

**Memorial School Remote Learning Assignment Board**  
**Week 7: May 4<sup>th</sup> to May 8<sup>th</sup>**  
**Grade Level 7**

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's Home Base Teacher each week to note completion of each week's learning activities.

**Teachers you can contact for Support**

Mrs. Garland (ELA) – [kgarland@d158.net](mailto:kgarland@d158.net)

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Mr. Jones (ELA) - [qjones@d158.net](mailto:qjones@d158.net)

Mr. Schmidt (Math) – [jschmidt@d158.net](mailto:jschmidt@d158.net)

Mr. Winter (Math) – [rwinter@d158.net](mailto:rwinter@d158.net)

Ms. Miller (Social Studies) – [amiller@d158.net](mailto:amiller@d158.net)

Mrs. Schroeder (Science) – [aschroeder@d158.net](mailto:aschroeder@d158.net)

Mrs. Bonaire (Science) - [nbonaire@d158.net](mailto:nbonaire@d158.net)

Ms. Mirich (Special Education) – [mmirich1@d158.net](mailto:mmirich1@d158.net)

Mr. Faughn (PE/Health) – [jfaughn@158.net](mailto:jfaughn@158.net)

Mrs. Bersell (PE/Health) – [nbersell@d158.net](mailto:nbersell@d158.net)

Mrs. Dulla (PE/Health) - [mdulla@d158.net](mailto:mdulla@d158.net)

Mr. Miller (PE/Health) - [mmiller@d158.net](mailto:mmiller@d158.net)

Mrs. Arseneau (LRC/Reading) – [narseneau@d158.net](mailto:narseneau@d158.net)

Mrs. Schab (STEM) – [mschab@d158.net](mailto:mschab@d158.net)

Mrs. Newton (Technology) – [lnewton@d158.net](mailto:lnewton@d158.net)

Mrs. Alexa (Character Education) – [salexa@d158.net](mailto:salexa@d158.net)

Mrs. Kooy (Enrichment) – [vkooy@d158.net](mailto:vkooy@d158.net)

Mrs. Vance (RtI Reading) – [dvance2@d158.net](mailto:dvance2@d158.net)

Mr. Becker (Music) – [mbecker@d158.net](mailto:mbecker@d158.net)

Mr. Luming (Social Worker) – [sluming@d158.net](mailto:sluming@d158.net)

Mrs. Patel (ESL) - [tpatel@d158.net](mailto:tpatel@d158.net)

Mrs. Rivera (Art) - [drivera@d158.net](mailto:drivera@d158.net)

<b>Math</b> <b>(MAKE SURE TO SHOW ALL OF YOUR WORK)</b>				
<b>May 4<sup>th</sup></b>	<b>May 5<sup>th</sup></b>	<b>May 6<sup>th</sup></b>	<b>May 7<sup>th</sup></b>	<b>May 8<sup>th</sup></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Write out ten division word problems that involve a decimal. For example, a teacher has 45.25 ft. of string for her classroom activity. If she has 20 students in her class, how many ft. of rope will each student receive?</p> <p>Include your work and answer with each question.</p> <p>Weekly IXL work to maintain your skills (6<sup>th</sup> grade): D.1, D.2, I.1, I.5</p>	<p>Multiplication / exponent facts: Write out the squares and cubes of all the digits from 1-10. For example,</p> $2^2 = 2 \times 2 = 4$ $2^3 = 2 \times 2 \times 2 = 8$ $3^2 = 3 \times 3 = 9$ $3^3 = 3 \times 3 \times 3 = 27$	<p>Division facts: Write out ten dividing three-digit by a two-digit number problems. For example,</p> $248 \div 12$	<p>Write out the following fractions: <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{6}</math>, <math>\frac{3}{8}</math>, and <math>\frac{2}{5}</math>. Draw a circle or a diagram to represent each type of fraction.</p>	<p>Choose a room in your house and find the area and perimeter.</p>
<b>Reading</b> <b>(Students should be reading 20 minutes a day)</b>				
<b>May 4<sup>th</sup></b>	<b>May 5<sup>th</sup></b>	<b>May 6<sup>th</sup></b>	<b>May 7<sup>th</sup></b>	<b>May 8<sup>th</sup></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<ol style="list-style-type: none"> <li>1. Read "The Four Dragons" (included below on this document)</li> <li>2. Take notes as you read. Note character traits at the beginning and determine if characters change by the end of the story.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe each character with at least one-character trait. Cite characters' SPEECH that demonstrates the character trait</li> </ol>	<ol style="list-style-type: none"> <li>1. Write down three examples of a character's thoughts/feelings that demonstrate a character trait. Write down the character trait.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write down three examples of a character's effects on others and/or actions that demonstrate a character trait. Write down the character trait.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write down three examples of a character's appearance that demonstrate a character trait. Write down the character traits.</li> </ol>

