

HOMework  
Jokes

Dear Parent/Guardian,

This week our story is about a student who becomes car sick while riding the bus on a school field trip. Her friend tells jokes to take her mind off the discomfort. We are discussing how humor and jokes can use words with more than one meaning to create a humorous situation.

Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_ (date).

1. With your child, braille a list of everyone in the family (you can include neighbors, friends, relatives, and grandparents). Ask each person what type of humor he or she enjoys: jokes, funny stories, funny songs, comedies, etc., and what his or her favorite joke is. Braille each joke to make a list and pick your favorite one!
2. Go to the school or public library and check out a book of children's jokes, puns, or funny stories, and read them aloud to your child. Discuss what makes them funny or silly; pick a favorite joke or pun, and, if possible, have your child braille the joke to bring to school.
3. Discuss clowns and why they are funny: the way they dress, the expressions on their faces, and how they exaggerate their actions for humorous situations. Go to a thrift store and shop for an oversize pair of shorts and t-shirt, and add suspenders to create a clown outfit. Or go to a party and costume shop and look at a clown nose, wig, and shoes that clowns use to create a silly costume. Talk about how a clown dresses in this silly way to make people laugh. Act out a clown gag, such as throwing a bucket of confetti "water" (i.e., bits of paper, leaves, packaging peanuts) on someone, and talk about how people think it really is a bucket of water, until they see the confetti come out of the bucket instead of the water.
4. Have the members of your family think up and tell jokes. Take a vote and see which one your family likes the best.
5. Talk about funny things that happened in your family and why they were funny, or people who are funny in your family.

Comments:

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Parent/Guardian Signature

HOMework  
April Fools' Day

Dear Parent/Guardian,

The next story we will be reading is about April Fools' Day and brothers who like to play pranks on their family and friends.

Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_ (date).

1. Have your child call some family and friends (you can include neighbors, friends, relatives, and grandparents). Ask each one what memories they have of funny pranks played on April Fools' Days in their past.
2. Have your child think up his own pranks, braille them, and take a vote to see which one the family likes the best.
3. Help your child research the history of April Fools' Day either on the Internet or through books. Have the child learn and recite a short summary of it to his family and teacher.

Comments:

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Parent/Guardian Signature

HOMework  
Newspaper

Dear Parent/Guardian,

The next story we will be reading is based upon the familiar joke "Why did the chicken cross the road?" The boy in the story reads a newspaper report of a hen crossing the road, and no one knows why. Several barnyard animals and others write letters to the editor with their opinions as to why the hen crossed the road. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Take a trip to a store or newsstand that sells newspapers. Let your child give the money to the clerk or insert it into the box to make the purchase with help as needed.
2. Describe the kinds of information found in the newspaper: headlines, current news, local news, sports, TV listings, movie theater listings, want ads, comics, local weather forecast, weather around the country, advertisements, and so forth. Read examples to your child.
3. Read the letters to the editor in a newspaper, and discuss how people write to the newspaper to express their views on a subject.
4. Act as a reader for your child. Have your child decide which type of article he/she wants to hear.
5. Read a comic strip to your child and describe the pictures. Choose one comic strip that is a favorite, and follow it in the newspaper for several days. Talk about why you like it, what is funny about it, and what kind of humor it is.
6. Sign up for the free newspaper access from the National Federation of the Blind. Visit the website at [www.nfb.org](http://www.nfb.org), and follow the links to the NFB NEWSLINE<sup>®</sup> to sign up your child. Choose from newspapers and magazines that your child can hear read over the phone.

Comments:

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Parent/Guardian Signature

HOMework  
Staying Organized

Dear Parent/Guardian,

Your child's next reading lesson is about an independent blind boy with a cousin who is too helpful. The boy is very organized, but his cousin keeps moving his belongings. The following activities will help your child stay organized and independent at home. Please help your child do **at least one** activity.

Please circle any completed activities. Sign the form and have your child return it by \_\_\_\_\_ (date).

1. Create or update a homework area with room for a braillewriter, braille paper, eraser, slate and stylus, and braille books. Include office supplies such as a stapler, scissors, paper clips, folders, and envelopes. Keep items on hand to make tactile marks and pictures—try stickers, poster tack, Wikki Stix<sup>®</sup>, or a hole punch.
2. Reorganize a kitchen cabinet, toolbox, or other storage area.
3. Do a household task with items that your family doesn't use every day. Show your child where the items are stored. For example: Get seasonal decorations or winter clothes from storage, find where the camping gear is kept, or locate the sewing kit.

Comments:

\_\_\_\_\_  
Parent/Guardian Signature

HOMework  
Poems, Songs, and Rhymes

Dear Parent/Guardian,

Your child will read several funny poems in the next reading lesson. The following activities will help your child learn more about poems and rhymes. Please do **at least one** of the following activities with your child in the coming week.

Please circle any completed activities. Sign the form and have your child return it by \_\_\_\_\_ (date).

1. Take your child to the public library, or call or go online, and pick out a book of poetry to read together. Consider introducing your child to the librarian and asking for recommendations. Find out if they have audio recordings of poetry that your child might like.
2. Sing or recite a silly song or rhyme with your child. Try nursery rhymes, camp songs, or jump rope chants—anything with rhyme and rhythm.
3. If you speak a language other than English, teach your child a song or poem in that language.
4. Make up a song or poem together about the people in your family or about someone else that you know or something you are doing.

Comments:

\_\_\_\_\_  
Parent/Guardian Signature

HOMework  
Concept of a Community

Dear Parent/Guardian,

The next story we will read is about a trip to the mall and getting assistance from a sales clerk to make a purchase. The homework activities for this lesson focus on shopping and the concept of "community." New oral vocabulary words include "merchandise," "community," and "purchase."

Please have your child do **at least one** of the following activities this week with your supervision. Participation in these activities will help your child gain more meaning from the reading. It will also help your child gain experience and conceptual knowledge, which benefit him/her both in and out of school.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Tell your child that you will be going to a mall or store. Ask him/her to write a list of what you will buy.
2. When looking for a specific item at a store, allow your child to choose between two items. If helpful, tell him/her to ask the sales clerk a question about the item to help in the decision making.
3. Allow your child to practice identifying coins at home. Ask your child to help you select a specific coin for a specific purpose (car wash, making a small purchase). Limit the number of choices to two or three different coins at first, adding more choices as he/she succeeds.
4. Plan a visit to a place that helps the community: fire station, library, hospital, recreation center, and so forth.
5. Talk to your child about the word "community." What is a community? (a place where people live, work, and play) Tell him/her that some people work to help others who live in the community. Give him an example (police officer, firefighter, etc.). Ask the child to think of some other examples.

