

2020

Erie Rise Leadership  
Academy Charter School

Parent Lesson Plan

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## [ PARENT LESSON PLAN ]

2nd Grade Week of 4/13

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## INTRODUCTION

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Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,  
Mrs. Veronica Will

## **HELPFUL INFORMATION**

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### **Distribution Sites/Information**

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School  
1006 West 10<sup>th</sup> Street  
Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

### **Leadership Team**

Mr. Terry Lang, CEO: 814 812-0503  
Mrs. Veronica Will, Principal: 814 873-5158  
Mr. Aubrey Favors, HR: 814 812-3026  
Mr. Kirk Paskell, Transportation: 814 566-0002  
Mr. Homer Smith, PR: 814 392-3413  
Mrs. Pearl Jeffries, Social Services: 814 722-5056



## DIGITAL LESSON PACING GUIDE

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### ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

### USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

### Digital Pacing Guide

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELA/Writing</b>	Open Court Unit 5 Less 4	Open Court Unit 5 Less 4	Open Court Unit 5 Less 4	Open Court Unit 5 Less 4	Open Court Unit 5 Less 4
<b>Math</b>	MyMath! Ch 10 Less 4	MyMath! Ch 10 Less 5	MyMath! Ch 10 Less 6	MyMath! Ch 10 Review	MyMath! Ch 10 Test
<b>Science</b>	<b>X</b>	<b>YouTube Link</b>	<b>X</b>	<b>YouTube Link</b>	<b>X</b>
<b>Social Studies</b>	YouTube Link	X	YouTube Link	x	YouTube Link

## ELA PRINT MATERIAL

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### Monday:

**Reading-** Read and answer essential question, preview story, look at all of the pictures, 1<sup>st</sup> read, revise your essential question answer

**Spelling-** Preview sound spelling card, awwwwwwww like a hawk, awwwww like Grandma pinching your cheeks! Decode aw, au words and sentences, complete WKST Pg 119-120

**Writing-** When to use the words (and, or but) properly  
Grammar teach, grammar teach pg2, grammar teach pg3

### Tuesday:

**Reading-** Preview vocabulary words, 2<sup>nd</sup> read of story finding all of the vocab words, complete WKST 123-124

**Spelling-** Circle/highlight all aw, au words you find in decodeable story, go back through and read all of the circled words, read whole story again, Enrich Decode story is extra

**Writing-** Complete WKST 131-132

### Wednesday:

**Reading-** Preview sequence words, 3<sup>rd</sup> read looking for sequence words, complete WKST Pg 125-126

**Spelling-** Decode able, ment words, decode able ment sentences, complete WKST 121-122

**Writing-** Circle the conjunction WKST

### Thursday:

**Reading-** Final read, review, complete story questions at the end of the story Pg 258-259

**Spelling-** Spelling review, WKST 129-130

**Writing-** Insert the conjunction

### Friday:

**Reading-** Complete Friday TEST

**Spelling-** Complete Friday TEST

**Writing-** Complete Friday Grammar Quiz

**MATH PRINT MATERIALS**

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**Monday: Chapter 10 Lesson 4**

**Reteach**

**HW**

**Enrich**

**Tuesday: Chapter 10 Lesson 5**

**Reteach**

**HW**

**Enrich**

**Wednesday: Chapter 10 Lesson 6**

**Reteach**

**HW**

**Enrich**

**Thursday: Chapter 10 Review**

**Chapter 10 Game**

**Chapter 10 Review-Review Pt4**

**Friday: Chapter 10 Test**

## SCIENCE/SOCIAL STUDIES PRINT MATERIAL

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### Monday:

[https://www.youtube.com/watch?v=xnH\\_OlgNgSY](https://www.youtube.com/watch?v=xnH_OlgNgSY)

Complete Patriotic Listening Glyph

**Tuesday:** <https://www.youtube.com/watch?v=ZFkC5tazHIM>

Complete Invention Trains

What is one chore you can't stand doing? Can you think of an "invention" that would do it for you?

ie: Dishwasher, Washing Machine,

**Wednesday:** Read My Country 'Tis of Thee

<https://www.youtube.com/watch?v=7KrrAlZ4mXU&list=PLGJoGBEV-Xaz0-JTXcYH5xLoKx8pIDcU>

Complete a page from the Patriotic Song Activity Packet

**Thursday:** Complete Science Technology and Science Technology Pt2

<https://www.youtube.com/watch?v=SUBUto82EQw>

### Friday:

<https://www.youtube.com/watch?v=PWMY7Rpk5Bo>

<https://www.youtube.com/watch?v=JBZta6ggp9s>

Complete a page from the Patriotic Song Activity Packet

## ADDITIONAL RESOURCES (EDUCATIONAL)

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<https://connected.mcgraw-hill.com/connected/login.do>

Password: Riseup2020

<https://www.khanacademy.org/khan-for-educators/khan-kids-page>

Password: Riseup2b

-or-

Password: Riseup2g

<https://www.headsprout.com/>

EDurovchic

BAnderson160

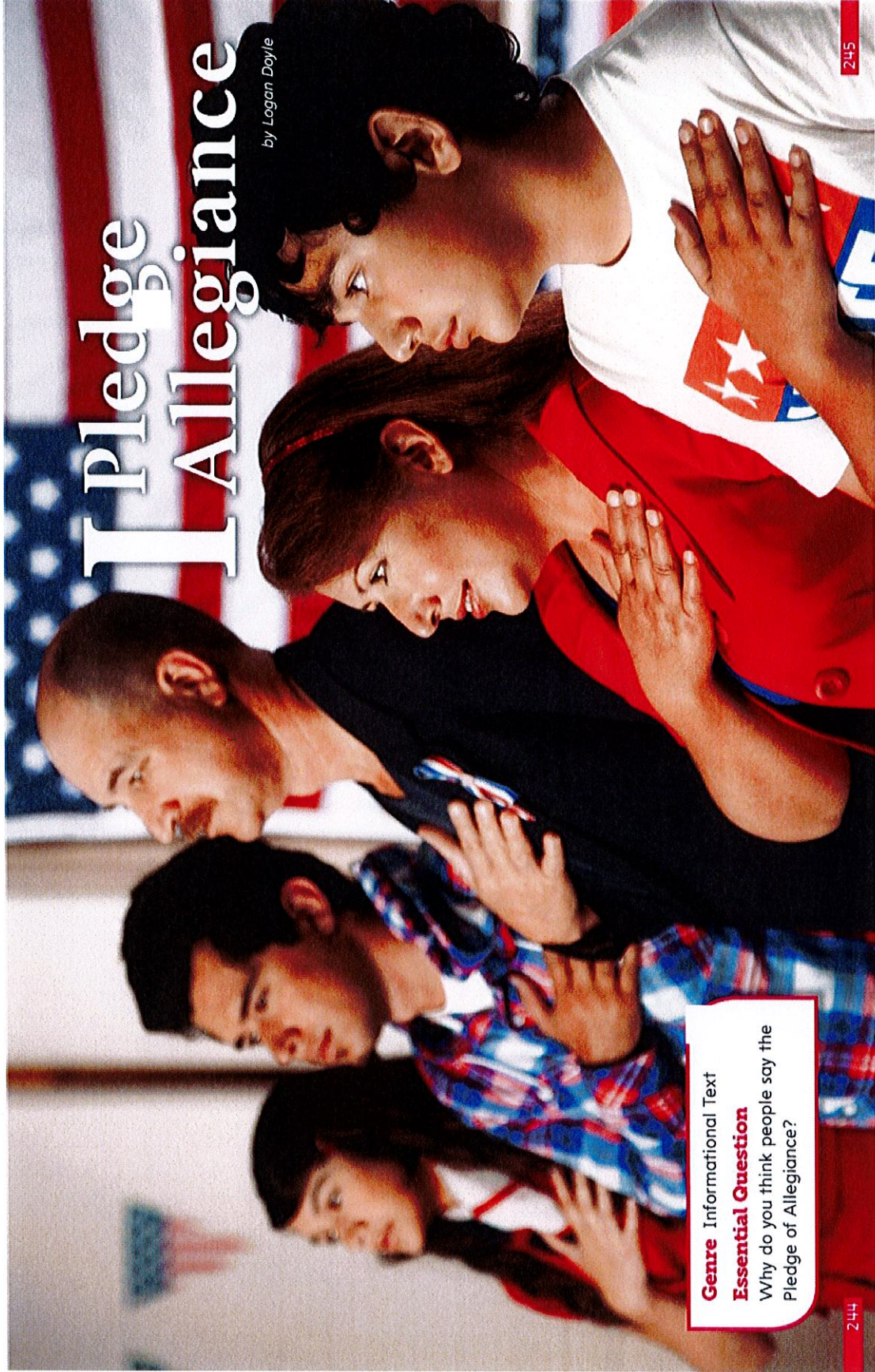
Password: rise

## Essential Question

- ▶ Why do you think people say the Pledge of Allegiance?



244-245







246

Many students start their day with the Pledge of Allegiance. You may say or hear it at your school. You may even have the pledge memorized, but do you know what the words mean? Let us take a closer look at the pledge.

*I pledge allegiance to the flag  
of the United States of America*

*and to the republic for which it stands,  
one nation under God, indivisible,  
with liberty and justice for all.*

A *pledge* is a promise, and *allegiance* is another word for loyalty. Pledging allegiance means that we are promising to be loyal. A person who is loyal shows support and respect, so the pledge begins with a promise to support and respect the American flag.

When we say the pledge, we stand and put our hands over our hearts. In addition to saying the words, we are signaling respect and loyalty to our country.

247



248-249

*I pledge allegiance to the  
of the United States of America  
**and to the republic for which it stands,**  
one nation under God, indivisible,  
with liberty and justice for all.*

A *republic* is a country run by leaders who are elected through voting. Voters choose the American president. Local, state, and national government leaders are also elected by voters.

The elected leaders represent the people. This way each person has a voice through his or her government representatives. Imagine what would happen if every citizen in the United States had to meet to decide every single issue and law. Nothing would ever get done! Representatives help the government run more efficiently. If we have a problem with something in the government, then we can write or call our representatives.

