

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

2nd Grade Week of 4/27

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INTRODUCTION

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

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mr. Aubrey Favors, Interim-CEO HR: 814 812-3026

Mrs. Veronica Will, Principal: 814 873-5158

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	Unit 5 Lesson 6 Day 1	Unit 5 Lesson 6 Day2	Unit 5 Lesson 6 Day 3	Unit 5 Lesson 6 Day4	Unit 5 Lesson 6 Day5
Math	Ch 11 Lesson4	Ch 11 Lesson5	Ch 11 Lesson6	Ch 11 Lesson7	Ch 11 Lesson 11

ELA PRINT MATERIAL

This is the final story/week reading about American Citizenship!

With it being the final week, it is a review week. During review weeks the work is less, fewer worksheets, and old spelling rules. The story is VERY LONG this week. Break it up through the week. Reading the entire thing each and every day would be way too much stress.

Monday- Read 5 pages Election Day!

Spelling- Go through the decodeable Fossils and find /oo/

Tuesday- Read 5 more pages of Election Day! Complete Vocabulary Worksheet

Spelling- Go through the decodeable Fossils and find /ow/ and /ou/

Wednesday- Read 5 more pages of Election Day! Complete Social Studies

Connection at the end of the story

Spelling- Go through the decodeable Fossils and find /aw/ and /au/

Thursday- Read 5 more pages of Election Day! Answer the questions at the end of the story

Spelling- Go through the decodeable Fossils and read all of the words you found

Monday-Wednesday out loud. Tap them out on your arm

Friday- Complete Reading Test and Spelling Review Test

MATH PRINT MATERIALS

Monday- Chapter 11 Lesson 4

- Reteach
- Homework
- Enrich

Tuesday- Chapter 11 Lesson 5

- Reteach
- Homework
- Enrich

Wednesday- Chapter 11 Lesson 6

- Reteach
- Homework
- Enrich

Thursday- Chapter 11 Lesson 7

- Reteach
- Homework
- Enrich

Friday- Chapter 11 Lesson 11

****I know this is a jump... it is correct***

- Reteach
- Homework
- Enrich

Science/Social Studies

Monday- Science Design Process

Tuesday- Science Choosing Materials

Wednesday- Plan and Draw/ Invention

Thursday- Make and Test and Record and Share

Friday- Science Quiz

ADDITIONAL RESOURCES (EDUCATIONAL)

<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

Name _____

Lesson 4 Enrich

Compare Customary Lengths

Find the classroom objects listed below. Measure them in inches. Write which object is longer.

1. pencil and marker

The pencil is _____ inches. The marker is _____ inches. The _____ is _____ inches longer than the _____.

2. shoe and book

The shoe is _____ inches. The book is _____ inches. The _____ is _____ inches longer than the _____.

3. student's desk and teacher's desk

The student's desk is _____ inches. The teacher's desk is _____ inches. The _____ is _____ inches longer than the _____.

4. calculator and notebook

The calculator is _____ inches. The notebook is _____ inches. The _____ is _____ inches longer than the _____.

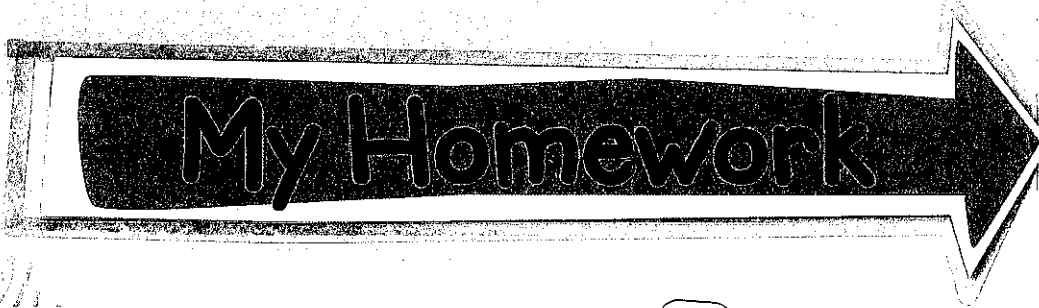
5. crayon and eraser

The crayon is _____ inches. The eraser is _____ inches. The _____ is _____ inches longer than the _____.

Name _____

Lesson 4

**Compare
Customary
Lengths**

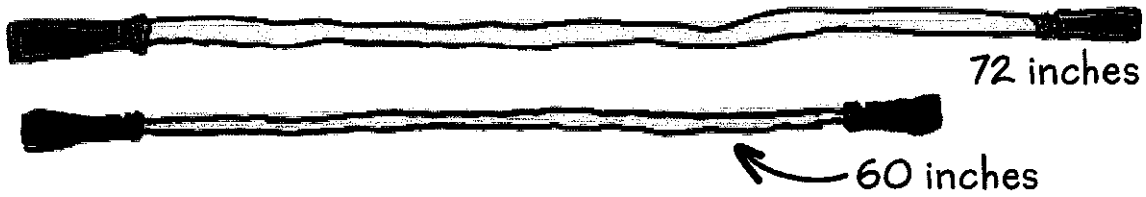


Homework Helper



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You can compare the lengths of objects.

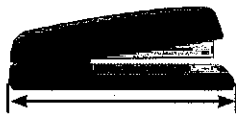


The green jump rope is 12 inches longer.

Practice

Find the objects. Measure them.
Write the lengths. Write longer or shorter.

1.



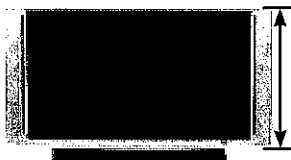
_____ inches



_____ inches

The crayon is _____ inches _____.

2.



_____ feet

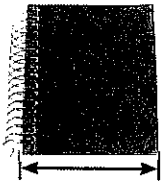


_____ feet

The rug is _____ feet _____.

Find the objects. Measure them. Write the lengths.
Write longer or shorter.

3.



_____ inches



_____ inches

The pencil is _____ inches _____.

4.



_____ feet



_____ feet

The window is _____ feet _____.

5. The second grade classroom is 24 feet wide.
The first grade class is 3 feet wider.
How wide is the first grade classroom?



Brain Builders

6. Test Practice 2 yards is equal to _____ feet.

3

6

24

32



Math at Home Have your child measure two rooms in your house and compare the lengths.

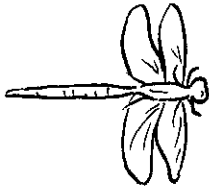
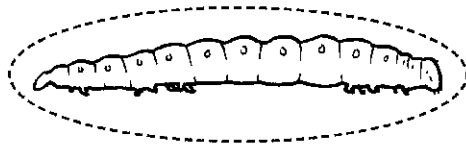
Name _____

Lesson 4 Reteach

Compare Customary Lengths

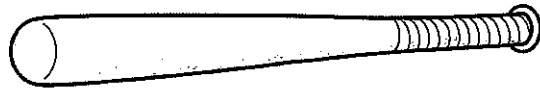
You can compare the lengths of objects by saying which object is longer or shorter.

