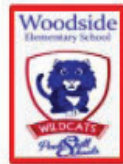


WOODSIDE ELEMENTARY

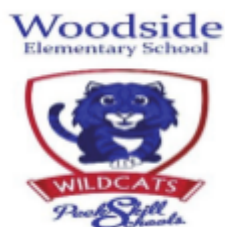
Phase 3 Work Packets

FIRST GRADE



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May 1- June 19, 2020



Woodside News! Staying Sharp!

First Grade Reading & Writing Distance Learning Packet

Daily Activities – This is to be practiced daily.

1. Practice reading your sight words daily.
2. Read a book for 15 minutes' daily – Use the "Tools for Solving Hard Words" to solve hard words.
3. Discuss the weather, make predictions.
4. Log on to Raz-Kids and Zearn daily.

Actividades diarias: esto se debe practicar a diario.

- Practique leer sus palabras de alta frecuencia
- Lea un libro diariamente durante 15 minutos: utilice la hoja adjunta "Herramientas para resolver palabras difíciles" para resolver palabras difíciles.
- Discuta el clima, haga predicciones.
- Inicie sesión en Raz-Kids y Zearn.

Reading - Week of May 4 - 8, 2020

Monday, May 4, 2020

- Read the mentor text attached, **The Drum**, or Read a book of your choice.
- Identify the characters and setting in your story.
- Select a prompt from the Choice Board and write a response for the book, **The Drum** or a book of your choice.

lunes 4 de mayo de 2020

- Lea el texto del mentor adjunto, "**The Drum**," o lea un libro de su elección.
- Identifica los personajes y el escenario de tu historia.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "**The Drum**" o un libro de su elección.

Tuesday, May 5, 2020

- Refer back to the book **The Drum** or Read a book of your choice.
- Identify the Problem and Solution in your story.
- Select a prompt from the Choice Board and write a response for the book, **The Drum** or a book of your choice.

martes 5 de mayo de 2020

- Consulte el libro "**The Drum**" o Lea un libro de su elección.
- Identifica el problema y la solución en tu historia.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "**The Drum**" o un libro de su elección.

Wednesday, May 6, 2020

- Refer back to the book, **The Drum** or Read a book of your choice.
- How would you change the ending of your story?
- Select a prompt from the Choice Board and write a response for the book, **The Drum** or a book of your choice.

miércoles 6 de mayo de 2020

- Refiérase al libro, "**The Drum**" o Lea un libro de su elección.
- ¿Cómo cambiarías el final de tu historia?
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "**The Drum**" o un libro de su elección.

Thursday, May 7, 2020

- Refer back to the book **The Drum** or Read a book of your choice.
- Why do you think the author wrote this story? Was it to inform, persuade, or entertain?
- Select a prompt from the Choice Board and write a response for the book, **The Drum** or a book of your choice.

jueves 7 de mayo de 2020

- Consulte el libro "**The Drum**" o Lea un libro de su elección.
- ¿Por qué crees que el autor escribió esta historia? ¿Fue para informar, persuadir o entretener?
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "**The Drum**" o un libro de su elección"

Friday, May 8, 2020

- Refer back to the book *The Drum*.
- **Connection:** What is something kind you can do for someone else? Draw a picture and write about it.
- Select a prompt from the Choice Board and write a response for the book, *The Drum* or a book of your choice.

viernes 8 de mayo de 2020

- Consulte de nuevo el libro, "*The Drum*"
- Conexión: ¿Qué es algo amable que puedes hacer por otra persona? Haz un dibujo y escribe sobre ello.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "*The Drum*" o un libro de su elección


The Drum

A Reading A-Z Level H Leveled Book
Word Count: 227

Connections

Writing and Art
What is something kind you can do for someone else?
Draw a picture and write about it.

Social Studies
Discuss with your class where India is located and how its location compares to where you live.



LEVELLED BOOK • H

The Drum

Multi
Level
H•K•N

An Indian Folktale
Retold by Katherine Follett
Illustrated by Teresa Martinez

Reading A-Z

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Page 1 / 10

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An Indian Folktale
Retold by Katherine Follett
Illustrated by Teresa Martinez

www.readinga-z.com

Focus Question

What lesson does this story teach about kindness?

Words to Know

deeds	musicians
goods	robbers
hungry	struggling

The Drum
Level H Leveled Book
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An Indian Folktale
Retold by Katherine Follett
Illustrated by Teresa Martinez

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Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Once there was a poor boy who lived with his mother in India. More than anything else, the boy wanted a drum.

The Drum • Level H

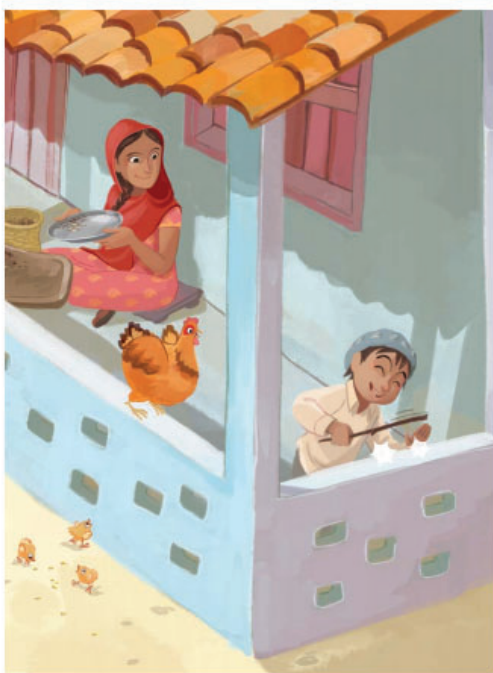
3



One day, Mother gave the boy a stick.

4

The boy tapped on everything with his stick.



The Drum • Level H

5



As he went tapping along, he saw a woman **struggling** to light her stove. "Take this stick to light your stove," he said.

6

The woman gave the boy some bread as thanks.
Then, the boy heard a **hungry** baby crying.



"Take this bread," the boy said to the baby's mother.

The mother gave the boy a large jug as thanks.
Then, the boy saw an old man lying in the dirt.



The boy filled the jug with water for him.

The man said that **robbers** stole his **goods**.

"Take this jug to sell," the boy said.
The man gave the boy one of his
horses as thanks.



The Drum • Level H

11



The boy rode down the street.
He saw a sad man and some
musicians.

The man had no horse
to ride to his wedding.

12

"Take this horse!" the boy said
as he hopped off.
The musicians gave the boy a drum
as thanks.



The Drum • Level H

13



The boy shouted with joy
and banged on his drum.
Later, the boy told Mother
the whole story.

14

"When you are kind, your
good **deeds** come back to you,"
Mother said.
It was a lesson the boy never forgot.



Glossary

deeds (n.)	actions done on purpose, often ones that are kind, noble, or brave (p. 15)
goods (n.)	things that can be bought and sold to meet people's wants and needs (p. 10)
hungry (adj.)	wanting or needing food (p. 7)
musicians (n.)	people who make music (p. 12)
robbers (n.)	people who steal from others by force or the threat of force (p. 10)
struggling (v.)	having a hard time reaching a goal (p. 6)

Choice Board / Reader's Response Journal

Materials needed: notebook or paper and a pencil

Directions: As part of your Distance Learning work, you need to read a minimum of 20 minutes and respond to what you have read. You may select any book you like for this assignment (A book from Raz-Kids or a book from your home). Choose a prompt each day and write 2-3 sentences. Try to choose a different prompt each day.

Reading Prompts

I wonder why....	The problem in the book I am reading is ...	The setting in this story is... (use details)	The solution to the problem in the story is (or could be) ...
The character(s) in this story seem realistic or unrealistic because....	When I finished reading I thought...	I don't really understand the part I read today because...	A new word I learned was... The meaning of the word is....
I think _____ will happen next because...	Write 3 facts you learned.	Make a text to text connection	I found this story funny when...
I was surprised to learn that...	The character I admire the most is _____ because...	If I was the author of this book I would end this story by ...	A question I had while reading was...
My favorite character in the story is _____ because...	I would or would not read another story by this author because...	The main character in this story is similar to, or different from, me because ...	I can use the information I learned from this book in my life because...

Tablero de elección / Diario de las respuestas del lector

Materiales necesarios: un cuaderno o papel y un lápiz.

Instrucciones: Como parte de su trabajo de Aprendizaje a Distancia, debe leer un mínimo de 20 minutos y responder a lo que ha leído. Puede seleccionar cualquier libro que desee para esta tarea (un libro de Raz-Kids o un libro de su casa). Elija un mensaje cada día y escriba 2-3 oraciones. Intenta escoger un mensaje diferente cada día.

Ideas para escribir

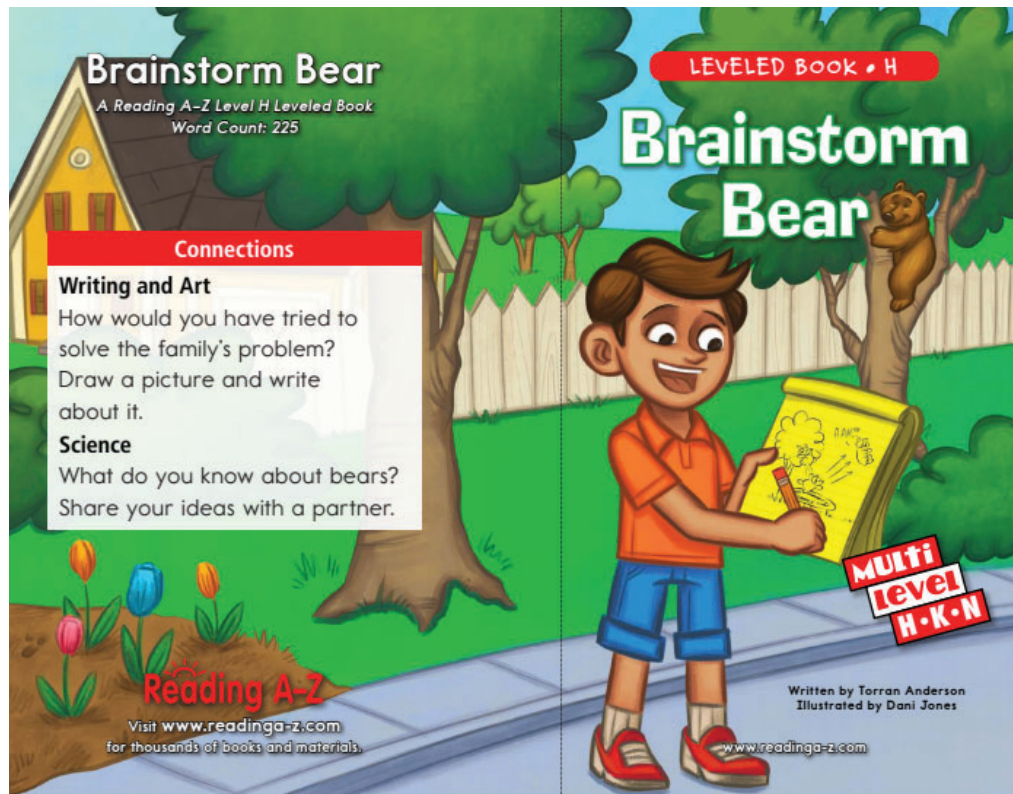
Me pregunto por qué....	El problema en el libro que estoy leyendo es ...	El escenario en esta historia es ... (usar detalles)	La solución al problema en la historia es (o podría ser) ...
El personaje (s) en esta historia parece realista o poco realista porque ...	Cuando terminé de leer, pensé ...	Realmente no entiendo la parte que leo hoy porque ...	Una nueva palabra que aprendí fue ... El significado de la palabra es ...
Yo puedo usar la información de este libro en mi propia vida porque _____	Creo que _____ pasará después porque ...	Escribe 3 hechos que aprendiste.	Haz una conexión de texto a texto. (Este libro me hace pensar en...)
La parte mas chistosa del cuento fue...	Me sorprendió saber que ...	Mi personaje favorito es.....	Si yo fuera el autor de este libro, terminaría esta historia por ...
Una pregunta que tuve mientras leía fue ...	Mi personaje favorito en la historia es _____ porque ...	Leería o no leería otra historia de este autor porque ...	El personaje principal de esta historia es igual a, o diferente que yo porque ...

Reading - Week of May 11 -15, 2020

Monday, May 11, 2020 <ul style="list-style-type: none"> Read the mentor text attached, Brainstorm Bear, or Read a book of your choice. Retell the story – Beginning, Middle, and End. Select a prompt from the Choice Board and write a response for the book, Brainstorm Bear or a book of your choice. 	lunes 11 de mayo de 2020 <ul style="list-style-type: none"> Lea el texto del mentor adjunto, "Brainstorm Bear," o lea un libro de su elección. Vuelve a contar la historia: principio, medio y fin. Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Brainstorm Bear" o un libro de su elección.
Tuesday, May 12, 2020 <ul style="list-style-type: none"> Refer to Brainstorm Bear Read a book of your choice. Identify the problem and solution in the story. Select a prompt from the Choice Board and write a response for the book, Brainstorm Bear or a book of your choice. 	martes 12 de mayo de 2020 <ul style="list-style-type: none"> Consulte "Brainstorm Bear" Lea un libro de su elección. Identifica el problema y la solución en la historia. Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Brainstorm Bear" o un libro de su elección.
Wednesday, May 13, 2020 <ul style="list-style-type: none"> Refer to Brainstorm Bear or Read a book of your choice. What are some other ideas the Millers could have tried to get the bear out of the tree? Select a prompt from the Choice Board and write a response for the book, Brainstorm Bear or a book of your choice. 	miércoles 13 de mayo de 2020 <ul style="list-style-type: none"> Consulte "Brainstorm Bear" o Lea un libro de su elección. ¿Cuáles son algunas otras ideas que los vendedores podrían haber intentado sacar al oso del árbol? Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Brainstorm Bear" o un libro de su elección.
Thursday, May 14, 2020 <ul style="list-style-type: none"> Refer to Brainstorm Bear or Read a book of your choice. How did the characters feel once the bear left the yard? Select a prompt from the Choice Board and write a response for the book, Brainstorm Bear or a book of your choice. 	jueves 14 de mayo de 2020 <ul style="list-style-type: none"> Consulte "Brainstorm Bear" o Lea un libro de su elección. ¿Cómo se sintieron los personajes una vez que el oso salió del patio? Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Brainstorm Bear" o un libro de su elección.
Friday, May 15, 2020 <ul style="list-style-type: none"> Refer to Brainstorm Bear or Read a book of your choice. Character Traits – How would you describe a character in the book? <ul style="list-style-type: none"> <i>Some Character Traits: funny, mean, kind, smart, enormous, awesome, curious, astonish, frightened, ferocious, generous, brave.</i> 	viernes 15 de mayo de 2020 <ul style="list-style-type: none"> Consulte "Brainstorm Bear" o Lea un libro de su elección. Rasgos de los personajes: ¿cómo describirías a un personaje en el libro? <u>Algunos rasgos de carácter:</u> divertido, malo, amable, inteligente, enorme, impresionante, curioso, asombroso, asustado, feroz, generoso, valiente.

- Select a prompt from the Choice Board and write a response for the book, **Brainstorm Bear** or a book of your choice.

- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “**Brainstorm Bear**” o un libro de su elección.





Written by Torran Anderson
Illustrated by Dani Jones

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Focus Question

Why does the family in the story brainstorm?

Words to Know

bouncing	trail
brainstorm	trampoline
idea	yard sale

Brainstorm Bear
Level H Leveled Book
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Written by Torran Anderson
Illustrated by Dani Jones

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Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



"Mom, there's a bear in that tree over there!" Sam called.

Brainstorm Bear • Level H

3



"We need to get him down before our yard sale starts," he said.

4



"We could call off the sale,"
Mrs. Miller said.
"We just need to **brainstorm** a way
to get him down," said Sam.

Brainstorm Bear • Level H

5



"We could move our **trampoline**
under the tree," Sam's little sister
Sarah said.

6



"Draw the **idea**," said Mrs. Miller
to Sam.
Sam drew the idea on his pad
of paper.

Brainstorm Bear • Level H

7



He drew the bear **bouncing**
up into the air.
"I don't think that will work," he said.

8



"Mom, what would you do?"
Sarah asked.
"I'd play some really bad music,"
Mrs. Miller laughed.

Brainstorm Bear • Level H

9



Sam drew the idea on his pad
of paper.
He drew the bear climbing up the
tree to get away from the noise.

10



"That might make things worse,"
Sam sighed.
"Look, the bear's eating nuts
up there," Sarah said.

Brainstorm Bear • Level H

11



"I've got it!" Sam shouted.
"We can make a **trail** of nuts leading
back to the forest," he said.

12



"Let's try it," Mrs. Miller said.
Everyone went to get nuts from
under a tree in the back yard.

Brainstorm Bear • Level H

13



While they were gone, the bear
climbed down and left on its own.
"Aw, the bear is gone!" Sam said.

14



"Look on the bright side,"
Mrs. Miller said.
"At least you can have the yard sale
now," she smiled.

Bear Safety

In many places, bears sometimes come close to people's homes. If you see a bear near your house, do not go near it. Back away slowly and calmly and go inside your house. Stay inside and call your local Department of Wildlife if you need help.

Brainstorm Bear • Level H

15

Glossary

- bouncing** (v.) moving quickly back from or springing off a surface after hitting against it (p. 8)
- brainstorm** (v.) to share and develop ideas, often related to solving a problem (p. 5)
- idea** (n.) a thought, belief, or opinion (p. 7)
- trail** (n.) a series of tracks, signs, or smells left behind when something moves from one place to another (p. 12)
- trampoline** (n.) a device for bouncing that has a strong, tightly stretched piece of fabric attached with springs to a frame (p. 6)
- yard sale** (n.) an event where used items are sold outside the seller's home (p. 4)

16

Reading - Week of May 18 -22, 2020

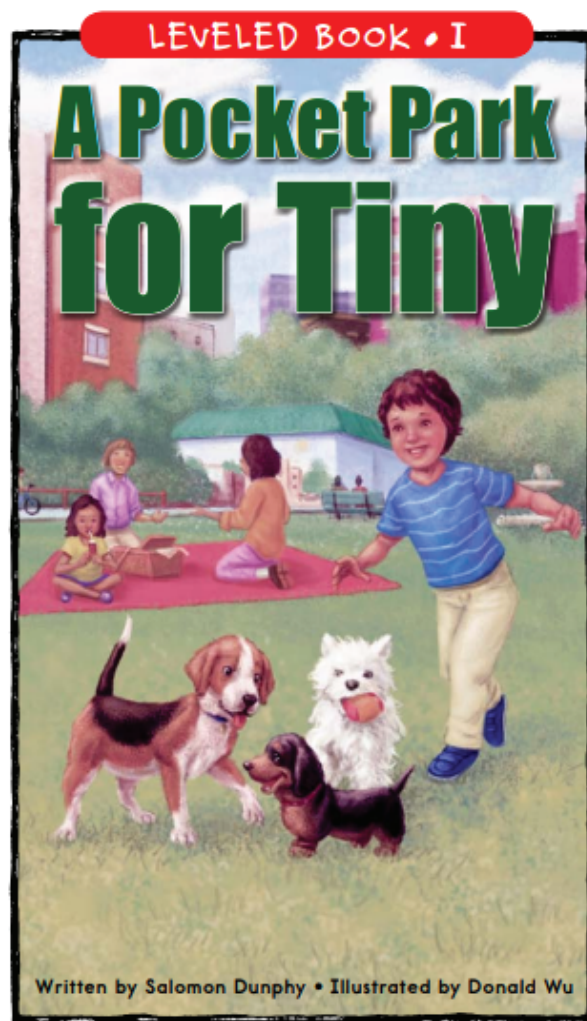
<p>Monday, May 18, 2020</p> <ul style="list-style-type: none"> ● Read the mentor text attached, A Pocket Park for Tiny, or Read a fiction book of your choice. ● Retell the story – Beginning, Middle, and End. ● Select a prompt from the Choice Board and write a response for the book, A Pocket Park for Tiny, or a book of your choice. 	<p>lunes 18 de mayo de 2020</p> <ul style="list-style-type: none"> ● Lea el texto del mentor adjunto, "A Pocket Park for Tiny," o Lea un libro de ficción de su elección. ● Vuelve a contar la historia: principio, medio y fin. ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "A Pocket Park for Tiny," o un libro de su elección.
<p>Tuesday, May 19, 2020</p> <ul style="list-style-type: none"> ● Refer to A Pocket Park for Tiny, or read a fiction book of your choice. ● Identify the problem and solution in the story. ● Complete Vocabulary Practice (see last page of text below). ● Select a prompt from the Choice Board and write a response for the book, A Pocket Park for Tiny, or a book of your choice. 	<p>martes 19 de mayo de 2020</p> <ul style="list-style-type: none"> ● Consulte "A Pocket Park for Tiny," o lea un libro de ficción de su elección. ● Identifica el problema y la solución en la historia. ● Complete la práctica de vocabulario (vea la última página del texto a continuación). ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "A Pocket Park for Tiny," o un libro de su elección.
<p>Wednesday, May 20, 2020</p> <ul style="list-style-type: none"> ● Refer to A Pocket Park for Tiny, or read a fiction book of your choice. ● What was the <u>hardest</u> job that April and Jesse had to complete to make the pocket park? What was the <u>easiest</u> job they had to complete to make the pocket park? ● Select a prompt from the Choice Board and write a response for the book, A Pocket Park for Tiny, or a book of your choice. 	<p>miércoles 20 de mayo de 2020</p> <ul style="list-style-type: none"> ● Consulte "A Pocket Park for Tiny," o lea un libro de ficción de su elección. ● ¿Cuál fue el trabajo más difícil que April y Jesse tuvieron que completar para hacer el parque de bolsillo? ¿Cuál fue el trabajo más fácil que tuvieron que completar para hacer el parque de bolsillo? ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "A Pocket Park for Tiny," o un libro de su elección.
<p>Thursday, May 21, 2020</p> <ul style="list-style-type: none"> ● Refer to A Pocket Park for Tiny, or read a fiction book of your choice. ● What are the events that led to the finished pocket park, in the order they occurred in the story? ● How might the story be different if April and Jesse did not get along with their neighbors? ● Select a prompt from the Choice Board and write a response for the book, A Pocket Park for Tiny, or a book of your choice. 	<p>jueves 21 de mayo de 2020</p> <ul style="list-style-type: none"> ● Consulte "A Pocket Park for Tiny," o lea un libro de ficción de su elección. ● ¿Cuáles son los eventos que llevaron al parque de bolsillo terminado, en el orden en que ocurrieron en la historia? ● ¿Cómo podría ser diferente la historia si April y Jesse no se llevaran bien con sus vecinos? ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "A Pocket Park for Tiny," o un libro de su elección.

Friday, May 22, 2020

- Refer to **A Pocket Park for Tiny**, or read a fiction book of your choice.
- Select a character in the text. Using character traits – How would you describe this character in the book?
 - Some Character Traits: *funny, mean, kind, smart, enormous, awesome, curious, astonish, frightened, ferocious, generous, brave.*
- Select a prompt from the Choice Board and write a response for the book, **A Pocket Park for Tiny**, or a book of your choice.

viernes 22 de mayo de 2020

- Consulte “**A Pocket Park For Tiny**,” o lea un libro de ficción de su elección.
- Selecciona un personaje en el texto. Uso de rasgos de carácter: ¿cómo describirías a este personaje en el libro?
 - Algunos rasgos de carácter: *divertido, malo, amable, inteligente, enorme, impresionante, curioso, asombroso, asustado, feroz, generoso, valiente.*
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “**A Pocket Park for Tiny**,” o un libro de su elección.





April and her brother, Jesse, lived in the city.
April's mom gave her a puppy named Tiny for her birthday.

A Pocket Park for Tiny • Level 1

3



April and Jesse wanted to play outside with Tiny.
They had no place to go.
They asked their mom what to do.

4



"The city owns the empty lot across the street," Mom said.
"Let's ask them if we could put a pocket park there."

A Pocket Park for Tiny • Level 1

5



"What kind of pocket has a park?" Jesse asked.
He pulled a penny out of his pocket.
"No park here," he said.

6



"A pocket park is a small park," Mom explained.
April and Jesse thought a pocket park was a great idea.



"First, our **neighbors** need to sign a paper," Mom said.
"It says they want the park, too."
"We'll take that with us when we go to **city hall**," April said.



April, Jesse, and their mom talked to the neighbors.
Everyone signed the paper.



Then, Mom took April and Jesse to city hall.
They showed a woman the paper.
Mom had to fill out some other papers.



"Now we have to wait for the **permit**," Mom said.
 "It says we can **build** the park."
 They waited, and a few weeks later it came.



"Let's build a pocket park!" April and Jesse said.
 "Let's ask the neighborhood to help," Mom replied.
 April, Jesse, and their mom talked to their neighbors again.
 Everyone wanted to help.



The next weekend, the whole neighborhood met at the lot.
 They picked up trash and pulled weeds.
 They planted grass and flowers.



Mr. Martin **donated** a nice bench.
 Mrs. Lee donated a fountain.
 April and Jesse painted a picture on the wall.



Everyone was very tired when it was done.
They had a little party in the pocket park.
The neighborhood was happier because of the new park.
Even Tiny made new friends.

A Pocket Park for Tiny • Level 1

15

16

Glossary

build (v.)	to make something from parts (p. 11)
city hall (n.)	the main government building of a town or city (p. 8)
donated (v.)	gave as a gift to a fund or a cause (p. 14)
lot (n.)	a piece of land (p. 5)
neighbors (n.)	people who live near other people (p. 8)
permit (n.)	a paper that gives someone permission to do something (p. 11)

Vocabulary Practice

Instructions: Use the words in the Glossary to complete the sentences below. You may write your answers on a sheet of paper or share with a family member.

1. When you _____ something, you take the parts or pieces and put them together.
2. A _____ lives next door or close by to where you live.
3. We went to _____ and walked through the mayor's office on our class trip.
4. The neighbors want to turn the empty _____ across the street into a park.

Instructions: Complete the following sentences using what you know about the words in the Glossary. You may write your answers on a sheet of paper or share with a family member.

1. I would like to donate _____.
2. I know how to build a _____.
3. On a lot you might build _____.
4. My neighbor lives _____.

