



# SOCIAL STUDIES

**BONUS**

**Life Skills**

**GRADES 3-12**

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NAME: \_\_\_\_\_



# Activity One

## Create Something New



Do you feel like there are no new thoughts? Has everything already been invented? Are there any new ideas?

Well, every person has his or her own experiences and thoughts. Your unique skills can help create or improve most anything. Let's practice your creative thoughts. Like most things, practice will better your skills.

Creative Tips: Work in a calm place. Some say to dim the lights. Blue and green colors help with creativity.

### We want you to design a better wallet.



Follow this design method. Get into groups. In one hour we ask you to:

- Each sketch your ideal wallet. (10 minutes)
- Each will explain their wallet ideas to the group. Have the group point out one best feature from each. (3 minutes each)
- Sketch one new wallet. Use your group's best new features. (10 minutes)
- Have your group make this wallet. Use everyday things like cardboard, paper or duct tape. (30 minutes)
- Have each group show their new creative design.

What did you learn about your creative self?

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NAME: \_\_\_\_\_



# Activity Two



## Analysis and Comprehension Project

### Project: Build a machine.

Make a machine. There are 5 areas that you will be scored on. A score for each will be given, with a total score out of 13. The rubric below tells you what you need to do to get a perfect score.

Areas	What You Need	Score
Research	You found information on your machine. You showed this with a bibliography at the end of the project. This gives a list of where you found the information.	/2
Writing	Write an essay with 5 paragraphs. <ul style="list-style-type: none"> <li>• Paragraph 1: Tell what the machine is.</li> <li>• Paragraph 2: Why did you choose your machine?</li> <li>• Paragraph 3: What is the machine and how does it work?</li> <li>• Paragraph 4: What were the steps in building the machine?</li> <li>• Paragraph 5: Tell what the machine is again.</li> </ul>	/5
Design	Your machine shows creativity and thought. It looks nice and well put together.	/2
Proofreading	You looked over your project. There are no mistakes. Check the spelling, grammar and facts.	/3
Functionality	Your machine works well. It does what it's supposed to.	/1
Total =		/13

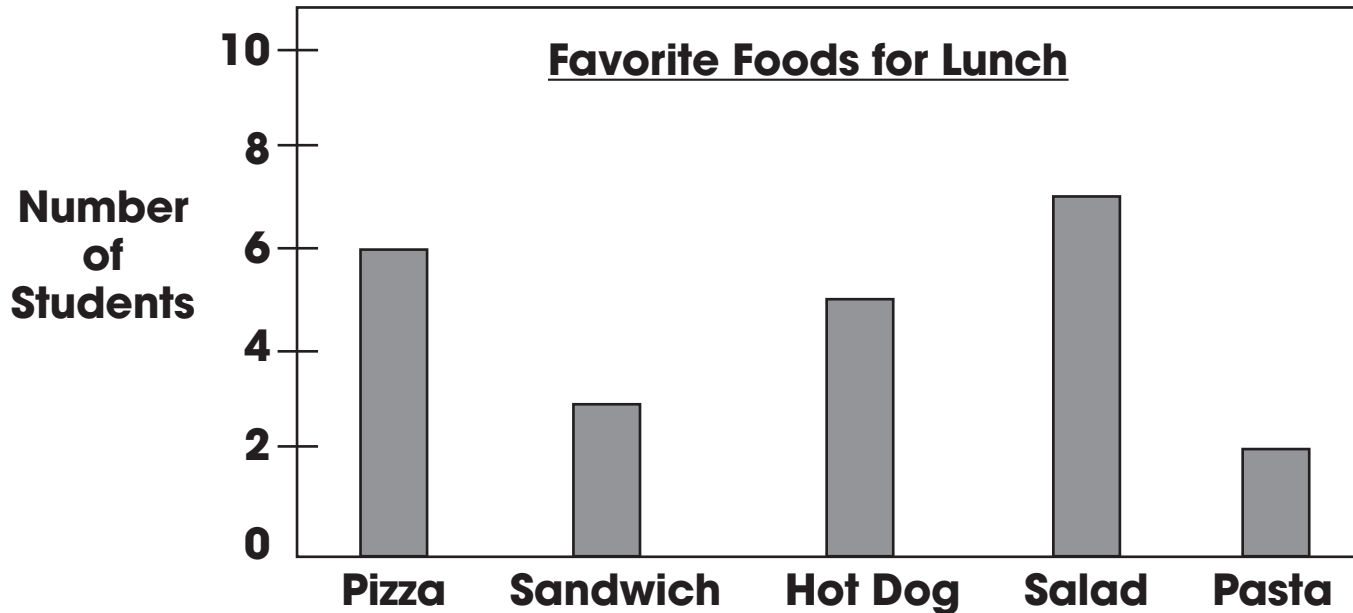
Get into pairs. Show your machine to your partner. Your partner will give you a score. You will do the same for your partner. Your score will show you how well you understood the instructions. Find your score in the chart below.

0-3	4-6	7-9	10-12	13
You need to WORK HARDER to get better skills.	You have POOR skills. Pay attention to the instructions to get better.	You have GOOD skills. Learn to read more carefully to get better.	You have GREAT skills. Practice a little more for a perfect score.	You have EXCELLENT skills.



# Activity Three

## Data Analysis and Understanding



1. Look at the bar graph above. What information does it give? Explain how you know this.

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2. What food does most of the students like best? \_\_\_\_\_

3. How many students like pizza? \_\_\_\_\_

4. How many students like hot dogs or pasta? \_\_\_\_\_

5. 3 students like which food best? \_\_\_\_\_

6. Another student was asked this same question. What food do you think they will like best? \_\_\_\_\_

7. Which food does most of the students like for breakfast? \_\_\_\_\_

**Answers:** 1. The bar graph shows the number of students and their favorite foods to eat for lunch. The title says "Favorite Foods for Lunch". The bottom tells you what the foods are. The side tells you how many students like each type of food. 2. Most of the students like salad for lunch. 3. 6 students like pizza for lunch. 4. 5 students like hot dogs and 2 students like pasta, so 7 students like hot dogs or pasta. 5. 3 students like sandwiches for lunch. 6. Salad is the most popular favorite food for lunch. Another student would probably pick salad. 7. None. This bar graph only shows their favorite foods for lunch.

NAME: \_\_\_\_\_



# Activity Four



## Comprehension, Interpretation & Drawing Conclusions

1. The new girl at the office sat by herself at lunch. She didn't talk to anyone except the boss all day. She kept her head down and did her work.

From this we can tell that she is probably:

- A angry
- B shy
- C funny

2. Nick and Hayden are friends. Nick loves to play hockey and likes to win. Hayden doesn't play sports that much. He isn't very competitive in sports. When they finish playing road hockey, they are both in a good mood.

From this we can tell:

- A Hayden beat Nick at road hockey.
- B They went for ice cream instead of playing road hockey.
- C Nick beat Hayden at road hockey.

3. Kylie and her mom are shopping at the mall for a new outfit for a party. There is a big crowd in front of a storefront. The front of the store is decorated in "black and orange" decorations. Some of the decorations are very scary. Inside the store is very dark. They can hear people screaming and a cackling noise.

What conclusion could you make about this story?

- A The noise is coming from a bunch of kids in the food court.
- B The mall has set up a Haunted House for Halloween.
- C They are having a big sale.

4. Aiden was walking home from school. He didn't have much farther to go but it was getting very dark and windy. He started walking faster and faster. He was getting very nervous.

From this we can tell that:

- A Aiden has to be home by his curfew.
- B It is going to get sunny very soon.
- C There is probably going to be a storm.

Answers 1. b) shy 2. c) Nick beat Hayden at road hockey. 3. b) The mall has set up a Haunted House for Halloween. 4. c) There is probably going to be a storm.

NAME: \_\_\_\_\_



# Activity Five

## Tracking Your Learning

We can all get better at learning. Grow beyond what we already know. Dare ourselves to do new things. But where do we start?

At the end of each day for one week. Ask yourself these questions.