Comments:

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Parent/Guardian Signature

HOMework  
Community Workers and Services

Dear Parent/Guardian,

The next story we will read is about an emergency situation and how rescue workers help. The homework activities for this lesson will focus on things to know and do in case an emergency occurs. New oral vocabulary words include "emergency worker," "refuge," and "temporary." Participation in these activities will help your child gain experience and conceptual knowledge, which benefits your child in and out of school. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Safety Planning: Talk with your child about important personal information that he/she would need to know to share in an emergency situation if asked: his/her name, address, your full name, and contact phone number. Ask your child to write it down to help him/her remember.
2. Visit a facility in the community that helps in emergency situations; for example, the fire station, police station, or local emergency mobile rescue unit.
3. Create a plan to execute in case of fire: stay calm, "stop-drop-roll," route to follow out of the house, choose a common place to meet outside if separated.
4. Help your child collect items for an emergency "kit." Talk about what might be helpful such as canned foods, bottled water, medicine, flashlights, candles/matches, change of clothing, battery-operated radio, blankets, and so forth. Place the items in a container and leave it somewhere all family members can locate, if needed.
5. Discuss the word "emergency" and give him/her some examples of an emergency situation (bad weather, fire, flood, etc.). Identify some emergency workers who might help in these situations.

Comments:

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Parent/Guardian Signature

HOMework  
How Dogs Serve People

Dear Parent/Guardian,

The next story we will read is about how dogs help people. In the story, two friends communicate via e-mail about raising a puppy as a dog guide. The homework activities for this lesson will focus on different ways we communicate and explore the features of different dog breeds. New oral vocabulary words for this lesson include communication, Internet, e-mail, and World Wide Web. Please have your child do **at least one** of the following activities with your help and supervision. Participation in these activities will help your child gain experience and conceptual knowledge, which benefit him/her both in and out of school.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Talk with your child about how you use the computer to contact friends or co-workers using e-mail. Together make a list of e-mail addresses of family and friends.
2. Help your child compose and send an e-mail. Check back together for a response.
3. Visit a pet store and, if possible, play with the dogs. Compare the different breeds with respect to size, hair type, personality, and so forth. What traits would be helpful for different tasks?
4. Discuss what the word communication means with your child (the act of passing information to someone). Talk about different ways we do this: talking, writing, facial expression, or tone of voice.
5. Take turns acting out different emotions using words, tone of voice, and facial expression to convey the chosen emotion. Point out that each of these helps communicate the feeling. Demonstrate facial expressions and allow your child to tactually explore your face as you display a feeling.

Comments:

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Parent/Guardian Signature

HOMework  
Dental Hygiene

Dear Parent/Guardian,

The next story we will read is about a visit to the dentist. The homework activities for this lesson will focus on good dental care. Participation in these activities will help your child gain more meaning from the reading. It will also help your child gain experience and conceptual knowledge, which benefit your child both in and out of school. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Talk with your child about the importance of cleaning teeth daily. For a week, brush teeth together and show him/her your routine for flossing, brushing, and so forth. Make it fun by playing music or making faces.
2. Help your child make a chart listing each day of the week. Instruct him/her to appropriately place a sticker on the chart to mark each time he/she brushes his/her teeth. Together, set a goal to reinforce or improve his/her brushing habits and choose a reward he/she will receive when he/she reaches it.
3. Tell your child you need his/her help to confirm his/her next dental appointment. With your assistance, allow him/her to make the phone call to find out the date and time. Mark it on the calendar and ask for his/her help to remember it.
4. Visit the dental health care area of a store and explore the variety of products available and how they help our teeth and mouths (clean their surfaces and in between, make them whiter, freshen the breath, etc.).
5. Share the oral vocabulary words for Lesson 10 (hygiene, permanent, and orthodontist) with your child and discuss what they mean. Talk about how dental professionals are community helpers.

Comments:

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Parent/Guardian Signature

HOMework  
Restaurant Experiences

Dear Parent/Guardian,

The next story we will read is about eating lunch in the school cafeteria. The homework activities for this lesson will focus on the many ways we can order food at a restaurant and the proper manners one should use when eating out. Participation in these activities will help your child gain more meaning from reading the story as well as expanding his/her experience and conceptual knowledge. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Point out the different ways we order food at a restaurant and the types of menus used for these: drive thru, from a counter, buffet, and seated at a table from a braille or print menu.
2. Talk about the proper etiquette used to order food and interact with restaurant staff; make it fun by practicing good manners at one family meal and bad manners at another.
3. Visit a nice restaurant that offers menus to you seated at the table. Ask if the restaurant has a braille menu available.
4. Talk about looking forward to something; explain that another word for this is "anticipate." Think of some good things you might anticipate.
5. Share the oral vocabulary words for Lesson 11 (server, anticipate, and etiquette) with your child and discuss what they mean.

Comments:

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Parent/Guardian Signature

HOMework  
Parties

Dear Parent/Guardian,

The next story we will read is about a girl who is having a birthday party. The homework activities for this lesson focus on party food, decorations, games, and activities. Participation in these activities will help your child gain more meaning from the reading. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Visit a party store with your child. Allow your child to examine various decorations, balloons, and party supplies. Provide explanation as necessary.
2. Gather some family and friends and play a party game with your child. Teach your child how to play musical chairs, hot potato, pin the tail on the donkey, or any other children's party game.
3. Make a piñata with your child. Easy Directions: Inflate a balloon. Mix flour and water to make a paste-like mixture. Tear strips of newspaper. Dip the strips of paper into the paste one at a time. Remove the excess paste from the strip of paper with your fingers. Overlap the paper strips around the balloon. If the piñata is to be decorative only, cover the entire balloon with paper strips. If you want to fill the piñata with candy, leave one small section of the balloon uncovered; this is where you will fill the completed piñata with candy. After covering with paper strips, allow the piñata to dry completely. When dry, glue on small pieces of "scrunched" tissue paper or other decorations of your choice.
4. Have your child help make a simple appetizer, dish, or dessert that is a family favorite for gatherings or parties.
5. Use the words entertainment, celebration, and tradition when talking to your child. Encourage him or her to use these words, too.

Comments:

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Parent/Guardian Signature

HOMework  
Maps and More

Dear Parent/Guardian,

The next story we will read is about using maps, exploring, and doing activities with friends. The homework activities for this lesson will focus on gaining general knowledge and understanding about several topics. Participation in these activities will help your child gain more meaning from the reading. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Discuss what a chore is with your child. Explain how chores are jobs that help keep order and cleanliness in a household. Examples include taking out the trash; recycling; washing dishes; helping to wash, dry, and fold laundry; vacuum; dust; and so forth. Let your child choose some chores for which he/she can be responsible.
2. Talk about maps and how they are used. Discuss how maps can help people get from one location to another. Talk about times people might need to use a map and why. Explain how a map can help you find and get around new places. Give your child some examples of different kinds of maps such as world maps, state and city maps, mall directory maps, mental maps, and so forth.
3. Talk about GPS (Global Positioning System) with your child. Explain that GPS is a satellite-based, computerized map that gives directions to specific requested locations. Tell your child that these can be found in cars, on cell phones, handheld communications devices, and even on braille notetakers.
4. Have your child explore and examine some safe gardening tools. Show your child how these tools can be used in the proper ways. For example, a shovel can help to dig a hole in the ground to plant a small tree or a seed. If possible, plant something with your child or allow your child to dig with a small shovel and sand.
5. If possible, allow your child to plan an activity to do with some friends. Allow your child to invite friends for a planned activity at your home.

