



YAKTIVITIES

FOR MAY 2017

ACTIVITIES TO YAK ABOUT

River Yaktivity

Summer in the city is full of fun for readers. The Yak explores what's new on the riverfront. As students determine what the text of the story says explicitly, ask them to refer to details and examples of changes and development on the riverfront, and the connection to the rest of the city. What inferences can they draw about the direction Detroit and the Riverfront Conservancy is taking? What does this development mean compared with the new apartments and other new buildings to the community? Students can write to the Conservancy about what they would like to see happen. What is their wish list? Follow up to see what projects win in the USA Today contest! That do these projects have in common?

NOTE TO TEACHERS

This page is for you!

These Yaktivities are designed to help you use Yak's Corner in your classroom. This is the Teacher Page, consisting of discussion questions and an answer key to the reading comprehension questions and vocabulary exercises presented on subsequent pages.

Print the two subsequent pages for your students to use in class.



Yak's Corner is a Michigan K.I.D.S. Non-Profit Educational Supplement Supported by readers of the Detroit Free Press and The Detroit News

ANSWER KEY

How well did you read?

Meet Floyd Norman

1. c
2. b
3. d
4. a

Get on Track with the QLINE

1. c
2. a
3. d
4. d
5. b

Career Corner

Discuss the issues students have chosen and how each detail of a drawing can help convey meaning. As an additional activity, have students create their drawings based on the ideas they've written down.

Yaktionary!

1. g 2. c 3. e 4. b 5. f 6. h 7. d 8. a

Yakagrams phrase:

Summer adventures!

Common Core State Standards Guide

Yak's Corner

FLOYD CCS 2: In today's Yak's Corner on Pages 4 and 5, students will meet the 2017 Ford Freedom Award Scholar, Floyd Norman, a legendary animator, writer, comic book artist and filmmaker. Ask students to determine the main idea of the text as they read about his pioneering career and identify key details and facts in the story.

YAKRIVER CCS1: Share the story getting to know Southeast Michigan's rivers Page 6 and 7. Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. Ask your students if they know what watershed they live in, and if they know the name of the stream or creek closest to their home. Explain that creeks and the smaller branches that run into them all have their own little watershed, which fits into the much larger river watershed.

QLINE CS1: All aboard the QLINE! What is the main idea of the story? Ask students to list key details and facts they learn. As a bonus project, suggest students and their families take a ride on the QLINE and write up a comparison to the QLINE and riding in a bus, or their family car. What's different about it? What is their favorite stop? Students can make a map of the Woodward route, and illustrate other places that are fun for kids and families to visit for a guide to share with the school!

CAREER and LEMONS CCS 9: On Pages 10 and 11, readers will meet artist and author Javaka Steptoe and author Melissa Savage, just in time for summer reading. As students read both texts, ask them to identify their paths to writing. What were they like as children? What other jobs have they had? Which person is just getting started as an author and who is the big award winner? Ask students to write or speak about what they learned about Javaka Steptoe and Melissa Savage.

YAKFORD CCS1: Share the story about the new Cognitive Dress display on Page 12. Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. Have your students learn more online about both the Marchesa company and IBM Watson technology. Have them go to www.marchesa.com. At the bottom of the homepage, have them click on "About" to learn about the two young founders, British born Georgina Chapman and Keren Craig, who met at Chelsea College of Art and Design in London.

Yaktivities

HOW WELL DID YOU READ RF.CCS.4 Grades 1-5: Story related questions test reading accuracy and fluency to support comprehension.

YAKTIONARY!!! L.CCS.6 Grades 3-5: Students are asked to match words to their definition to enhance and expand on the student's base of general academic (Tier Two) and domain-specific (Tier Three) words.



HOW WELL DID YOU READ?

Meet Floyd Norman

- Which member of Floyd's family supported his interest in art and filmmaking by enrolling him in art classes and helping him get a camera?
 - His mother
 - His aunt
 - His grandmother
 - His father
- What did Floyd persuade his teachers to do when he was in high school?
 - Not assign homework
 - Assign more creative projects instead of standard homework assignments
 - Assign essays instead of giving tests
 - Assign art projects instead of giving tests
- What company did Floyd take a job with before he finished college?
 - Paramount Pictures
 - Pixar Animation Studios
 - DreamWorks Animation
 - Disney Studios
- What was remarkable about Floyd's hiring at Disney?
 - He was the first African American artist hired at Disney
 - He was the youngest animator ever hired at Disney
 - He was the first student from ArtCenter College of Design to be hired at Disney
 - All of the above

