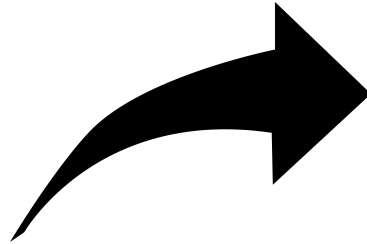


Parents Make the Difference



Guides to Help Children Learn More

- Read Stories Thoughtfully
- Expand Vocabulary by Reading More
- Read and Write about Real People, Places, Events
- Practice Math Facts
- Analyze Math Questions
- Write What You Learn

More Resources:
<http://teacher.depaul.edu>

CONTENTS

Literacy Connections	p. 3
The Science Connection: Thinking	p. 18
Math Connections	p. 24
Learning Reporter	p. 30

Common Core: Thinking More

This is a Common Core reading standard:

1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

To see what it means, do it! Read closely each of these sayings. Then choose one and draw a picture that shows what it means to you.

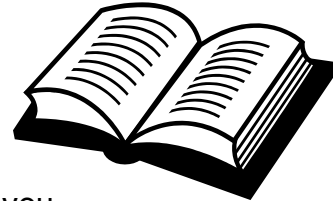
1. If you wish to learn the highest truths, begin with the alphabet. (Japan)
2. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)
3. He who does not know one thing knows another. (Kenya)
4. The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)
5. She that would lead must be a bridge. (Wales)
6. Do good, and don't worry to whom. (Mexico)
7. I dwell in possibility. (Emily Dickinson)
8. Lower your voice and strengthen your argument. (Lebanon)
9. A clever person turns big troubles into little ones and little ones into none at all. (China)
10. Everyone is the age of her heart. (Guatemala)
11. You must be the change you wish to see in the world. (Mahatma Gandhi)
12. Life is a promise; fulfill it. (Mother Teresa)
13. Fall seven times, stand up eight. (Japan)
14. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)
15. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (Dr. Martin Luther King, Jr.)
16. Don't let yesterday use up too much of today. (Cherokee)
17. One of these days is none of these days. (Traditional)
18. The habit of thinking is the habit of gaining strength. (Nigeria)



Guide Your Child to Make More Learning Progress

When parents guide children to read, think, write, use math, and watch educational television programs, the future is unlimited.

How to Increase Your Child's Reading Success



Read aloud to your child. Listen to your child read aloud to you.

Ask these questions about a story:

Who are the people in the story?

What happens? Why?

What do you think will happen next?

After your child reads the story, ask more questions—“What did you like?”
“Who made a choice? Why?”

Then ask your child to draw and write about the story. Your child even could write the sequel!

Turn off the sound when watching TV—ask your child: What’s next? What do you predict will happen? WHY?

Then after the program ends, ask your child what will happen NEXT? What’s the sequel?

Make More Math Progress

Times Tables

Students need to know the times tables. Work with one number each day, from 2-12, for 11 days. Practice with lists or cards—put the multiplication on one side, the answer on the other. Then mix up the cards and ask your child to tell the answer.

Measurement

Use a ruler or tape measure to measure things at home. Your child can measure rooms, furniture, and other objects. First, ask your child to estimate the length and width. Then check the estimate—measure the object to see how big it really is.

Independent Reading/Writing Activities

Connect reading and writing with active projects that students can do individually or with a learning partner.

Read a story. Draw pictures of the people in the story. Turn them into puppets and act out a part of the story.	Illustrate a paragraph or a page. Use drawings to show what the text means.	Create challenging multiple choice questions about topic. Then exchange the questions.	What will people in the next century want to know about Chicago today? Make a time-capsule of things they should know about us today.	Play Knowledge bingo. Put facts on different squares of a bingo card. Then put the same facts on small pieces of paper. Mix them up and play bingo. Then write what you learned from the game.	Write a story as a team. Each student writes one sentence, then gives the story to the next student to continue
Make a diagram showing how two things are alike and different. This kind of diagram is called a Venn.	Make a sports writing game. Write verbs, nouns, and adjectives on pieces of paper. Then use your words to write sports stories.	Invent a better way to do something. Draw a picture of your invention. Explain how and why people will use it.	Make a Chicago sports map. Tell where a team is playing. Make a key to show what's important about each place. Then write a news report about where the team is and how they are doing.	Read about a topic. Then list your "top ten" important facts about that topic.	Write and draw about yourself ten years from today. Make a time-line of how you get there.
Make a weather graph. Then write a weather report for Chicago birds.	Make a crossword puzzle about a topic you like.	Make a time-line showing what happens in a story. Use words or draw pictures.	Write a description of a place. Give your description to another student. Ask that student to draw the picture of that place.	Make a Chicago alphabet book.	Choose the five most important words on a page. Write clues to help someone else find them on that page--your clues should be challenging.