Compare the length of the caterpillar with the length of the dragonfly. Circle the longer insect.

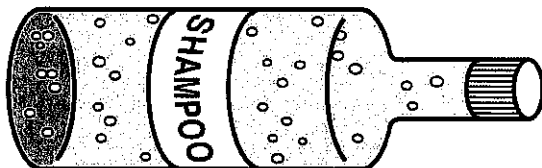


Compare the lengths of the objects. Circle the longer object.

1.



2.



Name _____

Lesson 5 Enrich

Relate Inches, Feet, and Yards

Look at each length. Order the lengths from shortest to longest.

1. 2 feet 2 inches 2 yards

2. 5 yards 5 feet 5 inches

3. 12 feet 12 inches 12 yards

4. 50 inches 5 feet 6 yards

5. 4 feet 50 inches 1 yard

6. 5 yards 16 feet 25 inches

7. 300 feet 395 inches 300 yards

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Name

Lesson 5

**Relate Inches,
Feet, and Yards**

My Homework

Homework Helper



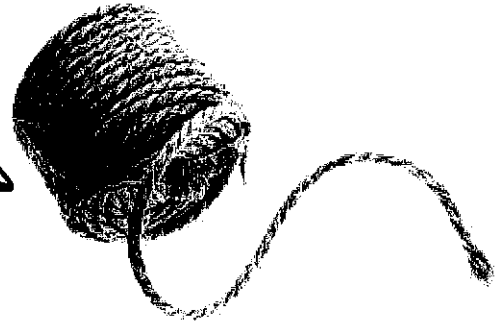
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You can use different units of length to measure the same object.

The rope is 21 feet long.

21 feet
or 7 yards

It is 7 yards long.

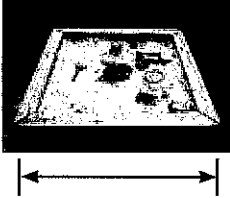
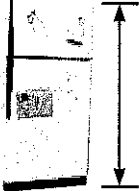


Practice

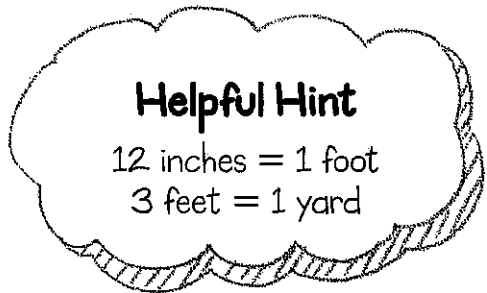
Find each object. Measure the length of each object twice.

Object	Measurement
1.	_____ feet _____ yards
2.	_____ yards _____ feet
3.	_____ inches _____ feet

Find each object. Measure the length of each object twice.

Object	Measurement
4. 	_____ feet _____ inches
5. 	_____ feet _____ yards

6. Sam's closet is 4 feet wide. Tom's closet is 50 inches wide. Whose closet is wider?



Brain Builders

7. The fence in Laura's backyard is 15 feet long. Is the fence longer than 6 yards? Explain.

8. Test Practice 72 inches is equal to _____ yards.

1
○

2
○

3
○

4
○



Math at Home Have your child measure an object in your house using inches, feet, and yards. Discuss how each measurement relates to the size of the unit.

Name _____

Lesson 5 Reteach

Relate Inches, Feet, and Yards

1 inch is less than 1 foot.

1 foot is less than 1 yard.

So, 1 inch < 1 foot < 1 yard.

Look at each length. Circle the shortest length.

- | | | |
|--------------|-----------|----------|
| 1. 2 feet | 2 inches | 2 yards |
| 2. 5 yards | 5 feet | 5 inches |
| 3. 12 feet | 12 inches | 12 yards |
| 4. 50 inches | 50 feet | 50 yards |

Look at each length. Circle the longest length.

- | | | |
|---------------|------------|-----------|
| 5. 32 feet | 32 inches | 32 yards |
| 6. 5 yards | 5 feet | 5 inches |
| 7. 300 feet | 300 inches | 300 yards |
| 8. 950 inches | 950 feet | 950 yards |

Name _____

Lesson 6 Enrich

Problem Solving

STRATEGY: Use Logical Reasoning

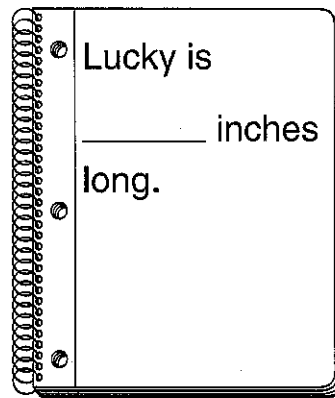
Lucy Logic solves problems for her pen pal.

Use logical reasoning to help Lucy answer her letters.

1. Dear Lucy,

Our pet rabbits are these lengths: 4 inches, 5 inches, and 8 inches. Lucky is shorter than Fluff. Fluff is twice as long as Tim. How long is Lucky?

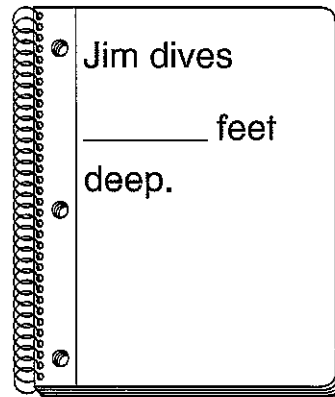
Dear Pen Pal . . .



Lucky is _____ inches long.

2. Dear Lucy,

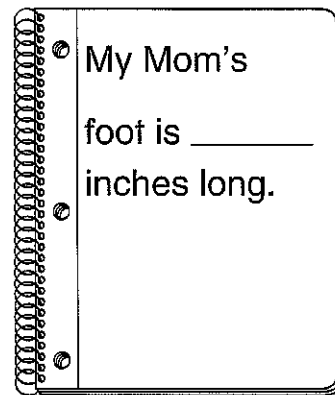
My friends Kip, Lin, and Jim like to dive. They dive 3, 5, and 6 feet deep. Kip can dive 1 yard deep. Lin dives twice as deep as Kip. How deep does Jim dive?



Jim dives _____ feet deep.

3. Dear Lucy,

Mom, Dad, and I measured our feet. They are these lengths: 5 inches, 8 inches, and 10 inches. Mom's foot is longer than mine. My foot is 5 inches shorter than Dad's foot. How long is Mom's foot?



My Mom's foot is _____ inches long.

Name _____

Measurement and Data
2.MD.5

Lesson 6

Problem Solving: Use Logical Reasoning

My Homework

Dave is more than 40 inches tall. He is less than 43 inches tall. His height is an even number. **How tall is Dave?**



1 Understand Underline what you know.
Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve Use logical reasoning.
Dave is either 41 or 42 inches tall.
42 is an even number.
Dave is 42 inches tall.