Get on Track with the QLINE

- What kind of energy do the QLINE street cars run on, for the most part?
 - Wind power
 - Solar power
 - Lithium ion batteries
 - Hydrogen power
- When is the last time streetcars ran in Detroit?
 - The 1950s
 - The 1990s
 - 2010
 - Detroit didn't have streetcars before the QLINE
- Which of these is a feature of the modern streetcars?
 - They have Wi-Fi
 - They have heat and air conditioning
 - They have bike racks
 - All of the above
- What will you find at the Campus Martius stop of the QLINE?
 - Sand that's been imported into the park
 - BonBon candy shop
 - The Soldier and Sailors Monument
 - All of the above
- How fast do the QLINE streetcars travel?
 - 25 miles per hour
 - 35 miles per hour
 - 45 miles per hour
 - 55 miles per hour

Career Corner

Javaka tells the story of artist Jean-Michel Basquiat and the way he used art as his voice to convey complex issues. Write about an issue that affects your life. It could be big or small!

Now, write down some ideas of how you could convey that issue in a picture. Think about the people or objects you would draw, but also the colors you would choose and the setting you would draw.



YAKTIONARY!

The words on the left appear in this week's issue of the Yak! Match each word with its definition on the right and write the letter of the definition in the space provided.

- | | |
|-----------------------|---|
| _____ 1. Catalyst | a. Having or showing an attractive quality of great love or joy |
| _____ 2. Walkability | b. A place that people will make a special trip to visit |
| _____ 3. Revitalizing | c. A measure of how friendly an area is to walking |
| _____ 4. Destination | d. Not showing emotion easily; a very calm person |
| _____ 5. Automated | e. To make someone or something active or energetic again |
| _____ 6. Quirky | f. Using machines or computers to do work instead of people |
| _____ 7. Stoic | g. A person or event that quickly causes change or action |
| _____ 8. Radiant | h. Something or someone that is unusual in an interesting way |

Now, on the lines below, use each new word in a sentence that shows what it means!

1. Catalyst: _____

2. Walkability: _____

3. Revitalizing: _____

4. Destination: _____

5. Automated: _____

6. Quirky: _____

7. Stoic: _____

8. Radiant: _____



YAKAGRAMS

Unscramble the clue words from this week's issue of the Yak. If you get stuck, try looking at the Word Search word bank for help!

VRSEIR	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	UHNRO	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
RESATMS	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	RPSKA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
UGREO	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	LESITN	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
NDWSEATL	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	AKLE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
NOCEA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	WERDAETSH	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Now use the letters from the numbered boxes above to create a phrase. Pay close attention to the numbers, they may repeat!

<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1 2 3 3 4 5	6 7 8 9 10 11 12 13 14 15

YAK'S WINTER WORD SEARCH

U	T	S	S	Q	J	L	M	P	T	F	E	P	O	E	S	S	I
R	E	S	E	I	R	A	T	U	B	I	R	T	W	N	M	W	C
O	L	F	D	N	C	P	I	M	P	T	D	A	E	K	A	E	E
S	R	E	V	I	R	S	E	F	Y	S	T	I	A	P	E	T	I
L	F	K	P	O	P	D	C	F	U	E	K	Y	O	O	R	L	I
T	W	A	E	E	P	X	D	L	R	E	T	E	T	G	T	A	B
S	U	M	S	K	R	A	P	S	E	S	N	I	E	F	S	N	E
I	V	E	G	U	O	R	H	E	A	N	O	Q	C	R	I	D	Y
G	M	A	Y	U	L	E	M	L	M	O	R	O	A	G	C	S	B
O	H	O	A	O	D	I	I	R	U	S	U	T	N	F	V	E	D
L	D	I	D	M	T	Y	A	T	X	S	H	Y	O	I	I	M	O
O	L	N	O	T	N	I	L	C	T	I	P	P	E	G	O	D	O
C	R	B	Q	S	N	E	O	E	L	A	V	I	T	S	E	F	G
E	I	E	E	P	T	K	L	P	E	A	C	E	F	U	L	A	G
C	P	Y	T	S	O	N	F	B	T	Y	S	E	Q	V	N	V	S
E	K	A	L	A	I	B	R	A	N	C	H	J	N	Q	H	I	R
I	C	R	E	U	W	I	P	M	U	T	E	E	F	O	R	W	C

All these words are related to a theme featured in this week's issue of Yak's Corner.

- | | |
|-----------|-------------|
| BRANCH | PARKS |
| CANOE | PEACEFUL |
| CLINTON | RAIN |
| CREEKS | RIVERS |
| ECOLOGIST | ROUGE |
| FESTIVAL | STREAMS |
| HURON | TRIBUTARIES |
| INLETS | WATER |
| LAKE | WATERSHED |
| OUTLETS | WETLANDS |