PICTURE WORD BANK

TOPIC: _____

WORD	Show what it means. Draw a picture.

Write a sentence with one or two of your words.

I can write a sentence with sight words.

Here are some words from the Fry High Frequency Word List
Use them and your own words to write sentences.

a	did	her	never	sing	walk
about	do	here	new	sit	want
after	does	him	no	six	warm
again	done	his	not	sleep	was
all	don't	hold	now	small	wash
always	down	hot		so	we
am	draw	how	of	some	well
an	drink	hurt	off	soon	went
and			old	start	were
any	eat	I	on	stop	what
are	eight	if	once		when
around	every	in	one	take	where
as		into	only	tell	while
ask	fall	is	open	ten	white
at	far	it	or	thank	who
ate	fast	its	our	that	why
away	find		out	the	will
	first	jump	over	their	wish
be	five	just	own	them	with
because	fly			then	work
been	for	keep	pick	there	would
before	found	kind	play	these	write
best	four	know	please	they	
better	from		pretty	think	yellow
big	full	laugh	put	this	yes
black	funny	let		those	you

My Sight Word Sentences

The More You Know the Farther You Can Go

ILS1C I can identify and use important vocabulary I find in reading.

**List important words from the reading.
Then use each word in YOUR OWN sentence.**

Word	Sentence

THINK MORE!

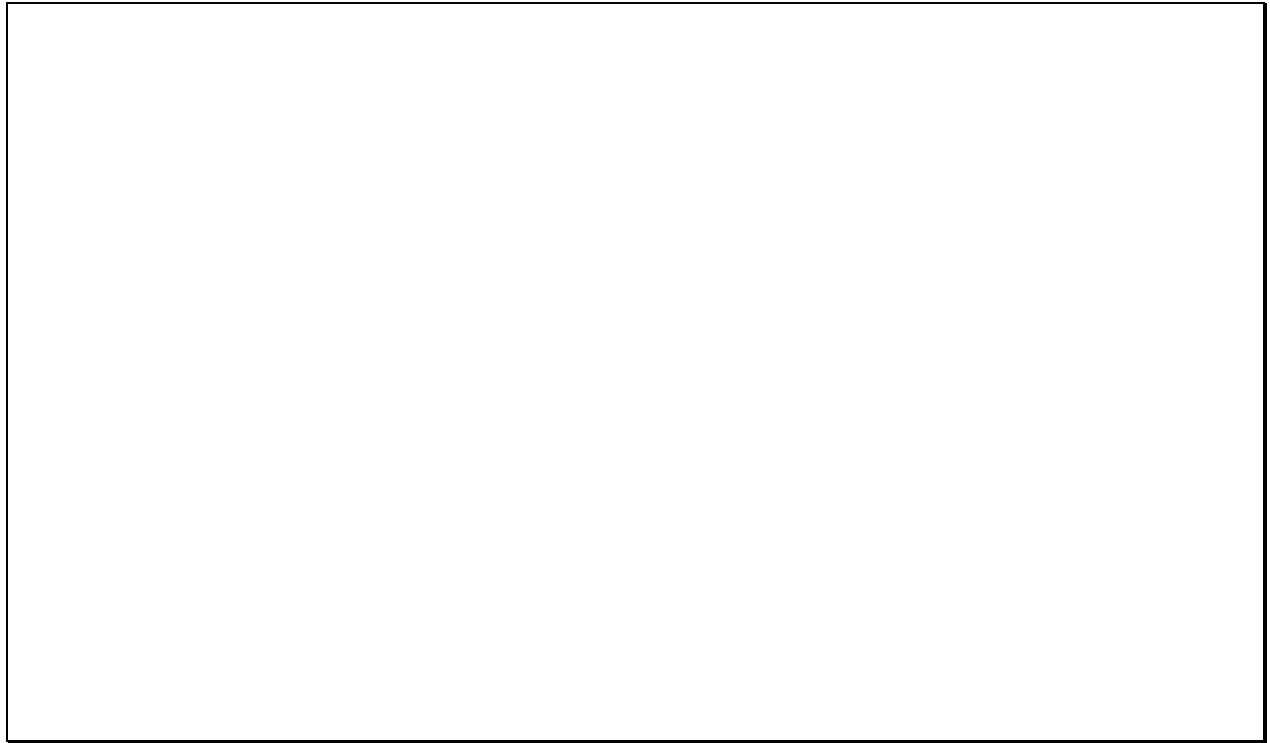
Write a paragraph that explains what you learned. Use all of your words in it.

Picture Meaning

ILS 1B Competence: Can illustrate a text.

Choose one paragraph or page.

Draw a picture that shows what it says.



