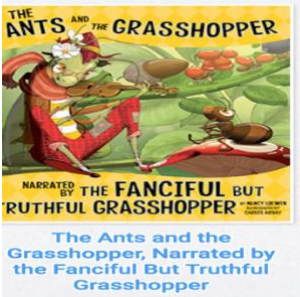


[Original version in Spanish](#)

	<p>Told from the grasshopper's view</p>  <p>Click link:</p> <p>Version from the grasshopper's view</p> <p>Discuss the following questions with a family member OR answer one of the questions under the TEAMS message board (your teacher will start a discussion)</p> <ol style="list-style-type: none"> 1. Describe how the character of Harper is different from the character in the original version. 2. Describe a time when you were paying such close attention to something that you lost track of what was going on around you. 3. What is the lesson (moral) you learned from the original version? 4. What is the lesson (moral) you learned from the grasshopper's version?
<p>OR</p> <p>Choose</p> <p>Activity 2</p> <p>No technology needed</p>	<p><i>The Ant and the Grasshopper</i> (attached)</p> <ol style="list-style-type: none"> 1. Choose the passage that best fits your level. (Contact your teacher if you are unsure). 2. Read the same passage at least TWICE. 3. Read with a family member and read to self. 4. Answer the following text dependent questions in complete sentences. Use evidence from the text to support your answers.
<p>Activity 3</p> <p>*Complete the Science lesson before you do the writing task.</p> <p>Writing (attached)</p>	<ol style="list-style-type: none"> 1. Student will choose to either illustrate an ant OR a grasshopper's life cycle. 2. Student will label each stage in their diagram. 3. Student will write 3 to 5 sentences to describe the life cycle. 4. Make sure to use correct punctuation, capitalization, spelling, and grammar. 5. Use the life cycle article in the Science lesson for support.



The Ant and the Grasshopper:

A Fable by Aesop

In the summertime, Ant was very busy doing a lot of work. He worked very hard all summer long. He spent his days running here and there to gather some good food to eat. Then he gathered even more food and saved that food for the wintertime. Ant was a very hard worker.

Grasshopper liked to play. He played all summer long without a care. He didn't even work a little bit, so he didn't gather any food for the wintertime. All he did was play all day and make music at night!

One day, Grasshopper passed by Ant and asked him, "Why are you working so hard? Why don't you come and play?" But Ant said, "No thank you. I must get ready for the winter when there will be no food to gather." Grasshopper just shrugged and went on his way. When winter came, Ant had a lot of food. He was not hungry at all! But because Grasshopper hadn't done any work, he didn't have any food at all. Grasshopper went hungry all winter long!

Who do you think was wisest, Ant or Grasshopper?



The Ant and the Grasshopper:

A Fable by Aesop

In the summertime, Ant was busily doing a lot of work. He worked and toiled very hard the entire summer long. Ant spent his days scampering among the fields to gather and eat, some of the good food that is so plentiful in the summer. Then he gathered even more food, and stored that food safely away for the wintertime. Ant was an extremely hard worker.

Grasshopper however, liked to play. He played all summer long without a care. He didn't even work a little bit, so he certainly didn't gather any food for the wintertime. All he did was play all the day long and at night he would make music!

One day, Grasshopper passed by Ant, as Ant was scampering with a load of corn. Grasshopper asked him, "Why are you toiling so hard? Why don't you come and play?" But Ant said, "No thank you. I must prepare for the winter when there will be no food to gather." Grasshopper said, "But we have plenty of food now!" Then he just shrugged and hopped happily on his way. And as it always does, winter came soon enough. But Ant had a lot of food stored away. He was not hungry at all, so he stayed healthy all winter long! But because Grasshopper hadn't done any work, he had no food stored away at all. Grasshopper went hungry all winter long, and often was unhealthy!

Who do you think was wisest, Ant or Grasshopper?



The Ant and the Grasshopper:

A Fable by Aesop

In the summertime, Ant was busily spending time doing work. He worked and toiled very hard the entire summer long. Ant spent his days scampering and scurrying among the fields, to gather and eat some of the good food that is so bountiful in the summer. Then he gathered even more food, and put it safely into storage for the wintertime. Ant was an extremely hard and responsible worker.

Grasshopper however, liked to play. He played all summer long without a care. He didn't even work a little bit, so he certainly didn't gather any food for the wintertime. All he did was play all the day long and at night he would make music! Grasshopper wasn't very responsible.

One day, Grasshopper passed by Ant, as Ant was scampering with a load of corn. Grasshopper asked him, "Why are you toiling so hard? Why don't you come and play?" But Ant said, "No thank you. I must prepare for the winter, when there will be no food growing in the fields for us to gather." Grasshopper exclaimed, "But we have plenty of food now!" Then he just shrugged and hopped merrily on his way. And as it always does, winter came soon enough. But Ant had a lot of food stored away. He was not hungry at all, so he stayed healthy all winter long! But because Grasshopper hadn't done any work to prepare himself for wintertime, he had no food stored away at all. Grasshopper went hungry all winter long, and sadly he often was unhealthy!

Who do you think was wisest, Ant or Grasshopper?



