



# AT-HOME LEARNING

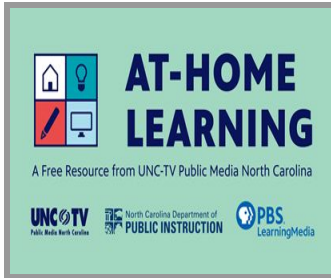
## Curriculum-Related Programming

Tune in Monday through Friday, 8 AM-6 PM, to the North Carolina Channel or stream at [unctv.org/ahl](http://unctv.org/ahl)

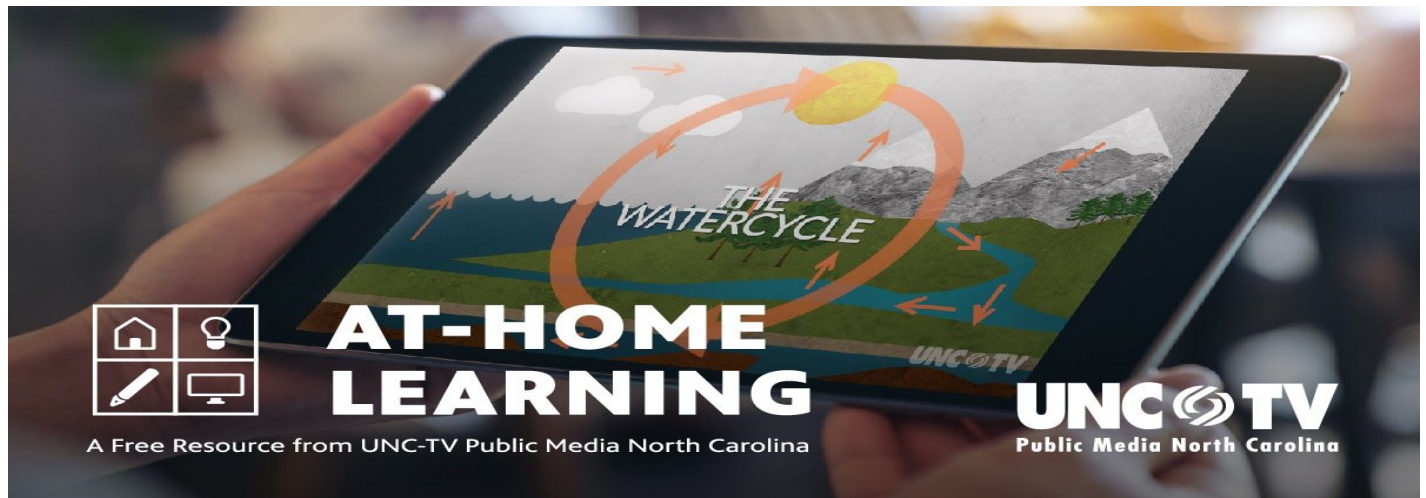
This is a free resource from UNC-TV Public Media North Carolina

■ Grades 4-8 ■ Grades 9-12

Scheduling for: May 18 - May 22, 2020



Partnering with the North Carolina Department of Public Instruction, UNC-TV has worked to provide students with a robust schedule of programs designed to complement their schools' existing virtual learning efforts. These educational resources are FREE and are designed to be used by parents, caregivers and educators to help support and maintain learning for children during school closures. This multi-platform initiative includes PreK–12 educational programming online and on air, as well as additional robust resources through PBS LearningMedia.



### Disclaimer:

The content found on UNC-TV's programming was created prior to school closures, separate from the North Carolina Department of Public Instruction (NCDPI). NCDPI does not endorse any of the content provided within these programs. NCDPI does not endorse any of the titles listed on the top 100 list from *Great American Reads*.

