



1 Fairy Tales and Tall Tales



2 Early Asian Civilizations



3 The Ancient Greek Civilization



4 Greek Myths



5 The War of 1812



6 Cycles in Nature

Grade 2

Knowledge 1-6

Activity Book

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Knowledge 1

Fairy Tales and Tall Tales

NAME: _____

DATE: _____

Title

Character(s)



Setting(s)



Plot

Beginning

Middle

End

Directions: Use this story map to write your own version of the fairy tale “The Fisherman and His Wife.”

NAME: _____

DATE: _____

1.2

Take-Home

Dear Caregiver,

Today, your student heard the fairy tale “The Fisherman and His Wife,” a story about a man who catches a magic fish that grants the fisherman’s wife several wishes. In the coming days your student will hear two more fairy tales: “The Emperor’s New Clothes” and “Beauty and the Beast.” Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fairy tales.

1. “The Fisherman and His Wife”

Have your student share what they remember about the fairy tale “The Fisherman and His Wife.” (A fisherman catches a fish in the sea; the fish tells the man he is actually an enchanted prince who has been turned into a fish; the fisherman throws the fish back; the fisherman’s wife asks why he didn’t first ask the fish for a wish and sends him back to ask for several wishes; finally, the wife asks for too many things and the fish leaves them with what they had at the beginning of the story.) As your student shares what they remember, fill in any gaps in the plot, and ask your student if they think there is a lesson to be learned from this fairy tale.

2. Draw and Write

Have your student draw and write a scene from any of the fairy tales they have heard (“The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast”). Then have them share their drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school (see back of page).

3. “The Emperor’s New Clothes”

Ask your student to retell the fairy tale “The Emperor’s New Clothes.” (An emperor finds great pleasure in dressing in different outfits; a strange weaver and tailor arrive and tell him they can make magical clothes, clothes only clever people can see; the emperor believes their story and hires them; everyone lies and says they can see the clothes in order to appear clever; a child finally states the truth.) Ask your student what they liked most about this fairy tale and if they think there is a lesson to be learned from this story.

4. Sayings and Phrases: “Better Late Than Never”

Your student will learn the saying “better late than never” in relation to the fairy tale “Beauty and the Beast.” Ask your student how this saying relates to the fairy tale. (Beauty

left the palace of the beast and returned home to her father and sisters in order to say good-bye to them and the life she had known. The beast told her to come back in one month, but Beauty could not bring herself to say good-bye to her father. It wasn't until Beauty had a terrible dream about the beast that she returned to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears.) Talk with your student about other situations where one might use the saying "better late than never."

5. Words to Use

Below is a list of some of the words that your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *enchanted*—The fisherman caught an enchanted fish that was able to grant him wishes.
- *admired*—The emperor admired himself in the mirror as he tried on his new clothes.
- *fearsome*—Beauty was terrified when she first laid eyes on the fearsome beast.
- *curious*—The beast told Beauty of all the curious events in the palace and how he was changed from a prince to a beast.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. A list of recommended books and other relevant resources is included at the end of this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources for *Fairy Tales and Tall Tales*

The Fairy Tales of the Brothers Grimm, by Jacob Grimm and Wilhelm Grimm (Taschen, 2011)
ISBN 978-3836526722

Beauty and the Beast, retold and illustrated by Jan Brett (HMH Books, 1990) ISBN 978-0395557020

The Emperor's New Clothes: A Tale Set in China, by Demi (Margaret K. McElderry Books, 2000)
ISBN 978-0689830686

Ain't Nothing But a Man: My Quest to Find John Henry, by Scott Reynolds Nelson (National Geographic Children's Books, 2007) ISBN 978-1426300004

John Henry: An American Legend, by Ezra Jack Keats (Dragonfly Books, 1987) ISBN 978-0394890524

NAME: _____

DATE: _____

3.1

Activity Page

Knowledge 1

Which Happened First?

1. _____ The merchant went to see the cargo ship, hoping to restore his fortune.

_____ The merchant lost his fortune, and his family became penniless.

2. _____ The merchant was riding his horse in a snowstorm.

_____ The merchant found a castle where he could wait out the storm.

3. _____ The merchant picked a rose for Beauty.

_____ The merchant found himself in a magical garden.

Directions: Listen to each pair of sentences as your teacher reads them. Write 1 on the blank before the sentence that happened first in the story, and write 2 on the blank before the sentence that happens second in the story.

NAME: _____

DATE: _____

PP.1

Assessment

Knowledge 1

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

NAME: _____

DATE: _____

Directions: Fill in the chart with examples from each tall tale.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood				
Creations/ Inventions				
Amazing Adventures				
Humor				
Exaggerations				

NAME: _____

DATE: _____

Dear Caregiver,

Today, your student heard the tall tale “Paul Bunyan,” a story about a fictional logger on the American frontier. Over the next few days, your student will hear three more tall tales about other larger-than-life characters on the American frontier—Pecos Bill, John Henry, and Casey Jones. Each tall tale will expose your student to the use of exaggeration. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about tall tales.

1. Telling a Tall Tale

Ask your student what elements make a tall tale. (larger-than-life characters; exaggerations; amazing childhoods; unbelievable adventures; inventions of things in nature; humor) Ask your student to retell a tall tale. Then create your own tall tale with your student, asking them what kinds of characters and settings you will need. Ask them to provide ideas for your larger-than-life character’s adventures.

2. Exaggerations

Have your student share some of the exaggerations they have heard from the tall tales. (Paul Bunyan made the Mississippi River and dug the Grand Canyon; Casey Jones drove a train and was known for always being on time; Pecos Bill rode a mountain lion and squeezed the meanness out of a rattlesnake; John Henry was born with a hammer in his hand and could swing a ten-pound hammer all day without getting tired.) Share with your student any literary exaggerations you know of.

3. Draw and Write

Have your student draw and write about what they have learned about any of the tall tale characters—Paul Bunyan, Pecos Bill, John Henry, or Casey Jones—and then have them share their drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Song: The Ballad of John Henry

Find a recording of “The Ballad of John Henry” from the public library or on the Internet, and listen to it with your student. As you listen, have your student explain the tall tale of John Henry in their own words.

5. Words to Use

The following is a list of some of the words that your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *legendary*—Paul Bunyan was a legendary figure among real lumbermen on the frontier.
- *feat*—Tall tale characters always have adventures where they accomplish one amazing feat after another.
- *admiration*—Pecos Bill had a great deal of admiration for his horse, Lightning.
- *tamed*—Manuel tamed the wild horse so that he could ride it.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

6.1

Activity Page

Knowledge 1

Fact or Tall Tale?

1. _____ The Pecos River is in Texas.

2. _____ The coyote took Bill home to her den.

3. _____ Pecos Bill lassoed a cyclone.

4. _____ Cyclones are real storms with very strong winds.

5. _____ Cowboys take care of cattle.

6. _____ A rattlesnake can be used as a lasso.

7. _____ A coyote looks like a small wolf.

Directions: Listen as your teacher reads each sentence. Write fact if the sentence states a fact. Write tall tale if the sentence is about something that could only happen in a tall tale.

NAME: _____

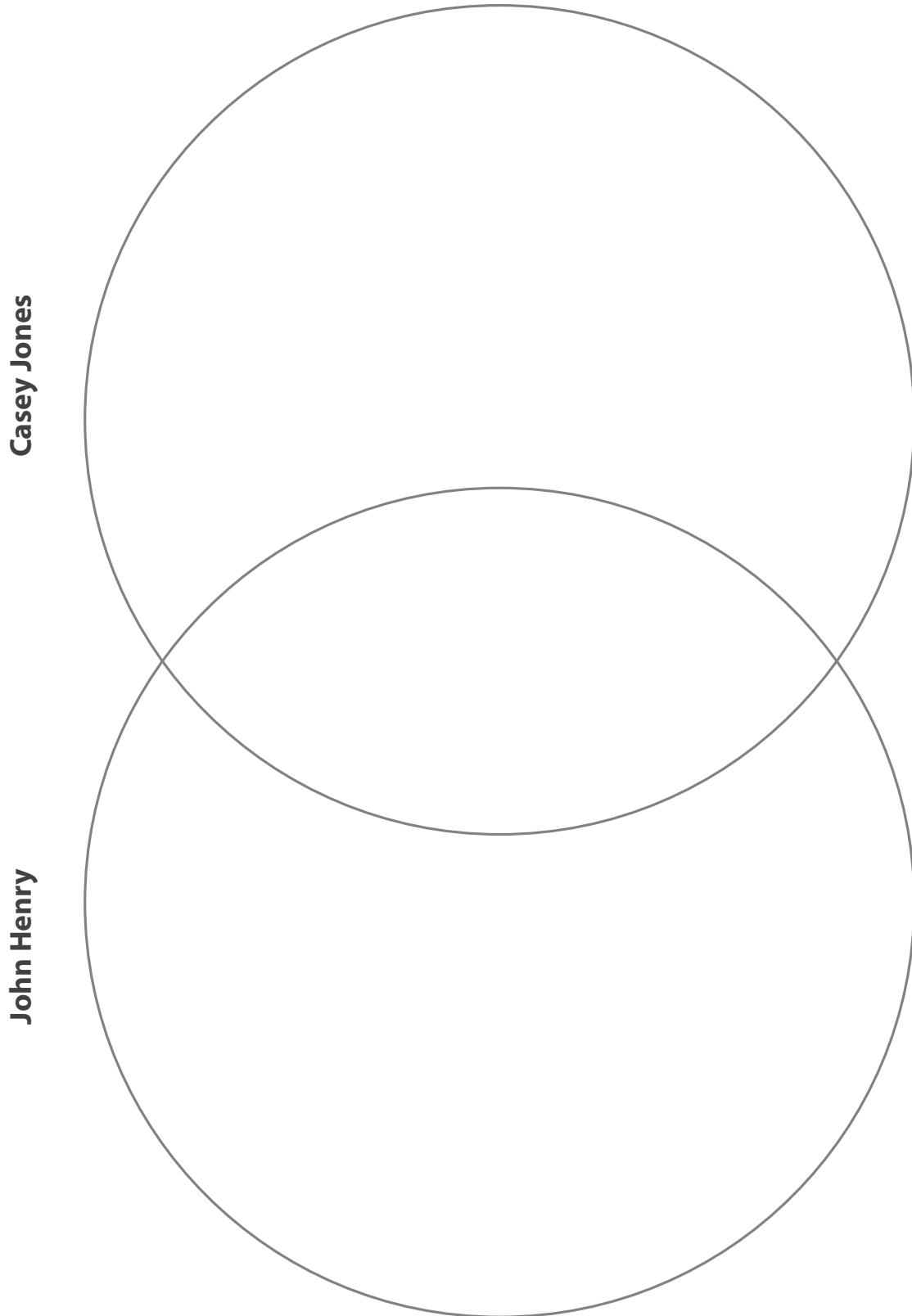
DATE: _____

8.1

Activity Page

Knowledge 1

Venn Diagram: "John Henry" and "Casey Jones"



Directions: Listen to your teacher's instructions.

NAME: _____

DA.1

Assessment

DATE: _____

Knowledge 1

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

11.		
12.		
13.		
14.		
15.		

NAME: _____

DA.2

Assessment

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

NAME: _____

DA.3

Assessment

DATE: _____

1. Who was your favorite fairy tale character? Why?

2. Identify two exaggerations from any of the tall tales you heard. Be sure to also identify the character in each exaggeration.

3. What was your favorite fairy tale or tall tale setting? Why?

Directions: Listen as your teacher reads each question, and think about the answer. Write words, phrases, or a sentence that come to mind when you hear each question.