The Ant and the Grasshopper

1. Why did Ant work all summer long?

2. What kind of work did Ant do?

3. In this fable, how are Ant and Grasshopper different?

4. Who do you think was the wisest (smartest)? Why do you think that?

5. What is the lesson (moral) of this fable?

RLA & Science Activity #3

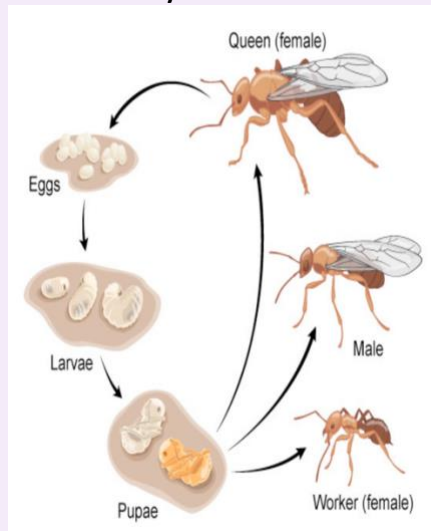
Illustrate and label the life cycle of an ant **OR** a grasshopper below.

****Describe the life cycle stages below. Make sure to use information from the Science article and diagram from the Science lesson below.**

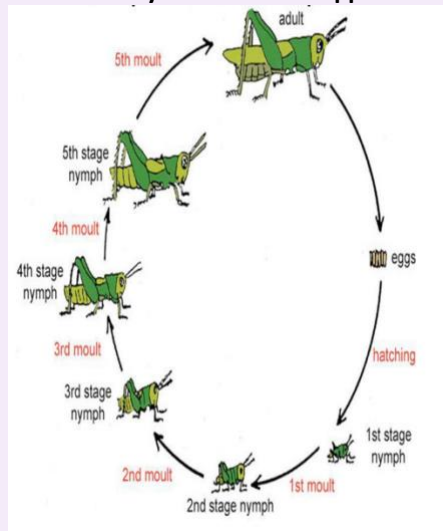


Science

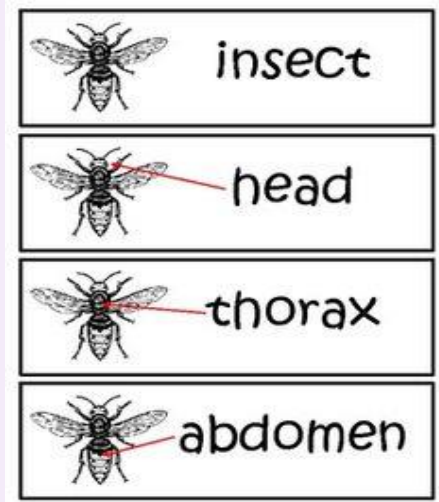
Life Cycle of an Ant



Life Cycle of a Grasshopper



Insect Traits



Choose

Activity 1

Technology
Needed

Go to the following websites for information on ants, grasshoppers, and insects:

[All about ants](#)

[Grasshoppers](#)

[Insects](#)

Or click [Clever](#) to go to Brainpop jr.

Take the quiz after you watch the Brainpop video.



OR Choose

Activity 2

No technology needed

1. Read the following ant and grasshopper life cycle article.

2. Discuss the following questions with a parent/sibling/friend:

- How are the two life cycles similar (same)?
- How are the two life cycles different?

3. What life cycle stage are the ant and grasshopper during the fable you read above?

Activity 3

Writing

(attached)

Refer to the writing activity above in RLA:

- Student will choose to either illustrate an ant OR a grasshopper's life cycle.
- Student will label each stage in their diagram.
- Student will write 3 to 5 sentences to describe the life cycle that they illustrated.
- Make sure to use correct punctuation, capitalization, spelling, and grammar.
- Use the life cycle article in the Science lesson.



Life Cycle of the Ant

There are four stages in the complete life cycle of an ant. The stages are: egg, larva, pupa and adult.

The ant's life starts as an egg. When it hatches, a worm-like larva emerges. It uses the thread to spin a cocoon around itself. This stage is called a pupa. Inside the cocoon, the pupa begins to develop the body parts of an adult, such as eyes, legs, and wings. Eventually, the ant chews its way out of the cocoon and emerges as a fully formed adult ant.



Life Cycle of a Grasshopper

There are three stages in the life cycle of a grasshopper. The stages are egg, nymph, and adult.

The grasshopper's life starts as an egg. When it hatches a small baby comes out called a nymph. During the nymph stage, the insect eats, grows, and sheds its skin. It develops wings during this stage. Lastly, it grows into an adult grasshopper.



Independent Reading

Required reading is still at least 20 min. per day for 5 days!!

Choose

Activity 1

Technology
Needed

Login to [Clever](#) in order to access myOn
(Students, it's exactly the same as how you login at school).

Option: **ABCmouse** on students **Clever** account (fables to read)

Or click the link below:

[abcmouse](#)

**myON Book
Options**



**OR
Choose**

Activity 2

No technology needed

If you do not have technology access, read some of your own books or the articles that are attached:

- Insect Traits
- Grasshoppers
- Amazing Ants

Insect Traits

In addition to going through metamorphosis, all insects have a few common traits. These traits help us decide if something is an insect or not.

Head, Thorax, and Abdomen

All insects have three parts to their body. They have a head, thorax, and abdomen. These parts are easily seen on an ant.