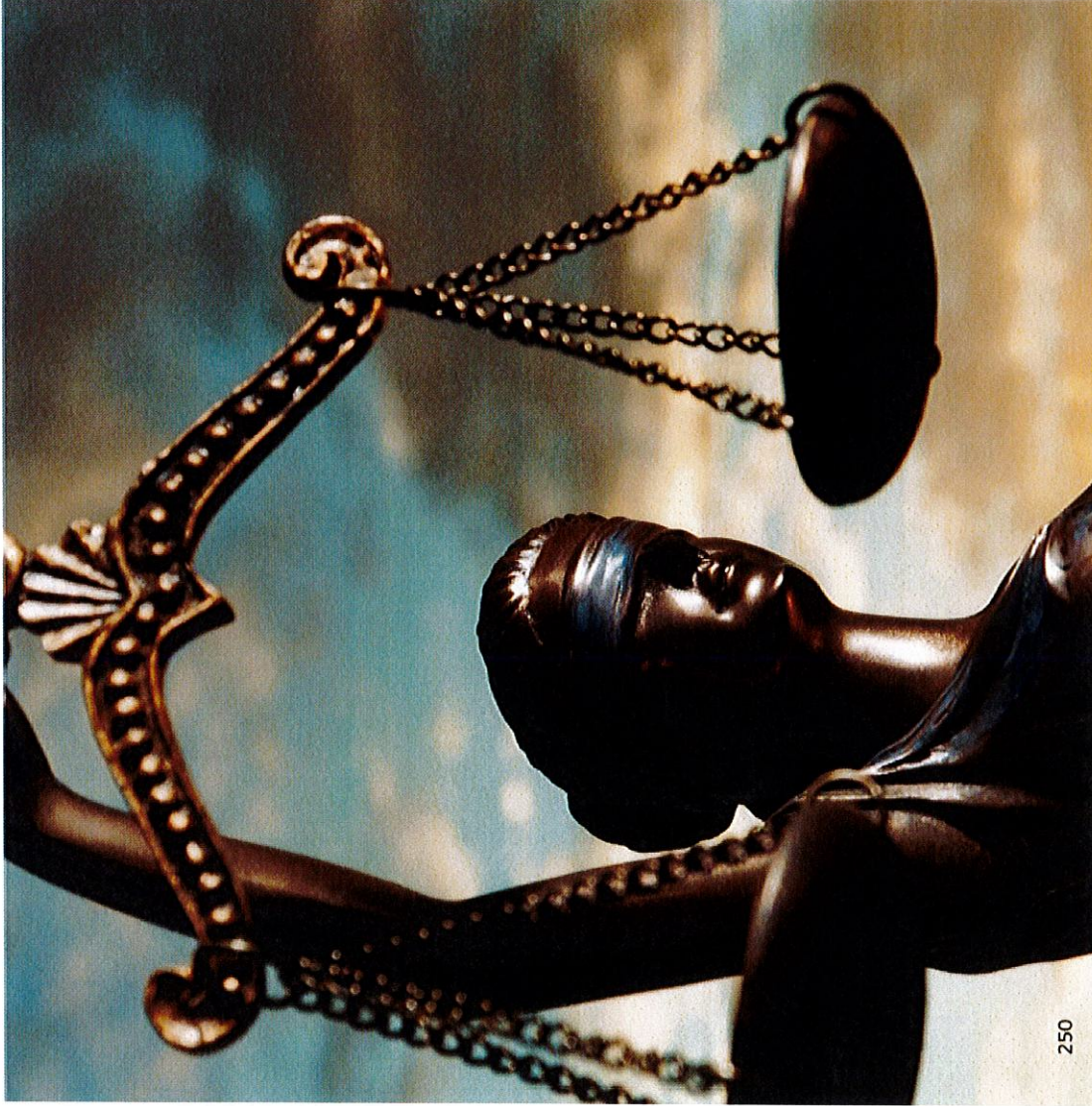
248



The phrase *for which it stands* explains that the flag is a symbol. It stands for the United States of America. So, the first part of the pledge is a promise to be loyal to both the flag and the country.

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The next part of the pledge describes the strength of the country. The phrase *one nation* means that the states of America join to form one country. *Indivisible* means “cannot be divided.” The states have a strong bond that will not be broken.

*I pledge allegiance to the flag  
of the United States of America  
and to the republic for which it stands,  
**one nation under God, indivisible,  
with liberty and justice for all.***

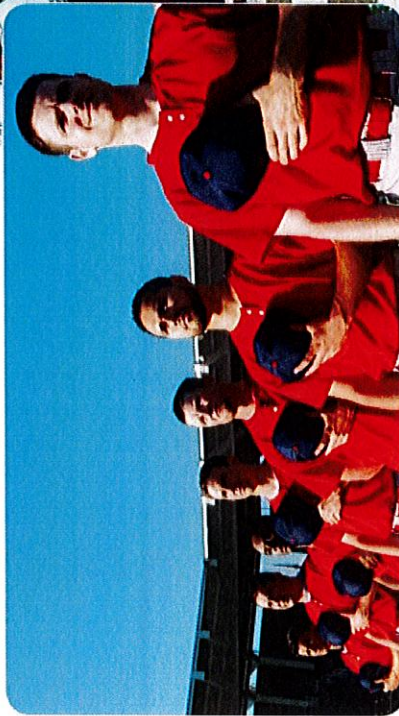
*Liberty* means “freedom.” In the United States, we are free to think and speak however we want. We can choose how we live as long as we do not hurt others.

*Justice* is another word for “fairness.” This part of the pledge states that **all** Americans have a right to be free. We also have the right to be treated fairly.



252-253

Now, why do we say the Pledge of Allegiance? Repeating the pledge is one way to show respect for the United States. This loyalty and respect can be demonstrated in other ways too. Singing the "Star-Spangled Banner" is one example. It is our national song, or anthem. It also refers to the United States flag. Like the pledge, the national anthem addresses America's key values. The last line of this song calls the United States "the land of the free and the home of the brave."



252

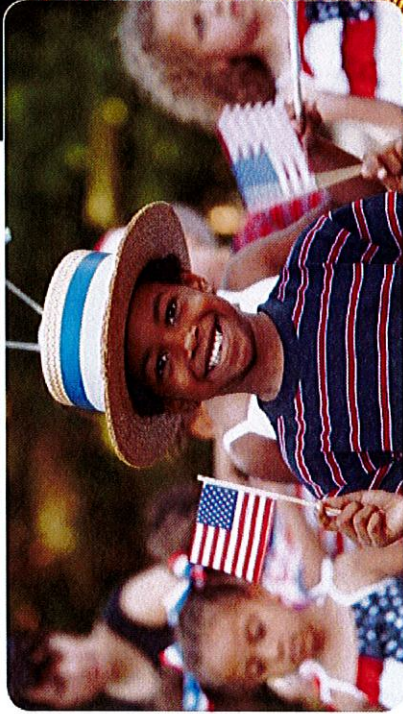


Another way to show respect for the United States is to honor veterans. Veterans are men and women who have served in the military. November 11th is Veterans Day. On this day we give special thanks to soldiers. We honor them for serving the country and for helping to protect our freedom. Soldiers make many sacrifices, and we honor them by saying "thank you!" Sending a card or letter is one way to thank a veteran for his or her service.

253

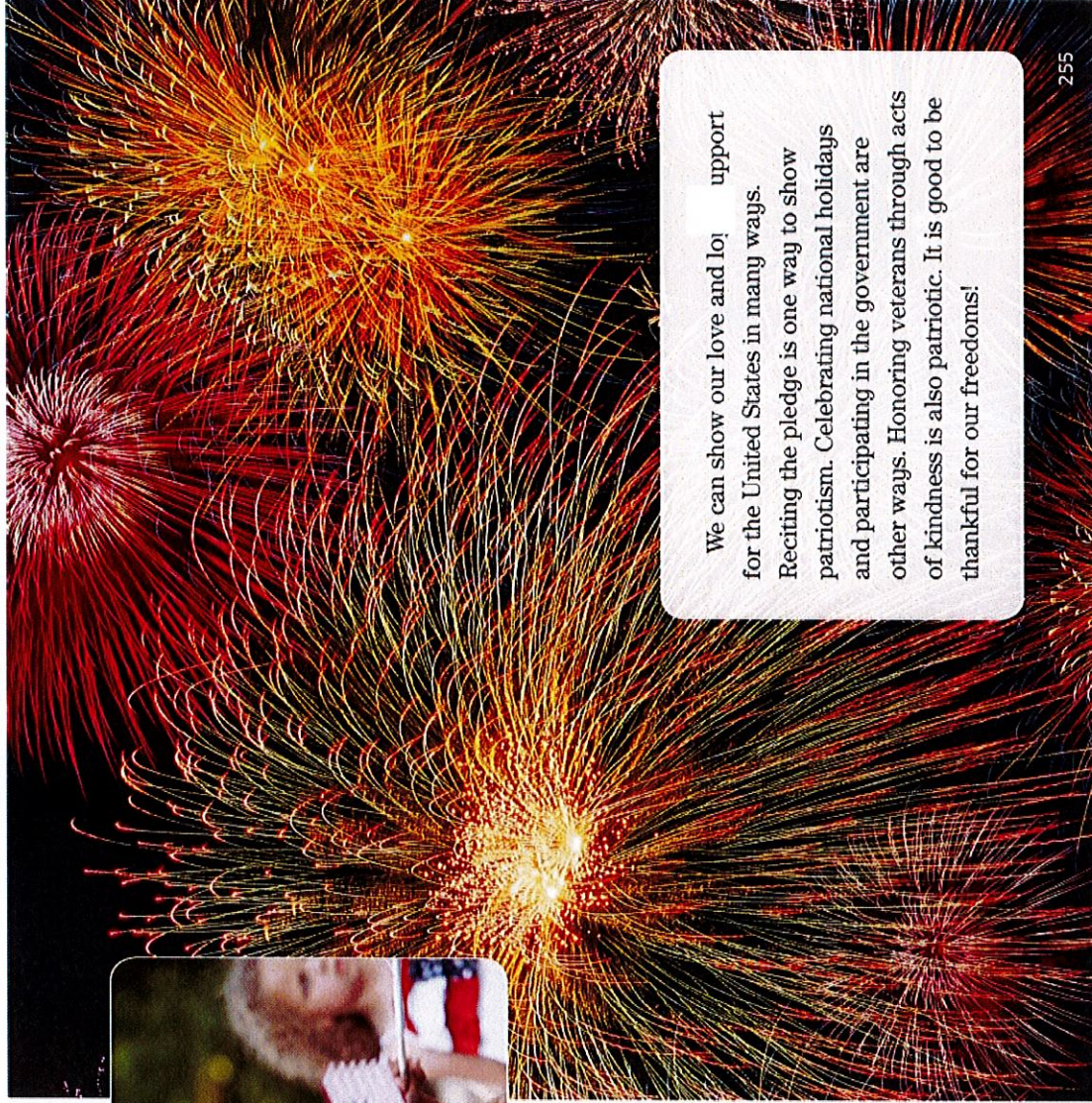


254-255



We celebrate our country every year on the Fourth of July. It is also called Independence Day because the Declaration of Independence was adopted on July 4, 1776. On that day, the American colonies chose to become their own country. They broke free from British rule and formed a new nation. July Fourth is a day to celebrate freedom. On Independence Day we have parades and dress in red, white, and blue. We also display flags and watch fireworks shows!

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We can show our love and loyalty to support for the United States in many ways. Reciting the pledge is one way to show patriotism. Celebrating national holidays and participating in the government are other ways. Honoring veterans through acts of kindness is also patriotic. It is good to be thankful for our freedoms!

255



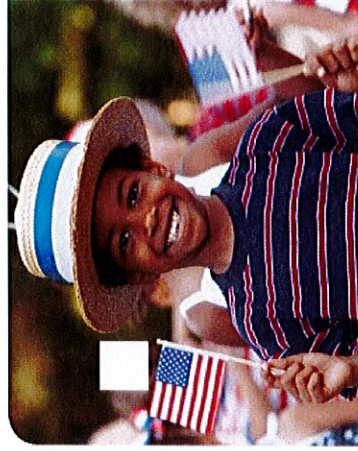
## Respond

You will answer the comprehension questions on these pages as a class.

### Comprehension

#### Text Connections

1. How does the author of "My Country, 'Tis of Thee" explain the definition of the word *allegiance*?
2. What different natural features of the country does "My Country, 'Tis of Thee" mention as beautiful?
3. According to "I Pledge Allegiance," what are *liberties* and what liberties do all Americans have?
4. Besides saying the Pledge of Allegiance, what are two other ways the author says we can show loyalty to our country?



#### Did You Know?

"My Country, 'Tis of Thee" was written in 1831, over 60 years before the Pledge of Allegiance was written.

258

### Write

Use the rhyming structure of "My Country, 'Tis of Thee" to write a seven-line poem about any topic.

#### Look Closer

##### Keys to Comprehension

1. What is the main topic of "I Pledge Allegiance"?

##### Writer's Craft

2. What is the rhyming pattern of "My Country, 'Tis of Thee"? How does the rhyme add rhythm and meaning to the song?
3. "I Pledge Allegiance" states that the Declaration of Independence was adopted on July 4, 1776. What do the words *declaration* and *independence* mean?
4. What is the author's purpose for writing "I Pledge Allegiance"?