Knowledge 2

Early Asian Civilizations

NAME: _____

DATE: _____

1.1

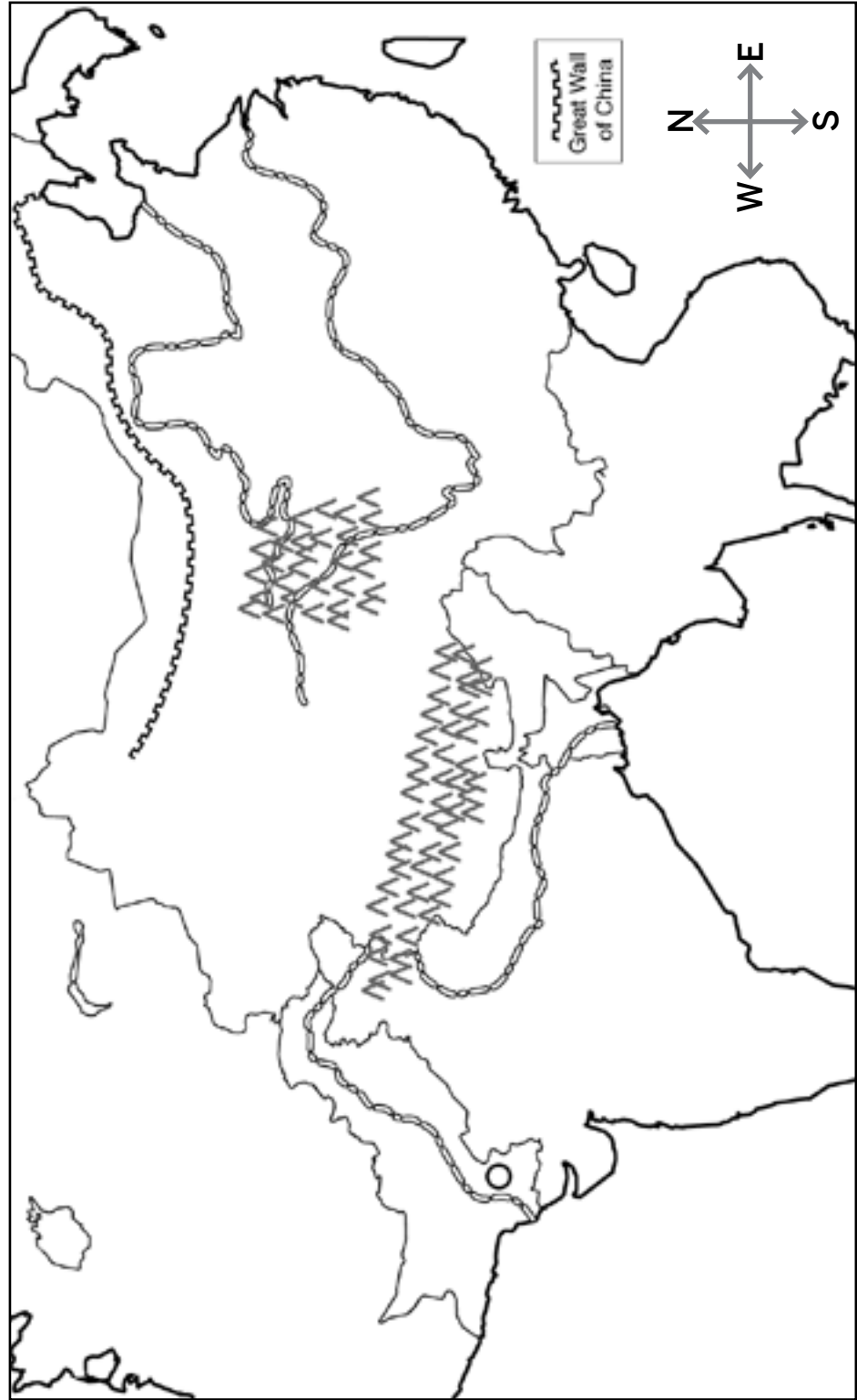
Activity Page

Directions: Lesson 1: Label the continent of Asia on the title line above the map. Color in brown the border around the area formed by the present-day countries of India and Pakistan; label this area "ancient India." Color in brown the caret marks showing the mountains in ancient India; label these mountains "Himalayas." Label and color the Indus River in blue. Color the dot that represents the city of Mohenjo-daro next to the Indus River in red.

Lesson 3: Label and color the Ganges River in blue.

Lesson 8: Color in brown the border of China; label this area "China." Color in brown the caret marks showing the mountains in China; label these mountains "Bayankala Mountains." Label and color the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.

Title _____



NAME: _____

DATE: _____

1.2

Activity Page

Write About It: The Indus River Valley



Knowledge 2

NAME: _____

DATE: _____

Dear Caregiver,

Today, your student heard a Read-Aloud about the Indus River and the civilization that began in a nearby valley. Over the next several days, your student will learn more about life in early Asia, specifically ancient India. Your student will hear more about the Indus River Valley civilization as well as the civilization that began around the Ganges River. They will learn about some key features of civilizations, hear some folktales from early India, and will also learn about Hinduism and Buddhism, two religions that began in early India.

The Core Knowledge Language Arts program introduces students at various grade levels to the major world religions as part of their study of world history. The intent is to provide the vocabulary and context for understanding the many ways that the world religions have influenced ideas and events in history. The program's inclusion of world religions within the teaching of world history is comprehensive and balanced over the course of the elementary grades, presenting historical knowledge from around the world from ancient times to the present. It is important to understand that the religions your student will hear about in this domain—Hinduism and Buddhism—are not being singled out or presented in any way that suggests the merits or correctness of specific religious beliefs.

The Read-Alouds focus on teaching students very basic similarities and differences among religions, and fostering an understanding and respect for those similarities and differences. The historical events and ideas leading to the development of each religion are presented in a balanced and respectful manner. If students have questions about the truth or “rightness” of any beliefs or religions, we will encourage them to discuss their questions with you at home, by saying, “People of different faiths believe different things to be true. These are questions you may want to talk about at home.”

Please let us know if you have any questions.

Below are some suggestions for activities that you may do at home to reinforce what your student will learn about early Indian civilizations over the next few days.

1. Using a Map

Have your student locate the subcontinent of India on a world map. Remind your student that during the time period that we will call ancient India, present-day India and Pakistan were one country. Have your student tell you about the two mighty rivers in India and Pakistan, the Indus and the Ganges, and their significance to the beginning of

early Indian civilization. Have your student describe how the rivers flooded and what the floodwaters left behind when they receded.

2. Hinduism

Talk with your student about this religion, the third-largest in the world. Have your student share with you some of the basic facts they have learned about Hinduism: Hindus worship many gods and goddesses; the three most important are Brahma, Vishnu, and Shiva; the Ganges River is sacred to Hindus; Hindus celebrate a festival called Diwali.

3. Buddhism

Talk with your student about this religion, the fourth-largest in the world. Have your student share with you some of the basic facts they have learned about Buddhism: Buddhism was started by Siddhartha Gautama, known by his followers as “the Buddha”; it is said that the Buddha achieved enlightenment and understood how to end suffering; Buddhists believe that suffering and unhappiness end when desires end.

4. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *fertile*—The land around the Indus River is very fertile with nutrient-rich soil.
- *cultivate*—The rich soil in the Indus River Valley makes it easier for farmers to cultivate crops.
- *recede*—The people who live near the Indus River are happy when the flood waters recede.
- *custom*—It is the Hindu custom to light lamps and candles each year during Diwali, the Festival of Lights.
- *conquer*—The Buddha meditated for forty-eight days, thinking of a way to conquer suffering and end unhappiness.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on early Asian civilizations, such as India and China, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

1.3

Take-Home

Recommended Resources

The Ballad of Mulan: English/Hmong, by Song Nan Zhang (Pan Asian Publications, 1998)
ISBN 978-1572270589

Diwali (Celebrations in My World), by Kate Torpie (Crabtree Publishing Company, 2009)
ISBN 978-0778743002

The Great Wall of China, by Leonard Everett Fisher (Aladdin, 1995) ISBN 978-0689801785

One Grain of Rice, by Demi (Scholastic Press, 1997) ISBN 978-0590939980

The Silk Route: 7,000 Miles of History, by John S. Major (HarperCollins, 1996) ISBN 978-0064434683

NAME: _____

DATE: _____

2.1

Activity Page

Early Indian Civilization

Cities

Jobs

Leaders

Writing

Religion

Knowledge 2

NAME: _____

DATE: _____

2.2

Activity Page



NAME: _____

3.1

Activity Page

DATE: _____

Directions: Read the headers at the top and the characteristics in the left-hand column. Fill in the empty columns and rows as you learn more about Hinduism and Buddhism.

Characteristics	Hinduism	Buddhism
Number of gods		
Name of followers		
Name of holy text(s)		
Holy place		
Important figure(s)		
Interesting fact		

NAME: _____

DATE: _____

4.1

Activity Page



Knowledge 2

NAME: _____

DATE: _____

5.1

Activity Page

Describe an Elephant



Knowledge 2

DATE: _____

Activity Page

Knowledge 2

[illegible]

NAME: _____

DATE: _____

7.1

Activity Page

	 The top row shows Ganesh (elephant head) and Brahma (four heads). The bottom row shows Vishnu (multiple arms) and Shiva (wild hair and crescent moon). Each deity is labeled with their name in a small box at the bottom of the panel.	 A circular mandala with a seated Buddha figure in the center, surrounded by radiating lines and a decorative border.
1.		
2.		
3.		
4.		
5.		

Knowledge 2

NAME: _____

PP.1

Assessment

DATE: _____

Directions: Cut and paste images related to early Indian civilization from Activity Page PP.2 onto the correct row in the first column. Then write a phrase or sentence about what you learned about each component in the second column.

Early Indian Civilization		
Cities		
Jobs		
Leaders		
Writing		
Religion		

NAME: _____

DATE: _____

PP.2

Assessment

Directions: Cut images related to early Indian civilization from this image sheet and paste them onto the correct rows in the first column of the chart.



Knowledge 2

NAME: _____

DATE: _____

8.1

Activity Page

Early Chinese Civilization

Cities

Jobs

Leaders

Writing

Religion

Knowledge 2

NAME: _____

DATE: _____

8.2

Activity Page



Knowledge 2

NAME: _____

DATE: _____

Dear Caregiver,

Your student has learned how early Asian civilizations came into existence and what life was like during this time period. Over the next several days, they will learn about early Chinese civilizations, Chinese inventions such as paper and silk, and the Chinese form of writing called calligraphy. Your student will also learn about the creation of the Great Wall of China and the teachings of the famous philosopher Confucius.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about early Asian civilizations over the next few days.

1. Using a Map

Have your student locate China on a world map. Have your student tell you about the two mighty rivers in China, the Yellow and the Yangtze, and their significance to the beginning of Chinese civilization. Have your student describe how the rivers flooded and what the floodwaters left behind.

2. Compare and Contrast

Have your student share what they know about the importance of writing and the invention of paper by the Chinese. Have your student compare and contrast the different types of writing surfaces that were used by the Chinese before paper was invented. Have your student share with you why some writing surfaces were better than others and how experimenting with different materials resulted in a smoother surface like the one we are familiar with today.

3. Sayings and Phrases: Easier Said Than Done/Practice What You Preach

Your student will learn about two sayings and their meanings in relation to the Great Wall of China and Confucius. Have your student share with you how the saying “easier said than done” relates to the Great Wall of China, that is, it was easier to say that there needed to be a protective wall in northern China than to actually build one; and how “practice what you preach” relates to Confucius, a man who believed that people also learned by example. Talk with your student about the meanings of and the situations in which you can use these two sayings.

4. Draw and Write

Have your student draw and/or write about what they have learned so far about early Chinese civilization and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

5. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *remarkable*—It is remarkable that the writing system used in China today is very much like the one developed in the Yellow River Valley over three thousand years ago.
- *trade*—During the 13th and 14th centuries, Europe and Asia engaged in trade with one another along The Silk Roads.
- *transport*—People, donkeys, and goats were all used to transport the materials needed to build the Great Wall of China.
- *example*—Confucius believed that one could learn from books and also from the example of others.
- *prosperous*—Chinese people prepare for a prosperous year ahead during the two-week Chinese New Year celebration, just like Hindus do during Diwali.

6. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home in the previous caregiver letter, recommending resources related to early Asian civilizations.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

Directions: As a group, write the title of the book and the facts that will be included in the book in the boxes below. Each student should contribute one fact, and the whole group should decide on the title.

Title
Facts

NAME: _____

DATE: _____

Directions: In the boxes provided, brainstorm the steps to get silk thread from silkworms.

Brainstorming	
Step 1	Step 2
Step 3	Step 4

NAME: _____

DATE: _____

Directions: Think about what you have heard in the Read-Aloud, and then fill in the chart using words or sentences.

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

NAME: _____

DATE: _____

14.1

Activity Page

Directions: Cut apart the two images of Diwali and Chinese New Year. When the teacher asks a question, hold up the image showing the celebration being described. If both celebrations are described, hold up both images.



Diwali



Chinese New Year

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



15.