4 Check Is my answer reasonable?



Problem Solving

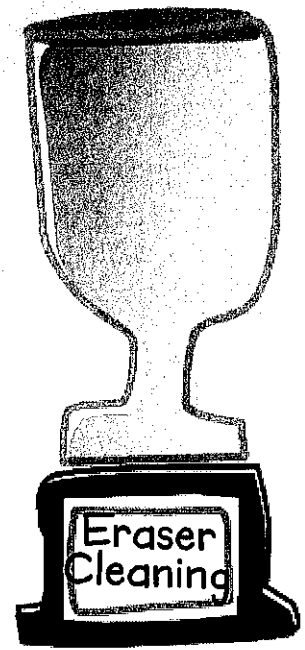
Underline what you know. Circle what you need to find. Use logical reasoning to solve.

1. A bookshelf is 14 inches wide. There is enough space to fit 2 trophies. One trophy is 2 inches wider than the other. How wide is the wider trophy?

_____ inches

2. Joan has a stalk of celery that is 6 inches long. She cuts it into two pieces. Each piece is the same length. How long is each piece?

_____ inches



Brain Builders

3. Marlon and Brent are each measuring one of their shoes. Their shoes measure 11 inches in all. Marlon's shoe is 1 inch longer than Brent's shoe. How long is Brent's shoe?

_____ inches

4. **Test Practice** 36 inches is _____ feet.

1

2

3

4



Math at Home Ask your child to estimate distances from one room to another. Have your child check by measuring.

Name _____

Measurement and Data
2.MD.1, 2.MD.3, 2.MD.5

Lesson 7

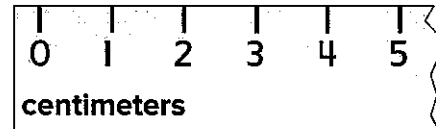
Centimeters and Meters

Homework Helper






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The cube is 1 centimeter long.
There are 100 centimeters in
1 meter.

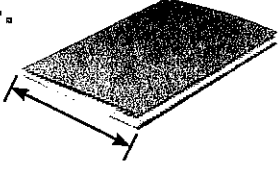



Practice

Find the object. Estimate the length. Measure
each object in centimeters or meters.

Object	Estimate	Measure
1. 	about _____ centimeters	about _____ centimeters
2. 	about _____ centimeters	about _____ centimeters
3. 	about _____ meters	about _____ meters

Find the object. Estimate the width. Measure each object in centimeters or meters.

Object	Estimate	Measure
4. 	about _____ centimeters	about _____ centimeters
5. 	about _____ meters	about _____ meters



Brain Builders

6. One pine tree is 4 meters tall. The other pine tree is 3 meters tall. How many centimeters taller is the first pine tree?

_____ centimeters

Vocabulary Check



7. Circle the answer that is the same as 1 meter.

1 centimeter

10 centimeters

100 centimeters

1,000 centimeters



Math at Home Have your child identify objects he or she would measure using centimeters.

Name _____

Lesson 7 Enrich

Centimeters and Meters

Use a string to measure. Lay the string on the centimeter ruler to find the actual length. Record your answers.

Did you know?

Your height should be about the same distance as your arm span.

1. Your height: estimate _____ actual _____

Hold your arms out like a bird. Measure your arm span, the distance from one fingertip to the other:

estimate _____ actual _____

Did you know?

The length of your foot is about the same as the distance between your elbow and your wrist.

2. The length of your foot:

estimate _____ actual _____

The distance between your elbow and your wrist:

estimate _____ actual _____

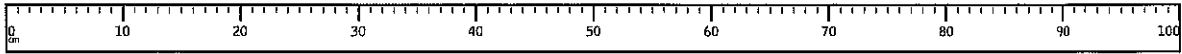
Do you think that centimeters are a good choice to use when measuring your height? Give a reason for your answer.

Name _____

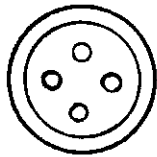
Lesson 7 Reteach

Centimeter and Meters

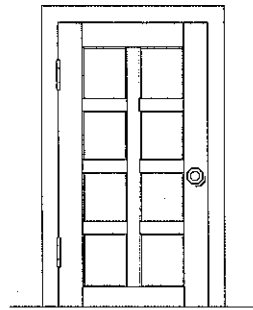
You can measure centimeters with a meter stick.



A meter is 100 centimeters.



A button is about
1 centimeter wide.



A door is about
1 meter wide.

Circle about how tall or long the object is.

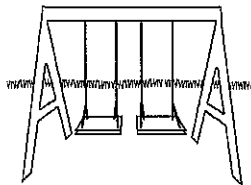
1.



10 meters tall

10 centimeters tall

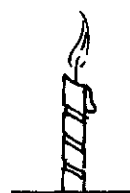
2.



5 meters long

5 centimeters long

3.



4 meters tall

4 centimeters tall

Name _____

Lesson 11 Enrich

Measure on a Number Line

1. Use a ruler to draw a number line from 0 to 5.
Each number should be 1 inch apart. Under the number line, draw an object that is about 3 inches long.

2. Use a ruler to draw a number line from 20 to 25.
Each number should be 1 inch apart. Under the number line, draw an object that is about 5 inches long.

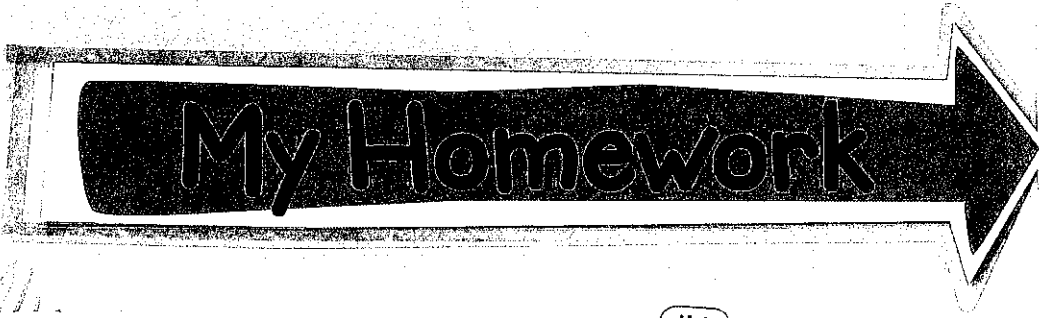
3. Use a ruler to draw a number line from 70 to 75.
Each number should be 1 inch apart. Under the number line, draw an object that is about 5 inches long.