##### Concept Development

5. What words or phrases in "My Country, 'Tis of Thee" help you to understand the author's feelings about America?

259

# Vocabulary

bond

efficiently

indivisible

justice

pledge

refers

represent

values



## Vocabulary

**FOCUS** Review the vocabulary words from “I Pledge Allegiance.”

**bond**  
**efficiently**  
**indivisible**  
**justice**

**pledge**  
**refers**  
**represent**  
**values**

**PRACTICE** Match each word with a phrase that it describes.

- |                |  |
|----------------|--|
| 1. efficiently | a. a country that cannot be divided                  |
| 2. indivisible | b. fair treatment for all people                     |
| 3. bond        | c. a promise to be faithful                          |
| 4. justice     | d. done in a quick amount of time                    |
| 5. pledge      | e. a tie that holds people together                  |
| 6. values      | f. people’s beliefs about the importance of equality |

**APPLY** Circle the vocabulary word that completes each sentence.

7. You might think that the U.S. Constitution's framers came up with all of its ideas. The framers, however, (pledged, referred) to ideas created by the Iroquois Confederacy.
8. The Iroquois Confederacy is a group of Native American nations, or tribes. It (refers, represents) a very old democracy.
9. The Iroquois Confederacy had three main principles: peace, the power of experienced minds, and (bond, justice), or fairness.
10. Five nations agreed to these (bond, values) hundreds of years ago, and then another nation joined the Confederacy a little later.
11. These nations made a (pledge, justice) to support each other, but they also could make some of their own decisions.
12. The (bond, justice) of peace that they shared continues among the Iroquois to this day.

# Sequence

**FOCUS**

- *Sequence* is the order in which events in a story occur. Writers often use time and order words to help readers understand the sequence of events.
- *Time words* (*winter, 1900, minutes*) show the passage of time.
- *Order words* (*first, next, later*) show the order in which events happen.

**PRACTICE** Read this paragraph carefully. Write the time and order words on the lines below.

Francis Bellamy wrote the first version of the Pledge of Allegiance in the summer of 1892. He sat down and wrote it in about two hours. Later, people made changes to Bellamy's original pledge. Congress adopted the Pledge of Allegiance in 1942.

**Time words**

**Order words**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_

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**APPLY** Think about “I Pledge Allegiance.” Use what you know from the text to answer the sequence questions below.

7. Based on the information on page 247, what is the first thing the pledge begins with? \_\_\_\_\_

**Based on the information on page 251, what are the last two things the pledge says our nation offers its citizens?**

8. \_\_\_\_\_

9. \_\_\_\_\_

**On pages 252 through 254, “I Pledge Allegiance” gives ways we can show respect to our country. List these four actions. Put them in the order in which they occur in the text.**

10. First, we can \_\_\_\_\_.

11. Next, we can \_\_\_\_\_.

12. Next, we can \_\_\_\_\_.

13. Finally, we can \_\_\_\_\_.

**Do you think the sequence of these items is important? Why or why not?**

14. \_\_\_\_\_

\_\_\_\_\_

# I Pledge Allegiance

## Vocabulary

Read each item. Fill in the correct answer.

1. What is a *pledge*?  
 (A) an agreement to do something  
 (B) a story with a surprise ending  
 (C) an old book that is valuable  
 (D) an unusual song with no words
2. Which of these words means *a feeling shared with others*?  
 (A) toil  
 (B) sole  
 (C) bond  
 (D) prey
3. What is a synonym for *justice* in this sentence?  
A strong system of *justice* helps everyone.  
 (A) manufacturing  
 (B) business  
 (C) entertainment  
 (D) fairness
4. What does the word *efficiently* most likely mean in this sentence?  
Mika worked *efficiently* to finish her chores.  
 (A) talking about things with her friends  
 (B) getting things done without great effort  
 (C) listening to music at the same time  
 (D) moving things around in the house
5. What does the word *values* mean in this sentence?  
The people had *values* that made the town a good place to live.  
 (A) small but pretty houses  
 (B) nice stores with good prices  
 (C) small parks on every street  
 (D) ideas people think are good

## I Pledge Allegiance (continued)

### Comprehension

Read the following items carefully and fill in the correct answer. You may look back at the selection to answer the questions.

1. The following question has two parts. First, answer **Part A**. Then, answer **Part B**.

**Part A** We say the Pledge of Allegiance because it

- (A) helps us to win in sports competitions.
- (B) shows our respect for our country.
- (C) is an example of freedom of speech.
- (D) demonstrates that our country is a republic.

**Part B** Which sentence from the selection **best** supports your answer for **Part A**?

- (A) You may say or hear it at your school.
- (B) In the United States, we are free to think and speak however we want.
- (C) Repeating the pledge is one way to show respect for the United States.
- (D) A republic is a country run by leaders who are elected through voting.

2. When we say the Pledge of Allegiance, we promise to be loyal to
- (A) Independence Day.
  - (B) our national song.
  - (C) elected representatives.
  - (D) the flag and country.
3. In the United States, we have many freedoms, as long as we
- (A) don't hurt others.
  - (B) say the Pledge of Allegiance.
  - (C) vote for our representatives.
  - (D) thank veterans.

## I Pledge Allegiance (continued)

### Comprehension

4. The selection says that a good way to honor veterans is to
- Ⓐ say thank you.
  - Ⓑ repeat the Pledge of Allegiance.
  - Ⓒ sing a patriotic song.
  - Ⓓ go to an Independence Day celebration.
5. How is italic print used in this selection?
- Ⓐ it shows all the words in the Pledge of Allegiance
  - Ⓑ It shows words that are explained in the selection.
  - Ⓒ It shows the words that describe holidays.
  - Ⓓ It shows words that are patriotic.

**Read the following items carefully. Answer the questions.**

6. What does it mean to have a voice in government in a republic?

---

7. What does the word indivisible mean in the Pledge of Allegiance?

---

8. Why do we honor veterans?

---

9. What do we celebrate on Independence Day?

---

10. Match each word with another word that means about the same thing.

pledge

fairness

indivisible

freedom

liberty

promise

justice

together



24-25

# The Lion and the Mouse

retold by Margaret Mason  
illustrated by Linda Bronson

Decodable Story 47



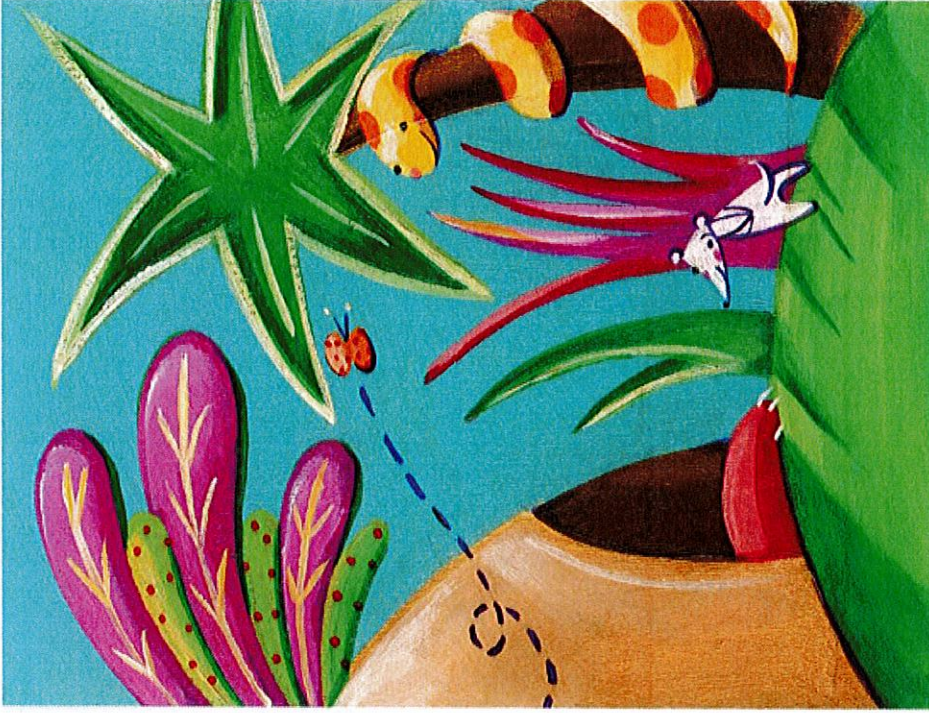
Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

It was a peaceful August afternoon in the jungle.

Mighty Lion was napping. Playful Mouse was out for a run. Now, Mouse had a fault. He liked to stalk the animals in the jungle. He felt this made him brave. In truth, it simply made him foolish.

Mouse paused and heard Lion snoring. He chose to tease the beast. *Lion may be big and brawny*, he thought to himself, *but I am always faster.*

Mouse scampered across Lion's paw. That didn't wake Lion, so Mouse continued to be naughty. He crawled all over Lion and then launched himself right onto Lion's nose.





28-29

In a flash, Lion woke up. He grabbed Mouse with his paw and caught him under his claws.

"I ought to have a small snack," Lion said with a yawn. Lion lifted Mouse up to his face.

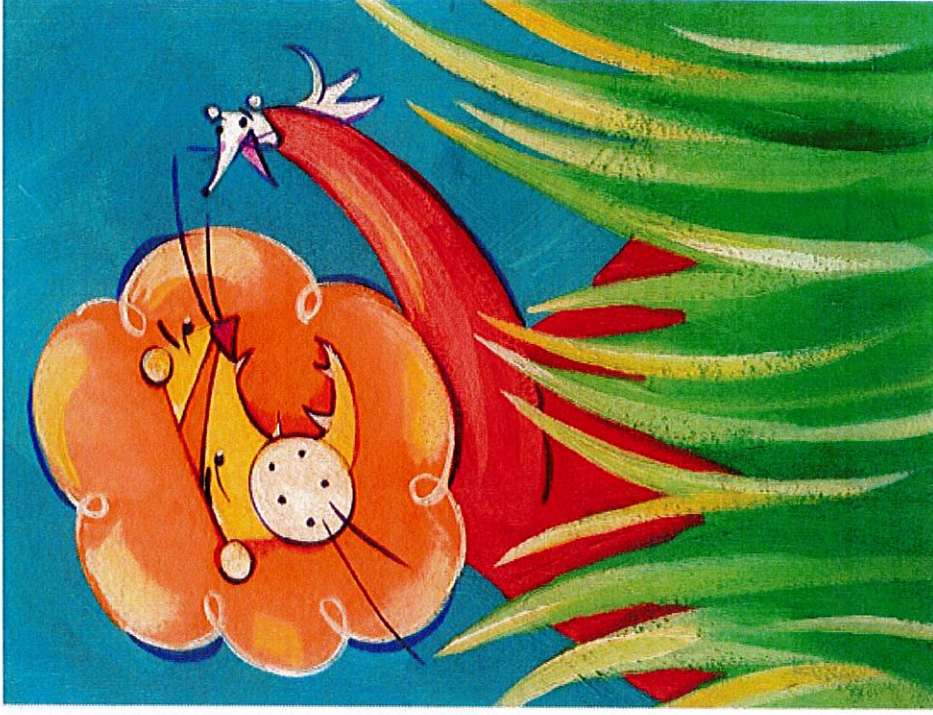
"Mighty Lion, please don't eat me!" bawled Mouse as he fought back tears.

"Why not?" asked Lion.