PBS Program	Content Area	NCDPI Resource Suggestions
<i>Example</i> Chasing the Moon American Experience Part 1	US History Grades 9-12	<ul style="list-style-type: none"> <li>• <a href="#">First Black Astronaut Trainee</a> - PBS Learning</li> <li>• <a href="#">National Archives Space Race Learning Activities (MS/HS)</a></li> <li>• <a href="#">The Great Space Race (Grades 3,4,5)</a></li> </ul>

Monday, May 18, 2020

Peg + Cat	Math TK-3	<ul style="list-style-type: none"> <li>● Part 1               <ul style="list-style-type: none"> <li>○ <a href="#">HowMany?</a></li> <li>○ <a href="#">EstimateShadowHeights</a></li> <li>○ <a href="#">MeasurewithQuarter</a></li> <li>○ <a href="#">MeasurewithPenny</a></li> </ul> </li> <li>● Part 2               <ul style="list-style-type: none"> <li>○ <a href="#">RollandCover</a></li> <li>○ <a href="#">PlaydoughNumbers</a></li> <li>○ <a href="#">FiveFrameMatch</a></li> <li>○ <a href="#">PartsofPeg</a></li> <li>○ <a href="#">TraceShapeswRocks</a></li> </ul> </li> </ul>
Cyberchase	Math TK-3	<ul style="list-style-type: none"> <li>● <a href="#">SavingsDiary</a></li> <li>● <a href="#">GreaterValue</a></li> <li>● <a href="#">ChoreValue</a></li> </ul>
Molly of Denali	English Language Arts (K-5)	<p>Additional Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Butterfly vs. Grasshopper Life Cycles</a></li> <li>● <a href="#">Animal Life Cycles Study Jam</a></li> <li>● <a href="#">Life Cycle Books on Epic</a></li> <li>● <a href="#">Life Cycle Activities</a></li> </ul> <p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>● Molly wanted to help fix her school's roof. If you could fix something about your school, what would it be? Why? Be sure to provide some facts about why it needs to be fixed, and provide closure to your thoughts. (W.2)</li> <li>● Compare and contrast two different life cycles of your choice (consider using one of the resources listed above as a starting point). Write about what you learned and share it with a person of your choice. (W.6)</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>● Molly shared her knowledge of a salmon's life cycle...Choose your favorite life cycle and create an illustration with captions/labels, explaining the order of events. Then share your knowledge with a person of your choice. (RI.3 &amp; W.6)</li> <li>● Oh no! Molly's map was out of date, so it couldn't help them reach their destination! Create a map of your home. With only your directions, help a family member get from one location to another. What did you have to add to your explanation? Why? (SL.2)</li> </ul>
Howard's End on Masterpiece 3/4	English Language Arts (9-12)	<p><a href="#">Women's Colleges Play a Unique Role in Quest for Equality</a></p> <p><a href="#">Malala Yousafzai: A Normal Yet Powerful Girl</a></p> <p><a href="#">Ain't I a Woman?</a></p> <p><a href="#">Poet as Housewife</a></p>

		<p>Writing Prompts:</p> <p>How does Walter's interaction with Marian and Laura develop the theme of the status of women? Cite strong and thorough evidence from the story to support your answers. (RL.3)</p> <p>How does the culture of English society at this time shape the perspectives of the male characters? How does it shape the experiences of the female characters? Cite strong and thorough evidence from the story to support your answers. (RL.6)</p> <p>Select 1-2 other texts from the provided list. What comparisons can be made regarding how <i>The Woman in White</i> and the text(s) you chose approach the theme of the unequal position of women? Cite strong and thorough evidence from each text to support your answers. (RL.9)</p> <p>Write an argumentative response to the question: What is the relationship between society and gender? Be sure to provide reasonable claims and counterclaims to make your argument. Use strong and thorough evidence from <i>The Woman in White</i> and from 2-3 texts from the list provided to support your claims. (W.2, R.1, R.10)</p>
NOVA (Episode 4703): Cat Tales	Science Grades 4-8	<a href="#">Genetics With a Smile</a> Create a genetically unique smiley face with this activity using two pennies or other coins.
The Mississippi: Rivers of Life (Episode 103)	Science Grades 4-8	<a href="#">Drain Game</a> In this activity, students make a model watershed and "rain" over the model. In the process, they will learn how water moves in a watershed and why it is important to keep a watershed healthy. The activity/model is found on pages 36-40.
Breakthrough: The Ideas That Changed the World (Episode 105): The Rocket	Science Grades 4-8	<p><a href="#">Rocket Reading: What is a Rocket?</a> An interesting article from NASA about what makes a rocket.</p> <p><a href="#">Rockets: High Power Paper Rockets</a> Using materials at home students can plan, design, and test their home made rockets.</p>