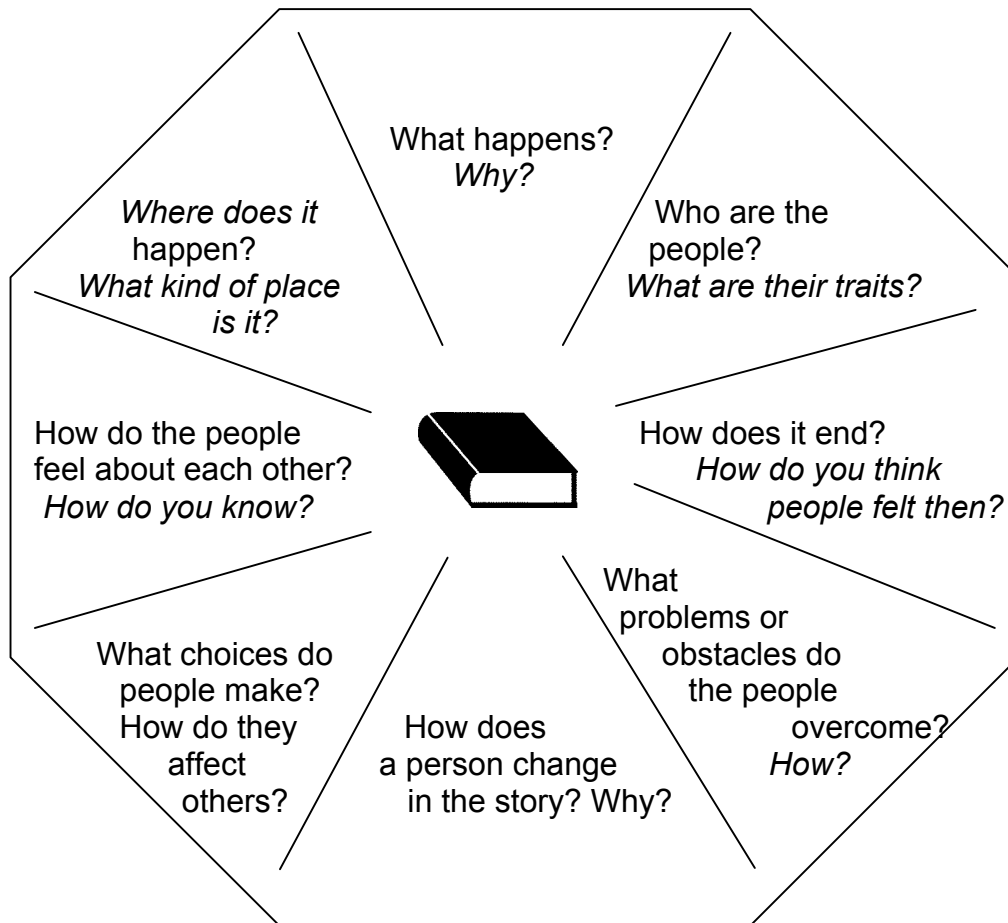
Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they think your picture says.

Common Core says: Read THOROUGHLY

Here are three Common Core standards.

1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.
2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.
3. **Analyze** how and why **individuals, events, and ideas develop and interact** over the course of a text.

Students need to read thoughtfully, they're not done when they finish a book, they have just begun.



What lesson can people learn from this story?

Support your answers with evidence from the story.

The Train Ride

I can sequence, infer character traits and

motive, summarize, infer and support main idea. (ILS1B and C) *Includes questions you can ask about any story.*

"Hurry up, Tee, or we're going to miss it."

My name is actually Terrence, but you'd never know it from listening to everyone around me. The only person who ever called me by my proper name was my grandmother, but since she's been gone, Tee is all I hear.

"Get out of the fridge. We don't have time, and you already finished the last of the macaroni."

Mom generally moves at 90 miles an hour, but she's really in overdrive this evening. Since this whole thing began, she's been watching the news every night, clipping newspaper articles, and talking about nothing but politics to anyone who'll sit still and listen for more than a minute. Except for the times when she's chasing after me, I've never seen her so energized. The way she's been talking about it all week long, you'd think that she was the one delivering the acceptance speech tonight.

"If you're not ready in 30 seconds, I'm leaving you here," she yells from the front door. But I know she wouldn't leave without me. "You'll be grounded for a month of Sundays if we're still on the train when he begins."

The truth is that she managed to get me excited about the election, too. I'm not quite as excited as she is. I don't think anybody is. But seeing someone who looks like me, a skinny kid with big ears, become a President of the United States, well, it makes me think anything is possible. That thought is enough to get me to slam shut the refrigerator door, grab my sweatshirt, and race down the hallway for the door.

As we speed walk towards the station, I have to almost run to keep up with Mom. I never saw her hurry like this.

Finally, we're at the station, and I feel like we're really on our way now. When the train pulls in, I can't believe my eyes. Each train car is packed full. There's standing room only, just like rush hour. It seems like everyone is talking, and even the silent few are smiling. I've never seen any of these people in my life, yet people are talking with me.