Comments:

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Parent/Guardian Signature

HOMework  
Extended Family

Dear Parent/Guardian,

The next story we will read is about a boy who corresponds with his uncle in England. The homework activities for this lesson focus on written correspondence, relatives and extended family, and family heritage. Participation in these activities will help your child gain more meaning from the reading.

**NOTE: This week's homework has a slightly different format than usual. Your child needs to complete the first activity (listed below) to use in the next Student Writing lesson. After you complete activity 1, it is recommended that you complete the next three activities with your child in the order presented.**

Please circle the completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. For the next writing activity, your child will write a friendly letter. Decide with your child to whom the letter will be written, and find the address for the recipient. If possible, have your child braille the address to take to school. Otherwise, write the address down for him/her to take to school. Your child's teacher will tell your child to ask you to help him/her with this.
2. Talk with your child about the people in your extended family (grandparents, aunts, uncles, cousins, etc.). Discuss factors such as which relatives live nearby, which relatives live far away, and when and how often you see those relatives that do not live nearby.
3. Talk with your child about where your extended family lives. This might include other cities within your state, other states, or even other countries. If all of your family lives nearby, you may wish to discuss from what countries your ancestors came. Use a map or the Internet to determine the distance from your home to that of your relative or ancestors. Help your child understand the distance of a mile by walking and driving. First, time how long it takes for you and your child to walk one mile in your neighborhood. Then drive that route with your child and time it as well. Compare the difference. Determine how long it would take to get to your relative's home if you drove compared to if you flew. Discuss the difference in travel time for driving and flying. For example, a drive coast to coast during daylight hours, in the United States, would take about five days. However, that same distance on a plane would take about six hours.
4. Discuss ways in which families that live great distances from each other can keep in touch (letters, e-mail, phone calls). Have your child choose a relative to whom he/she would like to write. Help your child e-mail or write a letter to that person.

Comments:

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Parent/Guardian Signature

HOMework  
Jobs and Careers

Dear Parent/Guardian,

The next story we will read is about jobs and careers. The homework activities for this lesson focus on gaining general knowledge and understanding of the training and duties of many jobs. Participation in these activities will help your child gain more meaning from the reading. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Discuss jobs at home that your child can do. Make a jobs list with your child. Discuss the steps involved in performing these duties. Allow your child to be responsible for completing them. Examples include taking out the trash and recycling; washing dishes; helping to wash, dry, and fold laundry; vacuuming; dusting; and so forth.
2. Talk about the jobs of each family member. Explain the training or schooling that was necessary to get the job. Then explain what kinds of tasks are performed at that job on a daily or weekly basis. Help your child understand the general nature or field the job is related to, for example, health care, service industry, education, technology, sales, industrial, and so forth. Encourage your child to ask questions to increase his/her level of concept development.
3. Help your child research careers and jobs that he/she is interested in learning more about. Use the Internet, your local library, or friends and family members to gather information. You may also wish to arrange for your child to speak with a person employed in the job of his or her interest from the community.
4. Explore and discuss different jobs in the community as you go about your regular routine and errands. For instance, at the grocery store, point out many different jobs in the store such as deli cook, stock person, store manager, delivery driver, custodians, pharmacist, florist, baker, cashier, and so forth. Have your child ask questions of workers in the community if possible.

Comments:

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Parent/Guardian Signature

HOMework  
Fun with Friends

Dear Parent/Guardian,

The next story we will read is about children going to a sleepover and playing games. The homework activities for this lesson focus on things that kids like to do for fun with their friends. Social and leisure skills are an important part of your child's development. Competence in these areas will help your child build self-esteem, social skills, and friendships. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Teach your child how to play some simple card or board games so he/she will be able to play them with family and friends. Ask for suggested adaptations or game ideas if necessary. Play several times to allow your child to practice and become proficient. Allow your child to invite a friend to play at an appropriate time.
2. Allow your child to invite a friend to sleep over at your home. Have your child help plan ideas for activities and snacks. Ideas include playing games; playing with toys; making crafts; making snacks such as party mix, cookies, or cupcakes; or watching movies.
3. Allow your child to sleep over at a trusted relative's or friend's home. Have your child make a list of things to pack. Allow your child to gather the items and pack them in a bag or small suitcase as independently as possible. Ask your child to think of a game or toy that he/she would like to take to share with the host.
4. Role-play various situations with your child such as phone or lunch conversations with friends or playing with imaginative toys. After some practice, allow your child to initiate phone calls or invite friends to play.

Comments:

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Parent/Guardian Signature

HOMework  
Swimming

Dear Parent/Guardian,

The next story we will read is about a child who is blind who joins a swim team. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Take your child swimming at the community pool in your area.
2. Arrange for your child to take swim lessons at your community pool in the near future.
3. Inquire about the swim teams in your area if your child already knows how to swim and is interested in the sport.
4. Attend a swim meet in your area to help your child understand this sport. Local community pools and high schools are good places to check.
5. With your child, use the Internet or local library to learn more about
  - adaptations for competitive swimmers.
  - swim organizations and events in your area.
  - biographical information about competitive swimmers.

Suggested keywords for searches include USABA (United States Association of Blind Athletes), NFB (National Federation of the Blind), Paralympics, and blind swimmers.

Comments:

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Parent/Guardian Signature

HOMework  
Hobbies

Dear Parent/Guardian,

The next story we will read is about various hobbies for children. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Visit a hobby, music, or craft store. Find an activity that you and your child can do together.
2. Talk with your child about his/her interests. Then see what is available in your area such as music lessons, singing or acting clubs, or ceramics or other craft lessons.
3. Attend a sporting event of interest to your child. Or call a local organization or business to inquire about a "first lesson free." Many activities such as gymnastics, judo, skating, and so forth offer these.
4. Rent or borrow a tandem bike and go for a ride with your child.
5. Inquire about scouts, 4-H, or other community organizations in the area.

Some possible resources for hobbies include searching the Internet, your local phone book, your child's school, the parks and recreation department, and the local Chamber of Commerce.

Comments:

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Parent/Guardian Signature

HOMework  
Games

Dear Parent/Guardian,

The next story we will read is about a child who enjoys playing games at a family game night. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Play a game with your child. You may wish to play a board game, a card game, or a game with dice. Allow your child to invite a friend if possible.
2. Choose a game to adapt with your child. Add braille labels and various textures or stickers as necessary. Then play the game together.
3. Add to your child's collection of games by shopping for games at neighborhood yard sales or stores. Look for games that can be easily adapted so your child can participate independently.
4. Research sites on the Internet that have adapted games in braille for sale. Use keywords such as "braille games" or "games for the blind" when searching.
5. Plan and have a family game night at your home.