PBS Program	Content Area	NCDPI Resource Suggestions
Tuesday, May 19, 2020		
Peg + Cat	Math TK-3	<ul style="list-style-type: none"> <li>• Part 1               <ul style="list-style-type: none"> <li>○ <a href="#">ConceptofZero</a></li> <li>○ <a href="#">ComparingTowers</a></li> <li>○ <a href="#">WhichisLonger?</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <a href="#">WhichisHeavier?</a></li> <li>● Part 2 <ul style="list-style-type: none"> <li>○ <a href="#">UpDownAllAround</a></li> <li>○ <a href="#">Positions</a></li> </ul> </li> </ul>
Cyberchase	Math TK-3	<ul style="list-style-type: none"> <li>● <a href="#">Shopping</a></li> <li>● <a href="#">GroceyStoreBingo</a></li> <li>● <a href="#">GreaterValue</a></li> <li>● <a href="#">ChoreValue</a></li> <li>● <a href="#">CountMoney</a></li> </ul>
Molly of Denali	English Language Arts (K-5)	<p>Additional Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learn and Listen</a> - learn about different instruments and hear what they sound like.</li> <li>● <a href="#">Music Bingo App</a> (free)</li> <li>● <a href="#">OWTK Kid's Music Monthly Podcast</a></li> </ul> <p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>● If you could play any instrument of your choice, what would it be and why? Share your thoughts through a combination of drawing, dictation, and writing. Share your thoughts with a person of your choice. (W.1)</li> <li>● Recount today's episode - be sure to include details to describe Molly's actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure. (W.3)</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● Write a song to express how you are feeling today. Find things around the house you can use as instruments. Put on a show for your family and/or friends. You can even record yourself and send it to someone of your choice! Be creative and think outside the box... (SL.5)</li> </ul>
Howard's End on Masterpiece 3/4	English Language Arts (9-12)	<p><a href="#">Women's Colleges Play a Unique Role in Quest for Equality</a>  <a href="#">Malala Yousafzai: A Normal Yet Powerful Girl</a>  <a href="#">Ain't I a Woman?</a>  <a href="#">Poet as Housewife</a></p> <p>Writing Prompts:</p> <p>How does Walter's interaction with Marian and Laura develop the theme of the status of women? Cite strong and thorough evidence from the story to support your answers. (RL.3)</p> <p>How does the culture of English society at this time shape the perspectives of the male characters? How does it shape the experiences of the female characters? Cite strong and thorough evidence from the story to support your answers. (RL.6)</p>

