



# AT-HOME LEARNING

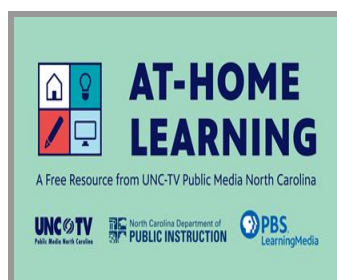
## Curriculum-Related Programming

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

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

■ Grades 4-8 ■ Grades 9-12

Scheduling for: May 11 - May 15, 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
<b>Example</b> <i>Chasing the Moon American Experience Part 1</i>	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 11, 2020

Peg + Cat	Math TK - 3	<ul style="list-style-type: none"> <li>Part 1 <ul style="list-style-type: none"> <li><a href="#">TeddyBearMeasuring</a></li> <li><a href="#">EstimatingWeight</a></li> <li><a href="#">Scales</a></li> <li><a href="#">Peg+Cat Honey Cake</a></li> </ul> </li> <li>Part 2 <ul style="list-style-type: none"> <li><a href="#">Positional Words with 3D Shapes</a></li> <li><a href="#">PatternBlockGame</a></li> </ul> </li> </ul>
Cyberchase	Math TK - 3	<ul style="list-style-type: none"> <li><a href="#">BuildaFractionWall</a></li> <li><a href="#">PizzaforDinner</a></li> <li><a href="#">EquivalentFractions</a></li> </ul>
Molly of Denali	English Language Arts (K-5)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>Molly discovers there is no statue of the heroic dog Balto in nearby Nenana. How can she solve this problem? (W.6)</li> <li>After watching the episode, recount the events that took place, including details to describe actions, thoughts, and feelings. Be sure to use transition words and provide a sense of closure. (W.3) <ul style="list-style-type: none"> <li>Don't feel like writing today? That's okay...use complete sentences to recount the episode to someone of your choice. (SL.2)</li> </ul> </li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Molly learned different words for different types of snow. Now it's your turn. Do a little research and learn 3-5 different ways to say hello and practice what you learned with a person of your choice. (SL.1)</li> <li>How many different words can you make using the letters s-n-o-w? Write them. Say them. Use them in a sentence. (RF.2) <ul style="list-style-type: none"> <li>Turn it into a game - each word earns you one point...who won?</li> </ul> </li> </ul>
Shakespeare Uncovered: Measure for Measure with Romola Garai	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>How do Garai's word choices further her point of view about <i>Measure for Measure</i>? Cite strong and through evidence to support your answer. (R.6)</li> <li>How do parts of the show refine Garai's idea that <i>Measure for Measure</i> is about something much darker and more complex? Cite strong and through evidence to support your answer. (R.5)</li> <li>In your opinion, is the Garai's argument and</li> </ul>

		claims valid and well-supported? Explain. (R.8)  Activity: <ul style="list-style-type: none"> <li>• <i>Measure for Measure</i> is a tragicomedy. Keeping Garai's idea in mind that this play may be darker than it first seems, determine how comical Act 1, Scene 1 should be. Create a storyboard for <a href="#">Act 1, Scene 1</a> specifying and/or emphasizing the staging and acting you feel are appropriate for its tone and mood. Feel free to cut the scene down, as needed. (R.4, R.5, R.7)</li> </ul>
NOVA (Episode 4108) Inside Animal Minds: Bird Genius	Science Grades 4-8	<a href="#">Adaptation of Birds from Project Wild</a> Using the two documents - worksheet with pictures of beaks and feet, and student worksheet, students will use clues from bird beaks and feet to design a bird. They will then write about the environment of that bird and how its structures enable it to survive.
The Roosevelts: An Intimate History Part 7/7	Social Studies	<ul style="list-style-type: none"> <li>• <a href="#">The Powers of the Presidency - Understanding Presidential Power: Handout</a></li> <li>• <a href="#">Power of the Presidency Viewing Guide</a></li> </ul>