Reading - Meeting Characters and Learning Lessons

Week of May 25 -29, 2020

<p>Monday, May 25, 2020</p> <ul style="list-style-type: none"> Read the mentor text attached, Arthur's Bad-News Day, or Read a fiction book of your choice. Who are the characters in the story? Write or share with a family member the names of the characters. Share what you know about each character. Select a prompt from the Choice Board and write a response for the book, Arthur's Bad-News Day, or a book of your choice. 	<p>lunes 25 de mayo de 2020</p> <ul style="list-style-type: none"> Lea el texto del mentor adjunto, "Arthur's Bad-News Day," o lea un libro de ficción de su elección. ¿Quiénes son los personajes en esta historia? Escriba o comparta con un miembro de la familia los nombres de los personajes. Comparte lo que sabes sobre cada personaje. Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "Arthur's Bad-News Day" o un libro de su elección.
<p>Tuesday, May 26, 2020</p> <ul style="list-style-type: none"> Refer to Arthur's Bad-News Day, or read a fiction book of your choice. Character traits are hints the author gives you to help describe a character or characters in a story. <i>Some Character Traits are: funny, mean, kind, smart, enormous, awesome, curious, astonish, frightened, ferocious, generous, brave.</i> Complete Martin's Project - see below. You can share with a family member the words that best describe Martin and how you know by using events/details in the story to support your answer. Select a prompt from the Choice Board and write a response for the book, Arthur's Bad-News Day or a book of your choice. 	<p>martes 26 de mayo de 2020</p> <ul style="list-style-type: none"> Consulte "Arthur's Bad-News Day" o lea un libro de ficción de su elección. Los rasgos de los personajes son pistas que el autor te da para ayudar a describir un personaje o personajes en una historia. <i>Algunos rasgos de carácter son:</i> divertido, malo, amable, inteligente, enorme, impresionante, curioso, asombroso, asustado, feroz, generoso, valiente. Completa el Martin's Project: ver más abajo. Puede compartir con un miembro de la familia las palabras que mejor describen a Martin y cómo lo sabe utilizando eventos / detalles en la historia para respaldar su respuesta. Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "Arthur's Bad-News Day" o un libro de su elección.
<p>Wednesday, May 27, 2020</p> <ul style="list-style-type: none"> Refer to Arthur's Bad-News Day or read a fiction book of your choice. Who is the main character in your story? Take a look at the Character Trait list below. Select one/two character traits to describe the main character. Provide details from your story to support the reason you selected the trait(s). Here is a Sentence Frame to help you: 	<p>miércoles 27 de mayo de 2020</p> <ul style="list-style-type: none"> Consulte "Arthur's Bad-News Day" o lea un libro de ficción de su elección. ¿Quién es el personaje principal de tu historia? Echa un vistazo a la lista de Rasgos de personaje a continuación. Seleccione los rasgos de uno / dos caracteres para describir el personaje principal. Proporcione detalles de su historia para respaldar la razón por la que seleccionó los rasgos. Aquí hay un marco de oración para ayudarte:

<p>The character, ____ in ____ can be best described as _____. I know this because _____ happened in the story.</p> <ul style="list-style-type: none"> ● Select a prompt from the Choice Board and write a response for the book, Arthur's Bad-News Day or a book of your choice. 	<p>El personaje, ____ in ____ se puede describir mejor como _____. Sé esto porque _____ sucedió en la historia.</p> <ul style="list-style-type: none"> ● Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "Arthur's Bad-News Day" o un libro de su elección.
<p>Thursday, May 28, 2020</p> <ul style="list-style-type: none"> ● Refer to Arthur's Bad-News Day or read a fiction book of your choice. ● How can you tell Arthur feels jealous about a new baby coming? ● Select a different character from your book. ● What trait best describes this character? Use the Character trait chart below to help you, if needed. ● Provide details from your story to support the reason you selected this trait. Here is a Sentence Frame to help you: The character, ____ in ____ can be best described as _____. I know this because _____ happened in the story. ● Select a prompt from the Choice Board and write a response for the book, Arthur's Bad-News Day, or a book of your choice. 	<p>jueves 28 de mayo de 2020</p> <ul style="list-style-type: none"> ● Consulte "Arthur's Bad-News Day" o lea un libro de ficción de su elección. ● ¿Cómo puedes decir que Arthur se siente celoso por la llegada de un nuevo bebé? ● Selecciona un personaje diferente de tu libro. ● ¿Qué rasgo describe mejor a este personaje? Usa la tabla de rasgos de personaje a continuación para ayudarte, si es necesario. ● Proporcione detalles de su historia para respaldar la razón por la que seleccionó este rasgo. Aquí hay un marco de oración para ayudarte: El personaje, ____ in ____ se puede describir mejor como _____. Sé esto porque _____ sucedió en la historia. ● Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "Arthur's Bad-News Day" o un libro de su elección.
<p>Friday, May 29, 2020</p> <ul style="list-style-type: none"> ● Refer to Arthur's Bad-News Day, or read a fiction book of your choice. ● Characters can change Just like we do! Think about Arthur. How did his character change from the beginning, middle and end of the book? Share with a family member how Arthur changed throughout the book. Make sure to use details from the story to support how Arthur's character changed throughout the book. ● Select a prompt from the Choice Board and write a response for the book, Arthur's Bad-News Day, or a book of your choice. 	<p>viernes 29 de mayo de 2020</p> <ul style="list-style-type: none"> ● Consulte "Arthur's Bad-News Day" o lea un libro de ficción de su elección. ● Los personajes pueden cambiar ¡Al igual que nosotros! Piensa en Arthur. ¿Cómo cambió su personaje desde el principio, el medio y el final del libro? Comparta con un miembro de la familia cómo Arthur cambió a lo largo del libro. Asegúrese de utilizar los detalles de la historia para respaldar cómo cambió el personaje de Arthur a lo largo del libro. ● Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "Arthur's Bad-News Day" o un libro de su elección.

Name: _____

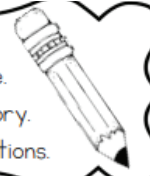
MARTIN'S PROJECT

Martin loves to read, and he loves to learn new things. His favorite subject is math, but he also loves history and science. His favorite part of school is getting to do science experiments. Last year, he won 1st place in the school's science fair. He hopes to do that again this year. The book that he is reading now is going to help him with his current project.



DIRECTIONS:

- ✓ Read the passage.
- ✓ Illustrate the story.
- ✓ Answer the questions.



1. Which words best describe Martin?

- ☐ Intelligent and determined
- ☐ Lazy and boring
- ☐ Nice and sweet

2. How do you know?

ILLUSTRATE THE STORY

©Sara Rucker

Character Traits

Cualidades	Personajes	Defectos
amable simpático generoso bondadoso carinoso caritativo sensible fiel leal honesto apasionado gracioso educado encantador responsable valiente trabajador sincero honrado agradecido amoroso confiable creativo decidido fuerte humilde justo optimista	 	antipático desagradable tacaño testarudo malvado mentiroso mal educado molestoso egoísta cobarde irresponsable violento grosero cochino desorganizado dormilón distruido flojo insensible llorón comeón glotón ambicioso celosos cruel curioso descorrido descuidado

Examples of CHARACTER TRAITS WHAT A CHARACTER'S PERSONALITY IS LIKE	
active adventurous bossy brave caring cheerful clever competitive confident considerate courageous cowardly creative cruel curious daring determined dishonest disrespectful easy-going energetic enthusiastic fair foolish friendly funny generous greedy hard-working	honest humorous imaginative impolite intelligent jealous kind loving loyal mean moody mysterious nice polite proud respectful responsible rude selfish sensitive silly shy sneaky stubborn sweet thoughtful trustworthy unique wise

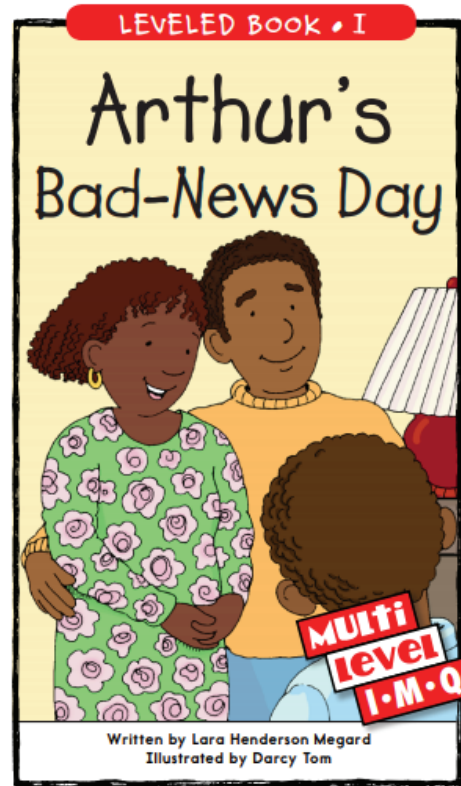
Arthur's Bad-News Day

A Reading A-Z Level I Leveled Book
Word Count: 336



Reading A-Z

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Hey, sit down, and I'll tell you a story.
My name is Arthur.
I'm eight years old, and my life
is great.



Every morning, Mom wakes me up by
tickling my feet.
It makes me laugh and starts my day
on a happy note.



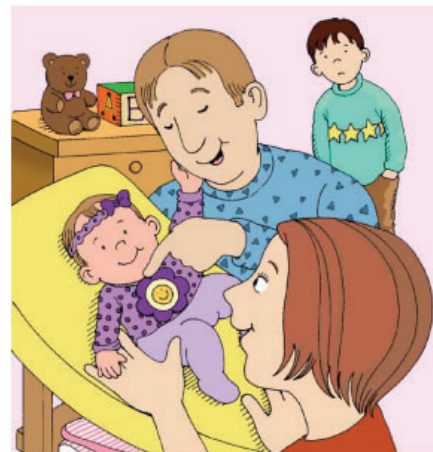
For breakfast, Dad makes animal-shaped pancakes. After school, Dad and I kick the ball until dinner.



For dessert, I always have a huge cookie with milk. I have my own special cup.



But a few months ago, my parents told me some bad news. They said that I'm going to have a little sister. I know I'm not going to like it. I have never had to share my parents with anybody.



My friend Jeff got a baby sister last year. His parents never have time to play with him. And they are always busy changing the baby's stinky diapers! Yuck!



Mom and Dad said that I will have
to share my bedroom with the
baby.
She better not use my special cup.
No way.
I told Mom that I don't want
a baby sister.
But that didn't seem to matter.



Today, Mom and Dad are coming
home with my new sister.
I'm just going to tell them to take
her back.
I don't want to share my mom and
dad, or my room.



Well, here they are.
Dad is carrying some pink blankets.
Is the baby inside there?
Is she that small?



Grandma goes outside.
She hugs Mom and then looks
inside the pink blankets.
I hear Grandma say the baby
is beautiful.
I'm not going out there.
I'm going to sit right here.



Now Mom is hugging me.
Dad puts the baby in my lap.
And then the most amazing
thing happens.
She reaches out and grabs my finger!
She won't let go!

Arthur's Bad-News Day • Level 1

13



I think she knows that I'm her
big brother. She likes me already.
Hey, maybe having a sister won't
be so bad.
I think Mom and Dad have enough
love for both of us.

14

Reading - Week of June 1 - 5, 2020

Monday, June 1, 2020

- Read the mentor text attached, *If I were in Charge*, or Read a book of your choice.
- Identify the characters in your story.
- Take a look at the Character Trait list below.
- Select one character trait to describe the main character.
- **Character traits** are hints the author gives you to help describe a character or characters in a story. Some Character Traits are: **funny, mean, kind, smart, curious, astonish, frightened, ferocious, generous and brave.**
- Select a prompt from the Choice Board and write a response for the book, *If I were in Charge* or a book of your choice.

lunes, 1 de junio de 2020

- Lea el texto del mentor adjunto, "*If I were in Charge*," o Lea un libro de su elección.
- Identifica los personajes de tu historia.
- Echa un vistazo a la lista de Rasgos de personaje a continuación.
- Seleccione un rasgo de personaje para describir el personaje principal.
- **Los rasgos de los personajes** son pistas que el autor te da para ayudar a describir un personaje o personajes en una historia. Algunos rasgos de carácter son: divertido, malo, amable, inteligente, curioso, asombroso, asustado, feroz, generoso y valiente.
- Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, *If I were in Charge* o un libro de su elección.

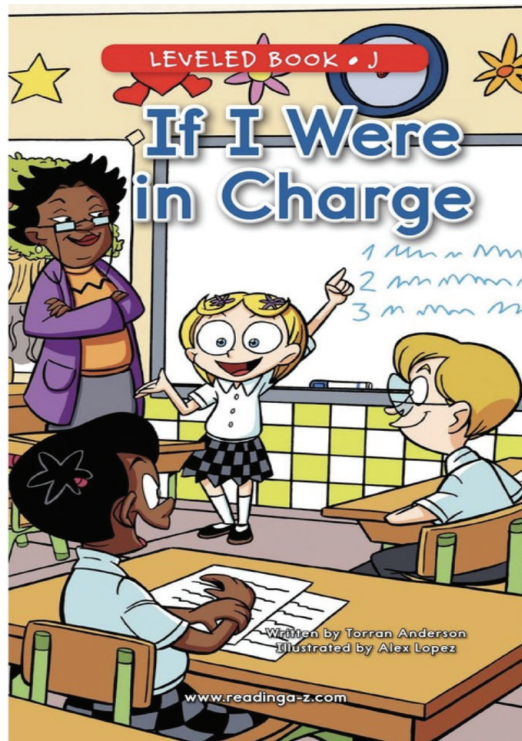
Tuesday, June 2, 2020

- Refer back to the book *If I were in Charge*, or Read a book of your choice.
- Select a different character from your book.
- What trait best describes this character? Use the Character trait chart below to help you, if needed.

martes, 2 de junio de 2020

- Consulte el libro, "*If I Were in Charge*" Si estaba a cargo, o Lea un libro de su elección.
- Selecciona un personaje diferente de tu libro.

<ul style="list-style-type: none"> • Select a prompt from the Choice Board and write a response for the book, If I were in Charge or a book of your choice. 	<ul style="list-style-type: none"> • ¿Qué rasgo describe mejor a este personaje? Usa la tabla de rasgos de personaje a continuación para ayudarte, si es necesario. • Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "If I Were in Charge" o un libro de su elección.
<p>Wednesday, June 3, 2020</p> <ul style="list-style-type: none"> • Refer back to the book, <i>If I were in Charge</i> or Read a book of your choice. • If you had the opportunity to recreate the character Helga, what type of character would she be nice, mean or sad? Why? Use the Character trait chart below to help you, if needed. • Select a prompt from the Choice Board and write a response for the book, If I were in Charge or a book of your choice. 	<p>miércoles, 3 de junio de 2020</p> <ul style="list-style-type: none"> • Consulte el libro, "If I were in Charge" o Lea un libro de su elección. • Si tuvieras la oportunidad de recrear el personaje de Helga, ¿qué tipo de personaje sería agradable, malo o triste? ¿Por qué? Usa la tabla de rasgos de personaje a continuación para ayudarte, si es necesario. • Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "If I were in Charge" o un libro de su elección.
<p>Thursday, June 4, 2020</p> <ul style="list-style-type: none"> • Refer back to the book <i>If I were in Charge</i> or Read a book of your choice. • Compare characters in the book, how are they alike? • Select a prompt from the Choice Board and write a response for the book, If I were in Charge or a book of your choice. 	<p>jueves, 4 de junio de 2020</p> <ul style="list-style-type: none"> • Consulte de nuevo el libro "If I were in Charge," i estaba a cargo o Lea un libro de su elección. • Compara los personajes del libro, ¿en qué se parecen? • Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "If I were in Charge," en cambio o un libro de su elección.
<p>Friday, June 5, 2020</p> <ul style="list-style-type: none"> • Refer back to the book <i>If I were in Charge</i>. • Connection: Pretend you are a character in the book, what would be some of your character traits? Use the Character trait chart below to help you, if needed. • Select a prompt from the Choice Board and write a response for the book, If I were in Charge or a book of your choice. 	<p>viernes, 5 de junio de 2020</p> <ul style="list-style-type: none"> • Consulte de nuevo el libro "If I were in Charge." • Conexión: imagina que eres un personaje del libro, ¿cuáles serían algunos de los rasgos de tu personaje? Usa la tabla de rasgos de personaje a continuación para ayudarte, si es necesario. • Seleccione un mensaje de la Junta de opciones y escriba una respuesta para el libro, "If I were in Charge" o un libro de su elección.



"Helga, it's your turn to give your speech in front of the class," Mrs. Jones said.

"What would you do if you were in **charge** of the school?" she asked.



Helga walked to the front of the classroom and wrote three ideas on the board.

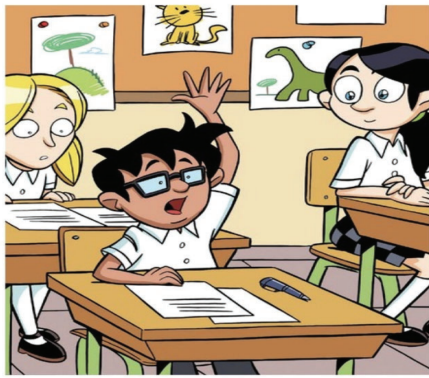
1. Uniforms: No!
2. Fruit Juice: Yes!
3. Helga: Yes!



"If I were in charge of the school,
I'd make three changes,"
Helga said.
She pointed to her first idea.
"First, there would be no more
school uniforms," Helga said.
"Yay!" the class **cheered**.



"Kids could wear whatever they
want, as long as it's purple,"
Helga said.
"Awww!" the class **groaned**.



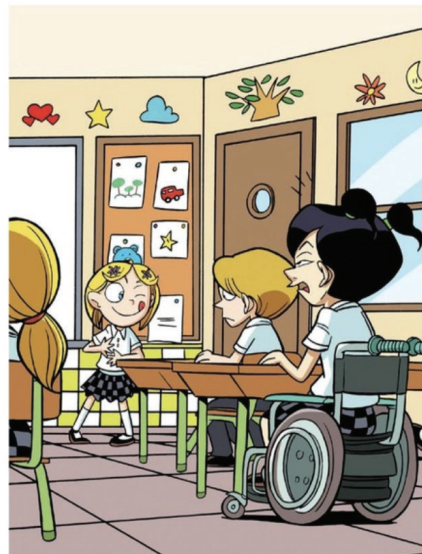
"What if we don't have purple clothes?" Mario asked.
 "Then you won't be allowed into the school," Helga said.
 "Anyone not wearing purple will be sent home," she added.



"Then I'll never be able to come to school," Mario said.
 "Sure you will," Helga said.
 "You will just have to make purple your new **favorite** color," she smiled.



Helga pointed to her next idea.
 "Second, we will get free fruit juice
 at every lunch," she said.
 "Yay!" the class cheered.



"The fruit juice will be **prune** juice—
 the best kind of fruit juice,"
 Helga said.
 "What?" Amy asked.



"Also, the drinking fountains will no longer have water, because water is boring," Helga said.

"The drinking fountains will all have yummy prune juice instead," she smiled.

"Prune juice is gross!" Amy said.



"You'll learn to love it when you drink it every day," Helga said.

"I'll just bring water from home," Terry said.



"No, you won't," Helga said.
 "When I **run** the school, no one will
 be allowed to drink water,"
 she stomped.
 "You will only drink prune juice,"
 she smiled.
 "Awww!" the class groaned.



"Thank you, Helga," Mrs. Jones said.
 "Maybe it's best that you're not in
 charge of the school," she laughed.



“I didn’t get to give my last idea,”
 Helga said, pointing at the board.
 “When I am in charge, you will all
 change your name to Helga.
 That way, you can be more like me,”
 she smiled.
 “No!” the class screamed.

Glossary

charge (<i>n.</i>)	the responsibility for the care or management of someone or something else (p. 3)
cheered (<i>v.</i>)	shouted with excitement and approval (p. 5)
favorite (<i>adj.</i>)	liked more than all other similar things (p. 8)
groaned (<i>v.</i>)	made a low, wordless sound to show pain, unhappiness, or disapproval (p. 6)
prune (<i>n.</i>)	a dried plum that is black or dark purple and wrinkled (p. 10)
run (<i>v.</i>)	to manage or have control over something (p. 13)

Reading - Meeting Characters and Learning Lessons

Week of June 8 -12, 2020

Monday, June 8, 2020

- Read the mentor text attached, **Little Red Riding Hood**, or Read a fiction book/fairy tale of your choice.
- Who are the characters in the story?
- Which character traits would you use to describe Wolf and Red?
- Provide details from the story to support the character trait you chose for Red and the Wolf. Share your work with a family member.
- Select a prompt from the Choice Board and write a response for the book, **Little Red Riding Hood**, or a book of your choice.

lunes 8 de junio de 2020

- Lea el texto del mentor adjunto, **"Little Red Riding Hood"**, o Lea un libro de ficción / cuento de hadas de su elección.
- ¿Quiénes son los personajes en esta historia?
- ¿Qué rasgos de personaje usarías para describir a Wolf y Red?
- Proporciona detalles de la historia para apoyar el rasgo de personaje que elegiste para Red and the Wolf. Comparta su trabajo con un miembro de la familia.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, **"Little Red Riding Hood"** o un libro de su elección.

Tuesday, June 9, 2020

- Refer to **Little Red Riding Hood**, or read a fiction/fairy tale of your choice.
- A lesson is something that reminds us what we should do. For example, when we run too fast and fall our lesson is to not run too fast.
- Think about the story, **Little Red Riding Hood**, what was the lesson in this story?
- Why is it important to think about the lesson?
- Why do you think authors have lessons in their stories? Share your thinking with a family member.
- Select a prompt from the Choice Board and write a response for the book, **Little Red Riding Hood**, or a book of your choice.

martes 9 de junio de 2020

- Refiérase a **"Little Red Riding Hood"**, o lea un cuento de ficción / cuento de hadas de su elección.
- Una lección es algo que nos recuerda lo que debemos hacer. Por ejemplo, cuando corremos demasiado rápido y caemos, nuestra lección es no correr demasiado rápido.
- Piensa en la historia, **"Little Red Riding Hood,"** ¿cuál fue la lección de esta historia?
- ¿Por qué es importante pensar en la lección?
- ¿Por qué crees que los autores tienen lecciones en sus historias? Comparta su pensamiento con un miembro de la familia.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, **"Little Red Riding Hood"** o un libro de su elección.

Wednesday, June 10, 2020

- Read the mentor text attached, **The Three Little Pigs**, or Read a fiction book/fairy tale of your choice.
- Who are the characters in the story?
- Which character traits would you use to describe each pig and the Wolf?
- Provide details from the story to support the character trait you chose for each pig and the Wolf. Share your work with a family member.

miércoles 10 de junio de 2020

- Lea el texto del mentor adjunto, **"The Three Little Pigs"**, o Lea un libro de ficción / cuento de hadas de su elección.
- ¿Quiénes son los personajes en esta historia?
- ¿Qué rasgos de personaje usarías para describir a cada cerdo y al Lobo?
- Proporciona detalles de la historia para respaldar el rasgo de personaje que elegiste para cada

<ul style="list-style-type: none"> ● Select a prompt from the Choice Board and write a response for the book, The Three Little Pigs, or a book of your choice. 	<p>cerdo y el Lobo. Comparta su trabajo con un miembro de la familia.</p> <ul style="list-style-type: none"> ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “The Three Little Pigs”, o un libro de su elección.
<p>Thursday, June 11, 2020</p> <ul style="list-style-type: none"> ● Refer to The Three Little Pigs, or read a fiction/fairy tale of your choice. ● A lesson is something that reminds us what we should do. For example, in Little Red Riding Hood you learned not to talk to strangers. ● Think about the story, The Three Little Pigs, what was the lesson in this story? ● Why is it important to think about the lesson? ● Select a prompt from the Choice Board and write a response for the book, The Three Little Pigs, or a book of your choice. 	<p>jueves 11 de junio de 2020</p> <ul style="list-style-type: none"> ● Consulte “The Three Little Pigs”, o lea un cuento de ficción / cuento de hadas de su elección. ● Una lección es algo que nos recuerda lo que debemos hacer. Por ejemplo, en Little Red Riding Hood aprendiste a no hablar con extraños. ● Piensa en la historia, “The Three Little Pigs”, ¿cuál fue la lección de esta historia? ● ¿Por qué es importante pensar en la lección? ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “The Three Little Pigs” o un libro de su elección.
<p>Friday, June 12, 2020</p> <ul style="list-style-type: none"> ● Refer to Little Red Riding Hood and The Three Little Pigs. ● How are these two stories the same? How are they different? This skill is called <i>compare</i> and <i>contrast</i>. When you compare, you look for what is similar or the same and when contrast you look for what is different. Discuss with a family member how these stories are the same and different. ● Select a prompt from the Choice Board and write a response for the book, The Three Little Pigs, or a book of your choice. 	<p>viernes 12 de junio de 2020</p> <ul style="list-style-type: none"> ● Consulte “Little Red Riding Hood” y “The Three Little Pigs.” ● ¿Cómo son estas dos historias iguales? ¿En qué se diferencian? Esta habilidad se llama comparar y contrastar. Cuando comparas, buscas lo que es similar o igual y cuando haces el contraste buscas lo que es diferente. Discuta con un miembro de la familia cómo estas historias son iguales y diferentes. ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “The Three Little Pigs” o un libro de su elección.

Little Red Riding Hood

A Reading A-Z Level I Leveled Book
Word Count: 301

Connections

Writing

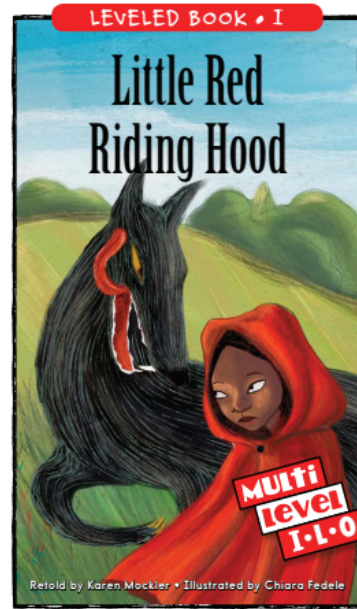
How might the story be different if Red didn't stop to pick the flowers? Write a paragraph describing how the story would change.