Six Legs and Antennae

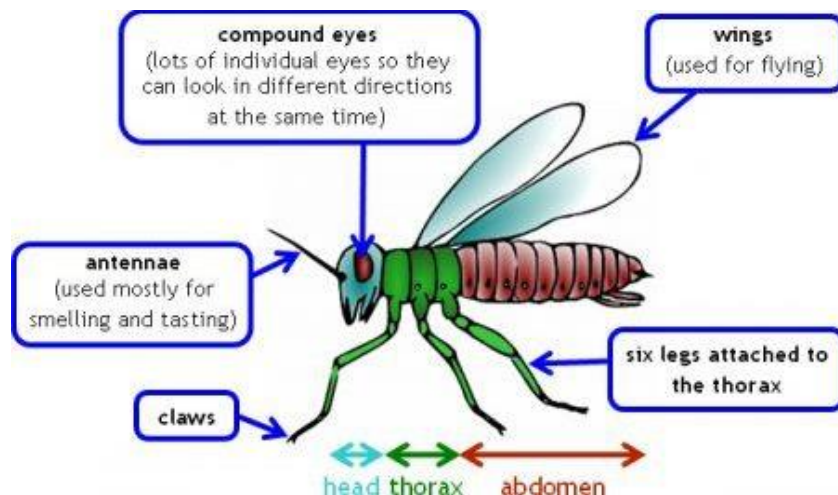
All insects have six legs. Some people think a spider is an insect but spiders have eight legs. Most insects also have a pair of antennae.

Exoskeleton

An exoskeleton is the hard outer shell of an insect's body. An exoskeleton works like a suit of armor. It protects the insects soft body underneath.

Compound Eyes

Most insects have compound eyes. Each eye is made up of thousands of tiny lenses. Compound eyes allow insects to detect movement around them better than humans





Grasshoppers

informational text



amazing bodies

Grasshoppers have strong back legs, or hind legs, that help them jump 20 times the length of their body. They also use their legs to make sounds! They rub their hind legs and their wings together.

Grasshoppers are able to see **predators**, an animal that preys on other animals, from far away because they have five eyes at the top of their head.

Grasshoppers have two pairs of wings. The front wings are small and hard and their back wings are larger.



THE GRASSHOPPER IS EATING PART OF THE LEAF.

Most people don't realize that grasshoppers can fly! They will fly away when they need to escape a predator.

Amazing Ants

Informational Text



Strong and Clever

Although ants are tiny creatures, they are very strong for their size. They can carry about 50 -100 times more their weight, even if they are walking upside down! Amazingly, they carry everything with their jaw, also known as their **mandible**.

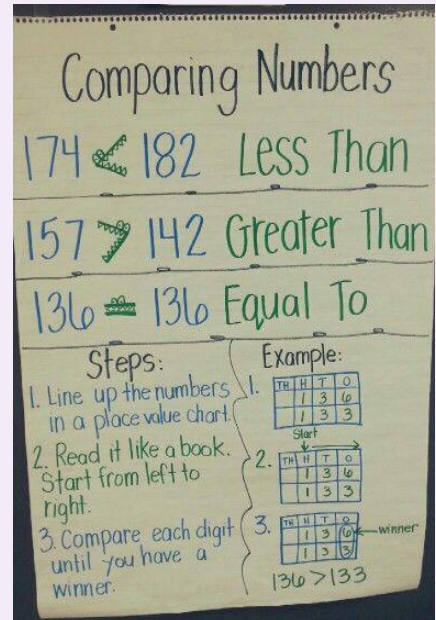
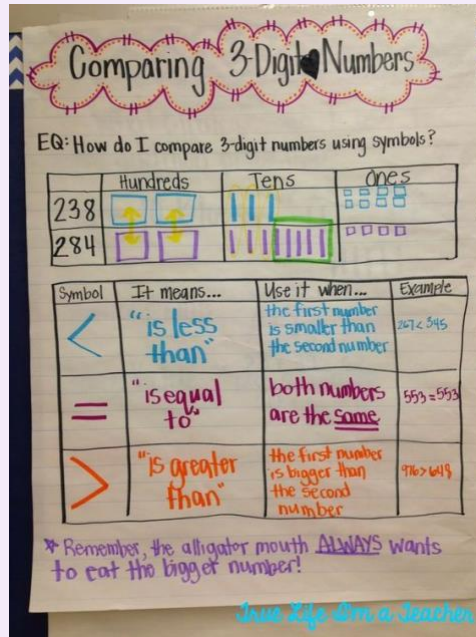
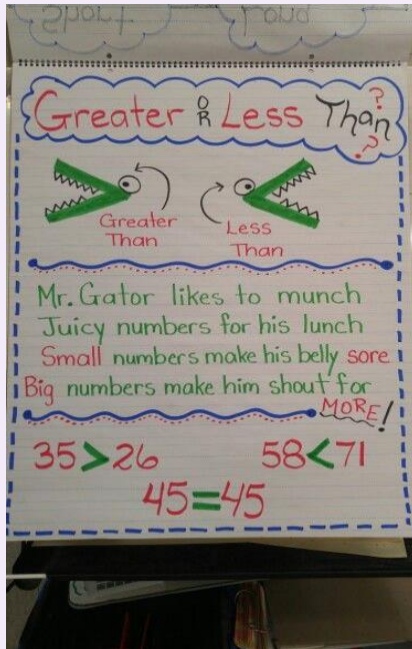
For example, leaf cutter ants use their powerful jaws to cut up big pieces of leaves. Ants are not only strong, they are clever. Usually, the queen ant will kill a different colony's queen and take the workers to be her slaves, doing the chores for her colony. That's clever! Less work for her workers but the job still gets done!



Leaf cutter ants will chew up leaves and use them to make food for their colony.