Questions	Day 1	Day 2	Day 3	Day 4	Day 5
1. What did I learn today?					
2. What mistake did I make that I could learn from?					
3. What did I struggle with today?					
4. What did I do today, that I could not do before?					
5. What did I practice today?					

NAME: \_\_\_\_\_



# Activity Six



## Learn Through Famous Quotes

Students study than play a game using famous quotes.

### Students will:

- learn famous quotes
- follow rules
- work as a team to learn quotes and play the game

### Items Needed:

- index cards
- famous quotes

### To Prepare:

- Teacher makes a list of famous quotes
- take index cards
- write the 1st half of the quote on one card and the 2nd half of the quote on another card. You will need 2 sets of cards with the 2nd half of the quote.

Make 2 teams. Study the quotes together. Read them aloud. Quiz each other.

### Play the Game:

Have a table between both teams. Have 1 team stand side by side on one side of the table. Have team 2 do the same on the other side of the table. Take both sets of the 2nd half of the quotes. Place one set spread out on one half of the table facing team 1. Do the same with the other set on the other side facing team 2.

Play the game. The teacher takes the set of cards with the 1st half of the quote. The teacher takes the top card and reads the 1st half of the quote. There will be a set time for the team to find the 2nd half of the quote. The 1st team to find the correct card removes that card on their side. If neither team finds the correct answer in the allowed time the teacher will place that card at the bottom of the pile to try again.

The first team to remove all of its cards from the table wins. If there is not enough time to finish the game the team with the least amount of cards left on the table wins.

In a few sentences tell how this game helped you to learn.

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NAME: \_\_\_\_\_



# Activity Two

## Design a Restaurant



You have decided to open your own restaurant. You will work hard to bring your ideas to light to make your dreams real. But first, we must answer the questions: who, what, when, where and how. For this project, you may work in a group of 1-3 students.

### Pre-Challenge:

Discuss what your favorite restaurant is in town and your favorite type of food to have when dining out.

### Step 1: Think of a concept. This is the way people see your restaurant. It tells people what to expect when dining there.

1. What is the overall concept of your restaurant going to be? (Ex: trendy, fun, local food) \_\_\_\_\_
2. What country or region inspires your restaurant? \_\_\_\_\_
3. What type of food will you serve? (Ex: ethnic, fast food, comfort food, café) \_\_\_\_\_
4. Who is your target market? (Families with children, Business People, People on the Go) \_\_\_\_\_
5. What kind of service will you offer? (Fine Dining, Casual Dining, Buffet, Take out) \_\_\_\_\_
6. What are some dishes/food you plan on serving? \_\_\_\_\_

### Step 2: Think of the atmosphere. This is the way people will physically see your restaurant when they walk in.

1. What will your restaurant be named? Remember that your name must match the concept. \_\_\_\_\_
2. Will you have a logo? If so, what will it be? \_\_\_\_\_
3. Where do you want this restaurant to be located? \_\_\_\_\_
4. What kind of lighting will your restaurant have? \_\_\_\_\_
5. What type of seating will your restaurant have? \_\_\_\_\_

### Step 3: Use a form of technology to present your ideas to your class.

NAME: \_\_\_\_\_



# Activity Three



## Leadership Comparison: The Super Leader

**PART 1:** What's your favorite movie or TV show? Who is in a leadership position? It could be the principal of a high school. It could be the King of a country. It could be the captain of a spaceship. Write down who the leader is below. Make a list of qualities this leader has. Describe whether you think these are good qualities or bad. Explain.

Leader: \_\_\_\_\_ Movie/TV Show: \_\_\_\_\_

Qualities: \_\_\_\_\_  
\_\_\_\_\_

Good or Bad Qualities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART 2:** Do the activity again. This time, use a different character. This character should be very different than the first one. Answer the same questions.

Leader: \_\_\_\_\_ Movie/TV Show: \_\_\_\_\_

Qualities: \_\_\_\_\_  
\_\_\_\_\_

Good or Bad Qualities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART 3:** Now, create your own character. Base your new character on the two above. Choose all the best qualities from both to make a new super leader. Give this character a background story. What makes them a better leader than the ones above? Explain.

Leader: \_\_\_\_\_

Qualities: \_\_\_\_\_  
\_\_\_\_\_

Background Story \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_



# Activity Four



## Building Networks for your Business

Imagine you are starting your own business. Think of a product you want to sell. For example, say you want to open a lemonade stand. Having a great product is one thing, but to be a success, you need to know the right people.

In this example, the right people would be vendors who can supply you with the lemons you will need. You may also need to know the right person at city hall to get you a permit so you can put up your stand. Someone who's good at marketing would also be good to know. They can help you get the word out about your new business.

Come up with a good product. What is your product? \_\_\_\_\_

Make a list of all the people who can help you:

_____	_____
_____	_____
_____	_____
_____	_____

Pick 3 people from your list above. Explain how knowing each person will help you in your business.

**Person 1:** \_\_\_\_\_

**How do they help:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Person 2:** \_\_\_\_\_

**How do they help:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Person 3:** \_\_\_\_\_

**How do they help:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_



# Activity Five



## Network Profile

Talking to other people today is easier and faster. This can help many people. Maybe you're planning a birthday for your Aunt. You could be talking with a friend in another country. Or maybe you just found out a celebrity is at the mall.

Social and Business Networking share many things. Most of all they help you get noticed. They also help you gain and build friendships.

Each student is going to make their own Network Profile. This will be shared among classmates. It will help to find common likes and goals.

Use the template below:

(Likeness or Photo.)	FULL NAME:  AGE:  GRADE:
Personal Information	Hometown:  Favorite Food:  Favorite TV Show/Movie:  Favorite Game:
Activities Outside of School	Hobbies, Sports, Arts:

NAME: \_\_\_\_\_



# Activity Six

## Debate Essay



A debate is like an essay. It has a beginning, a middle and an end. The beginning tells what someone thinks about something. The middle gives all the proof to back them up. The end gives a summary of what they think and why. An essay will usually tell just one side of something. A debate tells both sides.

For this activity, you will write out what you think about something. This will be your side of the debate. Pick a problem that you think strongly about. Write an essay following the layout below.

**Beginning:** Say what the problem is and what you think about it. 2-3 sentences

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**Middle:** Give 3 facts that agree with what you think. 6-9 sentences

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**End:** Say again what you think and why. 3-4 sentences

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NAME: \_\_\_\_\_



# Activity One

## Dynamic Traits Word Search

There are many words to describe **Dynamic Traits**. These are words that can describe a person. You can develop these over time. Some of these are outgoing, sensible, assertive, go getter, etc. Below is a word search with a list of dynamic trait words. Find all the words in the Word Search.

<b>adaptable</b>	<b>easygoing</b>	<b>generous</b>	<b>nice</b>
<b>assertive</b>	<b>effective</b>	<b>go getter</b>	<b>outgoing</b>
<b>bright</b>	<b>energetic</b>	<b>good</b>	<b>polite</b>
<b>changing</b>	<b>enterprising</b>	<b>helpful</b>	<b>productive</b>
<b>compelling</b>	<b>faithful</b>	<b>kind</b>	<b>sensible</b>
<b>courteous</b>	<b>forceful</b>	<b>loyal</b>	<b>thoughtful</b>
<b>dynamic</b>	<b>friendly</b>	<b>magnetic</b>	<b>understanding</b>

a	e	i	u	g	n	i	o	g	t	u	o	q	z	c
y	m	a	g	n	e	t	i	c	h	n	h	x	c	p
l	e	e	v	i	t	r	e	s	s	a	d	o	o	g
f	t	m	x	t	c	i	t	e	g	r	e	n	e	r
g	n	i	l	l	e	p	m	o	c	m	l	l	q	h
l	s	y	c	o	u	r	t	e	o	u	s	o	g	e
g	n	i	g	n	a	h	c	b	b	q	d	y	p	l
e	v	i	t	c	e	f	f	e	g	r	w	a	d	p
e	v	i	t	c	u	d	o	r	p	j	i	l	b	f
g	l	k	s	i	e	e	c	i	n	p	r	g	n	u
o	u	w	e	m	l	u	f	e	c	r	o	f	h	l
g	f	b	n	a	d	y	l	d	n	e	i	r	f	t
e	t	f	s	n	r	l	u	f	h	t	i	a	f	r
t	h	t	i	y	s	g	n	i	o	g	y	s	a	e
t	g	k	b	d	m	s	u	o	r	e	n	e	g	v
e	u	o	l	a	n	h	s	j	e	t	i	l	o	p
r	o	v	e	n	t	e	r	p	r	i	s	i	n	g
o	h	a	d	a	p	t	a	b	l	e	u	c	k	i
d	t	g	n	i	d	n	a	t	s	r	e	d	n	u

NAME: \_\_\_\_\_



# Activity Two



## Timelines

The seasons change. The weather changes. People and places change too.