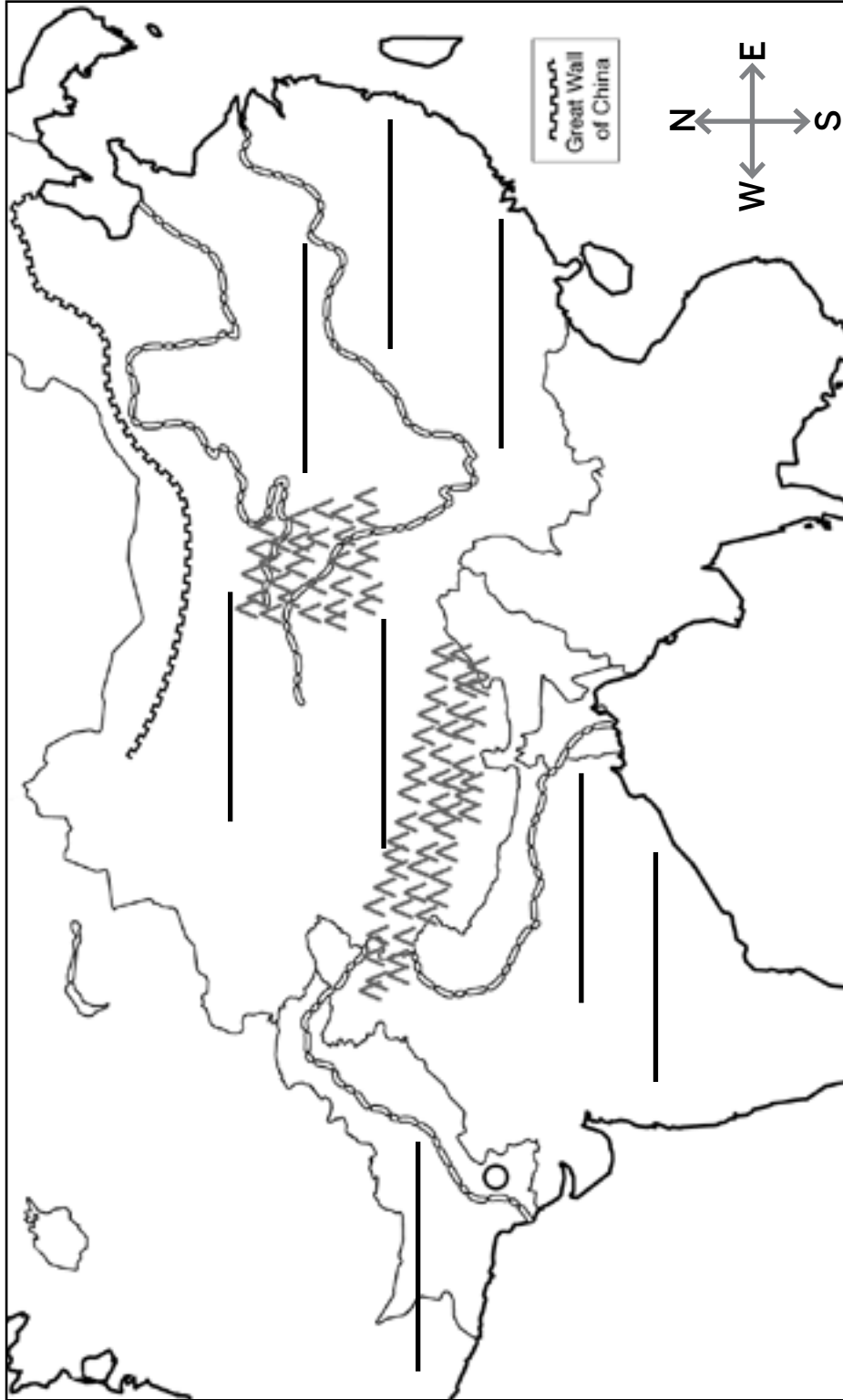


NAME: _____

DATE: _____

Directions: Title your map with the name of the continent, and then label the mountains, rivers, and countries you learned about in this domain. You may reference the word bank below to help you.

Title _____



Asia	India	China	Himalayas	Bayankalas
Indus River	Ganges River	Yellow River	Yangtze River	

NAME: _____

DATE: _____

DA.3

Assessment

Directions: Listen to each sentence read by the teacher. Think about the answer for each question. Write at least one complete sentence to answer each question.

1. Who was Confucius?

2. Describe either the Chinese New Year or Diwali.

3. How were rivers important to the development of early Indian and early Chinese civilizations?

4. What is the most interesting thing you learned about Hinduism or Buddhism and why?

NAME: _____

CA.1

Activity Page

DATE: _____

Directions: Use this activity page as a guide for copying the Chinese characters 1–12 when making your Chinese clock.

1	一
2	二
3	三
4	四
5	五
6	六
7	七
8	八
9	九
10	十
11	十一
12	十二

Knowledge 3

The Ancient Greek Civilization

NAME: _____

DATE: _____

Directions: Draw a picture and/or write about what you have learned about each of these components of the ancient Greek civilization.

<i>The Ancient Greek Civilization Notebook</i>	
Jobs	

The Ancient Greek Civilization Notebook

Religion

NAME: _____

DATE: _____

1.1
CONTINUED

Activity Page

The Ancient Greek Civilization Notebook

City-States

The Ancient Greek Civilization Notebook

Leaders

NAME: _____

DATE: _____

1.1
CONTINUED

Activity Page

The Ancient Greek Civilization Notebook

Contributions

Knowledge 3

NAME: _____

DATE: _____

Dear Caregiver,

Over the next couple of weeks, your student will learn about the ancient Greek civilization, a group of people whose contributions can be seen in many areas of our lives today, specifically in our democratic government. Your student will be introduced to the geography and gods and goddesses of this civilization. They will also learn about the city-states of Sparta and Athens and the very first Olympic Games held in honor of Zeus.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the ancient Greek civilization.

1. Draw and Write

Ask your student to draw and/or write about what they are learning about the ancient Greek civilization, such as the gods and goddesses who were believed to live on Mount Olympus or the first Olympic Games. Ask questions to help your student use the vocabulary learned at school.

2. Sayings and Phrases: “Where There’s a Will, There’s a Way”

Your student will be learning the saying “where there’s a will, there’s a way.” Talk with your student about its meaning. Share moments in your life when you or someone you know has accomplished something because of great determination or a strong will.

3. Words to Use

Below is a list of words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *rugged*—Although the rugged terrain of ancient Greece made farming difficult, the olive tree was one hardy plant the Greeks were able to grow in abundance.
- *massive*—The ancient Greeks imagined that the god of the sea, Poseidon, was massive in size and strength, for they believed he could make the earth quake and the waves crash upon the shore.
- *grove*—The ancient Greeks believed that at the request of the goddess Athena, the goddess Demeter made each grove of olive trees grow strong for the Athenians.
- *sacred*—The city of Olympia was a sacred place; the ancient Greeks gathered there to honor the gods with games and worship.
- *self-discipline*—The people of Sparta were known for their self-discipline, for they spent their lives training for battle and did not allow themselves any luxuries.

4. Read Aloud Each Day

- It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you. Attached is a list of recommended trade books related to *The Ancient Greek Civilization*. Many of these may be found at the library.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

Recommended Resources

Trade Books

Ancient Greece (DK Eyewitness Books), by Anne Pearson (DK Children, 2007) ISBN 978-0756630029
The Gods and Goddesses of Olympus, by Aliko (HarperCollins, 1997) ISBN 978-0064461894

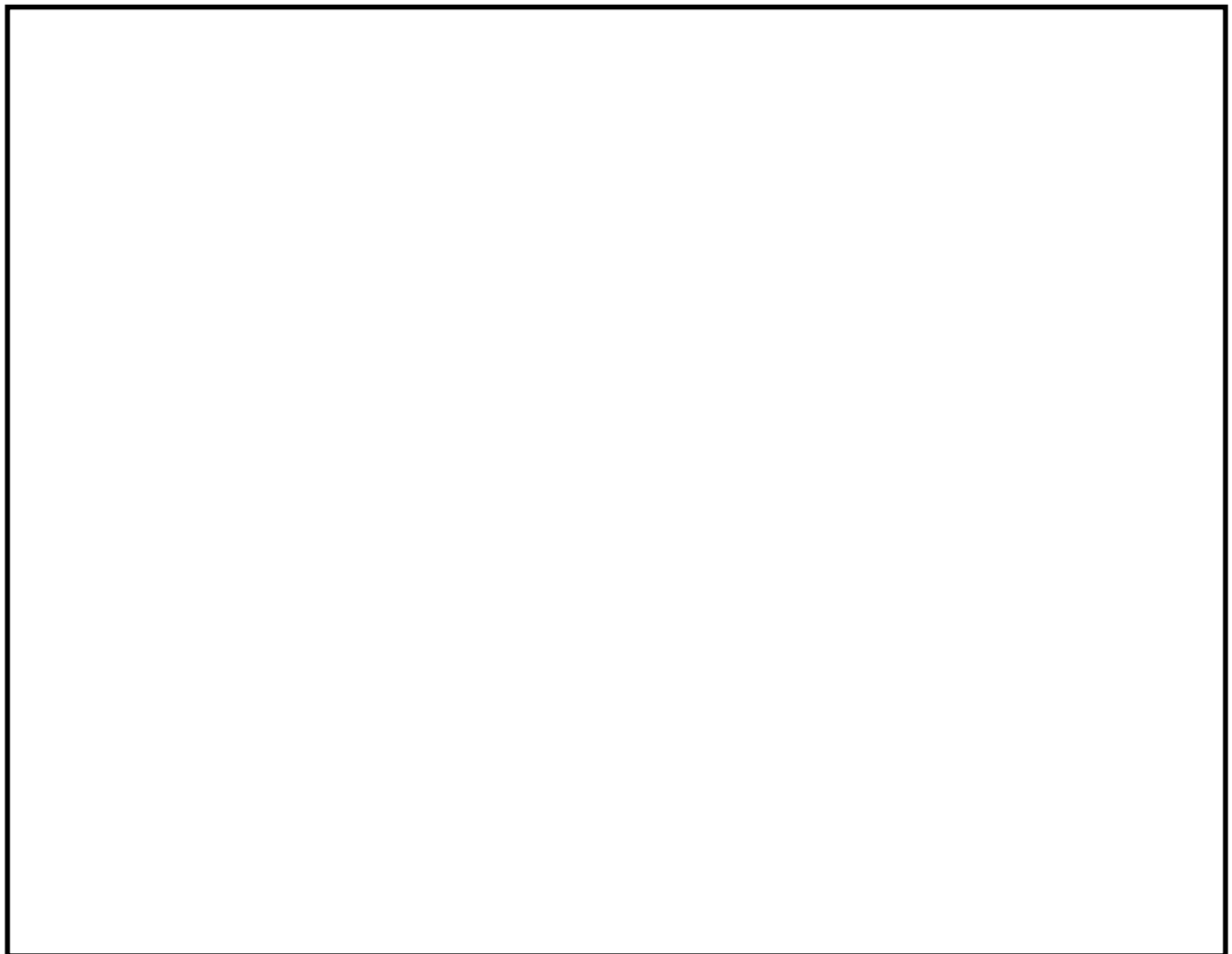
NAME: _____

DATE: _____

7.1

Activity Page

I would rather have lived in _____



NAME: _____

DATE: _____

PP.1

Activity Page

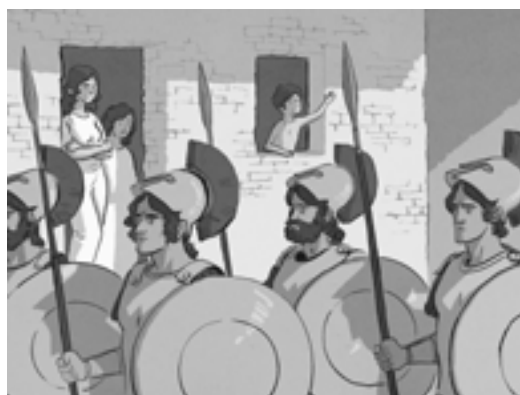
1.



2.



3.



4.

A

rugged, rocky, many
mountains, good for
growing olives

B

flat, wet, good for growing
many types of food

Directions: Listen to your teacher's directions to answer the questions.

Knowledge 3

5. Contribution from ancient Greece: _____

6. Greek god or goddess: _____

Description: _____

7. Which city-state would you rather live in as a seven-year-old?

Athens

Sparta

Why?

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

Somebody		The Athenian generals
Wanted		
But		
So		So the Greeks used all of their battle strategies on the plain of Marathon.
Then		

[illegible]

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student is enjoying learning about the ancient Greek civilization. Over the next several days, they will learn more about the contributions of this civilization, as well as the significance of the Battles of Marathon and Thermopylae. They will also be introduced to the Greek philosophers Socrates, Plato, and Aristotle, and to the conqueror Alexander the Great. Your student will also write a fictional narrative using what they have learned about ancient Greece.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the ancient Greek civilization.

1. Draw and Write

Have your student draw and/or write about what they are learning about the ancient Greek civilization, such as Pheidippides's marathon run or the Greek philosophers. Ask questions to help your student use the vocabulary learned at school.

2. Sayings and Phrases: "Practice What You Preach"

Your student will be learning the saying "practice what you preach." Talk with your student about its meaning. Share moments in your life when you or someone you know has lived their life in the same way that they have told others they should live.

3. Words to Use

Below is a list of some of the words that your student will learn about and use. Try to use these words as they come up in everyday speech with your student.

- *marathon*—The ancient Greeks honored Pheidippides for his twenty-six-mile marathon run.
- *channel*—Swimming through the cold waters of the English Channel has been a challenge for many long-distance swimmers.
- *philosopher*—Socrates was known as a famous Greek philosopher.
- *ambitious*—Alexander the Great was an ambitious leader who had a strong desire for success.
- *flung*—The Olympic champion flung his disc farther than anyone else.

4. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you. Use the recommended trade book list sent with the previous caregiver letter.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

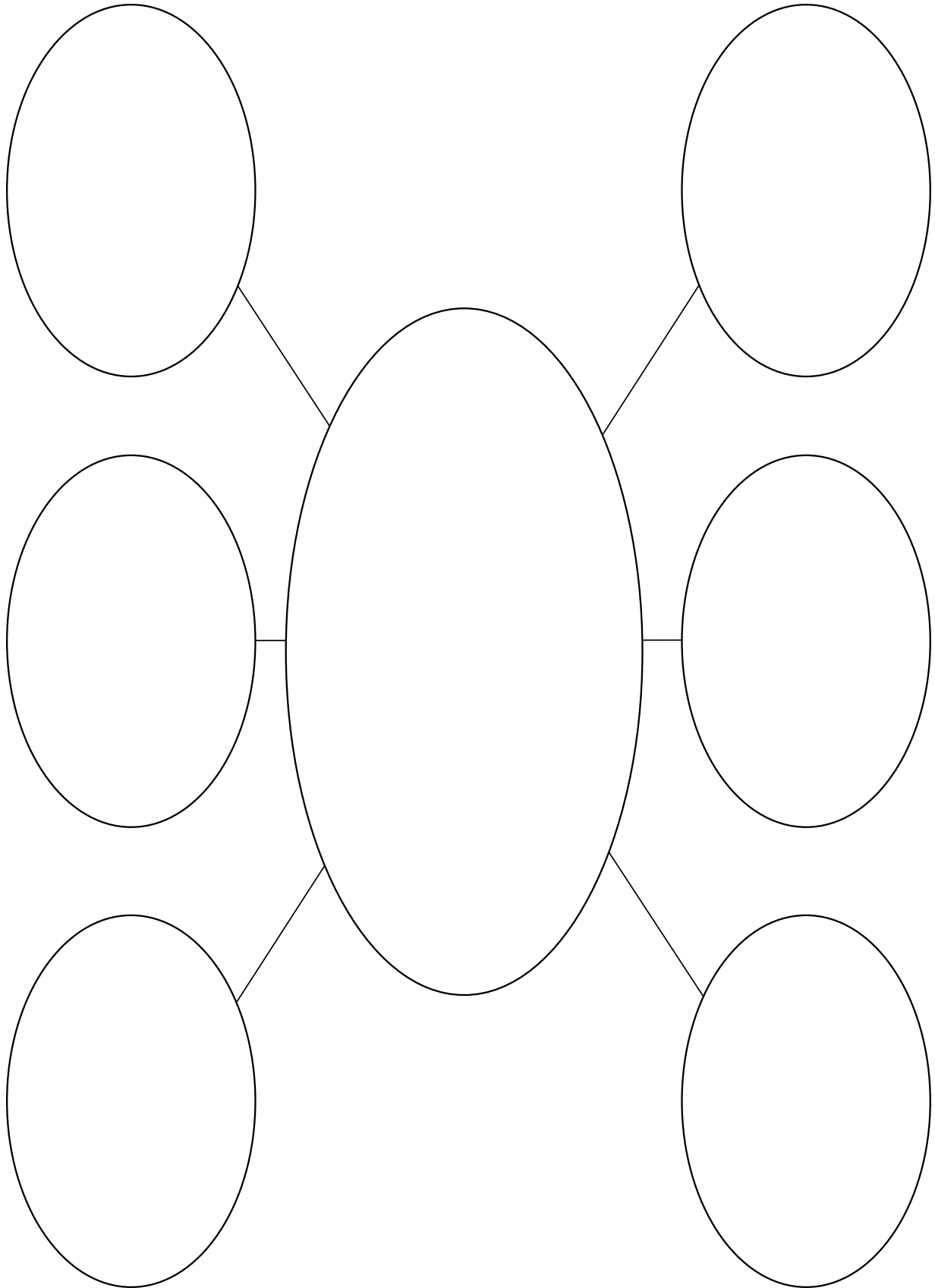
NAME: _____

DATE: _____

10.1

Activity Page

Directions: Choose a character who lived in ancient Greek times (Spartan boy, Athenian girl, seafarer from Crete, etc.). Write the character's name in the center oval. On the spokes of the oval, write everything that comes to mind about who your character is, where they live, and what they experience every day.



NAME: _____

DATE: _____

11.1

Activity Page

Directions: Write the introductory sentence for your paragraph in the first rectangle. Write the three descriptive sentences in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.

1.

2.

3.

4.

5.

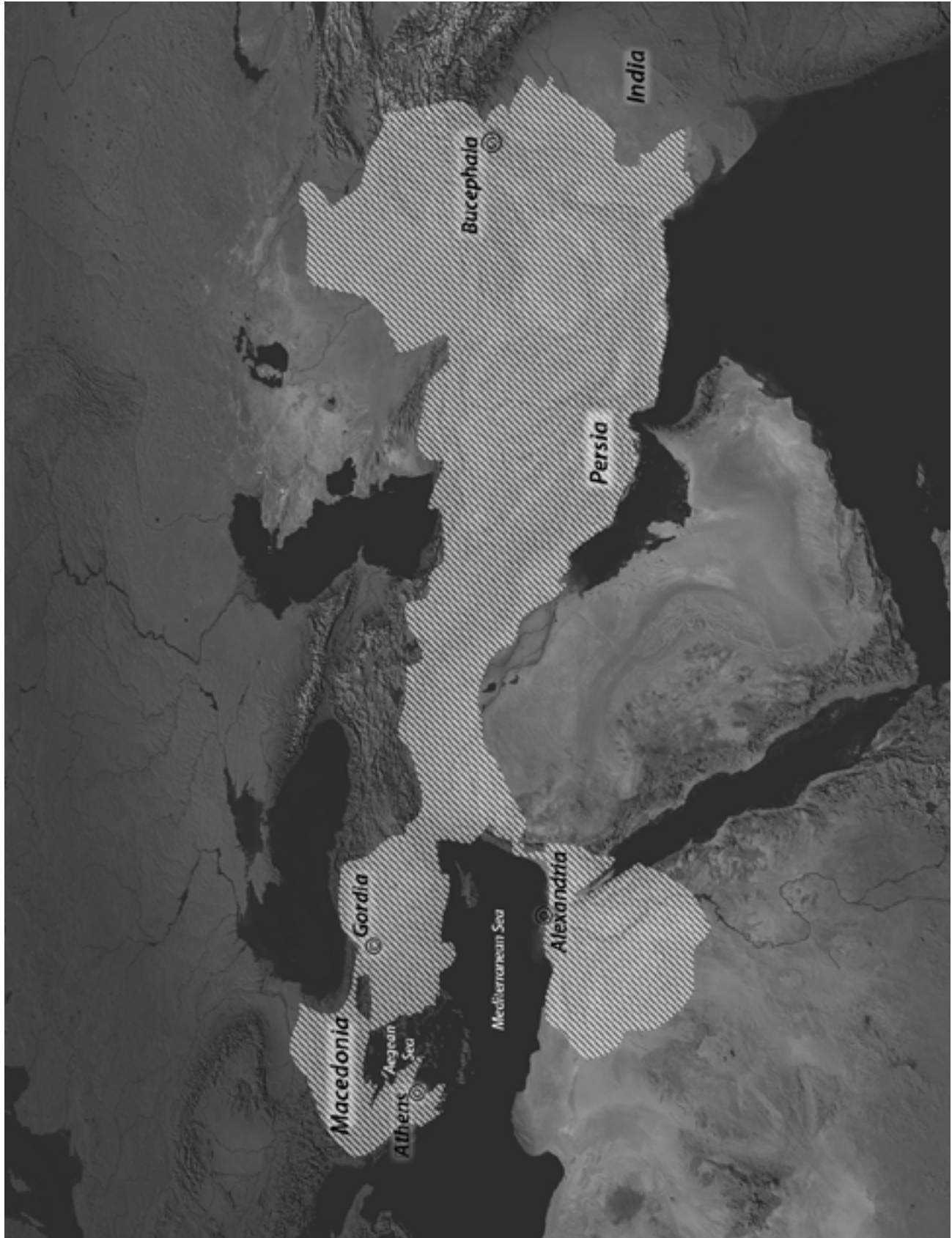
NAME: _____

DATE: _____

12.1

Activity Page

Directions: Use the map and the information you have learned from the Read-Alouds to answer the questions. Write a complete sentence for each answer.



Alexander the Great's Empire

1. What does the shaded area stand for on the map?

2. Which area of land was larger: the area where the ancient Greek civilization existed, or the area that Alexander the Great conquered?

NAME: _____

DATE: _____

12.2

Activity Page

Directions: Listen to your teacher's directions about this checklist. Then look at your writing to see if you have ended each sentence with the correct punctuation and started each sentence with a capital letter. Then check to make sure you named a character and included facts from ancient Greece. Your teacher will let you know if there are other things you should look for in your writing.

☐☐☐☐☐☐

. ? !

T he cat ran.



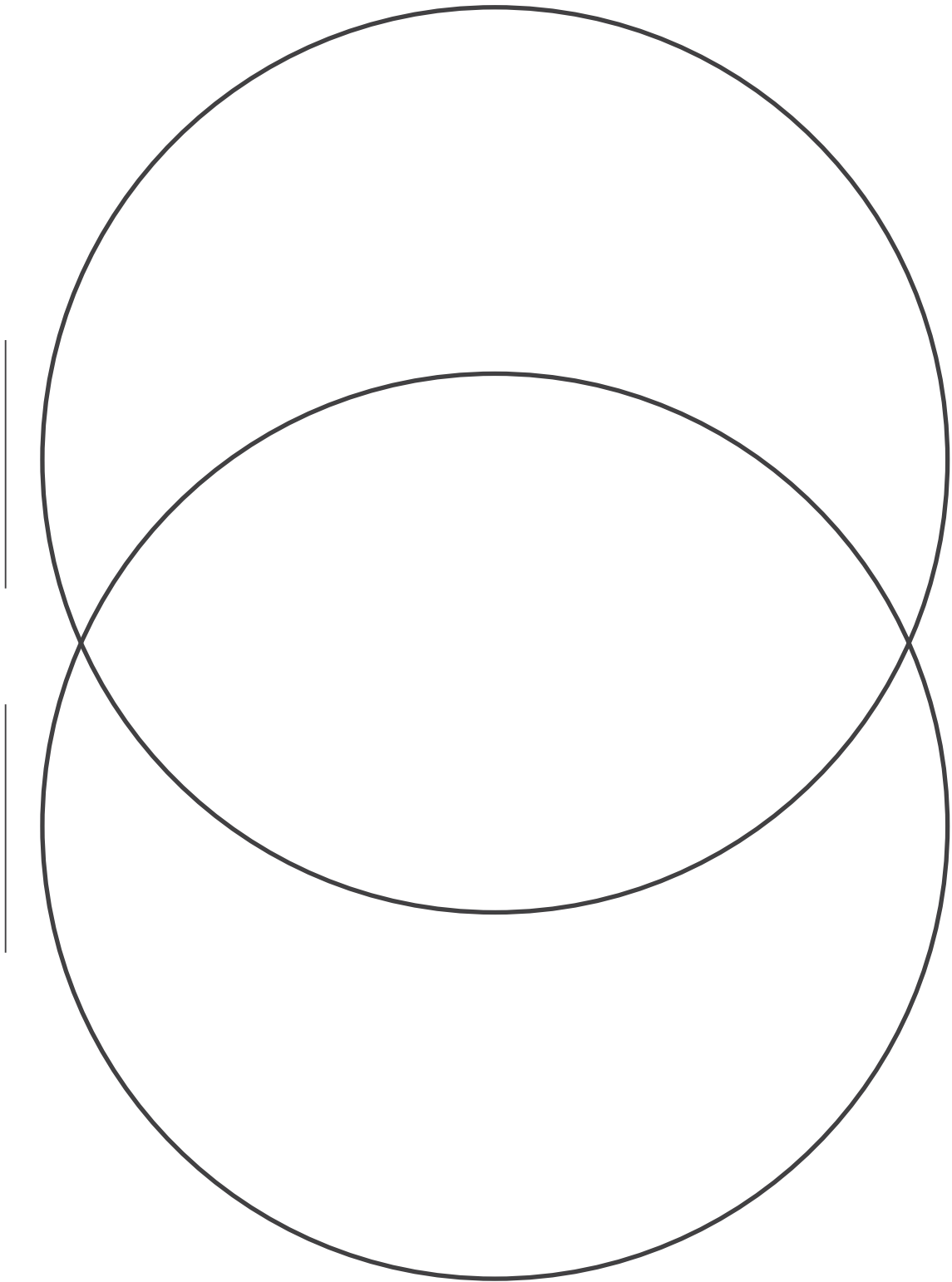
NAME: _____

DATE: _____

DR.1

Activity Page

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are similar in the overlapping part of the Venn diagram. Write how the topics are different in the circle for each topic.



Knowledge 3

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



15.



NAME: _____

DA.2

Assessment

DATE: _____

1. Athena Zeus Apollo

2. Zeus Hermes Athena

3. Aristotle Alexander the
Great Plato

4. Marathon Athens Thermopylae

Directions: Listen to your teacher's instructions

Knowledge 3

NAME: _____

DA.3

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



Directions: Listen to your teacher's instructions.

Knowledge 3

NAME: _____

DA.4

Assessment

DATE: _____

1. Choose one of the Greek gods or goddesses you have learned about, and write/tell me something special about them.

Name: _____

Description: _____

2. What is one contribution that the ancient Greeks gave to the rest of the world? Be sure to describe it.

Directions: Listen to your teacher's instructions.