Math

Skill/Standard: Compare two three-digit numbers based and use the symbols $>$, $=$, and $<$. (review skill)



Students can watch the following comparing numbers video:

[abcmouse comparing numbers](#)

Games to play for practice:

1. Fruit Splat Compare Numbers Level 2

[Fruit Splat comparing numbers](#)

2. Comparing Numbers

[Splash Learn: Comparing numbers](#)



<p>OR Choose</p> <p>Activity 2</p> <p>No technology needed</p>	<p>Option: Greater than less than WAR!!</p> <ol style="list-style-type: none"> 1. Students and parents can use a deck of any type of playing cards 2. Make a > ,<, and = to symbol (use paper or one is attached) 3. Half the deck of cards 4. Put cards face down in a pile (in front of player) 5. Each person turns over 3 cards 6. Line the cards up and have your student put the correct symbol in the middle and then read the expression. 7. Player with the most cards at the end is the WINNER!! <p>Example: 946 is greater than 665</p> <div data-bbox="911 816 1446 942"> </div> <p>Option: Hide and Seek >,<, = cards (attached)</p> <ol style="list-style-type: none"> 1. Print and cut the cards out below. 2. A family member will hide the cards outside or inside for student to find 3. Student will write the correct symbol in the circle: >,< ,= 4. Time them to make it more fun! <p>*Have students tell you what place value they used to decide if the number was >,<, or =</p>
<p>Activity 3</p> <p>Writing</p>	<ol style="list-style-type: none"> 1. Write a word problem comparing two three digit numbers (if you have chalk, write the word problem on your sidewalk or driveway). 2. Have a family member solve the word problem and explain how they solved it. The student will be the teacher and let you know if you solved it correctly. 3. Example problem: Ms. Hyde has 456 flowers to plant in her yard while we are out of school. Mrs. Vertrees has 465 flowers to plant in her yard. Who has the least amount of flowers to plant? 4. Write the expression and solve. <p>456 < 465 -- Ms. Hyde has the least amount of flowers to plant.</p>