PBS Program	Content Area	NCDPI Resource Suggestions
Tuesday, May 12, 2020		
Peg + Cat	Math TK - 3	<ul style="list-style-type: none"> <li>• Part 1 <ul style="list-style-type: none"> <li>◦ <a href="#">RepresentNumbers</a></li> <li>◦ <a href="#">WriteNumerals</a></li> <li>◦ <a href="#">FindMissingNumber</a></li> <li>◦ <a href="#">Naming 2D and 3D shapes</a></li> </ul> </li> <li>• Part 2 <ul style="list-style-type: none"> <li>◦ <a href="#">WhereistheGreencar</a></li> </ul> </li> </ul>
Cyberchase	Math TK - 3	<ul style="list-style-type: none"> <li>• <a href="#">UnitsofLength</a></li> <li>• <a href="#">Inches/yards/miles?</a></li> <li>• <a href="#">Longer Path</a></li> </ul>
Molly of Denali	English Language Arts (K-5)	<p>Writing/Speaking and Listening Prompts:</p> <ul style="list-style-type: none"> <li>• It's sleepover time! Make a prediction...do you believe the sled dogs will behave enough to be allowed to stay inside all night? Why or Why not? Share your thoughts with someone of your choice. Be sure to add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment(s). (SL.1)</li> <li>• You were just given a brand new underwater camera...go on an adventure beneath the surface and make a note of what you saw,</li> </ul>

		<p>heard, felt. Using a combination of drawing, dictation, and writing, recount your experience. Be sure to use transition words and provide a sense of closure. Feel free to add an illustration. (W.3)</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>A little friendly competition never hurt anyone, right? Set a timer for one minute. With a friend, or alone, see how many underwater items you can name that begin with the letter "s." Keep it going with different letters. Better yet - make a list of words and categorize them yourself - how did you choose to sort the words? (L.5)</li> </ul>
Shakespeare Uncovered: Julius Caesar with Brian Cox	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>How does the show draw upon Shakespeare's <i>Julius Caesar</i>? Cite strong and thorough evidence to support your answer. (R.9)</li> <li>How did this show add to your knowledge about Shakespeare? Cite strong and thorough evidence to support your answer. (R.10)</li> <li>How does the central idea that there are parallels between the play and American experience develop over the course of the show? Cite strong and thorough evidence to support your answer. (R.10)</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Read the conspiracy in <a href="#">Julius Caesar</a> (lines 94-252). Cut at least 60 of the lines from the scene while keeping it coherent. As you cut lines, do so in a way that emphasizes the parallels between the play and the American experience. Write a response explaining the cuts you made as well as how different it is from the original. Quote your shortened scene, as needed. (R.7, R.9)</li> </ul>
NOVA (Episode 4109) Inside Animal Minds: Dogs and Super Senses	Science Grades 4-8	<a href="#">Background Reading, Discussion Questions, and Teaching Tips</a> Use these two documents found on the bottom of the link to supplement the video. All that is needed is a pencil, paper, and critical thinking skills.
Plants Behaving Badly (Episode 101): Murder and Mayhem	Science Grades 4-8	<a href="#">Carnivorous Plants of Texas Background Reading and Discussion Questions</a> Use the two documents at the bottom of the page to supplement this video.
Breakthrough: The Ideas that Changed the World (Episode 101): The Telescope	Science Grades 4-8	<a href="#">The Beginnings of the Telescope Background Reading and Discussion Questions</a> Use the two documents at the bottom of the page to supplement this video.
Wednesday, May 13, 2020		
Peg + Cat	Math	<ul style="list-style-type: none"> <li>Part 1</li> </ul>

	TK - 3	<ul style="list-style-type: none"> <li>◦ <a href="#">CountingPattern</a></li> <li>◦ <a href="#">ComplethePattern</a></li> <li>◦ <a href="#">NumberPattern</a></li> <li>• Part 2 <ul style="list-style-type: none"> <li>◦ <a href="#">FindingthePattern</a></li> <li>◦ <a href="#">ComplethePattern</a></li> <li>◦ <a href="#">NumberPattern</a></li> <li>◦ <a href="#">WhereistheGreencar</a></li> </ul> </li> </ul>
Cyberchase	Math TK - 3	<ul style="list-style-type: none"> <li>• <a href="#">Roundto10</a></li> <li>• <a href="#">EstimateSums</a></li> <li>• <a href="#">EstimateDifferences</a></li> </ul>
Molly of Denali	English Language Arts (K-5)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>• Molly and her friends created their own game. Are you up for the challenge? Create your own game and draw, dictate, and/or write the steps for how to play. (W.2)</li> <li>• Molly and her friends really wanted to play basketball. What is your favorite game? Why? Using a combination of drawing, dictating, and writing share your favorite game/sport and why you love it so much. Be sure to state your opinion. Provide support for your opinion, and provide closure to your writing. Share your writing with someone - How might you convince them your game/sport is the best? (W.1)</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Molly couldn't find a village on her map. How good are you with maps? Create a map of your house and then write the directions for how to get from the kitchen to the living room. Be sure to use transition words and details to explain the process. Dictate or read the directions to a friend/family member. How successful were they in following your directions and arriving to the correct destination? Reflect on the process - what might you do differently next time? (W.2)</li> </ul>
Shakespeare Uncovered: Richard III with Anthony Sher	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>• What does the show convey about Shakespeare's <i>Richard III</i>? What evidence most strongly and thoroughly supports your analysis? (R.1)</li> <li>• According to Sher, how does Richard III's character and interactions with other characters advance the plot and/or theme of the play? Cite strong and through evidence to support your answer. (R.3)</li> <li>• How does the content in the show contribute to the power and persuasiveness of it? Cite strong and through evidence to support your answer. (R.6)</li> </ul>