Comments:

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Parent/Guardian Signature

HOMework  
Sports

Dear Parent/Guardian,

The next story we will read is about sports such as beep baseball, skating, and bowling. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Take your child bowling. If possible, have your child examine a bowling pin. Many bowling alleys have old pins they can make available to you.
2. Take your child roller skating, rollerblading, or ice skating.
3. Practice ball skills with your child. Help your child learn to bat by hitting a ball off of a tee. Also, roll or throw a beeping ball for your child to locate quickly. Then have your child throw or roll the ball back to you.
4. Have your child participate in a sporting activity. This could be a sport that is appropriate for people with visual impairments. It could also be specific skills from a traditional sport. Examples include helping your child learn to dribble and shoot baskets or hitting a tennis ball with a racquet.
5. Take your child to a sporting goods store. Allow time for your child to examine various pieces of sporting equipment.

Comments:

\_\_\_\_\_  
Parent/Guardian Signature

HOMEWORK  
Our Four Seasons

Dear Parent/Guardian,

The next story we will read is about how the different seasons bring us unique events and activities. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. If it is spring, summer, or fall, visit a plant nursery or hardware store with your child and explore the various seeds available for sale. Note the many different kinds: flower seeds, vegetable seeds, bulbs, roots, and so forth.
2. Together, choose and plant a seed outdoors or in a pot indoors. Discuss what will happen and how long it will take the seed to begin growing.
3. Discuss with your child different things you do in each season of the year. These could include things you wear, foods you eat, holidays you celebrate, and so forth.
4. Observe the Moon each night this week with your child. Talk about its appearance (or lack thereof) and how it changes each night.
5. One of this week's oral vocabulary words is fascination. Share with your child something that "fascinates" you and why this is so interesting to you. Talk about something that seems to fascinate your child.
6. If you have a calendar that indicates the phases of the moon for the month, discuss them for this month with your child. Describe how the moon looks on the days the moon phase is indicated on the calendar.

Comments:

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Parent/Guardian Signature

HOMework  
Weather Can Be Fun!

Dear Parent/Guardian,

The next story we will read is about a boy whose love of the weather helps him become a junior weatherman. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Help your child put up a rain gauge outdoors. Together, check the gauge after each rainfall for a week. Ask your child to write down his/her findings (day of rainfall and the amount received).
2. Ask your child to describe his/her favorite "weather" day (sunny, rainy, snowy, etc.). Share your favorite kind of weather with your child.
3. Watch or listen to a weather report together and talk about the different kinds of information the weather person shares: expected daily high and low temperatures, rainfall amounts, and forecast (one of this lesson's oral vocabulary words).
4. Discuss with your child what to do in case of severe weather. Choose a safe place in the house and a plan of action should severe weather arrive.
5. Choose a book about the moon, weather, or seasons to read aloud to your child.

Comments:

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Parent/Guardian Signature

HOMework  
Get in Touch With Nature

Dear Parent/Guardian,

The next story we will read is about a nature-loving girl who goes on a camping trip with her family in the snowy mountains. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Pretend your family is taking a camping trip. Ask your child to choose where he/she would like to go: a warm place or a cold place. Write down a variety of items you would need in a list. Include practical items you would take camping, some not practical, and some funny. Read your list to your child and ask if he/she would take that item camping or not, and why.
2. Go on an outside adventure with your child. Take a walk, picnic in the park, camp out, and so forth. While outdoors, ask your child to see how many different nature sounds and smells he/she can identify.
3. Set up a feeding station outside for birds or small animals. Talk about how we can help the animals who share our world.
4. Share a "snow" experience with your child or, if possible, explore snow together.
5. Choose a book about the outdoors, camping, or nature to read aloud to your child.

Comments:

---

Parent/Guardian Signature

HOMEWORK  
Berries and More

Dear Parent/Guardian,

The next story we will read is about a young boy who loves blueberries and wants to learn how to grow them. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Tell your child that most fruits and vegetables purchased at the grocery store are grown on a farm. If possible, visit a local berry farm that allows you to "pick your own" berries.
2. Visit a grocery store with your child to purchase blueberries and two other kinds of berries (strawberries, blackberries, raspberries, gooseberries, etc.). Compare the different berries. Discuss and experience the similarities and differences with your child (size, shape, taste, texture, and color).
3. Help your child create something to eat using berries (muffins, ice cream, cobbler). Discuss the nutritional value of berries with your child.
4. Go to a local nursery and allow your child to choose a small plant to grow and nurture. Let him/her be responsible for determining a proper location and all watering and care.
5. Choose a book about farming or plants to read aloud to your child.

Comments:

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Parent/Guardian Signature

HOMework  
A Land Far Away

Dear Parent/Guardian,

The next story we will read is about a young boy's trip to the country of Ireland. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Look up information about Ireland with your child. You may use the Internet and/or visit your local library. Help the child locate one unexpected fact about the country.
2. Talk with your child about what it would be like to visit another country. Think about differences in climate, culture, food, language, and so forth.
3. Discuss the different kinds of trees that grow in your area of the country. Visit a local park or arboretum to examine the different kinds of bark, leaves, and other characteristics of each tree.
4. Point out the modes of transportation that may be used when traveling, especially to a place far away (ship, airplane, train). Explain how travel time and distance will dictate the best way to travel.
5. Choose a book about another country or travel to a faraway place to read aloud to your child.

Comments:

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Parent/Guardian Signature

HOMework  
Animals Staying Safe

Dear Parents/Guardian,

The next story we will read is about animals that use camouflage and mimicry to stay safe. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Find animals and plants "hiding" in unexpected places. For example, you might touch weeds growing in the sidewalk, listen to insects you can't see or touch, or find a bird nest high in a tree or building.
2. Play hide-and-seek using camouflage. Try to blend in to a bedroom or a backyard. Can sound help you hide?
3. Listen to and mimic animal sounds and bird calls. Talk about sounds that might scare a hungry animal away.
4. Even big cities have wildlife, including birds and insects. Talk about the wildlife that lives near you—what does it eat? How does it protect itself?

Comments:

---

Parent/Guardian Signature

HOMework  
Summer Vacation

Dear Parent/Guardian,

The next story we will read is about a boy writing to his teacher about his summer vacation trip to Ecuador and the Galapagos Islands. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Look at a map or globe with your child and locate where you live, where Ecuador is, and any other places you've traveled or would like to travel.
2. Make a list with your child of things to do during summer vacation.
3. Go outside (backyard, park, schoolyard) and identify with your child at least five plants, animals, or insects.
4. Make an imaginary island out of play dough or clay with your child. Discuss which plants and animals would be on your island.