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

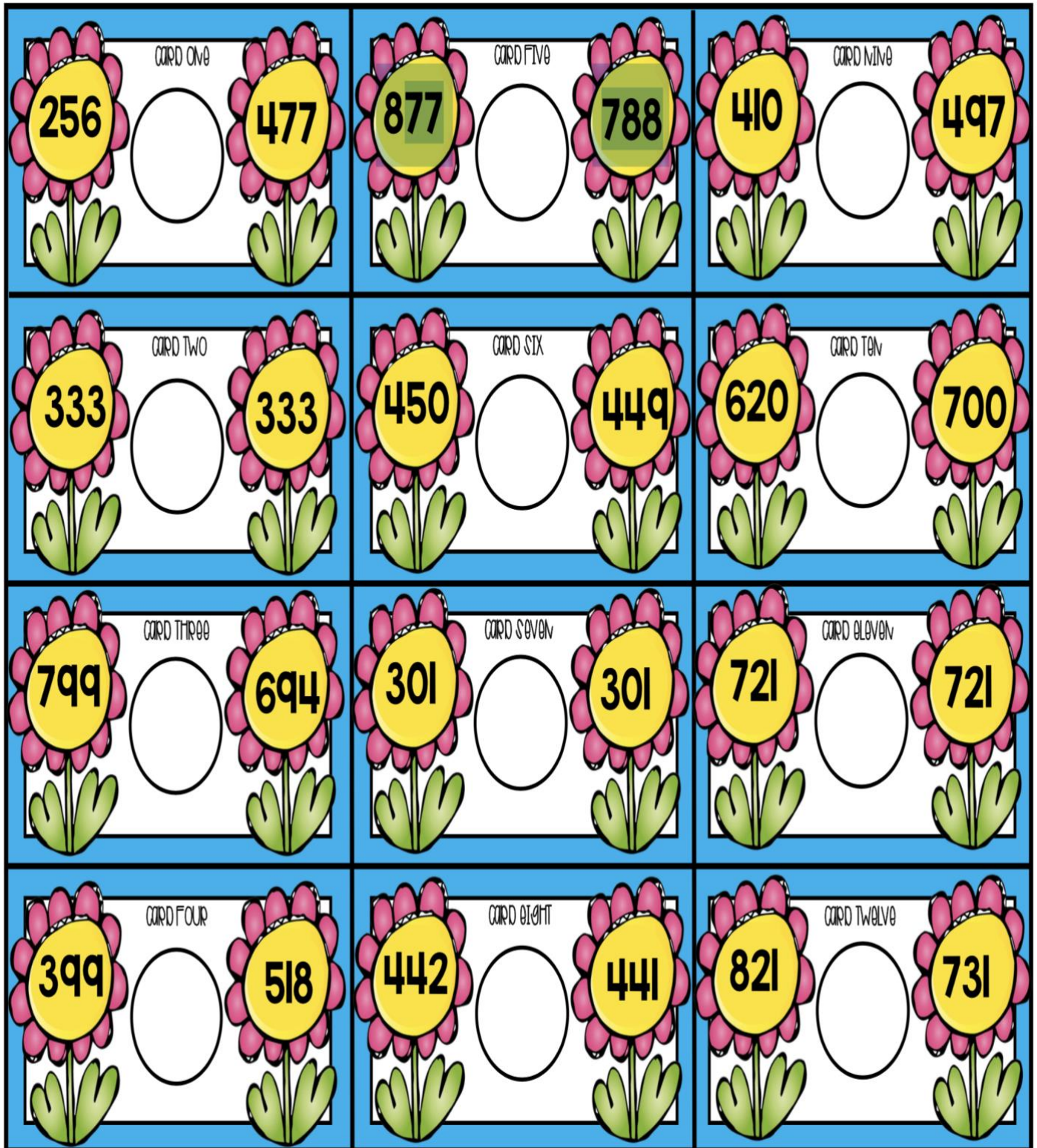
7

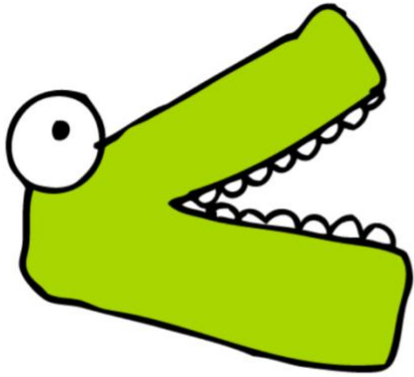
8

9

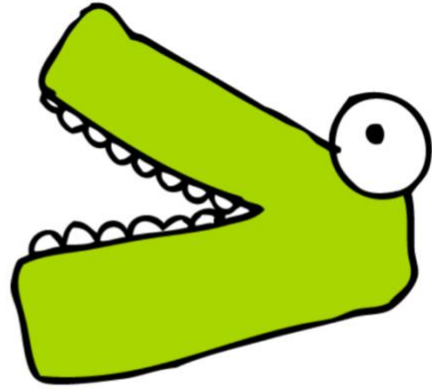
0

Activity #2 Hide and Seek Cards





Less Than



Greater Than

Related Arts

Week of: **May 4-8 Lesson 1**

PE: dina.fowler@rcstn.net

-Activity 1-Technology-Based

FIELD DAY WEEK!!! CES was planning on having Field Day on Friday, May 8th. Now that we are participating in Distance Learning, it would be great if you could try and have a Field Day/ Family Fun Day at home! If you Google Virtual PE Field Day Online, you can choose from several different videos to watch on YouTube. Here is one that I really like; it has various PE teachers demonstrating different Field Day activities you could try at home: [YouTube.com/watch?v=LmKoAEliZnM](https://www.youtube.com/watch?v=LmKoAEliZnM).

-Activity 2-No Technology Required

FIELD DAY/ FAMILY FUN DAY ACTIVITIES: Choose any beautiful day that works for your family and have your own Field Day/ Family Fun Day! Here is a sample schedule that your family could try, or you could choose whatever you like, the only rule is to **HAVE FUN!** Sample Schedule: **1:** Have a healthy family breakfast.**2. Morning** activities: you could try and participate in any activities from the YouTube videos or make up your own. For example: Have different types of Races: **Locomotor skills (skip, hop, gallop, run, etc.) egg and spoon (plastic eggs or real) wheelbarrow, three-legged(socks, panty hose), clothes race**(use larger clothes) or **sack races**(use larger pillow cases). **Obstacle courses:** use objects from your house (boxes, buckets, balls, etc.) and make a line and see how fast you can jump over and zigzag back or you could draw a course on your driveway or sidewalk using chalk! **3.** Have a family lunch and rest! **4.** Afternoon activities: try to do some activities with water: **water balloons, buckets/cups of water, sponges, kids swimming pools or if you have your own super soakers or a slip and slide!** **5.** End your day with a family dinner/ movie night with lots of **POPCORN!** I hope you and your family can try and have a FIELD DAY and I would love to see pictures or videos that you can send to my email address above. You can choose any day that works for your family, even in June or July! Have fun!

Health/Art: debbie.davis@rcstn.net

(Art)

-Activity 1-Technology-Based

If you remember, we talked about the **Art Elements** during the school year. The seven Art Elements are **Line, Shape, Color, Form, Value, Texture, and Space**. We are going to talk about another art element this week, **Value**. Value is closely connected with color. Value has to do with how light or dark a color is. You will also learn about the gray family. Do you remember what you mix to get gray?

You will learn 5 new terms in this lesson – **Hue** (another name for color), **Shade** (how dark a color becomes by adding black); **Tint** (how light a color becomes by adding white); **Tone** (adding gray to colors); and **Gradient** (lining up colors from light to dark). Please watch the video below to learn about Value.

<https://youtu.be/DMlvEgKSvrE>

Let's review. Tell an adult the answer to these questions.

1. What do you add to blue to get navy (dark blue)?
2. What do you add to red to get burgundy (dark red)?
3. What do you add to red to get pink?
4. How do I get a light yellow?
5. What do I mix to get gray?
6. What if I mix gray and green – what did I just make – a tint, tone, or a shade of green?

***The NorthCrest wall art contest is finally winding up! The deadline to turn in your work is Friday, May 15th. If you have something you would like to turn in, please mail your artwork to NorthCrest Foundation, 100 NorthCrest Dr., Springfield, TN 37172, ATTN: Adele Watts**

OR take it by the ER between 6am and 6pm. There will be a table inside the door. Make sure Adele's Watts' name is on your art. Also, make sure your name and contact info., as well as "Coopertown Elementary School" is on the back of your artwork. Thank you so much for all your hard work. I know we will have more winners this year!

If you have artwork hanging there from last year, I will get it back to you next school year, or you can check with Adele at the hospital.

-Activity 2-No Technology Required

This activity will be about practicing with a **Color Value Scale**. You will be working with **Tint, Tone, Shade, and Gradients**. Below is an example of what I want you to do. If you can print it out, please do.

If you can't, you can draw something similar and complete this activity. You would only need to draw the bar with the 5 squares and do what it says on the instructions below. Paint works best for this project, although you can use other mediums.