Name

Measurement and Data
2.MD.6

Lesson 11

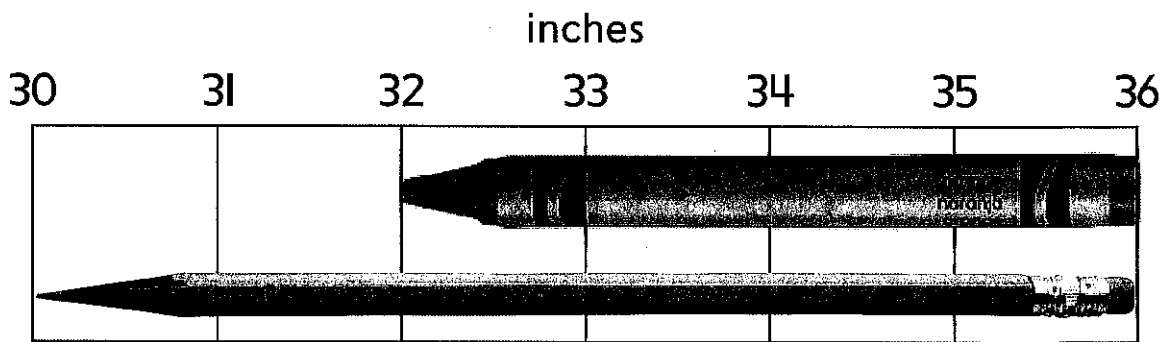
**Measure on a
Number Line**



Homework Helper



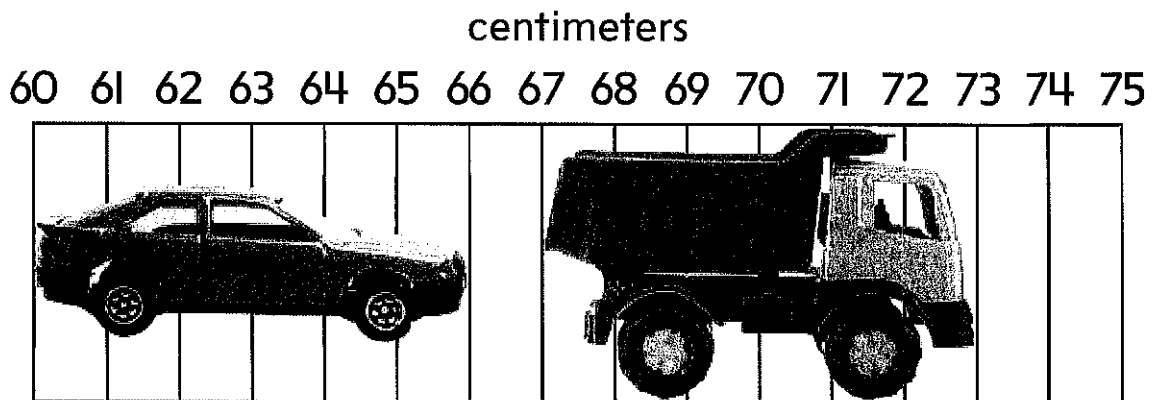
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The pencil is 2 inches longer than the crayon.

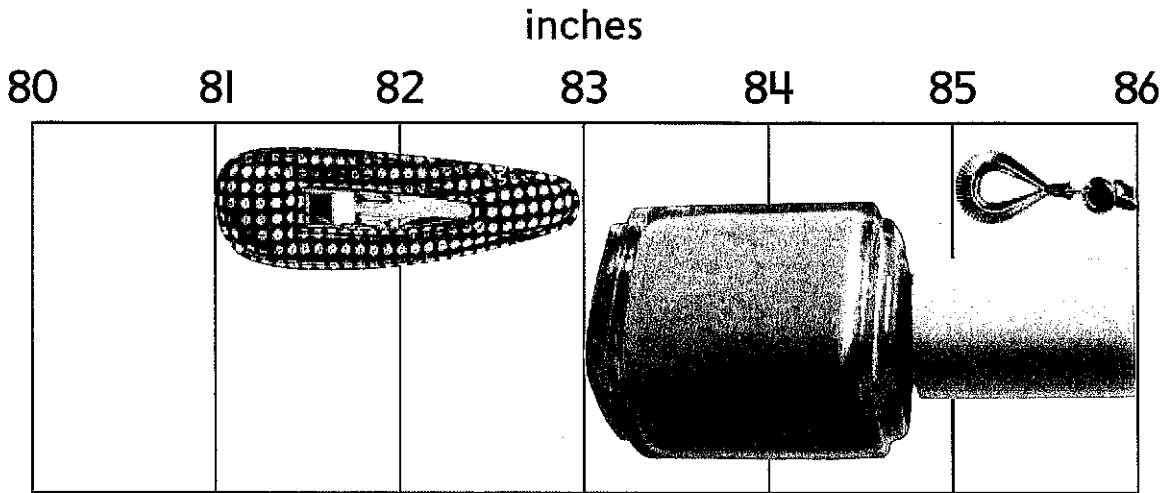
Practice

Use the number line to answer the questions.

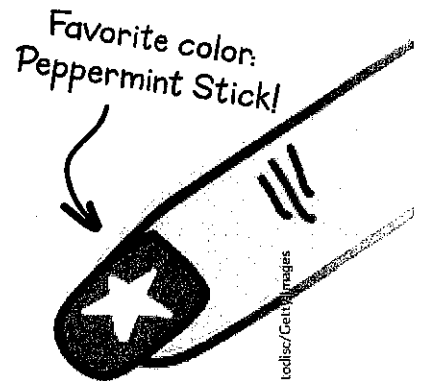


1. How long is the truck? _____ centimeters
2. How long is the car? _____ centimeters

Use the number line to answer the questions.



3. How long is the barrette? _____ inches
4. How much longer is the nail polish than the earring? _____ inches



Brain Builders

5. Sean builds a block tower that is 32 inches high. Victoria builds a block tower that is 3 feet high. Whose tower is higher? _____

How much higher is it? _____ inches

6. **Test Practice** $36 \text{ inches} + 26 \text{ inches} =$ _____
- 62 inches
62 centimeters
62 feet
62 meters



Math at Home Help your child create a large number line measured in inches. Have him or her measure objects from your home using the number line.

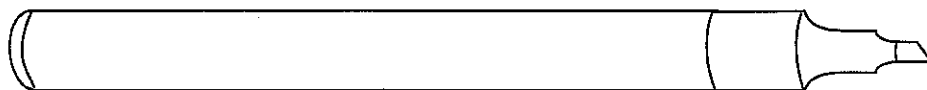
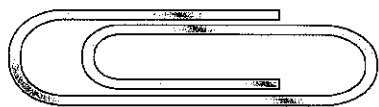
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Name _____

