

Dear, 5th grade parents and students the following learning activities should be completed by students over the next 2 weeks. These assignments are critical for students to engage in and complete in order **to assure that all students stay on track and continue to show growth in Reading, Writing and Math.**



- The main source that I want my 5th graders to engage in **“DAILY”** is **IXL** Language Arts & Math. All students know their usernames and passwords however, if a student somehow forgets it please send me a message on Class DOJO or you may send me a text directly if you no longer have DOJO because of a new cell phone etc, (773-469-2805).
- Students are also expected to engage in Reading Light Sailed Daily.
- In IXL I have placed **“STARS”** by critical skills that have to be successfully completed in both Language Arts & Math. The system will give students an **award icon** next to each skill that is completed successfully with a **smart score of 100.**
- Students need to also log onto **IXL AND CLICK ON DIAGNOSTIC**; this will engage students in both a Language Arts & Math test. As a result, the system will automatically generate recommended skills for each students to work on according to his or her individual needs.
- It is critical that students complete all assignments given these assignments will be used to input 3rd quarter grades.
Happy Learning!!!!
- If you have any questions about IXL or any other material given please do not hesitate to send me a text message through DOJO or through my direct line.
- **(I will also assign additional Reading & Writing assignments on www.readworks.org/student class code: VSDVSZ**

Thanks,
Ms. Donald
Room 213
5th grade

Ronald Reagan's Proclamation of Women's History Month, 1987

by ReadWorks



women's suffrage parade in New York City, May 1912

The first proclamation of Women's History Month was signed by Ronald Reagan in 1987. The following is the text of that proclamation.

From earliest times, women have helped shape our Nation. Historians today stress all that women have meant to our national life, but the rest of us too should remember, with pride and gratitude, the achievements of women throughout American history.

Those achievements span the wide range of human endeavor. They have not been attained without the quiet courage and sacrifice of millions of women, some famed, most not. Women have established themselves in business and the professions, and today women outnumber men as undergraduates at our colleges and universities. Women have fought for moral and social reform and have taken part in and led many great social and political movements of our land. Women have founded many of our philanthropic, cultural, educational, and charitable institutions. Women have served our Nation with valor and distinction during wartime, nursing the wounded, piloting airplanes, performing vital jobs in defense plants. Women have forged a place for themselves in public life, serving on the Supreme Court, in the Congress, and in Cabinet posts; becoming Ambassadors; and holding Federal Executive posts that affect the lives of every citizen.

Most importantly, as women take part in the world of work, they also continue to embrace and nurture the family as they have always done. All Americans can be truly grateful for the role of women as the

heart of the family and for their every accomplishment today and throughout our history.

The Congress, by Senate Joint Resolution 20, has designated the month of March 1987 as "Women's History Month" and authorized and requested the President to issue a proclamation in observance of this event.

Now, Therefore, I, Ronald Reagan, President of the United States of America, do hereby proclaim March 1987 as Women's History Month. I call upon all Americans to mark this month with appropriate observances to honor the achievements of American women.

In Witness Whereof, I have hereunto set my hand this sixteenth day of March, in the year of our Lord nineteen hundred and eighty-seven, and of the Independence of the United States of America the two hundred and eleventh.

Name: _____ Date: _____

1. Which of the following occupations held by women does Ronald Reagan *not* mention in his proclamation?

- A. institution founders
- B. hospital surgeons
- C. ambassadors
- D. wartime pilots

2. Which paragraph recognizes the role of women within families?

- A. paragraph 2
- B. paragraph 4
- C. paragraph 1
- D. paragraph 3

3. Read this sentence from the passage:

"Those achievements span the wide range of human endeavor."

Which statement is closest to the meaning of this sentence from the passage?

- A. Women's accomplishments extend far back into history.
- B. The accomplishments of women extend over many areas.
- C. Women have made very deep impacts in all they do.
- D. Women's accomplishments will affect humans far into the future.

4. Read the sentence:

"Women have forged a place for themselves in public life, serving on the Supreme Court, in the Congress, and in Cabinet posts; becoming Ambassadors; and holding Federal Executive posts that affect the lives of every citizen."

What definition of the word "**post**" reflects the meaning of the word as used in this sentence?

- A. post (*noun*): an assigned position, usually an appointed public office
- B. post (*noun*): a support in the framework of a structure
- C. post (*verb*): to put forward or present for consideration by the public
- D. post (*noun*): the physical place of employment

5. What is Ronald Reagan's proclamation mostly about?

- A. the establishment of Women's History Month to honor the achievements of American women
- B. Senate Joint Resolution 20 designating that the month of March would be Women's History Month
- C. the role of women as the heart of the family and thus most American communities
- D. the struggle of women to establish themselves in business and other professions

6. How should Women's History Month be celebrated, according to Ronald Reagan?

7. Read the sentence:

"They have not been attained without the quiet courage and sacrifice of millions of women, some famed, most not."

What does Ronald Reagan mean when he states "some famed, most not"?

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

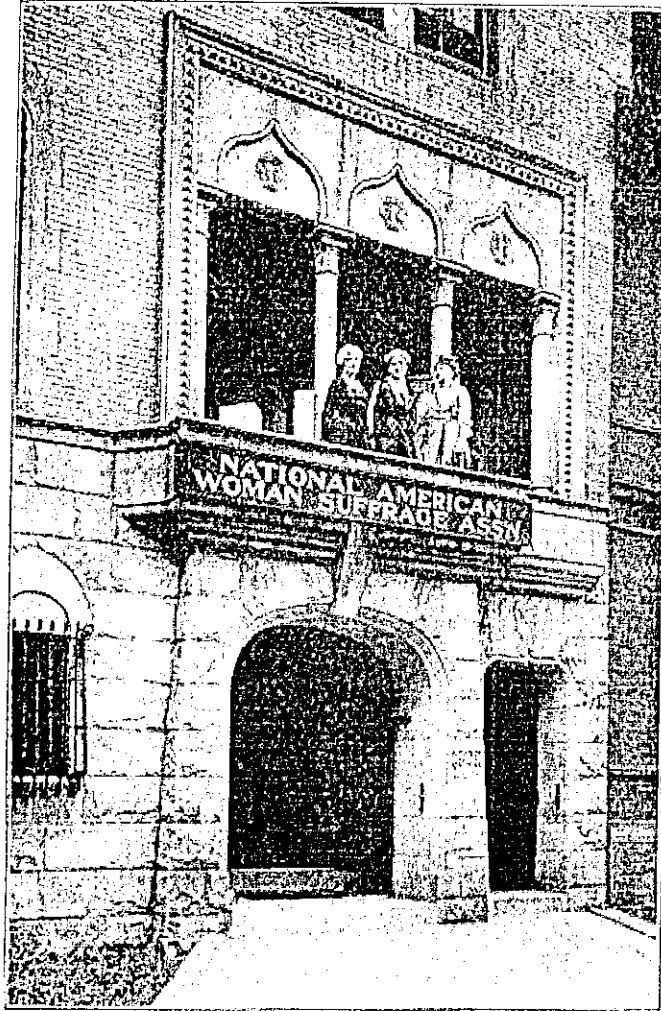
Women have held many posts in the federal government, _____ at the Supreme Court, in Congress, and in the Cabinet.

- A. including
- B. above all
- C. except for
- D. obviously



Excerpt from New York Times Article: Suffrage Wins in Senate; Now Goes to States

by ReadWorks



National American Women Suffrage Association in Washington, D.C.

Thursday, June 5, 1919

WASHINGTON, June 4 - After a long and persistent fight advocates of woman suffrage won a victory in the Senate today when that body, by a vote of 56 to 25, adopted the Susan Anthony amendment to the Constitution. The suffrage supporters had two more than the necessary two-thirds vote of Senators present. Had all the Senators known to be in favor of suffrage been present the amendment would have had 66 votes, or two more than a two-thirds vote of the entire Senate.

The amendment, having already been passed by the House, where the vote was 304 to 89, now goes to the States for ratification, where it will be passed upon in the form in which it has been adopted by Congress, as follows:

"Article-, Section 1. - The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

"Section 2. - Congress shall have power, by appropriate legislation, to enforce the provisions of this article."

Leaders of the National Woman's Party announced tonight that they would at once embark upon a campaign to obtain ratification of the amendment by the necessary three-fourths of the States so that women might have the vote in the next Presidential election. To achieve this ratification it will be necessary to hold special sessions of some Legislatures which otherwise would not convene until after the Presidential election in 1920. Miss Alice Paul, Chairman of the Woman's Party, predicted that the campaign for ratification would succeed and that women would vote for the next President.

Suffragists thronged the Senate galleries in anticipation of the final vote, and when the outcome was announced by President Pro Tem. Cummins they broke into deafening applause. For two minutes the demonstration went on, Senator Cummins making no effort to check it.



Name: _____ Date: _____

1. At the time this article was written, the amendment had passed first in the _____ and then in the Senate. It was then being sent to the _____ for ratification.

- A. House; States
- B. United States; Constitution
- C. States; House
- D. House; President

2. Paragraph 4 begins with the sentence, "Leaders of the National Woman's Party announced tonight..." What does paragraph 4 describe?