		<p>Select 1-2 other texts from the provided list. What comparisons can be made regarding how <i>The Woman in White</i> and the text(s) you chose approach the theme of the unequal position of women? Cite strong and thorough evidence from each text to support your answers. (RL.9)</p> <p>Write an argumentative response to the question: What is the relationship between society and gender? Be sure to provide reasonable claims and counterclaims to make your argument. Use strong and thorough evidence from <i>The Woman in White</i> and from 2-3 texts from the list provided to support your claims. (W.2, R.1, R.10)</p>
NOVA (Episode 4418): Killer Floods	Science Grades 4-8	<a href="#">Learning Connections and Reflection (can be adapted for grades 6-8)</a> Use this reflection guide to write about your thoughts, ideas, questions, and learning connections while viewing the video.
The Amazon: Rivers of Life (Episode 102)	Science Grades 4-8	<a href="#">Learning Connections and Reflection (can be adapted for grades 6-8)</a> Use this reflection guide to write about your thoughts, ideas, questions, and learning connections while viewing the video.
Breakthrough: The Ideas That Changed the World (Episode 106): The Smartphone	Science Grades 4-8	<a href="#">Learning Connections and Reflection (can be adapted for grades 6-8)</a> Use this reflection guide to write about your thoughts, ideas, questions, and learning connections while viewing the video.
Mr. Tornado: American Experience	US History	<p>Read the <a href="#">Remarkable Mind of Mr. Tornado</a> and create 5 newspaper headlines that summarize the main points of the article</p> <p>Read the <a href="#">Inventor of the Tornado Scale</a> and the <a href="#">Super Outbreak of 1974</a> and then write a historical Marker for Ted Fujita based on his life and work.</p>
<b>Wednesday, May 20, 2020</b>		
Peg + Cat	Math TK-3	<ul style="list-style-type: none"> <li>● Part 1 <ul style="list-style-type: none"> <li>○ <a href="#">More/LessThan</a></li> <li>○ <a href="#">MoreLess</a></li> <li>○ <a href="#">CompareNumbers</a></li> <li>○ <a href="#">CompareSymbols</a></li> <li>○ <a href="#">CountingwYourHands</a></li> </ul> </li> <li>● Part 2 <ul style="list-style-type: none"> <li>○ <a href="#">More/LessThan</a></li> <li>○ <a href="#">MoreLess</a></li> <li>○ <a href="#">CompareNumbersto30</a></li> <li>○ <a href="#">CompareSymbolsa</a></li> <li>○ <a href="#">WhichisLongest?</a></li> <li>○ <a href="#">ScoopandOrder</a></li> </ul> </li> </ul>

Cyberchase	Math TK-3	<ul style="list-style-type: none"> <li>• <a href="#">CompletheWhole</a></li> <li>• <a href="#">AddComparMixed#</a></li> </ul>
Molly of Denali	English Language Arts (K-5)	<p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Word Attack Strategies</a></li> <li>• <a href="#">Flyways of Birds</a> - learn about different routes birds fly each spring and fall</li> <li>• <a href="#">All About Birds</a></li> <li>• <a href="#">Bird Watching Scavenger Hunt</a></li> </ul> <p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>• Molly and her friends thought they had encountered a ghost after hearing a strange sound. Using a combination of drawing, dictation, and writing, recount a time you were scared. Be sure to include details to describe your actions, thoughts, and feelings. Use temporal transition words to signal event order, and provide a sense of closure. Read your work to a person of your choice. <b>Challenge:</b> Publish your work in a creative way - create a book, turn it into a graphic novel, create a comic strip, etc. (W.3, W.4)</li> <li>• Molly was in awe of the Puffin. Become an expert on a specific kind of bird of your choice. Using a combination of drawing, dictation, and writing share your learning. What bird did you choose and why? <b>Challenge:</b> Illustrate your bird and share your learning with a person of your choice. Be sure to speak clearly and use complete sentences (W.2, SL.4)</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Readers, like Molly and her friends, always encounter new words/words they don't know. Create a video sharing advice for other students on how to figure out unknown words. What tricks do you use? Share your video with a person of your choice. <b>Can't create a video? No problem!</b> Create a visual design explaining the steps you take to figuring out new words. (SL.2, W.6)</li> <li>• Create your own <a href="#">Bird Book</a>. Share your book with a person of your choice. Can't print it out? That's okay! Just reference it as a template (if you'd like) and create your own book. (W.2)</li> </ul>
Little Women on Masterpiece (½)	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>• How does the theme of "the danger of stereotyping" interact with the theme of "women's struggle between family and personal growth" in the film? Cite strong and thorough evidence to support your answer (R.2)</li> <li>• <a href="#">Read this excerpt</a> from the original text. Note how the characters are represented differently in the text than the film. What makes the film interpretation superior or inferior to the original</li> </ul>