You can also print/draw another 5-square bar to practice mixing/coloring tone. What is a Tone? What is a Gradient? How do you make gray? Use gray and mix with one chosen Hue/Color, using 5 squares and follow the instructions below. How would this look? How do you make gray darker and lighter?

Try different Color Gradients!

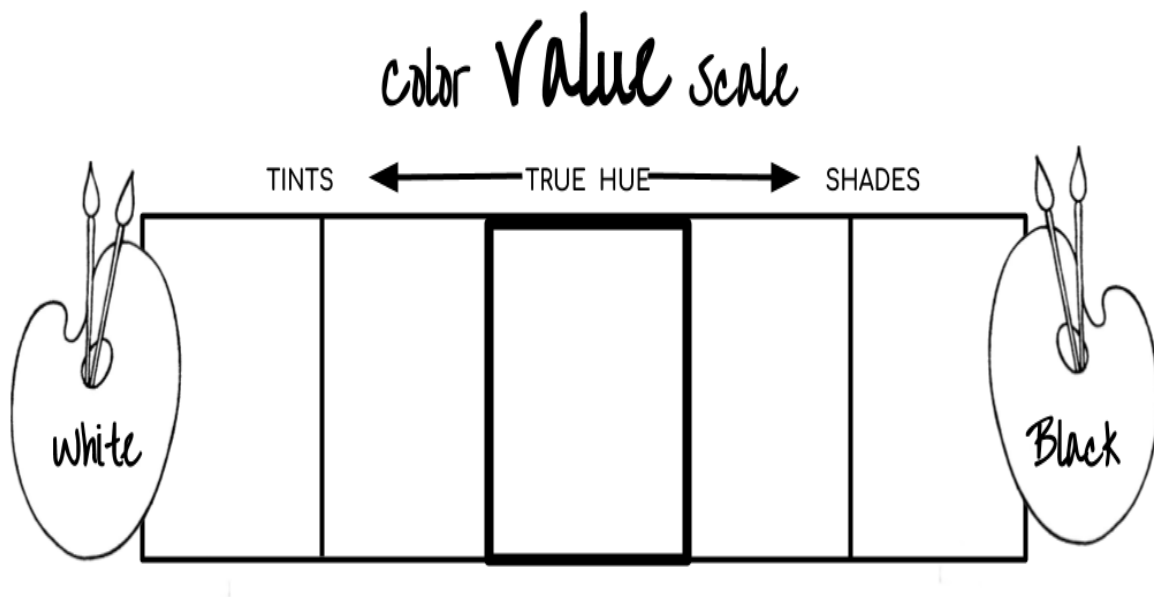
Tints and Shades

Hue: Hue is the true color (Red, Blue, Yellow, Green, etc...)

Value: Value is how light or dark the color is

Tint: A color + white (Red + White = Pink) Pink is a tint of red

Shade: A color + black (Blue + Black = navy blue)



Music: lindsey.maholland@rcstn.net

-Activity 1-Technology-Based

The 101st Division Band usually performs in schools during Music in Our Schools Month which occurs every March. Since they were unable to go out and perform in schools this year, they have put together a little video to share. Enjoy a variety of instrument groups, including a woodwind quintet, brass quintet, jazz combo, and rock band, performing various styles of music from familiar movie and cartoon themes to popular tunes from past and present.

<https://youtu.be/ZNESykUHnk0>

Create and Respond:

How many instruments are in the woodwind quintet and what are their names?

Name the instruments in the brass quintet.

Can you identify the Disney tunes the brass quintet plays in their first piece of music?

Can you identify some of the instruments in the rock band?

For more fun, feel free to complete the work below!

-Activity 2-No Technology Required

Let's talk about the Woodwind Family!

Learn: The instruments in this family all used to be made of wood, which gives them their name. Today, they are made of wood, metal, plastic or some combination. They are all basically narrow cylinders or pipes, with holes, an opening at the bottom end and a mouthpiece at the top. You play them by blowing air through the mouthpiece (that's the "wind" in "woodwind") and opening or closing the holes with your fingers to change the pitch. Metal caps called *keys* cover the holes of most woodwind instruments.

The mouthpieces for some woodwinds, including the clarinet, oboe and bassoon, use a thin piece of wood called a *reed*, which vibrates when you blow across it. The clarinet uses a single reed made of one piece of wood, while the oboe and bassoon use a double reed made of two pieces joined together. Just as with the stringed instruments, the smaller woodwinds play higher pitches while the longer and larger instruments play the lower notes. The woodwind family of instruments includes, from the **highest sounding instruments to the lowest**, the piccolo, flute, oboe, English horn, clarinet, E-flat clarinet, bass clarinet, bassoon and contrabassoon.

Create and Respond: Color them as you wish. Make sure as you are completing them that you write down which instrument is the highest and lowest. Then, you can place the woodwind instruments where you would like for them to go in the blanks provided in the orchestra!