- A. the schedule of state legislatures when special sessions are held
- B. the back-up plan the National Woman's Party has prepared in the event the amendment does not get ratified by the states
- C. next steps to be taken for ratification of the amendment at the state level
- D. the tactics the leaders of the National Woman's Party will use in their campaign to obtain ratification of the amendment

3. Read the sentence:

"To achieve this ratification it will be necessary to hold special sessions of some Legislatures which otherwise would not convene until after the Presidential election in 1920."

Another way to state this information would be:

- A. Some state legislatures will have to meet again, before they had planned, to ratify the amendment.
- B. State legislatures will probably not meet again to ratify the amendment until after the Presidential election in 1920.
- C. The ratification will be extremely difficult to achieve; so, the Women's Party will have to hold special sessions to convince the Legislatures.
- D. To achieve ratification, it will be necessary to hold special sessions of some Legislatures which otherwise would never have considered the amendment.



4. Read the sentence:

"Leaders of the National Woman's Party announced tonight that they would at once **embark** upon a campaign to obtain ratification of the amendment by the necessary three-fourths of the States so that women might have the vote in the next Presidential election."

What does **embark** mean in this sentence?

- A. embark (*verb*): to board a vessel or aircraft
- B. embark (*verb*): to set out, to start
- C. embark (*verb*): to invest money in a business
- D. embark (*verb*): to involve someone in a business

5. What is the main idea of this excerpt from this *New York Times* article?

- A. The amendment giving women the right to vote has passed the Senate and now will go to the states for ratification.
- B. Women deserve the right to vote, as granted by the Constitution and their human rights.
- C. The National Woman's Party predicts that women will have the vote by the next Presidential election in 1920.
- D. The House and Senate generally agree on passing amendments to the Constitution, as evidenced in the passage of this amendment.

6. What happened when President Pro Tem. Cummins announced the outcome of the vote?

7. What evidence can be used to make the inference: "The amendment was popular among lawmakers in the House and Senate." Identify at least two pieces of evidence.

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

Suffragists had already gathered in the Senate galleries _____ the announcement of the vote's outcome.

- A. prior to
- B. during
- C. after
- D. initially



Name: _____

Fraction Word Problems: Simplest Form

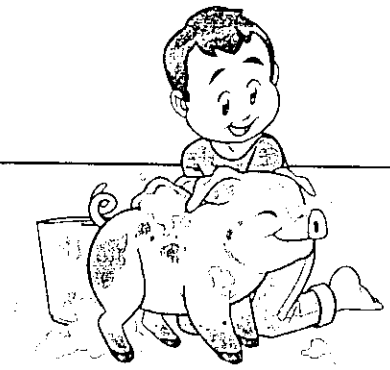
Write the answer to each word problem in simplest form.

1. Tadashi had a veggie pizza that was cut into 8 equal pieces. He ate 2 pieces and left the other 6 in the box. What fraction of the pizza did he eat? **answer:**
2. Mrs. Selleck baked a cake and cut it into 10 equal pieces. Her family ate 6 pieces and she took the rest to her next-door neighbor. What fraction of the cake was given to her neighbor? **answer:**
3. Dr. Tinibu has 10 t-shirts. 2 of them are clean and 8 are dirty. What fraction of Dr. Tinibu's shirts are clean? **answer:**
4. Peppa has a carton with a dozen eggs in it. 6 eggs are brown. The rest are white. What fraction of her eggs are white? **answer:**
5. There are 20 horses at the Old West Ranch. 4 of them are in the barn. The rest are out in the field. What fraction of the horses are in the barn? **answer:**
6. Mr. Montinaro is reading a booklet with 15 pages in it. He is just finished reading page 10. What fraction of that pages does he still have to read? **answer:**
7. There are 9 jackets in the lost & found box. 2 jackets are green, 1 is red. The rest are black. What fraction of the jackets are black? **answer:**
8. Raúl had 8 pencils. 2 of them had been sharpened. The rest had not. What fraction of his pencils had not been sharpened? **answer:**
9. Hiro had a bowl with 12 apples in it. 5 apples were red. 3 apples were yellow. The rest were green. What fraction of his apples were green? **answer:**
10. Paul spelled 6 out of 16 words correctly on his spelling test. What fraction of the words did he misspell? **answer:**



Name: _____

Multiplying Decimals



Solve the word problems. Show your work.

- a. Wyatt and Jayleen help out on their family farm. They have 11 dairy cows, and they milk them each day. If each cow produces 6.75 gallons of milk each day, how many total gallons of milk will they have each day?

- b. Wyatt feeds the pigs on the farm. Each day, the pigs get 2.75 kilograms of food. How much food will Wyatt need to feed the pigs for 14 days?

- c. Jayleen moves fresh bales of hay into the horse stables. Each bale of hay weighs 11.2 pounds. Today, she moved 24 bales of hay into the stables. What is the total weight of hay in the stables?

- d. The family has crops growing on 15 acres of their farmland. At the beginning of the growing season, Jayleen and Wyatt ride a tractor to prepare the soil and plant the seeds. If it takes them 1.5 hours to plant one acre, how many hours will it take them to plant all 15?

Multiplication

Find the products.

$$\begin{array}{r} \text{a.} \quad 452 \\ \times \quad 36 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 986 \\ \times \quad 24 \\ \hline \end{array}$$



$$\begin{array}{r} \text{c.} \quad 745 \\ \times \quad 19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 367 \\ \times \quad 58 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 892 \\ \times \quad 47 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 603 \\ \times \quad 95 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 286 \\ \times \quad 73 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 847 \\ \times \quad 62 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i.} \quad 594 \\ \times \quad 86 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j.} \quad 978 \\ \times \quad 69 \\ \hline \end{array}$$

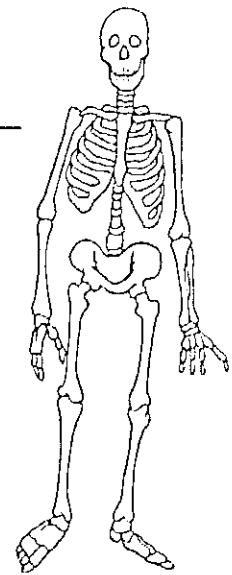
- k. Charlie is training to run a marathon. Every day he puts on his sneakers and runs 12 miles. Charlie never misses a day. How many miles does Charlie run in one full year, or 365 days?

answer: _____

Name: _____

Your Bones

by Cynthia Sherwood



Without your bones, you would be as floppy as a jellyfish. Our bones allow us to stand up straight. They support us and help us move, but they also protect our body organs.

Our skeleton is made up of all of our bones working together. If you have ever seen a real skeleton in a science class or museum, you might think that bones are dry and dead feeling. But that is not the case. Bones are made of living, growing cells. Inside most bones is soft marrow, which is where many of our blood cells are made. As a baby, you were born with nearly 300 bones. But adults only have about 206 bones because some of the smaller ones join together to form big ones.

Certain bones are especially important. The skull inside your head acts like a helmet for your soft, squishy brain. Your skull helps protect you from injuries to your head. Your spine, or backbone, lets you stand up tall. Your spine also protects the spinal column with all of its nerves inside. Your ribs make a cage to protect your vital organs like the heart, lungs, and liver.

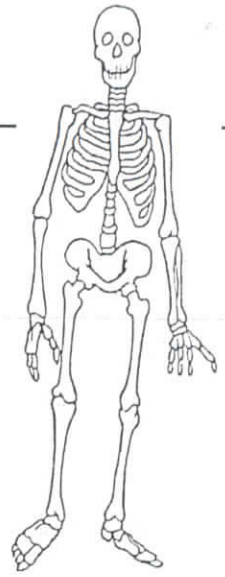
Even though bones are very light, they are also very strong. That is why it usually takes a very bad fall or other serious accident to break a bone. If that does happen, you might wear a cast until new bone cells heal the break in a month or two.

To protect your bones, wear a helmet whenever you ride your bike or skateboard. Knee pads, wrist guards, and other safety gear for sports are a good idea too. Strong bones need the mineral calcium, so drink lots of milk and eat dairy products. Bones also need active exercise, so go out and run, jump, and dance for healthy, strong bones.

Name: _____

Your Bones

by Cynthia Sherwood



1. Tell whether each statement is true or false.

- a. _____ Your bones are hollow.
- b. _____ Blood cells are made inside your bones.
- c. _____ Adults have more bones than babies do.

2. Why are dairy products good for your bones?

3. Complete the graphic organizer.

Bone(s)	Purpose
ribs	
	helps you to stand up tall and protects the nerves in your spinal column
skull	

4. How many more bones do babies have than adults?
Use your math skills. Show your work.

GRADE ____ SCHOOL CLOSURE PACKET

DIRECTIONS

Complete each activity in the School Closure Packet. Be sure to read all texts and complete activities thoughtfully and thoroughly.

Students are to return the completed packet to their teachers when school reopens.

Parents, you are encouraged to assist in the following ways:

- Make a plan to complete the activities.
- Provide a time and quiet space for your child to work on these assignments.
- Help your child to complete the activities if he or she needs support.
- Review and discuss your child's responses. (Strongly urged at grades Kdg - 4)
- Provide positive feedback and praise for sincere effort and independence.
- Encourage daily reading of 10 minutes of a self-selected book.
- Read to your child, listen to him/her read, or share the reading. (Strongly urged at grades Kdg - 4)
- Ensure that the completed packet is returned to school when school reopens!