Social Studies

Does this story take place in a suburban, rural, or city setting? How do you know? Share your ideas with a partner.

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There once lived a girl named Little Red Riding Hood. Everyone called her "Red."

Little Red Riding Hood • Level I

3

One day, Red's mom asked her to take some cake to Grandma. "Go quickly through the woods, and do not talk to **strangers!**" Mom said.



4



In the woods, though, Red met Wolf.

"Where are you going, child?" Wolf asked.

Little Red Riding Hood • Level 1

5



"I'm taking cake to Grandma's house," she said.

Wolf looked at Red and licked his lips.

6

He decided he would eat Grandma for lunch and Red for dessert.

"Where does Grandma live?" Wolf asked.

"Farther on in the woods, under the three large oak trees," Red said.



Little Red Riding Hood • Level 1

7

"Wouldn't your grandma like some pretty flowers?" Wolf suggested.

Red bent down to pick some flowers.

While she picked, Wolf ran straight to Grandma's house.



8



He went to Grandma's bed
and **swallowed** her whole.
He dressed himself in her clothes
and pulled on her cap.
Then, he laid himself in her bed.

Little Red Riding Hood • Level 1

9



When Red arrived, she went
to the bed.

"Grandma, what big ears you have!"
Red said.

"All the better to hear you with,
child," Wolf said.

10

"Grandma, what big eyes you have!"
Red said.
"All the better to see you with, child,"
Wolf said.



Little Red Riding Hood • Level 1

11



"Oh, Grandma, what a big mouth
you have!" Red said.

"All the better to eat you with!"
Wolf **roared**.

Then he swallowed up Red, flowers,
cake, and all.

12

Wolf lay down again in the bed
and fell asleep.
Inside Wolf's stomach it was dark
and crowded.



Little Red Riding Hood • Level 1

13



Inch by inch, Red lifted her **clump**
of flowers.
She **tickled** Wolf's throat until he
coughed her up.
Red grabbed onto Grandma's hand
and pulled her out, too.

14

Wolf was still asleep.
They tied him to Grandma's bed.
Then Grandma and Red sat down
for tea and cake.
When Wolf **awoke**, you can be sure
he didn't get any!



Little Red Riding Hood • Level 1

15

Glossary

- awoke** (v.) past tense of awake;
to stop sleeping (p. 15)
- clump** (n.) a group or lump of things
that are close together
(p. 14)
- roared** (v.) made the sound that
a lion makes (p. 12)
- strangers** unfamiliar or
(n.) unknown people (p. 4)
- swallowed** caused or allowed
(v.) something, such as food
or liquid, to pass through
the mouth, down the
throat, and into the
stomach (p. 9)
- tickled** (v.) caused or had an irritated
or uncomfortable feeling
on part of the body (p. 14)

16

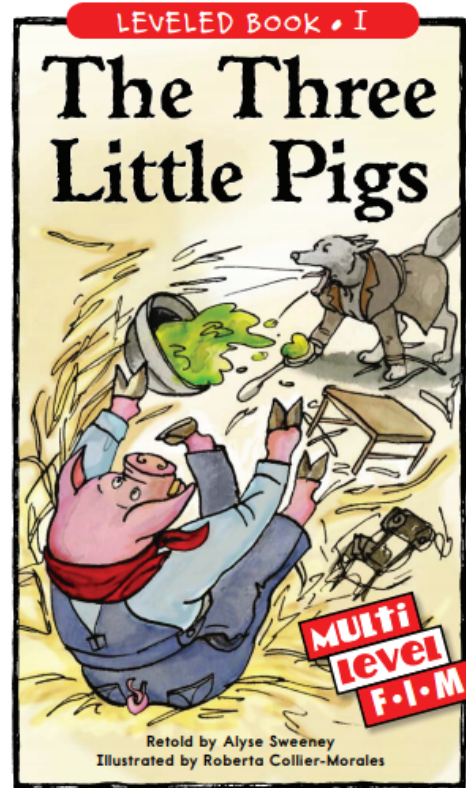
The Three Little Pigs

A Reading A-Z Level I Leveled Book
Word Count: 346



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Once upon a time, there lived three little pigs.
One day the pigs left home.
It was time for them to build homes of their own.



The first little pig built a straw house.
When he was done, he sat down to eat lunch.
He happily slurped and chewed until . . .



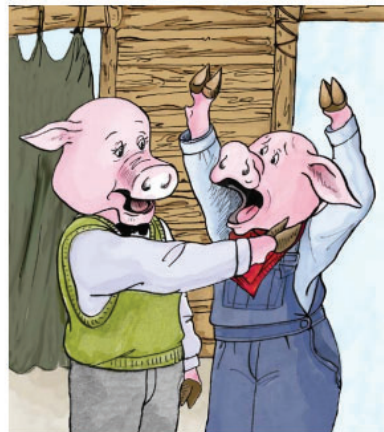
Suddenly, he heard a knock on the door.
It was a wolf!



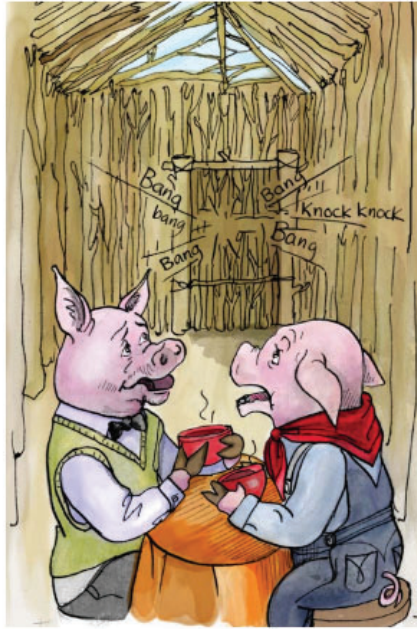
"Little pig, little pig, let me come in," said the wolf.
"Not by the hair of my chinny, chin, chin!" said the little pig.
"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.



The wolf huffed and puffed and puffed and huffed and blew the house in.
Whoosh!
The house became a haystack.
The little pig ran to his brother's house.



The second little pig built his house out of sticks.
The first little pig told his brother about the wolf.
"Sticks are stronger than straw," said the second little pig, unafraid.



That's when they heard a knock on the door.



"Little pigs, little pigs, let me come in," said the wolf.

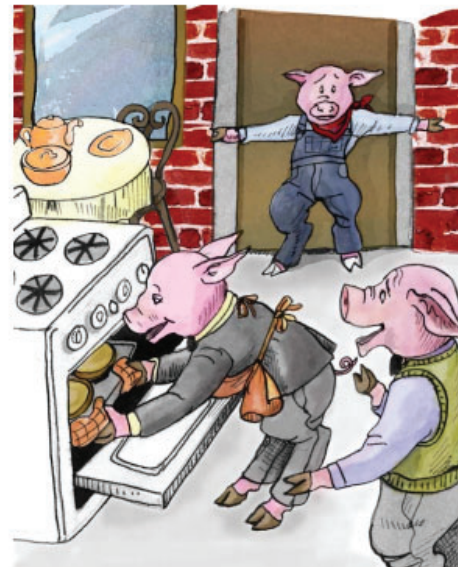
"Not by the hairs of our chinny, chin, chins!" answered the little pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.



The wolf huffed and puffed and puffed and huffed and blew the house in.

The little pigs ran all the way to their brother's house.



The third little pig built a brick house. He was baking pies when his brothers burst in, crying about the wolf.

"Let's see the wolf blow down *this* house," boasted the third little pig.



Knock. Knock. Knock.
The three little pigs looked
at the door.



"Little pigs, little pigs, let me come in,"
yelled the wolf.
"Not by the hairs of our chinny, chin,
chins!" shouted the little pigs.
"Then I'll huff, and I'll puff, and
I'll blow your house in," growled
the wolf.



The wolf huffed and puffed and
puffed and huffed and—



—fell over.
The wolf lay on the ground, out
of breath.
The three little pigs lived happily
ever after—baking pies in the strong
brick house.

Reading - Meeting Characters and Learning Lessons

Week of June 15 - 19, 2020

<p>Monday, June 15, 2020</p> <ul style="list-style-type: none"> ● Read the mentor text attached, Broken Arm Blues or Read a fiction book of your choice. ● Who are the characters in the story? Pick one character and share with your family their character traits. ● Select a prompt from the Choice Board and write a response for the book, Broken Arm Blues, or a book of your choice. 	<p>lunes 15 de junio de 2020</p> <ul style="list-style-type: none"> ● Lea el texto del mentor adjunto, "Broken Arm Blues" o Lea un libro de ficción de su elección. ● ¿Quiénes son los personajes en esta historia? Elige un personaje y comparte con tu familia sus rasgos de carácter. ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Broken Arm Blues" o un libro de su elección.
<p>Tuesday, June 16, 2020</p> <ul style="list-style-type: none"> ● Refer to Broken Arm Blues, or read a fiction book of your choice. What does the story remind you of? Make a connection text to self and share with a family member. ● Select a prompt from the Choice Board and write a response for the book, Broken Arm Blues or a book of your choice. 	<p>martes 16 de junio de 2020</p> <ul style="list-style-type: none"> ● Refiérase a "Broken Arm Blues", o lea un libro de ficción de su elección. ¿A qué te recuerda la historia? Haga un texto de conexión para sí mismo y comparta con un miembro de la familia. ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Broken Arm Blues" o un libro de su elección.
<p>Wednesday, June 17, 2020</p> <ul style="list-style-type: none"> ● Refer to Broken Arm Blues or read a fiction book of your choice. Why do you think the author wrote this story? What do you think the author wants you to learn? ● Select a prompt from the Choice Board and write a response for the book, Broken Arm Blues or a book of your choice. 	<p>miércoles 17 de junio de 2020</p> <ul style="list-style-type: none"> ● Consulte "Broken Arm Blues" o lea un libro de ficción de su elección. ¿Por qué crees que el autor escribió esta historia? ¿Qué crees que el autor quiere que aprendas? ● Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, "Broken Arm Blues" o un libro de su elección.

Thursday, June 18, 2020

- Refer to **Broken Arm Blues** or read a fiction book of your choice. Compare yourself to a character in the book. How are you alike and how are you different? Share your ideas with a family member.
- Select a prompt from the Choice Board and write a response for the book, **Broken Arm Blues**, or a book of your choice.

jueves 18 de junio de 2020

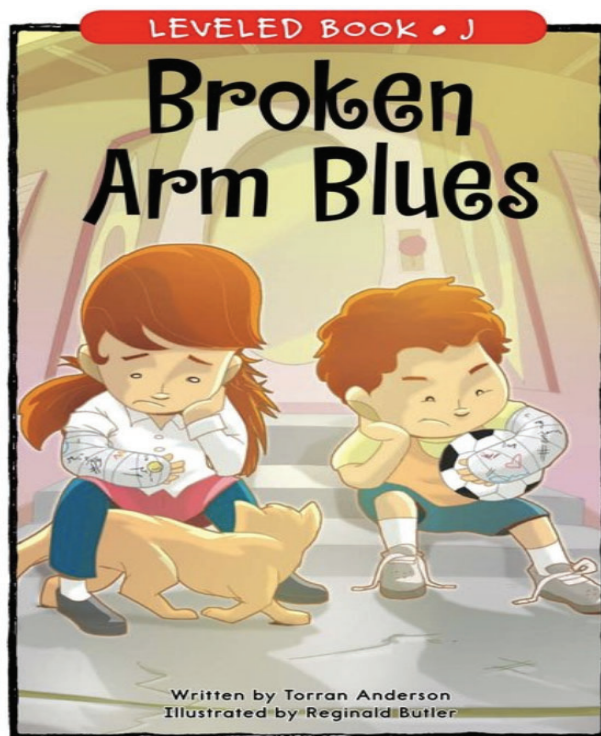
- Consulte “**Broken Arm Blues**” o lea un libro de ficción de su elección. Compárate con un personaje del libro. ¿En qué se parecen y en qué se diferencian? Comparta sus ideas con un miembro de la familia.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “**Broken Arm Blues**” o un libro de su elección.

Friday, June 19, 2020

- Refer to **Broken Arm Blues**, or read a fiction book of your choice. If you had the opportunity to meet a character in the story, what would you say? Share your ideas with your family.
- Select a prompt from the Choice Board and write a response for the book, **Broken Arm Blues**, or a book of your choice.

viernes 19 de junio de 2020

- Refiérase a “**Broken Arm Blues**”, o lea un libro de ficción de su elección. Si tuvieras la oportunidad de conocer a un personaje de la historia, ¿qué dirías? Comparte tus ideas con tu familia.
- Seleccione un mensaje del Tablero de opciones y escriba una respuesta para el libro, “**Broken Arm Blues**” o un libro de su elección.



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Kyle and Carrie did everything together. They worked on their homework together, played soccer together, and went to **karate** class together.

"You're like two peas in a **pod**," their father liked to say.

Broken Arm Blues • Level J

3

One day, while playing soccer, Kyle broke his arm. A doctor at the hospital put Kyle's arm in an arm **cast**. Three days later, Carrie broke her arm in karate! The same doctor put Carrie's arm in a cast, too.



4



"Cool. We get to have broken arms together," Kyle said.

"Let's get everyone to sign our casts," said Carrie.

Broken Arm Blues • Level J

5



The first week they had their casts was exciting. Kyle and Carrie didn't have to run laps in soccer practice. Their parents wrote their homework for them. Everyone signed their casts, even their teachers.

6

The second week they had their casts, Kyle and Carrie both had the broken arm **blues**. So many things were hard to do with one arm in a **bulky** cast.



Broken Arm Blues • Level J

7



Carrie couldn't put her hair in a ponytail using just one hand. Kyle couldn't play video games, and neither of them could jump rope.

8

"We can't do anything fun!" yelled Carrie.

"I'm so **bored**," Kyle said.

"I feel so blue," Carrie agreed.



Broken Arm Blues • Level J

9

Kyle and Carrie had to watch their soccer team play without them. They couldn't even clap their hands when their team scored a goal.



10

The third week Kyle and Carrie had their casts, they were angry. One of their best friends had a birthday party with a jumping castle at the pool. They couldn't jump or swim. They had to watch everyone else having fun.



Broken Arm Blues • Level J

11



"I'm sick of having a broken arm!" yelled Carrie.

"My arm is so itchy!" Kyle howled.

12

"Mine, too," Carrie said. "And your cast is starting to smell."
"Your cast stinks," Kyle said, holding his nose.



Broken Arm Blues • Level J

13



The fourth week Kyle and Carrie had their casts, they decided to team up to beat their blues. Together, they could jump rope. They each used one of their hands to clap together when their team scored in soccer. "You're like two peas in a pod," their father said.

14



After six weeks, their casts were off! Now they could swim, play soccer, and go to karate class. Now no one had the broken arm blues!

Broken Arm Blues • Level J

15

Glossary

- blues** (*n.*) a feeling of sadness or low spirits (p. 7)
- bored** (*adj.*) feeling restless or unhappy as a result of having nothing to do or being uninterested in an activity (p. 9)
- bulky** (*adj.*) having a size or shape that makes something difficult to hold, carry, or store; large (p. 7)
- cast** (*n.*) a hard, protective covering placed around an arm, leg, or other body part to allow a broken bone to heal (p. 4)
- karate** (*n.*) a method of self-defense in which the hands and feet are used to strike an opponent (p. 3)
- pod** (*n.*) a long, thin part on some plants in which peas or other seeds grow (p. 3)

Writing Prompts

Writing - Week of May 4 - 8, 2020

Monday, May 4, 2020

Write about the best day you had with your family. Give 3 reasons why this was the best day!

lunes 4 de mayo de 2020

Escribe sobre el mejor día que tuviste con tu familia. Da 3 razones de porque este día fue el mejor!

Tuesday, May 5, 2020

Write and describe where you live. Explain what you like best about your home. Label your illustrations.

martes 5 de mayo de 2020

Escribe y describe dónde vives. Explica lo que más te gusta de tu hogar. Rotula tus ilustraciones.

Wednesday, May 6, 2020

Create a letter for your grandparents or an important person in your life. . Share with them a small moment that happened in your life.

Ex: Dear Grandma,

miércoles 6 de mayo de 2020

Crea una carta para tus abuelos o una persona importante en tu vida. . Comparta con ellos un pequeño momento que sucedió en su vida.

Ej: querida abuela,

Thursday, May 7, 2020

Design a scavenger hunt around your home. Help your family find a hidden object. Create a map of the room/house. Write clues on paper.

Jueves 7 de mayo de 2020

Diseña una búsqueda del tesoro en tu casa. Ayuda a tu familia a encontrar un objeto oculto. Crea un mapa de la habitación/ casa. Escribe pistas en papel

Friday, May 8, 2020

Write about an animal that lives in your neighborhood (your pet, a neighbor's pet, or a squirrel or bird who hangs out in your tree). What does the animal like to do, eat, look like?

viernes 8 de mayo de 2020

Escribe sobre un animal que vive en tu vecindario (tu mascota, la mascota de un vecino o una ardilla o pájaro que se cuelga en tu árbol). ¿Qué le gusta hacer, comer y como se ve el animal?

Writing - Week of May 11 - 15, 2020

Monday, May 11, 2020

We are in the season of Spring. Sit outside for 5 minutes (or look out the window, if raining). Draw everything you see. After, write about what you notice happening in the Springtime.

lunes 11 de mayo de 2020

Estamos en la temporada de primavera. Siéntese afuera por 5 minutos (o mire por la ventana, si está lloviendo). Dibuja todo lo que ves. Después, escribe sobre lo que notas que sucede en la primavera.

Tuesday, May 12, 2020

Think about your 5 senses (touch, taste, smell, hearing, and sight). Brainstorm ways you use your 5 senses when you go outside. Write about which of your senses you are most thankful to have and why?

martes 12 de mayo de 2020

Piensa en tus 5 sentidos (tacto, gusto, olfato, oído y vista). Piensa en todas las formas en que usas tus 5 sentidos cuando sales afuera. Escribe sobre cuál de tus sentidos estás más agradecido/a de tener y por que.

Wednesday, May 13, 2020

Write a poem about your favorite season. Use your 5 senses.

Ex:

A Poem about Spring
Spring feels like _____
Spring tastes like _____
Spring smells like _____
Spring sounds like _____
Spring looks like _____

miércoles 13 de mayo de 2020

Escribe un poema sobre tu estación favorita. Usa tus 5 sentidos.

Ej: Un Poema Sobre la Primavera

La primavera se siente como _____
La primavera sabe a _____
La primavera huele a _____
La primavera suena como _____
La primavera se parece a _____

Thursday, May 14, 2020

Write, illustrate and EXPLAIN what is your favorite breakfast meal.

jueves 14 de mayo de 2020

Escribir, Dibujar y Explicar que es su comida favorita para el desayuno.

Friday, May 15, 2020

Write out a family recipe. Explain why that recipe is special to your family.

viernes 15 de mayo de 2020

Escriba una receta para una comida especial de su familia. Explique porque la receta es especial para su familia.

Writing - Week of May 18 - 22, 2020

<p>Monday, May 18, 2020 Create a book and interview people in your family.</p> <p>Interview Questions:</p> <ol style="list-style-type: none"> 1. When is your birthday? 2. What city, state, country were you born? 3. Who was your best friend as a child? 4. What is your favorite color? 5. What is your favorite food? <p>Share it with them! **Include: cover page, table of contents, family tree/family timeline, labels, illustrations/photographs</p>	<p>lunes 18 de mayo de 2020 Crea un libro y entrevista a personas de tu familia.</p> <p>Preguntas de entrevista:</p> <ol style="list-style-type: none"> 1. ¿Cuándo es tu cumpleaños? 2. ¿En qué ciudad, estado, país naciste? 3. ¿Quién fue tu mejor amigo cuando eras niño/a? 4. ¿Cuál es tu color favorito? 5. ¿Cuál es tu comida favorita? <p>¡Compártelo con ellos! **Incluir: portada, tabla de contenido, árbol genealógico/cronología familiar, etiquetas, ilustraciones/fotografías</p>
<p>Tuesday, May 19, 2020 Choose a community worker (mailman, firefighter) and describe how his role is important in your community and how his job helps you and your family.</p>	<p>martes 19 de mayo de 2020 Escoge un trabajador de la comunidad (cartero, bombero, enfermera, doctor, etc.) y describe como lo que hace es importante en tu comunidad y cómo su trabajo te ayuda a ti y a tu familia.</p>
<p>Wednesday, May 20, 2020 Create a Heritage poster of the country your family comes from. Write and draw about their food, the most important places, the language they speak, the religion they follow, the weather, etc.</p>	<p>miércoles 20 de mayo de 2020 Crea un póster del país de donde viene tu familia. Escribe y dibuja acerca de sus comidas, los lugares más importantes para visitar, el lenguaje que utilizan, la religión que siguen el tiempo, entre otros.</p>
<p>Thursday, May 21, 2020 Choose one ingredient (corn, tomatoes, hot dogs, chicken) and write all the kinds of food that can be made with this ingredient.</p>	<p>jueves 21 de mayo de 2020 Escoge un ingrediente (maíz, tomates, hot dogs, pollo) y escribe todas las comidas que se hacen con este ingrediente.</p>
<p>Friday, May 22, 2020 Invent your very own unique recipe!</p> <p>*Write the list of ingredients *Use transitional words: First, Next, After, Then, Finally *Describe how to make it.</p> <p>Share your "new" invention with your family. Tell them to write you a review.</p>	<p>viernes 22 de mayo de 2020 ¡Inventa tu propia receta única!</p> <p>*Escribe la lista de ingredientes *Utiliza palabras de transición: Primero, Segundo, Después, Luego, Finalmente *Describe cómo hacerlo.</p> <p>Comparte tu "nuevo" invento con tu familia. Diles que te escriban una reseña.</p>

Writing Unit: From Scenes to Series Narrative

For the following weeks we will be writing realistic fiction stories:

Realistic Fiction writing is a type of writing that could be real, but it isn't. We use our imagination to create stories that haven't actually happened, but they could!

Key Points:

***Characters** in these stories seem to be like regular people like us, or animals.

Vampires and superheroes are not examples of characters in a realistic fiction story.

***Settings** for realistic fiction stories can take place at a park or a school, *not the moon because that is not realistic in our lives.*

***Make characters come to life** through dialogue. Use quotation marks (" ") for when they speak.

(Example: Gretchen heard a noise. Peep, peep, caw! Peep, peep, caw! **"What is that?" she thought.**)

En las próximas semanas escribiremos historias de ficción realista:

La escritura de ficción realista es un tipo de escritura que podría ser real, pero no lo es. Usamos nuestra imaginación para crear historias que no han sucedido realmente, ¡pero podrían!

Puntos Clave:

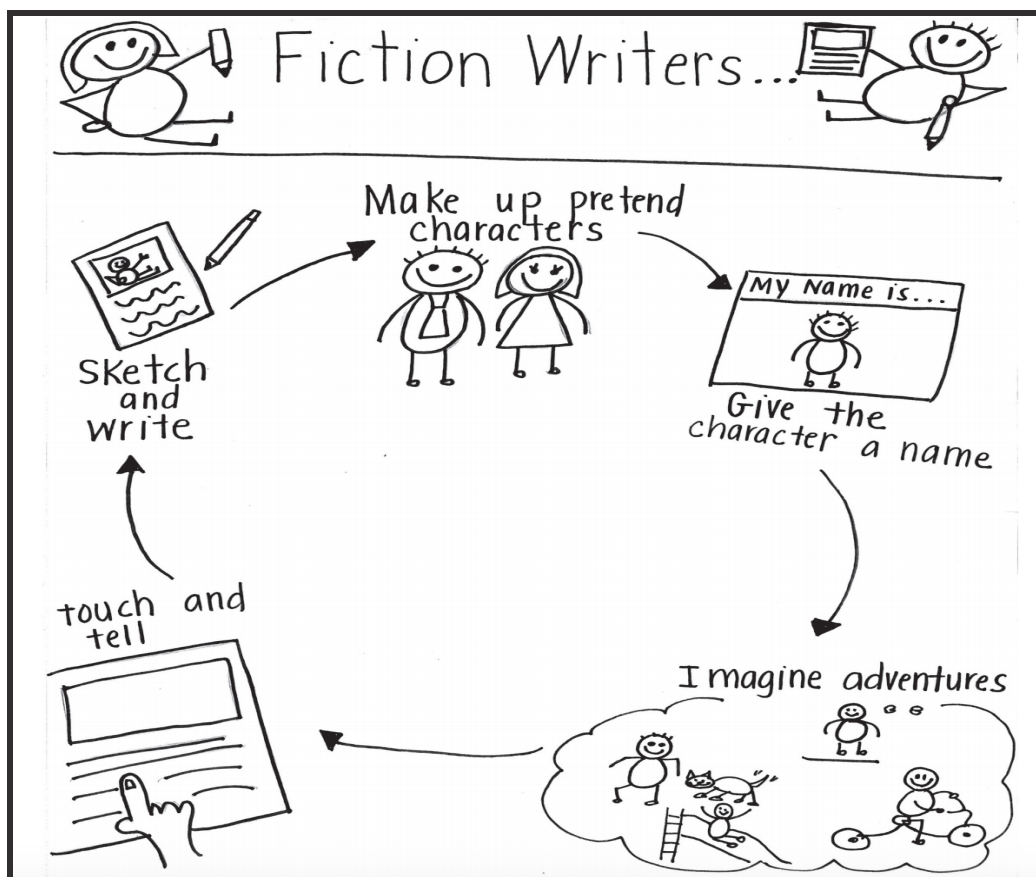
***Los personajes** de estas historias parecen ser como gente normal como nosotros, o animales.

Los vampiros y los superhéroes no son ejemplos de personajes en una historia de ficción realista.