Choose a topic and create a timeline. This can be a person, a business or a city. Use the Internet and other forms to research your choice.

What or who are you writing a timeline of? \_\_\_\_\_

How did this person or place get started? \_\_\_\_\_

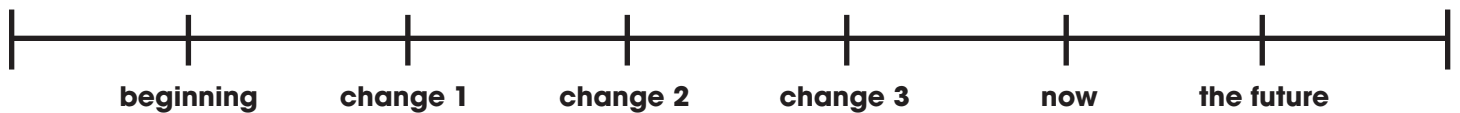
What major changes have taken place?

- 
- 
- 
- 
- 
- 

How were they able to stay current with the time? \_\_\_\_\_

Do you think they will succeed into the future? Why? \_\_\_\_\_

Draw a timeline to show how they began and what changes happened.



Topic ideas could be:

- A person you know. A celebrity, sports figure or world leader.
- A company or sports team.
- A city, town or country.

NAME: \_\_\_\_\_



# Activity Three



## Challenging the Rules and Being Innovative

Read the story and answer the questions.

*Christopher uses an alarm clock. He always sleeps through it. He ends up missing the bus to school every morning. Christopher decides to fix this problem. He sees that the alarm isn't loud enough to wake him up. He also sees that the alarm turns itself off after 15 seconds. He likes to open machines and see how they work. He opens the alarm clock and looks inside. He finds how to make it louder. He also finds how to change the auto-off. This way, the alarm will stay on until he turns it off himself.*

*Christopher has a little sister named Emily. She is in kindergarten. She likes going to school. She is not happy with the way it works. They always start with a few lessons, play a game, then go outside for recess. Then they come back in and take a nap. After, they eat lunch while the teacher does story time. Then they do another lesson, have another recess, and play one more game before going home. This is how they've always done it. Emily wants to eat lunch before having a nap. She wants story time before the nap too. That way, she will be more tired and sleep better. She talks to her teacher about it.*

*Christopher and Emily's mom works at a small business. She starts at 8:30 in the morning and works until 1:30 in the afternoon. Sometimes she needs to stay later because it gets busy. She picks up Emily from kindergarten for 2:00. Emily starts Kindergarten at 9:00 in the morning. Because of her work schedule, she has to get Emily ready extra early so she can take her to daycare for 8:00 in the morning. Then, she drives herself into work across town. The business doesn't get any calls until 9:30 in the morning. So, she asks her boss if she could work from 9:00 in the morning until 2:00 in the afternoon instead. This way she can get Emily ready and drop her off at school on her way to work.*

**1.** Christopher fixed a problem he was having. How did he innovate?

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**2.** How did Emily change the rules?

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**3.** Christopher and Emily's mom changed her work schedule. Why did she do this? How did this make things better?

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NAME: \_\_\_\_\_



# Activity Four

## Entrepreneurs and Failure

Entrepreneurs are Risk Takers. They are people who know they will fail. This does not hold them back. They always keep going.

All people take risks. If they fail, they too have to keep going. We all need to set and keep goals. No matter how hard it is.

Most inventors have failed. They expect to be wrong far more often than right.

The idea is to not let failure stop you. Entrepreneurs know that they can fail without fear. Expecting failure is part of expecting success. This will take the fear out of failure. An inventor can fail 999 times before it works once.

### Failed but not Failures.

One way to deal with failure is to learn from other entrepreneurs. Here is a short list of people who have failed.

- Henry Ford went broke five times before he finally succeeded.
- Thomas Edison’s teachers said he was too stupid to learn anything.
- J. R. Simplot, the Idaho potato king, went bankrupt.
- Walt Disney was fired for lack of ideas. He also went bankrupt before he built Disneyland.
- Leonardo da Vinci had some huge failures and mistakes.

Look up two other famous Entrepreneurs of your liking. Write a paragraph each on how they failed at one time.

Entrepreneur #1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Entrepreneur #2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_



# Activity Five



## Jumping at the Opportunity: What Would You Do?

It's not enough to follow all the steps to get your perfect job. There are lots of other people in the same place as you. You need to set yourself apart from the rest. The way to do this is to show that you can adapt to change. Lots of people don't like change. That makes them unreliable. With most jobs running on a global market, it makes things unpredictable. So businesses need to be able to change and adapt with the world. That means employers need workers who can also change and adapt.

It's one thing to tell your boss you are one of these people. It's even better to show them. You can do this by jumping at every opportunity given to you. This will show to your boss that you are willing and able to do what the business needs. This promotes trust, which leads to more responsibility. That's how you get ahead and become a success.

Below is a chart with some things you may or may not be okay doing for work. For each thing, decide whether you are okay or not okay doing them. In the next column, explain why you are NOT okay with doing something. Then, in the last column, explain why jumping at the opportunity would help you get ahead.

Job	Would you do it? - YES/NO	Why Not?	Why should you do it?
Working long or late hours.			
Moving to a new store location.			
Moving to a new city or town.			
Moving to a new state or country.			
Accepting a leadership role.			
Being in charge of others.			
Setting up work schedules.			
Having to deal with workers that aren't doing a good job.			
Make hard choices or calls to clients.			

NAME: \_\_\_\_\_



# Activity Six

## Adapting to New Customs

Tristan owns a clothing company. They specialize in formal wear for both men and women. They sell things such as suits, ties and formal dresses. Now the company is going to expand into the global market for the first time. They will open a new store in a different country. She has the choice where her company should go first. Her choices are:

### Australia

### Germany

### Thailand

The 3 countries are very different. They each have their own set of customs and lifestyles. Use the Internet. Research the three countries. Find out what it is like to live in each place. For example, research things like food, language, weather, clothing, etc. Help Tristan choose where she should expand her company first!

### Customs and Lifestyles in Australia

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### Customs and Lifestyles in Germany

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### Customs and Lifestyles in Thailand

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Where do you think Tristan should open the new store?

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NAME: \_\_\_\_\_



# Activity One



## Understanding the Value of Money

Explain your understanding of the value of money in a short essay. First, research the history of money.

- ★ How did it start?
- ★ How was it earned?
- ★ What was it used for?
- ★ How has or does money change over time?

Then, create a short essay detailing what you find and how it relates to today.

Your first paragraph should introduce the topic and your thesis statement. A thesis statement is your opinion or belief. The second, third, and fourth paragraphs are your body. Here's where you'll go into detail and give evidence to support your thesis. The last paragraph is your conclusion. You should re-state your thesis statement and provide a conclusion sentence.

Share your essay with the class. Break off into smaller groups with others whose thesis statement matches your own. Then, as a class, debate your opinions with the other groups. Use your essay to support your arguments.

As an alternative activity, break off into smaller groups with others who have a different thesis statement. Then, have your own debate within your smaller groups.