Comments:

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Parent/Guardian Signature

HOMEWORK  
Garden Life

Dear Parent/Guardian,

The next story we will read is about a woman who helps care for her mother's tomato plants. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. If you have houseplants or a garden, show your child how to water, fertilize, weed, or pot plants.
2. Plant seeds in pots. Each day, water and check for growth. Beans are easy for little fingers to handle, and they sprout quickly.
3. Visit a garden store or plant nursery. Ask employees how they care for plants.
4. With your child, hang or fill a bird feeder near your home, and observe the visitors.
5. Catch a ladybug or other insect, and help your child examine it carefully and gently.

Comments:

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Parent/Guardian Signature

HOMework  
Honeybees

Dear Parent/Guardian,

The next story we will read is about honeybees. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Examine and taste honey together. Explore its stickiness and consistency, how it's different when it crystallizes, and so forth. If you can find honey sold with the honeycomb, examine the honeycomb too!
2. Find and examine items made with beeswax. Craft stores often have beeswax for candles and other projects, and many drug and grocery stores carry lip balm and other products made with beeswax.
3. Use hexagon shapes (such as pattern blocks) to make honeycomb patterns. Each hexagon represents a cell in the honeycomb where an egg is laid or honey is stored.
4. Explore flowers and the dusty, sticky pollen inside.

Comments:

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Parent/Guardian Signature

HOMework  
The Play's the Thing

Dear Parent/Guardian,

The next story we will read is in the form of a play. Please have your child do **at least one** of the following activities with your help and supervision.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. If possible, attend a local children's production or rent a video of a play so the child can hear what it's like for the actors to trade dialogue.
2. Ask the child to make up a play and write lines for both of you in it.
3. Visit a local theater and see if they will give you and your child a tour. Explain that all theaters have a backstage (where props and costumes are stored and where actors are when they aren't onstage).
4. Visit an empty movie theater and examine the multiple doors, aisles, rows of seats, and concessions. These features may also be found in a theater that has live performances.

Comments:

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Parent/Guardian Signature

HOMework  
*Fish Face*, Part 1

Dear Parent/Guardian,

Your child will read a book called *Fish Face*, which is a fiction book in nine chapters. The reading will be spread over two lessons, or approximately 2 weeks. Homework assigned for this lesson will include spelling activities and reading excerpts from *Fish Face*. Your child should complete the homework as independently as possible.

Reading independently and reading at home are very important for your child's continued success! Please encourage your child to mark difficult words in the reading passage and to ask for help with those words after reading the whole passage.

Each day, review your child's completed homework and initial it. Have your child be responsible for returning the completed homework to his/her teacher daily.

Date \_\_\_\_\_ 36-5 Spelling Sentences, Part 1; and  
36-6 Reading: First page of Chapter 3

Date \_\_\_\_\_ 36-8 Spelling Sentences, Part 2; and  
36-9 Reading: First page of Chapter 4

Date \_\_\_\_\_ 36-12 Study Spelling Words, and  
36-13 Reading: First page of Chapter 5

Date \_\_\_\_\_ 36-15 Reading: First page of Chapter 6

(print copy of student's page)

Homework  
Spelling Sentences, Part 1

36-5

Directions: Write a sentence for each of these spelling words. If the word has contractions, write the contracted form in the sentence and the uncontracted form after the sentence.

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

(print copy of student's page)

Chapter 3

36-6

That day gym was outside in the schoolyard.

Everyone raced down the stairs and out the big brown doors.

Emily was right behind Dawn. "Hey," she said.

"I want my unicorn."

Dawn shook her head. "I told you. I gave him back. You weren't paying any attention."

"Are you sure?" Emily asked. She wished she had taken time to look in her desk. As soon as they got back in the classroom she'd—

"Cross my heart," Dawn said. "Spit on my big toes."

Just then Mr. Bell, the gym teacher, blew his whistle.

"Today we'll have races," he said. "We'll see who the best runners are."

Richard turned around. "That's you, Emily," he said. "You're really fast."

Dawn looked at Emily. "I'm really fast too."

"Matthew's fast too," Alex said. "He's as fast as a ... as a ..."

"Racing car," Matthew yelled.

(print copy of student's page)

Homework  
Spelling Sentences, Part 2

36-8

Directions: Write a sentence for each of these spelling words. If the word has contractions, write the contracted form in the sentence and the uncontracted form after the sentence.

1. unicorn
2. probably
3. piece
4. sweater
5. special
6. guy
7. aisle

(print copy of student's page)

Chapter 4

36-9

Emily was the first one back in the classroom.

She raced down the aisle. She pulled everything out of her desk.

Her pencils. *Moving On*, her reader. A yellow leaf she had made in art.

The unicorn wasn't there.

"See," she said to Dawn. "I told you. You didn't give Uni back."

Emily opened her eyes wide. She didn't want the new girl to think she was ready to cry.

"I did so," Dawn said.

"Give him back," Emily said.

"You look like a fish," Dawn said. "You look just like those fish in the back of the room. Harry and what's his name."

Emily stuck her face up right next to Dawn's.

She opened her mouth wide.

As wide as she could.

Then she snapped it shut.

Pop.

Dawn jumped back. "Fish face," she said.

"You're not coming to the party," Emily said.

(print copy of student's page)

Homework  
Study Spelling Words

36-12

Directions: Study your Lesson 36  
spelling words to prepare for your final spelling  
test.

1. unicorn
2. probably
3. Friday (contr.)            Friday (uncontr.)
4. Saturday (contr.)        Saturday (uncontr.)
5. Sunday (contr.)          Sunday (uncontr.)
6. Monday (contr.)         Monday (uncontr.)
7. Tuesday (contr.)        Tuesday (uncontr.)
8. Wednesday (contr.)     Wednesday (uncontr.)
9. Thursday (contr.)       Thursday (uncontr.)
10. October (contr.)        October (uncontr.)
11. piece
12. guy
13. aisle
14. special
15. sweater (contr.)        sweater (uncontr.)

(print copy of student's page)

Chapter 5

36-13

Emily hurried down the hall. She tried not to think about how sleepy she was. Without Uni on her pillow last night it took a long time to get to sleep.

Today was Wednesday. She loved Wednesday.

Hot dogs for hot lunch. Chocolate pudding for dessert.

And right after lunch Ms. Rooney's class had art.

Emily stopped at the classroom door.

There was another teacher sitting at Ms. Rooney's desk.

A substitute teacher.

It was the one with the fat stomach and the little skinny legs.

The one who yelled all the time.

Wednesday was ruined.

Slowly Emily walked into the classroom. She said hi to Beast and Jill and waved at Matthew.

Dawn was there already, fooling around with her pencil box.

She said hello as Emily slid into her seat.

Emily didn't answer her.

(print copy of student's page)

Chapter 6

36-15

Nobody else was out in the hall.

Emily opened her speller. She counted.

There were fifteen spelling words this week.

Fifteen words ten times each.

She couldn't even begin to count how many words that was.

It would probably take her all day.

She folded her paper into four columns.

The first word was chin.

She made a line of c's down the page.

Next to it she made a line of h's.

Then she wrote ten *it's*.

"Chin," she mumbled to herself.

The door opened.