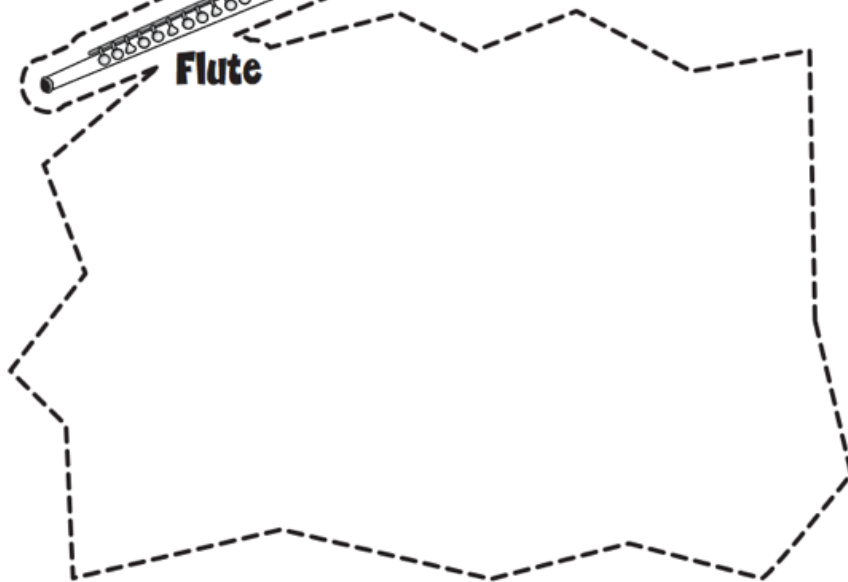
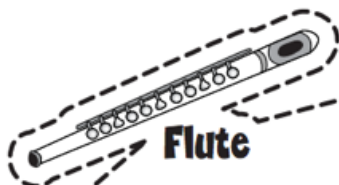
The Woodwind Family

**Woodwinds, originally made of wood,
require air movement to create sound.**

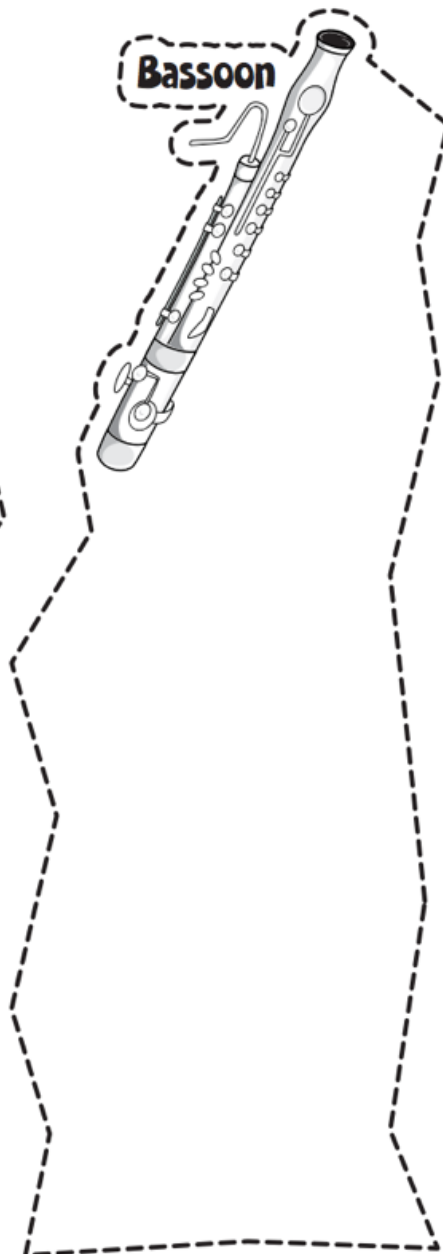
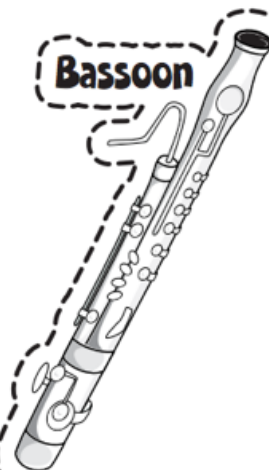
Piccolo