Lesson 11 Reteach

Measure on a Number Line

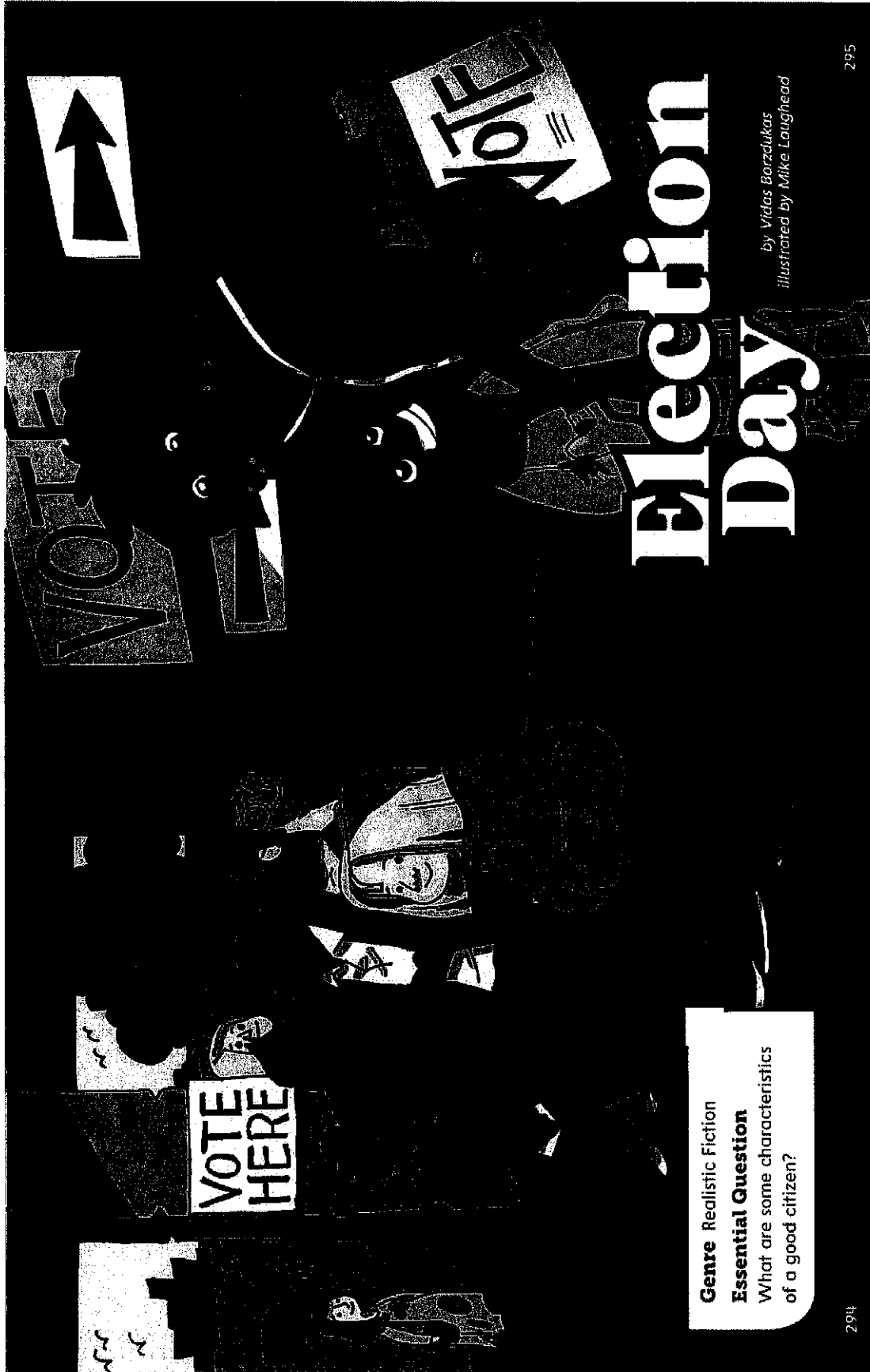
Look at the number line below. Each number is 1 inch apart. It starts at 0 inches and goes to 5 inches.



Use the information above to answer the questions.

1. How long is the paper clip? _____ inches
2. How long is the marker? _____ inches
3. How long is the crayon? _____ inches
4. How much longer is the crayon than the paper clip?
_____ inches
5. How much longer is the marker than the paper clip?
_____ inches
6. How much shorter is the crayon than the marker?
_____ inches

294-295



Genre Realistic Fiction

Essential Question

What are some characteristics of a good citizen?

294

295

296-297

"Come on, Mom!" Erik yelled up stairs. "I will be late for school, and you will be late for work!"

Erik's mother walked down the stairs. "Did you eat all your breakfast?" she asked.

"I finished everything," Erik said. "I put the dirty dishes in the dishwasher too."

"Good," Erik's mother said. "Don't forget that I'm voting after school."

Erik's mother handed him his lunch bag and followed him out the door.

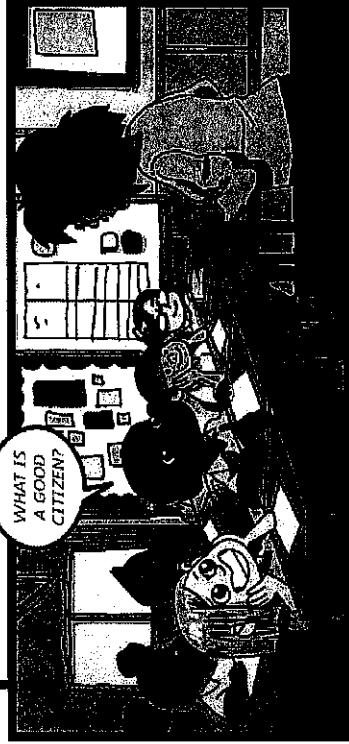
They listened to the radio on the way to school. Today was Election Day, and all Erik heard on the radio were government leaders telling citizens to go out and vote in the elections. Erik did not know what a citizen was, and honestly,

he was not very interested in the election. How did the national election affect him?

Erik's mother parked in front of the school. Erik waved goodbye as he ran inside.



296



Erik took his seat as the mornir ll rang. Ms. Hernandez stood up to face the class.

"Good morning, everyone!" she said.

"As you already know, today is Election Day, when citizens will vote for the president of the United States. They will choose a leader they believe will work for the common good. Likewise, our school will hold a mock election for president in the cafeteria!"

That was the second time Erik had heard the word *citizen*. He raised his hand. "What is a citizen?" he asked.

"Good question, Erik. A citizen is a person who is a member of a community, state, or country," Ms. Hernandez answered. "Can someone share a few ways a person can be a good citizen?"

297

Erik's classmates thought for a moment. Finally, Maria raised her hand. "A citizen should be patriotic and respectful," she said.

"I agree," Ms. Hernandez said. "What else?"

"Citizens should obey laws and rules," Carlos offered.

"They must be responsible, too," Beti said.

"Citizens must be honest and tolerant of others," Anish added.

Roberta piped up: "They should work well with others!"

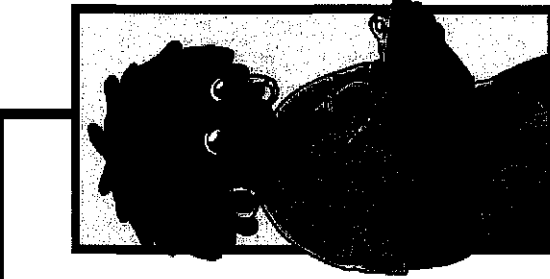
"These are all traits of a good citizen," Ms. Hernandez said. "What happens if citizens do not work well with each other or if they disagree about something?"

Roberta drummed her fingers on the desk as she thought. Finally, she offered, "They should compromise and come to an agreement?"

"Who else agrees with Roberta?" Ms. Hernandez asked the class. Most students raised their hands.