		<p>characters? Cite strong and thorough evidence to support your rationale. (R.7)</p> <ul style="list-style-type: none"> <li>How does Jo's character develop over the course of the text? How do her actions advance the plot? Cite strong and thorough evidence to support your answer. (R.3)</li> </ul> <p>Activity: Write, perform, or film a personal review of the movie focusing on answering the question, "Is <i>Little Women</i> a Feminist story?" Be sure to state your claim(s) and counterclaims, supply evidence for each while pointing out the strengths and limitations of both. Cite strong and thorough evidence to support your claims and counterclaims. (W.1)</p>
Louisa May Alcott: American Masters	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>How did the film introduce, develop, and connect its points about Alcott? Cite strong and thorough evidence to support your answer. (R.3)</li> <li>How is the subject of women's roles addressed differently in this film in comparison to the film of <i>Little Women</i>? What details did the film emphasize this film that <i>Little Women</i> did not? Cite strong and thorough evidence to support your answer. (R.7)</li> <li>What is your opinion of Alcott's specific reasoning behind <i>Little Women</i>? Is it valid? Cite strong and thorough evidence to support your answer. (R.8)</li> </ul>
Orchard House: Home of Little Women	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>Jan Turnquist says many people state the house has a soul. How does Jan Turnquist shape the meaning of the word "soul" over the course of the show? Cite strong and thorough evidence to support your answer. (R.4)</li> <li>What does the phrase "walking through the book" mean? What effect does this phrase have on the show and its audience? Cite strong and thorough evidence to support your answer. (L.5)</li> </ul>
NOVA (Episode 3910): Deadliest Tornadoes	Science Grades 4-8	<p><a href="#">How Do Tornadoes Form?</a> Read the Background Reading and answer the Discussion Questions found at the bottom of the link.</p>
The Nile: Rivers of Life (Episode 101)	Science Grades 4-8	<p><a href="#">Learning Connections and Reflection (can be adapted for grades 6-8)</a> Use this reflection guide to write about your thoughts, ideas, questions, and learning connections while viewing the video.</p>
Food-Delicious Science (Episode 101): Food on the Brain	Science Grades 4-8	<p><a href="#">Learning Connections and Reflection (can be adapted for grades 6-8)</a> Use this reflection guide to write about your thoughts, ideas, questions, and learning connections while viewing the video.</p>

Thursday, May 21, 2020

Peg + Cat	Math TK-3	<ul style="list-style-type: none"><li>• Part 1<ul style="list-style-type: none"><li>◦ <a href="#">PatternJewelry</a></li><li>◦ <a href="#">PlayingwPatterns</a></li></ul></li><li>• Part2<ul style="list-style-type: none"><li>◦ <a href="#">More/LessThan</a></li><li>◦ <a href="#">MoreLess</a></li><li>◦ <a href="#">CompareNumbersto30</a></li><li>◦ <a href="#">CompareSymbolsa</a></li></ul></li></ul>
Cyberchase	Math TK-3	<ul style="list-style-type: none"><li>• <a href="#">Tablefor16</a></li><li>• <a href="#">FencingaGarden</a></li><li>• <a href="#">DesigningaZoo</a></li></ul>
Little Women on Masterpiece (½)	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"><li>• How does the theme of "the danger of stereotyping" interact with the theme of "women's struggle between family and personal growth" in the film? Cite strong and thorough evidence to support your answer (R.2)</li><li>• <a href="#">Read this excerpt</a> from the original text. Note how the characters are represented differently in the text than the film. What makes the film interpretation superior or inferior to the original characters? Cite strong and thorough evidence to support your rationale. (R.7)</li><li>• How does Jo's character develop over the course of the text? How do her actions advance the plot? Cite strong and thorough evidence to support your answer. (R.3)</li></ul> <p>Activity: Write, perform, or film a personal review of the movie focusing on answering the question, "Is Little Women a Feminist story?" Be sure to state your claim(s) and counterclaims, supply evidence for each while pointing out the strengths and limitations of both. Cite strong and thorough evidence to support your claims and counterclaims. (W.1)</p>
Molly of Denali Hot Springs Eternal	English Language Arts (K-5)	<p>Writing Prompt:</p> <ul style="list-style-type: none"><li>• Molly and her friends followed the stars to help them find the hot springs Grandpa Nat once discovered. Learn more about stars and constellations from the websites below. Record interesting facts and details you find on notecards or a graphic organizer. Share your report with your family, teacher and classmates.</li><li>• <a href="#">Universe for Kids - Constellations</a></li><li>• <a href="#">What are Stars and Constellations?</a> Video (W.5)</li></ul>