**Follow the steps below to have a perfectly formatted essay!**

**Paragraph One - Introduction**

**Paragraph Two - Body/Evidence**

**Paragraph Three - Body/Evidence**

**Paragraph Four - Body/Evidence**

**Paragraph Five - Conclusion**

NAME: \_\_\_\_\_



# Activity Two



## Infographic on Drive-Through Menus

Create an infographic on Drive-Through Menus. An infographic is a chart that gives information in a creative and graphic way. Look up examples of infographics online to get a clear idea.

Start with a brief introduction into Drive-Through Menus. Give a description of what they are and why they exist. Then, make note of their use and purpose. Make sure to do some research into the history of Drive-Through Menus. How did they come to be? Why was there a demand? What influenced their creation? Finally, do a comparison of different Drive-Through Menus. What do they have in common? What is different between them?

Design your infographic. Choose what you want to have on your infographic. Some example topics include:

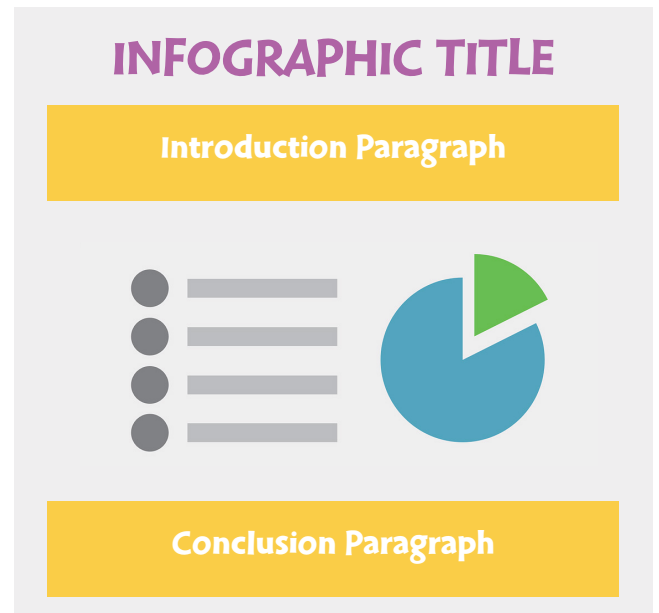
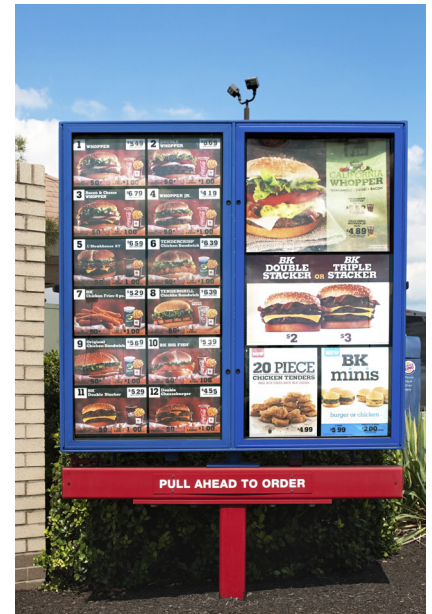
- The history of Drive-Through Menus.
- The evolution of Drive-Through Menus.
- A brief comparison of Drive-Through Menus.
- The birth of the Drive-Through Menu.

You must include the following:

- introduction
- opinion/belief
- supporting evidence
- conclusion

Finally, display your infographic in the class. Have a class or group discussion on each infographic.

Which ones were easy to understand? Which ones were more difficult? As a final activity, try to merge all the infographics together into one giant infographic.



NAME: \_\_\_\_\_



# Activity Three



## Report on Web Buying

Web buying is a completely different experience to shopping in a store. Do some research online. Make a list of things that you can shop for online. Then, make a list of things you can't or would not shop for online. Look at your lists. Compare your lists.

CAN	CAN'T
books movies	groceries pets

- Is there anything on your "CAN" list that you think shouldn't be?
- Is there anything on your "CAN'T" list that you think shouldn't be?
- Why do you think things on your "CAN'T" list are not found online?
- Why do you think things on your "CAN" list are found online?

After you compare both lists, explain your reasoning behind each item. Write a short report explaining your findings. Your report should include:

- The top items that are found online and why you think they belong there.
- The top items that are not found online and why you think these things are better to shop for in a store.
- Items that you can find online, but maybe shouldn't.
- Items that you can't find online, but maybe should.
- Items that you would normally think shouldn't be found online, but are; and why they should or shouldn't.

Present your report to the class. As a class, create a larger version of this same list. Have a discussion touching on all the things mentioned above. See how your list created as a group differs from the list you created individually.



NAME: \_\_\_\_\_



# Activity Four



## Internet Fraud Research

Internet fraud is a problem in this day and age. Our lives are on the internet. Our identity is on the internet. Our money is on the internet. The internet isn't always safe. Many people become victims of internet fraud.



Do some research into internet fraud. First, find out how it happens. Then, list how you are in danger of it. Finally, list what you can change to avoid it.

Then, pick one of the ways below to show what you've found:

### 1. Write an Essay

Write an essay about what you've learned. The first paragraph will give your opinion. The next 3 paragraphs will give examples to prove your opinion. The last paragraph will give your opinion again.

### 2. Create an Infographic

Make an infographic to show the information you've learned. An infographic uses pictures to show information. Explain how internet fraud happens at the top. Then, list how you are in danger. After, list what you can change to avoid it. At the bottom, leave room for your final thoughts.

### 3. Create a Brochure

Make a brochure to show the information you've learned. It should be a warning against internet fraud. Look at other brochures about dangers of things to get an idea. Explain what internet fraud is, how to spot it, and how to avoid it. The front page of your brochure should grab your reader's attention. The inside should let your reader know about internet fraud. The back page should list where your reader could learn more about internet fraud.

NAME: \_\_\_\_\_



# Activity Five

## History of Money

Forms of payment and money have been used for a long time. Although, not all forms of payment may be similar to what we use today. Do some research into the history of money and forms of payment. Try to go back as far as you can. How did early humans buy things? What did they use? What was the value of things?

Present your findings in a timeline. Start with the earliest time in history that you could find up to today. Between these 2 dates, list all the different kinds of money used throughout the years. For each date, make sure to include the following information:

- What the form of payment was.
- What it was worth (if known).
- Where it was used.
- What it used to buy (if known).
- What it looked like (a picture or description).

Finally, compare your timeline with the rest of the class. What are some common forms of payment that people included on their timeline? What are some different forms of payment that people had? What similarities did you find between the different forms? What did you notice about the value as it changed throughout time?

Share your conclusions with the class.





NAME: \_\_\_\_\_



# Activity Six



## Open a Restaurant

Look at some other restaurants' menus and what they charge for their meals. Try to find ones that have similar meals as you. Use this information to determine the prices of your meals. Your prices need to be reasonable and competitive to the other restaurants. Your prices also need to allow you to make a profit.

Create a business proposal that includes a description of your restaurant, a menu list, and a detailed list of your cost and potential profit. Design your menu. Look at other menus to get an idea of how to design your own. Include this with your business proposal.

Present your proposal to the class. Hand out copies of your menu for your classmates to look at. Explain how you chose your prices, and what your profit would be. Once everyone has presented their business proposals, vote on which one has the best idea for a restaurant. Then, vote on whose restaurant would be the most successful. Explain why you think that person's restaurant would succeed.





NAME: \_\_\_\_\_



# Activity Two



## Restaurant Reservations

This activity is to help you with making a restaurant reservation. Sometimes, a restaurant will not be able to fit you in at the time you want. Here you will have to learn time management skills.

Get into groups of 8 or more. Each member will take turns as manager of a restaurant. The other members will play customers. The manager will take restaurant reservations from the customers. One at a time, have the customers 'call in' to the restaurant. Use the script below as a guide.

**Manager:** Hello, Seaside Restaurant. How may I help you?

**Customer:** Hi, I would like to make a reservation please.

**Manager:** Okay, no problem. What day would you like to make the reservation for?

**Customer:** Next Tuesday please.

**Manager:** Alright, and what time?

**Customer:** For 7:00 p.m. please.

**Manager:** Okay, and for how many people?

**Customer:** There will be 9 of us.

**Manager:** Okay, let me just see what's available. I have an opening for a table for 9 at 8:00 p.m. Will that work?

**Customer:** I'm afraid we have tickets to a show for 9:00 p.m. and that will be too close. Do you have anything earlier?