The intercom crackles: "47th Street, 47th Street. No smoking or radio players. Next stop 35th."

I look over to my mom, who's lost in thought. I know she can't tell whether or not I understand everything that's going on -- that's been going on for these last 12 months. I don't know if I do, but I feel a tingling inside that tells me I might.

"Harrison... Harrison. No smoking or radio players. Next stop, Jackson. That's Grant Park." Everyone cheers -- it is so exciting.

I feel my heartbeat quicken as I realize that, for once in my life, I won't be reading about the big things that make it into history books. I'll be watching it unfold in front of my eyes.


I look over at my mom and catch her looking at me, nodding. We've arrived.

Write your answers to these questions on another page.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Main Idea: What do you think is the main idea of the story? Why?

Make Your Own Multiple Choice Question

Question Maker: Write your question here.



Write the correct answer and three other possible answers here:

- | | |
|----|----|
| a. | c. |
| b. | d. |

Question Taker:

Circle the best answer. Then, in the oval, explain why you chose that answer.

THINK IT THROUGH

Chicago's First Leader

ILS1B I can use information from a reading to develop and support an idea.

Long before there was a city of Chicago, a brave man moved here. It was tough to live here then. There were no stores. There were no settlers. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, too. So, it was hard to travel. In spring, there was a lot of rain and mud, and that made it hard to travel as well.

Then an early Chicago leader came here. Jean Baptiste Point DuSable was the first non-Native American to choose to settle in this area. This African American leader built a cabin on the Chicago River. He started a business by trading with the Native Americans. He opened a trading post there in the late 1770's. At first, it was just a small home. Jean Baptiste Point DuSable stayed for more than 20 years and added to it. His building became the most important place in the area.

Getting things to Chicago was hard. Chicago was a very small town. It was hundreds of miles away from the closest city. At first, DuSable traded only with the Native Americans and a few explorers. He would trade tools and other goods for things that they grew, hunted, or made. As more explorers came to the area, his trading post became more important. Settlers bought goods as well.

DuSable's trading post allowed explorers to keep going. They could buy supplies at his post and then keep traveling further. That trading post helped start Chicago as a city. When families moved to Chicago to settle, they could get what they needed to live at the trading post.

At the trading post, settlers bought many things. DuSable sold blankets, butter, flour, furs, knives, cloth, hats, guns, and gunpowder. Settlers and Native Americans both traded for these goods or paid money.

DuSable was the first person who helped people to come to Chicago and settle here. So, much later, Chicago declared him the "father" of the city because he made it possible to settle here.

Today there is a harbor and park honoring DuSable. That park is very close to the place he started the first Chicago business. Perhaps the biggest legacy from DuSable is the location of the city. His trading post was the starting point for the building of the town that became today's big city.

Based on what you knew and what you read...

Why is DuSable important to Chicago? Use examples from the reading and your ideas about what he accomplished in your answer.

Harold Washington's Acceptance Speech – April 12th, 1983**Chicago, IL**As transcribed by Hannah Lantos, from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

ILS5A I can compare two persons based on a reading and prior knowledge.

5th grade reading level but concept level is higher—will need guidance.

The following excerpt is from the speech that Mayor Harold Washington made when he won the election in 1983.

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's alright! That's alright! That's alright! You never get 'em all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!

Based on what you knew and what you read...

How are Barack Obama and Harold Washington alike?

Make Inferences with evidence: Harold Washington's Speech

QUESTION	ANSWER	EVIDENCE
<i>How do you think Harold Washington felt about the people who had voted for him?</i>		
<i>What is a trait of Harold Washington?</i>		
<i>Why did some people vote for Harold Washington?</i>		
<i>What caused problems that the new mayor would face?</i>		
<i>What do you think one of the people who heard the speech did next?</i>		
<i>What is the main idea of the speech?</i>		<i>Underline in the speech the parts that give you that idea.</i>

I've Got Peace Like a River

ILS2A: I can infer ideas and values represented in a spiritual.

<p>I've got peace like a river in my soul I've got a river in my soul</p> <p>I've got joy like a fountain in my soul I've got a fountain in my soul</p> <p>I've got love like an ocean in my soul I've got an ocean in my soul</p>	
--	--

❖ *What is the main idea or theme of the song?*

❖ *Write the next part of the song.*

Poem Builder

ILS3C Competence: Can write about a topic in a variety of formats.

Topic _____

- ✓ List words that are part of explaining the topic.
- ✓ Draw a picture or diagram of what you think about this topic. Then write your poem.

Words

Picture/Diagram



POEM

Poets think more!

The SCIENCE CONNECTION: THINKING

Inventions and Inferences

Choose an invention you think is important.

Why might someone have invented it?

What jobs would it lead to?

What changes would it cause?