Tooey's Hero		<p>Activity:</p> <ul style="list-style-type: none"> <li>Interested in Stargazing? Follow the directions on this site for a guide on how to see and learn more about the stars and constellations in the night sky where you live.</li> <li><a href="#">A Kid's Guide to Stargazing</a></li> <li>Learn your way around the night sky by making a Star Finder for the month of the year you are stargazing. <a href="#">NASA - Make a Star Finder</a></li> </ul> <p>Writing Prompt:</p> <ul style="list-style-type: none"> <li>Dog musher, Eugene Pike is Tooey's hero. Think about the characteristics Eugene Pike has that makes him a hero in Tooey's eyes. Do you agree with Tooey? State your opinion and provide reasons that support your opinion using strong evidence from the story. Share your opinion with a parent or a friend. (W.1)</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Make a list of characteristics that you think make a hero. Write an acrostic poem about a person you think has these characteristics. It can also be a character from a book you have read. <b>Note:</b> An acrostic poem is one that uses each letter of a word to provide the first letter of each line. Be sure to use descriptive words to exemplify your hero's traits. <a href="#">How to Write an Acrostic Poem</a></li> </ul> <p>Share your poem with the person you wrote about, a family member or a friend.</p>
<p><b>INFLUENZA 1918: American Experience Season 10 Episode 5</b></p>	<p>U.S. History</p>	<p><b>Printables:</b> Viewing Guide for Season 10, Episode 5 American Experience "Influenza"</p> <ul style="list-style-type: none"> <li><a href="#">Viewing Guide "Influenza" - STUDENT SHEET</a></li> <li><a href="#">Viewing Guide "Influenza" - ANSWER SHEET</a></li> </ul> <p>Analyzing A Primary Source to Make Comparisons</p> <ul style="list-style-type: none"> <li><a href="#">Analyzing A Primary Source to Make Comparisons Chart</a></li> </ul>
<p>NOVA (Episode 4705): Cuba's Cancer Hope</p>	<p>Science Grades 4-8</p>	<p>Using the <a href="#">Cancer Risks</a> student esheet, students will be</p>

		<p>directed to read the article: <a href="#">Toxicville</a>.</p> <p>Students should answer these questions individually as they read the article:</p> <ul style="list-style-type: none"> <li>• What community/communities are being affected by cancer?</li> <li>• Who is developing cancer?</li> <li>• Explain the alleged causes of cancer according to the article.</li> <li>• How have the communities reacted to the high incidence of cancer?</li> <li>• How have local government and health agencies responded?</li> <li>• What conclusions can you draw from the article about the relationship between cancer and the environment?</li> <li>• What other types of information might you need to convince you that these cancers are due to chemicals and pollutants in the environment?</li> </ul>
Spy in the Wild, A Nature Miniseries (Episode 204): The Poles	Science Grades 4-8	<a href="#">Compare the Poles</a> Use the Background Reading to answer the Discussion Questions found at the bottom of the link.
<b>Friday, May 22, 2020</b>		
Peg + Cat	Math TK-3	<ul style="list-style-type: none"> <li>• Part 1 <ul style="list-style-type: none"> <li>◦ <a href="#">ISpyPeg</a></li> <li>◦ <a href="#">WhatsintheBag</a></li> <li>◦ <a href="#">DIYShapeSorter</a></li> </ul> </li> <li>• Part 2 <ul style="list-style-type: none"> <li>◦ <a href="#">Counting</a></li> <li>◦ <a href="#">CountyourChickens</a></li> <li>◦ <a href="#">2Dto3DMorphing</a></li> </ul> </li> </ul>
Cyberchase	Math TK-3	<ul style="list-style-type: none"> <li>• <a href="#">Greater Value</a></li> <li>• <a href="#">Chore Value</a></li> </ul>
Latin Americans Episode 4: The New Latinos	9-12	<ul style="list-style-type: none"> <li>• <a href="#">Episode Description</a></li> <li>• Graphic Organizer: <a href="#">Who are Latinos?</a></li> <li>• <a href="#">Stories of Arrival: Lesson and Reflection Questions</a></li> <li>• <a href="#">Map of North America</a></li> <li>• <a href="#">Stories of Arrival: Graphic Organizer</a></li> <li>• <a href="#">Discussion Questions and Activities to Extend Learning</a></li> </ul>