		<p>Activity:</p> <ul style="list-style-type: none"> <li>Choose 3-4 <a href="#">well-known lines</a> from Richard III. Derive meaning from each of these lines and visualize the moment this line may have been said. Read and act out the line aloud to a member of your household. While the accuracy of the moment is not important, take the knowledge you gained from the show into consideration. (R.1, R.4)</li> </ul>
NOVA (Episode 4110) Inside Animal Minds: Who's the Smartest	Science Grades 4-8	<a href="#">Investigating Inherited Traits and Learned Behavior</a> Use the T-Chart found in this link to write about all the animals you observed in the video as well as their learned behaviors.
Breakthrough: The Ideas that Changed the World (Episode 102): The Airplane	Science Grades 4-8	<a href="#">Four Forces of Flight</a> Choose from a variety of simple experiments you can do at home about forces and motion.
Thursday, May 14 2020		
Peg + Cat	Math TK - 3	<ul style="list-style-type: none"> <li>Part 1 <ul style="list-style-type: none"> <li><a href="#">AABB Pattern</a></li> <li><a href="#">CountingCards</a></li> <li><a href="#">TenMore</a></li> </ul> </li> <li>Part 2 <ul style="list-style-type: none"> <li><a href="#">Double Strategy</a></li> <li><a href="#">Partitioning Food</a></li> <li><a href="#">EqualParts</a></li> </ul> </li> </ul>
Cyberchase	Math TK - 3	<ul style="list-style-type: none"> <li><a href="#">Patterns in Squares</a></li> <li><a href="#">Square Numbers</a></li> </ul>
Howard's End	English Language Arts (9-12)	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>Select 1-2 other texts from the provided list below. 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)</li> <li>Write an argumentative response to the question: What is the relationship between society and gender? Be sure to provide</li> </ul>

		<p>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> <p>Other Related Texts:  <a href="#">Women's Colleges Play a Unique Role in Quest for Equality</a>  <a href="#">Malala Yousafzai: A Normal Yet Powerful Girl Ain't I a Woman?</a>  <a href="#">Poet as Housewife</a></p>
Molly of Denali The Night Manager; Not So Permafrost	English Language Arts K-5	<p>Writing prompts:</p> <ul style="list-style-type: none"> <li>Molly discovers that the clubhouse is sinking due to permafrost thawing. Permafrost covers most of the state of Alaska. Use the site below to find out more about permafrost and how it affects our environment. Share your findings with your family or a friend. How does Molly's resolution to her problem compare with your research findings?  <a href="#">NASA Climate Kids</a> (W.5)</li> <li>Brainstorm some ideas or topics you know alot about. Create a "how to" guide and write the step-by-step instructions. Include pictures or drawings if needed. Choose a family member or friend to follow the instructions. Have them think about the following: are there steps missing?; are the directions easy to follow?; are the pictures helpful? Revise your instructions if needed. (W.2)</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Oops!! Molly made a few blunders by following the instructions in the handy guide she made for the guests. Making mistakes is okay and an important part of learning. Have you ever made a blunder or mistake? How did you handle it? What lesson did you learn from it? You can write about it, or tell someone about it. Be sure to use complete sentences and descriptive details, and if you are telling someone about it, speak clearly so they are able to understand what you are saying. (W.3) (SL.4)</li> </ul>
NOVA (Episode 4702): Dog Tales	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.
Spy in the Wild, A Nature Miniseries (Episode 203): The Islands	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 103): The Robot	Science Grades 4-8	<a href="#">Make a Balloon Powered Nanorover</a> This resource can be done at home with the help of a parent/guardian or sibling. You can substitute materials if you don't have them at home.
History Detectives (Season 9 Episode 3) John Brown's Spear, US Bullet in Siberia, and Ronald McDonald Costume	Social Studies 4-8	Reproducible Viewing Guide - <a href="#">Three video viewing guides for History Detectives Season 9 Episode 3</a> In episode 3 of the <b>History Detectives</b> there are three segments. <b>In segment one</b> , history detective Wes Cowan looks into whether this weapon was part of abolitionist John Brown's notorious Harpers Ferry raid. <b>In segment two</b> , words etched into a bullet lead history detective Eduardo Pagan to ask why US troops spent time in Siberia during World War I. <b>Finally, in segment three</b> , history detective Elyse Luray falls in love with a Ronald McDonald costume, complete with clown shoes. Was it the first costume of the Ronald McDonald campaign?
Friday, May 15, 2020		
Peg + Cat	Math TK - 3	<ul style="list-style-type: none"> <li>Part 1 <ul style="list-style-type: none"> <li><a href="#">WhoHasMore</a></li> <li><a href="#">MakingtheSets</a></li> <li><a href="#">MySecretNumber</a></li> <li><a href="#">Compare2digitNumbers</a></li> <li><a href="#">Compare3digitNumbers</a></li> <li><a href="#">Naming 2D and 3D shapes</a></li> <li><a href="#">Positional Words with 3D Shapes</a></li> </ul> </li> <li>Part 2 <ul style="list-style-type: none"> <li><a href="#">ShowOneLess</a></li> <li><a href="#">ShowOneMore</a></li> <li><a href="#">AddTo</a></li> </ul> </li> </ul>
Cyberchase	Math TK - 3	<ul style="list-style-type: none"> <li><a href="#">ProblemSolve</a></li> <li><a href="#">MixedProblems</a></li> </ul>
Latino Americans	Social Studies (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>Graphic Organizers and Reflection Questions: <a href="#">Extranjeros and Expansion</a></li> <li>Activity: <a href="#">What's in a name?</a> (grades 4-12)</li> <li><a href="#">Map of North America 1830</a></li> </ul> <p><a href="#">Before Viewing</a></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</p>