Inventions of the 1800's

1800 the battery	1858 the rotary washing machine
1810 the first gas light	1862 the machine gun
1810 the tin can	1866 dynamite
1814 the first steam locomotive	1868 tungsten steel
1823 the mackintosh (raincoat)	1873 barbed wire
1824 the first toy balloon	1876 the microphone and telephone
1824 modern building cement	1877 the phonograph
1827 the modern matches	1880 a form of toilet paper
1829 Braille printing	1880 the modern seismograph
1830 the sewing machine	1881 the metal detector
1835 the revolver	1884 the mechanical cash register
1835 the wrench	1884 the fountain pen
1836 the propeller	1884 the first gasoline-fueled, spark ignited, piston-engine car
1837 the telegraph	1885 the petrol engine and the motorcycle
1838 Morse code	1886 the dishwasher
1839 a bicycle	1887 invents radar
1839 rubber vulcanization	1888 the alternating current motor
1840 the blueprint	1888 the pneumatic tire
1841 the stapler	1891 the escalator
1842 the first grain elevator	1892 the internal combustion engine
1843 under-ground rail travel	1893 the zipper
1848 the dental chair	1896 the rubber heel
1849 the safety pin	1898 the diesel engine
1850 the refrigerator	1898 the roller coaster
1851 the mechanical elevator	1899 the motor-driven vacuum cleaner
1857 the Pullman sleeping car	

What will you invent?

What Can I Do With a Major in Biology?

Sample Occupations:

Acupressurist
Dietician
Medical Researcher
Agricultural Researcher
Ecologist
Microbiologist
Animal Biologist
Exercise Physiologist
Athletic Director
Fitness Instructor
Parasitologist
Bacteriologist
Food Chemist
Biochemist
Forensic Scientist
Pest Control Specialist
Biological Photographer
Forester
Pharmaceutical Salesperson
Biophysicist
General Practitioner
Physical Therapist
Botanist
Health and Nutrition Consultant
Physiologist
Pathologist
Chiropractor
Licensed Practical Nurse
Psychobiologist
Marine Biologist
Curator
Strength and Conditioning Specialist
Cytotechnologist
Medical Doctor
Toxicologist
Medical Examiner
Astronaut

You're the _____

Common Core emphasizes academic vocabulary.
It also requires students to know grammar.
This exercise helps them learn the parts of speech.

List words that you would need to know to explain the solar system.

Then use your words for one of these projects:

- Write your autobiography
- Write a page in a textbook
- Write a speech

nouns	verbs	adjectives

Word Bank: Plants

Common Core emphasizes learning academic vocabulary.

This chart lists some words your child can learn by reading and then writing.

Basics	Kinds of Plants	Changes	Environment	Careers
stem = <i>tronco</i> leaf = <i>hoja</i> root = <i>raíz</i> tap root = <i>raíz primaria</i> root hairs = <i>pelos</i> <i>absorbents</i> garden = <i>jardín</i> simple leaf = <i>hoja sencilla</i> compound leaf = <i>hoja compuesta</i> flower = <i>flor</i> stamen = <i>estambre</i> <i>pistil = pistilo</i> fruit = <i>fruta</i> seed = <i>semilla</i> seed coat = <i>capa de semilla</i> cell wal = <i>pared celular</i> chlorophyll = <i>clorofila</i>	deciduous = <i>cáduco</i> conifer = <i>conífera</i> perennial = <i>perenne</i> annual = <i>anual</i> producer = <i>productor</i> decomposer = <i>descompuesto</i>	life cycle = <i>ciclo vital</i> germination = <i>germinación</i> season = <i>temporada</i> seedling = <i>plantón</i> flowering = <i>floreciendo</i> pollination = <i>polinización</i> fruiting = <i>frucción</i> photosynthesis = <i>fotosíntesis</i> growth = <i>crecimiento</i> bloom = <i>florecimiento</i>	soil = <i>tierra</i> moisture = <i>humedad</i> temperature = <i>temperatura</i> light = <i>luz</i> rainfall = <i>aguacero</i> climate = <i>clima</i> tropical = <i>tropical</i> temperate = <i>temperatura</i> desert = <i>desierto</i> photo period = <i>periodo de foto</i> ground = <i>suelo</i>	botanist = <i>botánico</i> horticulturist = <i>horticulturista</i> landscaper = <i>paisajista</i> flower store worker = <i>trabajador de tienda de flores</i> gardener = <i>jardinero</i>

Write with the words.

Tell about how plants change.

Tell about your job in the future—when you're a botanist.

Word Bank: Seasons and Weather

Common Core emphasizes learning academic vocabulary.

This chart lists some words your child can learn by reading and then writing.