<p align="center"><b><u>READING ACTIVITY</u></b> <b>Scholastic Learn at Home website</b></p> <p><a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 4 Day 16 Read “The History of Rock and Rap” article View Video “From R&amp;B to Rock” Complete Compare/Contrast Questions in Teaching Resources</p>	<p align="center"><b><u>READING ACTIVITY</u></b> <b>Scholastic Learn at Home website</b></p> <p><a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 4 Day 17 Read “A Viking Discovery” article View Video “Who Were the Vikings” Complete Map Skills: The Viking Trail Questions (1-10)</p>	<p align="center"><b><u>READING ACTIVITY</u></b> <b>Scholastic Learn at Home website</b></p> <p><a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 4 Day 18 Read “The Railroad That Changed America” article View Video “5 Ways the Transcontinental” Complete Map Skills Questions: The Transcontinental Railroad (1-10) Quiz: Know the News: The Railroad That Changed America (1-10 select PDF)</p>	<p align="center"><b><u>READING ACTIVITY</u></b> <b>Scholastic Learn at Home website</b></p> <p><a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 4 Day 19 Read “The Legacy of Gandhi” article Complete 2<sup>nd</sup> activity: Continue the Learning Journey (write one paragraph, 5-7 sentences)</p>	<p align="center"><b><u>READING ACTIVITY</u></b> <b>Scholastic Learn at Home website</b></p> <p><a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 4 Day 20 Read “Mural Connection” article View Video: One Blue Sky Complete: Continue the Learning Journey 2<sup>nd</sup> Question</p>
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**Language Arts / Writing**

<p align="center"><b>May 4<sup>th</sup></b></p>	<p align="center"><b>May 5<sup>th</sup></b></p>	<p align="center"><b>May 6<sup>th</sup></b></p>	<p align="center"><b>May 7<sup>th</sup></b></p>	<p align="center"><b>May 8<sup>th</sup></b></p>
<p align="center"><b><u>Activity</u></b></p> <p>Revenue—Money that is made by or paid to a business.</p> <ul style="list-style-type: none"> <li>• Write the part of speech for the above vocab word.</li> <li>• Write an antonym.</li> <li>• Use the word in a sentence.</li> </ul>	<p align="center"><b><u>Activity</u></b></p> <p>Evaluate—To judge how good or useful or successful something is.</p> <ul style="list-style-type: none"> <li>• Write the part of speech for the above vocab word.</li> <li>• Write an antonym.</li> <li>• Use the word in a sentence.</li> </ul>	<p align="center"><b><u>Activity</u></b></p> <p>Formulate—To develop something such as a plan or set of rules and decide all details of how it will be done</p> <ul style="list-style-type: none"> <li>• Write the part of speech for the above vocab word.</li> <li>• Write an antonym.</li> <li>• Use the word in a sentence.</li> </ul>	<p align="center"><b><u>Activity</u></b></p> <p>Orient—To place something in a particular position or direction.</p> <ul style="list-style-type: none"> <li>• Write the part of speech for the above vocab word.</li> <li>• Write an antonym.</li> <li>• Use the word in a sentence.</li> </ul>	<p align="center"><b><u>Activity</u></b></p> <p>Alliteration-A figure of speech using the same letter or sound the beginning of words (Example: Wonderful Word of the Week Wednesday)</p> <ul style="list-style-type: none"> <li>• Write two examples of alliteration.</li> </ul>

