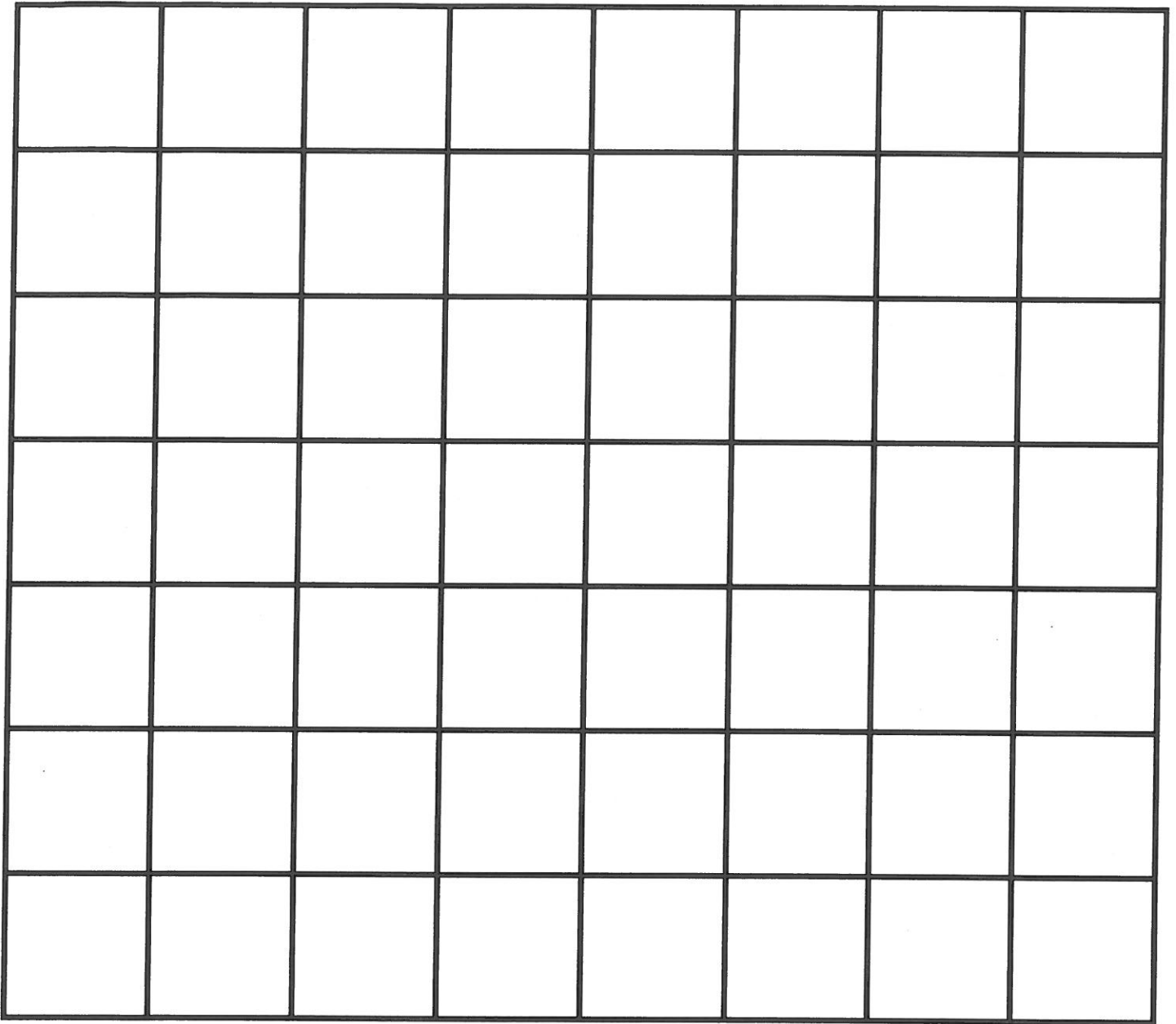
1. Choose six different colors to decorate your kite.
2. Color each ribbon with the corresponding colors used in your kite. (Teachers - If you would like your students to use less than six colors, discard the extra ribbons.)
3. Find the fraction that each color represents on the kite and write the fraction on the corresponding ribbon.
4. Cut out the kite template and ribbons.
5. Tape a string of yarn to the back of the kite and tape each ribbon onto the string. I like to have my students order the fractions from least to greatest (or G to L) and then I tape them to the string in that order.