Basics	Measurements	Changes	Events	Careers
air = <i>aire</i>	air pressure = <i>presión de aire</i>	autumnal	blizzard = <i>ventisca</i>	meteorologist = <i>meteorólogo</i>
air mass = <i>masa de aire</i>	day = <i>día</i>	equinox = <i>equinoccio de</i>	greenhouse effect = <i>effecto</i>	meteorology = <i>meteorología</i>
clouds = <i>nubes</i>	degree = <i>grado</i>	<i>otoño</i>	<i>invernadero</i>	weather
cirrus clouds = <i>nubes cirrosas</i>	dew point = <i>punto de</i>	vernal	hurricane = <i>huracán</i>	forecaster = <i>pronosticador</i>
cumulus	<i>condensación</i>	equinox = <i>equinoccio</i>	thunderstorm = <i>tormenta</i>	<i>del tiempo</i>
clouds = <i>acumulación</i>	Fahrenheit = <i>Fahrenheit</i>	vernal	<i>eléctrica</i>	
<i>de nubes</i>	humidity = <i>humedad</i>	summer	tornado = <i>tornado</i>	
climate = <i>clima</i>	latitude = <i>latitud</i>	solstice = <i>solsticio de</i>	trade winds = <i>vientos alisios</i>	
tides = <i>marea</i>	longitude = <i>longitud</i>	<i>verano</i>	tsunami = <i>tsunami</i>	
current = <i>corriente</i>	relative humidity = <i>humedad</i>	winter	weathering = <i>desgaste</i>	
precipitation = <i>precipitación</i>	<i>relativa</i>	solstice = <i>solsticio de</i>	<i>atmosférico</i>	
temperature = <i>temperatura</i>	thermometer = <i>termómetro</i>	<i>invierno</i>		
wind = <i>viento</i>	temperature- humidity index = <i>índice de</i> <i>temperatura de</i> <i>humedad</i>			
	thermostat = <i>termostato</i>			
	wind vane = <i>paleta de viento</i>			

Write with the words.

Tell about seasons and weather.

Technology and Physics Vocabulary

Common Core emphasizes learning academic vocabulary.

This chart lists some words your child can learn by reading and then writing.

K-1	2	3	4	5	6-8
air / <i>aire</i> big / <i>grande</i> cold / <i>frio</i> color / <i>color</i> cool / <i>fresco</i> drink / <i>bebida</i> feel / <i>sentir</i> gas / <i>gas</i> hot / <i>caliente</i> light / <i>luz</i> see / <i>vea</i> shape / <i>forma</i> size / <i>tamaño</i> small / <i>pequeño</i> smell / <i>olor</i> solid / <i>solido</i> warm / <i>tibio</i> water / <i>agua</i> wet / <i>moje</i>	few / <i>pocos</i> foot / <i>pie</i> inch / <i>pulgada</i> large / <i>grande</i> little / <i>poco</i> many / <i>muchos</i> metal / <i>metal</i> mile / <i>milla</i> paper / <i>papel</i> rock / <i>pedra</i> short / <i>chico</i> tall / <i>alta</i> wood / <i>madera</i>	balance / <i>equilibrio</i> effort / <i>esfuerzo</i> energy / <i>energía</i> force / <i>fuerza</i> friction / <i>fricción</i> fulcrum / <i>fulcro</i> function / <i>función</i> gravity / <i>gravedad</i> inclined plane / <i>avion</i> <i>inclinado</i> invention / <i>invención</i> lever / <i>palanca</i> machine / <i>máquina</i> mechanical / <i>mecánico</i> motion / <i>movimiento</i> pull / <i>tire</i> pulley / <i>polea</i> simple machine / <i>máquina</i> <i>sencilla</i> slope / <i>cuesta</i> wheel / <i>rueda</i> wheel and axle / <i>rueda</i> <i>y el eje</i> work / <i>trabajo</i>	absolute zero / <i>cero</i> <i>absoluto</i> acceleration / <i>aceleración</i> attract / <i>atraiga</i> boiling point / <i>punto</i> <i>hirviente</i> Celsius / <i>Celcius</i> deceleration / <i>desaceleración</i> degree / <i>grado</i> electromagnet / <i>electroimán</i> energy transfer / <i>transferencia de</i> <i>energía</i> Fahrenheit / <i>Fahrenheit</i> force / <i>fuerza</i> friction / <i>fricción</i> inertia / <i>inercia</i> insulator / <i>insultator</i> magnet / <i>imán</i> magnetic / <i>magnético</i> magnetic field / <i>campo magnético</i> magnetic force / <i>fuerza magnética</i> magnetism / <i>magnetismo</i> mechanical energy / <i>energía mecánica</i> melting point / <i>punto de fusión</i> pole / <i>poste</i> temperature / <i>temperatura</i>	absorption / <i>absorción</i> Bernoulli's principal / <i>principal de</i> <i>Bernoulli's</i> conduction / <i>conducción</i> conductor / <i>conductor</i> convection / <i>convección</i> drag / <i>obstáculo</i> electrical / <i>eléctrico</i> expand / <i>ensanche</i> filament / <i>filamento</i> fuel energy / <i>energía del</i> <i>combustible</i> gravity / <i>gravedad</i> illuminate / <i>ilumine</i> incandescent / <i>incandescente</i> lift / <i>elevación</i> mass / <i>masa</i> prism / <i>prisma</i> radiant / <i>radiante</i> thermostat / <i>termóstato</i> wave / <i>onda</i> neon / <i>neón</i> power / <i>energía</i> radiation / <i>radiación</i> rate / <i>tarifa</i> reflection / <i>reflexión</i> refraction / <i>refracción</i> sound / <i>sonido</i> thrust / <i>empuje</i>	data / <i>datos</i> equilibrium / <i>equilibrio</i> evidence / <i>evidencia</i> gravitational force / <i>fuerza gravitacional</i> hypothesis / <i>hipótesis</i> kinetic energy / <i>energía</i> <i>cinética</i> materials / <i>materiales</i> matter / <i>materia</i> momentum / <i>ímpetu</i> physical / <i>físico</i> potential / <i>potencial</i> potential energy / <i>energía potencial</i> predict / <i>prediga</i> probability / <i>probabilidad</i> procedure / <i>procedimiento</i> projectile / <i>proyectil</i> proof / <i>prueba</i> property / <i>propiedad</i> range / <i>gama</i> resistance / <i>resistencia</i> rotate / <i>rote</i> scientific method / <i>método científico</i> terminal velocity / <i>velocidad terminal</i> theory / <i>teoría</i> thermal / <i>termal</i> universal gravitation / <i>gravitación universal</i> variable / <i>variable</i> velocity / <i>velocidad</i>