		<p>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><u>After Viewing</u></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><u>Discussion</u></p> <p>Have students discuss their post-viewing questions and create a chart that students can refer to later.</p>
Howard's End	English Language Arts (9-12)	<p>(Continue from previous episode)</p> <p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• Select 1-2 other texts from the provided list below. 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)</li> <li>• 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)</li> </ul>

		<p>Other Related Texts:</p> <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>Molly of Denali</p> <p>Berry Itchy Day/ Herring Eggs or Bust</p>	<p>English Language Arts K-5</p>	<p>Writing Prompts:</p> <ul style="list-style-type: none"> <li>Molly had a secret place where she picked blueberries. Do you have a secret place you like to go? Describe your secret place. Don't forget to include details, and illustrations to help your audience visualize your secret place. (W.2)</li> <li>Molly's favorite food is herring eggs. What is your favorite food? Use this sentence frame to get started: My favorite food is _____because..... Include 2 or 3 reasons why it's your favorite food, use linking words to connect your opinion and reasons (first, next, last; furthermore, on the other hand), and provide a concluding statement that is related to your opinion. Now, take a poll with your family members to find out what their favorite foods are and why. Record your information on a chart. Share your findings with your family members. (W.1)</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Go for a walk outside or on a nature trail. Explore some of the common and unique plants you find in nature. Take a picture of the plants or take a sample with you. When you get back to your home, research the plants you found. Organize your information on notecards or create an organizer and include your plant name, a few facts, and a drawing or picture of your plants. (W.5)</li> <li>Create your own plant guide by identifying the plants that can be found in your neighborhood or community.</li> </ul>
<p>NOVA (Episode 4707): Eagle Power</p>	<p>Science Grades 4-8</p>	<p>No matter how they build their nests, wild birds have 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.</p>
<p>Breakthrough: The Ideas that Changed the World (Episode 104): The Car</p>	<p>Science Grades 4-8</p>	<p><a href="#">Speed, Velocity, and Acceleration</a> Use miniature cars such as hotwheels to conduct your own experiments at home to investigate speed, velocity, and acceleration.</p>
<p>History Detectives: Clara</p>	<p>Social Studies</p>	<ul style="list-style-type: none"> <li>Inform students that they are going to watch an</li> </ul>