Flute

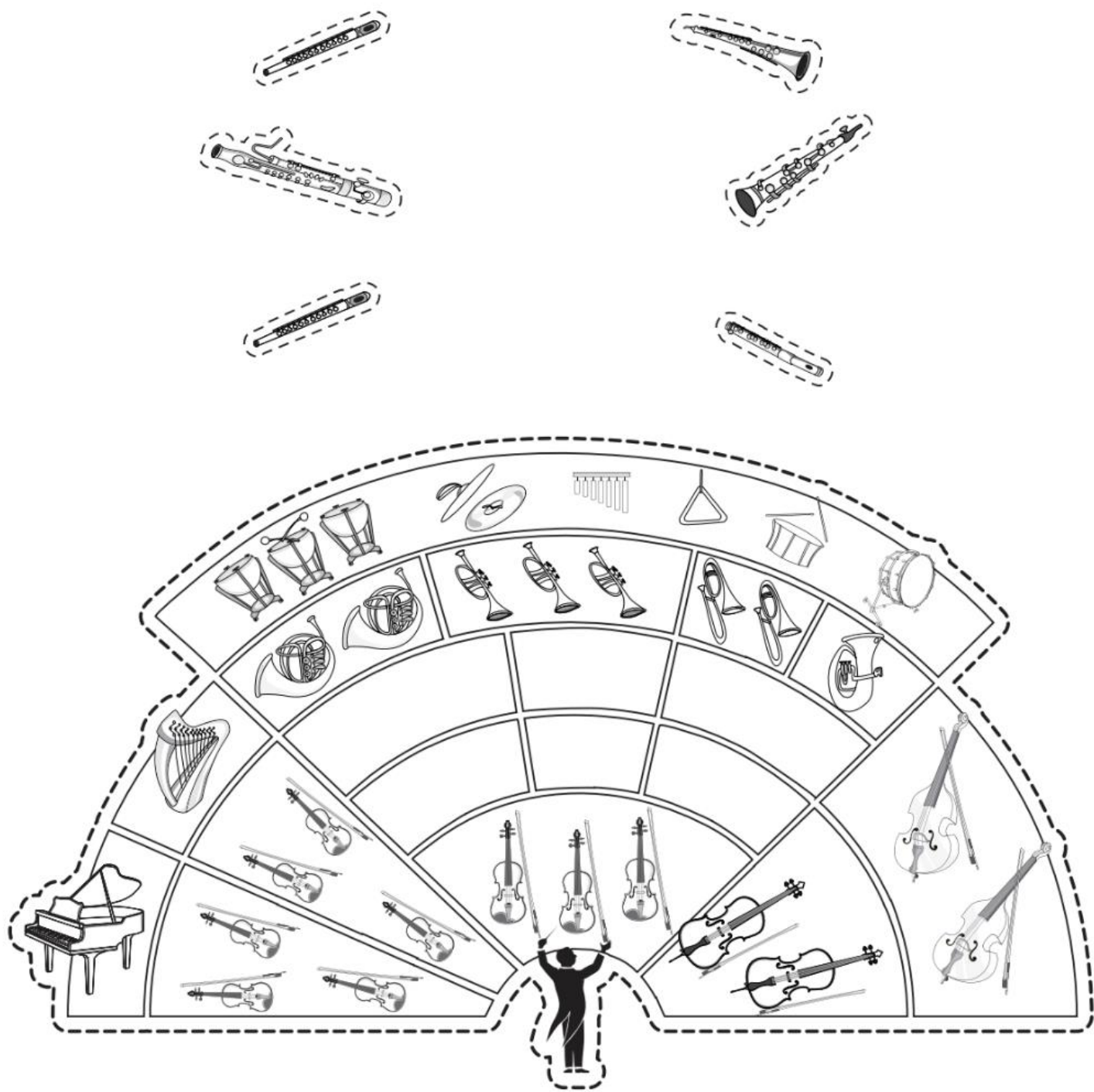


Bassoon



Clarinet





Library: farrah.lopez@rcstn.net

-Activity 1-Technology-Based

Read: Visit former Children's Poet Laureate Kenn Nesbitt's amazing website Poetry4Kids (<https://www.poetry4kids.com/>)


and choose some poems to read. There is so much to explore in this site! If your parents agree, have them film you reading your favorite poem and email it to me.

Listen: Listen to some poems being read by Mr. Nesbitt by listening to his podcasts. Click <https://www.poetry4kids.com/category/podcast/> to choose some to listen to. Which one is your favorite?

Make/Create: Create some Book Spine Poems! All you need are some books that you already have at home and your imagination! Click 100scopenotes.com/2017/04/05/heres-how-you-make-a-book-spine-poem-with-your-studentspatrons/ for directions on how to do this. Be sure to share your creations with me!

-Activity 2-No Technology Required

Read you're a book, any book of your choice! Complete a book review telling about that book. This does not have to look like the example! Use any piece of paper you want, answer all the parts, then decorate the paper however you wish. Share your work with your parents, and ME! I would LOVE to see your thoughts on books, I will use them to help me choose books for the library!



Title: _____

Author: _____

Genre: _____

Setting: _____

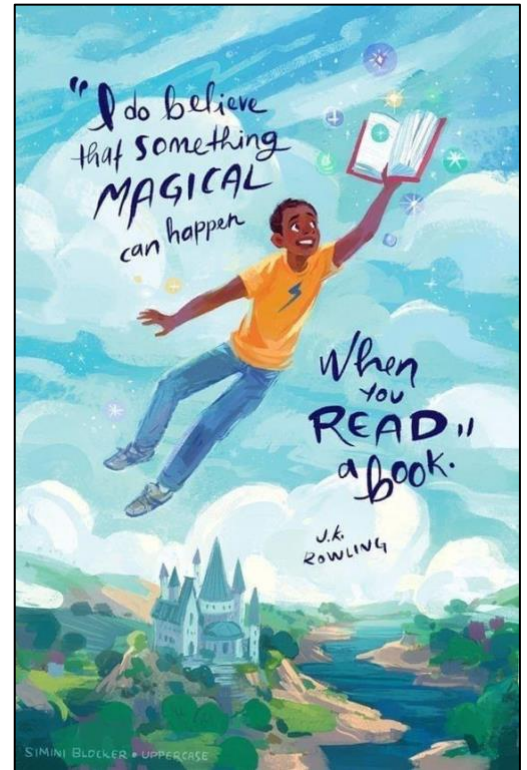
Main Character: _____

Plot: _____

Conclusion: _____

My Favorite Part: _____

Name: _____ Date: _____



Guidance: sarah.dycus@rcstn.net

-Activity 1-Technology-Based

Career Exploration!

1. Watch this video to see what other kids your age wants to be when they grow up!

<https://www.youtube.com/watch?v=RUUp841pZrs>

2. On the attached page, draw what you want to be when you grow up at this very moment then write one sentence answering why you chose this job. Keep this drawing for the future to see if it changes when you grow older and start to find more things you enjoy!

-Activity 2-No Technology Required

1. Ask the adults at home with you what they wanted to be when they grew up when they were your age! Ask them how their choice of job changed over time as they got older.
2. On the attached page, draw what you want to be when you grow up at this very moment then write one sentence answering why you chose this job. Keep this drawing for the future to see if it changes when you grow older and start to find more things you enjoy!

My Dream Career

Name: _____ Classroom #: _____