**Manager:** Okay, no problem. It looks like we can fit you in for 6:00 p.m. Will that be too early?

**Customer:** No I think that will be fine, thank you.

**Manager:** Perfect. So I'll mark you down for 9 people at 6:00 p.m. next Tuesday. What name should I put down?

**Customer:** Please use 'Marc'.

**Manager:** Great. Your reservation is set and we'll see you next Tuesday.

**Customer:** Thank you.

**Manager:** No problem, at all. Have a great day.

NAME: \_\_\_\_\_



# Activity Three



## Choosing the Right Friend

Choosing the right friend can be hard. Knowing what makes a good friend is half the battle. Below is a list of traits you want in a friend. There are also traits you want to avoid.

Brainstorm other traits you would want in a friend. Think of other traits you would want to avoid. Add these to the lists.

### Traits You Want

- trustworthy
- dependable
- supportive
- a good listener
- honest and sincere
- similar values
- similar goals
- similar interests

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### Traits To Avoid

- overly dominant
- manipulative
- disrespectful
- negative
- gossipers
- jealousy
- selfish
- mean to others

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Go out and make a new friend. First, make a list of places where you can meet new people. Then, use the lists above to find the right friend.

Remember, it could take a while before you really know someone. So try to give each person the benefit of the doubt before you make your decision.

NAME: \_\_\_\_\_



# Activity Four



## Have a Conversation

Get into groups of 2 or more. Write out a script of a conversation between 2 people. Play out this conversation face to face. Then, have this same conversation using text, email, and phone.

If you don't have a cell phone, then you'll have to text another way. You could write short messages onto pieces of paper and pass them to your partner.

If you don't have a computer, then try writing letters to each other. Write a letter as you would type an email. Pass it to your partner.

For the phone, you could turn so your backs are together. Have a conversation without looking at each other.

When you've finished having your conversations, take time to compare them. Answer the following questions:

- Which device was the best?
- Which was the worse?
- What advantages did you have using each?
- What disadvantages did you have using each?

Then, think about the reason for each device. What types of conversations are there? What device would be best to use for each type of conversation? Make a list. Match each type of conversation to a device.

As an extra activity, have each type of conversation using all 3 devices. What do you notice? Was your list correct? Did you find more than one device is good for one type of conversation? Explain.

NAME: \_\_\_\_\_



# Activity Five



## Working Safely

Many companies post safety rules that must be followed at work. This is to protect their employees from getting hurt. The most they can do is write up the rules. It's up to the employee to make sure they follow them.

Below is a list of common safety rules you might see at work.

### For Your Safety...

- follow procedure
- stay in the speed limits
- use the right tools and equipment for the job
- always wear protective equipment
- make sure you have a valid work permit
- don't walk underneath things
- turn power off before doing work
- always use a safety harness
- wear the right clothing



Pick a job you like. Research the safety rules for that job. Why would these rules be in place? What is the reason for them? What happens if they're broken?

Write a report outlining these rules. Answer the questions asked above. Give your report to the class. When everyone has given their reports, do a comparison. Have a discussion comparing each job and their safety rules.

- Which jobs share the same rules?
- What rules are found with every job?
- What rules are for only one job?
- What job do you feel the most comfortable doing?

NAME: \_\_\_\_\_



# Activity Six



## Privacy Settings

Go to at least 3 different social media sites. Look at their privacy policy. Visit their privacy settings page. Do some research into what privacy options are available.

Below is a chart. In the first column are several common things that are included in most privacy policies and settings. Write down the names of each social media site you visited. Put a check mark for each thing found in the social media site's privacy policy and settings.

When you're finished, compare your results. What do you notice about the privacy policies and settings? Which ones are not found across each social media site? Which ones would you like to see? Are there any settings you wish were included as an option? If so, what are they?

Privacy Policy and Settings	Social Media Site #1 _____	Social Media Site #2 _____	Social Media Site #3 _____
Information is collected and stored.			
What the information is collected for is stated.			
Certain information is shared with third parties.			
Information will be released if compelled by law.			
Permission is asked to share any content.			
Permission is asked to access any content.			
Able to opt out of communication.			
Able to make personal information private for the public.			
Able to make all information private for the public.			
Able to stop people from seeing you completely.			



NAME: \_\_\_\_\_



# Activity One



## Food Label Review

Meal planning starts with recipes. Once you find the meals you want to make, you have to buy the ingredients. A trip to the grocery store can be scary. There's so many different options. To know what brand of ingredient to go with, check the food label.

A food label tells you the ingredients and nutritional value. The nutritional value tells you how good it is for you. It will tell you how many calories are in it. It will also tell you things like the salt, fat and sugars.



Go to the grocery store and pick out 5 different things. Look at the food labels. Do some research into what each thing means. Write up a report on each item. Look at what's good about each ingredient and what's bad.

Once you have a good idea of what food labels mean, go back to the grocery store. Pick out different brands of the same 5 things you picked out before. Compare each brand's version of the food item. Write another report.

Using this report, write up a review to post online. Explain your comparisons. Say which brand's item is better than the rest. Make sure to back up your opinion with examples.



NAME: \_\_\_\_\_



# Activity Two



## Cardio Workout

Start your own weekly cardio training. A good starting point would be 3 times a week, with optional weekends. The goal of a cardio routine is weight loss. Cardio training raises your heart rate. A raised heart rate helps burn calories. Burning calories helps you lose weight. To lose weight, you have to burn more calories than what you eat.

To lose weight, the key is to get your heart rate in a specific zone. Once you're in that zone, stay there to keep burning calories.

Your resting heart rate is between 60 to 100 beats per minute (bpm). For cardio weight loss, you'll want to get that heart rate up higher. Your cardio heart rate zone will be between 150 to 195 bpm. This changes based on age and gender. A simple way to find out what your heart rate zone is, is with the equation  $180 - (\text{your age}) = \text{max bpm}$  and  $\text{max bpm} - 20 = \text{min bpm}$ .

For example, a 20-year-old's heart zone would be between 140 and 160 bpm.

$$180 - 20 = 160$$

$$160 - 20 = 140$$

### Find your own heart rate zone:

$$180 - (\text{your age}) = \text{max bpm}$$

$$180 - ( \quad ) = ( \quad ) \text{ bpm}$$

$$\text{max bpm} - 20 = \text{min bpm}$$

$$( \quad ) \text{ bpm} - 20 = ( \quad ) \text{ bpm}$$

Now that you know what your heart rate zone is, you need a way to keep track of it. You can do this with a heart rate monitor. Use a monitor to keep track of your heart rate while you work out. Try to keep your heart rate in this zone, but don't go past your maximum beats per minute.

The next thing to do is find the right exercises. Try out lots of different ones. See which ones get you into your zone. Do a mix of different exercises to set up a routine. Don't forget to take breaks and drink lots of water. Some cardio exercises are:

- aerobics
- walking

- jogging
- running

- swimming
- biking

- cycling
- dancing

NAME: \_\_\_\_\_



# Activity Three



## Acne Removal Home Remedies

For most people, acne is a big problem. Acne is the small red and white bumps that show up on your face. It can also show up on other parts of your body. These bumps are called pimples. Acne happens when the tiny holes on your skin called pores get filled with dirt.

There are lots of medicine you can try to get rid of acne. There are also lots of things you can do at home. Try these different home remedies for getting rid of acne. Rate them in how well they work. Would you keep using any of these instead of store-bought medicine? Would you tell a friend about any of these?



**Ice:** Wrap a piece of ice in a facecloth and hold it on the pimple. Leave it here for a few seconds. Then, wait a few minutes and do it again.



**Lemon:** Dip a cotton swab (Q-Tip) in lemon juice. Touch it to the pimple before going to bed. This will dry out the pimple.