		<p><b><u>From Many Shores</u></b></p> <p><i>Latino Americans</i> explores the experiences of Latinos in the United States through the stories of its largest groups: Mexican Americans, Puerto Rican Americans, Cuban Americans, Central Americans and Dominican Americans. What are some of the other nations or cultures of origins of American Latinos? Research the stories of arrival from one of these locations. Create a travel log and/or map to document the story you discover.</p> <p><b><u>Before Viewing</u></b></p> <p>Using the prompt on the <b>Who Are Latinos? Graphic Organizer</b>, encourage student(s) to list some of what they know about Latino Americans. The following questions will help generate responses. For student(s) with more knowledge on the subject, consider asking them to answer the questions based on society's preconceptions. For students new to the topic, start with their own presumptions.</p> <ul style="list-style-type: none"> <li>● Who are Latinos?</li> <li>● Where do Latinos live?</li> <li>● When did Latinos arrive in the United States?</li> <li>● Where do Latinos come from?</li> <li>● What issues are important when we talk about Latino Americans?</li> <li>● What have Latinos contributed to the United States?</li> </ul> <p><b><u>After Viewing</u></b></p> <p>Next, students should complete the final prompts on the <b>Who Are Latinos? Organizer</b>:</p> <ul style="list-style-type: none"> <li>● What did you see that met your expectations?</li> <li>● What did you see that was new, different or unexpected?</li> <li>● What's one thing you saw that you'd like to learn more about?</li> <li>● Write down two questions you have after viewing the documentary.</li> </ul>
<p>Little Women on Masterpiece (3/3)</p>	<p>English Language Arts (9-12)</p>	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>● How does the theme of "the danger of stereotyping" interact with the theme of "women's struggle between family and personal growth" in the film? Cite strong and thorough evidence to support your answer (R.2)</li> <li>● <a href="#">Read this excerpt</a> from the original text. Note how the characters are represented differently in the text than the film. What makes the film interpretation superior or inferior to the original characters? Cite strong and thorough evidence to support your rationale. (R.7)</li> <li>● How does Jo's character develop over the course of the text? How do her actions advance</li> </ul>

		<p>the plot? Cite strong and thorough evidence to support your answer. (R.3)</p> <p>Activity: Write, perform, or film a personal review of the movie focusing on answering the question, "Is Little Women a Feminist story?" Be sure to state your claim(s) and counterclaims, supply evidence for each while pointing out the strengths and limitations of both. Cite strong and thorough evidence to support your claims and counterclaims. (W.1)</p>
<p>Molly of Denali: Cabbagezilla</p> <p>Name Game</p>	<p>English Language Arts (K-5)</p>	<p>Writing Prompt:</p> <ul style="list-style-type: none"> <li>In this episode, Trini and Molly email an expert to help them solve their problem. Think about what might have happened if they had not asked for help. Write about a time you needed to ask for help with a problem you were having. How did it make you feel? Did you ask for help from someone you trust? What might have happened if you had not asked for help? Remember to include the order of events, and any dialogue and descriptions of actions, thoughts, and feelings to develop your story. (W.3)</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Divide a piece of paper lengthwise into three columns. In the first column, make a list of things you do really well. In the middle column, make a list of things you'd like to know or do better. In the third column, list ideas about where you could go for help to improve the things in the middle column.</li> <li>Keep a "helper's journal". Write about times you've helped other people or observed people helping each other. Share the journal with your family members or friends.</li> <li>Be a "secret helper" to friends or a family member by helping them without talking about it. At the end of a week or two, tell them about the help you gave them. See if they can remember some things you did to help.</li> <li>Write a "thank you" letter to someone who helped you solve a problem, learn something, or improve a skill.</li> </ul> <p>Writing Prompt:</p> <ul style="list-style-type: none"> <li>Molly learns about a tradition in Alaska that native names are given to family members by elders. Write about a tradition that is unique to your family. It could be something that your family does in the ordinary course of enjoying</li> </ul>