It was Beast.

He slid down on the floor next to her.

"What are you doing here?" she asked. She smiled. It was good to have company.

"Chewing gum," Beast said. "I forgot to take it out of my mouth when I got to school this morning."

He stopped to feel his teeth.

"Your front teeth are coming in pretty good," Emily said.

HOMework  
*Fish Face*, Part 2

Dear Parent/Guardian,

Your child will finish *Fish Face*, a fiction book in nine chapters. Homework assigned for this lesson will include spelling activities and reading excerpts from *Fish Face*. Your child should complete the homework as independently as possible.

Reading independently and reading at home are very important for your child's continued success! Please encourage your child to mark difficult words in the reading passage and to ask for help with those words after reading the whole passage.

Each day, review your child's completed homework and initial it. Use the list below to keep track of completed homework assignments. Have your child be responsible for returning the completed homework to his/her teacher daily.

Date \_\_\_\_\_ 37-5 Spelling Sentences, Part 1; and  
37-6 Reading: First page of Chapter 7

Date \_\_\_\_\_ 37-9 Spelling Sentences, Part 2; and  
37-10 Reading: First page of Chapter 8

Date \_\_\_\_\_ 37-13 Spelling Sentences, Part 3; and  
37-14 Reading: First page of Chapter 9

Date \_\_\_\_\_ 37-16 Study Spelling Words

(print copy of student's page)

Homework  
Spelling Sentences, Part 1

37-5

Directions: Write a sentence for each of these spelling words. If the word has contractions, write the contracted form in the sentence and the uncontracted form after the sentence.

1. search
2. disappointed
3. company
4. principal
5. really

(print copy of student's page)

Chapter 7

37-6

It was Thursday.

Emily was certainly glad that Wednesday was over. There had been a change in the lunch. No two chocolate puddings for dessert.

Instead, there had been peaches. Slimy ones with syrup.

The monitor had made her eat two bowls of them.

And no art in the afternoon.

But today was going to be a good day. Even though Miller Ziller was there again, sitting at Ms. Rooney's desk.

Today was the day she'd get Uni back.

In front of her Beast was bent over his desk. Emily sat up tall so she could see what he was doing.

She knelt up on her chair.

Beast turned around and saw her looking. He held the picture up.

He was drawing a girl and a boy. They looked as if they were sneaking around.

Emily felt her heart begin to beat a little faster.

(print copy of student's page)

Homework  
Spelling Sentences, Part 2

37-9

Directions: Write a sentence for each of these spelling words. If the word has contractions, write the contracted form in the sentence and the uncontracted form after the sentence.

1. finally
2. shook
3. February
4. scraped
5. attention

(print copy of student's page)

Chapter 8

37-10

It was Friday. A plain day. No gym. No music. No anything.

Hot lunch was melted cheese sandwiches. They were always burned around the edges. And sticky.

Emily felt horrible.

She had watched Dawn come in that morning. She didn't have her pencil box with her.

Now they couldn't even tell Mrs. Miller.

Dawn still hadn't found her book.

She was looking all over the place.

Emily could see it. It was sitting right there on top of the bookcase, just waiting for Dawn to spot it.

But Dawn kept looking in her desk.

When Emily said, "What's the matter?" Dawn didn't even answer her.

Dawn was a mean one, all right, Emily thought.

Emily picked one little piece of the radiator paint.

The radiator girl looked uglier than ever.

Emily twisted her head to get a better look. The radiator girl didn't have curly-looking hair anymore. She had straight hair.

(print copy of student's page)

Homework  
Spelling Sentences, Part 3

37-13

Directions: Write a sentence for each of these spelling words. If the word has contractions, write the contracted form in the sentence and the uncontracted form after the sentence.

1. picture
2. August
3. business
4. twitched
5. favorite

(print copy of student's page)

Chapter 9

37-14

"Hurry," Emily said to Beast as they rushed across the schoolyard. "We have to get in there before Ms. Rooney comes."

"I hope she's not sick anymore," Beast said.

"Me too. Wait till you see this cake."

Richard pulled open the school door. "Don't drop it."

Emily held onto the box a little harder.

"It's chocolate," she said, "because Alex likes chocolate."

"I like chocolate too," Beast said.

"One side has a whole lot of chocolate icing," Emily said. "That's because one side of the cake came out a little skinny." She tried to steady the box. "My mother says you can't tell."

"Who cares what it looks like?" Beast said.

"Me. I care," Emily said. "It's got tons of gumdrops on it too. But don't worry. Just on one side."

"Here comes Dawn Bosco," Beast said. "The unicorn-stealer."

Emily looked over her shoulder.

(print copy of student's page)

Homework  
Study Spelling Words

37-16

Directions: Study your Lesson 37  
spelling words to prepare for your final spelling  
test.

- |                          |                         |
|--------------------------|-------------------------|
| 1. picture               |                         |
| 2. attention (contr.)    | attention (uncontr.)    |
| 3. twitched (contr.)     | twitched (uncontr.)     |
| 4. scraped (contr.)      | scraped (uncontr.)      |
| 5. business (contr.)     | business (uncontr.)     |
| 6. August (contr.)       | August (uncontr.)       |
| 7. really (contr.)       | really (uncontr.)       |
| 8. disappointed (contr.) | disappointed (uncontr.) |
| 9. favorite              |                         |
| 10. finally (contr.)     | finally (uncontr.)      |
| 11. principal (contr.)   | principal (uncontr.)    |
| 12. shook (contr.)       | shook (uncontr.)        |
| 13. search (contr.)      | search (uncontr.)       |
| 14. company (contr.)     | company (uncontr.)      |
| 15. February (contr.)    | February (uncontr.)     |

HOMework  
Skin

Dear Parent/Guardian,

Your child will read a nonfiction book titled *Skin*. There will be 4 days of assigned homework for this lesson. Each day there will be a worksheet about the reading from that day as well as a spelling assignment. Your child should complete the assigned homework as independently as possible.

Each day, review your child's completed homework. Ask your child to tell you at least one fact he/she learned about skin that day. Then initial the homework. Your child should be responsible for returning the completed homework to his/her teacher daily.

Date \_\_\_\_\_ 38-5 *Skin*: The Skin System, and  
38-6 Spelling Sentences

Date \_\_\_\_\_ 38-8 *Skin*: Layers of the Skin, and  
38-9 Spelling Sentences

Date \_\_\_\_\_ 38-11 *Skin*: Functions of the Skin, and  
38-12 Spelling Sentences

Date \_\_\_\_\_ 38-14 *Skin*: Skin Color and Touch, and  
38-15 Study Spelling Words

(print copy of student's page, answers are underlined or in parentheses for your convenience)

Homework  
*Skin: The Skin System*

38-5

Directions: Answer questions 1-5. Write your answer to number 5 in a full sentence.