Thank you for helping your child to be successful!

it **STARTS** with you!

Cooperation means much more than getting along with others. It means you must make a choice to develop those skills that will help you along the way. The stars, below, "point" to things to think about. Color in each starburst when you have accomplished that task. Thanks for your work—the world needs more people like you!

SPARK SHINING STAR

Responsibility — Taking care of yourself is a big responsibility. Wash your hands, brush your teeth and drink lots of water. Write yourself a promise to be responsible with your health. Post it by your bathroom mirror.

Citizenship — Do something for your community. Get involved.

Appreciation — Write somebody a letter and tell them how much you appreciate them.

Listen — Ask somebody at school who you don't know very well to tell you about themselves.

Teamwork — Complete a project with a family member. For example, clean the house, do the laundry or organize the pantry.

Trust — Talk with your parents about trust. Why is it important? In what ways do they trust you?

Respect — Write a list of 10 different ways you can show respect for others. Post it by your bed.

Encourage — Say something encouraging to 10 of your classmates.

SPARK™
Home Play
COOPERATIVES

Pulling Together

Sorry, no silly stuff here. Although the *SPARK Cooperative Activities* are fun, learning how to cooperate with others is serious business. "Pulling together" means different things to different people. Can you fill in the chart and answer the questions below?

COOPERATIVE SKILLS	In your own words, what does this mean?	Whom do you know who is good at this?
Teamwork		
Respect		
Encouragement		
Responsibility		
Citizenship		
Trust		
Appreciation		
Listening		

THINK ABOUTS...

You are playing softball with a bunch of friends at the park. A boy and his father are having a picnic and watching your game. After a while, the boy comes up and asks if he can play. He has a physical disability, and you think he may not be as good as the rest of the players. The game is really close and your team has a great chance of winning. **It's up to you – what would you do?**

You are in a hurry to get to your friend's birthday party, and you can't find your bike helmet. You are a good rider and your friend's house is just a few blocks away. You are sure if you looked a little bit longer you could find the helmet, but everyone is waiting for you. **What would you do?**

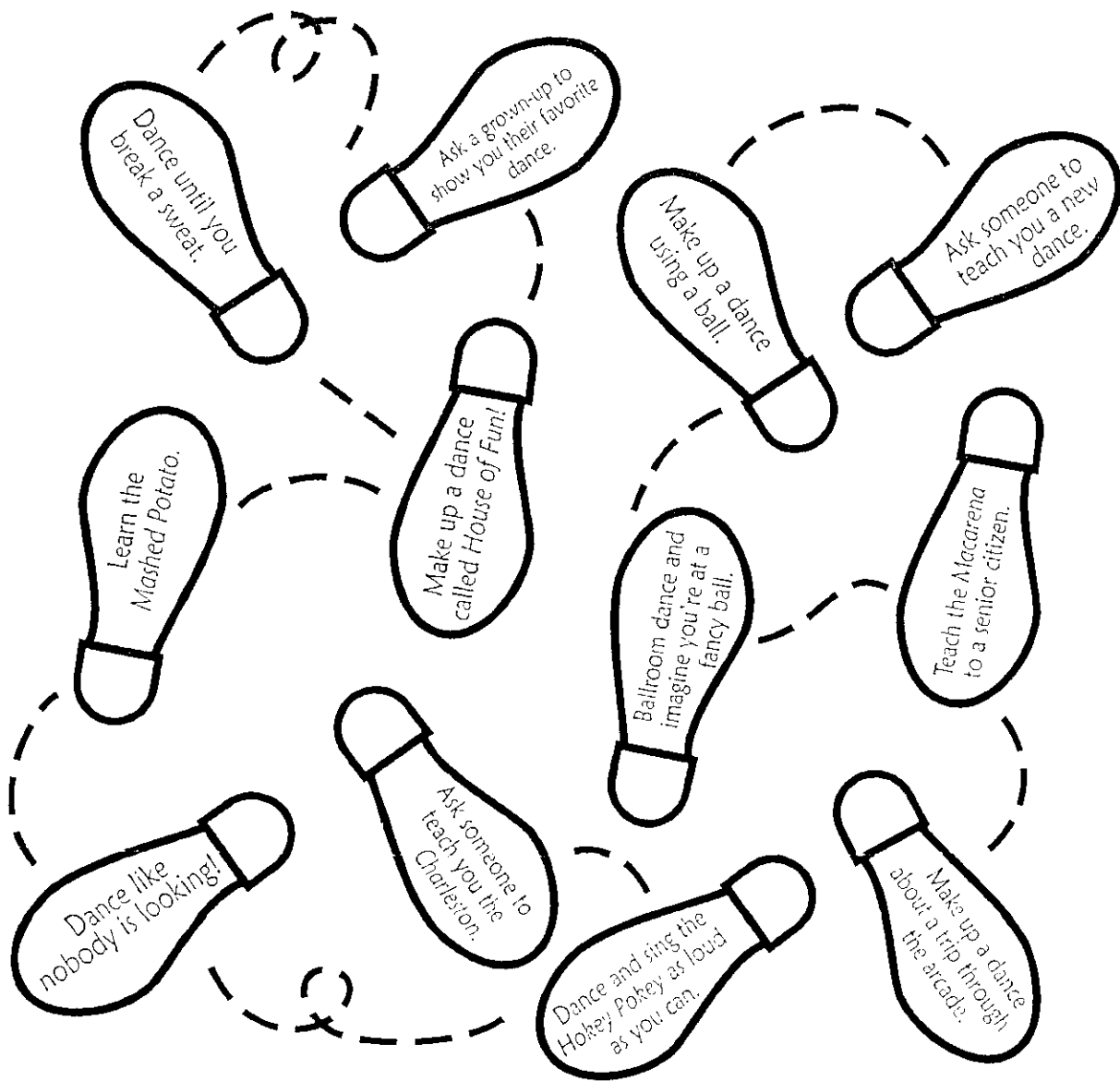
DAFFY DANCE CARD



It has been said that in life you should dance as if nobody is looking. And if you dance like some of us here at SPARK, it's probably a good thing that nobody is looking! Nevertheless, what matters most is that you move – not how well you dance. Dance means many things to different people. Some dancers are proper. Some dancers are professional. And some folks just like to shake their... well, you know! Dancing is great exercise and is a part of every culture in the world.

Below are a few fun steps to try. When you complete a step, color in the heel of the shoe print. So pull the curtains, turn up the music, and dance your little heart out. We promise not to peek.

GRADES 3-6



SPARK Home Play DANCE

Some Things You Really Must Know

You may not know it but you are part of tradition. Chances are you know a couple of dances that will be danced by generations to come. Ever heard of the YMCA? How about *The Macarena*? Dance crazes and fads have been a part of every generation. Go ask your parents and grandparents.

Amazing "Feets!"

Some of these amazing "feets" of dance are official world records and are both interesting and inspiring. Use your feet to accomplish some amazing "feets" of your own!

- * **Longest Dance Marathon** – Mike Ritof and Edith Boudreaux danced for 5,152 hours and 48 minutes. They started on August 29, 1930 and finished on April 1, 1931. They won \$2000.

- * **Fastest Tap Dancer** – Michael Flatley of Ireland broke his own Guinness Book record in February 1998 by tapping 35 times in JUST 1 SECOND!
- * **Longest Dancing Dragon** – In February of 2000 a 10,000' Chinese dragon wiggled and danced along the Great Wall of China.
- * **Longest Line Dance** – 12,168 dancers danced for 7 minutes and 40 seconds in Hong Kong on December 29, 2002.
- * **Longest Dance Machine Record** – Drew Gamble danced for 37 hours to "Konami's Dance, Dance Revolution Extreme" game. He was allowed only 30 seconds rest between songs and a 15-minute break every 8 hours.

Twist and Shout

Q – How do you teach a tissue to dance?

A – Put a little boogie in it!

Q – How do hens dance?

A – Chick to Chick!

Q – What is a pig's favorite ballet?

A – Swine Lake!

Q – Why are dogs bad dancers?

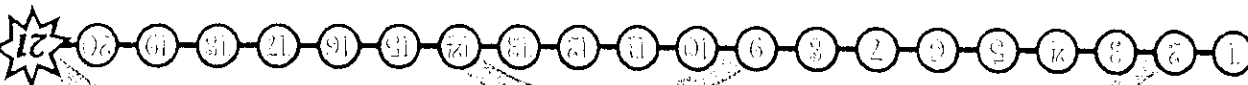
A – They have 2 left feet!

GRADES 3-6
REST THOSE PUPPIES

"Puppies" is a 1950 slang word for feet. We know you have been boogying yourself blue and your "pups" need a break. Check out these sites before the band strikes up another song. Don't sit out too long, though, we need you out there to cut a rug, bop till you drop, shake your tail feathers, and twist and shout.

<https://www.facebook.com/The-DANCE-DREAM-LAND-766264600090356/timeline/>
Dancers Dream Land – A rock around the clock resource related to anything and everything dance.

<http://www.dance-kids.org>
Dance Kids – A website for kids who love to dance.