***Los escenarios** de las historias de ficción realistas pueden tener lugar en un parque o en una escuela, *no en la luna porque eso no es realista en nuestras vidas.*

***Hacer que los personajes cobren vida** a través del diálogo. Usa comillas (" ") para cuando hablan.

(Ejemplo: Gretchen escuchó un ruido. ¡Pío, pío, caw! ¡Pío, pío, caw! **"¿Qué es eso?" pensó ella.**)

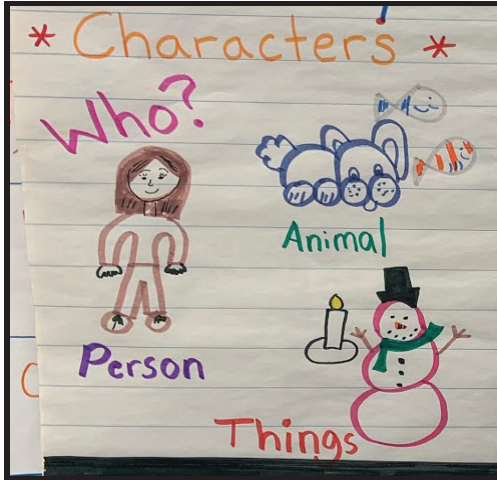


Focus for the Week: Characters

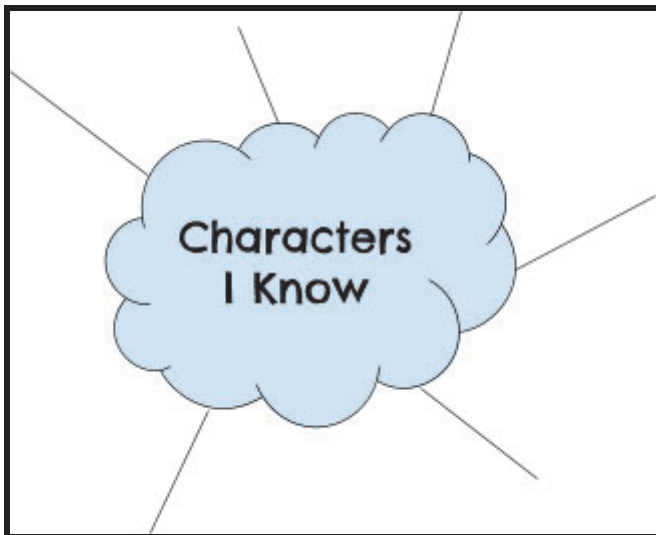
Week of May 25 - 29, 2020

Monday, May 25, 2020

- Look at the picture, what does a character mean to you?



- Definition:** Characters are the people, animals, or things in a story.
- On a piece of paper brainstorm 6 or more characters you know from stories, movies, and TV shows.

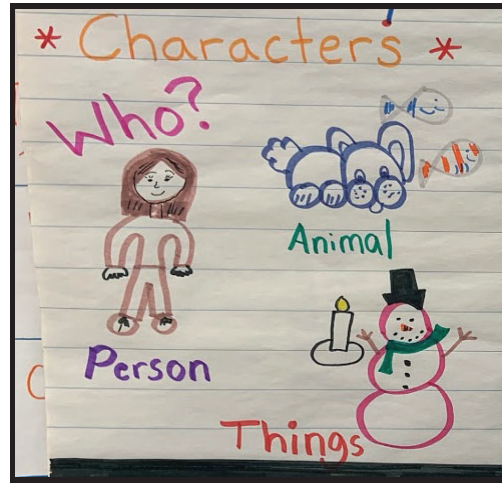


Tuesday, May 26, 2020

- Today we are going to create our own character for our realistic fiction story.
- Use the, Character Planning Sheet at the end of this packet to plan out your character
- When you are creating your character think of the following:

lunes 25 de mayo de 2020

- Mira la foto, ¿qué significa un personaje para ti?



- Definición:** Los personajes son las personas, animales o cosas de una historia.
- En un pedazo de papel, haz una lluvia de ideas con 6 o más personajes que conozcas de historias, películas y programas de televisión.



martes 26 de mayo de 2020

- Hoy vamos a crear nuestro propio personaje para nuestra historia de ficción realista.
- Usa la hoja de Character Planning Sheet al final de este paquete para planificar tu personaje
- Cuando estés creando tu personaje piensa en lo siguiente:

1. Think of a pretend character



- Give the character a name



- Imagine a place



- Imagine the trouble your character gets into



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1. Think of a pretend character



- Give the character a name



- Imagine a place



- Imagine the trouble your character gets into



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Wednesday, May 27, 2020

- Today we are going to bring our character to life!
- Characters can think about things happening around them
 - What is your character's plan in the story?
 - How will your character make that plan happen?
- Write and draw about what your character is thinking about and make them speak in your story
- Share your writing with a family member

miércoles 27 de mayo de 2020

- ¡Hoy vamos a dar vida a nuestro personaje!
- Los personajes pueden pensar en las cosas que suceden a su alrededor
 - ¿Cuál es el plan de tu personaje en la historia?
 - ¿Cómo hará tu personaje para que ese plan se lleve a cabo?
- Escribe y dibuja sobre lo que tu personaje está pensando y haz que hable en tu historia.
- Comparte tus escritos con un miembro de la familia

Thursday, May 28, 2020

- Today we will continue bringing our character to life!
- Characters have feelings just like we do
 - How is your character feeling in the story?
 - Why is your character feeling that way?
 - What happened in the story that made your character feel that way?
 - What are some of its character traits?
- Write about how your character is feeling in the story and make them speak about their feelings

jueves 28 de mayo de 2020

- Hoy seguiremos dando vida a nuestro personaje.
- Los personajes tienen sentimientos como nosotros.
 - ¿Cómo se siente tu personaje en la historia?
 - ¿Por qué tu personaje se siente así?
 - ¿Qué sucedió en la historia que hizo que tu personaje se sintiera así?
 - ¿Cuáles son algunos de sus rasgos de carácter?
- Escribe sobre cómo se siente tu personaje en la historia y haz que hablen sobre sus sentimientos.

Character Traits

© Words that describe and helps us understand a character.

- respectful
- responsible
- cooperative
- creative
- imagination
- loving
- bossy
- shy
- athletic
- smart
- nice
- Caring

Character Traits

© Words that describe and helps us understand a character.

- respectful
- responsible
- cooperative
- creative
- imagination
- loving
- bossy
- shy
- athletic
- smart
- nice
- Caring
- Careful
- Friendly

Friday, May 29, 2020

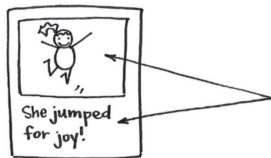
- Today we will continue bringing our character to life!
- Characters can act in different ways to show how they are feeling
- Write and draw about what your character is doing by using action words

Make the action exciting!



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Repeat action in pictures and words



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Fancy Dialogue Words!



yelled	asked	chuckled	answered
shouted	wondered	gaspd	replied
screamed	inquired	whispered	explained



viernes 29 de mayo de 2020

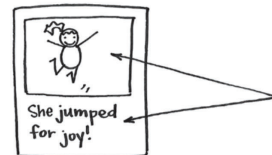
- Hoy seguiremos dando vida a nuestro personaje.
- Los personajes pueden actuar de diferentes maneras para mostrar cómo se sienten
- Escribe y dibuja sobre lo que hace tu personaje usando palabras de acción

Make the action exciting!



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Repeat action in pictures and words



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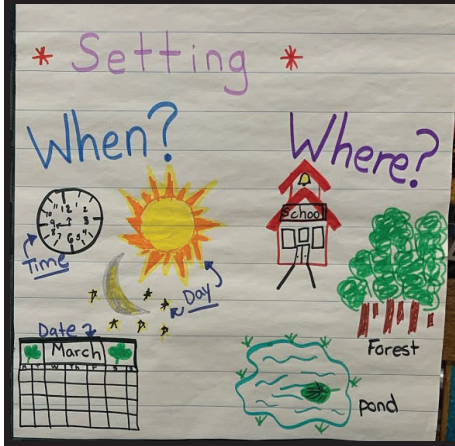


Focus for the Week: Setting

Writing - Week of June 1 - 5, 2020

Monday, June 1, 2020

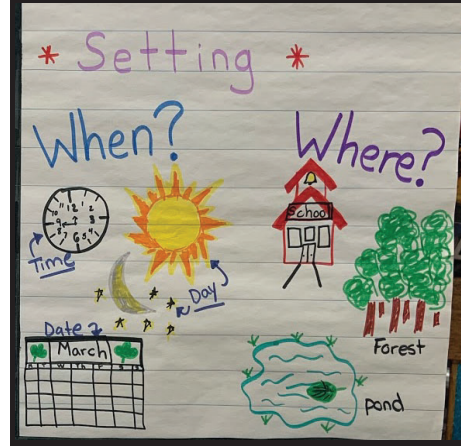
- Look at the picture, what do you think setting means in a story?



- Definition:** Setting is the time and place of a story. It answers the questions the reader might have of when and where?
- On a piece of paper, brainstorm settings you have seen in stories, movies, or TV shows

lunes 1 de junio de 2020

- Mira la foto, ¿qué crees que significa el escenario en una historia?



- Definición:** El escenario es el tiempo y el lugar de una historia. Responde a las preguntas que el lector podría tener de cuándo y dónde.
- En una hoja de papel, haz una lluvia de ideas de los escenarios que has visto en las historias, películas o programas de televisión

Tuesday, June 2, 2020

- Today you will be searching for the setting in a book you read today!
- Look out for clues like where the character is located in the story and what time of the day it is that the story is happening
- Draw the setting for the book that you read today and describe the setting in your own words.
- Share your writing with a family member

martes 2 de junio de 2020

- ¡Hoy buscarás el escenario en un libro que has leído hoy!
- Busca pistas como dónde se encuentra el personaje en la historia y a qué hora del día ocurre la historia.
- Dibuja el escenario del libro que leíste hoy y describe el escenario con tus propias palabras.
- Comparte tus escritos con un miembro de la familia

Wednesday, June 3, 2020

- Today you will plan the setting for your realistic fiction story
- On a piece of paper make a T-chart to organize your thoughts or use the one at the end of this packet

When is the Setting Happening (Time)? ...Summer, Winter, Fall, Spring, Daytime, Night...	Where is the Setting (Place)? ...at the Park, at School, at Home, at the Beach...

miércoles 3 de junio de 2020

- Hoy planeearás el escenario para tu historia de ficción realista
- En una hoja de papel haz una tabla-T para organizar tus pensamientos o usa la que está al final de este paquete

When is the Setting Happening (Time)? ...Summer, Winter, Fall, Spring, Daytime, Night...	Where is the Setting (Place)? ...at the Park, at School, at Home, at the Beach...

Thursday, June 4, 2020

- Today you will describe the setting for your realistic fiction story on a piece of writing paper
- Use juicy words and complete sentences so your reader can visualize the setting in their head!

Describe the setting



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jueves 4 de junio de 2020

- Hoy describirás el escenario de tu historia de ficción realista en un pedazo de papel de escribir
- ¡Usa palabras jugosas y oraciones completas para que tu lector pueda visualizar el escenario en su cabeza!

Describe the setting



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Friday, June 5, 2020

- Today you will continue describing the setting for your realistic fiction story and add details to your drawings
- Remember to use juicy words and complete sentences so your reader can visualize the setting in their head!
- Share your writing with a family member

Describe the setting



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viernes 5 de junio de 2020

- Hoy continuarás describiendo el escenario de tu historia de ficción realista y añadirás detalles a tus dibujos
- ¡Recuerda usar palabras jugosas y oraciones completas para que tu lector pueda visualizar el escenario en su cabeza!
- Comparte tus escritos con un miembro de la familia

Describe the setting



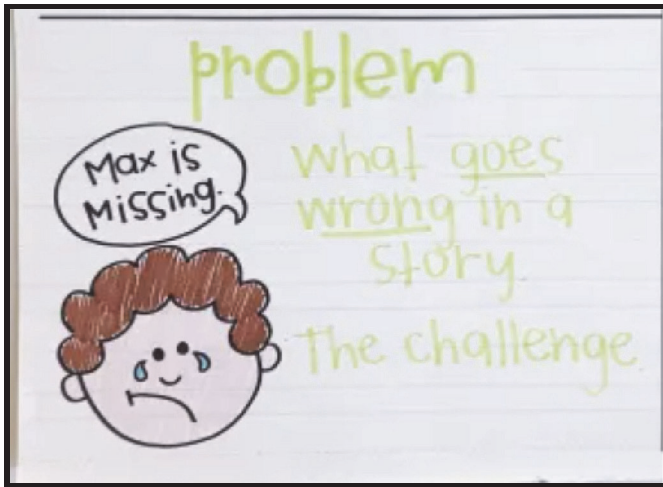
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Focus for the Week: Problem & Solution

Writing - Week of June 8 - 12, 2020

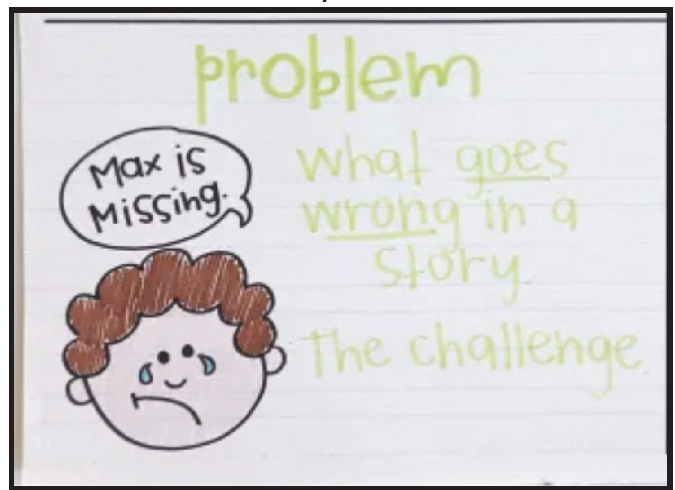
Monday, June 8, 2020

- Today we will be learning about another story element fiction writers use in their stories, it's called the problem
- Definition: A problem is what goes wrong in a story. It is usually what the character *wants* and *needs* but doesn't have.
- Can you think of some examples of problems 1st Graders may have? Pick one and write it out
 - Here is an example of a problem a First Grader may have: I don't know how to tie my shoes...



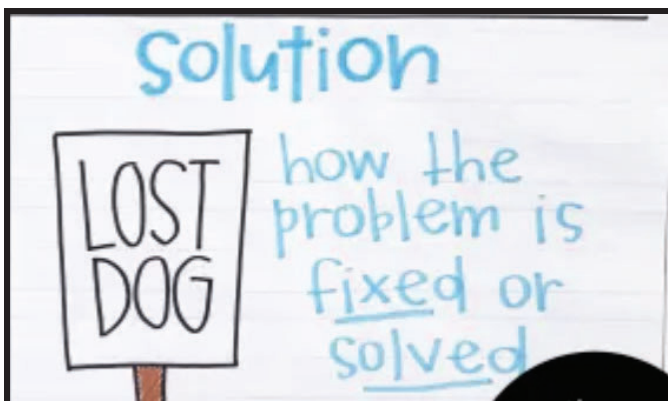
lunes 8 de junio de 2020

- Hoy aprenderemos sobre otro elemento de ficción que los escritores usan en sus historias, se llama el problema
- Definición: Un problema es lo que sale mal en una historia. Normalmente es lo que el personaje quiere y necesita pero no tiene.
- ¿Puedes pensar en algunos ejemplos de problemas que podrían tener los niños de primer grado? Escoge uno y escríbelo
 - Aquí hay un ejemplo de un problema que un niño de primer grado podría tener: No sé cómo atarme los zapatos...



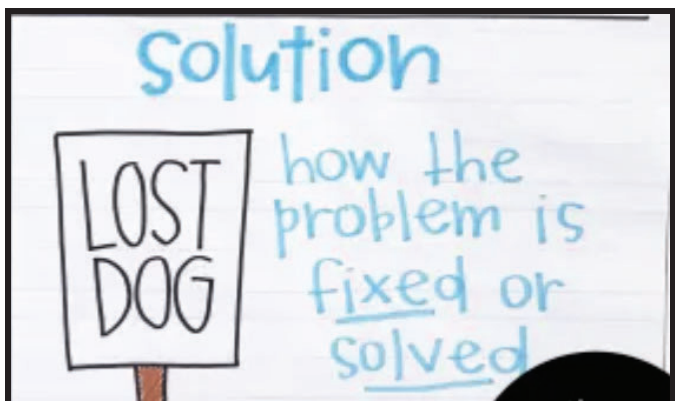
Tuesday, June 9, 2020

- Yesterday we learned about what problem means in a story, today we are going to learn about the story element called solution.
- Definition: The solution in a story is how the problem gets fixed or solved.
- Using the same writing paper from yesterday, come up with a solution to your First Grade problem.
 - Here is my solution to yesterday's problem: ...I will practice everyday tying my shoes and singing a song to remember how to do it.



martes 9 de junio de 2020

- Ayer aprendimos lo que significa el problema en una historia, hoy vamos a aprender sobre el elemento de la historia llamado solución.
- Definición: La solución en una historia es cómo se arregla o resuelve el problema.
- Usando el mismo papel que escribiste ayer, llega a una solución para tu problema de primer grado.
 - Aquí está mi solución al problema de ayer: ...practicaré todos los días atando mis zapatos y cantando una canción para recordar cómo hacerlo.



Wednesday, June 10, 2020

- Today you will create a problem that your character is having in your story
- Remember that when there is a problem in a story the character will be feeling and acting a certain way.
- Describe the problem in the story by writing how the character is feeling and acting when the problem is occurring
 - Example: A first grade girl did not know how to tie her shoes. This made her feel furious! "I am so mad!" she yelled.

miércoles 10 de junio de 2020

- Hoy crearás un problema que tu personaje está teniendo en tu historia
- Recuerda que cuando hay un problema en una historia el personaje se sentirá y actuará de cierta manera.
- Describe el problema en la historia escribiendo cómo se siente y actúa el personaje cuando el problema ocurre
 - Ejemplo: Una niña de primer grado no sabía cómo atarse los zapatos. ¡Esto la hizo sentir furiosa! "¡Estoy tan enojada!" gritó.

Thursday, June 11, 2020

- Today you will write a solution to the problem in your story.
- The problem and solution have to fit together.
 - Example: A first grade girl did not know how to tie her shoes. This made her feel furious! "I am so mad!" she yelled. Suddenly, her father replied, "Let's practice tying shoes together everyday. I will teach you a song I used to sing to tie my shoes.

jueves 11 de junio de 2020

- Hoy escribirás una solución al problema en tu historia.
- El problema y la solución tienen que encajar.
 - Ejemplo: Una niña de primer grado no sabía cómo atarse los zapatos. ¡Esto la hizo sentir furiosa! "¡Estoy tan enojada!" gritó. De repente, su padre respondió, "Practiquemos atando los zapatos todos los días. Te enseñaré una canción que solía cantar para atar mis zapatos.

Edge - Of - Your - Seat Phrases!

Suddenly

Without warning

Meanwhile

In the blink of an eye

Slowly...

All of a sudden

Moments later



Edge - Of - Your - Seat Phrases!

Suddenly

Without warning

Meanwhile

In the blink of an eye

Slowly...

All of a sudden

Moments later



Friday, June 12, 2020

- Today you will draw the problem and solution for your realistic fiction story.
- Add labels to your pictures and detail
- Share your writing with a family member

viernes 12 de junio de 2020

- Hoy dibujarás el problema y la solución para tu historia de ficción realista.
- Añade etiquetas a tus dibujos y detalla
- Comparte tus escritos con un miembro de la familia

Add details to their pictures



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Add details to their pictures



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Focus for the Week:

Create Another Realistic Fiction Story Using the Same Character!

Writing - Week of June 15 - 19, 2020

Monday, June 15, 2020

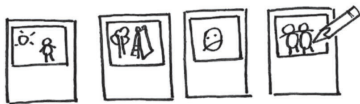
- Today you will plan what you will write about
- Use what you learned last week about story elements and include it in your planning today
- Touch and tell on each page and then sketch the pictures across the pages
- Share your planning with a family member

2. Plan

- Touch and tell



- Sketch across the Pages



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lunes 15 de junio de 2020

- Hoy planearás lo que escribirás
- Utiliza lo que aprendiste la semana pasada sobre los elementos de la historia e inclúyelo en tu planificación de hoy.
- Toca y cuenta en cada página y luego bosqueja las imágenes a través de las páginas
- Comparte tu planificación con un miembro de la familia

2. Plan

- Touch and tell






- Sketch across the Pages



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Tuesday, June 16, 2020

- Today you will start writing on your first page
- Start with an introduction
- Introduce your character and the setting, use sounds and dialogue to get your reader's attention




One winter day, Mary was dled up on the couch with her dog, Sam. SWISH! "Wow it sounds like a blizzard outside", said Mary. 



**Who is the character?
Where is the character?**

martes 16 de junio de 2020

- Hoy comenzarás a escribir en tu primera página
- Empieza con una introducción
- Presenta tu personaje y el escenario, usa sonidos y diálogos para llamar la atención del lector.

One winter day, Mary was dled up on the couch with her dog, Sam. SWISH! "Wow it sounds like a blizzard outside", said Mary. 



**Who is the character?
Where is the character?**

Wednesday, June 17, 2020

- Today you will write the second page of your realistic fiction story
- Focus on adding events that lead up to the problem of the story

miércoles 17 de junio de 2020

- Hoy escribirás la segunda página de tu historia de ficción realista
- Enfócate en añadir los eventos que conducen al problema de la historia

Sam ran to the door and barked to go outside. "Okay okay", said Mary. She put on her heavy coat, and Sam's leash, and they walked outside into the snow.

Sam ran to the door and barked to go outside. "Okay okay", said Mary. She put on her heavy coat, and Sam's leash, and they walked outside into the snow.

Thursday, June 18, 2020

- Today you will write the problem in your story
- Remember that the problem is what goes wrong in a story. It is usually what the character *wants* and *needs* but doesn't have.



What problem is the character having?

jueves 18 de junio de 2020

- Hoy escribirás el problema en tu historia
- Recuerda que el problema es lo que sale mal en una historia. Por lo general es lo que el personaje *quiere* y *necesita* pero no tiene.



What problem is the character having?

Friday, June 19, 2020

- Today you will write the solution to your story and end it with a conclusion
- Write the solution to the problem in your story. Remember that the problem and solution have to fit together.



How did the character finally fix the problem?

- Add a conclusion to your story by telling the reader the lesson that the character learned
- Read and present your story to your family!!!



What lesson did the character learn?

viernes 19 de junio de 2020

- Hoy escribirás la solución a tu historia y la terminarás con una conclusión
- Escriba la solución del problema en su historia. Recuerda que el problema y la solución tienen que encajar.



How did the character finally fix the problem?

- Añada una conclusión a tu historia diciéndole al lector la lección que el personaje aprendió
- ¡¡Lee y presenta tu cuento a tu familia!!



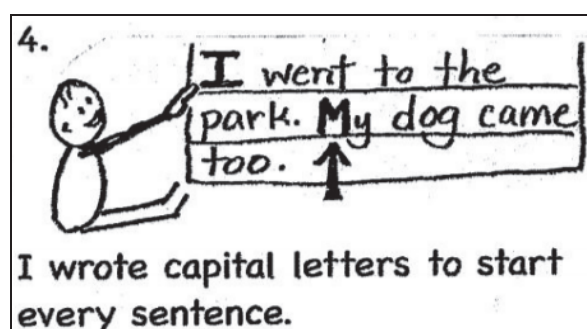
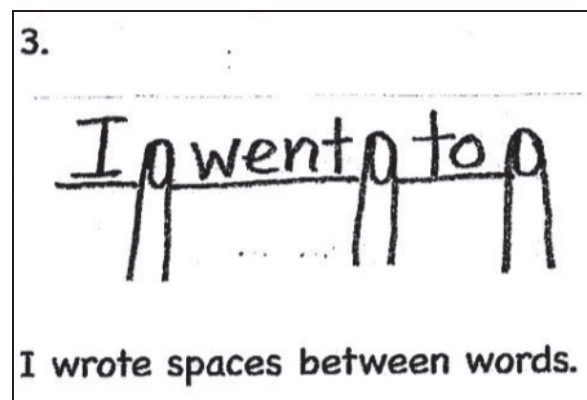
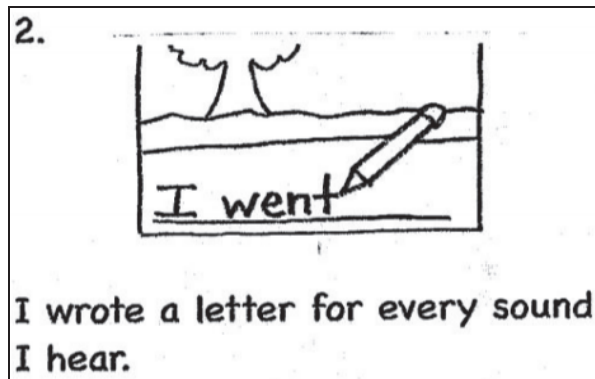
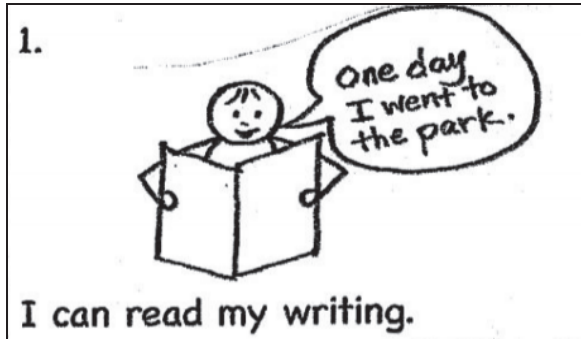
What lesson did the character learn?

Writing Resources

Writing Checklist

Directions: Please review the writing rubric with your child prior to beginning any writing assignment. This rubric is used in your child's class. The rubric sets writing expectations that have been taught in class.

Instrucciones: Por favor revise la rúbrica de escritura con su hijo/a antes de comenzar cualquier tarea de escritura. Esta rúbrica se usa en la clase de su hijo/a. La rúbrica establece las expectativas de escritura que se han enseñado en clase.



Revising Checklist

Directions: Use this when you are rereading your realistic fiction story. Give yourself a check if you have it in your writing. If you forgot to add something, go back and add it to your writing.

Instrucciones: Use esto cuando esté releendo su historia de ficción realista. Dese un cheque si lo tiene en su escritura. Si olvidaste añadir algo, vuelve y añádelo a tu escrito.

Name: _____

Story ReVising Checklist

I added
dialogue on
every page.



I added
fancy feeling
words on
every page.

excited
thrilled
scared
furious

I wrote
across all of
my pages.