<p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: One thing I am afraid of is...</p>	<p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: My favorite room in my house is.....</p>	<p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: Describe your best day ever.</p>	<p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: I wish there was a law that said...(and why).</p>	<p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: If you were a bird and could fly, where would you go and why?</p>
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**Science**

<b>May 4<sup>th</sup></b>	<b>May 5<sup>th</sup></b>	<b>May 6<sup>th</sup></b>	<b>May 7<sup>th</sup></b>	<b>May 8<sup>th</sup></b>
<p><u>Activity</u></p> <p>1. Make a list of things around your house that are examples of matter.</p> <p>2. Find at least two things that would not be classified as matter.</p>	<p><u>Activity</u></p> <p>1. Find three examples of matter in your house.</p> <p>2. List as many properties that describe those examples of matter. (Ex- Size, Shape, Weight etc)</p> <p>3. Write a reflection about what classifies something as matter or nonmatter.</p>	<p><u>Activity</u></p> <p>1. Find one element, one compound, and one mixture in your home.</p> <p>2. Reflect on the differences between the 3 kinds of matter.</p>	<p><u>Activity</u></p> <p><b>AT HOME LAB ACTIVITY</b></p> <p>1. Mix salt and water together in a glass.</p> <p>2. Write down the solvent and solute in this mixture.</p> <p>3. Describe how the particles are distributed in the solution.</p>	<p><u>Activity</u></p> <p>1. Watch Matter Compilation Crash Course on YouTube</p> <p>2. Write down 10 interesting about matter</p>

**Social Studies**

<b>May 4<sup>th</sup></b>	<b>May 5<sup>th</sup></b>	<b>May 6<sup>th</sup></b>	<b>May 7<sup>th</sup></b>	<b>May 8<sup>th</sup></b>
<p><u>Activity</u></p> <p>Research examples of slave codes.</p> <p>Pick 3 that shocked you the most.</p> <p>Write a reflective paragraph about the effects of these slave codes and how they affected African Americans.</p>	<p><u>Activity</u></p> <p>Social Studies: Study/Review 50 state map (see Seterra link)</p> <p><a href="https://online.seterra.com/en/vgp/3003">https://online.seterra.com/en/vgp/3003</a></p>	<p><u>Activity</u></p> <p>Choose one of the following abolitionists:</p> <ol style="list-style-type: none"> <li>Harriet Tubman</li> <li>William L. Garrison</li> <li>Frederick Douglass</li> <li>Sojourner Truth</li> <li>Nat Turner</li> </ol> <p>Answer the following questions:</p>	<p><u>Activity</u></p> <p>Read this story: <a href="https://www.d15.org/cms/lib/IL01904836/Centricity/Domain/540/Tubman.pdf">https://www.d15.org/cms/lib/IL01904836/Centricity/Domain/540/Tubman.pdf</a></p>	<p><u>Activity</u></p> <p>Using the story from yesterday, create a story board with a beginning, middle, and end to summarize what’s happened in the story.</p>