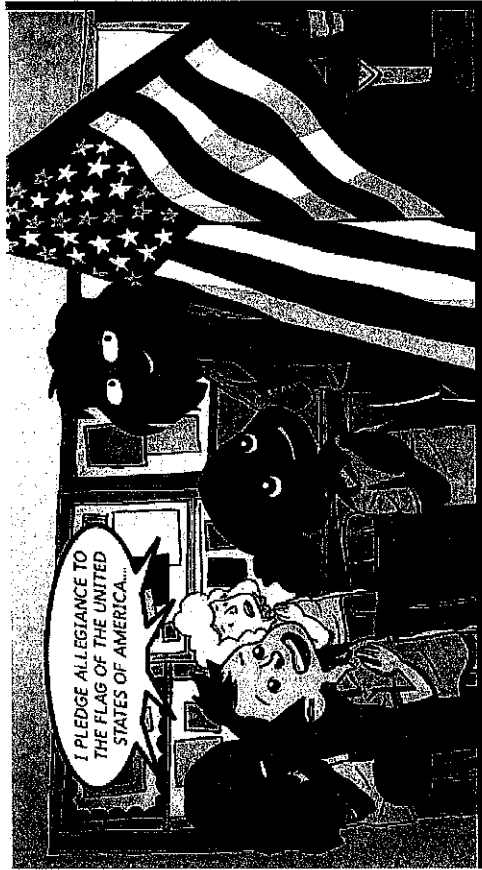


Ms. Hernandez continued: "What are some other duties of a citizen?" "Citizens should serve others and show compassion," Yoki said. "They should show courage, work hard, and be fair," Larry volunteered. Ms. Hernandez smiled. "You all gave great responses! All of these are ways that a person can be a good citizen!"



A mile away from Erik's school, another started her day at work. She was known as Elaine to her coworkers and was the manager of a large grocery store. A manager is in charge of a store and has many responsibilities, including hiring and training employees and making sure the store runs smoothly.

Like Erik, Elaine was also interested in citizenship on that Election Day. She wanted to vote for the person she thought would do the best job. She also wanted to vote for the person who would make sure everyone was treated fairly and who kept the country safe. Simply put, she wanted to vote for someone who was a good citizen.



Back at school, Ms. Hernandez getting the class excited about Election Day. "All right, let's get started," she said. "Please stand as we recite the Pledge of Allegiance."

The class stood up and faced the United States flag. The flag hung at the front of the classroom. The students placed their right hands over their hearts and recited the Pledge of Allegiance.

As Erik recited, a thought struck him. He enjoyed reciting the Pledge of Allegiance. That is because it showed respect for the flag of the United States. It also showed respect to the United States government. He knew that many people showed their patriotism by reciting the Pledge of Allegiance.

300

Across town, Erik's mother was demonstrating her patriotism at work, too. She wore a pin of the American flag on her jacket. She also kept a small American flag on her desk. Many people in her office also showed their patriotism. One person wore a tie with a United States flag on it, while another person wore a sticker that also had a flag on it. It seemed as though everyone was patriotic today, on Election Day.

Elaine noticed that many customers had white stickers on their shirts. The stickers said "I voted." This reminded her that good citizens showed their patriotism by voting for their leaders.



301

302-303

At school, Erik knew that good things were respectful. He listened politely when Ms. Hernandez spoke. He also raised his hand and waited to be called upon when he had a question. When he spoke, he made sure to say "please" and "thank you."

Erik knew that it was important to respect himself, too. He made sure his hair was neatly combed and his shoes were tied. He also made sure that his desk was clean. He did not want to be disrespectful and create a mess!

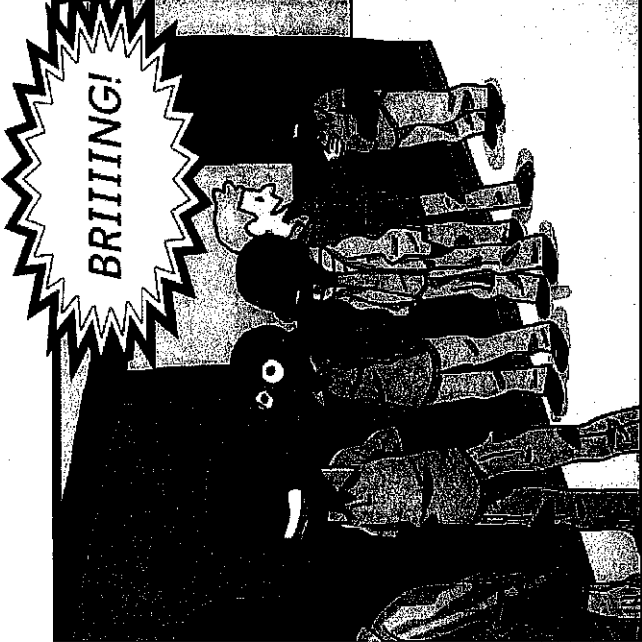


At work, Erik's mother also showed respect. A delivery man carried several boxes into the store. Elaine helped him by holding the door open.

Elaine had a meeting early in the morning. She waited patiently for her turn to speak. When she had a question, she waited patiently until there was a pause in the conversation. She also made sure to say "please" and "thank you."

Just like Erik, she also showed respect for herself by dressing nicely. Her hair was neatly combed. She also ironed her clothes to make sure she looked neat and tidy.

304-305



Briiiiing! The bell rang. It was time for recess! Erik shot out of his seat. Erik wanted to run to the playground as fast as he could and play with his friends. He knew the rules, though. There was no running in the hallway. Erik knew that good citizens obeyed the rules and laws. If he did not obey the rules, someone could get hurt. Erik walked slowly down the hallway until he reached the playground.

During her lunch break, Elaine had an errand. As she drove to the hardware store, she made sure to follow the rules, too. She followed the speed limit and did not drive too slow or too fast. She also used her turn signal when turning down a street.

Erik's mother drove into the parking lot. She found an empty parking space near the door. However, this space was reserved for people who needed extra time or help. Elaine drove around the parking lot until she found another parking space. The space was farther away from the door, but parking there was the right thing to do.

At the store, Elaine waited patiently in line. She waited until it was her turn to pay. She obeyed laws and rules.



306-307

At recess, Erik and his friends gathered at their favorite spot near the large oak tree.

"Let's play tag!" Erik said excitedly. Erik was fast and good at catching his friends.

Erik's friends looked at each other.

"We are kind of bored with tag," Jon said.

"We played tag yesterday," Liam added.

"We want to play kickball instead."

Erik did not want to play kickball because he did not think it was as much fun as tag. However, he knew that being a good citizen meant being tolerant. Being tolerant meant accepting other people's thoughts and feelings.

"Okay, let's play kickball," Erik said. "Who kicks first?"



LET'S
PLAY
TAG!



306

Elaine was mopping the floor when a family entered the store. The mother and daughters wore long robes, while the father wore a brown shirt that almost reached to his knees.