**Toothpaste:** use the white part of the toothpaste only. Cover the pimple with a small bit of toothpaste. Leave on for 2 hours or overnight. Wash off the toothpaste. This dries out the skin.



**Steam:** Bring a pot of water to a boil. Pour the boiling water into a big bowl. Let it cool for a few minutes. Lean your face over the bowl. Cover your head with a towel. After 10-15 minutes, take off the towel and pat your face dry. This opens up the pores and clears out the dirt.



**Potato:** Grate 1 raw potato and rub it onto your face in a circular pattern. Do this for a few minutes. Let it dry for 15-30 minutes. Rinse with warm water. This will reduce the redness and encourage new skin growth.

NAME: \_\_\_\_\_



# Activity Four



## Laundry Temperature Experiment

Doing the laundry can be a scary task. There are lots of different options. The first option you'll have is what temperature to use. This is an important step. It affects how clean your clothes get.

If you wash 100% cotton in hot water, the clothing may shrink. Instead, wash it in cold water. If clothes are really dirty, cold water won't be enough to clean them. Use hot water to really get your clothes clean.

Do an experiment with the 3 different temperatures. Test them on different types of fabric. Go to a fabric store or use old clothes you don't care about anymore. Pick out at least 5 different fabrics. Make sure you have 3 kinds of each fabric.

Get all fabrics dirty and 'worn'. Take a picture of each next to a ruler. Use this as your before test. Then, wash each piece of fabric in the different temperatures. Take a picture of each next to a ruler. Use this as your after test. Compare the results. Make a tip chart similar to below using your findings. Look at this chart whenever you do laundry.

HOT	WARM	COLD
+130°F (+54°C)	90°F (32°C)	80°F (27°C)
white clothes	light colors	dark or bright colors
very dirty or greasy	cleans dirty clothes	not for very dirty clothes
diapers	towels, jeans, cottons	good for delicate fabrics
bed sheets and pillowcases	sheets, uniforms, manmade fibers	use for stain removal with a pre-treatment
can shrink or fade	doesn't fade or wrinkle	doesn't fade or shrink

NAME: \_\_\_\_\_



# Activity Five



## Drug Abuse Brochure

Drug abuse is a problem for many people. It starts with contact to the drug. It goes on with addiction. Look into drug abuse. Answer the following questions:

**What are the signs?**

**How do you prevent it?**

**What do you do when someone is showing the symptoms?**

Write a report answering these questions. Then, pick one of these drugs. Pretend someone you know is addicted to this drug. Write a story describing how your friend got into this drug. Describe how this drug affected them.

Finally, make a brochure on drug abuse. Start with a description of drug abuse. Use the information from your research. Then, narrow down to the drug you picked. Use the story you made up as an example.

At the end of your brochure, add ways to help someone who is addicted to drugs. Have tips and a list of places that could help.

Show your brochure or post it online.





NAME: \_\_\_\_\_



# Activity Six



## Prescription Drugs Research Paper

Write a 500-1000-word paper on the different kinds of prescribed drugs. Your paper should have an introduction, a body and a conclusion. Use this format:

- **Paragraph 1 - Introduction. 3-5 sentences.**
- **Paragraph 2 - Body. 5-10 sentences.**
- **Paragraph 3 - Body. 5-10 sentences.**
- **Paragraph 4 - Body. 5-10 sentences.**
- **Paragraph 5 - Body. 5-10 sentences.**
- **Paragraph 6 - Conclusion. 3-5 sentences.**

Be sure to explain what prescription drugs are in your paper. Give examples of the different kinds of drugs.

Next, explain what these drugs are used for. Why would someone be prescribed these drugs? How do they affect the person taking them? What is good about using these drugs? What is bad?

Then, explain how to use these drugs. Each drug comes with directions on how to use them. Explain why following these is important. What happens when you don't follow the directions? What are the side effects of using these drugs?

Finally, describe the right way of throwing out these drugs. Why is it important to throw out these drugs the right way? What could happen if they are not thrown out right?

Post your paper online.



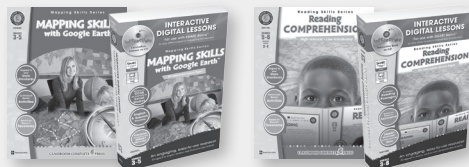


# Publication Listing



SOCIAL STUDIES - Books	
ITEM #	TITLE
<b>DAILY LIFE SKILLS SERIES</b>	
CC5790	Daily Marketplace Skills Gr. 6-12
CC5791	Daily Social & Workplace Skills Gr. 6-12
CC5792	Daily Health & Hygiene Skills Gr. 6-12
CC5793	Daily Life Skills Big Book Gr. 6-12
<b>21ST CENTURY SKILLS SERIES</b>	
CC5794	Learning Problem Solving Gr. 3-8
CC5795	Learning Communication & Teamwork Gr. 3-8
CC5796	Learning Skills for Global Competency Gr. 3-8
CC5797	Learning to Learn Big Book Gr. 3-8
<b>MAPPING SKILLS SERIES</b>	
CC5786	Gr. PK-2 Mapping Skills with Google Earth
CC5787	Gr. 3-5 Mapping Skills with Google Earth
CC5788	Gr. 6-8 Mapping Skills with Google Earth
CC5789	Gr. PK-8 Mapping Skills with Google Earth Big Book
<b>NORTH AMERICAN GOVERNMENTS SERIES</b>	
CC5757	American Government Gr. 5-8
CC5758	Canadian Government Gr. 5-8
CC5759	Mexican Government Gr. 5-8
CC5760	Governments of North America Big Book Gr. 5-8
<b>WORLD GOVERNMENTS SERIES</b>	
CC5761	World Political Leaders Gr. 5-8
CC5762	World Electoral Processes Gr. 5-8
CC5763	Capitalism vs. Communism Gr. 5-8
CC5777	World Politics Big Book Gr. 5-8
<b>WORLD CONFLICT SERIES</b>	
CC5511	American Revolutionary War Gr. 5-8
CC5500	American Civil War Gr. 5-8
CC5512	American Wars Big Book Gr. 5-8
CC5501	World War I Gr. 5-8
CC5502	World War II Gr. 5-8
CC5503	World Wars I & II Big Book Gr. 5-8
CC5505	Korean War Gr. 5-8
CC5506	Vietnam War Gr. 5-8
CC5507	Korean & Vietnam Wars Big Book Gr. 5-8
CC5508	Persian Gulf War (1990-1991) Gr. 5-8
CC5509	Iraq War (2003-2010) Gr. 5-8
CC5510	Gulf Wars Big Book Gr. 5-8
<b>WORLD CONTINENTS SERIES</b>	
CC5750	North America Gr. 5-8
CC5751	South America Gr. 5-8
CC5768	The Americas Big Book Gr. 5-8
CC5752	Europe Gr. 5-8
CC5753	Africa Gr. 5-8
CC5754	Asia Gr. 5-8
CC5755	Australia Gr. 5-8
CC5756	Antarctica Gr. 5-8
<b>WORLD CONNECTIONS SERIES</b>	
CC5782	Culture, Society & Globalization Gr. 5-8
CC5783	Economy & Globalization Gr. 5-8
CC5784	Technology & Globalization Gr. 5-8
CC5785	Globalization Big Book Gr. 5-8