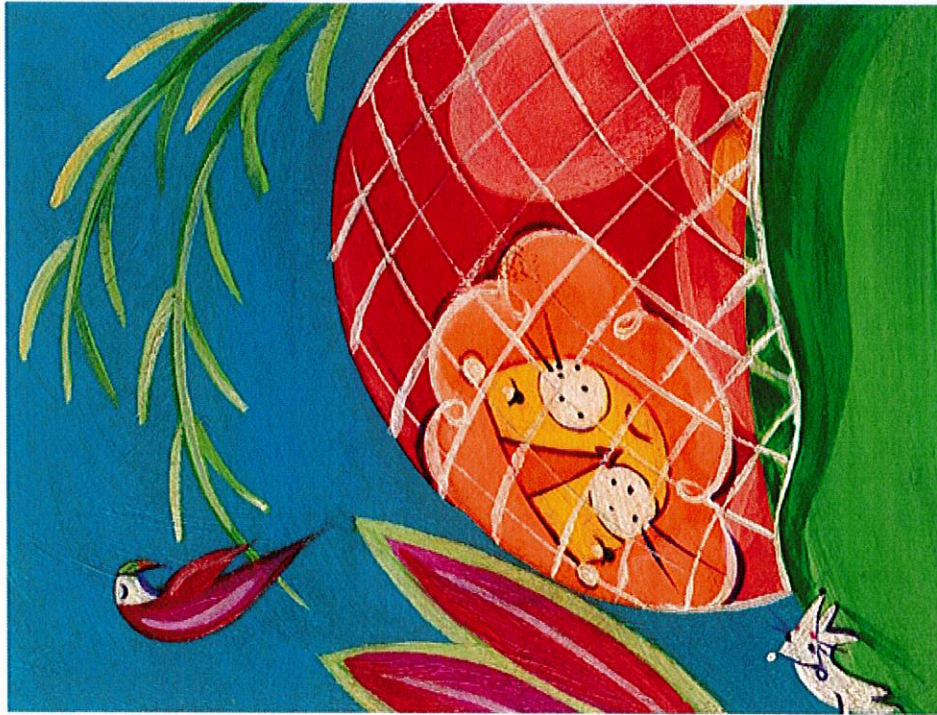
"Because I would taste awful," said Mouse, trembling. "And, you have taught me a lesson."

"Go, then," said Lion. "You are awfully scrawny. I need a bigger meal. But never walk near me or talk to me again."

28



29



30

Mouse kept away from Lion. Then, one autumn day at dawn, he heard Lion calling for help. Mouse ran to the awful sound.

He saw Lion trapped in a net.

"Draw near and help me!" ordered Lion.

"But I said I'd never walk near you!" protested Mouse.

"I didn't hurt you at all when you acted foolish," said Lion. "So you ought to help me now!"

Shaking with fear, Mouse crawled to the net. He chewed a small hole. Lion squeezed out.

"Thank you, Mouse," said Lion. "You showed real bravery."

"Lion, you taught me bravery," said Mouse. "I thought I was brave when I had no fear. But now I know real bravery is helping even when I am scared."

31

Name \_\_\_\_\_ Date \_\_\_\_\_

## **/aw/ spelled aw, au\_, augh, ough, all, and al**

**FOCUS** The /aw/ sound can be spelled *aw, au\_, augh, ough, all, and al.*

**PRACTICE** Sort the words under the correct heading.

flaw	cause	brought	naughty	stalk	awning
recall	haunt	laundry	gnaw	false	stall

**/aw/ spelled aw**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**/aw/ spelled au\_**

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**/aw/ spelled augh**

7. \_\_\_\_\_

**/aw/ spelled ough**

8. \_\_\_\_\_

**/aw/ spelled all**

9. \_\_\_\_\_

10. \_\_\_\_\_

**/aw/ spelled al**

11. \_\_\_\_\_

12. \_\_\_\_\_



## Suffixes *-able* and *-ment*

- FOCUS**
- A **suffix** is added to the end of a base word. Adding a suffix changes the meaning of the word.
  - The suffix **-able** means “able to be or worthy of being” or “tending toward.”
  - The suffix **-ment** means “the act, process, or result of” or “the condition of being.”

**PRACTICE** Add the suffix *-able* or *-ment* to the base words below. Write the new word and the meaning of the new word.

Base Word	<i>-able</i>	New Meaning
1. honor	_____	_____
2. use	_____	_____
3. remark	_____	_____

Base Word	<i>-ment</i>	New Meaning
4. pay	_____	_____
5. manage	_____	_____
6. excite	_____	_____



**APPLY** Add the suffix *-able* or *-ment* to a word from the box. Then write the word to complete a sentence.

agree	move	engage
advertise	depend	reason

7. We went to the store after we saw the \_\_\_\_\_.
8. Even a slight \_\_\_\_\_ causes pain in Rachel's broken leg.
9. Matt and his parents reached an \_\_\_\_\_ about his allowance.
10. Is 7:00 a \_\_\_\_\_ time for the party to start?
11. Riku is a \_\_\_\_\_ worker who shows up on time every day.
12. The happy couple announced their \_\_\_\_\_ at the party.

**Write two sentences using words from the box.**

lovable	valuable	judgment	treatment
---------	----------	----------	-----------

13. \_\_\_\_\_  
\_\_\_\_\_
14. \_\_\_\_\_  
\_\_\_\_\_

**/aw/ spelled aw, au\_, augh, ough, all, al;  
Suffixes -able and -ment**

**FOCUS**

- The sound /aw/ can be spelled *aw*, *au\_*, *augh*, *ough*, *all*, and *al*.
- The suffix *-able* means “capable of or suited for.” When the suffix is added to a base word, it changes the meaning.
- The suffix *-ment* means “the action or process of doing something.” When the suffix is added to a base word, it changes the meaning.

**PRACTICE** Sort the spelling words.

**/aw/ spelled aw**

**/aw/ spelled ough**

**Suffix -able**

1. \_\_\_\_\_

4. \_\_\_\_\_

7. \_\_\_\_\_

**/aw/ spelled au\_**

**/aw/ spelled all**

**Suffix -ment**

2. \_\_\_\_\_

5. \_\_\_\_\_

8. \_\_\_\_\_

**/aw/ spelled augh**

**/aw/ spelled al**

9. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

10. \_\_\_\_\_

**Word List**

- |             |              |
|-------------|--------------|
| 1. argument | 6. bought    |
| 2. hawk     | 7. caught    |
| 3. sauce    | 8. treatment |
| 4. payment  | 9. small     |
| 5. walk     | 10. lovable  |

**Challenge Words**

- 11. movement
- 12. daughter
- 13. thought
- 14. chalk
- 15. enjoyable

## APPLY

Use the meaning clue to write the correct spelling word on each line.

11. the process of treating \_\_\_\_\_
12. the action of arguing \_\_\_\_\_
13. a kind of large bird \_\_\_\_\_
14. capable of being loved \_\_\_\_\_
15. the action of paying \_\_\_\_\_

Circle the correct spelling for each spelling word.  
Write the correct spelling on the line.

16. cawt      caught      \_\_\_\_\_
17. walk      wauk      \_\_\_\_\_
18. small      smawl      \_\_\_\_\_
19. sauce      sauss      \_\_\_\_\_
20. bot      bought      \_\_\_\_\_

93-94

Name	Date
------	------

**Story 47*****The Bootmaker's Daughter***

Long ago, a bootmaker and his daughter lived in a small city. The bootmaker was called Walt. His daughter was Audrey. Walt also had a pet mouse named Oliver.

One day at dawn, Walt took all his boots to the city in his cart. Walt brought Oliver too. Walt passed the stall of a rich merchant.

"Halt!" cried the merchant. "How much for all that you have?"

"Ten gold pieces," Walt said.

The merchant paid Walt ten gold pieces. Then the merchant got into the cart and told Walt to get out.

"Why should I get out of my cart?" asked Walt.

"You agreed to sell all," said the tricky merchant.

"That includes the cart and horse. I bought it all. It's mine. Go talk to the judge!"

Walt sought the judge and told his story.

"You ought to be clearer," said the judge. "I cannot help you."

Walt walked slowly home and told Audrey all about it. He even lost his pet mouse!

"Don't cry," said Audrey. "I have a thought. Make more boots!"

A week later, Audrey, hauled the new boots to town in a small wheelbarrow. The rich merchant saw Audrey and ran from his stall.

"How much for all you have?" he asked.

"How much will you offer?" Audrey countered.

The merchant paused; then he began to draw three gold pieces from his pocket.

"You offer all that's in your hand?" Audrey asked.

"Yes," agreed the merchant.

The merchant gave Audrey the gold.

"And your three gold rings," Audrey said.

"What?" bawled the merchant.

"You offered me all that was in your hand," said Audrey. "Take off those rings, or I'll call the judge!"

"Let the judge rule!" said the merchant.

"You ought to be clearer," said the judge. "Give her those rings."

The merchant was caught in his own trap. He handed Audrey the rings. She kept two and held up the smallest.

"Will you trade this for Walt's things?" Audrey asked.

"You're Walt's daughter!" gasped the merchant. They traded and Audrey went home.

"I got all your things back, including Oliver," Audrey told Walt. "And I taught that naughty merchant a lesson!"

Practice Decodable Stories

UNIT 5 • Lesson 4 93

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Practice Decodable Stories

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

**Phonics: /aw/ spelled aw, au\_**

**Write *au* or *aw* in each blank to make a word that completes the sentence.**

1. The h\_\_\_\_\_k swooped down on its prey.
2. The rocket soared off the l\_\_\_\_\_nch pad.
3. The meat has to th\_\_\_\_\_ before it can be cooked.
4. I laughed bec\_\_\_\_\_se the joke was funny.
5. The sleepy cat opened its mouth to y\_\_\_\_\_n.

**Phonics: /aw/ spelled augh, ough, all, al**

**Circle the correct spelling for each set of words.**

6. chalk                      chalkk
7. bought                     baught
8. smal                        small
9. caught                     cought
10. allways                    always

## Word Analysis: Suffixes -able, -ment

Read each sentence. Fill in the bubble under the word that best completes the sentence.

11. The day at the beach was \_\_\_\_\_.

enjoyable

enjoying

enjoyless

12. Be careful with that \_\_\_\_\_ dish.

breakment

breakable

breakish

13. There was a lot of \_\_\_\_\_ about the game.

excitement

exciteless

exciteable

14. A \_\_\_\_\_ of food arrived at the store.

shipful

shipment

shipping

15. A \_\_\_\_\_ in the bushes scared the cat.

moveable

moveless

movement

**Circle the conjunction in each sentence.**

- (1) I went to the store and the park.
- (2) She likes swimming and running
- (3) He can't swim or ride a bike.
- (4) Mom gave me money for a candy bar.
- (5) I know it's raining, but I still want to play outside.

**Make sentence using a conjunction. \*(and, or, but, for)\***

(1) Bike, skates \_\_\_\_\_

(2) Cake, ice cream \_\_\_\_\_

(3) Salt, pepper \_\_\_\_\_

(4) Black, white \_\_\_\_\_

(5) Red, black \_\_\_\_\_

(6) 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> \_\_\_\_\_

(7) School, home \_\_\_\_\_

(8) Mom, dad \_\_\_\_\_



**I Pledge Allegiance (continued)**

**Grammar, Usage, and Mechanics**

**Read each item. Fill in the correct answer.**

1. Which of these words is a conjunction?
  - (A) try
  - (B) fun
  - (C) and
  - (D) was
  
2. In which sentence is the conjunction underlined?
  - (A) The game was fun, but we lost.
  - (B) The game was fun, but we lost.
  - (C) The game was fun, but we lost.
  - (D) The game was fun, but we lost.
  
3. In which sentence is the conjunction underlined?
  - (A) You can have an apple or a banana.
  - (B) You can have an apple or a banana.
  - (C) You can have an apple or a banana.
  - (D) You can have an apple or a banana.
  
4. Which answer fits best in this sentence?  
The river was too deep \_\_\_\_\_ wide to cross.
  - (A) so
  - (B) and
  - (C) with
  - (D) yet
  
5. Which sentence contains a conjunction?
  - (A) It started raining, so we ran into the house.
  - (B) We decided to watch a movie.
  - (C) Mom wanted us to play outside.
  - (D) The rain stopped after an hour.

## Grammar, Usage, and Mechanics

- ▶ Rob and I will go to the zoo today or tomorrow.
- ▶ My brother and sister live in Atlanta, but I live in Charlotte.
- ▶ Would Angel prefer a green or blue shirt?

## Grammar, Usage, and Mechanics

- ▶ I like carrots, but my sister prefers cauliflower.
- ▶ Sarah will travel to France or Italy.
- ▶ My favorite subjects are math and reading.