Elaine thought the family might have recently moved to the community from another country. Even though the family was from a different culture, Elaine knew that she had to be tolerant. It was important to accept people who were different.

Elaine approached the family. "Hi, my name is Elaine. How can I help you?"

"We want to cook a traditional meal," the father said. "Can you help us find turmeric?"

Elaine knew that turmeric was a spice. She had never cooked with it, but she had always wanted to try it.

"Do you use turmeric with chicken?" she asked the father as she led the family to the spice aisle.

"Yes," he said. "But you can also put it, along with other spices, on potatoes and eggs."

"I did not know that," Elaine said. She was glad she talked to the family. She had just learned something new!



DO YOU USE
TURMERIC WITH
CHICKEN?

YES, BUT YOU
CAN ALSO PUT IT ON
POTATOES
AND EGGS.



307

308-309

The pitcher rolled the ball slowly toward Erik. He ran forward, pulled his leg back, and kicked the ball as hard as he could.

Erik sprinted toward first base. Out of the corner of his eye, he saw the ball coming toward Jon, who was playing first base. He was on the opposite team. If Jon caught the ball before Erik reached first base, then Erik would be out.

Jon caught the ball just before Erik's foot touched first base. He was out.

"Safe!" somebody yelled. Others agreed.

Both teams thought that Erik was safe, but Erik knew that he was out. Part of being a good citizen was being fair. He had to tell the truth, even if that meant losing the game.

"I was out," Erik said. "It was close, but Jon caught the ball before I touched the base. So your team won. Good game, everyone."



308

Elaine walked out onto the parking lot. She saw shopping carts scattered across the blacktop pointing in different directions. Her coworker, Sarah, gathered the shopping carts and rolled them inside. Sarah was frowning and muttering to herself.

"What's wrong, Sarah?" Elaine asked.

"I am always putting away the shopping carts," Sarah said. "Parker is supposed to help me, but he is talking to his friend, Jeff!"

"Why don't you take a break and go inside?" Elaine said. "I will talk to Parker, and we will figure this out together."

Elaine found Parker in the storeroom. She politely reminded him that he should be putting the carts away. She also mentioned that Sarah has had to do extra work because he has been talking to his friends. After apologizing to Elaine and Sarah, Parker went outside to finish gathering the shopping carts.



309

310-311

After recess, Erik's class had qu me to read a story. When they finished the story, the students had to write a paragraph that summarized the story's details.

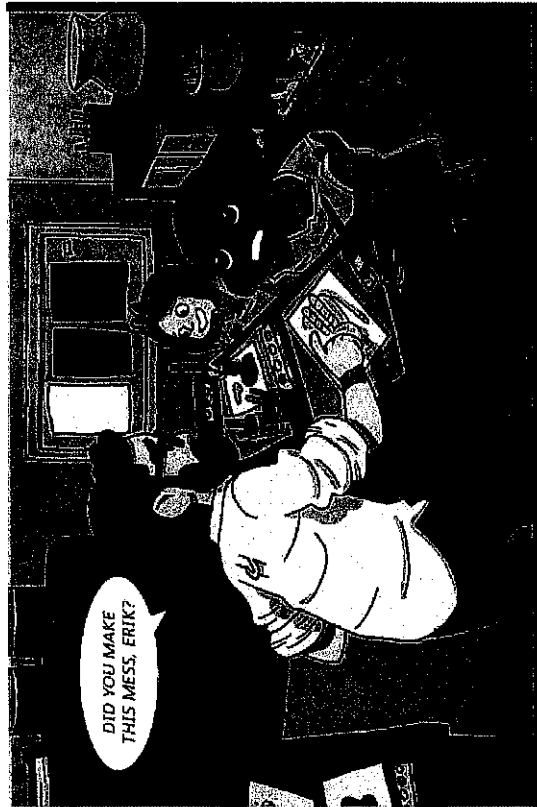
Erik learned earlier in the day that citizens were responsible. He knew that being responsible at school meant doing his school work. Erik sat at his desk and finished reading the story. Then he wrote a paragraph that summarized the story. He made sure to check his paper for mistakes.



At work, Elaine also had to be responsible. She had to show up to work on time and do her job well. She had to go to meetings and be nice to her coworkers.

As a manager, Elaine had many responsibilities. She made sure the store opened and closed on time, and she made sure the shelves were stocked. In addition, Elaine created the schedule and decided what days people worked. If the store was busy, Elaine helped out by running the cash register or sweeping the aisles.

312-313



During art class, Erik painted a picture of his cat.

When he was done, Mr. Bailey pointed at Erik's table.

"There is paint all over the table," he said. "Did you make this mess, Erik?"

Erik could have blamed another student. However, he knew that good citizens were honest. "Yes," he said. He admitted what he had done and started cleaning it up right then.

Erik cleaned up the mess using warm water and a paper towel.

312

Mr. Williams knocked on Elaine's ice door. He was another manager. Yesterday, he and Elaine had agreed that she would make signs for the store.

Mr. Williams found a mistake on one of the signs. It was a small mistake, but he could not hang the sign if it was wrong.

Erik's mother was honest. "I made a mistake," she said. "It was my fault. I will fix it."

Elaine fixed the mistake on the sign. When she was finished, Mr. Williams hung the sign at the front of the store.



313

314-315

Every day, Erik ate lunch with his friends. Today, however, Erik saw that one of his classmates was sitting alone. The boy's name was Jerry, and he seemed sad today.

Erik remembered Ms. Hernandez saying that good citizens show compassion. When a person felt compassion, he or she felt sympathy for those in need.

"Can my friends and I sit with you?" Erik asked Jerry.

A smile lit up Jerry's face. "Sure!" he said excitedly.

Erik and his friends sat down at Jerry's table. They asked Jerry what he liked to do for fun. All throughout lunch, Jerry's smile never left his face.



Elaine stood near the registers and watched the line of customers. She wanted to make sure no one was waiting too long to check out.

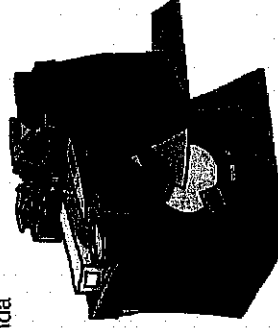
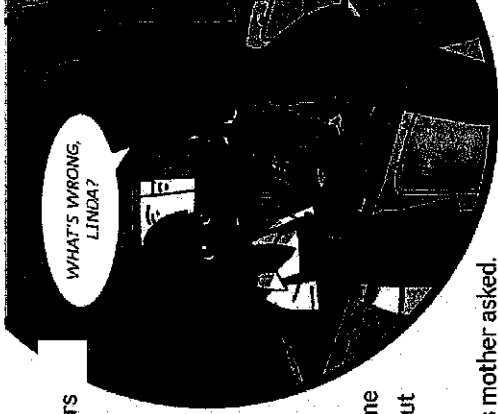
Suddenly, she noticed that one of her coworkers was looking down with a sad expression. Her coworker's name was Linda, and her job was to put the groceries into bags.