SOCIAL STUDIES - Software	
ITEM #	TITLE
<b>MAPPING SKILLS SERIES</b>	
CC7770	Gr. PK-2 Mapping Skills with Google Earth
CC7771	Gr. 3-5 Mapping Skills with Google Earth
CC7772	Gr. 6-8 Mapping Skills with Google Earth
CC7773	Gr. PK-8 Mapping Skills with Google Earth Big Box
<b>SCIENCE - Software</b>	
<b>SPACE AND BEYOND SERIES</b>	
CC7557	Solar System Gr. 5-8
CC7558	Galaxies & the Universe Gr. 5-8
CC7559	Travel & Technology Gr. 5-8
CC7560	Space Big Box Gr. 5-8
<b>HUMAN BODY SERIES</b>	
CC7549	Cells, Skeletal & Muscular Systems Gr. 5-8
CC7550	Senses, Nervous & Respiratory Systems Gr. 5-8
CC7551	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC7552	Human Body Big Box Gr. 5-8
<b>FORCE, MOTION &amp; SIMPLE MACHINES SERIES</b>	
CC7553	Force Gr. 3-8
CC7554	Motion Gr. 3-8
CC7555	Simple Machines Gr. 3-8
CC7556	Force, Motion & Simple Machines Big Box Gr. 3-8
<b>ENVIRONMENTAL STUDIES - Software</b>	
<b>CLIMATE CHANGE SERIES</b>	
CC7747	Global Warming: Causes Gr. 3-8
CC7748	Global Warming: Effects Gr. 3-8
CC7749	Global Warming: Reduction Gr. 3-8
CC7750	Global Warming Big Box Gr. 3-8
<b>LANGUAGE ARTS - Software</b>	
CC7112	Word Families - Short Vowels Gr. PK-2
CC7113	Word Families - Long Vowels Gr. PK-2
CC7114	Word Families - Vowels Big Box Gr. PK-2
CC7100	High Frequency Sight Words Gr. PK-2
CC7101	High Frequency Picture Words Gr. PK-2
CC7102	Sight & Picture Words Big Box Gr. PK-2
CC7104	How to Write a Paragraph Gr. 3-8
CC7105	How to Write a Book Report Gr. 3-8
CC7106	How to Write an Essay Gr. 3-8
CC7107	Master Writing Big Box Gr. 3-8
CC7108	Reading Comprehension Gr. 5-8
CC7109	Literary Devices Gr. 5-8
CC7110	Critical Thinking Gr. 5-8
CC7111	Master Reading Big Box Gr. 5-8
<b>MATHEMATICS - Software</b>	
<b>PRINCIPLES &amp; STANDARDS OF MATH SERIES</b>	
CC7315	Gr. PK-2 Five Strands of Math Big Box
CC7316	Gr. 3-5 Five Strands of Math Big Box
CC7317	Gr. 6-8 Five Strands of Math Big Box



SCIENCE - Books	
ITEM #	TITLE
<b>HANDS-ON STEAM SCIENCE SERIES</b>	
CC4100	Physical Science Gr. 1-5
CC4101	Life Science Gr. 1-5
CC4102	Earth & Space Science Gr. 1-5
CC4103	Hands-On Science Big Book Gr. 1-5
<b>ECOLOGY &amp; THE ENVIRONMENT SERIES</b>	
CC4500	Ecosystems Gr. 5-8
CC4501	Classification & Adaptation Gr. 5-8
CC4502	Cells Gr. 5-8
CC4503	Ecology & The Environment Big Book Gr. 5-8
<b>MATTER &amp; ENERGY SERIES</b>	
CC4504	Properties of Matter Gr. 5-8
CC4505	Atoms, Molecules & Elements Gr. 5-8
CC4506	Energy Gr. 5-8
CC4507	The Nature of Matter Big Book Gr. 5-8
<b>FORCE &amp; MOTION SERIES</b>	
CC4508	Force Gr. 5-8
CC4509	Motion Gr. 5-8
CC4510	Simple Machines Gr. 5-8
CC4511	Force, Motion & Simple Machines Big Book Gr. 5-8
<b>SPACE &amp; BEYOND SERIES</b>	
CC4512	Solar System Gr. 5-8
CC4513	Galaxies & The Universe Gr. 5-8
CC4514	Travel & Technology Gr. 5-8
CC4515	Space Big Book Gr. 5-8
<b>HUMAN BODY SERIES</b>	
CC4516	Cells, Skeletal & Muscular Systems Gr. 5-8
CC4517	Senses, Nervous & Respiratory Systems Gr. 5-8
CC4518	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC4519	Human Body Big Book Gr. 5-8
<b>ENVIRONMENTAL STUDIES - Books</b>	
<b>MANAGING OUR WASTE SERIES</b>	
CC5764	Waste: At the Source Gr. 5-8
CC5765	Prevention, Recycling & Conservation Gr. 5-8
CC5766	Waste: The Global View Gr. 5-8
CC5767	Waste Management Big Book Gr. 5-8
<b>CLIMATE CHANGE SERIES</b>	
CC5769	Global Warming: Causes Gr. 5-8
CC5770	Global Warming: Effects Gr. 5-8
CC5771	Global Warming: Reduction Gr. 5-8
CC5772	Global Warming Big Book Gr. 5-8
<b>GLOBAL WATER SERIES</b>	
CC5773	Conservation: Fresh Water Resources Gr. 5-8
CC5774	Conservation: Ocean Water Resources Gr. 5-8
CC5775	Conservation: Waterway Habitat Resources Gr. 5-8
CC5776	Water Conservation Big Book Gr. 5-8
<b>CARBON FOOTPRINT SERIES</b>	
CC5778	Reducing Your Own Carbon Footprint Gr. 5-8
CC5779	Reducing Your School's Carbon Footprint Gr. 5-8
CC5780	Reducing Your Community's Carbon Footprint Gr. 5-8
CC5781	Carbon Footprint Big Book Gr. 5-8

## LITERATURE KITS™ - Novel Study Guides

ITEM #	TITLE
	<b>GRADES 1-2</b>
CC2100	Curious George (H. A. Rey)
CC2101	Paper Bag Princess (Robert N. Munsch)
CC2102	Stone Soup (Marcia Brown)
CC2103	The Very Hungry Caterpillar (Eric Carle)
CC2104	Where the Wild Things Are (Maurice Sendak)
CC2105	The One in the Middle is the Green Kangaroo (Judy Bloom)
	<b>GRADES 3-4</b>
CC2300	Babe: The Gallant Pig (Dick King-Smith)
CC2301	Because of Winn-Dixie (Kate DiCamillo)
CC2302	The Tale of Despereaux (Kate DiCamillo)
CC2303	James and the Giant Peach (Roald Dahl)
CC2304	Ramona Quimby, Age 8 (Beverly Cleary)
CC2305	The Mouse and the Motorcycle (Beverly Cleary)
CC2306	Charlotte's Web (E.B. White)
CC2307	Owls in the Family (Farley Mowat)
CC2308	Sarah, Plain and Tall (Patricia MacLachlan)
CC2309	Matilda (Roald Dahl)
CC2310	Charlie & The Chocolate Factory (Roald Dahl)
CC2311	Frindle (Andrew Clements)
CC2312	M.C. Higgins, the Great (Virginia Hamilton)
CC2313	The Family Under The Bridge (N.S. Carlson)
CC2314	The Hundred Penny Box (Sharon Mathis)
CC2315	Cricket in Times Square (George Selden)
CC2316	Fantastic Mr Fox (Roald Dahl)
CC2317	The Hundred Dresses (Eleanor Estes)
CC2318	The War with Grandpa (Robert Kimmel Smith)
CC2319	Chocolate Fever (Robert Kimmel Smith)
CC2320	The Chocolate Touch (Patrick Skene Catling)
CC2321	The BFG (Roald Dahl)
	<b>GRADES 5-6</b>
CC2500	Black Beauty (Anna Sewell)
CC2501	Bridge to Terabithia (Katherine Paterson)
CC2502	Bud, Not Buddy (Christopher Paul Curtis)
CC2503	The Egypt Game (Zilpha Keatley Snyder)
CC2504	The Great Gilly Hopkins (Katherine Paterson)
CC2505	Holes (Louis Sachar)
CC2506	Number the Stars (Lois Lowry)
CC2507	The Sign of the Beaver (E.G. Speare)
CC2508	The Whipping Boy (Sid Fleischman)
CC2509	Island of the Blue Dolphins (Scott O'Dell)
CC2510	Underground to Canada (Barbara Smucker)
CC2511	Losers (Jerry Spinelli)
CC2512	The Higher Power of Lucky (Susan Patron)
CC2513	Kira-Kira (Cynthia Kadohata)
CC2514	Dear Mr. Henshaw (Beverly Cleary)
CC2515	The Summer of the Swans (Betsy Byars)
CC2516	Shiloh (Phyllis Reynolds Naylor)
CC2517	A Single Shard (Linda Sue Park)
CC2518	Hoof (Carl Hiaasen)
CC2519	Hatchet (Gary Paulsen)
CC2520	The Giver (Lois Lowry)
CC2521	The Graveyard Book (Neil Gaiman)
CC2522	The View From Saturday (E.L. Konigsburg)
CC2523	Hattie Big Sky (Kirby Larson)
CC2524	When You Reach Me (Rebecca Stead)
CC2525	Criss Cross (Lynne Rae Perkins)
CC2526	A Year Down Yonder (Richard Peck)
CC2527	Maniac Magee (Jerry Spinelli)
CC2528	From the Mixed-Up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg)