## Conjunctions and Interjections

Conjunctions connect words or groups of words in a sentence.

Diamonds and rubies are types of jewels.  
Diamonds can be in rings or necklaces.  
I like diamonds, but I don't like rubies.

Conjunctions		
and	or	but

Interjections are words that show strong feelings. Interjections can sometimes stand alone as a sentence.

Oh! Did you see that?  
Ouch! That hurt!

### Try It!

Can you think of a sentence with a conjunction and an interjection?



Grammar,  
Usage and  
Mechanics

I like lemons _____ limes.	but and
I am tired _____ I can't go to sleep.	but and
Do you like cats _____ dogs?	and or
She is thin _____ tall.	and or
She looks sad _____ she is not.	or but
The boy needs to run _____ jump.	or but

## Conjunctions

**FOCUS** A **conjunction** is a word that connects words or ideas. *And, or, and but* are conjunctions.

**Example:** Rosa walked to the mailbox **and** mailed the letter.

**PRACTICE** Circle the conjunction in each sentence.

1. Mike and Joe went to camp.
2. Mike went to camp in San Diego, but Joe went to camp in Colorado.
3. The boys swam in the lake and rode horses.
4. Was the best part of camp telling stories by the fire or hiking through the woods?
5. During the summer my favorite activities are rafting and running.
6. My family likes to go camping, but Joe's family likes to go to the beach.
7. In the woods, I saw deer, squirrels, and lots of birds.

**APPLY** Read the sentences. Write a conjunction (*and*, *or*, *but*) on the blank line to complete each sentence.

8. We may skip to school, \_\_\_\_\_ we will not be late.
9. Marta will buy a birthday card, \_\_\_\_\_ she may make a card instead.
10. I am wearing a blue cap, \_\_\_\_\_ I am wearing a blue jacket today.
11. My teacher said it might rain tomorrow, \_\_\_\_\_ we are still going on our class field trip.
12. The cat loves to play with yarn, \_\_\_\_\_ she also plays with a ball.
13. Joe will read a book about cars, \_\_\_\_\_ he may read about dinosaurs.

**Use the conjunction in parentheses ( ) to write your own sentence.**

14. (and) \_\_\_\_\_  
\_\_\_\_\_
15. (but) \_\_\_\_\_  
\_\_\_\_\_
16. (or) \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## Lesson 4 Enrich

*Time to the Quarter Hour*

**15 minutes is a quarter hour.**

**Draw a picture of four things that it takes you about a quarter hour to do.**

The drawing area is a large rectangle divided into four equal quadrants. A solid horizontal line runs across the middle, and two vertical dashed lines run from the top to the bottom, one on the left and one on the right, creating four distinct sections for the student to draw.



Name .....

Lesson 4

Time to the  
Quarter Hour

# My Homework

## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

You can show time to the quarter hour.

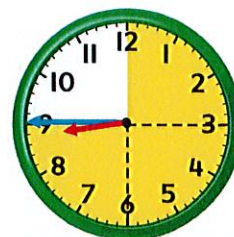
quarter past 8



half past 8



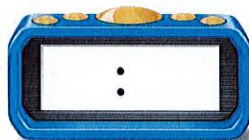
quarter till 9



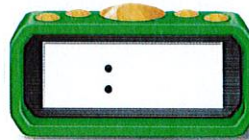
## Practice

Use . Tell what time is shown. Write the time.

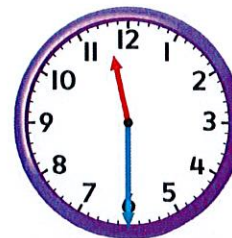
1.



2.



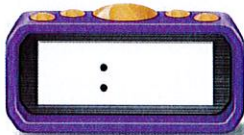
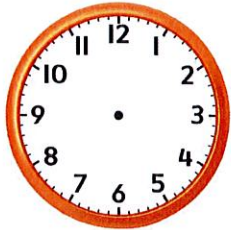
3.





Draw the hands on each clock. Write the time.

4. quarter past 6    5. quarter till 3    6. quarter past 7



## Brain Builders

7. Carly went to school at 8:15. She left school at 2:45. If she arrived at school at 8:45, how many hours was she in school?

\_\_\_\_\_ hours

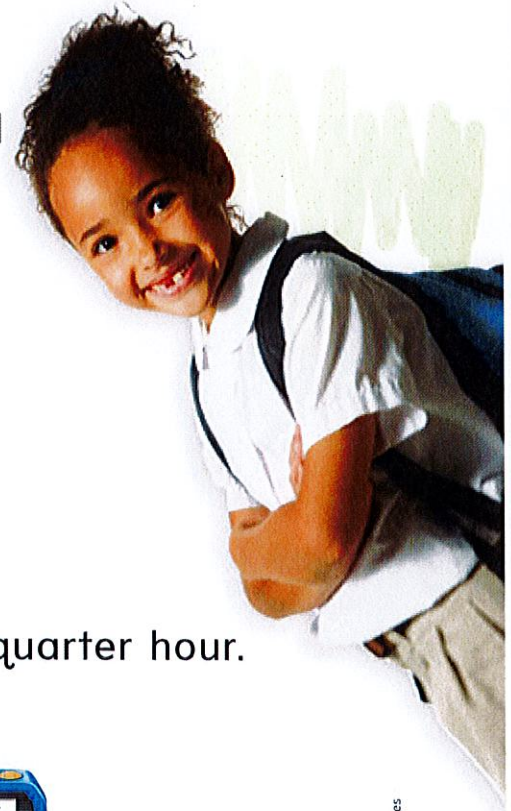
## Vocabulary Check



8. Circle the clock that shows an example of quarter hour.



**Math at Home** Have your child use the words quarter till and quarter past to describe the time at 6:15 and 6:45.

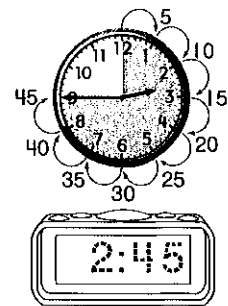
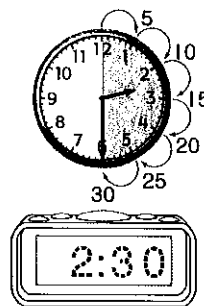
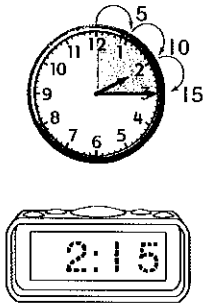


Name \_\_\_\_\_

## Lesson 4 Reteach

### *Time to the Quarter Hour*

There are 15 minutes in one quarter hour.  
Count by fives to find time to the quarter hour.

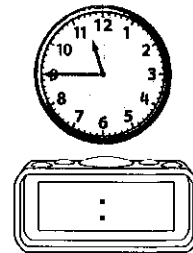
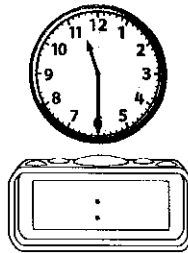
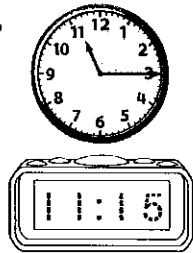


15 minutes after two    30 minutes after two    45 minutes after two

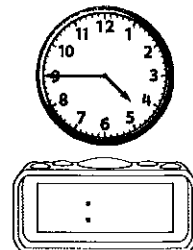
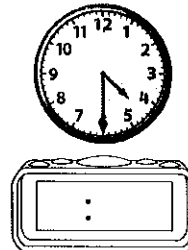
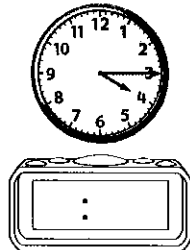
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Write the time to the quarter hour.

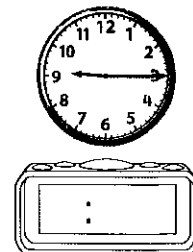
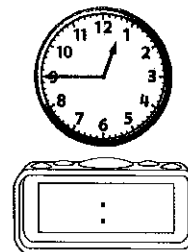
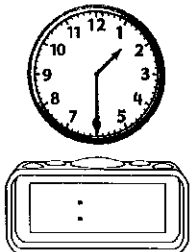
1.



2.



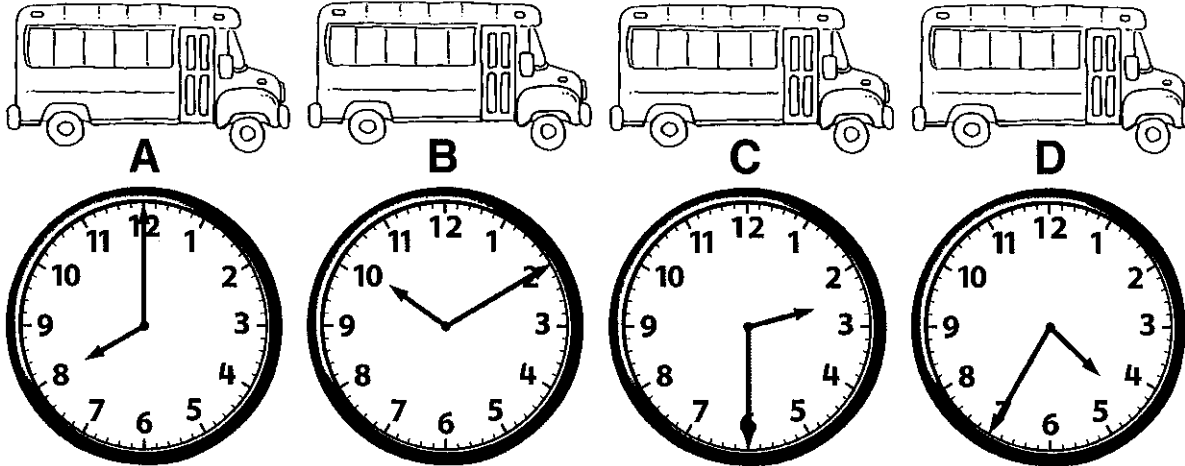
3.



## Lesson 5 Enrich

### Time to Five Minute Intervals

Each clock shows when the bus leaves the bus station. Use the picture to solve the problems.



- |  |   |
|--|---|
| <p>1. Stan takes Bus A to work.<br/>The bus ride takes 25 minutes.<br/>At what time does Stan get to work?</p>               | <p>start time      end time</p> <p>___ : ___      ___ : ___</p> |
| <p>2. Jim takes Bus B to the city.<br/>The bus ride takes 35 minutes.<br/>At what time does Jim get to the city?</p>         | <p>start time      end time</p> <p>___ : ___      ___ : ___</p> |
| <p>3. Sally takes Bus C to the movies.<br/>The bus ride takes 45 minutes.<br/>At what time does Sally get to the movies?</p> | <p>start time      end time</p> <p>___ : ___      ___ : ___</p> |
| <p>4. Maria takes Bus D to dance class.<br/>The bus ride takes 15 minutes.<br/>At what time does the bus get to class?</p>   | <p>start time      end time</p> <p>___ : ___      ___ : ___</p> |



Name .....

**Lesson 5**

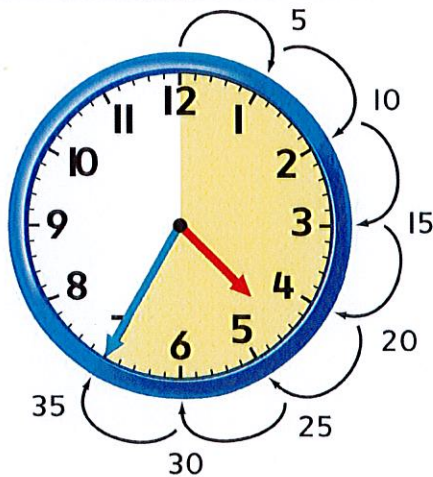
**Time to Five-Minute Intervals**

# My Homework

## Homework Helper



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It takes 5 minutes for the minute hand to move to the next number. Skip count by 5s to tell time.