		<ol style="list-style-type: none"> <li>1. In what ways did this abolitionist promote anti-slavery ideologies?</li> <li>2. What was this abolitionist's influence in the world of slavery?</li> <li>3. Write a letter to your chosen abolitionist thanking them for the role they played in the ending of slavery.</li> </ol>		
<b>Encore</b>				
<b>May 4<sup>th</sup></b>	<b>May 5<sup>th</sup></b>	<b>May 6<sup>th</sup></b>	<b>May 7<sup>th</sup></b>	<b>May 8<sup>th</sup></b>
<p><u>Encore Challenge Activity</u> <i>STEM, Technology, &amp; Character Ed</i></p> <p>Put the following units of computer memory in order from smallest to biggest:</p> <p style="padding-left: 40px;">Megabyte Bit Gigabyte Byte Terabyte</p> <p><b><u>STEM CHALLENGES</u></b></p> <p><b>Looking for something new challenges? Try these!</b></p> <p><b>TOY PARACHUTE CREATION:</b></p> <p>Using supplies, you find around the house, create a parachute and attach it to some small weight.</p>	<p><u>Music Activity</u></p> <p>Watch a YouTube video on how to compose your own song. Using any item from your household, create a song with at least 4 different sounds and rhythms.</p> <p><b>JOIN THE REMOTE LEARNING MUSIC CLASSROOM FOR ANY QUESTIONS FOR MR. BECKER OR MS. RUMBLES!</b></p> <p><b>CODE: rhe7gv</b></p> <p style="text-align: center;"><u>STEM Activity</u></p> <p>Watch a movie or tv show and list 15 examples of technology that you see in what you are watching.</p>	<p><u>Art Activity</u></p> <p>Draw something that should have been invented by now. <b>(Visit our class website to upload your work, ask questions, or to check out other Art resources.</b> <a href="http://www.mjrhsart.weebly.com">www.mjrhsart.weebly.com</a>)</p> <p><u>Technology Activity</u></p> <p>What do each of these domain names stand for? Use Google.com</p> <p style="padding-left: 40px;">.com .edu .net .org .gov .mil</p>	<p><u>Character Ed Activity</u></p> <p>Explain in a paragraph about a time when you or someone you know did the right thing in a <u>difficult</u> situation. What made it hard to do the right thing? What was the result of this situation?</p> <p>NOTE: It can be about something you saw or heard on the news.</p> <p style="text-align: center;"><u>Spanish Activity</u></p> <p>Using your phone, find a Spanish-English dictionary. look for the following words in English, write them on a sheet of paper and then translate them to Spanish:</p> <p style="padding-left: 40px;">Commands Answer. Repeat. Attention! Respond. Close. Silence! Come in. Sit down.</p>	<p><u>Encore Challenge Activity</u> <i>Music, Art, &amp; Spanish</i></p> <p>Music: Visit the website link: <a href="https://www.ted.com/search?q=music">https://www.ted.com/search?q=music</a></p> <p>View any of the videos provided to learn about all aspects of music in our world.</p> <p><u>Art:</u> Make a poster advertising a book. <b>(Visit our class website to upload your work, ask questions, or to check out other Art resources.</b> <a href="http://www.mjrhsart.weebly.com">www.mjrhsart.weebly.com</a>)</p> <p style="text-align: center;"><u>Spanish Challenge Activity</u></p>

<p>Go outside and throw it up in the air and see how long it takes to land. Can you get it to float longer?</p> <p><b>THE HOUSE CHALLENGE:</b></p> <p>Using a deck of Uno cards, playing cards, or even index cards build the tallest house you can.</p> <p><b>BEDROOM CHALLENGE:</b></p> <p>Organize your bedroom closet to be more efficient in getting ready in the morning. Your goal is to reduce the time it takes you to find things to increase your productivity.</p> <p><b>SAVE LAKE MICHIGAN:</b></p> <p>You are interested in saving marine life in Lake Michigan from all the trash that ends up there. Your task is to build a prototype of a device that can help solve the trash problem in the lake. Use supplies you can find at home.</p> <p><b>GLIDERS:</b></p> <p>Using 3-4 sheets of paper and some tape, create a glider that will travel the longest distance! Have a family member build one too and see whose glider travels the farthest.</p>	<p>Remember to list the show or movie you are watching.</p> <p><b>JOIN THE REMOTE LEARNING STEM CLASSROOM FOR ANY QUESTIONS FOR MRS. SCHAB AND MR. THOMPSON!</b></p> <p><b>CODE: iruqap</b></p>		<p>Copy. Take out. Get up. Tell me. Leave. Turn around. Listen. What? Look. Write. Open. Pay attention. Read.</p>	<p>Using the Spanish vowel sounds you learned earlier, practice telling people in your family the commands you wrote yesterday.</p>
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**PE/Health**