Name: _____

Character Planning



My character's name: _____

My character's age: _____

My character likes to:

1. _____

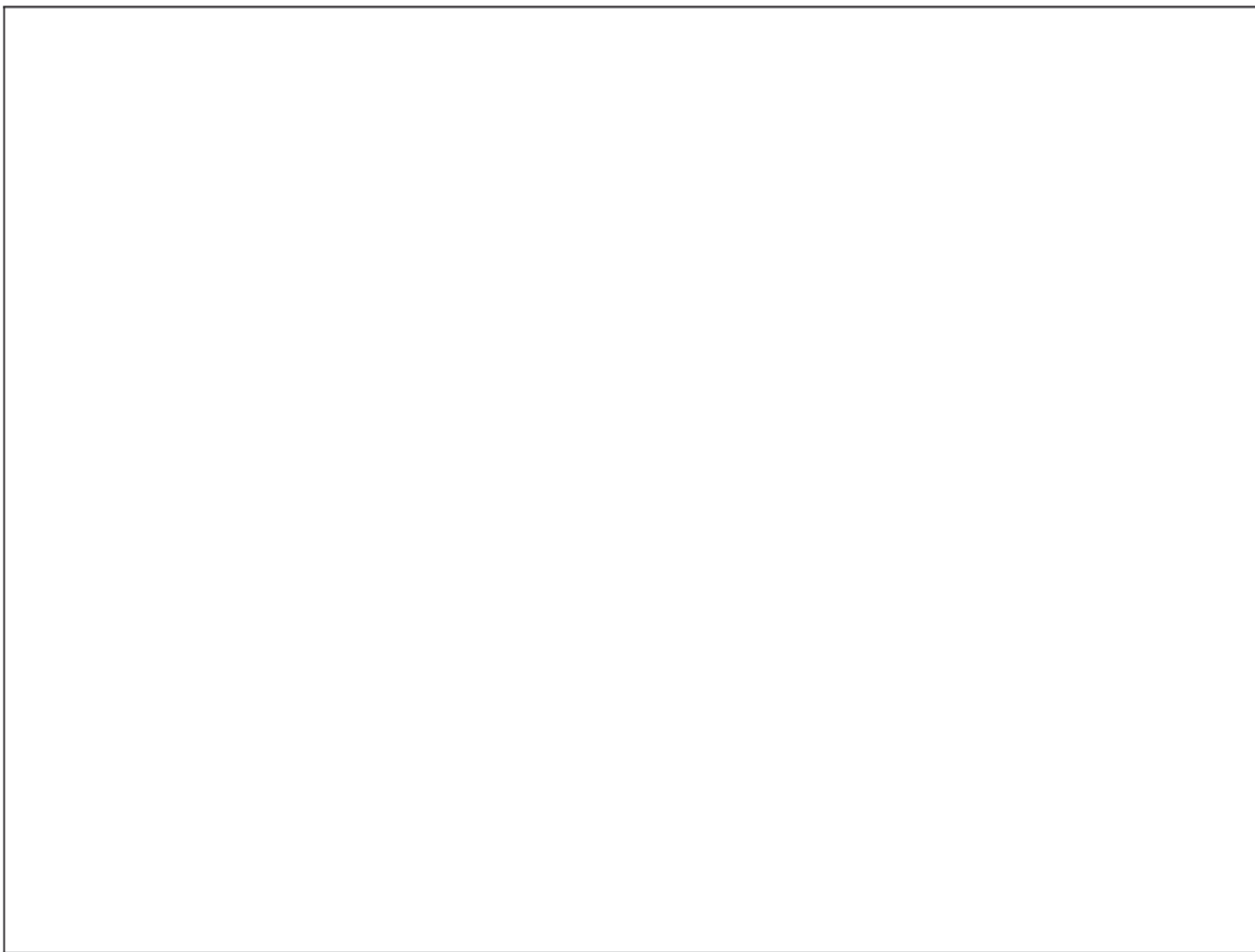
2. _____

3. _____

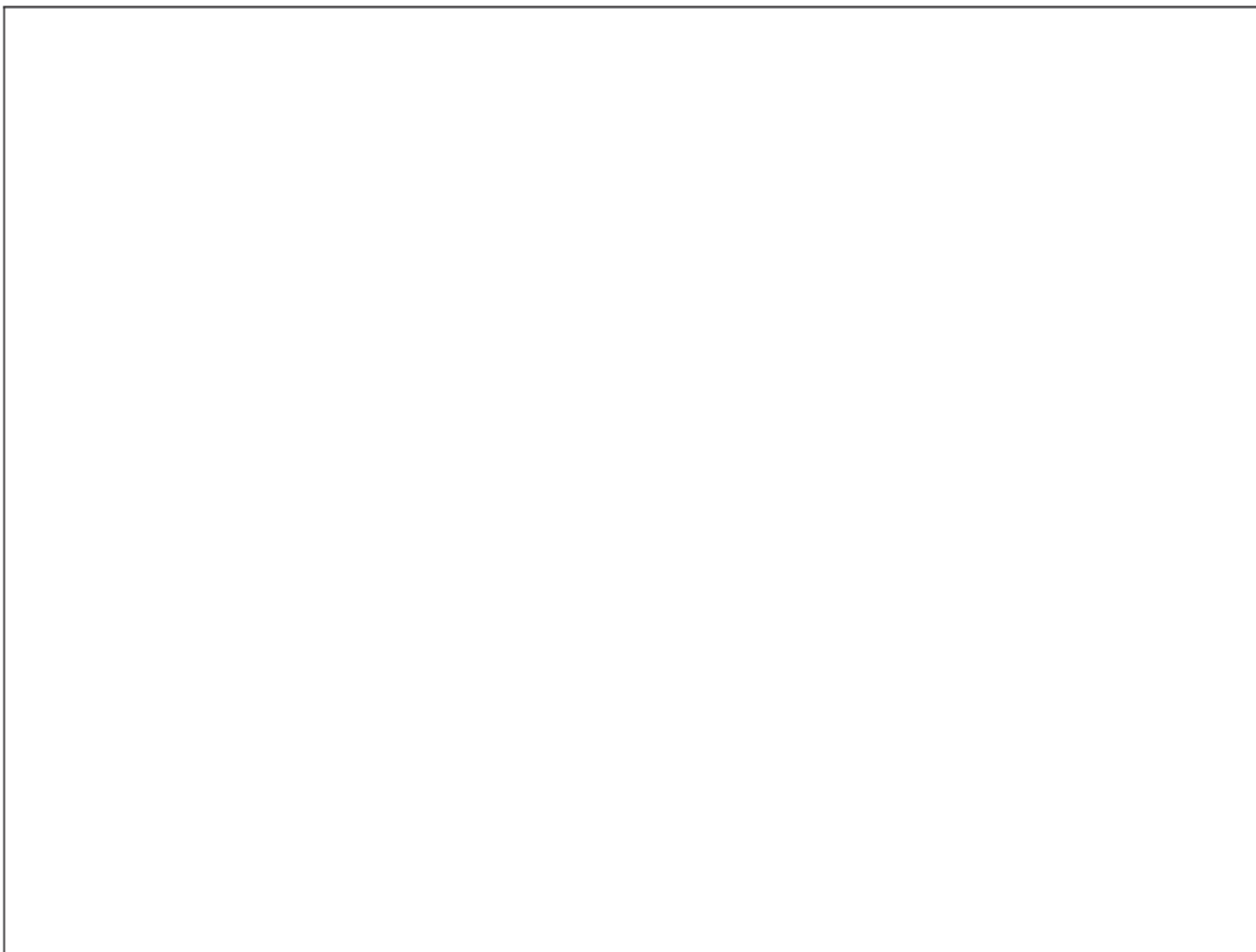
Directions: Plan. Use the T-Chart to write and illustrate the setting for your realistic fiction story.
Instrucciones: Planear. Usa el gráfico-T para escribir e ilustrar el escenario de tu historia de ficción realista.

When is the Setting Happening (Time)? <i>...Summer, Winter, Fall, Spring, Daytime, Night...</i>	Where is the Setting (Place)? <i>...at the Park, at School, at Home, at the Beach...</i>

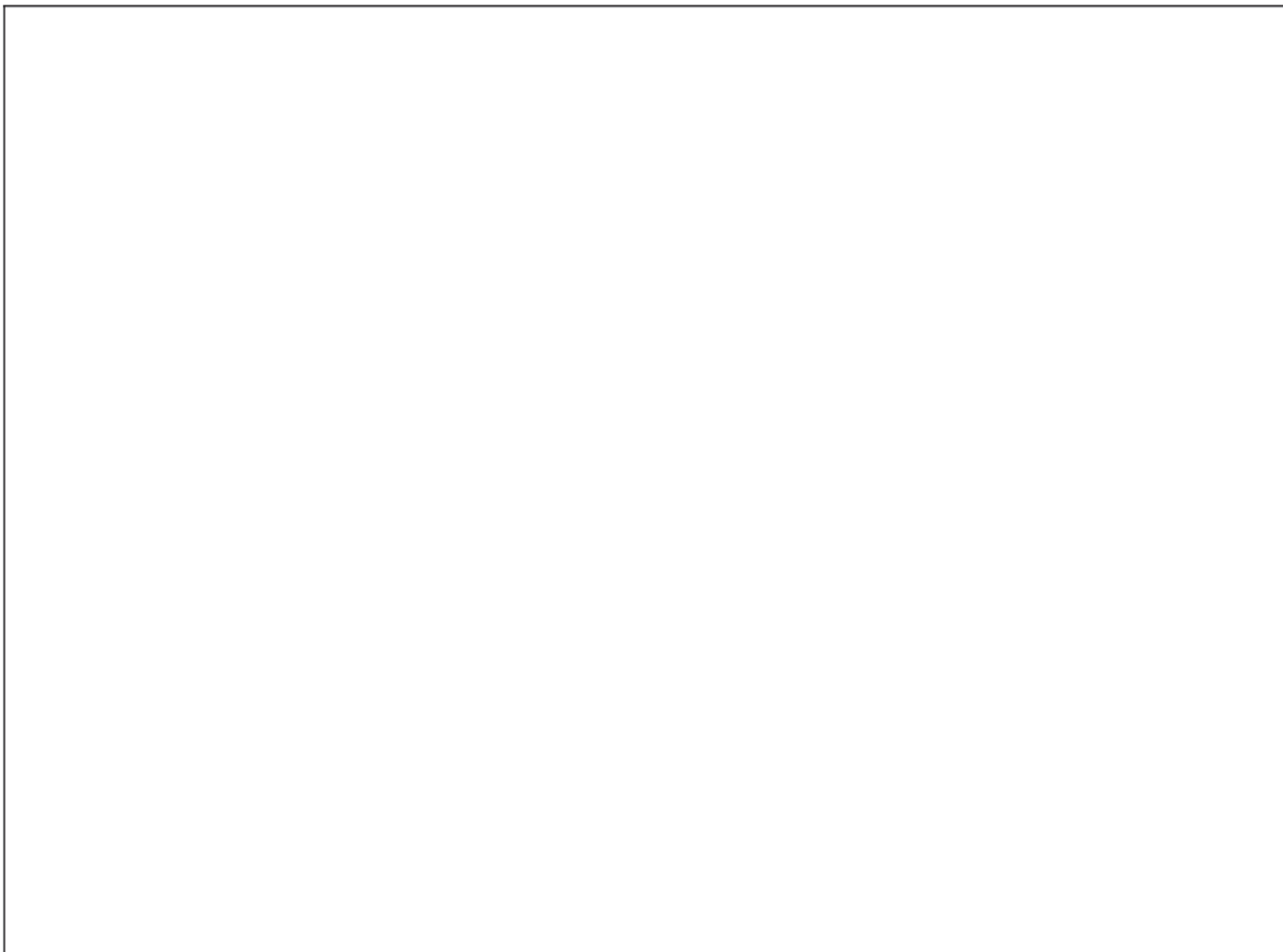
Name _____ Date _____



Name _____ Date _____



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Date: _____



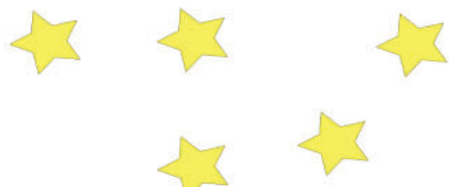
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Name: _____

Date:_____



MATH PHASE 3 - First Grade

May 4 - June 19

*Supply List: Pencils, blank paper, markers or crayons, objects to count (legos, pennies, beans, etc.)
Please use a blank piece of paper or dry erase board to complete the assignments.*

Monday, May 4, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	Laurinda has 30 balloons. 10 of them are purple and the rest are red. How many red balloons does Laurinda have? Write an equation and draw a number bond to solve.	Mini- lesson: Students can use objects, pictures and numbers to represent tens and some ones. Los estudiantes pueden usar objetos, dibujos, y números para representar decenas y unidades.	Demonstrate counting on by tens given a starting number. What is 10 more than 66? What is 10 more than 100? What is 10 more than 83? What is 10 more than 75? Demuestra que puedes contar hacia adelante de 10 en 10, cuando comienzas con cualquier número. Que es 10 más que 66? Que es 10 más que 100? Que es 10 más que 83? Que es 10 más que 75?	Log onto Zearn for 20 minutes. <i>Ingresar a Zearn por 20 minutos.</i>	Choose a number from 11 to 19. Write the number.. Use words and pictures to show how many tens and ones. Escoge un numero del 11 a 19. Escribe el número y usa palabras, o dibujos para mostrar cuántas decenas y unidades hay.

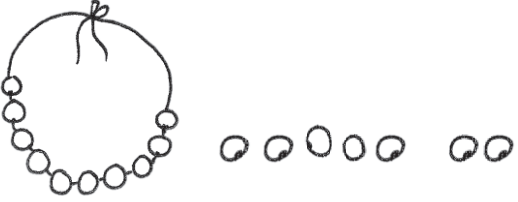
Tuesday , May 5, 2020	Daily Warm- up	Mini-lesson	Daily Activities	Technology	Extension																																																		
	Nicole has 29 jellybeans. 10 of the jelly beans are green and the rest are blue. How many blue jellybeans does Nicole have? Write an equation and draw a number bond to solve. Nicole tiene 29 dulces. 10 son verdes y el resto son azules. Cuántos dulces tiene en total? Escribe un enlace numérico y oración numérica para resolver.	Mini-lesson: Objective: Students can count by ones from any number to extend a counting sequence. Los estudiantes pueden contar de a uno comenzando en cualquier número para practicar fluidez en la secuencia de números.	Make your own counting chart on paper writing and reading numbers 1 to 120. Haz tu propia tabla en papel y escribe los números del 1 al 120. Después léelos.	Log onto Zearn for 20 minutes. <i>Ingresar a Zearn por 20 minutos.</i>	Fill in the missing numbers in the chart. <i>Completa la tabla con los números que faltan.</i>																																																		
					<div>100 Chart Partially Filled In</div> <table><tr><td>1</td><td>3</td><td></td><td>7</td><td></td></tr><tr><td>12</td><td></td><td></td><td>17</td><td>18</td></tr><tr><td>22</td><td></td><td>25</td><td></td><td></td></tr><tr><td></td><td></td><td>36</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>47</td><td></td></tr><tr><td>51</td><td></td><td></td><td>56</td><td></td></tr><tr><td></td><td>64</td><td></td><td>66</td><td>69</td></tr><tr><td></td><td>74</td><td></td><td></td><td></td></tr><tr><td>82</td><td>83</td><td></td><td></td><td>88</td></tr><tr><td>92</td><td>94</td><td>96</td><td></td><td>100</td></tr></table>	1	3		7		12			17	18	22		25					36						47		51			56			64		66	69		74				82	83			88	92	94	96		100
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Name _____

Date _____


Write the tens and ones and say the numbers. Complete the statement.

1.



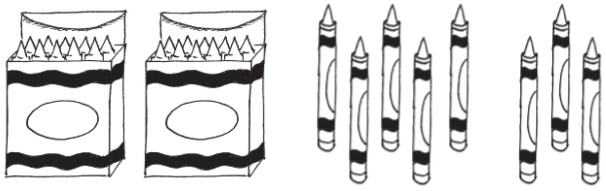
17 = ____ ten ____ ones

2.



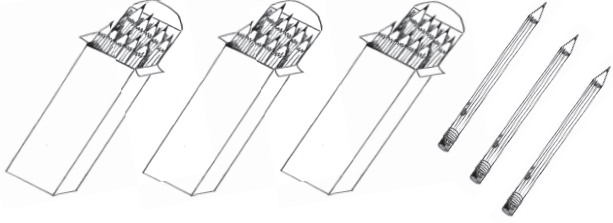
26 = ____ tens ____ ones

3.




28 = ____ tens ____ ones

4.



____ tens ____ ones = 33

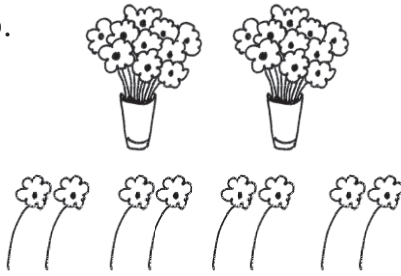
5.



tens	ones

There are ____ balloons.


6.



tens	ones

There are ____ flowers.

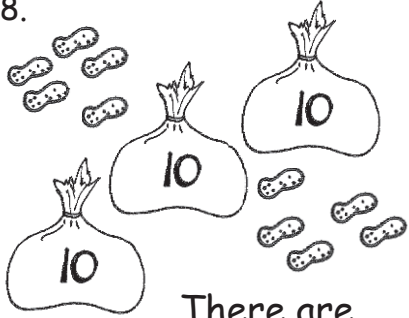
7.



tens	ones

There are ____ marbles.

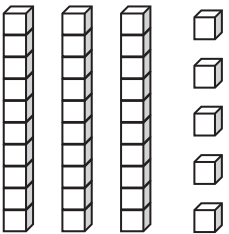
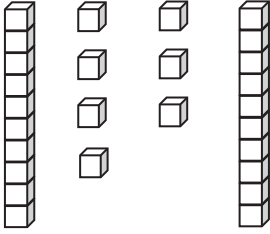
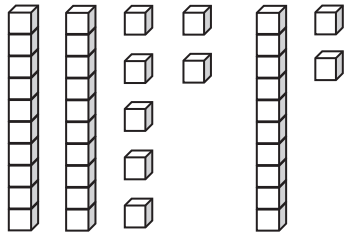
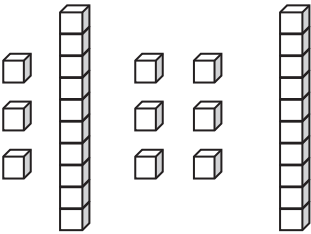
8.



tens	ones

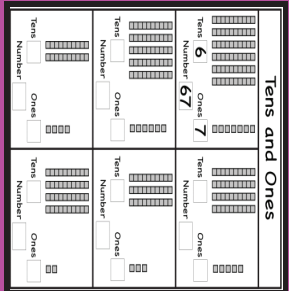
There are ____ peanuts.

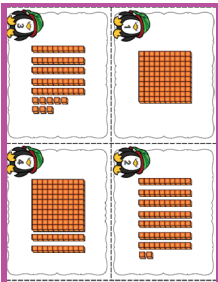
Write the tens and ones. Complete the statement.

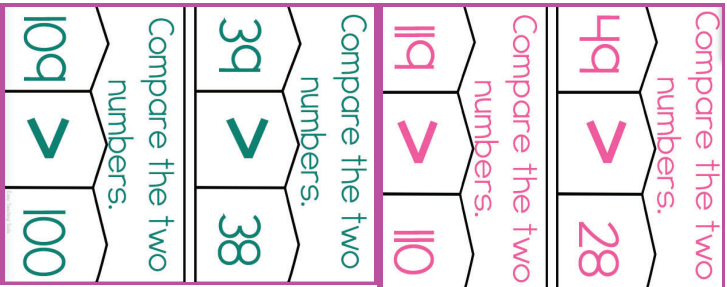
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<p>11.</p>  <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ cubes.</p>	tens	ones			<p>12.</p>  <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center;">There are _____ cubes.</p>	tens	ones		
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tens	ones								

Write the missing numbers. Say them the regular way and the Say Ten way.



<p>13.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 10px;"> 35 _____ </div>	tens	ones			<p>14.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px; vertical-align: middle;">2</td> <td style="height: 40px; vertical-align: middle;">7</td> </tr> </tbody> </table> <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 10px;"> _____ </div>	tens	ones	2	7
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<p>15.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px; vertical-align: middle;">3</td> <td style="height: 40px; vertical-align: middle;">9</td> </tr> </tbody> </table> <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 10px;"> _____ </div>	tens	ones	3	9	<p>16.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 10px;"> 29 _____ </div>	tens	ones		
tens	ones								
3	9								
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<p>17.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px; vertical-align: middle;">0</td> </tr> </tbody> </table> <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 10px;"> 40 _____ </div>	tens	ones		0	<p>18.</p> <table border="1" style="margin-left: 20px; text-align: center; width: 100px;"> <thead> <tr> <th style="padding: 2px 5px;">tens</th> <th style="padding: 2px 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 10px;"> 9 _____ </div>	tens	ones		
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tens	ones								

Wednesday, May 6, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Raquel has 20 pretzels. She gave 8 of them to Bridget. How many pretzels does Raquel have left? Read the problem, Draw pictures, Write an equation.</p> <p>Raquel tiene 20 pretzels. Ella le da 8 a Bridget. Cuantos pretzels tiene Raquel ahora? Dibuja un enlace numérico y escribe una oración numérica.</p>	<p>Mini-lesson: Students can group objects to show numbers to 100 as tens and ones.</p> <p>Los estudiantes pueden hacer un grupo de objetos para mostrar números hasta 100, como decenas y unidades.</p>	<p>On paper, draw models showing tens and ones for the numbers 33, 56, 79, and 98.</p> <p>En papel, dibuja modelos de decenas y unidades para los números siguientes, 33, 56, 79, y 98.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Instructions : Count how many tens and ones there are. Then say the number.</p>  <p>Instrucciones: Cuenta cuántas decenas y unidades hay y después di el número.</p>

Thursday, May 7, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Teresa has 60 skittles. 30 are on her desk and the rest are in a jar. How many skittles are in the jar? Read the problem, Draw pictures, Write an equation.</p> <p>*Label your pictures d(desk) J(jar)</p> <p>Teresa tiene 60 skittles. 30 están en su escritorio y el resto están en un tarro. Cuantos skittles están en el tarro? Lee el problema, dibuja, haz una oración numérica. * Etiqueta tus dibujos. E(escritorio) T (tarro)</p>	<p>Mini- lesson: Students can read, write, draw, and model numbers from 100 to 120.</p> <p>Los estudiantes pueden leer, escribir, y dibujar modelos usando decenas y unidades del 100 hasta 120.</p>	<p>On paper, draw models showing tens and ones for the numbers 100, 106, 110, 113, and 115.</p> <p>En un papel, dibuja modelos usando decenas y unidades para los siguientes números, 100, 106, 110, 113, y 115.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions : Count how many tens and ones there are and write the value.</p> <p>Instrucciones: Cuenta la cantidad de decenas y unidades que hay, y escribe el valor.</p> 

Friday, May 8, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Sean has 24 soccer balls. Jodi has 14 soccer balls. Jennifer gave Jodi 6 more soccer balls. Who has more soccer balls -Sean or Jodi. Read the problem, Draw pictures, Write an equation.</p> <p>*Label your pictures</p> <p>Sean tiene 24 pelotas de fútbol. Jodi tiene 14 bolas de fútbol. Jennifer le da a Jodi 6 más. Quién tiene más, Jodi o Sean? Lee el problema, dibuja, haz una oración numérica. *</p> <p>Etiqueta tus dibujos</p>	<p>Mini-lesson: Students can model and compare two-digit numbers to determine which is greater and which is less.</p> <p>Los estudiantes pueden hacer un modelo y comparar dos números para determinar cual es mas mayor y cual es más menor.</p>	<p>On paper, draw base ten blocks to model the numbers 12 and 18. Now compare! Which number is greater? Which number is less? Continue for 13_19, 10_15, and 16_16.</p> <p>En papel, dibuja modelos de decenas y unidades para ser los números 12 y 18. Ahora compara! Cual numero es mas mayor ? Cual es menor? Continúa con 13_19, 10 _15, y 16_16.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	

Monday, May 11, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Iantha has 10 roses. Heather has 15 roses. Heather gave away 12 of them. Who has less roses now? Read the problem, Draw pictures, Write an equation.</p> <p>*Label your pictures</p> <p>Iantha tiene 10 rosas. Heather tiene 15 rosas. Heather le regaló a su amiga 12 de sus rosas. ¿Quién tiene menos rosas? Lee el problema, dibuja, haz una oración numérica. * Etiqueta tus dibujos.</p>	<p>Mini lesson: Students can compare two-digit numbers to determine which is greater and which is less. Using tens and ones as visuals.</p> <p>Los estudiantes pueden comparar dos números para determinar cuál es mayor que y menor que, usando modelos.</p>	<p>On paper, draw base ten blocks to model the numbers 22 and 32. Now compare! Which number is greater? Which number is less? Continue for 55__59, 75__57, and 88__90</p> <p>En papel, dibuja modelos de decenas para mostrar 22__32. Ahora compara. ¿Cuál es más mayor? ¿Cuál es menor? Continúa para 55_59, 75__57, y 88__90.</p>	<p>Log onto Zearn for 20 minutes.</p> <p><i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Compare the 2 digit numbers by counting the tens and ones and then place a >, <, or = sign.</p> <p>Compara los números, contando las decenas y unidades. Después pon un símbolo de <, >, o =.</p>

Tuesday, May 12, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension															
	<p>Jessica gave Donna 9 cookies. She ate some. Now she has 5 cookies left. How many cookies did she eat? Read the problem, Draw pictures, Write an equation.</p> <p>*Label your pictures</p> <p>Bonus: Use a number bond and label it.</p> <p>Jessica le dio a Donna 9 galletas. Ella se comió algunas. Ahora le quedan 5 galletas. Cuántas galletas se comió? Lee el problema, dibuja, haz un oración numérica. * Etiqueta tus dibujos.</p>	<p>Mini-lesson: Students can use symbols that are less than "<", is greater than ">", and is equal to "=" to compare numbers.</p> <p>Los estudiantes pueden usar símbolos de mayor que>, menor que<, o igual que = para comparar números.</p>	<p>On paper, use the <, >, = symbols to compare these numbers: 33 __ 36, 13 __ 43, 67 __ 76, 58 __ 53, 15 __ 15 If needed, draw a model or use a counting chart.</p> <p>En papel, usa los símbolos <, >, = para comparar estos números: 33 __ 36, 13 __ 43, 67 __ 76, 58 __ 53, 15 __ 15 Si necesitas dibujar modelos, puedes hacerlo.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<div><div>50-100</div><div><div> Greater Than</div><div>or</div><div> Equal To</div></div><div>Less Than</div><div>Write in the symbol that makes the problem true.</div><div>> < or =</div><table><tr><td>1. 35 <input type="text"/></td><td>2. 40 <input type="text"/></td><td>3. 45 <input type="text"/></td></tr><tr><td>4. 84 <input type="text"/></td><td>5. 38 <input type="text"/></td><td>6. 51 <input type="text"/></td></tr><tr><td>7. 43 <input type="text"/></td><td>8. 79 <input type="text"/></td><td>9. 99 <input type="text"/></td></tr><tr><td>10. 23 <input type="text"/></td><td>11. 66 <input type="text"/></td><td>12. 6 <input type="text"/></td></tr><tr><td>13. 98 <input type="text"/></td><td>14. 18 <input type="text"/></td><td>15. 30 <input type="text"/></td></tr></table></div>	1. 35 <input type="text"/>	2. 40 <input type="text"/>	3. 45 <input type="text"/>	4. 84 <input type="text"/>	5. 38 <input type="text"/>	6. 51 <input type="text"/>	7. 43 <input type="text"/>	8. 79 <input type="text"/>	9. 99 <input type="text"/>	10. 23 <input type="text"/>	11. 66 <input type="text"/>	12. 6 <input type="text"/>	13. 98 <input type="text"/>	14. 18 <input type="text"/>	15. 30 <input type="text"/>
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13. 98 <input type="text"/>	14. 18 <input type="text"/>	15. 30 <input type="text"/>																		

Name _____

Date _____

1. Circle the alligator that is eating the *greater* number.

a. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">40</div> <div style="text-align: center;">20</div> </div>	b. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">10</div> <div style="text-align: center;">30</div> </div>	c. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">18</div> <div style="text-align: center;">14</div> </div>	d. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">19</div> <div style="text-align: center;">36</div> </div>
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2. Write the numbers in the blanks so that the alligator is eating the *greater* number.
With a partner, compare the numbers out loud, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

a. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">24</div> <div style="text-align: center;">4</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	b. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">38</div> <div style="text-align: center;">36</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	c. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">15</div> <div style="text-align: center;">14</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>
d. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">20</div> <div style="text-align: center;">2</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	e. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">36</div> <div style="text-align: center;">35</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	f. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">20</div> <div style="text-align: center;">19</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>
g. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">31</div> <div style="text-align: center;">13</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	h. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">23</div> <div style="text-align: center;">32</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	i. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">21</div> <div style="text-align: center;">12</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>

Name _____

Date _____

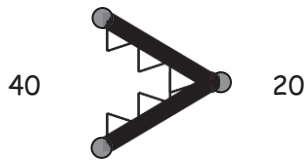
1. Write the numbers in the blanks so that the alligator is eating the greater number.
Read the number sentence, using *is greater than*, *is less than*, or *is equal to*.
Remember to start with the number on the left.