Chalk Talk – The object is to score exactly 21 points: no more, no less. Do any of the challenges above to “beat the buzzer” at the end of the big game. Tally the points earned in the scoreboard below. For some you will need a basketball hoop. If you don’t have one, ask a grown-up to take you to the nearest park or gym. Other buzzer beaters can be done in your driveway or on the sidewalk. Now, go get some exercise, make healthy choices and win this game for the team! Go Buzzer Beaters!

3pts
Basketball has evolved since Naismith invented it. Imagine the game in the year 2040. Write a futuristic story about what basketball will look like then.

3pts
Create a poster. Focus on a specific message telling why playing helps you be healthy. Make it colorful and attractive. Display your finished artwork.

1pt
Play Around the World.

1pt
Make 5 free throws.

1pt
Play PIC with a friend.

3pts
Get a couple of friends and create a 3-minute routine that could be performed for the Harlem Globetrotters. Go to <http://www.harlemglobetrotters.com> for some cool ideas.

3pts
Play 1-on-1 with a friend for 30 minutes.

2pts
Practice all the different passes for 15 minutes.

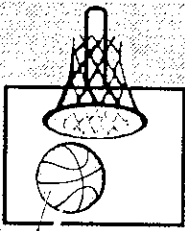
2pts
Make 15 shots from different parts of the court.

2pts
Go to <http://www.hoopahall.com/history/history.htm> and read about the history of basketball.

2pts
Throw the ball up on the backboard and rim and practice rebounding for 10 minutes.

2pts
Make 20 Lay-ups.

2pts
Play HORSE with a friend.



Home Play
BASKETBALL

PERIOD 4
POSSESSION ○
HOME 86
GUEST 86
00:01

Buzzer Beaters

FAST LINKS

Here are some interesting websites to check out when you need a break. REMEMBER, halftime in basketball is only 15 minutes long, so don't sit around all day playing on the computer. You are needed on the court to be active and playing. Who else could we count on to hit the game-winning shot? Go get 'em, Champ!

- <http://www.usabasketball.com/>
The Men's and Women's Olympic and National Teams.
- <http://www.nwba.org/>
The National Wheelchair Basketball Association.
- http://www.hoopball.com
The Official Website of the Basketball Hall of Fame.
- http://www.wbhf.com
The Women's Basketball Hall of Fame.

Rim Shots

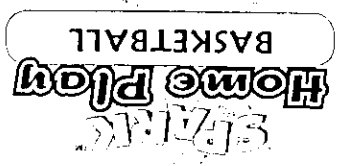
- Q - Why can't you play basketball with pigs?
A - Because they hog the ball!
- Q - What is a basketball player's favorite flower?
A - Guard-enias.
- Q - Why did the chicken cross the basketball court?
A - Because the referee called a fowl!
- Q - Why did the basketball player go to the doctor?
A - Because she needed some shots!
- Q - Why couldn't the fans hear the players?
A - The players were all wearing sneakers!

*** Who Started It?**
 "The invention of basketball was not an accident. It was developed to meet a need. Those boys simply would not play, Drop-The-Handkerchief." - James Naismith
 Dr. James Naismith, a physical education teacher at a YMCA in Springfield, Massachusetts, is credited with inventing basketball in 1891. The original game used peach baskets as targets, and had only 13 rules. Many of these do not exist today, for example, balls out of bounds went to the first player to touch it and 3 fouls in a row meant you had to sit out. But rule #13 still stands today. The team that scores the most points is the winner!

*** What Took Them so Long?**
 It was 10 years after basketball was first invented before someone got the bright idea to create and

*** Where There is a "Wheel"**
 install open-ended nets on the basket. Perhaps the genius was they guy who got tired of climbing up and down the ladder to manually retrieve the ball from the peach basket.

There's a Way!
 Many men returned from the Second World War confined to wheelchairs, but that didn't stop them from playing basketball. By 1946 wheelchair teams had formed in Veterans' Hospitals in Boston, Chicago, Memphis, Richmond and New York. Today, wheelchair basketball has spread to more than 80 countries, has its own international governing agency and is the most popular sport at the Paralympics Games.



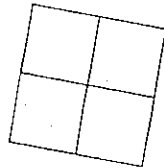
Some Things You Really Must Know

OLD SCHOOL

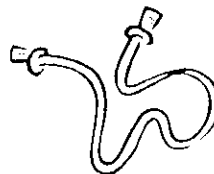
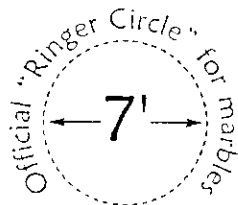


GRADES 3-6

Imagine that you are living a century ago. You live on a street with "row" houses and there are not any parks, soccer fields or playgrounds. Your mother just asked you to go down the street to your friend's house to borrow a cup of sugar. The sidewalk you walk on is filled with kids playing all sorts of games. Your job is to learn a little bit about the games on each area of the sidewalk and then give them a try. Ask parents, grandparents and teachers for help, or research the games at the library or on the Internet.



<p>Kick the Can</p> <p>Create a Venn diagram comparing and contrasting <i>Kick the Can</i> and <i>Hide and Seek</i>. Play with friends.</p>	<p>Jacks</p> <p>How many prongs are on a jack? How do you go "around the world?" Play with a grown-up.</p>	<p>Marbles</p> <p>What is a <i>taw</i>, a <i>cateye</i> and <i>aggies</i>? Ask a senior citizen to teach you how to play.</p>	<p>4-Square</p> <p>How many different <i>4-Square</i> terms can you write down? Play with friends.</p>	<p>Jump Rope</p> <p>Learn an old jump rope rhyme. Then make up your own and teach it to a friend.</p>	<p>Hopscotch</p> <p>How do you earn a "bed"? Play with a sibling or friend.</p>	<p>Interview a grown-up about the games they played as a kid.</p>
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* **Back When I was a Kid.....**

Have you ever heard a grown up say that? It is usually followed by something like, "...we didn't have TV, video games or computers. We had to make our own fun." And the truth of the matter is – they did make their own fun. Around the 1900s American cities were booming with immigrant populations and housing quickly became a huge problem in the larger cities. Living conditions were overcrowded and space for recreation was limited. Many families lived together in tenements and row houses placed side by side. Children did not have parks, backyards, recreation centers, or little leagues. Nevertheless, children improvised their play and games to fit into limited space. Baseball became stickball or stoopball. Sidewalks were filled with hopscotch courts, the sound of rope jumpers, and kids scooping up jacks. Wherever there was a small dirt patch, you could always find a group huddled over a game of marbles.

* **The Word on the Street**

Jacks are over 2,000 years old and were originally played with small animal bones or pebbles. The small metal pieces with the points used today were designed to imitate the original animal knucklebones.

Marbles are played all over the world. The first book on marbles was written in England in 1815. A German glass blower invented a device used to make marbles called marble scissors. And Japan invented the cat's eye marble by injecting colored glasses into a regular marble.

Hopscotch – The French call it *Marelles*, the Germans call it *Templehupfen*, the Dutch call it *Hinkelbaan*, the Vietnamese call it *Pico*, and, in Argentina, it is called *Rayuela*. Whatever it is called Hopscotch began in ancient Britain during the early Roman Empire as a method to train the military. Roman foot-soldiers ran the 100-foot-long course in full armor to improve their footwork and agility.

Slap Shots

Q – Why did the girl cross the playground?

A – To get to the other slide!

Q – What is the most popular playground food?

A – Recess Pieces!

Q – Where do chimps get a drink of water?

A – At the Monkey Bar!

Q – What did the sidewalk say to the jackhammer?

A – You really crack me up!

Well, actually, hit the sidewalks is more appropriate. Playing in the street is something we don't recommend. Nevertheless, don't wait until you get blisters on your thumbs from too much video-game play or for a parent to tell you to get off the computer! If kids a hundred years ago could invent outdoor fun – so can you! Check out these resources to learn some "Old School" games.

On The Web:
www.gameskidsplay.net

Hopscotch, Skully, Stickball, Boxball – you name it! This site provides rules to 100s of different playground games and jump rope rhymes.

Good Reads

- Marbles: 101 Ways to Play by Joanna Cole, Michael Street and Stephanie Calmenson.
- Hopscotch, Hangman, Hot Potato, & Ha Ha Ha : A Rulebook of Children's Games by Jack Macguire.

Stress and Coping

The outbreak of coronavirus disease 2019 (COVID-19) may be stressful for people. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Coping with stress will make you, the people you care about, and your community stronger.

Everyone reacts differently to stressful situations. How you respond to the outbreak can depend on your background, the things that make you different from other people, and the community you live in.

People who may respond more strongly to the stress of a crisis include

- Older people and people with chronic diseases who are at higher risk for COVID-19
- Children and teens
- People who are helping with the response to COVID-19, like doctors and other health care providers, or first responders
- People who have mental health conditions including problems with substance use

If you, or someone you care about, are feeling overwhelmed with emotions like sadness, depression, or anxiety, or feel like you want to harm yourself or others call

- 911
- Substance Abuse and Mental Health Services Administration's (SAMHSA's) Disaster Distress Helpline: 1-800-985-5990 or text TalkWithUs to 66746. (TTY 1-800-846-8517)

Stress during an infectious disease outbreak can include

- Fear and worry about your own health and the health of your loved ones
- Changes in sleep or eating patterns
- Difficulty sleeping or concentrating
- Worsening of chronic health problems

- Increased use of alcohol, tobacco, or other drugs

People with preexisting mental health conditions should continue with their treatment and be aware of new or worsening symptoms. Additional information can be found at the Substance Abuse and Mental Health Services Administration ([SAMHSAexternal icon](#)) website.