"What's wrong, Linda?" Erik's mother asked.

"My mother is feeling ill," Linda said. "She went to the doctor today, but I still have not heard from her. I am waiting for my break, so I can call her to see whether she is feeling better."

Erik's mother felt compassion for Linda and did not want her to feel sad. "You know what? Go ahead and call your mother," Erik's mother said. "I will bag groceries while you talk to her. Come back when you are ready."

Linda thanked Elaine over and over. Then she went to the break room to call her mother. Erik's mother bagged groceries until Linda returned.



316-317

By the end of lunch, Erik and his friends had made a new friend in Jerry. They learned that Jerry liked to skateboard and play basketball. They made plans to play basketball at recess the next day.

Suddenly, the bell rang. At the end of lunch, one person from each table was in charge of wiping down the table with soap and water. Jerry got up to wipe down the table.

"I will wipe down the table today," Erik said. He knew that good citizens served others. One good way to serve others was by doing something nice for someone. So Erik grabbed a sponge and wiped down the table for his friends.



I WILL WIPE DOWN THE TABLE TODAY.

316



Elaine walked into the storeroom to get a can of tuna fish for her son's birthday. She quickly stacked cans of tuna fish onto the shelf. He was in a rush.

"What's the hurry?" Elaine asked.

"Today is my son's birthday," Emil said. "I want to take him to the arcade, but I need to finish my work before I can leave."

Elaine glanced at the stack of food. It would take Emil a long time to finish his job.

"Go take your son to the arcade," she said. "I have some time, so I will finish stacking for you."

"Thank you so much!" Emil exclaimed.

"Tomorrow, I will do an extra task. Then we will be even."

"Sounds like a deal!" Elaine said.

317

Ms. Hernandez placed the students in small groups. The groups had to each make a poster for the school election. The poster would encourage students to vote.

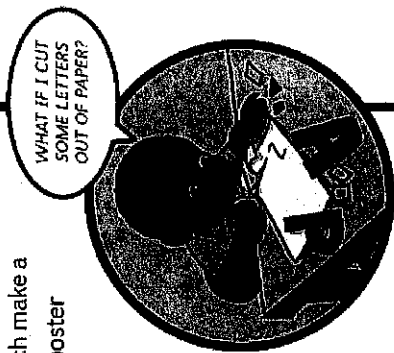
A boy named Julian was in Erik's group. Julian wanted to color the letters using markers. However, Erik wanted to cut the letters out of paper. The two boys argued about which way was better. They could not agree.

Erik knew that compromise was one way to come to an agreement.

"What if I cut some letters out of paper?" Erik asked. "Then you can color some letters using markers? That way, we both get what we want, and the poster will be more interesting."

"That is a good idea," Julian said.

Erik and Julian worked together to decide which letters would be cut out and which would be colored in. Then they worked together to finish the poster.



Elaine pushed a cart full of apples to the front of the store. The apples were on sale. She wanted customers to see the apples as soon as they entered the store.

However, a cart full of oranges was already near the door. Mr. Williams was busy arranging the oranges, so they looked nice and neat.

"Why don't we put the apples here?" Erik's mother suggested. "They are on sale today."

"The oranges are on sale, too," Mr. Williams said. "That is why I put them at the front of the store."

Erik's mother thought for a moment. "Let's compromise," she said. "We will put both apples and oranges on the stand with their signs. That way, the customers see all of the sale items today."

"That sounds like a good idea," Mr. Williams said. He helped Elaine arrange the apples next to the oranges.



320-321

When Erik's group was finished with the poster, Ms. Hernandez asked Erik to take it down to the cafeteria. The principal was hanging all the posters on the wall for the election. Then the students would vote for the best poster as they participated in the mock election.

As Erik entered the cafeteria, he heard laughter. Two students were snickering at one of the posters. On the poster, a student had drawn a picture of the school. The students were laughing at the picture because it did not look at all like their school.

Erik knew that good citizens showed courage. Sometimes courage meant standing up for others.

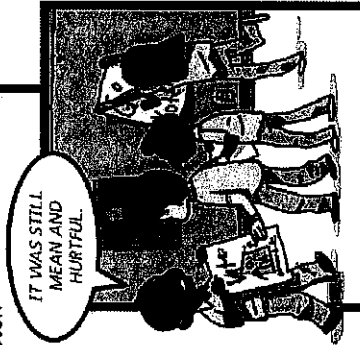
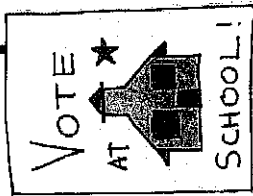
"It is not nice to laugh at someone's hard work," Erik said. The two boys turned to face Erik. "Someone worked really hard on that poster."

"We were just joking," one of the boys said.

"It does not matter," Erik responded. "It was still mean and hurtful."

The boys left the cafeteria. Erik hung his poster on the wall, feeling good that he stood up for someone.

320



Elaine was stacking cans of peas on a shelf when she heard a man raise his voice in the next aisle. She set the cans down and walked quickly to the next aisle where she saw two men standing face to face, arguing.

Elaine did not like it when people argued. She was the manager, and it was her job to make sure everyone remained safe. It was important that she showed courage and stopped the argument.

"How can I help you?" Elaine asked.

One man pointed at the other. "This man took my box of cereal."

"It was the last one on the shelf," the other man replied. "I was here first."

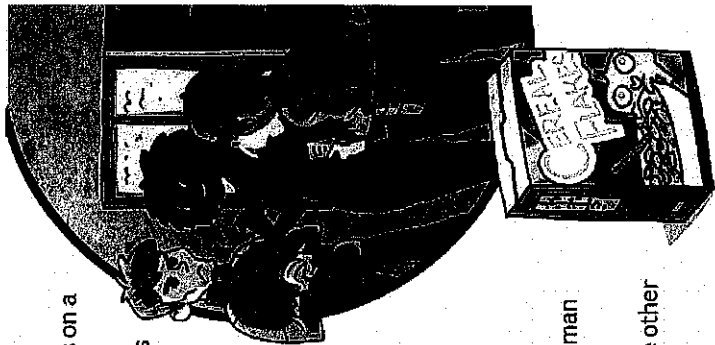
"I need that cereal!" the first man growled.

"There is no reason to raise your voice,"

Elaine said calmly. "We have more cereal in the storeroom. Why don't you wait right here, and I will get it for you."

Elaine walked into the storeroom and found the man another box of cereal. The man felt foolish and apologized for acting wrongly.

321



Words to Know

Match each word with its definition.

goal	solution	material
------	----------	----------

- _____ what something is made of
- _____ the answer to a problem
- _____ something you want to do



Explain

4. Read the steps of the design process. Number them 1 through 5 to put them in the correct order.

- _____ Plan and Draw
- _____ Record and Share
- _____ Find a Problem
- _____ Make and Test
- _____ Choose Materials



Apply Concepts

5. An engineer designed this lamp and tested it. The lamp fell over every time the cord was pulled. How could the engineer solve this problem?