3. If you could meet one of the people you learned about, whom would you choose? Why?

Name: _____

Why? _____

4. How were Sparta and Athens different?

5. What was the most interesting thing you learned about the ancient Greek civilization?

NAME: _____

DATE: _____

CA.1

Activity Page

Title: _____

Directions: Use this paper for your summary. Remember to write in complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 4

Greek Myths

1.1

DATE: _____

Directions: Use this Activity Page for your writing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

[illegible]

NAME: _____

DATE: _____

Dear Caregiver,

Today, your student heard a Read-Aloud about the twelve Greek gods and goddesses that the ancient Greeks believed lived on Mount Olympus. Over the next several days, your student will review that the ancient Greeks worshipped many gods and goddesses, and that the twelve on Mount Olympus were thought to be the most powerful. They will learn the definition of a myth (a fictional story, once thought to be true), and that myths try to explain occurrences in nature, teach moral stories, and entertain listeners. Your student will hear several well-known Greek myths including “Prometheus and Pandora,” “Demeter and Persephone,” and “Arachne the Weaver.”

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about Greek myths.

1. The Twelve Gods of Mount Olympus

Have your student share which twelve gods and goddesses the ancient Greeks thought lived on Mount Olympus and what these gods and goddesses were in charge of. (*Zeus, Poseidon, Demeter, Hera, Hephaestus, Aphrodite, Athena, Ares, Apollo, Artemis, Hermes, Dionysus*) As your student shares what they know about these twelve Greek gods and goddesses, share with them what you know, including any Greek gods and goddesses that they have not heard about.

2. Sayings and Phrases: Cold Feet

Your student will learn the saying “cold feet” in relation to the Greek myth of Daedalus and Icarus. Before Daedalus and his son Icarus use their wax wings to try to escape from the prison tower, Daedalus hesitates with sudden fear. Talk with your student about other situations where one might use the saying “cold feet.”

3. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *myths*—Many ancient peoples told myths, fictional stories thought to be true at the time. Myths often tried to explain events in nature, or taught a lesson. Greek myths often have characters who are gods or goddesses, humans, and/or creatures.
- *mortal*—All humans are mortal, which means that they are born and later die.

- *immortal*—Greek gods and goddesses were believed to be immortal, which means they never die.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on Greek myths and ancient Greek civilization. Here is a list of books and other resources relevant to this topic.

Recommended Resources for Greek Myths

Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology, by Lise Lunge-Larsen (Houghton Mifflin Books for Children, 2011) ISBN 978-0547152295
The Gods and Goddesses of Olympus, by Alikì (HarperCollins, 1997) ISBN 978-0064461894
Greek Myths, by Deborah Lock (DK Publishing, 2008) ISBN 978-0756640156

NAME: _____

DATE: _____

2.1

Activity Page



Directions: These five pictures show events from the myth "Prometheus and Pandora." Cut out the five pictures and glue them in the correct order on a piece of paper.

2.2

DATE: _____

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

3.1

DATE: _____

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

NAME: _____

DATE: _____

5.1

Activity Page

First

Then



1. _____, Theseus defeats the Minotaur.

_____, Theseus volunteers to enter the labyrinth.

2. _____, Theseus forgets to change the sails from black to white.

_____, King Aegeus falls into the sea.

3. _____, Theseus ties the gold thread around his body.

_____, King Minos's son dies in Athens.

4. _____, Daedalus creates the labyrinth.

_____, Princess Ariadne asks Daedalus how to help Theseus escape from the labyrinth.

Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.

6.1

DATE: _____

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

[illegible]

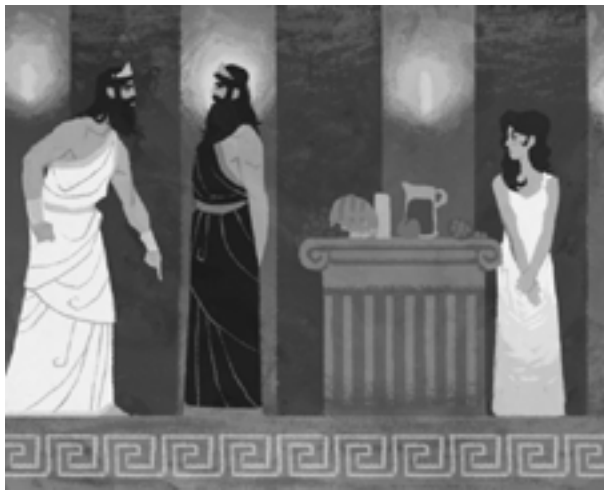
NAME: _____

DATE: _____

PP.1

Assessment

Directions: These five pictures show events from the myth "Demeter and Persephone." Cut out the five pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.



NAME: _____

DATE: _____

Directions: Think about what you have heard in the Read-Aloud, and then fill in the chart using words or sentences.

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

7.1

DATE: _____

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

NAME: _____

DATE: _____

Title

Character(s)



Setting(s)



Plot	Beginning
	Middle
	End

Directions: Use this story map to describe the characters, settings, and plot of the story.

NAME: _____

DATE: _____

Dear Caregiver,

Today, your student heard a Read-Aloud about the most famous hero in Greek mythology, Hercules. Over the next several days your student will hear more about the twelve labors of Hercules, specifically his fight with the Nemean lion and his search for the golden apples of the Hesperides. Your student will also hear about the riddle of the Sphinx and the story of Atalanta, a swift-footed huntress who refused to marry.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about Greek myths over the next several days.

1. Hercules

Have your student share with you what they have learned about Hercules. You may wish to search at the library or online for text or more details about Hercules' other labors to share with your student.

2. The Riddle of the Sphinx

Talk with your student about the riddle of the Sphinx, a winged, mythical creature with the body of a lion and the face of a woman. Have your student tell you the riddle and share the answer with you after you have guessed. If you know of any other riddles, share them with your student, or brainstorm with your student to create new riddles about the Greek myths they have heard.

3. Atalanta

Ask your student to tell you about Atalanta, the swift-footed huntress. Discuss with your student how the goddess Aphrodite helped one of Atalanta's suitors trick her, sharing that the Greek gods and goddesses were believed to have often interfered in the lives of mortals. Share with your student other myths you may know of where the Greek gods or goddesses interfered in the lives of others.

4. Words to Use

Here is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *labors*—Hercules had to complete twelve difficult labors or tasks.
- *reputation*—Hercules cleared his reputation, or the people's opinion of him, as ill-tempered after he completed those twelve labors.
- *posed*—The Sphinx posed her difficult riddle to any traveler who walked the road to Thebes.
- *resist*—Atalanta was unable to resist the golden apples.

5. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to Greek myths and the ancient Greek civilization.

DATE: _____

Activity Page

[illegible]

NAME: _____

DATE: _____

8.2

Activity Page

Directions: Use this worksheet to write your myth. Fill in the blanks with the information you have chosen to include in your myth.
On the back of this paper, draw a picture of a scene from your myth.

(Myth Title)

Written and Illustrated by _____

Long ago there was _____

_____ who lived _____

One day, _____

Then (character name) _____

After that _____

And that is why/how _____

NAME: _____

DATE: _____

9.1

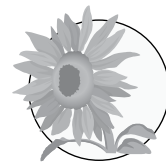
Activity Page

Directions: Listen to your teacher's directions about this checklist. Then look at your writing to see if you have ended each sentence with the correct punctuation, started each sentence with a capital letter, included a character with a name, and included a beginning, middle, and end. Your teacher will let you know if there are other things you should look for in your writing.

☐☐☐☐☐☐

. ? !

T he cat ran.



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to your teacher's instructions.

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Listen as your teacher reads each sentence. Think about the answer. Write words, phrases, or sentences that come to mind when you hear the question.

1. Who was the most interesting character you heard about in the Greek myths? Why?

2. Name and describe one nonhuman creature you heard about in these Greek myths.

3. Tell about the supernatural powers of one of the characters you heard about in the Greek myths.

Knowledge 5

The War of 1812

NAME: _____

DATE: _____

1.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be hearing stories about the War of 1812. They will learn about the events that led to the war, how Great Britain was already involved in the Napoleonic Wars with France, how British soldiers captured Americans and made them fight for the British navy, and about the famous American battleship, the *USS Constitution*. They will also learn about some geographic locations, as well as some important people involved in the War of 1812, including President James Madison and his wife Dolley Madison. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the War of 1812.

1. James Madison

Talk with your student about this important historical figure. James Madison was the fourth president of the United States. Point out that he is one of the Founding Fathers who wrote the Constitution. Discuss the contributions that he made. Ask your student what role James Madison had in the War of 1812.

2. Dolley Madison

Your student will learn that Dolley Madison was married to James Madison. She was previously married to a man named John Payne; however, her first husband and one of her young sons died of yellow fever. Dolley Madison was known as an excellent hostess. She was the first president's wife to be called First Lady.

3. USS *Constitution*/"Old Ironsides"

Your student will learn about the famous United States battleship, the *USS Constitution*. The *USS Constitution* is the oldest American battleship that is still afloat, and is now located in Boston Harbor. They will also learn about the *Constitution*'s nickname, "Old Ironsides," and how it got that name. Take this opportunity to talk to your student about the important job of the military, and the navy in particular, especially if you know people who are veterans or who actively serve.

4. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *impressment*—British soldiers used impressment to get more sailors into the British navy.
- *navy*—The navy protects the nation's interests at sea
- *role*—Jean Lafitte is a pirate who played an important part, or role, in the Battle of New Orleans.
- *economy*—The economy of the United States was largely dependent on trade with Great Britain and France.

5. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you. A list of recommended books and other relevant resources is included at the end of this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned in school.

Recommended Resources for *The War of 1812*

Trade Books

Dolley Madison: First Lady of the United States (Focus on Women in U.S. History: Primary Source Readers), by Melissa Carosella (Teacher Created Materials, 2011) ISBN 978-1433315046

If You Were There When They Signed the Constitution, by Elizabeth Levy and illustrated by Joan Holub (Scholastic, 1992) ISBN 978-0590451598

Jean Laffite: The Pirate Who Saved America, by Susan Goldman Rubin and illustrated by Jeff Himmelman (Abram Books for Young Readers, 2012) ISBN 978-0810997332

The National Anthem (True Books: American History), by Elaine Landau (Children's Press, 2008) ISBN 978-0531147832

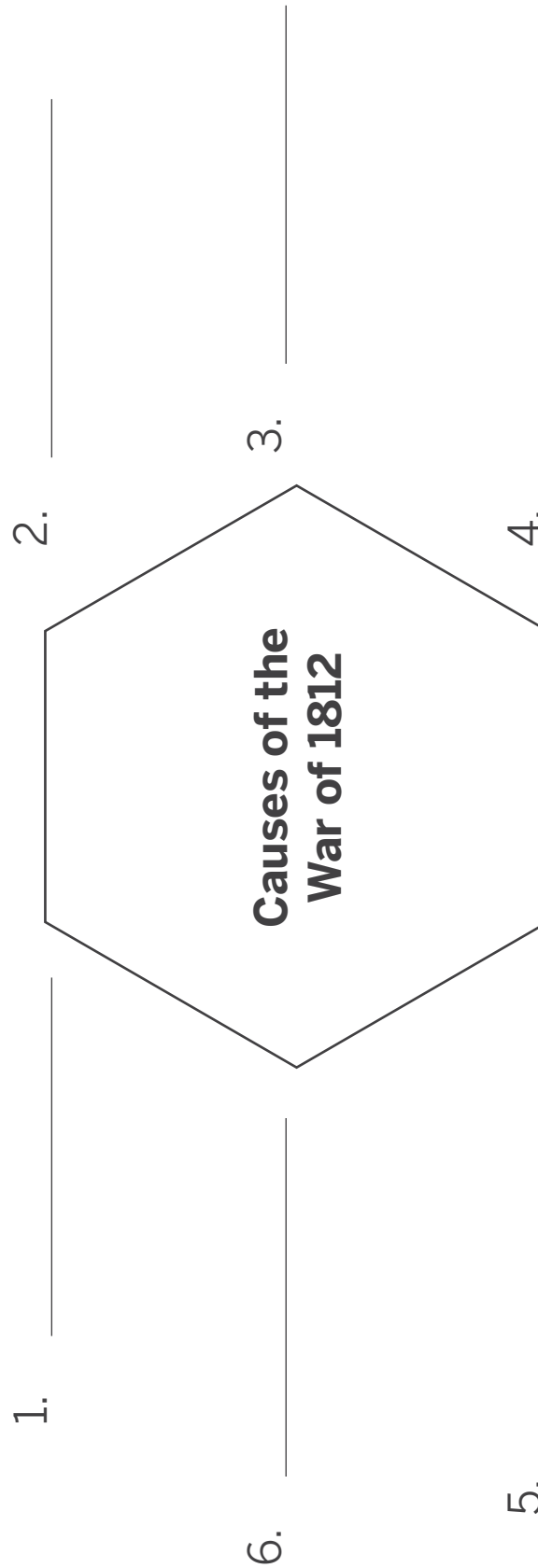
Shh! We're Writing the Constitution, by Jean Fritz (Puffin, 1997) ISBN 978-0698116245