Taking care of yourself, your friends, and your family can help you cope with stress. Helping others cope with their stress can also make your community stronger.

Things you can do to support yourself

- Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting.
- Take care of your body. Take deep breaths, stretch, or meditate. Try to eat healthy, well-balanced meals, exercise regularly, get plenty of sleep, and avoid alcohol and drugs.
- Make time to unwind. Try to do some other activities you enjoy.
- Connect with others. Talk with people you trust about your concerns and how you are feeling.

Call your healthcare provider if stress gets in the way of your daily activities for several days in a row.

Reduce stress in yourself and others

Sharing the facts about COVID-19 and understanding the actual risk to yourself and people you care about can make an outbreak less stressful..

When you share accurate information about COVID-19 you can help make people feel less stressed and allow you to connect with them.

Learn more about taking care of your emotional health.

For parents

Children and teens react, in part, on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.

Not all children and teens respond to stress in the same way. Some common changes to watch for include

- Excessive crying or irritation in younger children
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting)
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Irritability and “acting out” behaviors in teens
- Poor school performance or avoiding school
- Difficulty with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain
- Use of alcohol, tobacco, or other drugs

There are many things you can do to support your child

- Take time to talk with your child or teen about the COVID-19 outbreak. Answer questions and share facts about COVID-19 in a way that your child or teen can understand.
- Reassure your child or teen that they are safe. Let them know it is ok if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- Limit your family's exposure to news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about something they do not understand.
- Try to keep up with regular routines. If schools are closed, create a schedule for learning activities and relaxing or fun activities.
- Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members.

All school buildings will be closed for deep cleaning.

Schools will be closed to all students and staff beginning Tuesday, March 17 through Monday, March 30. Only environmental cleaning experts will be allowed in school buildings along with essential staff. Families should not send their children to schools.

Healthy meals will be available to our students.

We recognize that our schools provide healthy meals to many of our students, and we will be providing free food boxes that will contain three days of breakfast and lunches for every student in the household. All families will be able to pick up meals at their nearest CPS school beginning Tuesday, March 17, between 9 a.m.

and 1 p.m. daily. Lunchroom staff will prep, bag, and provide meals outside of the school building.

Please Utilize below Resources if you need Social Emotional Support

Metropolitan Family Services

235 E 103rd St
Chicago, IL 60628
(773)371-3600

SASS

(800)345-9049

Ada S. McKinley Community Services, INC

2715 W. 63rd Street
Chicago, IL 60629
(773) 918-6100

<https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>



Jesse Sherwood Elementary School 245 W. 57th St. - Chicago, Illinois 60621
Telephone 773/535-0829 - Fax 773/535-0872

VERY IMPORTANT LETTER – PLEASE READ

March 14, 2020

Dear Parents:

Chicago Public Schools (CPS) continues to work in partnership with the Chicago Department of Public Health (CDPH) to monitor the coronavirus (COVID-19) and make decisions that are in the best interest of the entire CPS community. Public health experts have recommended closing district schools at this time. CPS is committed to supporting student learning and academic engagement during the school closing. I'm writing to let you know that Sherwood has contingency learning plans in place so students can stay engaged academically since the entire school needs to stay home for an extended period of time.

On Monday, March 16th, hard copies of supplemental materials and resources will be sent home with your child. Additionally, we will email digital resources to parents and students to access electronically. Please visit our website at sherwood.cps.edu to update your information in order for me to email you throughout our closure. Also, please ask your child to check their email for correspondence from their teacher or the district. Mr. Brown has provided them their user names and passwords.

These at-home learning opportunities are being used and are assignments to be used as learning activities that will be counted as enrichment, not towards your child's grade. We do however encourage your child to complete them at home.

We will update our school website with more information about the closure and contingency enrichment learning opportunities for our school. Please visit our school website at sherwood.cps.edu to access the materials and check for important updates.

The district has been sending, and will continue to send, regular COVID-19 updates to parents with more specific guidance. If you have not received these letters, I ask that you please update your emergency contact information with the school so we can ensure you receive accurate and timely information. You can also update your emergency information on our website at sherwood.cps.edu.

For the most reliable information about COVID-19, please visit:

- Chicago Department of Public Health: <http://www.chicago.gov/coronavirus>
- Centers for Disease Control and Prevention: <http://www.cdc.gov/coronavirus>
- Chicago Public Schools: <https://cps.edu/coronavirus>

If you need help locating medical care, please reach out to the CPS Office of Student Health and Wellness at oshw@cps.edu or by calling the Healthy CPS Hotline at 773-553-KIDS (5437). If you have specific questions about our school's learning opportunities, please contact me at Alice Buzanis at 773-535-0615 or 773-841-6392. You can also text me at 773-841-6392.

Please stay safe and again, remember to check our website at sherwood.cps.edu for updates and information as well as our ClassDojo, Twitter, FaceBook or Instagram. All of these links are on our school website at <https://sherwood.cps.edu>. I also need you to update your emergency forms with updated phone numbers. This also can be done on our website. Be safe and we will see each other soon.

Sincerely,

Alice Buzanis

Name Mina Thompson
Room# 213

AFRICAN AMERICAN QUILTING AND PATTERN DESIGNS

The history of quilting in the African American community is nearly as old as America itself. Slave women spun, wove, and quilted for other wealthy households and many became highly skilled.

While it is thought that few slaves had the resources or time to create quilts for their personal use, stories persist about quilts being used as secret coded maps along the Underground Railroad. Hanging in windows, the quilts showed escape routes and houses of refuge for runaway slaves.

In 19th century America, many women engaged in some form of needlework. African American women sewed and quilted out of necessity to keep their families clothed and warm. Enslaved women and girls spent hours sewing and mending clothing and making quilts for the members of the master's household under the watchful eyes of the mistress. Many enslaved people were issued a blanket every three years and slept on a dirt floor or a plank bed. The warm quilts offered some relief from these harsh conditions. Quilts had to be sturdy to endure years of hard use.

At night when they had returned home, enslaved women might gather to work on a quilt; these get-togethers were called Quilting Bees. A quilt would be stretched over a large frame and the women stitched and talked the night away. This was one of the few times African Americans were allowed to gather together for pleasure.

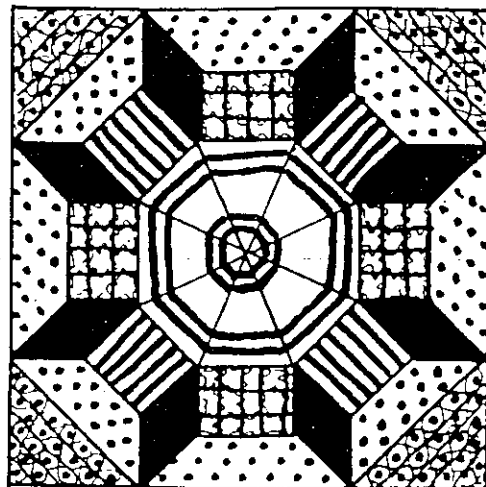
Quilting was also a way for them to connect and express some of their talents. Quilts were used on beds, floors, wagons seats and any place that warmth was needed. Enslaved women who worked the fields tied their babies to fence posts in old quilts to keep them safe while they worked. Special quilts called Healing Quilts were used during religious ceremonies such as baptisms and burials. Quilting was one of the few ways African American could record their past and present life. Fabric scraps were cut

into shapes and pieced together to reserve memories of their African heritage. The color choices, stitching patterns and even tears recorded their desperate situation. An old scrap from someone's jacket could tell a story about that person by sparking a memory.

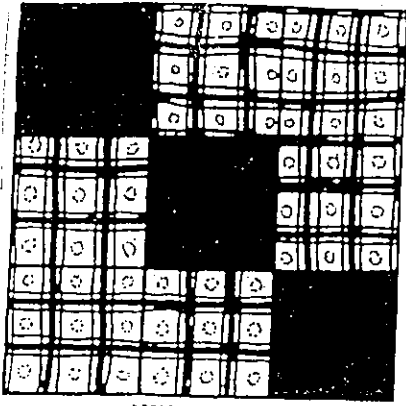
These quilts clearly demonstrate the influence of the African American experience in America and throughout the Diaspora. Even though slave quilts were not recognized as works of art during that time and few have survived for us to admire, they remind us that the Human Mind, Spirit, and Talent can transcend the cruelest form of treatment and live on. Today quilting is recognized has a form of art and quilts are considered valuable works of art, collected by many and viewed in museums around the world.

Drawing Assignment- Quilting Pattern Designs

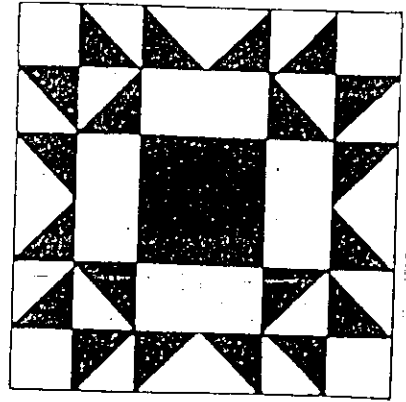
Under each quilt pattern is a blank grid. Copy each of the quilt patterns in the blank grids. Use a pencil to draw and shade.