This clock shows 35 minutes after 4 o'clock.

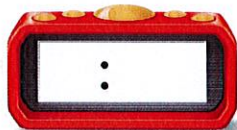
The time is shown another way.



## Practice

Read the time. Write the time.

1.



2.



3.





Tell what time is shown. Draw the minute hand to show the time.

4.



5.

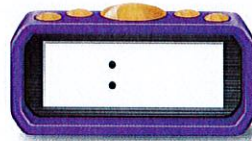


6.

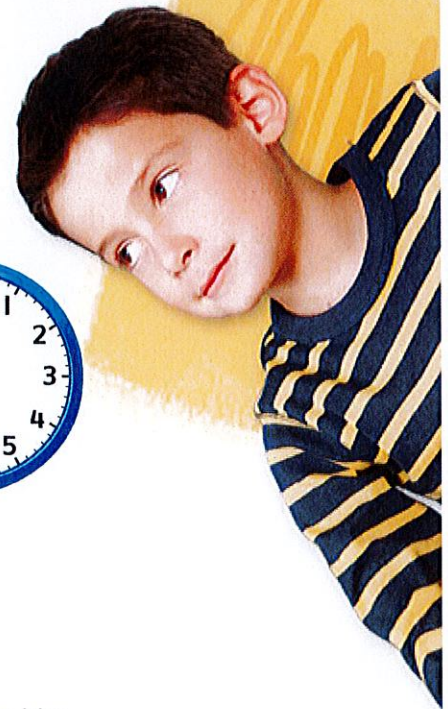


## Brain Builders

7. It is 1:00. Hunter is waiting for Ben. Ben said he would meet Hunter in 25 minutes but he arrived 5 minutes late. What time does Ben meet Hunter?



8. Test Practice A train leaves at 10:40. Which clock shows 10:40?



**Math at Home** Ask your child to look at an analog clock on the hour. Have him or her tell you what time it will be in 5 minutes, 10 minutes, 25 minutes, and 50 minutes.

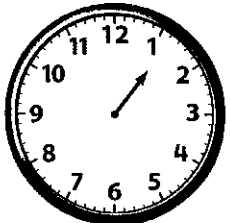
Name \_\_\_\_\_

# Lesson 5 Reteach

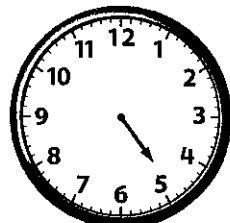
*Time to Five Minute Intervals*

**Circle the minutes in the time given. Then draw the minute hand to show the time.**

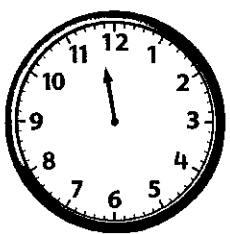
1. 1:15



2. 4:50



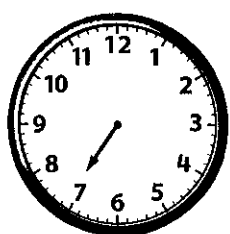
3. 11:45



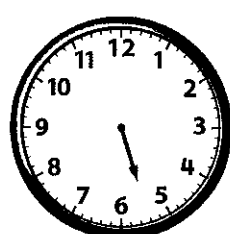
4. 10:20



5. 7:05

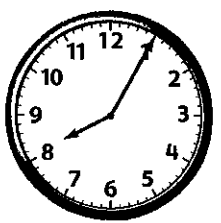


6. 5:25



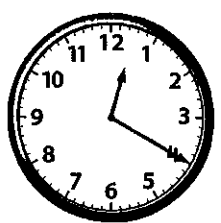
**Tell what time is shown. Write the time.**

7.



\_\_\_\_\_ : \_\_\_\_\_

8.



\_\_\_\_\_ : \_\_\_\_\_

9.



\_\_\_\_\_ : \_\_\_\_\_

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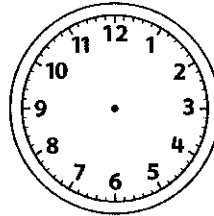
Name \_\_\_\_\_

## Lesson 6 Enrich

*A.M. and P.M.*

Use the pictures. Draw the hour and minute hands on the clock. Circle A.M. or P.M.

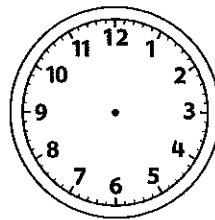
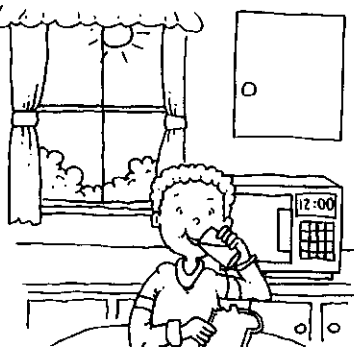
1.



A.M.

P.M.

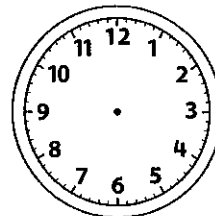
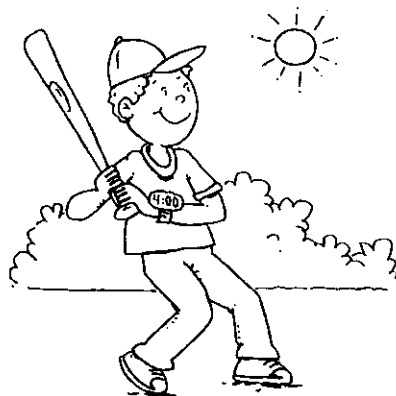
2.



A.M.

P.M.

3.



A.M.

P.M.



Name .....

Lesson 6

A.M. and P.M.

# My Homework

## Homework Helper

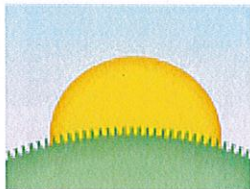


Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

The hours from midnight until noon are labeled A.M. The hours from noon until midnight are labeled P.M.

**Helpful Hint**  
12:00 P.M. is noon.  
12:00 A.M. is midnight.

Wake up



9:00 A.M.

Look at the moon



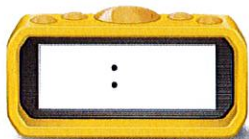
9:00 P.M.

Tell what time is shown for the activity. Write the time. Circle A.M. or P.M.

1. Go to the park

2. Go bowling

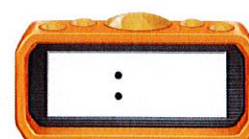
3. Make your bed



A.M.  
P.M.



A.M.  
P.M.



A.M.  
P.M.



Tell what time is shown for the activity.  
Draw the hands on the clock. Circle A.M. or P.M.

4. Rooster crowing



A.M.  
P.M.

5. Flying a kite



A.M.  
P.M.

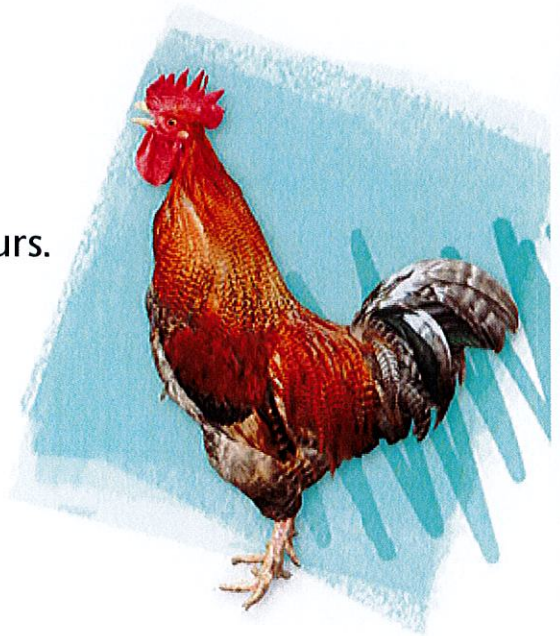
6. Going shopping



A.M.  
P.M.

## Brain Builders

7. Jay and Mike got to the county fair at 10:00 A.M. They stayed for 4 and a half hours. Did they get home in the A.M. or P.M.? Explain your reasoning to a friend or family member. \_\_\_\_\_



## Vocabulary Check



Complete each sentence.

A.M.

P.M.

8. Casey has an art lesson at 4:30 \_\_\_\_\_.
9. Sam eats dinner at 5:30 \_\_\_\_\_.
10. Kaylee eats breakfast at 6:00 \_\_\_\_\_.



**Math at Home** Several times in the next 24 hours, ask your child for the time and then if it is A.M. or P.M.

Name \_\_\_\_\_

## Lesson 6 Reteach

*A.M. and P.M.*

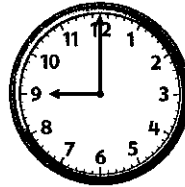
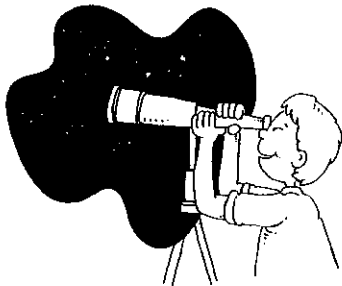
The hours from midnight until noon are labeled **A.M.**



9:00 A.M.



The hours from noon until midnight are labeled **P.M.**



9:00 P.M.



Look at the picture. Choose the time that is the most likely time. Circle it.

1.



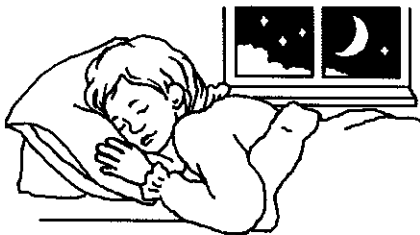
6:00 P.M.

11:00 A.M.



11:00 P.M.

2.



3:00 P.M.

10:00 P.M.



11:00 A.M.

Name \_\_\_\_\_

# Morning, Afternoon, and Evening

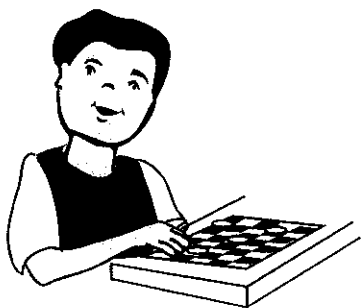
Lesson  
**10-1**

## Learn

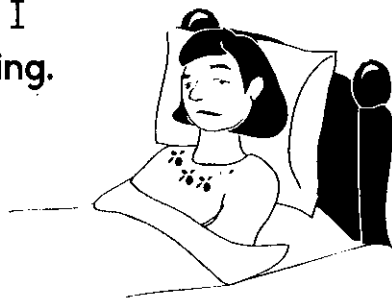
**What Can I Do?**  
I want to identify whether it is morning, afternoon, or evening.



I brush my hair after I wake up in the **morning**.



I play a game in the **afternoon**.



I go to sleep in the **evening**.

## Try It

 Circle the time of day the activity could take place.

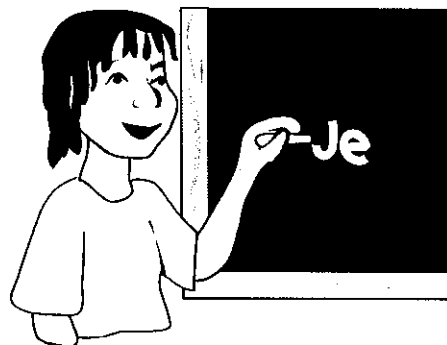
1. I ride my bike to school.



morning

afternoon

2. I write my full name at school.



evening

afternoon

Name \_\_\_\_\_

**Power Practice**

Circle the time of day the activity could take place.