NAME: _____

DATE: _____

2.1

Activity Page



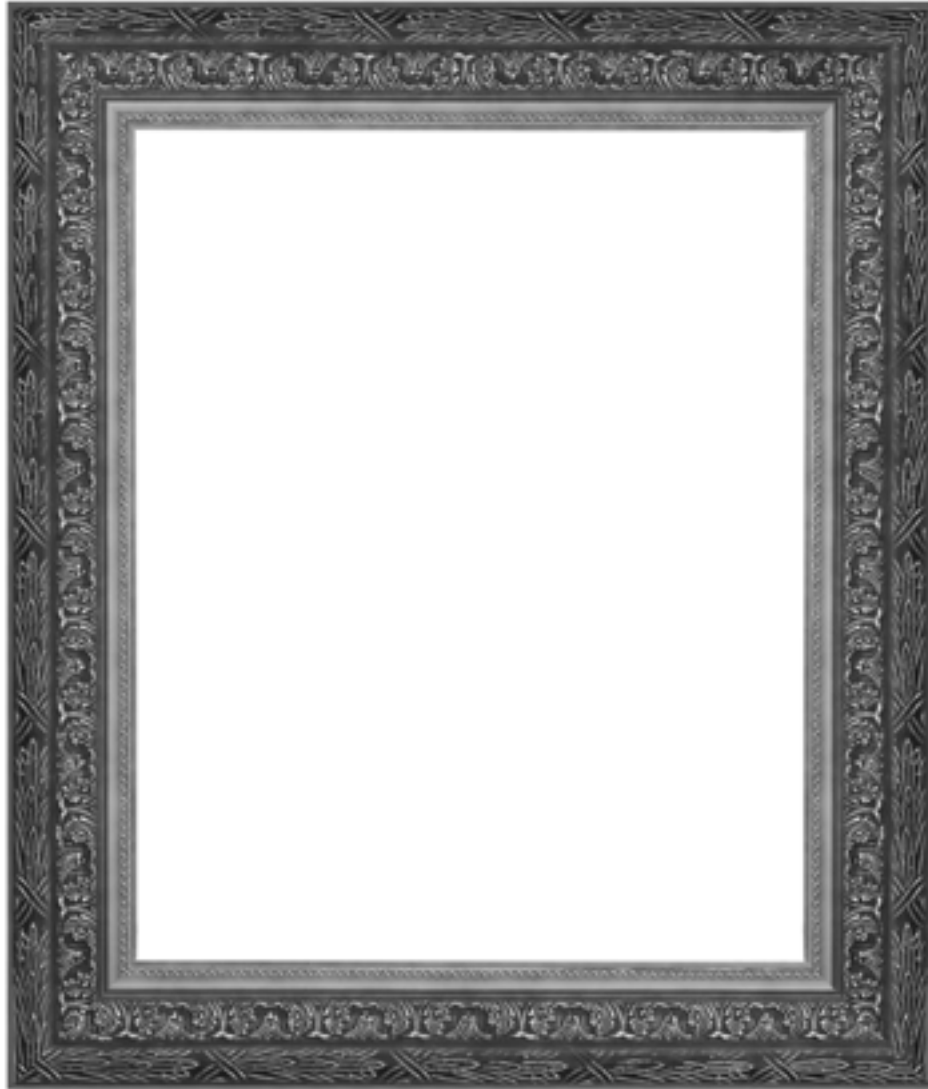
NAME: _____

DATE: _____

2.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

Directions: Follow the teacher's instructions to show what you learned about the War Hawks and merchants by drawing or writing in each column.

War Hawks	Merchants

NAME: _____

DATE: _____

Persuasive Speech

Directions: Write the introductory sentence for your persuasive speech in the first rectangle. In the second rectangle, state your position. In the third and fourth rectangles write two reasons to support your position. Write your concluding sentence in the fifth rectangle.

Open / Introduction	
Opinion / Position	
Because	
Also	
Close / Conclusion	

NAME: _____

DATE: _____

Directions: Follow your teacher's instructions to show what you learned. List important details about James Madison and Dolley Madison by drawing or writing in each column.

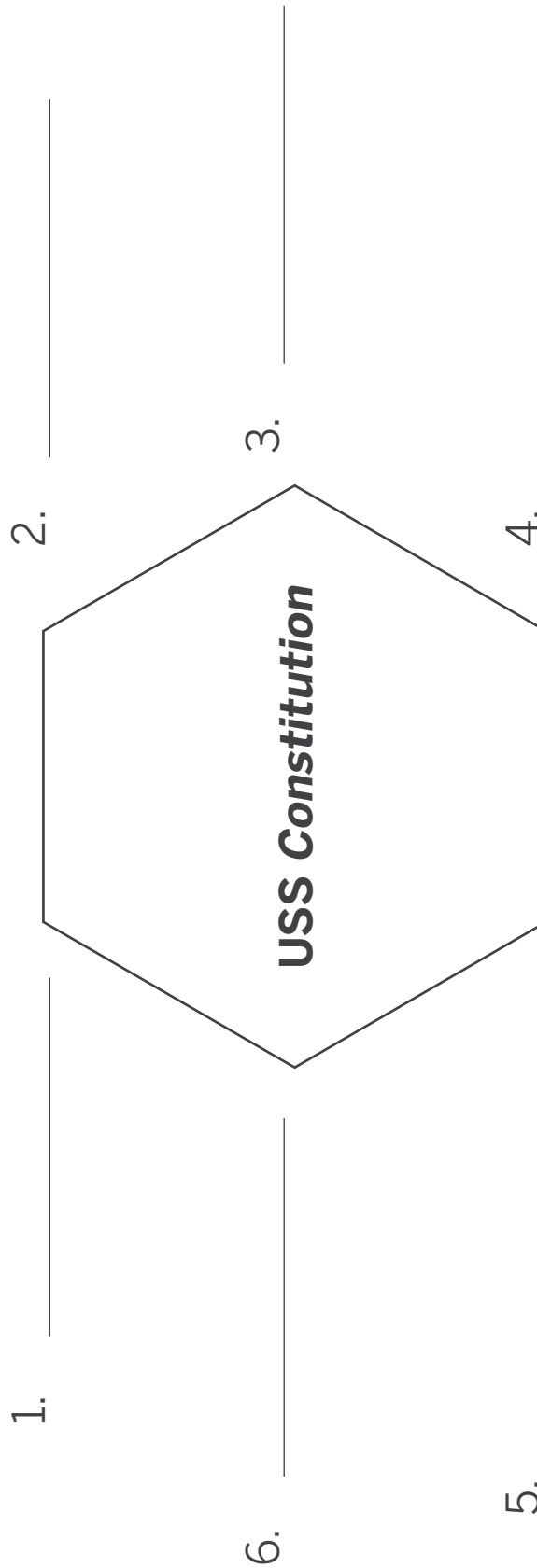
James Madison	Dolley Madison

NAME: _____

DATE: _____

4.2

Activity Page



NAME: _____

PP.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



NAME: _____

DATE: _____

5.1

Activity Page

What Happened When?

1. _____ James Madison asked some soldiers to stay with Mrs. Madison and to keep her safe.

2. _____ The British army of about four thousand men was on its way to the capital.

3. _____ James Madison rode off to be with his army.

4. _____ James Madison told Mrs. Madison to stay in the President's House.

1. _____ The British soldiers set fire to the President's House.

2. _____ Dolley Madison escaped just in the nick of time.

3. _____ Some of the British soldiers sat down at the dinner table and enjoyed a tasty meal.

4. _____ A painting of George Washington was removed from the President's House.

Directions: Follow your teacher's instructions.

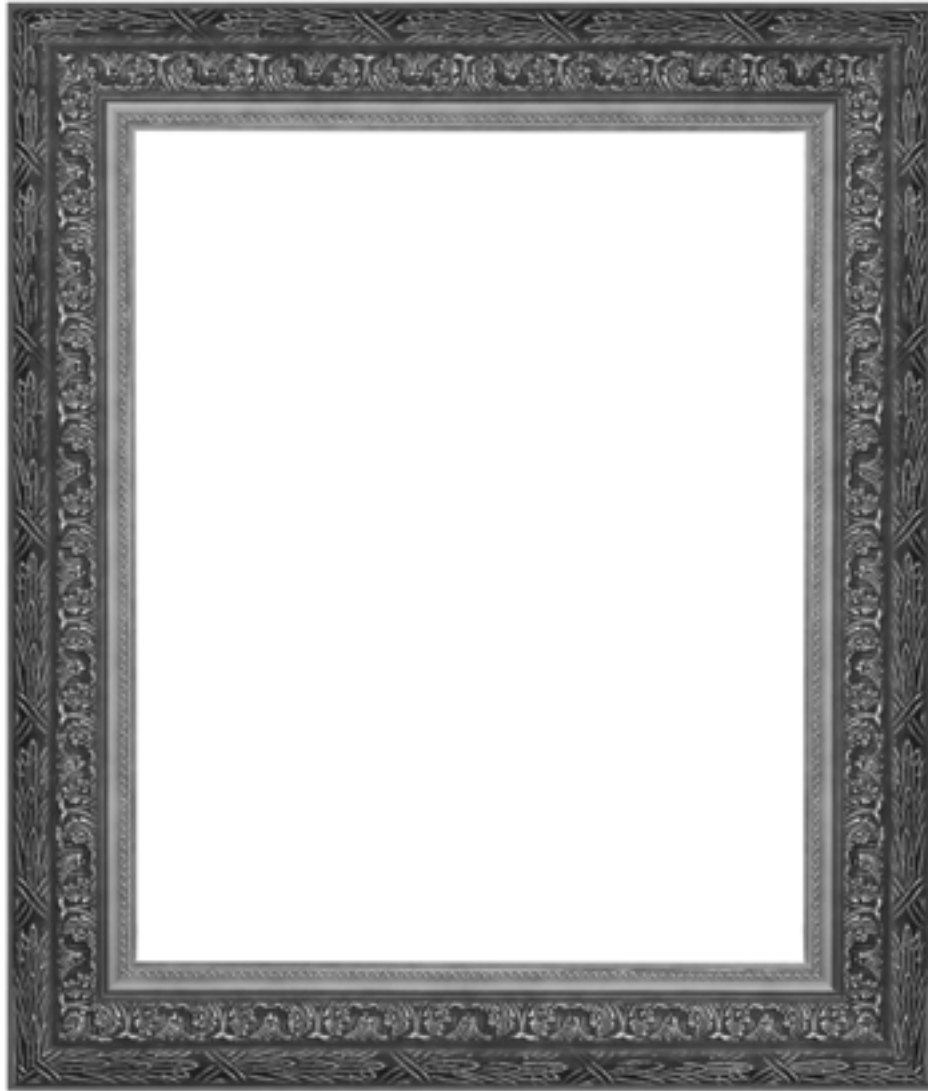
NAME: _____

DATE: _____

5.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed learning about the War of 1812. Over the next several days, they will learn about the British's three-part plan to defeat the United States, including attacks on Lake Erie and in Washington, D.C., the Battle at Fort McHenry, and the Battle of New Orleans. They will also learn that the Battle of New Orleans was actually fought after the war had ended. They will also learn about some geographic locations, and some important people involved in the War of 1812, including Francis Scott Key, Mary Pickersgill, and Andrew Jackson.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the War of 1812.

1. The President's House

Today your student heard about the British attack on Washington, D.C., during which the British set fire to many official buildings in the capital, including the President's House. They learned how Dolley Madison escaped before the soldiers arrived and how she saved a portrait of George Washington. You might explain that the President's House is now known as the White House.

2. Francis Scott Key

Your student will also learn about the Battle at Fort McHenry, and how Francis Scott Key watched the "rockets' red glare" and "bombs bursting in air" from the harbor. They will also hear how Francis Scott Key was inspired to write a poem about it. The poem he wrote became our national anthem, "The Star-Spangled Banner." Ask your student about the giant flag that Mary Pickersgill made to fly over Fort McHenry that day.

3. Song: "The Star-Spangled Banner"

Listen to the song "The Star-Spangled Banner" with your student. Discuss with your student that this song is our national anthem. It was written by Francis Scott Key during the War of 1812. Talk about times when you might sing the national anthem. Remind them that, when they hear the song played in public, they should stand to show respect. Also, they may put their hand over their heart. The next time you hear the song played at a ball game or other event, ask your student who wrote "The Star-Spangled Banner."

4. Song: “Battle of New Orleans”

Listen to the song “The Battle of New Orleans” with your student. Discuss what the song is about and how it tells the story of the War of 1812.

5. Andrew Jackson

Have your student talk about Andrew Jackson’s role in the Battle of New Orleans. Discuss how General Andrew Jackson put together an army of militiamen, soldiers, Native Americans, African Americans, farmers, and even pirates to win the Battle of New Orleans. You might want to explain that Andrew Jackson later became the seventh president of the United States.

6. Using a Map

Help your student locate the areas they learned about on a map of the United States, including the Mississippi River, New Orleans, Canada, Baltimore, and Washington, D.C. Have your student tell you about Britain’s three-part plan to defeat the United States.

7. Sayings and Phrases: Where There’s a Will, There’s a Way

Your student will learn the saying “where there’s a will, there’s a way” in relation to how Andrew Jackson did whatever it took to win the Battle of New Orleans. Talk with your student about its meaning. Share something that you have accomplished because of your determination. Find opportunities to use this saying again and again.

8. Words to Use

Below is a list of some of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *navigator*—The ship’s navigator helped the captain locate the harbor.
- *truce*—One British officer gave his sword to a U.S. officer as a sign of truce.
- *treaty*—Andrew Jackson received the news that a peace treaty had been signed.
- *surrender*—The soldiers had to surrender when they knew they couldn’t win.

9. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what they have learned in school.

NAME: _____

DATE: _____

6.1

Activity Page

What Happened When?