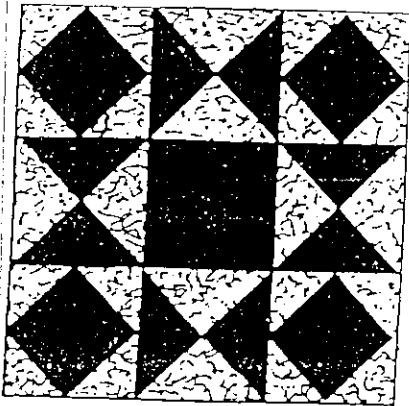
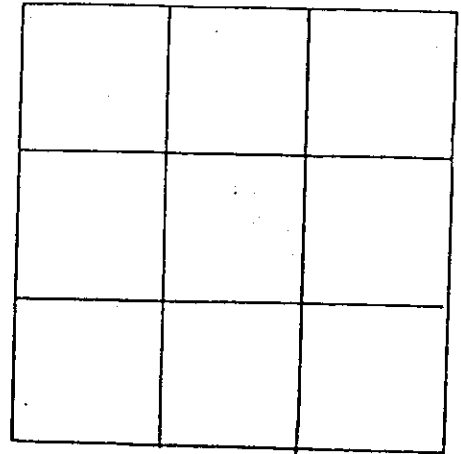
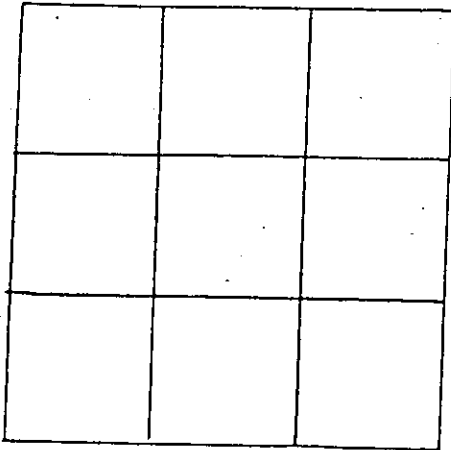
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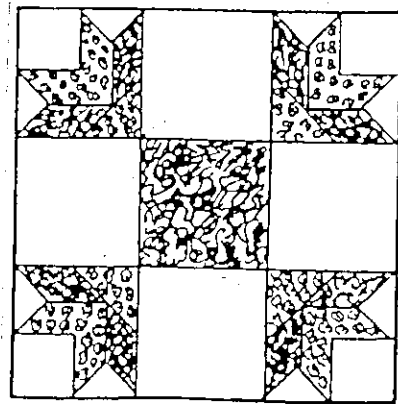
NINE PATCH



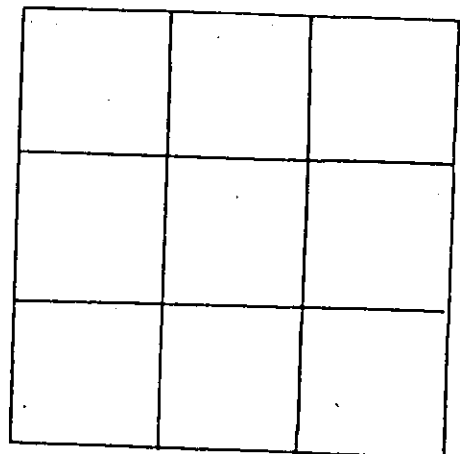
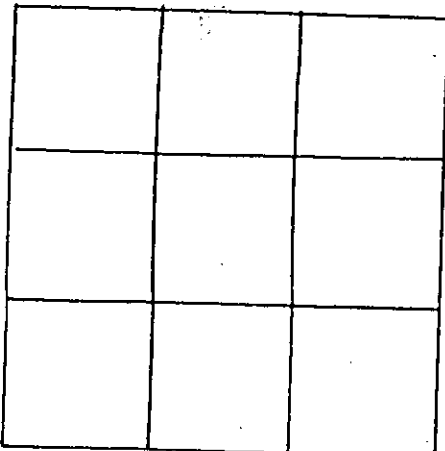
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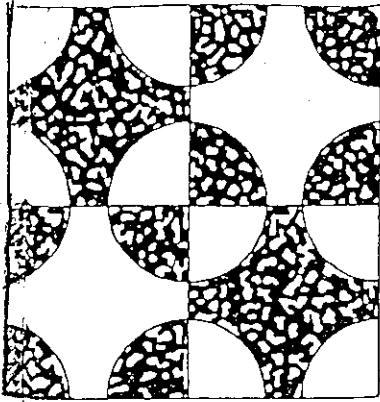


COMBINATION STAR

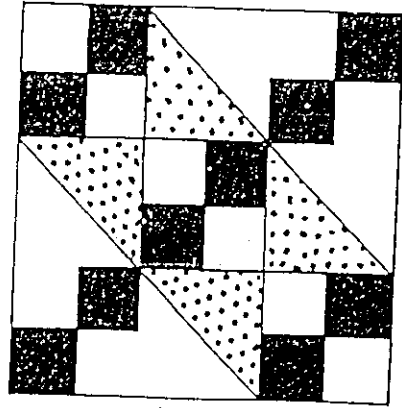


TURKEY TRACKS

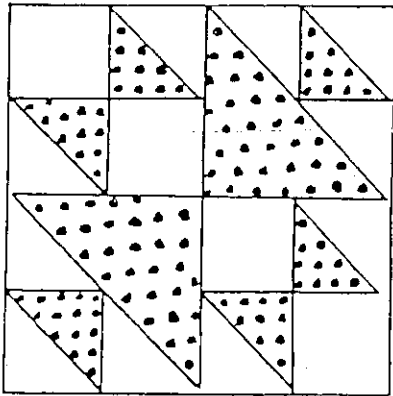
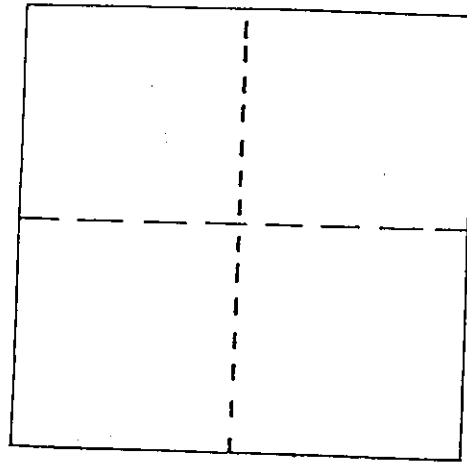
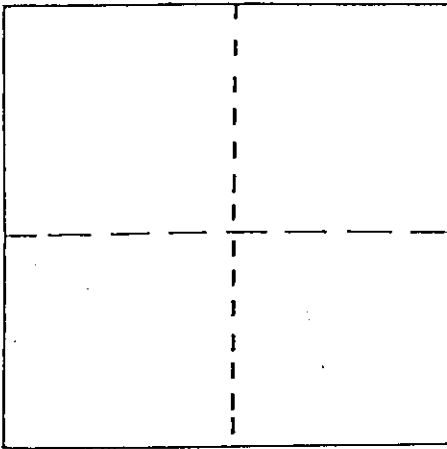




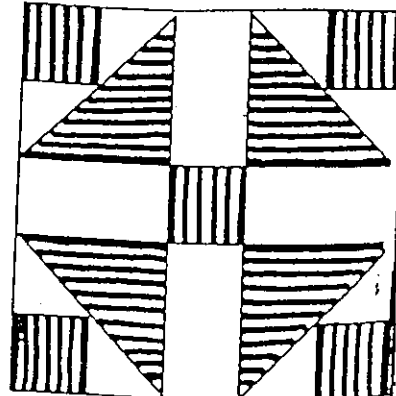
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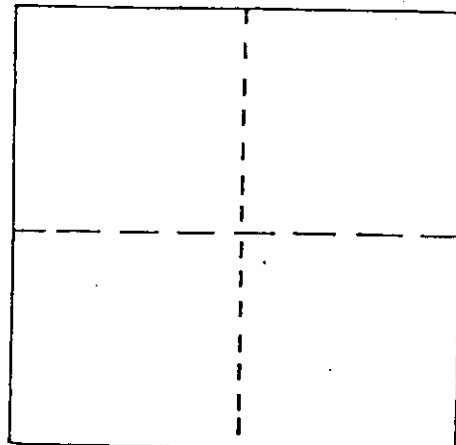
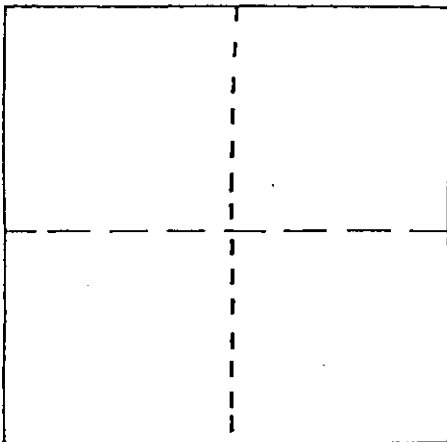
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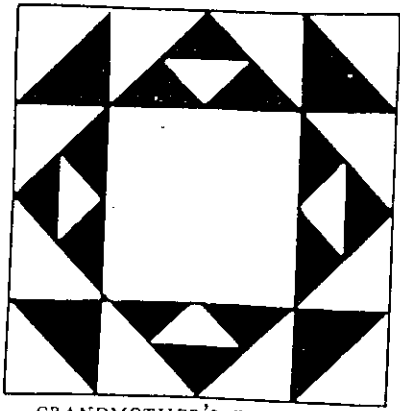