		<p>each other, such as celebrating a birthday, a special cultural holiday, or any special day you have with your family. Be sure to include how your tradition started and why it's important to your family. Add illustrations to enhance the details in your piece. Share your writing with your teacher or a friend. (W.2)</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Research a tradition in your community or in North Carolina and think about how the tradition brings people together. How did this tradition begin and why is it important to the people in that area? Gather your information from the websites below. Record the information on notecards or sticky notes. Organize your notes into categories. Share with your family, teacher or someone who is new to North Carolina or your community.</li> </ul> <p>(W.5; W.6)</p> <p><a href="#">Culture Of NC Facts for Kids</a></p> <p><a href="#">Our State Holiday Traditions We Love</a></p> <p><a href="#">Cultural Traditions In NC</a></p>
<p>Polio Crusade: American Experience</p>	<p>US History</p>	<p>View the Introduction to the film, which describes how polio ravaged the small town of Wytheville, VA. Prepare an oral history of the impact of polio on people in your community.</p> <ul style="list-style-type: none"> <li>• Begin by brainstorming a list of questions concerning people's experiences with polio. For example: <ul style="list-style-type: none"> <li>○ Did you or someone you knew suffer from polio?</li> <li>○ How did it affect him or her, as well as other family members?</li> <li>○ Do you remember being afraid that you would get polio?</li> </ul> </li> </ul> <p>Find two people who had a personal experience with polio, either directly or through a family member or friend, and ask them the questions developed above.</p> <p>Write down their complete answers. After the interviews, edit the answers as needed to make them read smoothly (but do not change their meaning).</p> <p>Adapted from:  <a href="https://www.pbs.org/wgbh/americanexperience/features/polio-teacher-resource/">https://www.pbs.org/wgbh/americanexperience/features/polio-teacher-resource/</a></p>
<p>NOVA (Episode 4707): Eagle</p>	<p>Science</p>	<p>No matter how they build their nests, wild birds have</p>

Power	Grades 4-8	one thing in common: they rely on materials they can find outside. In this <a href="#">project</a> you will challenge yourself to build a bird nest that can safely hold an egg using only natural materials.
Wild Weather	Science Grades 4-8	<a href="#">Learning Connections and Reflection (can be adapted for grades 6-8)</a> Use this reflection guide to write about your thoughts, ideas, questions, and learning connections while viewing the video.
Food-Delicious Science (Episode 103): We Are What We Eat	Science Grades 4-8	<a href="#">Energy: How Much Do You Need?</a> Students use nutrition information to calculate the number of teaspoons of fat and sugar in their favourite food and drinks. Using tables provided, they convert the energy content into an equivalent amount of exercise. <b>The activity starts on page 7 and ends on page 10.</b>
<b>Additional Resources</b>		
<p><b>May 18 - May 22</b></p> <p><b>Math</b> For additional information about math alignment and programming, click <a href="#">Peg + Cat</a> and <a href="#">Cyberchase</a></p> <p><b>Science</b> For additional information about science alignment and programming, click <a href="#">here</a>.</p>		
<p><b>English As a Second Language Resources</b></p> <p>The resources in this <a href="#">folder</a> can be used by teachers, but also shared with students and families to use independently (Spanish versions available). There are a variety of hands-on projects that families could work on together.</p>		

### **\*\*Accessing UNC-TV Public Media North Carolina's Channels on Cable & Satellite**

Spectrum Cable subscribers can access UNC-TV's four digital services at the following channel numbers: UNC-TV – 1221, the North Carolina Channel – 1276, Rootle 24/7 PBS KIDS Channel – 1275 and the Explorer Channel – 1277. Contact your provider if you need help finding us in your area.

Visit <https://www.unctv.org/watch/channels/> to find additional provider information.