Draw pictures or find pictures that show what each word means; write explanations; use these words to write to describe and explain technology and physics.

Math CONNECTIONS**Independent Projects**

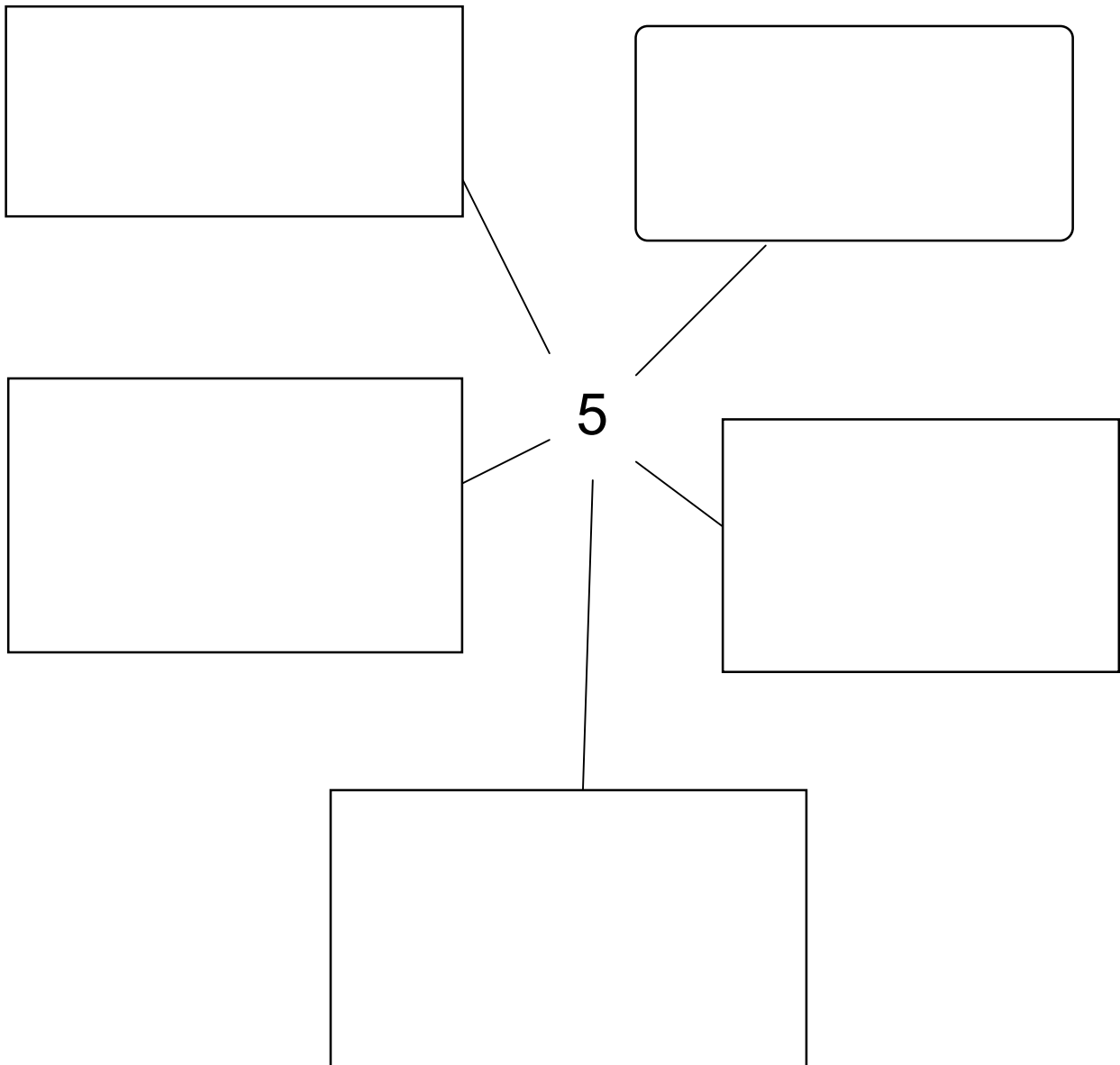
Use this format to make math activity guides that can be used in a learning center or as partner projects.