<b>May 4<sup>th</sup></b>	<b>May 5<sup>th</sup></b>	<b>May 6<sup>th</sup></b>	<b>May 7<sup>th</sup></b>	<b>May 8<sup>th</sup></b>
<p align="center"><u>Activity</u></p> <p>Jump using a real or imaginary jump rope for the duration of your favorite song. Were you able to jump for the entire song?</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>35 Jumping Jacks 25 Sit-ups 20 Mountain Climbers 20 Side-to-Side Jumps</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>20 High Knees 10 Burpees 15 Second Plank 10 Pushups</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>Choose one workout video from this channel's selection and perform the whole workout</p> <p align="center"><a href="https://www.youtube.com/user/SuperMoejones/videos">https://www.youtube.com/user/SuperMoejones/videos</a></p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p>	<p align="center"><u>Activity</u></p> <p>-Journal food and drink for the day and answer the following questions</p> <p><b>Dietary guidelines per day</b></p> <p>Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Which food group did you eat the correct amount of?</li> <li>2. Which food group did you eat too much of?</li> <li>3. Which food group did you not eat enough of?</li> <li>4. What can you focus on next week to make sure you eat the proper amount for each food group?</li> </ol>

**Optional Technology Activities – Please use if the internet is available to your family.**

<b>Name</b>	<b>Website</b>	<b>Login Information</b>	<b>Use</b>
Scholastic News	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Discovery Education	<a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a>	See week 1	Watch 1 MythBusters Video
No Red Ink	<a href="https://www.noredink.com/">https://www.noredink.com/</a>	Students create an account	Access to approximately two hours of learning opportunities per day.
Art for Kids Hub	<a href="http://www.youtube.com/artforkidshub">www.youtube.com/artforkidshub</a>	Free	Complete 1-2 drawing challenges a week.
Typing.com	<a href="http://Typing.com">Typing.com</a>	NA	Learn to type for free!
SCISC	<a href="https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlyYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8">https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlyYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8</a>	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Tumble Books (See Below How to Access Tumble Books)	<a href="https://www.tumblebooklibrary.com/">https://www.tumblebooklibrary.com/</a>	Free Trial	Selection of books to read and complete AR Tests
Instructional Videos by Mrs. Newton	How to Access MS Word <a href="https://www.youtube.com/watch?v=aJ2TE-N4O44">https://www.youtube.com/watch?v=aJ2TE-N4O44</a> Downloading from the Internet <a href="https://www.youtube.com/watch?v=zdSSWJKTMsY">https://www.youtube.com/watch?v=zdSSWJKTMsY</a> MS Word Tips <a href="https://www.youtube.com/watch?v=dQ31LhAy-iM">https://www.youtube.com/watch?v=dQ31LhAy-iM</a>	No Log in Required	Instructional Video



## How to access Tumble Books

1. Go to district website
2. Click on the menu button
3. Click on student links at the bottom of the screen
4. Click on tumble books library
5. Click the top left corner and a drop-down menu will be displayed.

## Recommendations:

1. Middle school students, click eBooks
2. Click on “advanced readers”
3. Select any title and read it, you may also take an AR test on the title when you are done back at the AR website.

## OR

1. Click on eBooks
2. Click on “Kate DiCamillo” (she is a popular author with some good books) and select any book from this category that you want to read. Then take an AR test on it.

## OR

1. Click on the graphic novels tab
2. Click on advanced readers
3. Read any of the graphic novels

**By the end of the school year, at least 3 books in any of these categories need to be read. Please keep track of the title and author of the books so they can be recorded in order for you to receive credit. 😊**

**Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.**

### **Before Reading:**

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?

- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

### **During Reading:**

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

### **After Reading:**

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

## **Fiction/Nonfiction**

### ***Setting:***

What is the main setting of the story? Consider the geography, weather, time of day, year, era, social conditions, language, clothing, etc.

In what way does the setting affect the language, atmosphere, or social circumstances of the short story?

### ***Characterization:***

Who is/are the main character(s)?

Who or what is the protagonist/antagonist?

In what way are the characters described (physical and personality traits), thoughts, feelings, interaction with the other characters?

Do the characters change or remain the same (static/dynamic characters)?

### ***Conflict:***

What is the conflict in the story (internal/external)?

If it is an external conflict, identify the type of external conflict and between which characters?

Examples: man v man, man v nature, man v society, man v. technology, man v animal

### ***Climax:***

When does the climax take place? (the most intense part of the story)

### ***Resolution:***

How does the story end? In what was is the conflict ultimately resolved?