## LITERATURE KITS™ - Novel Study Guides

ITEM #	TITLE
CC2529	Sing Down the Moon (Scott O'Dell)
CC2530	The Phantom Tollbooth (Norton Juster)
CC2531	Gregor the Overlander (Suzanne Collins)
CC2532	Through the Looking-Glass (Lewis Carroll)
CC2533	Wonder (R.J. Palacio)
CC2534	Freak the Mighty (Rodman Philbrick)
CC2535	Tuck Everlasting (Natalie Babbitt)
CC2536	My Side of the Mountain (Jean Craighead George)
CC2537	Esperanza Rising (Pam Muñoz Ryan)
	<b>GRADES 7-8</b>
CC2700	Cheaper by the Dozen (Frank B. Gilbreth)
CC2701	The Miracle Worker (William Gibson)
CC2702	The Red Pony (John Steinbeck)
CC2703	Treasure Island (Robert Louis Stevenson)
CC2704	Romeo & Juliet (William Shakespeare)
CC2705	Crispin: The Cross of Lead (Avi)
CC2706	Call It Courage (Armstrong Sperry)
CC2707	The Boy in the Striped Pajamas (John Boyne)
CC2708	The Westing Game (Ellen Raskin)
CC2709	The Cay (Theodore Taylor)
CC2710	The Hunger Games (Suzanne Collins)
CC2711	Catching Fire (Suzanne Collins)
CC2712	The Pearl (John Steinbeck)
	<b>GRADES 9-12</b>
CC2001	To Kill A Mockingbird (Harper Lee)
CC2002	Angela's Ashes (Frank McCourt)
CC2003	The Grapes of Wrath (John Steinbeck)
CC2004	The Good Earth (Pearl S. Buck)
CC2005	The Road (Cormac McCarthy)
CC2006	The Old Man and the Sea (Ernest Hemingway)
CC2007	Lord of the Flies (William Golding)
CC2008	The Color Purple (Alice Walker)
CC2009	The Outsiders (S.E. Hinton)
CC2010	Hamlet (William Shakespeare)
CC2011	The Great Gatsby (F. Scott Fitzgerald)
CC2012	The Adventures of Huckleberry Finn (Mark Twain)
CC2013	Macbeth (William Shakespeare)
CC2014	Fahrenheit 451 (Ray Bradbury)
CC2015	The Crucible (Arthur Miller)
CC2016	Of Mice and Men (John Steinbeck)
CC2017	Divergent (Veronica Roth)

## LANGUAGE ARTS - Books

CC1110	Word Families - Short Vowels Gr. K-1
CC1111	Word Families - Long Vowels Gr. K-1
CC1112	Word Families - Vowels Big Book Gr. K-1
CC1113	High Frequency Sight Words Gr. K-1
CC1114	High Frequency Picture Words Gr. K-1
CC1115	Sight & Picture Words Big Book Gr. K-1
CC1100	How to Write a Paragraph Gr. 5-8
CC1101	How to Write a Book Report Gr. 5-8
CC1102	How to Write an Essay Gr. 5-8
CC1103	Master Writing Big Book Gr. 5-8
CC1116	Reading Comprehension Gr. 5-8
CC1117	Literary Devices Gr. 5-8
CC1118	Critical Thinking Gr. 5-8
CC1119	Master Reading Big Book Gr. 5-8
CC1106	Reading Response Forms: Gr. 1-2
CC1107	Reading Response Forms: Gr. 3-4
CC1108	Reading Response Forms: Gr. 5-6
CC1109	Reading Response Forms Big Book: Gr. 1-6

## MATHEMATICS - Books

ITEM #	TITLE
	<b>TASK SHEETS</b>
CC3100	Gr. PK-2 Number & Operations Task Sheets
CC3101	Gr. PK-2 Algebra Task Sheets
CC3102	Gr. PK-2 Geometry Task Sheets
CC3103	Gr. PK-2 Measurement Task Sheets
CC3104	Gr. PK-2 Data Analysis & Probability Task Sheets
CC3105	Gr. PK-2 Five Strands of Math Big Book Task Sheets
CC3106	Gr. 3-5 Number & Operations Task Sheets
CC3107	Gr. 3-5 Algebra Task Sheets
CC3108	Gr. 3-5 Geometry Task Sheets
CC3109	Gr. 3-5 Measurement Task Sheets
CC3110	Gr. 3-5 Data Analysis & Probability Task Sheets
CC3111	Gr. 3-5 Five Strands of Math Big Book Task Sheets
CC3112	Gr. 6-8 Number & Operations Task Sheets
CC3113	Gr. 6-8 Algebra Task Sheets
CC3114	Gr. 6-8 Geometry Task Sheets
CC3115	Gr. 6-8 Measurement Task Sheets
CC3116	Gr. 6-8 Data Analysis & Probability Task Sheets
CC3117	Gr. 6-8 Five Strands of Math Big Book Task Sheets
	<b>DRILL SHEETS</b>
CC3200	Gr. PK-2 Number & Operations Drill Sheets
CC3201	Gr. PK-2 Algebra Drill Sheets
CC3202	Gr. PK-2 Geometry Drill Sheets
CC3203	Gr. PK-2 Measurement Drill Sheets
CC3204	Gr. PK-2 Data Analysis & Probability Drill Sheets
CC3205	Gr. PK-2 Five Strands of Math Big Book Drill Sheets
CC3206	Gr. 3-5 Number & Operations Drill Sheets
CC3207	Gr. 3-5 Algebra Drill Sheets
CC3208	Gr. 3-5 Geometry Drill Sheets
CC3209	Gr. 3-5 Measurement Drill Sheets
CC3210	Gr. 3-5 Data Analysis & Probability Drill Sheets
CC3211	Gr. 3-5 Five Strands of Math Big Book Drill Sheets
CC3212	Gr. 6-8 Number & Operations Drill Sheets
CC3213	Gr. 6-8 Algebra Drill Sheets
CC3214	Gr. 6-8 Geometry Drill Sheets
CC3215	Gr. 6-8 Measurement Drill Sheets
CC3216	Gr. 6-8 Data Analysis & Probability Drill Sheets
CC3217	Gr. 6-8 Five Strands of Math Big Book Drill Sheets
	<b>TASK &amp; DRILL SHEETS</b>
CC3300	Gr. PK-2 Number & Operations Task & Drill Sheets
CC3301	Gr. PK-2 Algebra Task & Drill Sheets
CC3302	Gr. PK-2 Geometry Task & Drill Sheets
CC3303	Gr. PK-2 Measurement Task & Drill Sheets
CC3304	Gr. PK-2 Data Analysis & Probability Task & Drills
CC3306	Gr. 3-5 Number & Operations Task & Drill Sheets
CC3307	Gr. 3-5 Algebra Task & Drill Sheets
CC3308	Gr. 3-5 Geometry Task & Drill Sheets
CC3309	Gr. 3-5 Measurement Task & Drill Sheets
CC3310	Gr. 3-5 Data Analysis & Probability Task & Drills
CC3312	Gr. 6-8 Number & Operations Task & Drill Sheets
CC3313	Gr. 6-8 Algebra Task & Drill Sheets
CC3314	Gr. 6-8 Geometry Task & Drill Sheets
CC3315	Gr. 6-8 Measurement Task & Drill Sheets
CC3316	Gr. 6-8 Data Analysis & Probability Task & Drills