1. _____ The British navy began firing rockets at Fort Mifflin.
2. _____ The British ships sailed closer and closer to the fort.
3. _____ The British navy sailed away.
4. _____ Both sides fired rockets at each other through the night.

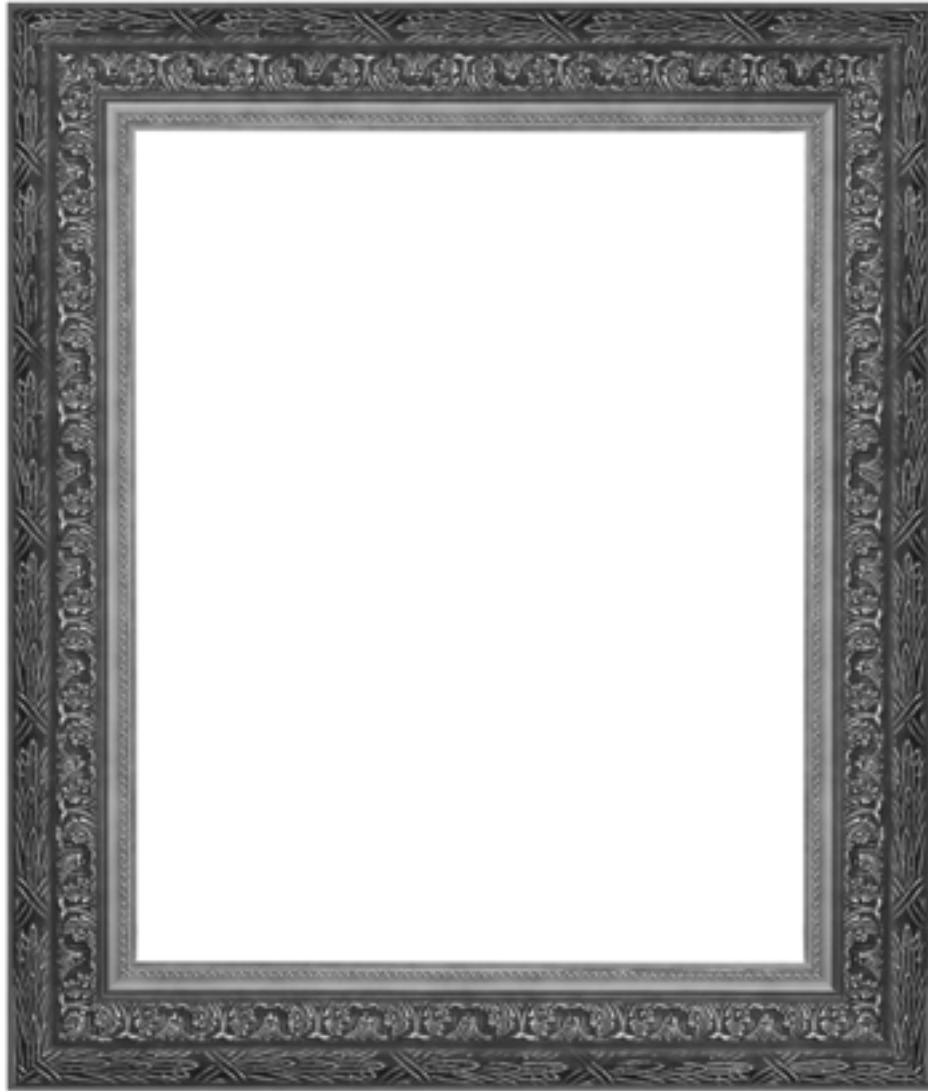
NAME: _____

DATE: _____

6.2

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.



NAME: _____

DATE: _____

8.1

Activity Page

Who?	
What?	
Where?	
When?	
Why?	

Directions: Listen to your teacher's instructions.

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



15.



NAME: _____

DA.2

Assessment

DATE: _____

Directions: These pictures show some important people and events from the War of 1812. Place the number of the question in a box by the appropriate person or event. Each image will have two numbers.



Dolley Madison



James Madison



Andrew Jackson



Francis Scott Key



USS Constitution



President's House

NAME: _____

DATE: _____

DA.3

Assessment

Directions: Listen to your teacher's instructions.



C New Orleans



B Baltimore



A Washington, D.C.

NAME: _____

DATE: _____

DA.4

Assessment

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

1. What was impressment?

2. Why did the British want to control New Orleans?

3. What was the most interesting thing you learned about the War of 1812?

Knowledge 6

Cycles in Nature

NAME: _____

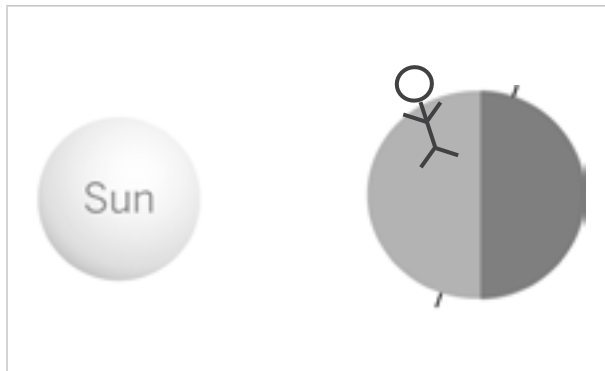
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1.1

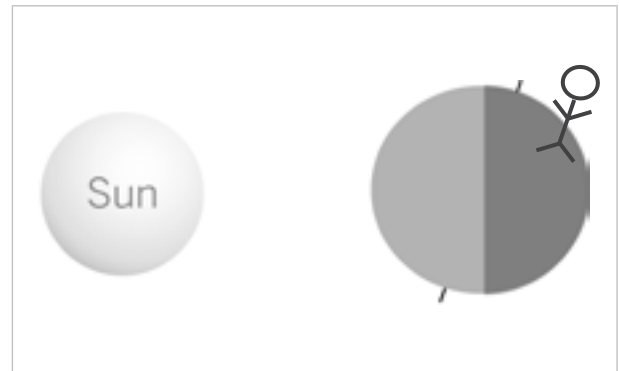
Activity Page

1. When it is daytime for me, my town is facing

Toward the Sun

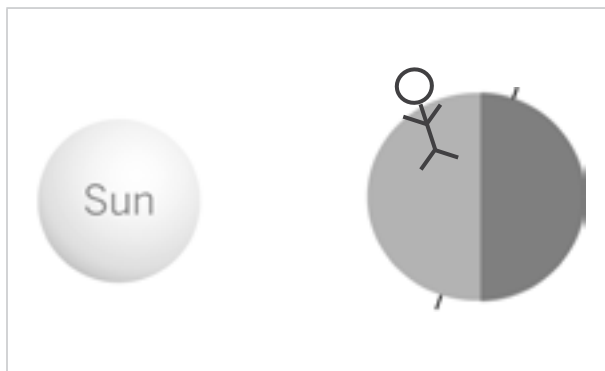


Away from the Sun



2. When it is nighttime for me, my town is facing

Toward the Sun



Away from the Sun



Directions: Listen to your teacher's instructions and circle the correct answer.

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will learn about cycles and explore some of the different types of cycles that occur in nature. Your student will be introduced to the reasons why we have daytime and nighttime and the four seasons on planet Earth, and to the different seasonal changes that affect the life cycles of plants and trees. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about cycles in nature.

1. Personal Connections

Share with your student your favorite season and the different experiences from your own childhood connected with seasonal changes. Emphasize the changes observed in plants and animals. Ask your student what favorite memories they have of a particular season shared with you.

2. Draw and Write

Have your student draw and/or write what they have learned about seasonal cycles and the life cycles of plants. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *revolve*—It takes one year for Earth to revolve around the sun.
- *hibernation*—Some animals have longer periods of winter hibernation than others.
- *cycles*—Planet Earth has many cycles, such as day and night, the seasons, and life cycles of plants and animals.

4. Read Aloud Each Day

Set aside time to read aloud to your student every day. The local library has many books on cycles in nature. Find a short list of books relevant to this topic below.

Recommended Resources

Red Leaf, Yellow Leaf, by Lois Ehlert (Harcourt, Inc., 1991) ISBN 978-0152661977

Sunflower House, by Eve Bunting (HMH Books for Young Readers, 1999) ISBN 978-0152019525

The Snowflake: A Water Cycle Story, by Neil Waldman (Milbrook Press, 2003) ISBN 978-0761323471

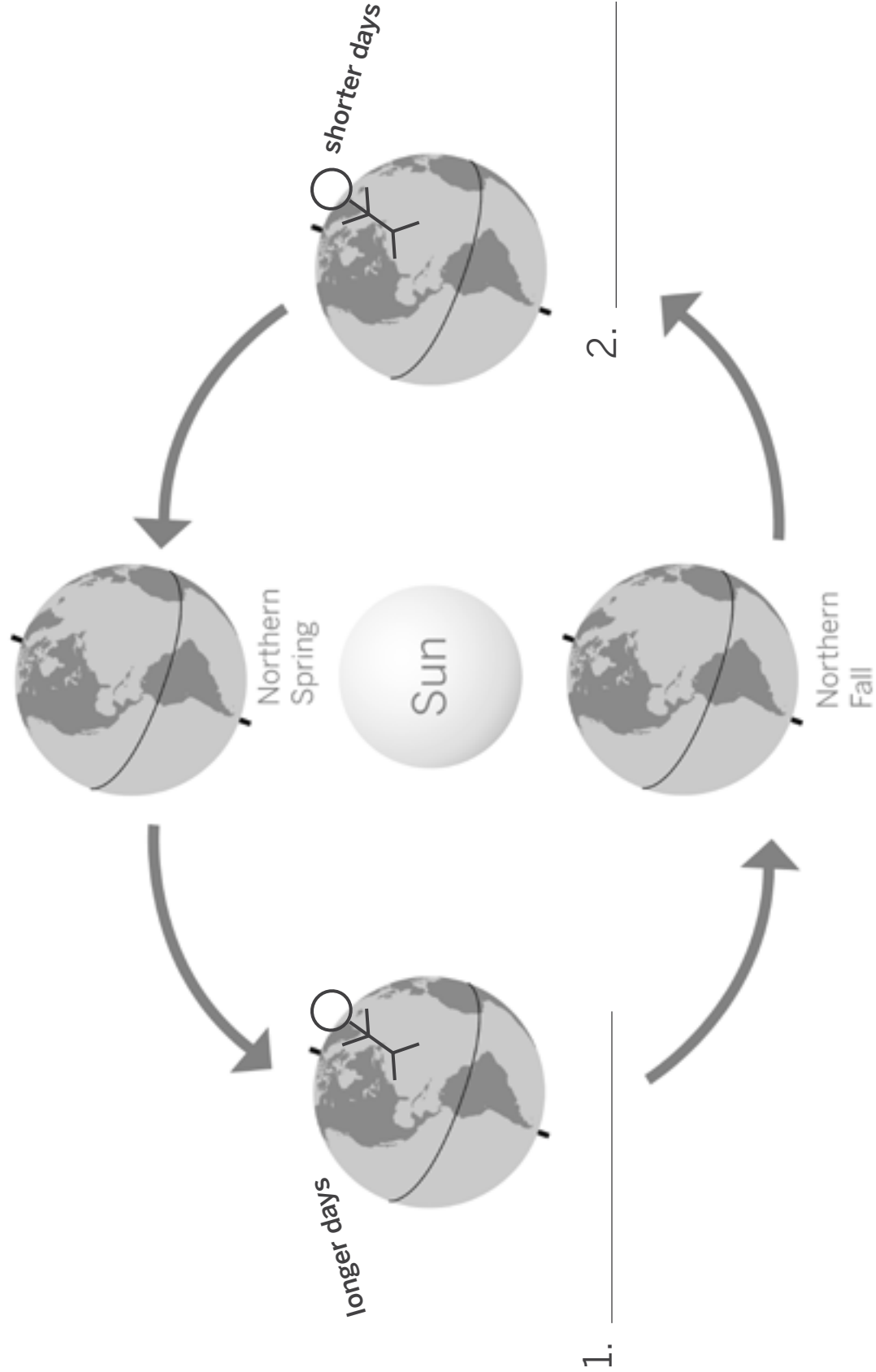
NAME: _____

DATE: _____

2.1

Activity Page

Directions: Listen to your teacher's instructions and identify winter and summer in the diagram.