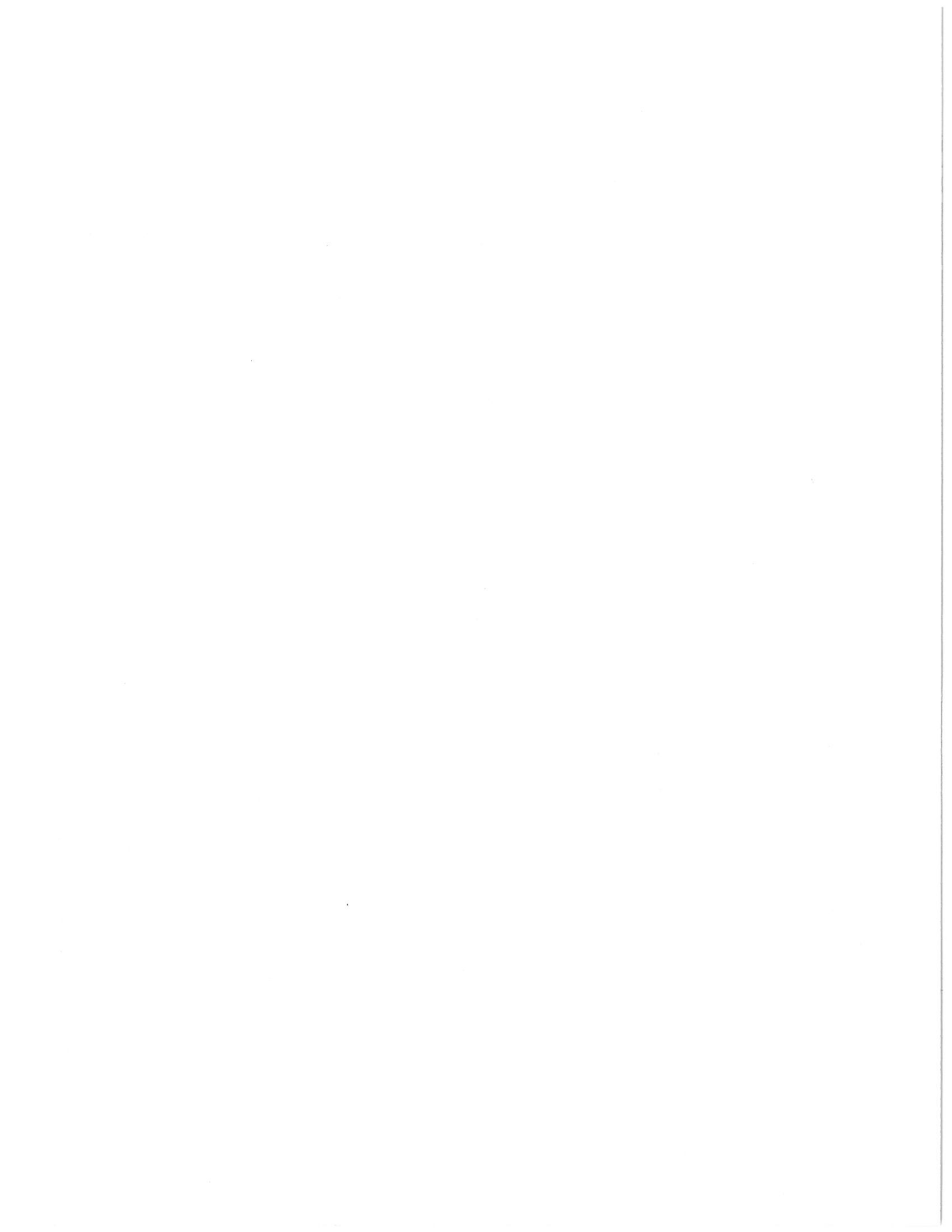


Additional resources to extend this activity:

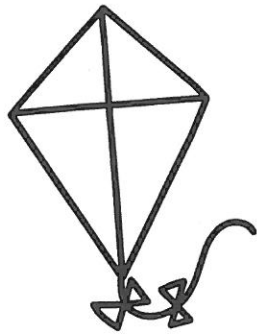
- Have students complete the cloud page (Note: I have remade the cloud page, so it looks different from this picture)
- Have students complete the writing extension page
- Have students use the vocabulary cards as a match-up activity to learn the key vocab for this concept







Name: _____



Fly Your Fractions!

Color each square with the six colors you used.
Then, write what fraction of the kite each color is.

_____ or _____ out of _____

_____ or _____ out of _____

_____ or _____ out of _____

_____ or _____ out of _____

_____ or _____ out of _____

_____ or _____ out of _____

fraction

numerator

denominator

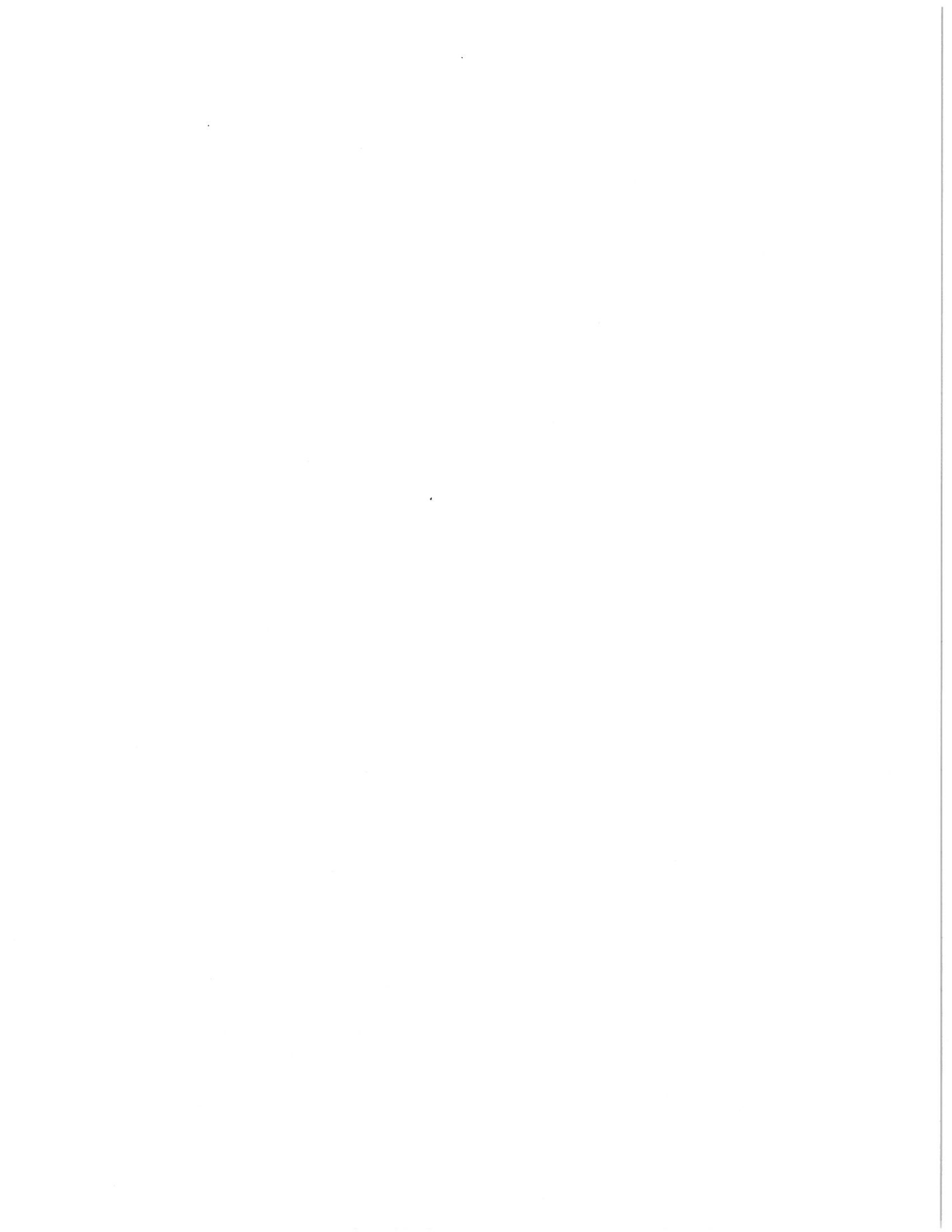
equivalent
fraction

unit fraction

number line

improper
fraction

partition



The number that tells how many parts in a group.

One part of the whole. A fraction that has 1 as the numerator.

Two or more fractions that may have different numbers but are the same amount.

A number that names a part of a whole or group.

The number that tells the whole in the group.

A strategy used to place fractions on a line.

To break up a whole into parts.

A fraction that is greater than one. The numerator is greater than the denominator.

Check My Progress *(Lessons 3 through 7)*

Recognize whether the fractions are equivalent.
Write *yes* or *no*. Use fraction tiles or number lines.

1. and

1. _____

2. and

2. _____

Generate two equivalent fractions for each fraction.

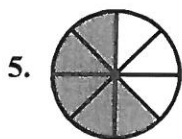
3.

3. _____

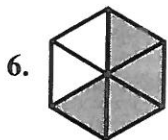
4.

4. _____

Write the fraction for the part that is shaded.
Then find an equivalent fraction.



5. _____



6. _____

Write each fraction in simplest form. If it is in simplest form, write *simplest form*.

7.

7. _____

8.

8. _____

Solve.