<p>a.</p> <p>12 10</p> <p>_____  _____</p>	<p>b.</p> <p>22 24</p> <p>_____  _____</p>	<p>c.</p> <p>17 25</p> <p>_____  _____</p>
<p>d.</p> <p>13 3</p> <p>_____  _____</p>	<p>e.</p> <p>27 28</p> <p>_____  _____</p>	<p>f.</p> <p>30 21</p> <p>_____  _____</p>
<p>g.</p> <p>12 21</p> <p>_____  _____</p>	<p>h.</p> <p>31 13</p> <p>_____  _____</p>	<p>i.</p> <p>32 23</p> <p>_____  _____</p>

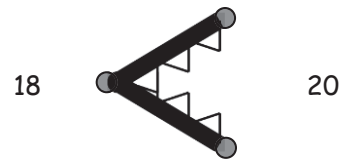
Name _____

Date _____

1. Use the symbols to compare the numbers. Fill in the blank with $<$, $>$, or $=$ to make a true number sentence. Read the number sentences from left to right.



40 $>$ 20
40 is greater than 20.



18 $<$ 20
18 is less than 20.

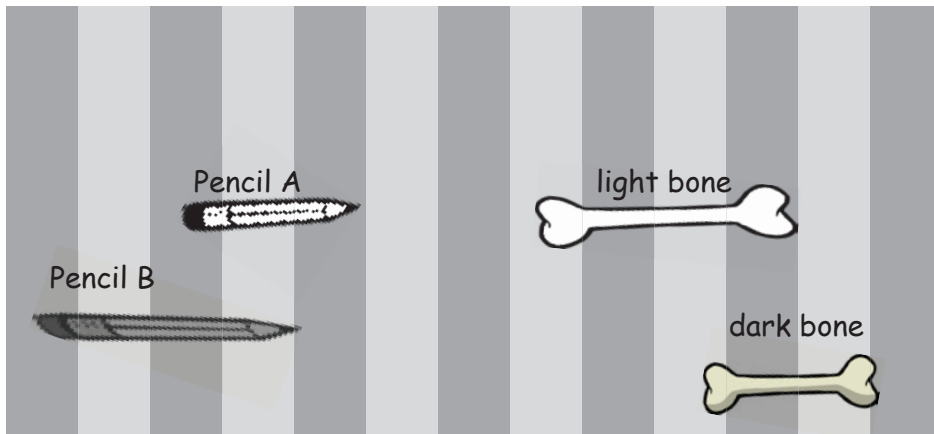
a. 27 \bigcirc 24	b. 31 \bigcirc 28	c. 10 \bigcirc 13
d. 13 \bigcirc 15	e. 31 \bigcirc 29	f. 38 \bigcirc 18
g. 27 \bigcirc 17	h. 32 \bigcirc 21	i. 12 \bigcirc 21

Wednesday, May 13, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Diane has 16 flowers. She gave some to Jackie. Diane now has 6 flowers left. How many flowers did she give to Jackie? Read the problem, Draw pictures, Write an equation.</p> <p>* Label your pictures Bonus: Use a number bond and label it.</p> <p>Diane tiene 16 flores. Ella le regaló a Jackie algunas flores. Ahora Diane tiene 6 flores. Cuántas flores le regaló a Jackie? Lee el problema, dibuja, haz una oración numérica. * Etiqueta tus dibujos.</p>	<p>Mini-lesson: Students can use the strategy to make a model to help them compare numbers and solve problems.</p> <p>https://www.khanacademy.org/math/early-math/cc-early-math-topic/h-place-value-topic/cc-early-math-two-digit-compare/e/compare-two-digit-numbers-1</p> <p>Los estudiantes pueden usar la estrategia de dibujar modelos para comparar números y resolver problemas.</p>	<p>Make number cards for 15, 17, 18, 20, 22. Turn over any cards less than 18. Turn over any cards more than 20. What numbers are left?</p> <p>Haz tarjetas para los números 15, 17, 18, 20, y 22. Voltea las tarjetas que son menor que 18. Voltea las tarjetas que sean mayor que 20. Que numeros quedan?</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Write <, >, or = to compare the blocks.</p> <p>Escribe <, >, o = para comparar los bloques de decenas y unidades.</p>

Thursday, May 14, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension																																			
	<p>Sherly has 13 pencils. She gave 10 of them to Rebecca. How many pencils does Sherly have left?</p> <p>Read the problem, Draw pictures, Write an equation.</p> <p>*Label your pictures</p> <p>Bonus: Use a number bond and label it</p> <p>Sherly tiene 13 lapices. Ella le da 10 a Rebecca. Cuántos lápices tiene Sherly ahora?</p> <p>Lee el problema, dibuja, haz una oración numérica. *</p> <p>Etiqueta tus dibujos.</p>	<p>Mini-lesson: Students can identify numbers that are 10 more or 10 less than a number.</p> <p>Los estudiantes pueden identificar los números que son 10 mas o 10 menos que un número.</p>	<p>Fill in the chart below.</p> <p>Completa la tabla.</p> <table><tr><th>10 mas/ more</th><th></th><th>10 menos /less</th></tr><tr><td></td><td>20</td><td></td></tr><tr><td></td><td>56</td><td></td></tr><tr><td></td><td>84</td><td></td></tr><tr><td></td><td>65</td><td></td></tr></table>	10 mas/ more		10 menos /less		20			56			84			65		<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Write 10 less and 10 more of the given number.</p> <p>Escribe el número que es 10 menos y 10 más.</p> <div><div><p>10 menos y 10 más</p><p>Escribe los números que son 10 menos y 10 más que el número mostrado.</p><table><tr><td>11</td><td>34</td></tr><tr><td>16</td><td>46</td></tr><tr><td>72</td><td>60</td></tr><tr><td>21</td><td>22</td></tr><tr><td>29</td><td>37</td></tr></table></div><div><table><tr><td>87</td><td>96</td></tr><tr><td>58</td><td>36</td></tr><tr><td>46</td><td>40</td></tr><tr><td>41</td><td>71</td></tr><tr><td>20</td><td>45</td></tr></table></div></div>	11	34	16	46	72	60	21	22	29	37	87	96	58	36	46	40	41	71	20	45
10 mas/ more		10 menos /less																																						
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Friday, May 15, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Marisa has a red crayon that she uses a lot to color. Her brother Roberto does not use the color red crayon to color. Draw both of their crayons and label them, M for Marisa and R for Roberto. Draw them so the longest crayon is first.</p> <p>Marisa tiene una crayola de color rojo que usa mucho para pintar. Su hermano Roberto no usa el color rojo para pintar. Dibuja la crayola de Marisa y etiquétalo escribiendo una M, dibuja la crayola de Roberto, y etiquétala, R. Cuando dibujes, dibuja la crayola mas larga primero.</p>	<p>Mini-lesson: Students can order objects by length.</p> <p>Los estudiantes pueden organizar objetos en orden por tamaño.</p>	<p>On paper, draw and label 3 pencils shortest, middle, and longest.</p> <p>En un papel, dibuja y etiqueta 3 lápices del más pequeño, mediano, y más largo.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<div data-bbox="1205 1654 1390 1934"> <p>Taller on Shorter?</p> <p>Problema 1</p> </div> <div data-bbox="924 1654 1166 1934"> <p>Look at each set of kids. Circle the one that is shorter in each set.</p> </div> <p>https://es.khanacademy.org/math/cc-1st-grade-math/cc-1st-measurement-geometry/v/copy-of-cc-early-math-length-intro/e/or-der-by-length</p>

Monday, May 18, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology
	Alex has a box of cereal. Vera's cereal box is smaller than Alex's. Dylan has the largest box of cereal. Draw the 3 cereal boxes from smallest to tallest and label them. <i>Alex tiene una caja de cereal. Vera tiene una caja de cereal más pequeña que la de Alex. Dylan tiene la caja de cereal más grande. Dibuja las 3 cajas de cereal del más pequeño hasta el más largo.</i>	Students can compare real objects and order them by their length. <i>Los estudiantes pueden comparar objetos reales y ordenarlos por su medida.</i>	Choose 2 objects in your home to compare length. <i>Escoge 2 objetos en tu casa para comparar.</i>	Log onto Zearn for 20 minutes. <i>Ingresa a Zearn por 20 minutos.</i>
				Find 3 school supplies and organize them from shortest to longest. Draw and label each school supply. <i>Encuentra 3 útiles para la escuela y organízalos del más pequeño hasta el más grande. Dibújelos y étiquétalos.</i> <small>Find 3 school supplies. Draw them in order from shortest to longest. Label each school supply.</small> <div></div>

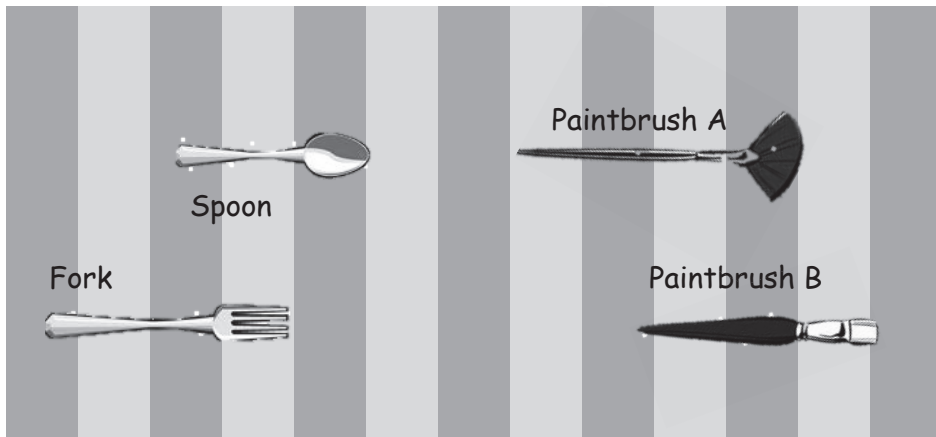


6. Pencil B is _____ Pencil A.
7. The dark bone is _____ the light bone.
8. Circle true or false.

The light bone is shorter than Pencil A. **True** or **False**

9. Find 3 school supplies. Draw them here in order from **shortest** to **longest**. Label each school supply.

A large empty rectangular box for drawing school supplies.



5. Paintbrush A is _____ Paintbrush B.
6. The spoon is _____ the fork.
7. Circle true or false.

The spoon is shorter than Paintbrush B. **True** or **False**

8. Find 3 objects in your room. Draw them here in order from shortest to longest. Label each object.





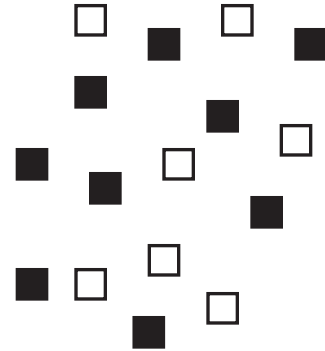
Name _____

Date _____

Use squares with no overlaps to organize the data from the list. Line up your **squares** carefully.

Favorite Ice Cream Flavor  = 1 student






















Flavors	 Vanilla	
	 Chocolate	
		Number of Students



- How many **more** students liked chocolate than liked vanilla? _____
- How many **total** students were asked about their favorite ice cream flavor?
_____ students

Ties on Shoes

 = 1 student

Types of Shoe Ties	Velcro	     
	Laces	       
	No Ties	      
		Number of Students

- Write a number sentence to show how many **total** students were asked about their shoes?

- Write a number sentence to show how many **fewer** students have Velcro ties on their shoes than laces?

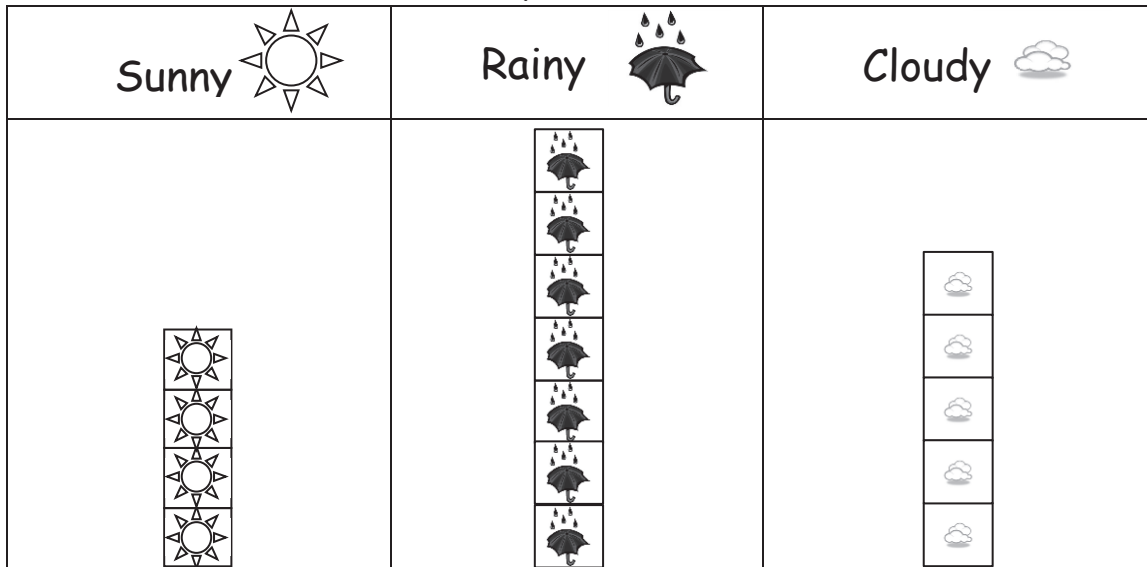
Wednesday, May 20, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Ava has 5 apples, 4 bananas, and 6 oranges. How many fruits does she have altogether? Write an equation and label your picture.</p> <p>Ava tiene 5 manzanas, 4 bananas, y 6 naranjas. Cuántas frutas tiene en total? Escribe una oración numérica y etiqueta tu dibujo.</p>	<p>Students can make a bar graph and answer questions about the data.</p> <p>Los estudiantes pueden hacer una gráfica de barras y contestar preguntas sobre la información.</p>	<p>Ask each of your family members which fruit they like best: apple, banana or orange? Make a bar graph to show which fruit is liked the most.</p> <p>Pregúntale a cada miembro de tu familia qué fruta le gusta más, entre manzana, banana, o naranja. Haz una gráfica de barras para mostrar cuál fruta es preferida en tu casa.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Use the bar graph to answer the following questions.</p> <p>1.How many more days were cloudy than sunny?</p> <p>2.How many fewer days were cloudy than rainy?</p> <p>3.If the next 3 school days were sunny, how many of the school days would be sunny in all?</p> <p>Usa la gráfica de barra para contestar las preguntas.</p> <p>1.Cuántos días mas estuvieron nublados que soleados?</p> <p>2.Cuántos días menor estuvieron nublados que lluviosos?</p> <p>3.si los proximos 3 días fuesen soleados, cuantos días escolares serán soleados en total?</p>

Name _____

Date _____

Use the chart to answer the questions. Fill in the blank and write a number sentence.

School Day Weather



Fill in the blank and write a number sentence to the right to solve the problem.

1. How many more day(s) were cloudy than sunny?

_____ more day(s) were cloudy than sunny. _____

2. How many fewer days were cloudy than rainy?

_____ more day(s) were cloudy than rainy. _____

3. How many more days were rainy than sunny?

_____ more day(s) were rainy than sunny. _____

4. How many total days did the class keep track of the weather?


_____ total days




5. If the next 3 days were sunny, how many of the school days will be sunny in all?

_____ days would be sunny.

Use the chart to answer the questions. Fill in the blanks and write a number sentence.

Favorite Type of Book

 = 5 students

Fairy Tales	
Science Books	
Picture Books	

1. How many more students like fairy tales than science books?

_____ more students

2. How many fewer students like science books than picture books?

_____ fewer students

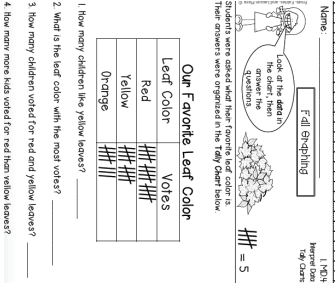
3. How many students picked fairy tales or science books in all?

_____ students

4. How many more students would need to pick science books to have the same number as fairy tales?

_____ students

5. If 5 more students show up late and all pick fairy tales will this be the type of book that the most students picked as their favorite? Yes or no? Use a number sentence to show your answer.

Thursday, May 21, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	10 boys said soccer was their favorite sport. 15 boys said baseball was their favorite sport. 23 said football was their favorite sport. How many boys voted altogether? Write an equation and label your picture.	Students can make a tally chart and answer questions about the data.	Ask each of your family members which sport they like the best: baseball, soccer or football? Make a tally chart to show which sport is liked the least.	Log onto Zearn for 20 minutes. <i>Ingresar a Zearn por 20 minutos.</i>	Read the following graph. <i>Lee la grafica.</i> 1. Cuántos niños les gusta la hoja amarilla? 2. Cuál hoja tiene mas votos? 3. Cuántos niños votaron por la hoja roja y amarilla? 4. Cuántos más niños votaron por la hoja roja que la amarilla?
	10 niños dijeron que fútbol es su favorito deporte. 15 niños dijeron que béisbol era su favorito deporte. 23 niños dijeron que fútbol americano es su favorito deporte. Cuántos niños en total votaron por su deporte favorito? Escribe una oración numérica y etiquetas dibujos.		<p>Pregúntale a los miembros de tu familia cuál deporte les gusta más, entre fútbol, baloncesto, o béisbol. Haz una gráfica usando marcas de conteo para mostrar los votos.</p>		

Name: _____

I. MD.4
Interpret Data
Tally Charts

Frogs, Fairies, and Lesson Plans ©



Look at the data in
the chart, then
answer the
questions.

Fall Graphing



|||| = 5

Students were asked what their favorite leaf color is.
Their answers were organized in the Tally Chart below.

Our Favorite Leaf Color

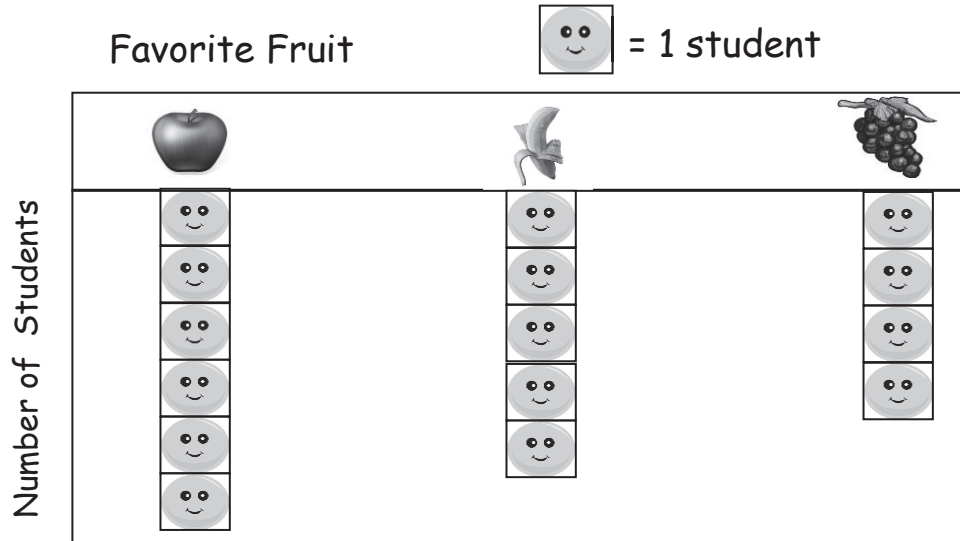
Leaf Color	Votes
Red	
Yellow	
Orange	

1. How many children like yellow leaves? _____
2. What is the leaf color with the most votes? _____
3. How many children voted for red and yellow leaves? _____
4. How many more kids voted for red than yellow leaves? _____

Friday, May 22, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Aylin has 6 trees, 10 flowers and 12 animals in her yard. How many does she have altogether? Write an equation and label your picture.</p> <p>Aylin tiene 6 arboles, 10 flores, y 12 animals en su yarda. Cuantas cosas tiene en total en su yarda? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can solve problems and answer questions by analyzing and comparing data in different graphs.</p> <p>Los estudiantes podrán resolver problemas y contestar preguntas analizando y comparando información en diferentes gráficas.</p>	<p>Look out a window in your home. Make a tally chart of how many trees, flowers, and animals you see. How many trees, flowers, and animals did you see in all?</p> <p>Mira afuera de tu ventana. Cuenta cuántos árboles, flores, y animales ves y haz una gráfica con marcas de conteo. Cuántos árboles, flores, y animales viste en total?</p>	<p>Log onto Zearn for 20 minutes.</p> <p><i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Using the tally chart you made answer the following questions.</p> <p>1. How many more trees did you see than flowers?</p> <p>2. How many fewer animals did you see than flowers?</p> <p>3. Let's say you saw 5 more animals than flowers, how many more animals did you see than flowers?</p> <p>Usando la gráfica con marcas de conteo que hiciste, contesta estas preguntas.</p> <p>1. Cuántos arboles mas viste que flores?</p> <p>2. Cuántos animales menos viste que flores?</p> <p>3. Digamos que viste 5 animals mas que flores, cuantos más animales viste que flores?</p>

Tuesday, May 26, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Elijah sees 14 houses, 13 cars and 6 people outside of his house. How many items does he see altogether? Write an equation and label your picture.</p> <p>Elijah ve 14 casas, 13 carros, y 6 personas afuera de su casa. Cuantas cosas ve Elijah en total?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can solve problems and answer questions by analyzing and comparing data in different graphs.</p> <p>Los estudiantes podrán resolver problemas y contestar preguntas analizando y comparando información en diferentes gráficas.</p>	<p>Look out a window in your home. Make a bar graph of how many houses, cars, and people you see. How many more or fewer houses did you see than cars?</p> <p>Mira fuera de tu ventana. Haz una gráfica de barras sobre cuántas casas, carros, y personas ves. Cuantas casas viste más o menos que carros?</p>	<p>Log onto Zearn for 20 minutes.</p> <p><i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Use the graph to answer the following questions:</p> <ol style="list-style-type: none"> How many fewer students chose bananas than apples? How many more students chose bananas than grapes? How many fewer students chose grapes than apples? <p>Usa la gráfica para contestar las siguientes preguntas:</p> <ol style="list-style-type: none"> Cuántos estudiantes menos eligieron bananas que manzanas? Cuántos estudiantes más eligieron bananas que uvas? Cuántos estudiantes menos eligieron uvas que manzanas?

Use the graph to answer the questions. Fill in the blank and write a number sentence that helps you solve the problem.



7. How many fewer students chose bananas than apples?

_____ fewer students like bananas than apples. _____

8. How many more students chose bananas than grapes?

_____ more students chose bananas than grapes. _____

9. How many fewer students chose grapes than apples?

_____ fewer students chose grapes than apples. _____

























10. Some more students answered about their favorite fruits. If the new total number of students who answered is 20, how many more students answered?