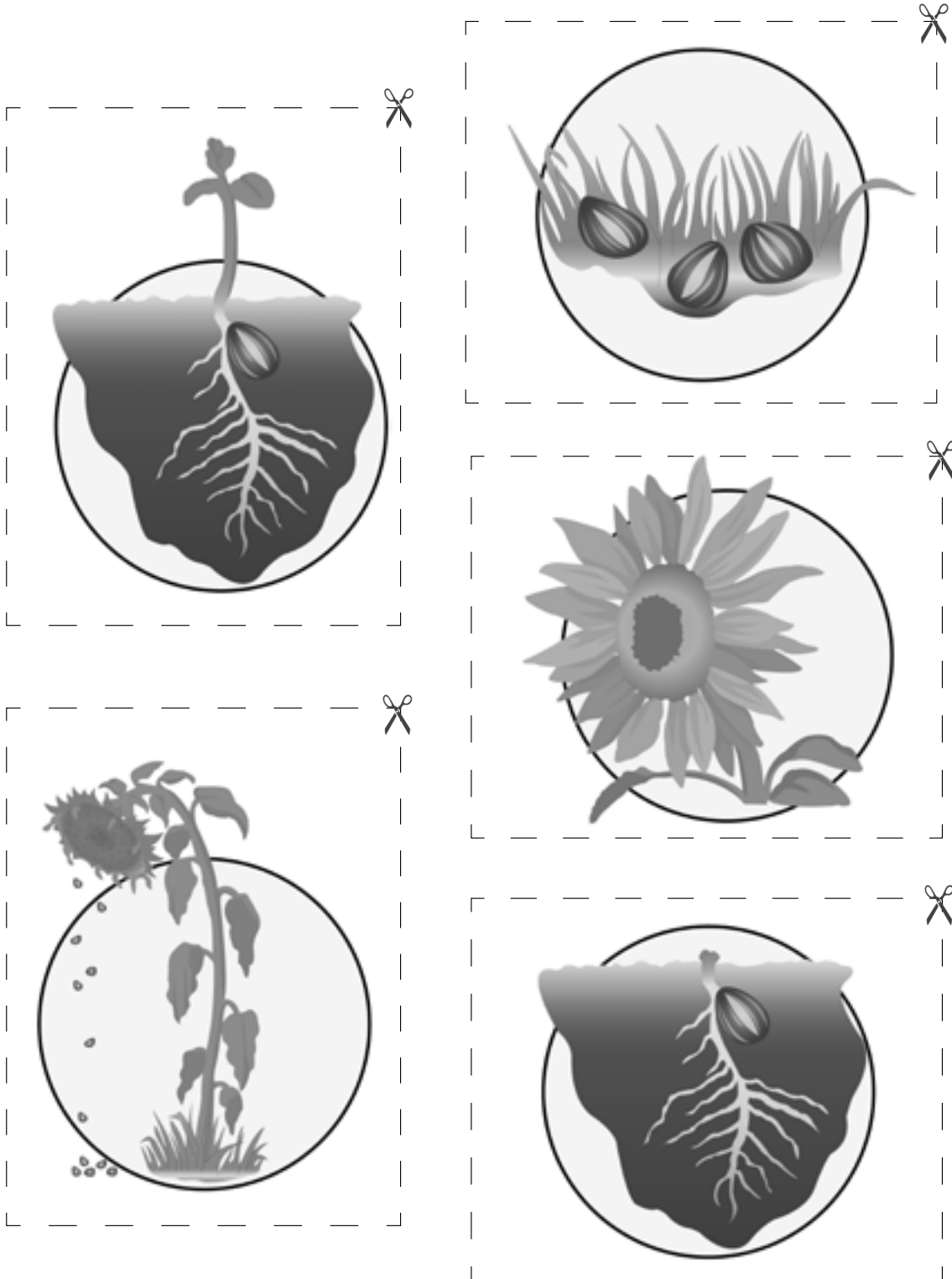
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DATE: _____

4.1

Activity Page

Directions: Cut out the pictures of the plant at various stages. Sequence the pictures, starting with the beginning of the plant life cycle. Then, glue or tape the pictures in the correct order onto a separate sheet of paper.



NAME: _____

DATE: _____

5.1

Activity Page



I have many parts like _____

When I am young _____

When I get a little bit older _____

When I am mature _____

Directions: Pretend you are a tree. Complete the following statements from a tree's point of view.

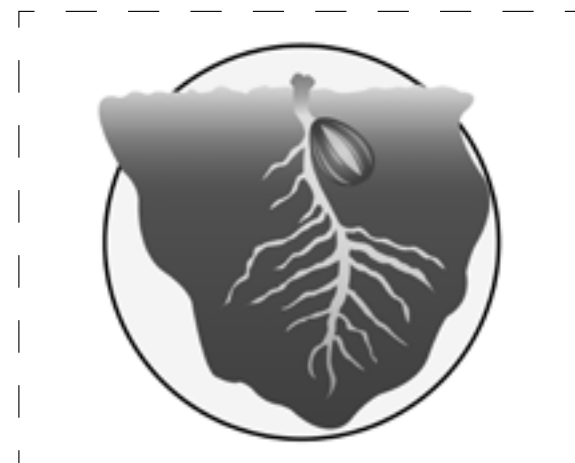
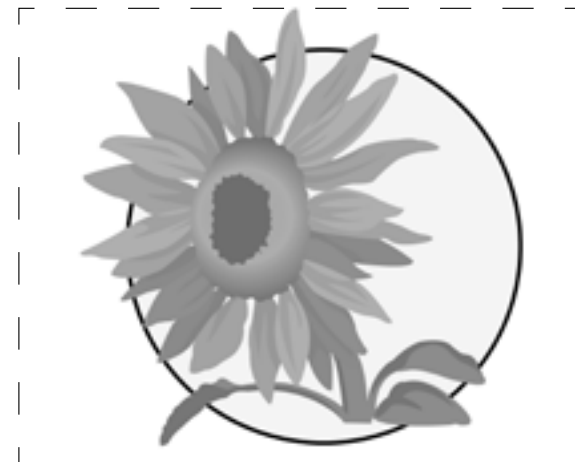
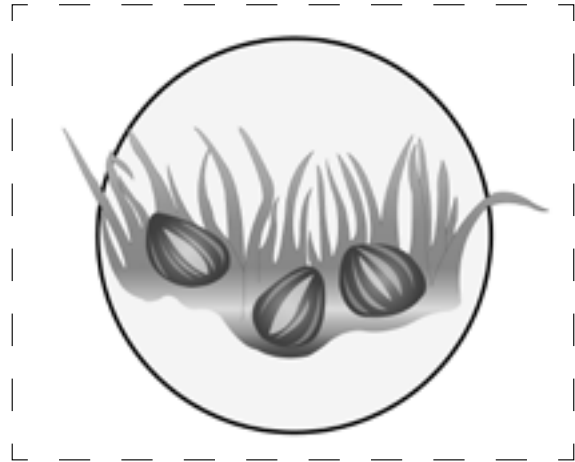
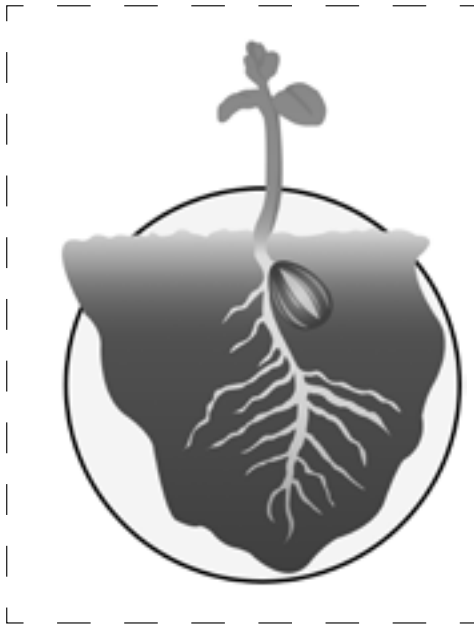
NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Cut out the pictures of the plant at various stages. Sequence the pictures, starting with the seed. Then, glue or tape the pictures in the correct order onto a separate sheet of paper. Write sentences describing the life cycle of a sunflower on the back of the paper.



NAME: _____

DATE: _____

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- *hibernation*—Some animals have longer periods of winter hibernation than others.
- *cycles*—Planet Earth has many cycles, such as day and night, the seasons, and life cycles of plants.

4. Read Aloud Each Day

Set aside time to read aloud to your student every day. The local library has many books on cycles in nature.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

7.1

Activity Page

Directions: Write one complete sentence in the first rectangle to introduce your paragraph. Write one complete sentence in the next four rectangles to explain the stages of the life cycle of a frog. Write one complete sentence in the last rectangle to conclude, or finish, your paragraph.

Introductory Sentence:

First ...

Next ...

Then ...

Finally ...

Concluding Sentence:

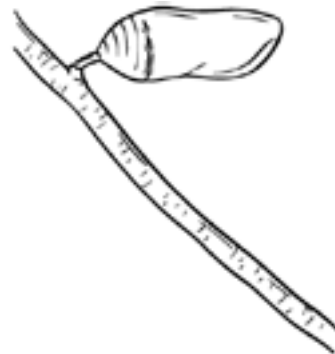
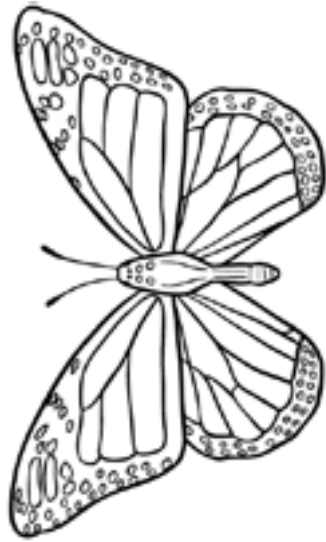
NAME: _____

DATE: _____

8.1

Activity Page

Directions: Color and cut out the pictures showing the different stages of metamorphosis for a monarch butterfly, and then sequence them in the correct order. Glue or tape the pictures onto drawing paper. Work with a partner to retell the stages of metamorphosis.



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2

Assessment

Directions: Listen to the sentence read by the teacher. Circle the animal whose life cycle is being described.

1.



2.



3.



4.



5.



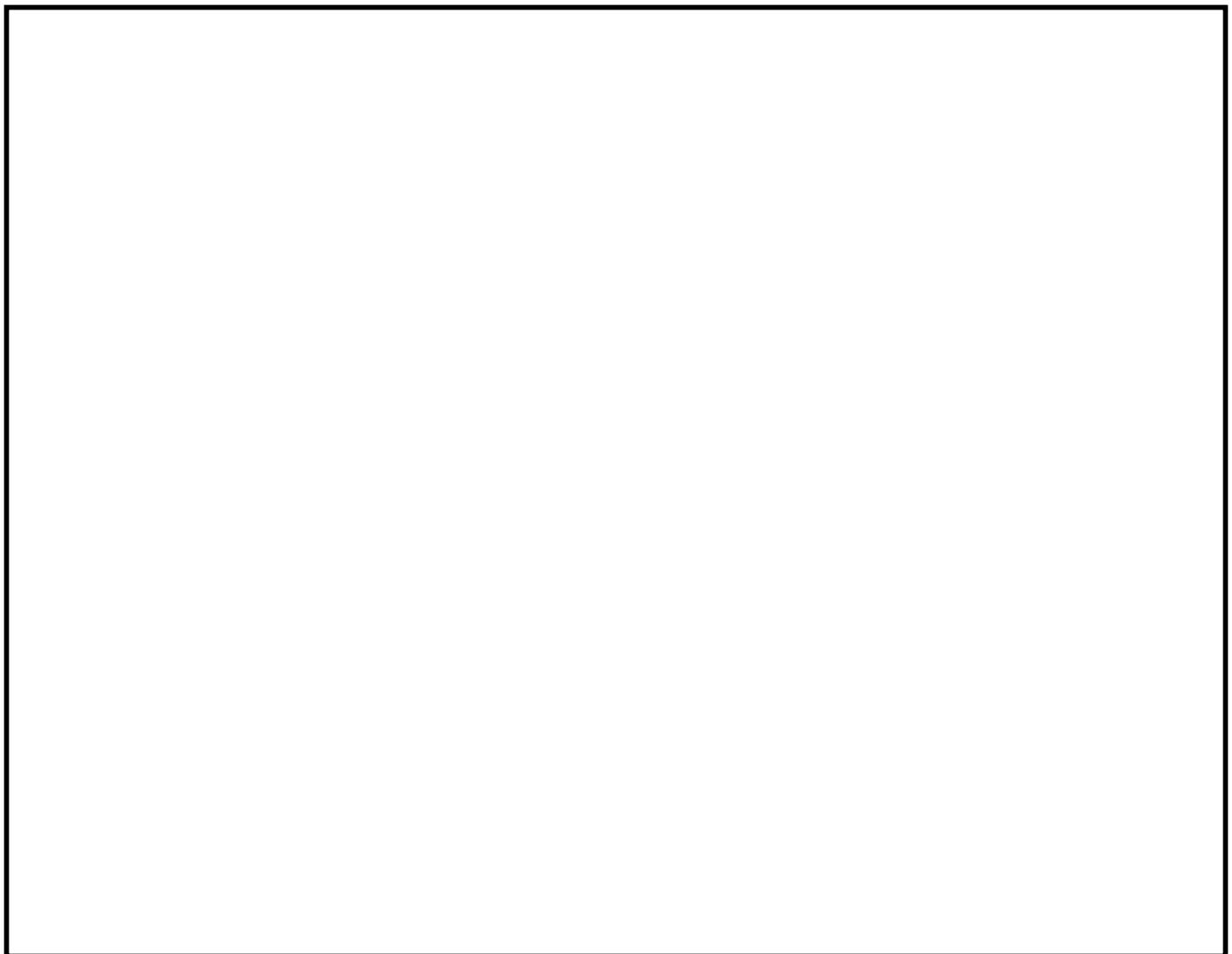
NAME: _____

DATE: _____

DA.3

Assessment

Title: _____



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