### ***Point of View (POV):***

Who is telling the story? Through whose eyes is the story being told.

### ***Nonfiction:***

How is the text organized? Description, sequence, problem/solution, cause/effect, compare/contrast

Analyze the text features. What information does the text features provide to help you understand the text/story?

Photographs, illustrations, captions, maps, sidebars, headlines, subtitles, charts, graphs, table of contents, vocabulary words, etc.

What connections can you make between this text? Text-to-text, text-to-self, text-to-world?

What did the author want to accomplish by writing this text?

# “THE FOUR DRAGONS” (READING ASSIGNMENT)

(In this folktale, four dragons work to help a community that is suffering from a long drought.)

**As you read, take notes on what the dragons do to help the people.**

[1]Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.

“Come over here quickly!” the Pearl Dragon cried out suddenly.

“What’s up?” asked the other three, looking down in the direction where the Pearl Dragon pointed.

On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured,

[5]“Please send rain quickly, God of Heaven, to give our children rice to eat.”

For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.

“How poor the people are!” said the Yellow Dragon. “And they will die if it doesn’t rain soon.”

The Long Dragon nodded. Then he suggested, “Let’s go and beg the Jade Emperor for rain.”

So saying, he leapt into the clouds. The others followed closely and flew towards the Heavenly Palace. Being in charge of all the affairs in heaven, on earth, and in the sea, the Jade Emperor was very powerful. He was not pleased to see the dragons rushing in.

[10]“Why do you come here instead of staying in the sea and behaving yourselves?”

The Long Dragon stepped forward and said, “The crops on earth are withering and dying, Your Majesty. I beg you to send rain down quickly!”

“All right. You go back first, I’ll send some rain down tomorrow.” The Jade Emperor pretended to agree while listening to the songs of the fairies.

The four dragons responded, “Thanks, Your Majesty!”

The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots, some forced to eat white clay when they ran out of bark and grass roots. Seeing all this, the four dragons felt

very sorry, for they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely on themselves to relieve the people of their miseries. But how to do it? Seeing the vast sea, the Long Dragon said that he had an idea.

[15]“What is it? Out with it, quickly!” the other three demanded.

“Look, is there not plenty of water in the sea where we live? We should scoop it up and spray it towards the sky. The water will be like rain drops and come down to save the people and their crops,” said Long Dragon.

“Good idea!” said the others as they clapped their hands.

“But,” said the Long Dragon after thinking a bit, “we will be blamed if the Jade Emperor learns of this.”

“I will do anything to save the people,” the Yellow Dragon said resolutely.

[20]“Then let’s begin. We will never regret it,” said Long Dragon.

The Black Dragon and the Pearl Dragon were not to be outdone. They flew to the sea, scooped up water in their mouths, and then flew back into the sky where they sprayed the water out over the earth. The four dragons flew back and forth, making the sky dark all around. Before long the sea water became rain pouring down from the sky.

“It’s raining! It’s raining! The crops will be saved!” the people cried and leaped with joy.

On the ground the wheat stalks raised their heads and the sorghum stalks straightened up. The god of the sea discovered these events and reported to the Jade Emperor.

“How dare the four dragons bring rain without my permission!” said the Jade Emperor.

[25]The Jade Emperor was enraged, and ordered the heavenly generals and their troops to arrest the four dragons. Being far outnumbered, the four dragons could not defend themselves, and they were soon arrested and brought back to the heavenly palace.

“Go and get four mountains to lay upon them so that they can never escape!” The Jade Emperor ordered the Mountain God.

The Mountain God used his magic power to make four mountains fly there, whistling in the wind from afar, and pressed them down upon the four dragons. Imprisoned as they were, they never regretted their actions. Determined to do good for the people forever, they turned themselves into four rivers, which flowed past high mountains and deep valleys, crossing the land from the west to the east and finally emptying into the sea. And so China’s four great rivers were formed — the Heilongjian (Black Dragon) in the far north, the Huanghe (Yellow River) in central China, the Changjiang (Yangtze, or Long River) farther south, and the Zhujiang (Pearl) in the very south.

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