_____ more students answered the question. _____

Wednesday, May 27, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Sam has 20 M&M's. Jaden gives him 30 more. How many M&M's does Sam have all together?</p> <p>Write an equation and draw a number bond to solve.</p> <p>Samé tiene 20 chocolates de M&M. Jaden le da 30 mas. Cuantos M&M's tiene Sam ahora?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a model and explain how to add tens.</p> <p>Los estudiantes pueden dibujar modelos y explicar cómo sumar decenas.</p>	<p>On paper, draw tens to model how to solve 20+40, 50+30, and 10+60</p> <p>En papel, dibuja decenas para mostrar cómo resolver 20+40, 50+30, y 10+60</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Draw a model to show a ten. Write the total. Write how many tens there are.</p> <p>Instrucciones: Haz un dibujo que muestre las decenas. Escribe el total. Escribe cuántas decenas hay.</p>

Sumar decenas

Instrucciones: Haz un dibujo que muestre las decenas. Escribe el total. Escribe cuántas decenas hay.

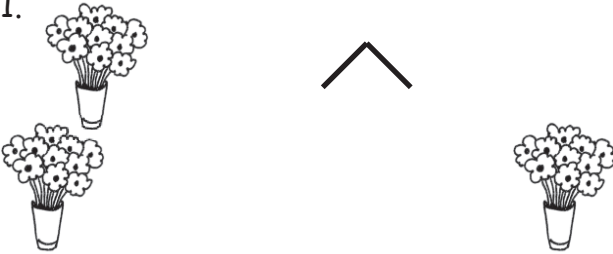
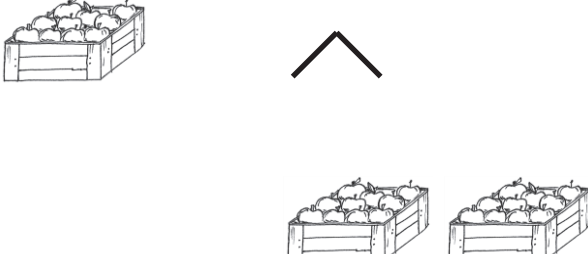
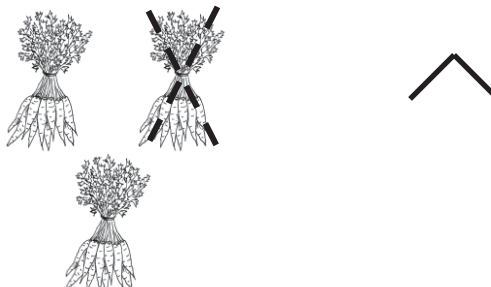
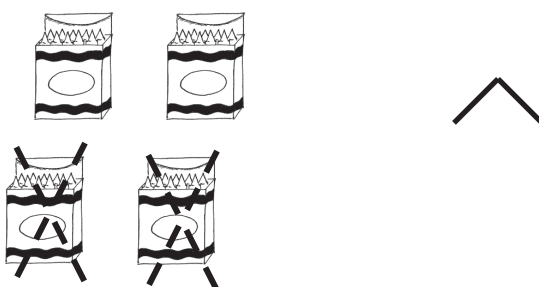
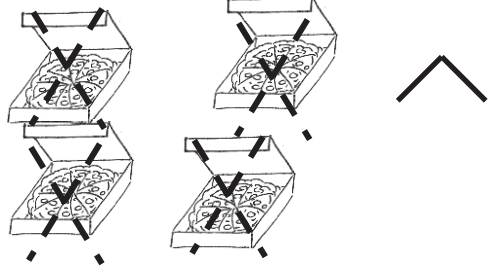
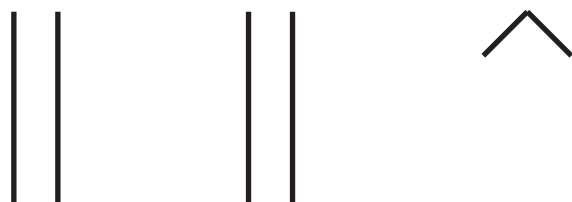
30 + 20 = 	40 + 50 = 	30 + 30 = 
 decenas	 decenas	 decenas
10 + 80 = 	20 + 60 = 	30 + 10 = 
 decenas	 decenas	 decenas
50 + 30 = 	20 + 20 = 	30 + 40 = 
 decenas	 decenas	 decenas
40 + 20 = 	70 + 10 = 	40 + 40 = 
 decenas	 decenas	 decenas





































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


Name _____

Date _____

Draw a number bond and complete the number sentences to match the pictures.

<p>1.</p>  <p>_____ tens + _____ ten = _____ tens</p> <p>20 + 10 = 30</p>	<p>2.</p>  <p>_____ tens = _____ ten + _____ tens</p> <p>_____</p>
<p>3.</p>  <p>_____ tens - _____ ten = _____ ten</p> <p>_____</p>	<p>4.</p>  <p>_____ tens - _____ tens = _____ tens</p> <p>_____</p>
<p>5.</p>  <p>_____ tens - _____ tens = _____ tens</p> <p>_____</p>	<p>6.</p>  <p>_____ tens + _____ tens = _____ tens</p> <p>_____</p>

Thursday, May 28, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension																								
	<p>Emily has 10 skittles, 20 M&Ms and 30 Twizzlers. How much candy does she have altogether? Write an equation and label your picture.</p> <p>Emily tiene 10 skittles, 20 M&M's, y 30 Twizzlers. Cuántos dulces tiene ella en total?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a model and explain how to add tens.</p> <p>Los estudiantes pueden dibujar modelos y explicar cómo sumar decenas.</p>	<p>On paper, draw tens to model how to solve 30+40, 60+30, and 20+60</p> <p>En papel, dibuja decenas para mostrar cómo resolver 30+40, 60+30, y 20+60</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Draw a model to show a ten. Write the total. Write how many tens there are.</p> <p>Instrucciones: Haz un dibujo que muestre las decenas. Escribe el total. Escribe cuántas decenas hay.</p> <p>Sumar decenas</p> <table><tr><td>$30 + 20 = 50$</td><td>$50 + 50 = \underline{\hspace{1cm}}$</td><td>$70 + 20 = \underline{\hspace{1cm}}$</td></tr><tr><td> decenas</td><td> decenas</td><td> decenas</td></tr><tr><td>$20 + 40 = \underline{\hspace{1cm}}$</td><td>$10 + 60 = \underline{\hspace{1cm}}$</td><td>$20 + 10 = \underline{\hspace{1cm}}$</td></tr><tr><td> decenas</td><td> decenas</td><td> decenas</td></tr><tr><td>$40 + 30 = \underline{\hspace{1cm}}$</td><td>$30 + 30 = \underline{\hspace{1cm}}$</td><td>$10 + 40 = \underline{\hspace{1cm}}$</td></tr><tr><td> decenas</td><td> decenas</td><td> decenas</td></tr><tr><td>$60 + 20 = \underline{\hspace{1cm}}$</td><td>$30 + 10 = \underline{\hspace{1cm}}$</td><td>$30 + 50 = \underline{\hspace{1cm}}$</td></tr><tr><td> decenas</td><td> decenas</td><td> decenas</td></tr></table> <p><small>©2017 by Pearson Education, Inc.</small></p>	$30 + 20 = 50$	$50 + 50 = \underline{\hspace{1cm}}$	$70 + 20 = \underline{\hspace{1cm}}$	 decenas	 decenas	 decenas	$20 + 40 = \underline{\hspace{1cm}}$	$10 + 60 = \underline{\hspace{1cm}}$	$20 + 10 = \underline{\hspace{1cm}}$	 decenas	 decenas	 decenas	$40 + 30 = \underline{\hspace{1cm}}$	$30 + 30 = \underline{\hspace{1cm}}$	$10 + 40 = \underline{\hspace{1cm}}$	 decenas	 decenas	 decenas	$60 + 20 = \underline{\hspace{1cm}}$	$30 + 10 = \underline{\hspace{1cm}}$	$30 + 50 = \underline{\hspace{1cm}}$	 decenas	 decenas	 decenas
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Friday, May 29, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension																								
	<p>Finn has 40 jellybeans. He gives 30 of them to Frances. How many jelly beans does he have left? Write an equation and draw a number bond to solve.</p> <p>Finn tiene 40 gomitas. El le da 20 a Frances. Cuantas gomitas tiene ahora? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a model and explain how to subtract tens.</p> <p>Los estudiantes pueden dibujar un modelo y explicar cómo restar decenas.</p>	<p>On paper, draw tens to model how to solve 50-30, 70-20, and 80-10</p> <p>En papel, dibuja modelos de decenas para resolver 50-30, 70-20, y 80-10.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Make a drawing that shows tens. Write the difference. Write how many tens are left.</p> <p>Instrucciones: Haz un dibujo que muestre las decenas. Escribe la diferencia. Escribe cuántas decenas hay.</p> <div><p>Restar decenas</p><p>Instrucciones: Haz un dibujo que muestre las decenas. Escribe la diferencia. Escribe cuántas decenas hay.</p><table><tr><td>40 - 20 = 20</td><td>70 - 50 = ____</td><td>80 - 50 = ____</td></tr><tr><td></td><td>____ decenas</td><td>____ decenas</td></tr><tr><td>90 - 80 = ____</td><td>50 - 10 = ____</td><td>30 - 10 = ____</td></tr><tr><td>____ decenas</td><td>____ decenas</td><td>____ decenas</td></tr><tr><td>50 - 30 = ____</td><td>90 - 20 = ____</td><td>50 - 40 = ____</td></tr><tr><td>____ decenas</td><td>____ decenas</td><td>____ decenas</td></tr><tr><td>60 - 20 = ____</td><td>30 - 10 = ____</td><td>40 - 40 = ____</td></tr><tr><td>____ decenas</td><td>____ decenas</td><td>____ decenas</td></tr></table><p><small>©2017 by eMentor, Inc. All rights reserved.</small></p></div>	40 - 20 = 20	70 - 50 = ____	80 - 50 = ____		____ decenas	____ decenas	90 - 80 = ____	50 - 10 = ____	30 - 10 = ____	____ decenas	____ decenas	____ decenas	50 - 30 = ____	90 - 20 = ____	50 - 40 = ____	____ decenas	____ decenas	____ decenas	60 - 20 = ____	30 - 10 = ____	40 - 40 = ____	____ decenas	____ decenas	____ decenas
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60 - 20 = ____	30 - 10 = ____	40 - 40 = ____																											
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Monday, June 1, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Giovanni has 50 cars. He gave 20 to Jono. How many cars does he have left? Write an equation and draw a number bond to solve.</p> <p>Giovanni tiene 50 carros. Le da 20 a Jono. Cuántos carritos tiene el ahora?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a model and explain how to subtract tens. Los estudiantes pueden dibujar un modelo y explicar cómo restar decenas.</p>	<p>On paper, draw tens to model how to solve 60-20, 40-20, and 80-30</p> <p>En papel, dibuja modelos de decenas para resolver 60-20, 40-20, y 80-30.</p>	<p>Log onto Zearn for 20 minutes. Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Make a drawing that shows tens. Write the difference. Write how many tens are left.</p> <p>Instrucciones: Haz un dibujo que muestre las decenas. Escribe la diferencia. Escribe cuántas decenas hay.</p>

Restar decenas

40 - 20 = 20

10

decenas

90 - 50 =

decenas

50 - 10 =

decenas

60 - 10 =

decenas

80 - 10 =

decenas

90 - 30 =

decenas

30 - 20 =

decenas

70 - 40 =

decenas

50 - 20 =

decenas

80 - 10 =

decenas

80 - 40 =

decenas

decenas

decenas

decenas

40 - 20 = 20

10

decenas

90 - 50 =

decenas

50 - 10 =

decenas

60 - 10 =

decenas

80 - 10 =

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90 - 30 =

decenas

30 - 20 =

decenas

70 - 40 =

decenas

50 - 20 =

decenas

80 - 10 =

decenas

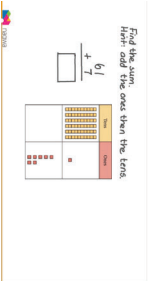
80 - 40 =

decenas

decenas

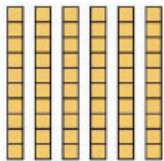


decenas

decenas

Tuesday, June 2, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Giselle has 20 Legos. Jael gives her 14 more. How many Legos does Giselle have altogether?</p> <p>Write an equation and draw a number bond to solve.</p> <p>Giselle tiene 20 Legos. Jael le da 14 mas. Cuantos Legos tiene Giselle ahora? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a model and explain how to add ones or tens to a 2-digit number.</p> <p>Los estudiantes pueden dibujar modelos y explicar cómo sumar unidades o decenas a un número con 2 dígitos.</p> <p>https://www.ixl.com/math/grade-1/use-models-to-add-a-two-digit-and-a-one-digit-number-with-regrouping</p>	<p>On paper, model and solve $20+11$, $62+5$, and $52+7$</p> <p>En papel, haz un modelo y resuelve $20+11$, $62+5$, y $52+7$.</p>	<p>Log onto Zeam for 20 minutes.</p> <p>Ingresar a Zeam por 20 minutos.</p>	<p>Directions: Use the picture below as an example to solve the following number sentences.</p> <p>Instrucciones: Usa la foto abajo como ejemplo para resolver las oraciones numéricas.</p> <p>$50+15$, $21+4$, $18+40$, $20+33$, $52+30$</p> 

Find the sum.
Hint: add the ones then the tens.

$$\begin{array}{r} 61 \\ + 7 \\ \hline \end{array}$$

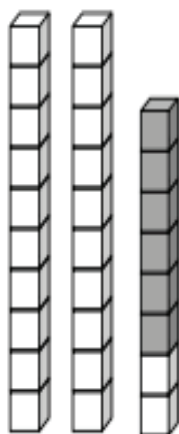
Tens	Ones
	
	

Wednesday, June 3, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Kevin has 14 books. His mom buys him 8 more. How many books does he have in total? Write an equation and draw a number bond to solve.</p> <p>Kevin tiene 14 libros. Su madre le compra 8 libros más. Cuantos libros tiene el en total? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can use the strategy to make a ten to add a 2-digit number and a 1-digit number.</p> <p>Los estudiantes pueden usar la estrategia de hacer un diez para sumar a un número de 2 dígitos y 1 dígito.</p> <p>https://www.youtube.com/watch?v=A4KATfyd9Vg&feature=youtu.be</p>	<p>On paper, use the make a ten strategy to model and solve $12+8$, $22+9$, $15+6$.</p> <p>En papel, usa la estrategia de hacer un diez para mostrar y resolver $12+8$, $22+9$, y $15+6$.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Use the make a ten strategy to help you solve these problems: $33+6$, $44+6$, $77+6$, and $77+6$</p> <p>Instrucciones: Usa la estrategia de hacer un diez para ayudarte resolver estos problemas: $33+6$, $44+6$, $77+6$, y $77+6$</p>

Thursday, June 4, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Kylie has 23 toys. Layal gave her 7 more. How many toys does she have in total? Write an equation and draw a number bond to solve.</p> <p>Kylie tiene 23 juguetes. Layal le da 7 de sus juguetes a ella. Cuántos juguetes tiene Kylie en total?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can use the strategy to make a ten to add a 2-digit number and a 1-digit number.</p> <p>Los estudiantes pueden usar la estrategia de hacer un diez para sumar a un número de 2 dígitos y 1 dígito.</p> <p>https://www.youtube.com/watch?v=A4KATfyd9Vg&feature=youtu.be</p>	<p>On paper, use the make a ten strategy to model and solve $33+7$, $56+6$, and $68+4$</p> <p>En papel, usa la estrategia de hacer un diez para mostrar y resolver $33+7$, $56+6$, y $68+4$.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Use the make a ten strategy to help you solve these problems: $11+6$, $55+6$, $88+6$, and $22+6$</p> <p>Instrucciones: Usa la estrategia de hacer un diez para ayudarte resolver estos problemas: $11+6$, $55+6$, $88+6$, y $22+6$</p>

Friday, June 5, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Ruby has 27 flowers. Sara gives her 13 more. How many flowers does she have in total? Write an equation and draw a number bond to solve.</p> <p>Ruby tiene 27 flores. Sara le da 13 mas. Cuántas flores tiene Ruby en total? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a model and explain how to add 2, 2-digit numbers.</p> <p>Los estudiantes pueden hacer dibujos para mostrar y explicar cómo se suma 2 números de 2 dígitos.</p>	<p>On paper, draw models to solve $23+17$, $34+27$, and $55+16$</p> <p>En papel, dibuja modelos para resolver $23+17$, $34+27$, y $55+16$</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Draw a model to show how to add 2 digit numbers.</p> <p>Instrucciones: Dibuja modelos para mostrar cómo sumar un número de 2 dígitos.</p>

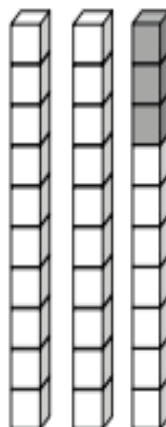
1.



tens	ones

$$22 + 6 = \underline{\quad}$$

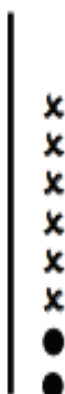
2.



tens	ones

$$\underline{\quad} + 3 = \underline{\quad}$$

3.



tens	ones

$$12 + \underline{\quad} = \underline{\quad}$$

4.



tens	ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5.

tens	ones

$$24 + 6 = \underline{\quad}$$

6.

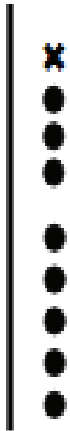
tens	ones

$$24 + 3 = \underline{\quad}$$

Monday, June 8, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Sara has 26 dolls. Tristan gives her 12 more. How many dolls does she have in total? Write an equation and draw a number bond to solve.</p> <p>Sara tiene 26 muñecas. Tristan le da 12 mas. Cuántas muñecas tiene en total Sara?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students! can draw a model and explain how to add 2, 2-digit numbers.</p> <p>Los estudiantes pueden hacer dibujos para mostrar y explicar cómo se suma 2 numeros, de 2 dígitos.</p>	<p>On paper, draw a model to solve $28 + 13$. Write to explain how you added to find the sum.</p> <p>En papel, dibuja un modelo para resolver $28+13$. Escribe y explica cómo sumaste para encontrar la respuesta.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Draw a model to show how to add 2 digit numbers.</p> <p>Instrucciones: Dibuja modelos para mostrar cómo sumar un número de 2 dígitos.</p>

1.

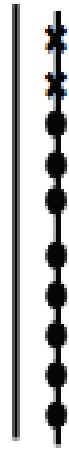
$$18 + 1 = \underline{\hspace{2cm}}$$



tens	ones

2.

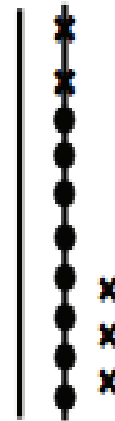
$$18 + 2 = \underline{\hspace{2cm}}$$



tens	ones

3.

$$18 + 5 = \underline{\hspace{2cm}}$$



tens	ones

4.

$$29 + 1 = \underline{\hspace{2cm}}$$

tens	ones

5.

$$29 + 3 = \underline{\hspace{2cm}}$$

tens	ones

6.

$$29 + 6 = \underline{\hspace{2cm}}$$

tens	ones

7.

$$16 + 4 = \underline{\hspace{2cm}}$$

tens	ones

8.

$$16 + 6 = \underline{\hspace{2cm}}$$

tens	ones

9.

$$26 + 6 = \underline{\hspace{2cm}}$$

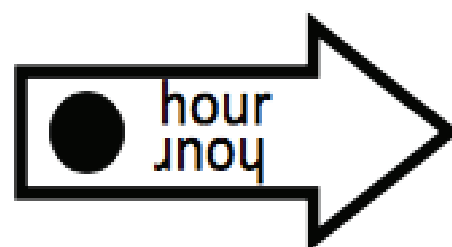
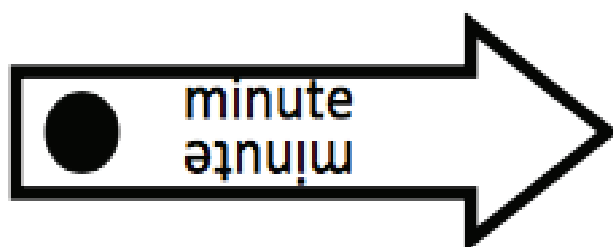
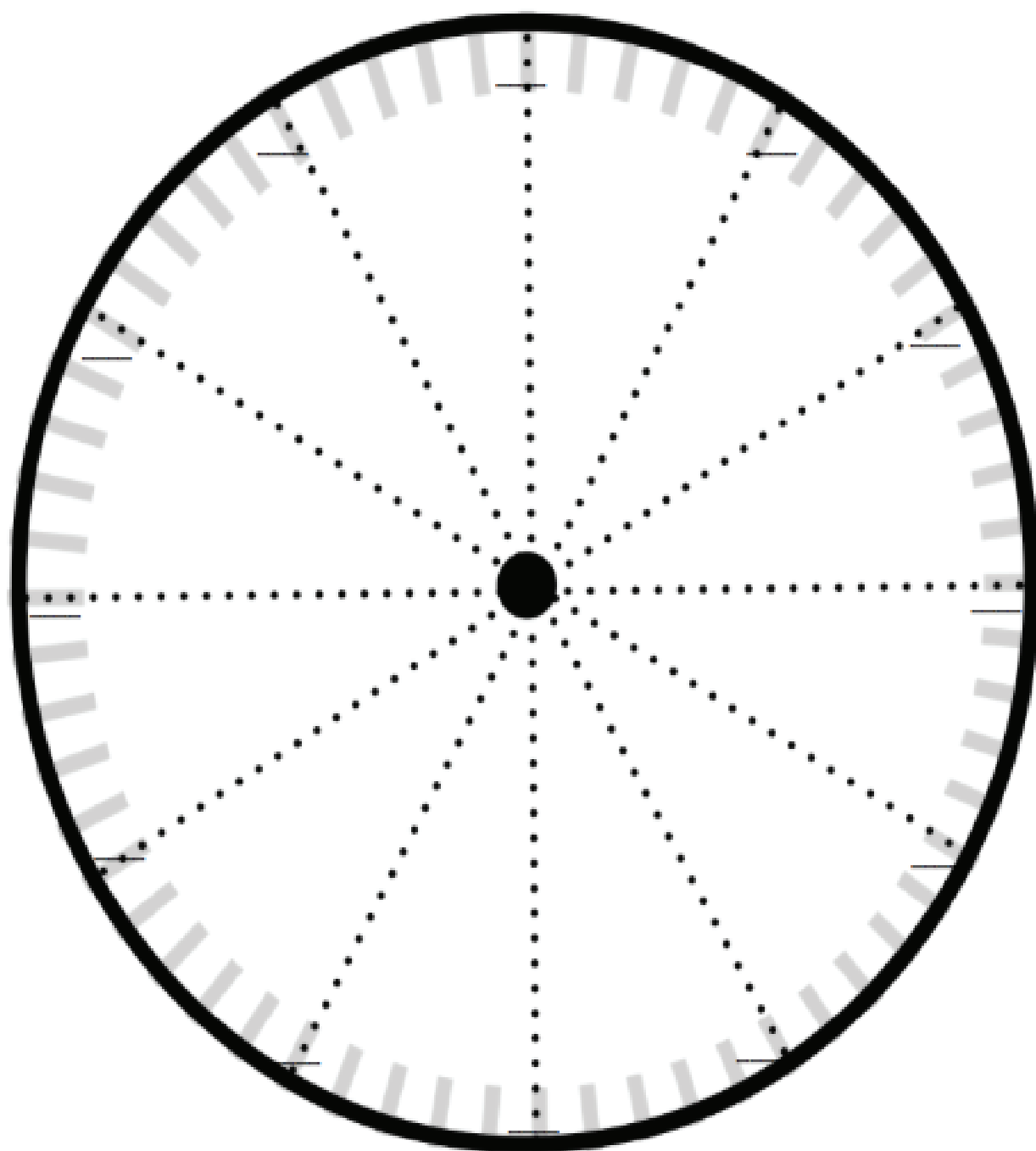
tens	ones

Tuesday, June 9, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Kaelyn has 18 cookies. Chyna gives her 11 more. How many cookies does she have in total?</p> <p>Write an equation and draw a number bond to solve.</p> <p>Kaelyn tiene 18 galletas. Chyna le da 11 mas. Cuántas galletas tiene Kaelyn en total?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a picture to solve and explain 2-digit addition word problems.</p> <p>Los estudiantes pueden hacer dibujos para resolver y explicar sumas de 2 dígitos en problemas.</p>	<p>On paper, draw a picture to solve the word problem: Kelly gets 6 new toy cars. She already has 18 toy cars. How many does she have now?</p> <p>En papel, usa dibujos para resolver este problema: Kelly le dan 6 nuevos juguetes de carros. Ella ya tenía 18 juguetes de carros. Cuántos carritos tiene ahora?</p>	<p>Log onto Zearn for 20 minutes.</p> <p><i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Directions: Draw a picture to show how to solve $14 + 36 =$</p> <p><i>Instrucciones: Dibuja para mostrar cómo puedes resolver $14 + 36 =$</i></p>

Wednesday, June 10, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Austin has 22 games. Caesar gives him 11 more. How many does he have in total? Write an equation and draw a number bond to solve.</p> <p>Austin tiene 22 juegos. Caesar le da 11 mas. Cuántos tiene en total? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can draw a picture to solve and explain 2-digit addition word problems.</p> <p>Los estudiantes pueden hacer dibujos para resolver y explicar sumas de 2 dígitos en problemas.</p>	<p>On paper, draw a picture to solve the word problem: Jade paints 35 circles and 45 triangles in art class. How many shapes does Jade paint?</p> <p>En papel, haz un dibujo para resolver este problema: Jade pinta 35 círculos y 45 triángulos in clase de arte. Cuantas figuras pinto Jade?</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Write to explain how you solved $14 + 36 =$</p> <p>Instrucciones: Escribe para explicar como resolviste $14+36=$</p>

Thursday, June 11, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Destiny has 32 donuts. Gabriela ate 10 of them. How many donuts does Destiny have left.</p> <p>Write an equation and draw a number bond to solve.</p> <p>Destiny tiene 32 donuts. Gabriela se comió 10 de ellos. Cuantos donuts tiene Destiny ahora?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students will construct a paper clock by partitioning a circle and tell time to the hour.</p> <p>Los estudiantes podrán construir <input type="checkbox"/> un <input type="checkbox"/> reloj <input type="checkbox"/> de <input type="checkbox"/> papel <input type="checkbox"/> al <input type="checkbox"/> particionar <input type="checkbox"/> un <input type="checkbox"/> círculo <input type="checkbox"/> y <input type="checkbox"/> decir <input type="checkbox"/> la hora <input type="checkbox"/> a <input type="checkbox"/> la <input type="checkbox"/> hora <input type="checkbox"/> más <input type="checkbox"/> cercana.</p>	<p>Use the picture or make your own clock. Write the numbers 1-12 on your clock. Then use the hour and minute hand to practice telling time to the hour.</p> <p>Usa el dibujo o crea tu propio reloj. Escribe los números del 1-12 en el reloj. Después usa las manos de la hora y minuto para practicar diciendo la hora.</p>	<p>Log onto Zearn for 20 minutes.</p> <p><i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Directions: Make a list of the things you need to do at home like waking up, brushing your teeth, breakfast, lunch, dinner, homework, play time. Use the clock to write/say at what time you are doing each task. For example at 8:00a.m., I wake up and brush my teeth.</p> <p><i>Instrucciones: Haz una lista de las cosas que tienes que hacer en casa, como cepillarte los dientes, desayunar, almorzar, cenar, jugar, hacer las tareas. Luego usa el reloj para decir a a que hora tienes que hacer cada cosa. Por ejemplo a las 8:00 a.m., tengo que levantarme y cepillarme los dientes.</i></p>

Partitioned Circle Template



Friday, June 12, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Jaden has 43 Cheerios. Johnny ate 22 of them. How many Cheerios does Jaden have left?</p> <p>Write an equation and draw a number bond to solve.</p> <p>Jaden tiene 43 Cheerios. Johnny se comio 22 de ellos. Cuantos le queda a Jaden?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can tell the difference between an analog and digital clock. They can tell time using analog and digital clocks.</p> <p>Los estudiantes pueden identificar la diferencia entre un reloj analogico y uno digital. Ellos pueden leer la hora en ambos relojes.</p>	<p>On paper, draw a clock like the one from yesterday. Show an adult the following times using that clock. 7:00, 10:00, 12:00, 3:00.</p> <p>En papel, dibuja un reloj como el de ayer. Muestrale a un adulto las horas siguientes usando tu reloj 7:00, 10:00, 12:00, 3:00.</p>	<p>Log onto Zearn for 20 minutes. <i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Directions: Match the clocks that show the same time.</p> <p><i>Instrucciones: Une los relojes que muestran la misma hora.</i></p> <div data-bbox="690 1654 852 1934"> <p>1. Match the clock that shows the same time.</p> </div>

1. Match the clocks that show the same time.

a.



b.