Barton	Grades 6-8	<p>episode of History Detectives about a letter supposedly written by Barton informing a family of the death of a missing soldier. The letter was supposedly written by Clara Barton, founder of the American Red Cross. After they have watched the History Detectives episode, “Clara Barton,” tell students that they are going to learn about the life and work of Clara Barton during the Civil War using the following materials as well as their own research efforts: Tell them to use these materials as well as their own research efforts to tell a digital story about Barton’s Civil War activities:</p> <ul style="list-style-type: none"> <li>○ <a href="#">American Red Cross biography of Clara Barton</a></li> <li>○ <a href="#">Excerpt from Civil War Diary</a></li> <li>○ Collection of <a href="#">primary source documents</a> by and about Clara Barton, including 1866 testimony before Congress, her 1878 pamphlet “The Red Cross of the Geneva Convention,” and her 1892 poem “The Women Who Went to the Field.”</li> </ul> <ul style="list-style-type: none"> <li>● Students can use the following tools to create a final product: <ul style="list-style-type: none"> <li>○ Wordle, a tool that generates word clouds from text. Greater prominence is given to words that appear more frequently in the source text. Students could create a “wordle” of one of Barton’s letters or diary entries.</li> <li>○ Scrapblog, a multimedia scrapbook tool that provides templates and allows users to save, share, and print work. Students could use this to create a digital scrapbook. (You might have them watch this video about scrapbooks, created by Yale University Press.)</li> <li>○ Shape Collage allows users to create picture collages in different shapes. Students could create a photo collage of Barton featuring pictures of her as well as Civil War posters, art, memorabilia.</li> <li>○ Visual CV is a tool to create online resumes which can include links to video, audio, PDFs, etc. Students could choose to create a visual resume of Barton.</li> <li>○ Twitter communicates stories in 140 characters or less. Students could “tweet” Barton’s Civil War efforts from her point of view. See some examples at</li> </ul> </li> </ul>
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<http://historicaltweets.com/>

Optional Additional Activities:

- When they have finished, ask students to present and share their finished products. Then, involve students in a discussion about Barton. Ask: What have you discovered about the Angel of Mercy that you did not know? What parts of her writing and work stood out to you? What statement does your story form make about her?
- Print the article and question sets about Clara Barton from [Read Works](#)

**Additional Resources**

**May 11 - May 15**

**Math**

For additional information about math alignment and programming, click [Peg + Cat](#) and [Cyberchase](#)

**Science**

For additional information about science alignment and programming, click [here](#).

**English As a Second Language Resources**

The resources in this [folder](#) 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.

**English Language Arts Resources- Grades 6-12**

**The Great American Read Resources**

Book Club for Kids Podcast: <http://www.bookclubforkids.org/>

**Standards Alignment:** SL.2, SL.3, SL.4

*This resource allows students to participate in their own version of The Great American Read. Within the resource, there are opportunities for students to listen to podcasts presented by kids about books, rate and review podcasts, and be featured on a podcast.*

Storyboard Creator: <https://www.canva.com/create/storyboards/>

**Standards Alignment:** L.3, W.4, W.5

*Plan your own Great American Read! Students can use this resource to create a storyboard for their own version of the show. They can choose books that are popular in their grade-bands to showcase, draw the visuals, and write the script. With this tool, students are able to take a firsthand approach to what goes into developing multimedia communications.*

Your Story Matters: <https://ywp.nanowrimo.org/>

**Standards Alignment:** W.3, L.6

*Once students watch the Great American Read series and are inspired to write their own texts, students of all ages are supported through the process using this tool. There are challenges throughout the year for students to write freely and confidently. The site differentiates for students K-12 to be supported.*

Story Wars- Collaborative Writing: <https://www.storywars.net/>

**Standards Alignment:** L.6, W.3, R.4, R.6, R.7, R.9

*Story Wars allows students to collaboratively write a story based on an image. Stories are voted on and some turned into published print and ebooks. Just as the 100 books featured in The Great American Read series are voted on, so is student work in a safe, collaborative space.*

Write the World: Global Community of Young Writers: <https://writetheworld.com/>

**Standards Alignment:** W.3, L.6

*After viewing the Great American Read episodes, students can use this resource as a way to develop and promote their own writing in a public space. Student-writers, ages 13-18, can access writing prompts, establish regular writing practices, and build a portfolio of work. Students can improve their writing skills by submitting work for feedback and providing feedback to fellow writers across the world.*

Gamify Creative Writing: <https://storiumedu.com/>

**Standards Alignment:** L.6, W.3, R.4, R.6, R.7, R.9

*Just as the visuals used during The Great American Read episodes engage viewers, Storiumedu engages students to use digital “story cards” as a way to develop characters and plot in their writing. Students stay invested in their writing by taking ownership of their characters through the gaming process.*

### **\*\*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.unc.tv/watch/channels/> to find additional provider information.