Lesson  
**10-1**

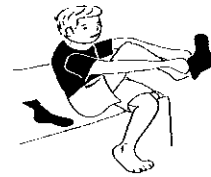
3. I read a book at school.



morning

evening

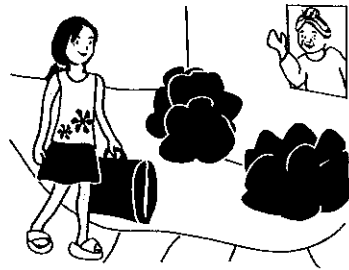
4. I get dressed before school.



evening

morning

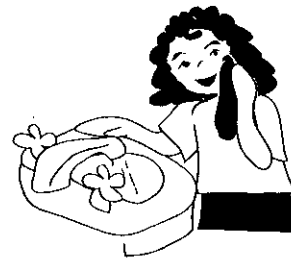
5. I go to Grandma's house after I eat lunch.



morning

afternoon

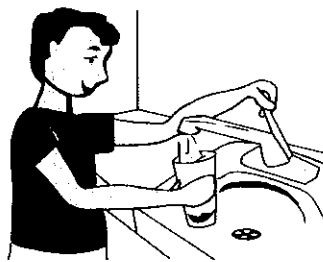
6. I wash my face before I go to bed.



morning

evening

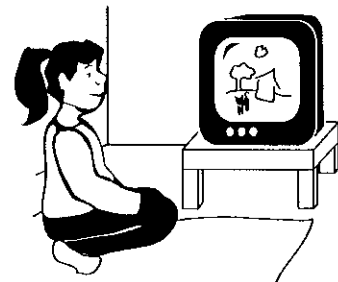
7. I get a drink before I go to bed.



evening

afternoon

8. I watch a TV show after I eat my lunch.



afternoon

morning

Name \_\_\_\_\_

## Write Time



### Learn

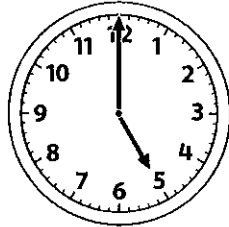
#### What Can I Do?

I want to read and write time.

Look at the hour hand and the minute hand.

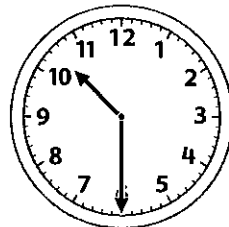
The **hour hand** is the *short* hand.

The **minute hand** is the *long* hand.



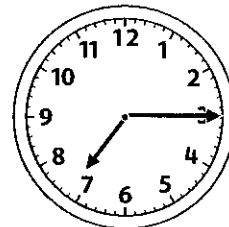
**Read:**  
five o'clock

**Write:**  
5:00



**Read:**  
ten-thirty

**Write:**  
10:30

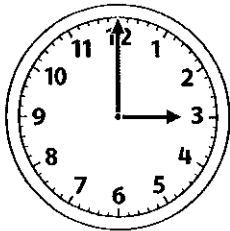


**Read:**  
seven-fifteen

**Write:**  
7:15

### Try It Complete. Write each time.

1.

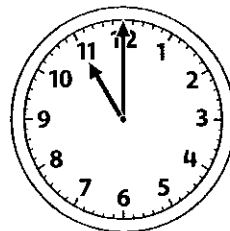


The **hour hand** is on the \_\_\_\_\_.

The **minute hand** is on the \_\_\_\_\_.

The time is \_\_\_\_\_ : \_\_\_\_\_.

2.



The **hour hand** is on the \_\_\_\_\_.

The **minute hand** is on the \_\_\_\_\_.

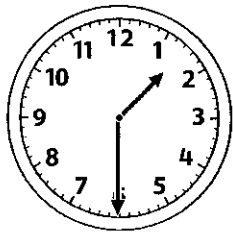
The time is \_\_\_\_\_ : \_\_\_\_\_.

Name \_\_\_\_\_

Complete. Write each time.



3.

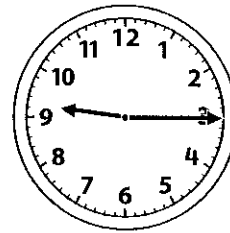


The hour hand is past the \_\_\_\_\_.

The minute hand is on the \_\_\_\_\_.

The time is \_\_\_\_\_ : \_\_\_\_\_.

4.



The hour hand is past the \_\_\_\_\_.

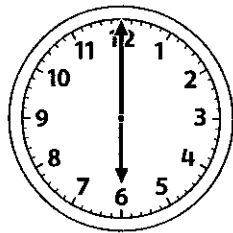
The minute hand is on the \_\_\_\_\_.

The time is \_\_\_\_\_ : \_\_\_\_\_.

**Power Practice**

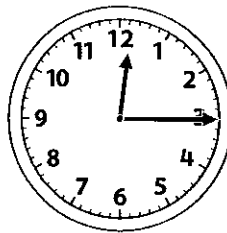
Write each time.

5.



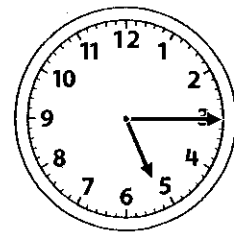
\_\_\_\_\_ : \_\_\_\_\_

6.



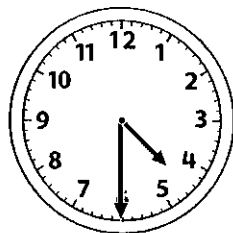
\_\_\_\_\_ : \_\_\_\_\_

7.



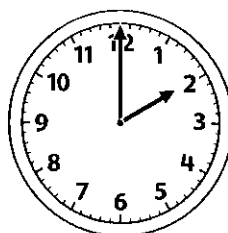
\_\_\_\_\_ : \_\_\_\_\_

8.



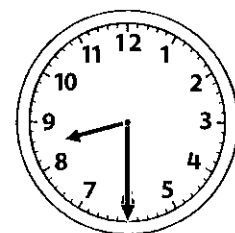
\_\_\_\_\_ : \_\_\_\_\_

9.



\_\_\_\_\_ : \_\_\_\_\_

10.



\_\_\_\_\_ : \_\_\_\_\_



Name \_\_\_\_\_

# Time to the Hour

Lesson  
**10-E**

## Learn

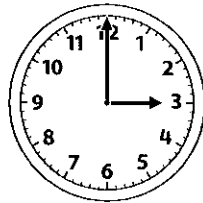
**What Can I Do?**  
I want to read and write  
time to the hour.

**Look at the clock hands.**

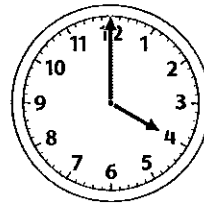
The long hand shows the **minutes**.

The short hand shows the **hours**.

The minute hand points to 12  
at the start of each hour. As the minute  
hand moves around the clock, the hour  
hand moves to the next number.

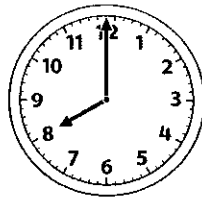


3:00



4:00

**Read the time that is shown. The time is shown two ways.**



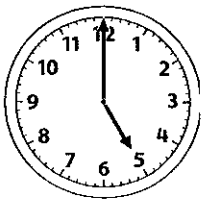
8:00

8 o'clock

## Try It

Read the time. Write the time two ways.

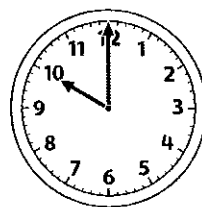
1.



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ o'clock

2.



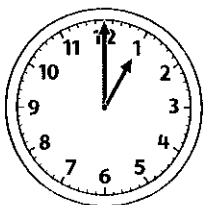
\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ o'clock

## Power Practice

Read the time. Write the time two ways.

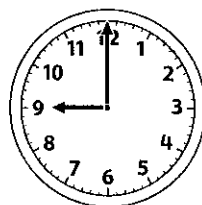
3.



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ o'clock

4.



\_\_\_\_\_ : \_\_\_\_\_

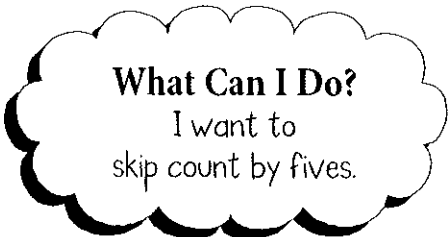
\_\_\_\_\_ o'clock

Name \_\_\_\_\_

# Skip Counting



## Learn



Each number increases or goes up by 5.

Skip count by 5s. Start at 10.

10, 15, 20, 25, 30, 35

## Try It

 Skip count by 5s. Write the next number.

1. 5, 10, 15, 20, \_\_\_\_\_

2. 20, 25, 30, 35, \_\_\_\_\_

3. 15, 20, 25, 30, \_\_\_\_\_

4. 35, 40, 45, 50, \_\_\_\_\_

## Power Practice

Skip count by 5s. Write the next two numbers.

5. 25, 30, 35, 40, \_\_\_\_\_, \_\_\_\_\_

6. 0, 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_

7. 35, 40, 45, 50, \_\_\_\_\_, \_\_\_\_\_

8. 30, 35, 40, 45, \_\_\_\_\_, \_\_\_\_\_

9. 45, 50, 55, 60, 65, \_\_\_\_\_, \_\_\_\_\_

10. 20, 25, 30, 35, \_\_\_\_\_, \_\_\_\_\_

11. 60, 65, 70, 75, 80, \_\_\_\_\_, \_\_\_\_\_

12. 10, 15, 20, 25, \_\_\_\_\_, \_\_\_\_\_

# Chapter Test, Form 2A

What time did each activity take place? Circle the answer.



A. 6:10 A.M.

B. 6:10 P.M.

C. 2:30 A.M.

D. 2:30 P.M.

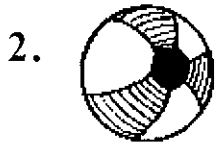
We went fishing.

F. 9:30 A.M.

G. 9:30 P.M.

H. 6:45 A.M.

I. 6:45 P.M.



We went to the beach.

A. 9:00 A.M.

B. 9:00 P.M.

C. 12:45 A.M.

D. 12:45 P.M.



We ate lunch.

F. 4:30 A.M.

G. 4:30 P.M.

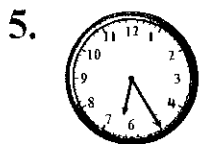
H. 6:25 A.M.

I. 6:25 P.M.

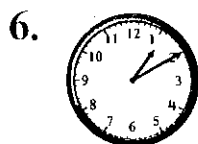


We went ice skating.

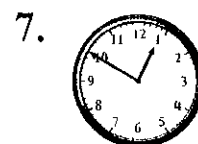
Read the time. Then write the time.



\_\_\_\_\_ : \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_



\_\_\_\_\_ :

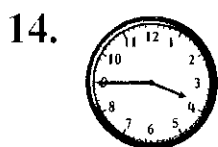


## Chapter Test, Form 2A *(continued)*

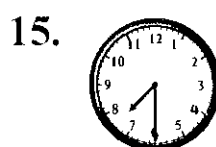
Read the time. Then draw the minute hand to show the time.



What time is shown on each clock? Circle the answer.



- A. quarter past 3
- B. quarter til 3
- C. quarter til 4
- D. quarter past 4



- F. half past 6
- G. half past 7
- H. quarter til 7
- I. quarter past 6

16. Amber's family went biking at 1:15. They biked for 1 hour. Then they stopped to play at a park for 2 hours. What time did they finish playing?

- A. quarter til 5
- B. quarter past 5
- C. quarter past 4
- D. quarter til 4

17. Carson is at home. He is going swimming at 2:45. He has 4 hours to wait. What time is it now?

- F. quarter til 11
- G. quarter past 11
- H. quarter til 12
- I. quarter past 12





## What is technology?



What kinds of scientists do you think worked together to create this train system?





# my planet DiARY

# INVENTION!

Engineers have designed a train that uses magnets instead of engines. These trains are called Maglev trains. They are faster and quieter than trains that use engines. Maglev trains float about one to ten centimeters above a guideway. The magnets on the bottoms of the trains and the magnets on the guideway help move the train along. Maglev trains can travel faster than 300 miles per hour!