DOUBLE X

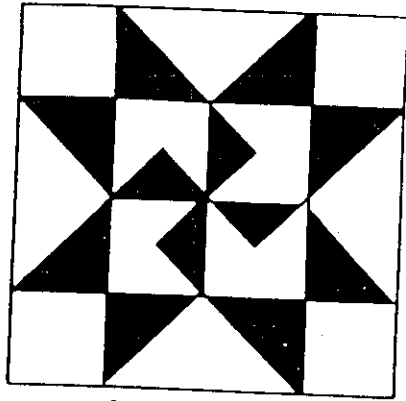


GRANDMOTHER'S CHOICE

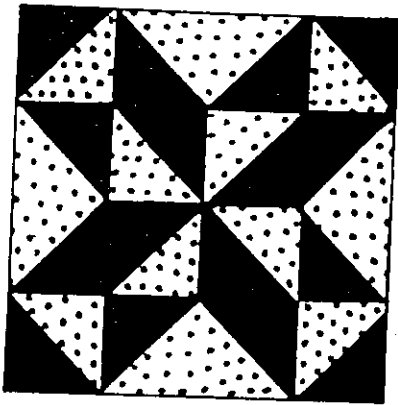
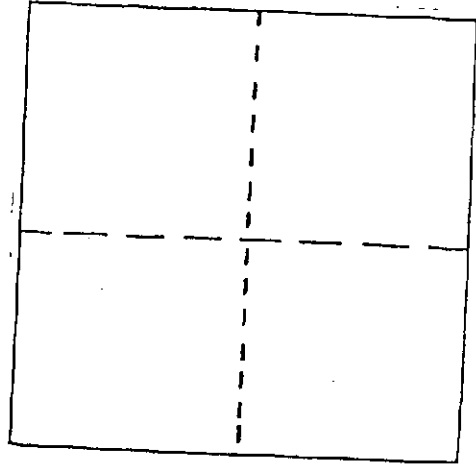
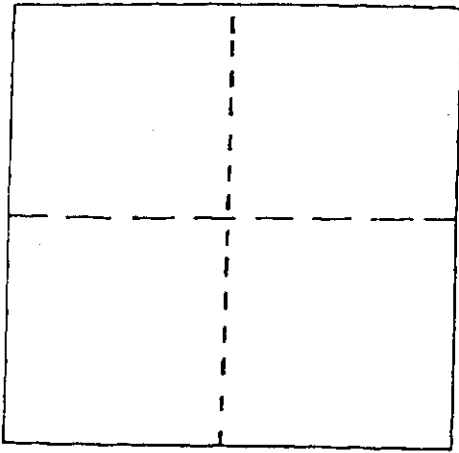




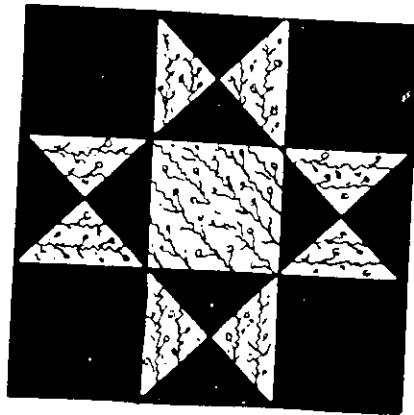
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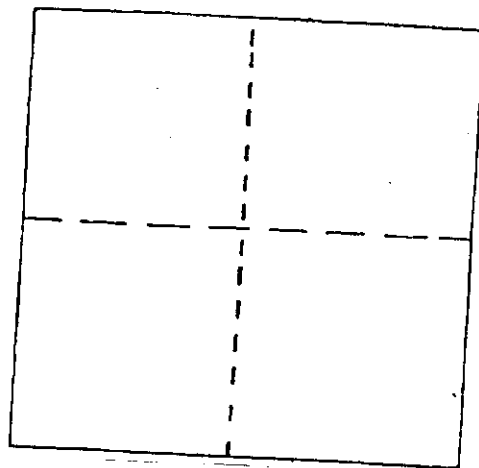
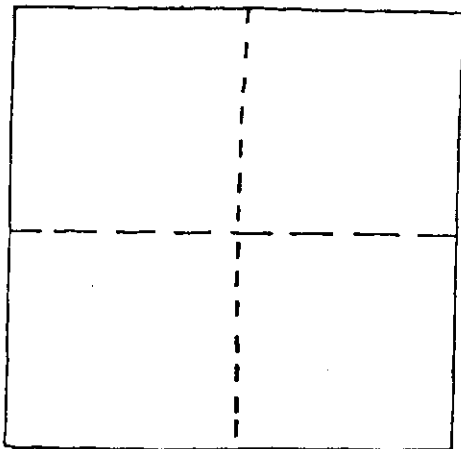
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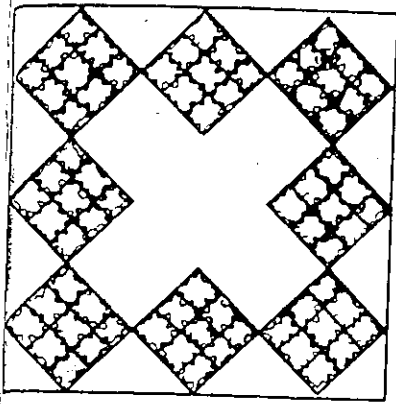


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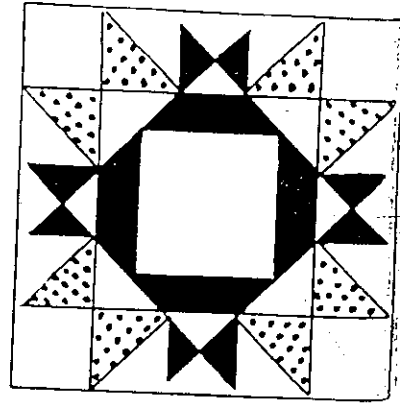
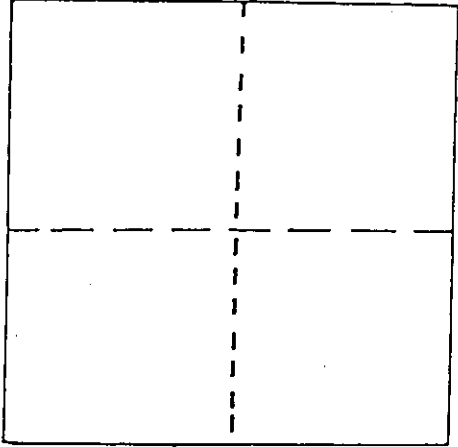


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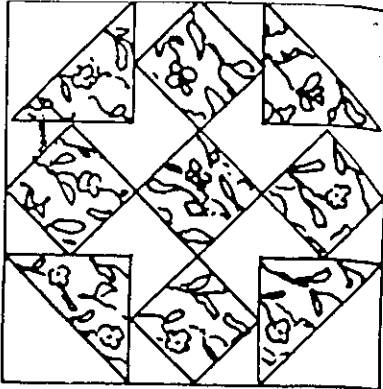
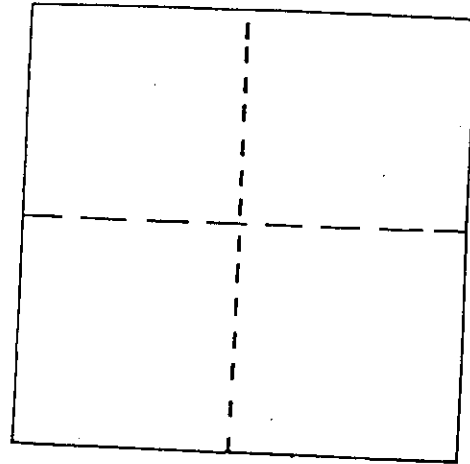