<p>Make a math picture glossary. Write the important words of math. Then for each word, draw a picture showing what it means.</p>	<p>Make a Math Step-By-Step Guide. What's that? You write the steps to solve a kind of problem. For example, how to figure out how much money you have after you spend some.</p>	<p>Make a math multiple choice question. Write the question as a situation. Then give a few possible answers.</p>	<p>Make up a math game. To win the game, you need to know math facts. You can play the game as a card game or as a board game. If it's a board game, then the players would get to move ahead when they know a math fact.</p>
<p>Write a Number Diary. What's That? You're a Number (pick any number). Tell what happens to you during a day.</p>	<p>Make a measurement book. Measure anything and record its dimensions. First, estimate its size. Then check your estimate.</p>	<p>Tell what you would buy if you had \$100. Figure out what everything would cost and how much you would have left after you bought things.</p>	<p>Write a page in a math textbook. Explain the math. Then give an example. Then ask a question.</p>
<p>Invent a number game. Write the rules to the game. Then play it.</p>	<p>Make a fraction book. Write about what a fraction is, how people use them, and how people can add and subtract them.</p>	<p>Write about your day and how numbers help you. For example, numbers tell what time it is.</p>	<p>Make a sports scores graph. Then explain what your graph tells about the way the teams are playing this season.</p>
<p>Make a Math Number Connector. What's that? You take one number and put it in the center of a page. Then write the number combinations that would make that number. For example, what are five ways to make a five?</p>	<p>Write a letter to someone who is having difficulty with math. Explain what that person could do to figure out how to use the math</p>	<p>Make a math diary— what numbers are part of your day?</p>	<p>Make a math test prep guide— what will you include?</p>

Five Ways to Make a Five

ILS6A I know numbers and operations.

In each rectangle put a math operation or an algebraic equation that would result in 5.



PRACTICE PACK: TIME TABLE FACTS

Add more time-table facts to your practice pack. Cut them out and match them.

2×4

8

3×4

12

4×4

16

5×4

20

6×4

24

PRACTICE PACK: MATH FACTS AND OPERATIONS

Put numbers into the boxes. Then cut them out and make up math problems. Make more parts with other numbers.

Add percentages and decimal signs or algebra symbols for advanced math.

+

-

X

=

10

5

15

50

Make Math Meaningful – Measurement Example

Target	Activity
K: Compare objects—bigger, smaller.	Sort objects in your kitchen.
1: Put objects in order by size.	Arrange shoes by size.
2: Use measurement units and tools to measure lengths and width.	Use a ruler and figure out how wide and tall furniture in your home is.
3: Use measurement tools to measure length, weight, and elapsed time.	Use a ruler and figure out how big the rooms are in your home.
4: Estimate length, area, volume, and mass/weight	Figure out the area of the rooms in your home.
5: Solve problems, including real-world problems, involving length, perimeter, area, mass/weight, and angles	Figure out how much paint you would need to paint a wall.
6: Use <i>Measurement</i> units and <i>Measurement</i> tools appropriately	Estimate and then calculate a distance.
7: Use Measurement units and Measurement tools in problem-solving.	Estimate and then calculate how much snow or rain has fallen.
8: Use <i>Measurement</i> units and <i>Measurement</i> tools in problem-solving situations and determine accuracy of results	Estimate and then measure the space an object takes when put into a container of water—how much does the water rise when you put the object into the container?

Math Problem Solver

ILS1B: I can identify what's important when I read a math word problem.
Plus ILS8: Problem solving strategies

Read a Word Problem. Complete this chart. Then solve the problem.

<i>What is the question asking me to figure out?</i>	
<i>What information do I need to solve it?</i>	
<i>What strategy will I use to solve it?</i>	

PAIR and COMPARE

*Share your plan.
Then work together to solve the problem.*

Learning Reporter

Topic: _____

What are 3 important words you learned?

Word	What It Means

Show and tell what you learned.