Use a ruler.  
Draw a line that is ten centimeters tall to show how high Maglev trains can float.



guideway

**Identify** What are two advantages of Maglev trains?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Words to Know

Write the word next to the description it matches.

technology	invent
------------	--------

- \_\_\_\_\_ to make something for the first time
- \_\_\_\_\_ the use of science to solve problems



## Explain

Answer the questions on the lines below.

- Is a spoon technology? How do you know?

---

---

- You follow directions to make a paper airplane. Did you invent the paper airplane? Explain why or why not.

---

---



## Apply Concepts

- Give an example of a technology you use each day. Tell what problem this technology solves.

---

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256-257

**Essential Question**

What do you think the phrase "land of liberty" means?

# My Country, 'Tis of Thee (America)

by Samuel F. Smith

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountainside,  
Let freedom ring!

My native country, thee,  
Land of the noble free,  
Thy name I love;  
I love thy rocks and rills,  
Thy woods and templed hills;  
My heart with rapture thrills,  
Like that above.

Let music swell the breeze,  
And ring from all the trees,  
Sweet freedom's song;  
Let mortal tongues awake;  
Let all that breathe partake;  
Let rocks their silence break,  
The sound prolong.

256

257



## Connect

Read this Social Studies Connection. You will answer the questions as a class.

### Text Feature

Quotation marks can be used to indicate a title.

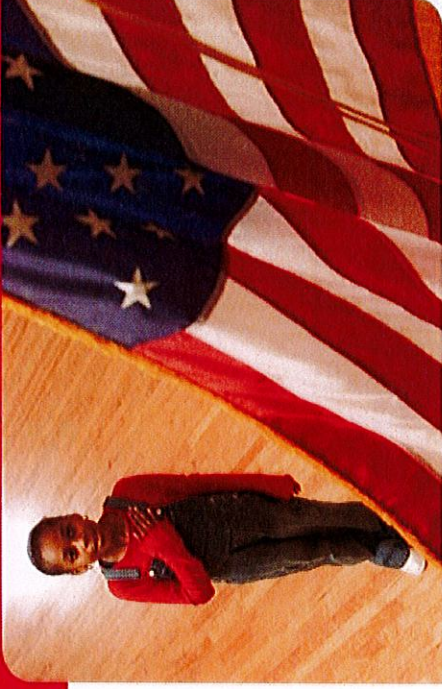
## Social Studies

### Democratic Ideals

While reading “I Pledge Allegiance” you learned what the pledge’s words mean.

Francis Bellamy wrote the first version of the Pledge of Allegiance in 1892. Congress adopted it in 1942, and it was officially named the Pledge of Allegiance in 1945. Francis Bellamy wanted to give children a love of country. He wanted them to understand and practice the country’s ideals. An ideal is a standard of what is perfect. A democratic ideal is something Americans want their government to **represent**.

When you recite this pledge or promise, you are saying you support the United States of America and its **values**. The Pledge of Allegiance lists several democratic ideals and practices that all citizens promise to follow.



1. What other things can people show allegiance to?
  - i. How else do citizens show their allegiance to America?
2. Name a value from the Pledge of Allegiance. What does that value mean to you?



### Go Digital

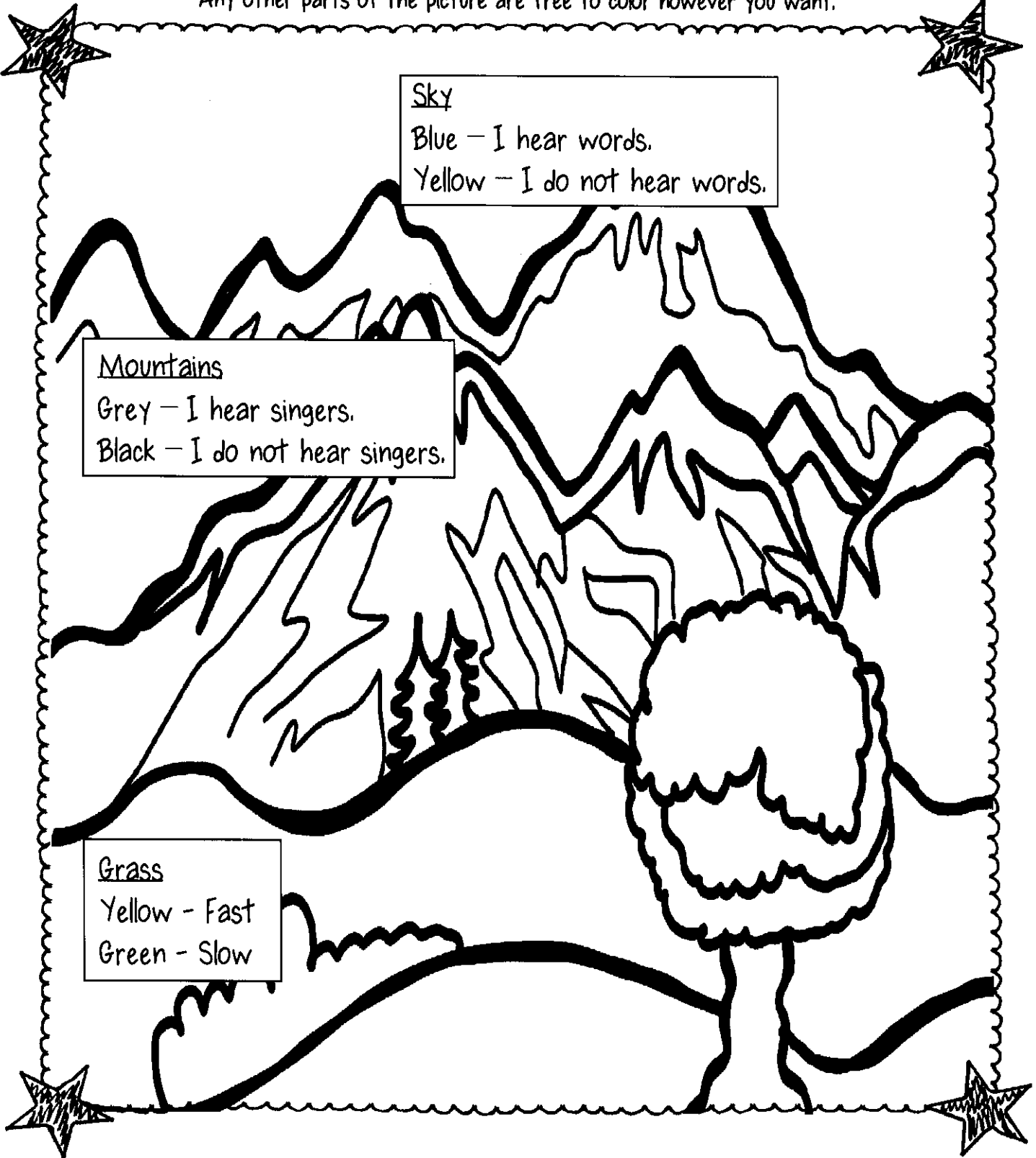
The United States is not the only country with a pledge. Search for the Pledge of Allegiance to the Philippine flag. Read the words and think about how they are similar to and different from the words in the U.S. Pledge of Allegiance.



Name \_\_\_\_\_ Class \_\_\_\_\_

# "America (My Country 'Tis of Thee)"

Directions: Listen to the song. Follow the keys below to color your picture according to what you hear.  
Any other parts of the picture are free to color however you want.



Sky  
Blue - I hear words.  
Yellow - I do not hear words.

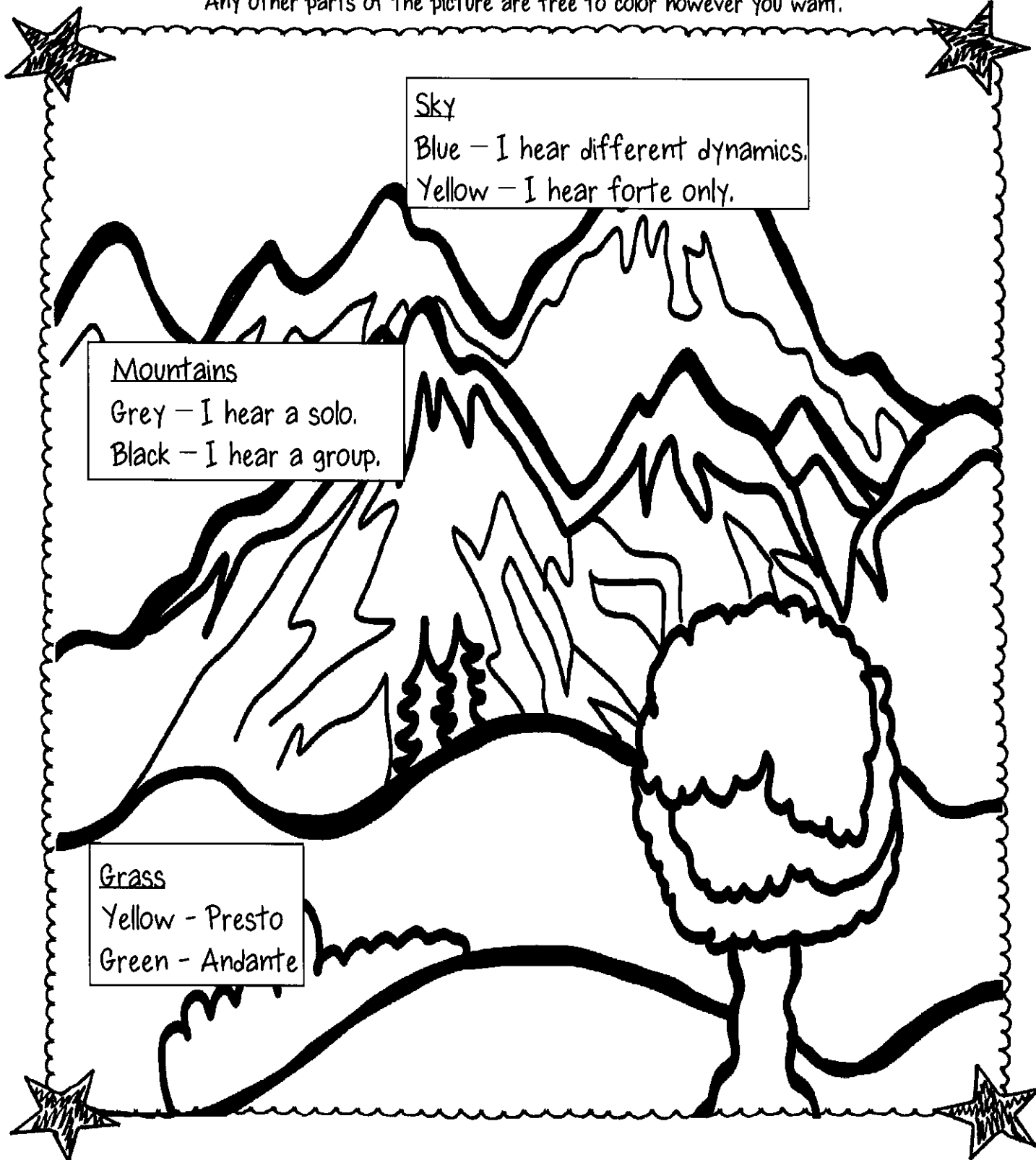
Mountains  
Grey - I hear singers.  
Black - I do not hear singers.

Grass  
Yellow - Fast  
Green - Slow

Name \_\_\_\_\_ Class \_\_\_\_\_

## "America (My Country 'Tis of Thee)"

Directions: Listen to the song. Follow the keys below to color your picture according to what you hear.  
Any other parts of the picture are free to color however you want.



Sky  
Blue - I hear different dynamics.  
Yellow - I hear forte only.

Mountains  
Grey - I hear a solo.  
Black - I hear a group.

Grass  
Yellow - Presto  
Green - Andante