9. Michael has read $\frac{1}{4}$ of a book. Amelia has read $\frac{2}{5}$ of the same book. Who has read more of the book?

9. _____

10. Terrence played video games for $\frac{1}{2}$ of an hour and walked his dog for $\frac{1}{3}$ of an hour. Did Terrence spend more time playing video games or walking his dog?

10. _____

Check My Progress (Lessons 3 through 7)

Recognize whether the fractions are equivalent.

Write *yes* or *no*. Use fraction tiles or number lines.

1. $\frac{2}{3}$ and $\frac{8}{12}$

1. yes

2. $\frac{3}{8}$ and $\frac{6}{10}$

2. no

Generate two equivalent fractions for each fraction.

3. $\frac{3}{6}$

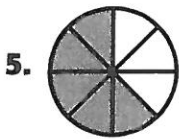
3. $\frac{1}{2}, \frac{6}{12}$

4. $\frac{1}{4}$

4. $\frac{2}{8}, \frac{3}{12}$

Write the fraction for the part that is shaded.

Then find an equivalent fraction.



5. $\frac{5}{8}, \frac{10}{16}$



6. $\frac{4}{6}, \frac{2}{3}$

Write each fraction in simplest form. If it is in simplest form, write *simplest form*.

7. $\frac{4}{12}$

7. $\frac{1}{3}$

8. $\frac{3}{10}$

8. simplest form

Solve.

9. Michael has read $\frac{1}{2}$ of a book. Amelia has read $\frac{2}{3}$ of the same book. Who has read more of the book?

9. Amelia

10. Terrence played video games for $\frac{1}{3}$ of an hour and walked his dog for $\frac{3}{5}$ of an hour. Did Terrence spend more time playing video games or walking his dog?

10. walking his dog

Friendly Letter

_____ (date)

_____ (salutation)

_____ (closing)

_____ (signature)

**FRIENDLY
LETTER**

October 12, 2014

Heading

Dear Sara,

Greeting

Body ↷

How are you? I hope you are having fun in school. Have you made any new friends? I have made lots of friends at school. I am playing football this year. Are you playing any sports? I hope that you will write back soon. I miss you!

Closing

Your friend,

Signature

Howie Smith