1. Skin is the body's \_\_\_\_ organ.
  - a. only
  - b. largest
  - c. smallest
2. Skin \_\_\_\_ the body from injury.
  - a. damages
  - b. hurts
  - c. protects
3. The skin has \_\_\_\_ layers.
  - a. three
  - b. two
  - c. four
4. Each layer has its own \_\_\_\_.
  - a. smell
  - b. job
  - c. sound
5. How does your skin help you? (Accept reasonable answers.)

(print copy of student's page)

Homework  
Spelling Sentences

38-6

Directions: Write a sentence for each of these spelling words.

1. organ
2. germs
3. layers
4. sweat
5. elastic

(print copy of student's page, answers are in parentheses for your convenience)

Homework  
*Skin*: Layers of the Skin

38-7

Directions: Match the correct definition to each word. Write your answer.

- |                    |                          |
|--------------------|--------------------------|
| 1. epidermis (d)   | a. inner layer of skin   |
| 2. dermis (e)      | b. able to move and bend |
| 3. hypodermis (a)  | c. decides skin color    |
| 4. melanin (c)     | d. outer layer of skin   |
| 5. flexibility (b) | e. layer that has glands |

Directions: Write your answer in full sentences.

6. How do fat cells in the skin help your body? (Fat cells help keep the body warm and act as a cushion to protect it from injury.)

(print copy of student's page)

Homework  
Spelling Sentences

38-8

Directions: Write a sentence for each of these  
spelling words.

1. protect
2. system
3. condition
4. blister
5. pressure

(print copy of student's page, answers are underlined or in parentheses for your convenience)

Homework 38-11  
*Skin: Functions of the Skin*

Directions: Mark the correct answer to complete sentences 1-4. Write your answer to number 5 in a full sentence.

1. Oil glands keep the skin \_\_\_\_\_.  
changing color from drying out
2. Sweat glands \_\_\_\_\_.  
take heat away from the body make hair grow
3. Goose bumps help keep your skin \_\_\_\_\_.  
warm cool
4. Nails are made up of \_\_\_\_\_.  
nail polish dead cells
5. How does the hair on your skin protect you? (It keeps dirt and sweat from entering your body; helps keep your body temperature the same; keeps harmful sun rays from your skin.)

(print copy of student's page)

Homework  
Spelling Sentences

38-12

Directions: Write a sentence for each of these  
spelling words.

1. oxygen
2. flexibility
3. protein
4. body
5. virus

(print copy of student's page, answers are underlined for your convenience)

Homework  
*Skin*: Skin Color and Touch

38-13

Directions: Answer questions 1-5. Write your answer to number 5 in a full sentence.

1. The color of your skin is decided by \_\_\_\_ factors.
  - a. four
  - b. twelve
  - c. three
2. Skin controls our \_\_\_\_.
  - a. sense of smell
  - b. sense of touch
  - c. sense of taste
3. The most nerve receptors are found in the skin on your \_\_\_\_.
  - a. knees
  - b. toes
  - c. fingertips
4. Warts and blisters are \_\_\_\_.
  - a. common problems
  - b. helpful
  - c. something witches get

BOP Second Grade Unit 7 *Celebrate Books*, Lesson 38 "Skin"

(print copy of student's page, answer is in parentheses for your convenience)

Directions: Write your answer  
in full sentences.

a38-13

5. Why do we need to wear sunscreen when we go outside? (to protect our skin from harmful sun rays or burning)

(print copy of student's page)

Homework  
Study Spelling Words

38-14

Directions: Study your Lesson 38  
spelling words to prepare for your final spelling  
test.

1. organ
2. germs (contr.)      germs (uncontr.)
3. layers (contr.)      layers (uncontr.)
4. sweat (contr.)      sweat (uncontr.)
5. elastic (contr.)      elastic (uncontr.)
6. protect
7. system (contr.)      system (uncontr.)
8. condition (contr.)      condition (uncontr.)
9. blister (contr.)      blister (uncontr.)
10. pressure
11. oxygen (contr.)      oxygen (uncontr.)
12. flexibility (contr.)      flexibility (uncontr.)
13. protein (contr.)      protein (uncontr.)
14. body
15. virus

HOMework  
*Bones*

Dear Parent/Guardian,

Your child will read a nonfiction book titled *Bones: The Skeletal System*. There will be 4 days of assigned homework for this lesson. Each day there will be a worksheet about the reading from that day as well as a spelling assignment. Your child should complete the assigned homework as independently as possible.

Each day, review your child's completed homework. Ask your child to tell you at least one fact he/she learned about bones that day. Then initial the homework. Your child should be responsible for returning the completed homework to his/her teacher daily.

Date \_\_\_\_\_ 39-4 *Bones: The Skeletal System*, and  
39-5 Spelling Sentences

Date \_\_\_\_\_ 39-6 *Bones: Joints*, and  
39-7 Spelling Sentences

Date \_\_\_\_\_ 39-9 *Bones: The Head, Spine, and Ribs*; and  
39-10 Spelling Sentences

Date \_\_\_\_\_ 39-11 *Bones: Arms and Legs*, and  
39-12 Study Spelling Words

(print copy of student's page, answers are underlined or in parentheses for your convenience)

Homework  
*Bones: The Skeletal System*

39-4

Directions: Answer questions 1-5. Write your answer to number 5 in a full sentence.

1. Bones \_\_\_\_ the body.
  - a. stretch
  - b. support
  - c. are outside
2. Bones \_\_\_\_ the organs of the body.
  - a. build
  - b. hurt
  - c. protect
3. \_\_\_\_ attach to bones.
  - a. Muscles
  - b. Skeletons
  - c. Organs
4. Muscles help bones \_\_\_\_\_.
  - a. grow
  - b. move
  - c. break
5. What do your bones help you do every day? (Accept reasonable answers.)

(print copy of student's page)

Homework  
Spelling Sentences

39-5

Directions: Write a sentence for each of these spelling words.

1. support
2. muscle
3. tissue
4. bone
5. skeleton

(print copy of student's page, answers are underlined or in parentheses for your convenience)

Homework  
*Bones: Joints*

39-6

Directions: Answer questions 1-5. Write your answer to number 5 in a full sentence.

1. The place where two bones meet is called a \_\_\_\_\_.
  - a. muscle
  - b. cartilage
  - c. joint
2. Cartilage is like a \_\_\_\_\_ between two bones.
  - a. fluid
  - b. cushion
  - c. muscle
3. Most joints are \_\_\_\_\_.
  - a. uneven
  - b. weak
  - c. movable
4. An example of a ball-and-socket joint is the \_\_\_\_\_.
  - a. shoulder
  - b. elbow
  - c. knee
5. Why is it good to have cartilage between your bones? (It is good to have cartilage between your bones to protect them from wearing away and breaking.)

(print copy of student's page)

Homework  
Spelling Sentences

39-7

Directions: Write a sentence for each of these  
spelling words.

1. cushion
2. hinge
3. fluid
4. blood
5. shoulder

(print copy of student's page, answers are in parentheses for your convenience)

Homework 39-9  
*Bones: The Head, Spine, and Ribs*

Directions: Use the Word Bank to answer questions 1-4. Write your answer to number 5 in a full sentence.