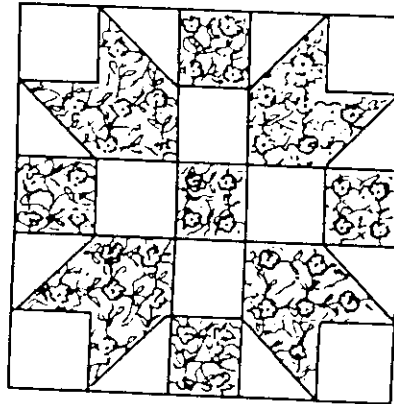
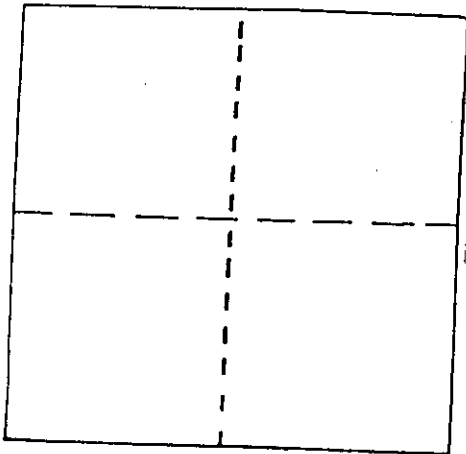
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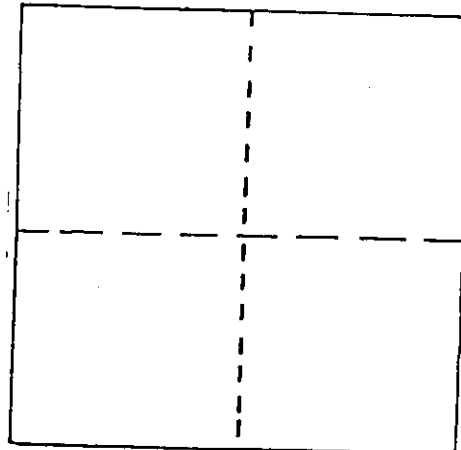
KING DAVID'S CROWN



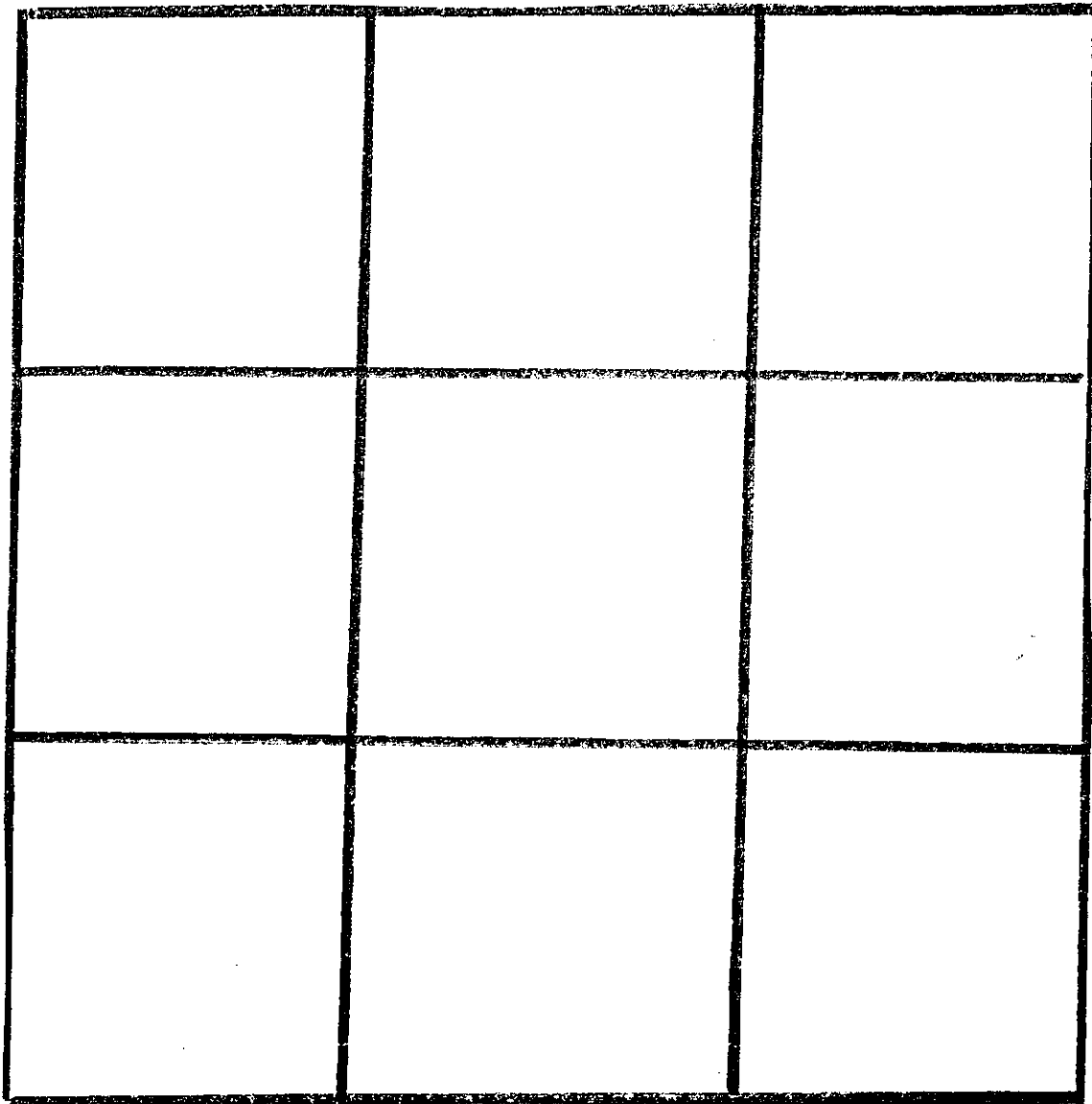
SAW TOOTH



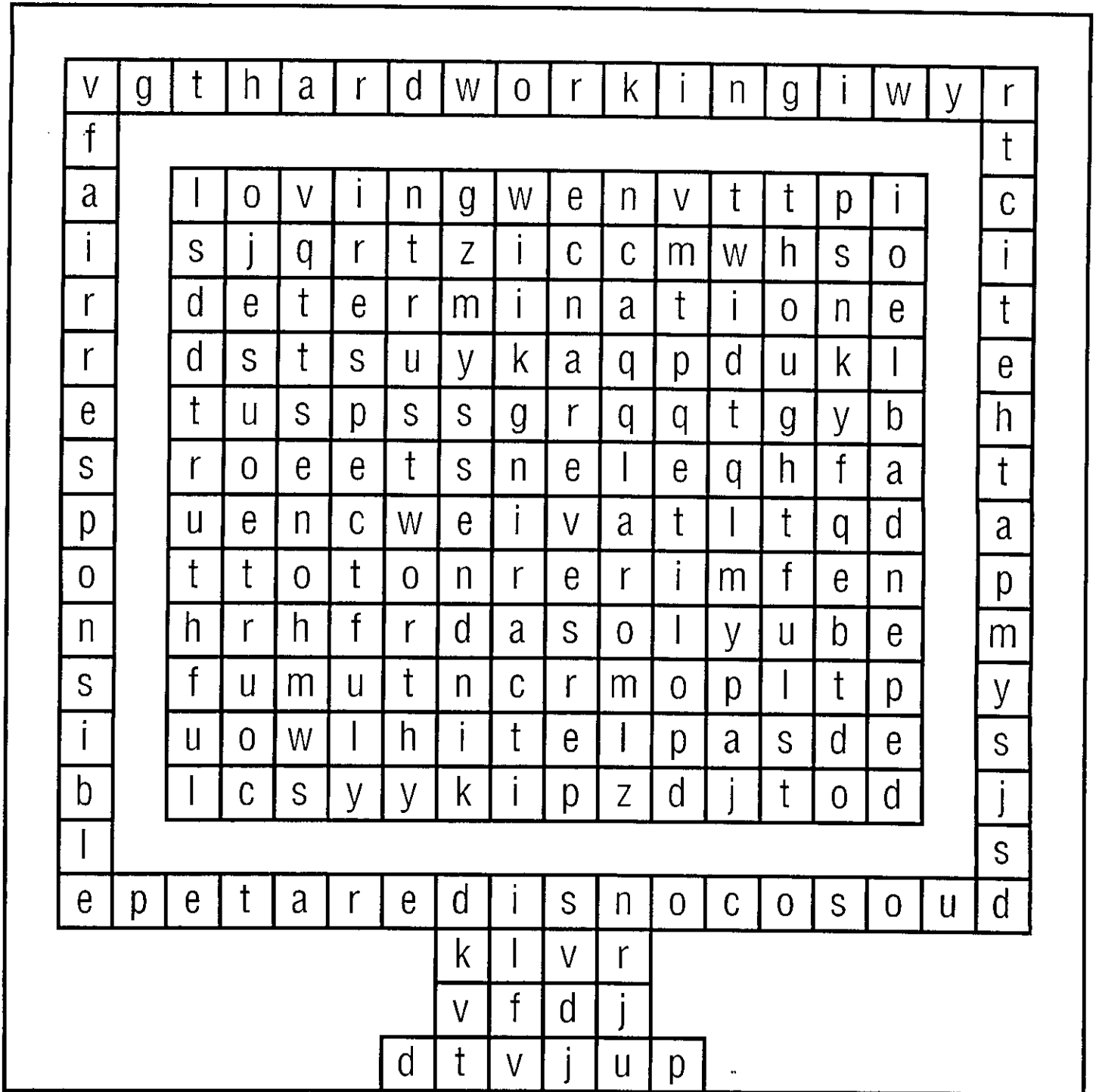
SISTER'S CHOICE



Create your own Quilting Pattern



Word Search: Character Counts



- | | | | | |
|-------------|--------------|--------------|---------------|-------------|
| truthful | kindness | perseverance | determination | trustworthy |
| caring | fair | honest | responsible | dependable |
| sympathetic | hard working | courteous | loving | polite |
| considerate | moral | respectful | thoughtful | |