Word Bank

spinal cord brain lungs messages heart

1. Your skull protects your \_\_\_\_\_. (brain)
2. Your ribs protect your \_\_\_\_\_ and \_\_\_\_\_. (heart, lungs)
3. Vertebrae protect your \_\_\_\_\_ \_\_\_\_\_. (spinal cord)
4. Your spinal cord carries \_\_\_\_\_ to your brain. (messages)
5. What do the messages from your spinal cord tell your brain to do? Give an example. (The messages from your spinal cord to your brain tell your muscles to move. Examples would be when your brain tells your body to run, jump, or throw a ball.)

(print copy of student's page)

Homework  
Spelling Sentences

39-10

Directions: Write a sentence for each of these  
spelling words.

1. wrist
2. tunnel
3. ankle
4. message
5. elbow

(print copy of student's page, answers are in parentheses for your convenience)

Homework  
*Bones: Arms and Legs*

39-11

Directions: Match the correct definition to each word. Write your answer.

- |                               |                   |
|-------------------------------|-------------------|
| 1. humerus (d.)               | a. finger bones   |
| 2. phalanges (a.)             | b. large leg bone |
| 3. ball-and-socket joint (e.) | c. elbow          |
| 4. femur (b.)                 | d. upper arm bone |
| 5. hinge joint (c.)           | e. hip            |

Directions: Write your answer in full sentences.

6. Why is it good that our body is able to heal broken bones? (Accept reasonable answers.)

(print copy of student's page)

Homework  
Study Spelling Words

39-12

Directions: Study your Lesson 39  
spelling words to prepare for your final spelling  
test.

1. blood
2. shoulder (contr.)      shoulder (uncontr.)
3. tunnel
4. cushion (contr.)      cushion (uncontr.)
5. ankle
6. support
7. skeleton
8. tissue
9. message
10. elbow (contr.)      elbow (uncontr.)
11. bone (contr.)      bone (uncontr.)
12. wrist (contr.)      wrist (uncontr.)
13. hinge (contr.)      hinge (uncontr.)
14. fluid
15. muscle

HOMework  
Finding Braille Library Books

Dear Parent/Guardian,

In the final unit of *Building on Patterns*, your child read these three chapter books:

- *Fish Face* by Patricia Reilly Giff from The Kids of the Polk Street School series
- *Skin* by Shannon Caster from the Body Works series
- *Bones: The Skeletal System* by Gillian Houghton from the Body Works series

Attached is a list of some good sources for children's braille books that you should know about. Many of the books are available on loan free of charge. Others are inexpensive to buy in comparison to the price of some braille books. A few sources provide free books to children who are blind. It is not necessary to order books from all of these sources. Just choose one source, such as the American Printing House for the Blind, to start. Later, you may want to try other sources.

If your child is not already reading braille books at home, now is a good time to start. Order some braille children's books and encourage your child to read. If your child is already reading braille books at home, encourage him or her to continue reading. Discuss what topics he or she likes to read about and try a new source for accessible books.

The more books your child reads, the better reader he or she will become. Your time is well spent ordering braille books and encouraging your child to read. Reading is a tool that your child will use and enjoy the rest of his or her life.

Sincerely,

\_\_\_\_\_ (Teacher's name)

## Sources for Braille Children's Books

Sources marked with an asterisk (\*) also provide free braille books for children.

### **Braille Books to Borrow**

#### **American Action Fund for Blind Children and Adults\***

Kenneth Jernigan Library

18440 Oxnard Street

Tarzana, CA 91356

818-343-3219

E-mail for AAF and Free Braille Books Program: [actionfund@actionfund.org](mailto:actionfund@actionfund.org)

E-mail for library: [JerniganLibrary@actionfund.org](mailto:JerniganLibrary@actionfund.org)

Website: [www.actionfund.org](http://www.actionfund.org)

#### **Braille Institute\***

741 North Vermont Avenue

Los Angeles, CA 90029-3594

323-906-3104

800-BRAILLE (272-4553)

E-mail: [info@brailleinstitute.org](mailto:info@brailleinstitute.org)

Website: [www.brailleinstitute.org](http://www.brailleinstitute.org) (search for Braille Books for Children)

#### **Braille Library & Transcribing Services, Inc.**

517 N. Segoe Road #200

Madison, WI 53705

608-233-0222

E-mail: [office.blts@tds.net](mailto:office.blts@tds.net), [braille.blts@tds.net](mailto:braille.blts@tds.net)

Website: [www.bltsinc.org](http://www.bltsinc.org)

#### **National Library Service for the Blind and Physically Handicapped**

1291 Taylor Street NW

Washington, DC 20011

800-424-9100

E-mail: [nls@loc.gov](mailto:nls@loc.gov), [braille@loc.gov](mailto:braille@loc.gov)

Website: [www.loc.gov/nls](http://www.loc.gov/nls)

## **Braille Books to Buy**

### **American Printing House for the Blind, Inc.**

P.O. Box 6085  
1839 Frankfort Avenue  
Louisville, KY 40206-0085  
502-895-2405  
800-223-1839  
E-mail: [info@aph.org](mailto:info@aph.org)  
Website: [www.aph.org](http://www.aph.org)

### **Braille Institute\***

741 North Vernon Avenue  
Los Angeles, CA 90029-3594  
323-906-3104  
800-BRAILLE (272-4553)  
E-mail: [info@brailleinstitute.org](mailto:info@brailleinstitute.org)  
Website: [www.brailleinstitute.org](http://www.brailleinstitute.org) (search for Braille Books for Children)

### **Braille Library & Transcribing Services, Inc.**

517 N. Segoe Road #200  
Madison, WI 53705  
608-233-0222  
E-mail: [office.blts@tds.net](mailto:office.blts@tds.net), [braille.blts@tds.net](mailto:braille.blts@tds.net)  
Website: [www.bltsinc.org](http://www.bltsinc.org)

### **Future Aids: The Braille Superstore**

33222 Lynn Avenue  
Abbotsford, BC  
V2S 1C9 Canada  
800-987-1231  
E-mail: [info@braillebookstore.com](mailto:info@braillebookstore.com), [service@braillebookstore.com](mailto:service@braillebookstore.com)  
Website: [www.braillebookstore.com](http://www.braillebookstore.com)

### **National Braille Press, Inc.**

88 Saint Stephen Street  
Boston, MA 02115  
888-965-8965  
800-548-7323  
E-mail: [orders@nbp.org](mailto:orders@nbp.org)  
Website: [www.nbp.org](http://www.nbp.org)

### **Seedlings Braille Books for Children\***

14151 Farmington Road  
Livonia, MI 48154-5422  
734-427-8552  
800-777-8552  
E-mail: [info@seedlings.org](mailto:info@seedlings.org)  
Website: [www.seedlings.org](http://www.seedlings.org)