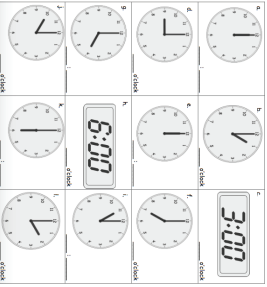


c.

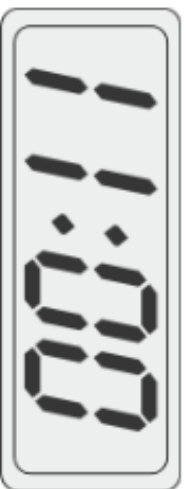


d.



Monday, June 15, 2020	Daily Warm-up	Mini-lesson	Daily Activities	Technology	Extension
	<p>Khloe has 56 pennies. Nadia took 23 of them. How many pennies does Khloe have left? Write an equation and draw a number bond to solve.</p> <p>Khloe tiene 56 centavos. Nadia le quitó 23. Cuantos centavos tiene Khloe ahora? Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can tell the difference between an analog and digital clock. They can tell time using analog and digital clocks.</p> <p>Los estudiantes pueden identificar la diferencia entre un reloj analogico y uno digital. Ellos pueden leer la hora en ambos relojes.</p>	<p>Use the following clocks to help you practice reading an analog and digital clock.</p> <p>Usa los siguientes relojes para ayudarte a practicar leyendo la hora en un reloj analogico y uno digital.</p> 	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Write the time on each clock.</p> <p>Instrucciones: Escribe la hora que aparece en cada reloj.</p> 

m.




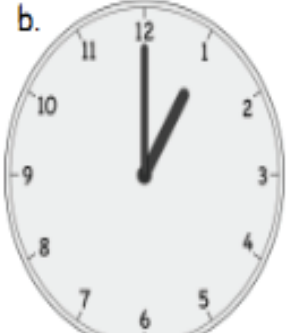
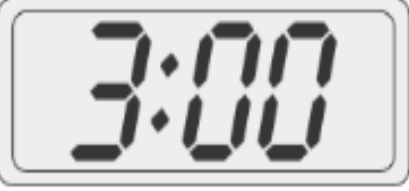




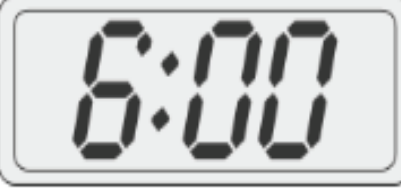




n.

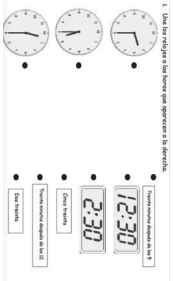





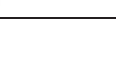








o.



Write the time shown on each clock.

<p>a.</p>  <p>_____ : _____</p>	<p>b.</p>  <p>_____ o'clock</p>	<p>c.</p>  <p>_____ o'clock</p>
<p>d.</p>  <p>_____ o'clock</p>	<p>e.</p>  <p>_____ : _____</p>	<p>f.</p>  <p>_____ o'clock</p>
<p>g.</p>  <p>_____ : _____</p>	<p>h.</p>  <p>_____ o'clock</p>	<p>i.</p>  <p>_____ : _____</p>
<p>j.</p>  <p>_____ o'clock</p>	<p>k.</p>  <p>_____ : _____</p>	<p>l.</p>  <p>_____ o'clock</p>

Tuesday, June 16, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Nicholas has 63 dimes. He gave Noah 33 of them. How many dimes does Nicholas have left?</p> <p>Write an equation and draw a number bond to solve.</p> <p>Nicholas tiene 63 centavos de 10. Noah le dio 33 centavos de 10. Cuantos centavos de 10 tiene ahora Nicholas? <i>Escribe una oración numérica y etiqueta tus dibujos.</i></p>	<p>Students can recognize halves within a circular clock face and tell time to the half hour.</p> <p>Los estudiantes podrán reconocer mitades dentro de un reloj circular y decir la hora a la media hora más cercana.</p>	<p>On paper, show the following times in a circular clock. 1:30, 5:30, 6:30, 10:30</p> <p>En papel, muestra las siguientes horas usando tu reloj circular. 1:30, 5:30, 6:30, 10:30</p>	<p>Log onto Zearn for 20 minutes.</p> <p><i>Ingresar a Zearn por 20 minutos.</i></p>	<p>Directions: Match the clocks to the times on the right.</p> <p><i>Instrucciones: Une los relojes a las horas que aparecen a la derecha.</i></p> 

Wednesday, June 17, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Pedro has 75 nickels. He gave Emilio 20 of them. How many nickels does Pedro have left? Write an equation and draw a number bond to solve.</p> <p>Pedro tiene 75 centavos de 5. El le da a Emilio 20 de sus monedas. Cuántas monedas tiene Pedro?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can recognize halves within a circular clock face and tell time to the half hour.</p> <p>Los estudiantes podrán reconocer mitades <input type="checkbox"/> dentro <input type="checkbox"/> de <input type="checkbox"/> un <input type="checkbox"/> reloj <input type="checkbox"/> circular <input type="checkbox"/> y <input type="checkbox"/> decir <input type="checkbox"/> la <input type="checkbox"/> hora <input type="checkbox"/> a <input type="checkbox"/> la <input type="checkbox"/> media <input type="checkbox"/> hora <input type="checkbox"/> más <input type="checkbox"/> cercana. <input type="checkbox"/></p>	<p>Draw the minute hand so the clock shows the time written above it.</p> <p>Dibuja la manecilla de los minutos de tal manera que el reloj muestre la hora escrita arriba de el.</p>     <p>2. Draw the minute hand so the clock shows the time written above it.</p> <p>a. 7:45 b. 8:45 c. 7:30</p> <p>d. 1:30 e. 3:30 f. 4:30</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Write the time shown on each clock. Complete problems like the first two examples.</p> <p>Instrucciones: Escribe la hora que aparece en cada reloj. Completa los problemas como en los dos primeros ejemplos.</p>        

2. Draw the minute hand so the clock shows the time written above it.

a. 7 o'clock



b. 8 o'clock



c. 7:30



d. 1:30


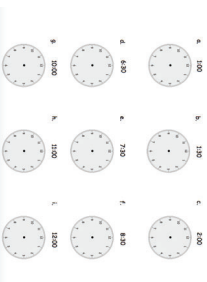


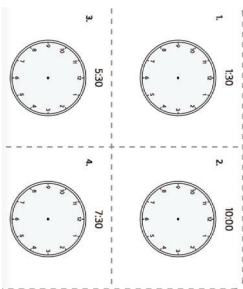
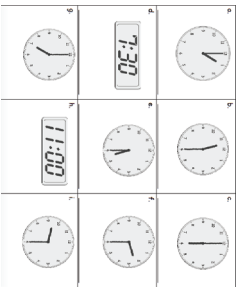
e. 2:30



f. 2 o'clock

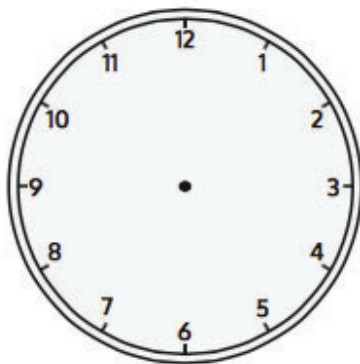


Thursday, June 18, 2020	<u>Daily Warm-up</u>	<u>Mini-lesson</u>	<u>Daily Activities</u>	<u>Technology</u>	<u>Extension</u>
	<p>Kendrick has 80 quarters. He gave Areyls 35 of them. How many quarters does Kendrick have left? Write an equation and draw a number bond to solve.</p> <p>Kendrick tiene 80 monedas. El le da Areyls 35 monedas. Cuántas monedas tiene Kendrick ahora?</p> <p>Escribe una oración numérica y etiqueta tus dibujos.</p>	<p>Students can recognize halves within a circular clock face and tell time to the half hour.</p> <p>Los estudiantes podrán reconocer mitades dentro de un reloj circular y decir la hora a la media hora más cercana.</p>	<p>Directions: Make a circle on the clocks that show half past 3.</p> <p>Instrucciones: Encierra en un círculo los relojes que muestran treinta minutos después de las 3.</p> 	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresar a Zearn por 20 minutos.</p>	<p>Directions: Draw the minute and hour hands on the clock.</p> <p>Instrucciones: Dibuja las manecillas de los minutos y las horas en los relojes.</p> 

Friday, June 19, 2020			
Daily Warm-up	<p>Gregory has 36 balloons. He gives 14 of them to Aylin. How many balloons does Gregory have left?</p> <p>Write an equation and draw a number bond to solve.</p>		
Mini-lesson	<p>Students can recognize halves within a circular clock face and tell time to the half hour.</p> <p>Los estudiantes podrán reconocer <input type="checkbox"/> mitades <input type="checkbox"/> dentro <input type="checkbox"/> de <input type="checkbox"/> un <input type="checkbox"/> reloj <input type="checkbox"/> circular <input type="checkbox"/> y <input type="checkbox"/> decir <input type="checkbox"/> la <input type="checkbox"/> hora <input type="checkbox"/> a <input type="checkbox"/> la <input type="checkbox"/> media <input type="checkbox"/> hora <input type="checkbox"/> más <input type="checkbox"/> cercana. <input type="checkbox"/></p>	<p>Draw the minute and hour hands on the clocks</p> <p>Dibuja las manecillas del minuto y la hora en los relojes.</p>	<p>Log onto Zearn for 20 minutes.</p> <p>Ingresa a Zearn por 20 minutos.</p>
Daily Activities		<p>Directions: Write the time on the lines underneath the clock.</p> <p>Instrucciones: Escribe la hora en la línea abajo de reloj.</p> 	Technology
Extension			

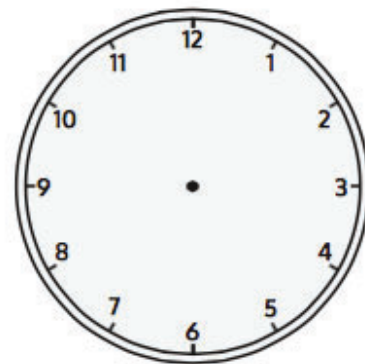
1.

1:30



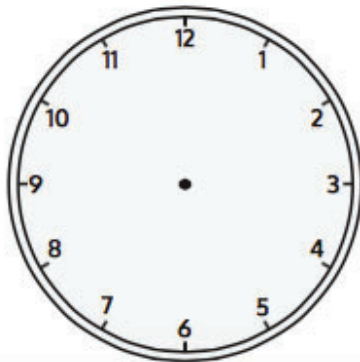
2.

10:00



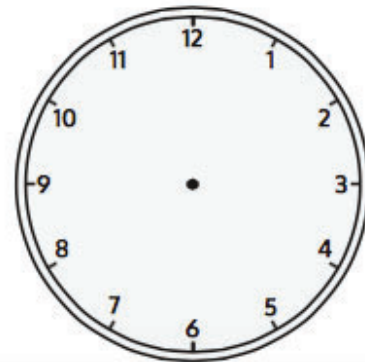
3.

5:30



4.

7:30




Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

Science: Gardening Solar System Animals/Zoo

Ciencias: Jardineria, Sistema Solar y Zoológico de Animales

Day	SCIENCE Lesson
D 32 (Fri, May, 1) KW	<p>What is a greenhouse?</p> <p>Vocabulary:</p> <p>Greenhouse - a structure enclosed (as by glass) and used for the growing or protection of tender plants.</p> <p>Absorb - take in or soak up</p> <p>Insulator - a substance which does not readily allow the passage of heat or sound.</p> <p>“How does a greenhouse work a science with bobert video short” (1:28) how does a greenhouse work a science with bobert video short</p> <p>What happens to the sunlight that gets absorbed into the greenhouse?</p> <p>The glass lets the sun's rays come through, but it blocks what from going out?</p> <p>When we looked at the black and white lids and how hot it was on each one, make a comparison to your summer clothing - which colors do you think would help keep you cooler in the summer?</p>  <p>SPANISH TRANSLATION:</p> <p>Vocabulary</p> <p>Que es un Invernadero?</p> <p>Recinto cerrado, cubierto y acondicionado para mantener una temperatura regular que proteja las plantas de las inclemencias extremas propias del tiempo invernal, como frío intenso, heladas, viento, etc.</p> <p>Absorber: empapar o empapar</p> <p>Insulador: Es el conductor del calor, frío y la electricidad.</p> <p>Video a seguir: Cómo trabaja un invernadero? how does a greenhouse work a science with bobert video short</p> <p>Qué pasa con el invernadero cuando absorbe la luz solar?</p> <p>El vidrio permite que la luz solar entre, pero la bloquea de?</p> <p>Cuando miramos las tapas blanco y negro y el calor de cada una, haga una comparacion a su ropa de verano y que colores le mantienen fresco en el verano?</p>
Día 32 Viernes, 1 de mayo	

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 33, Mon. May
4)
KW

Greenhouses - How do seeds sprout?

Vocabulary:

Transplant - to uproot and replant a growing plant

Moisture - a small quantity of liquid, especially water

Tender -weak or delicate

Harsh - physically discomforting

Cold frame - a usually glass- or plastic-covered frame without artificial heat used to protect plants and seedlings outdoors

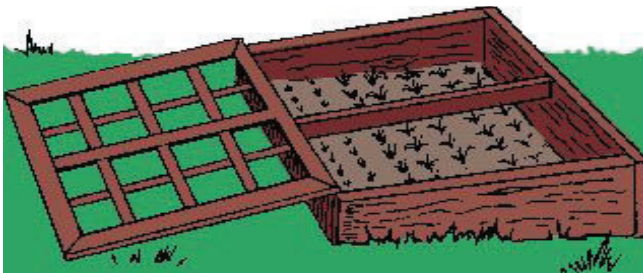
Root bound - having roots so densely matted as to allow little or no space for further growth

"The Basics of Greenhouse Gardening" (4:52) [The Basics of Greenhouse Gardening](#)

Jeff lives in upstate NY and provides the **service** of growing vegetables, so we can have the **goods** (food) to eat. Food is one of our **needs** (social studies connection). He told us three things that seeds need to grow. Do you remember what they are?

Jeff made sure that the plants were watered. Not every plant gets watered the same way. What were the different ways that he watered the plants?

Did the seeds that Jeff planted stay in one spot? Do you remember all the places he transplanted the seedlings to? Why did he do that?



SPANISH TRANSLATION:

Invernaderos: Como brota una semilla?

Vocabulario:

Trasplante- replantar de nuevo.

Humedad- una cantidad pequeña de líquido o agua.

Sensible- fragil o delicado

Dureza-molestia fisica

Marco frío- cubierta de vidrio o plástico que protege las plantas y semillas del calor.

Raíces Unidas-raíces densas o pegadas que no dan paso para el crecimiento de la planta.

Lo básico del invernadero y jardinería [The Basics of Greenhouse Gardening](#)

Jeff vive en arriba del estado de Nueva York y provee el servicio de la producción de vegetales para que podamos obtener víveres comestibles. La comida es una de nuestras necesidades (coneccion con estudios sociales). El nos enseno que necesitamos tres cosas para que la semilla crezca. Recuerdas cuales son?


Jeff se aseguro de regar las plantas, no todas las plantas se riegan de la misma manera. Cuáles son las diferentes maneras de regar el agua? Por que el hizo eso?

Dia 33

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 34- Tues. May 5 KW</p> <p>Dia 34</p>	<p>Greenhouses - What can students do in a greenhouse?</p> <p>Vocabulary: Cell - small planting space Soil - dirt</p> <p>Elementary school greenhouse (2:05) Students learn in greenhouse at Anne T. Dunphy School</p> <p>What did you observe students doing in the greenhouse?</p> <p>What would you like to plant in the Woodside greenhouse?</p>  <p>SPANISH TRANSLATION: Invernaderos: Que pueden hacer los estudiantes en un invernadero? Vocabulario: Celda- espacio pequeno para plantar Suelo-tierra Invernadero de la escuela elementaria(2:05)Students learn in greenhouse at Anne T. Dunphy School Que se observa que los estudiantes hacen el el invernadero? Que le gustaría plantar en el invernadero de la escuela Woodside?</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 35 (Wed. May 6)

KW

Gardening: How do seeds turn into plants?

Vocabulary:

Seed - the grains of plants used for planting

Seed coat - the outer shell, an outer protective covering of a seed, keeps the seed from drying out

Embryo - the tiny baby plant inside the seed

Endosperm - the plant food inside the seed that gives the seed energy to grow

Germination - the process by which something begins to grow or develop

Root - the underground part of a seed plant body, absorbs water, a means of anchorage and support

Stem - the main trunk of a plant

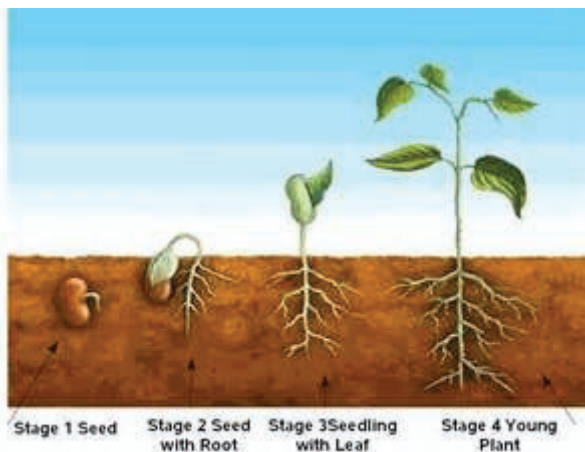
Sprout - a young shoot or new growth of a plant that has the stem and leaves

"How does a seed become a plant?" (3:46) [How Does A Seed Become A Plant?](#)

Squiggs and his human helper answered Dimitri's question about how a seed grows. Do you remember what part grows first and in what direction?

What happens next?

Draw and label a plant. Show the seed, the roots, the stem, the leaves, the soil, the sun, and how someone might water the plant. Send me a copy of your drawing if you would like! Use the right color crayons to color in your work.



SPANISH TRANSLATION:

Invernaderos: Como brota una semilla?

Vocabulario: Como las semillas se convierten en plantas?

Semillas-granos usados para plantar

Cubierta de semilla-cáscara que cubre el grano. Cubierta que cubre o protege la semilla y previene que la semilla se seque.

Embrión-el pequeño bebé dentro de la semilla.

Endosperma-la comida dentro de la semilla que ayuda a la planta a crecer.

Germinación- el proceso en el que algo empieza a desarrollar.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

Raíz-la parte subterránea del cuerpo de una planta que absorbe agua y es el ancla de la planta.

Tallo-el tronco principal de la planta.

Brote-pequeño retoño que crece en una planta con tallo y hojas.

Como una semilla se convierte en una planta?

Squiggs y su ayudante humano ayudaron a contestar las preguntas que Dimitri tenia acerca de como crece una semilla? Recuerda que parte crece primero y en qué dirección?


Qué pasa después?

Dibuje y etiquete una planta, enseñe la raíz, el tallo, las hojas, la tierra y el sol. También la manera de regar su planta. Envieme una foto de su dibujo si puede, use los colores correctos en su trabajo.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 36 (Thurs. May 7) KW</p>	<p>Gardening - Watching a Real Bean Grow Through Time Lapse Photography</p> <p>Before viewing the video, take a look at the questions so you will know what to look for while you are watching.</p> <p>“Time lapse of a bean growing over 25 days time” (3:09) Bean Time-Lapse - 25 days Soil cross section</p> <ol style="list-style-type: none">1.) What did you observe that came out of the seed first?2.) What happened to the soil as the sprout pushed up?3.) As the plant continued to grow, what happened to the seed coat and embryo?4.) What kept the plant from toppling over as it continued to grow taller and taller? <p>Watching this video reminded me of a fairytale, <u>Jack and the Beanstalk</u>. In Social Studies you listened to that story to find out about Jack’s needs and wants. What do plants need in order to grow? Do you have any seeds at home that you could plant - beans, popcorn, maybe an acorn that you found outside? Plant it and observe what happens. Maybe the next time your family goes shopping, they can buy one package of seeds. Be a scientist and record your observations. Have fun!!</p>  <p>SPANISH TRANSLATION:</p> <p>Jardinería: Mire un frijol crecer en un lapso de tiempo fotográfico</p> <p>Revise las preguntas antes de ver el video para que sepa que tiene que tomar atención mientras mira.</p> <p>“El tiempo del crecimiento de un frijol en un lapso de 25 días” (3:09) Bean Time-Lapse - 25 days Soil cross section</p> <ol style="list-style-type: none">1. Quien observó que salió primero de la raíz?2. Que paso con la tierra cuando el retono empujo arriba3. Como la planta crece
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 37 (Fri. May

8)

KW

Gardening - Parts of a Plant

Vocabulary :

Root - absorbs moisture and nutrients to feed the plant

Shoot - the part of the plant that we see above the ground

Stem - the stalk that stands up and carries water and food to the leaves

Branch - grows out from the stem

Bud - underdeveloped plant/leaf/flower

Leaves - makes oxygen which is what we need to breathe

Flower - the showiest part of the plant

Before viewing the video, read the questions below so you will know what to listen for.

“Parts of a Plant” (3:10) <https://www.youtube.com/watch?v=TD60-3rqPXg>

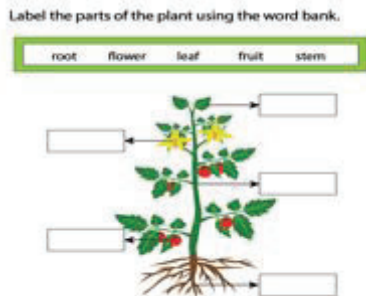
What job does a root have?

What job does the stem have?

How many seeds can a fruit have?

What **goods** (a social studies vocabulary word) can we get from plants?

Draw (or print out the paper below) and label a picture of a plant. Go outside and find a real plant and see if you can identify its parts.



[Parts of a Plant](#) worksheet to print, cut, glue

SPANISH TRANSLATION:

Jardinera: Partes de un planta:

Raíz-absorbe nutrientes y humedad para alimentar la planta

Disparo-naciente afuera de la raíz sobre la tierra

Tallo-sosteniente de la planta que transporta agua y comida a las hojas.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

Ramas-creciente que sale del tallo
Brote-la planta, flor o hoja subdesarrollada
Hojas- crean el oxígeno que respiramos
Flores-la parte más vistosa de la planta

Revise las preguntas antes de ver el video para que sepa que tiene que tomar atención mientras mira.

“Partes de una planta” (3:10) <https://www.youtube.com/watch?v=TD60-3rqPXg>

Que trabajo tiene la raíz?

Que trabajo tiene el tallo?

Cuántas semillas tiene una fruta?

Qué bienes(palabra enlazada con estudios sociales) se pueden obtener de las plantas?

Haga un dibujo de una planta y etiquetalo, salga afuera y observe las planta e identifique sus partes.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 38
(Mon. May 11)
JC

Solar System-What is the Solar System?

El sistema solar-Que es un sistema solar?

Vocabulary:

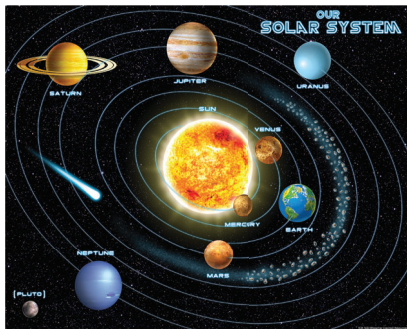
Solar System: is made up of the sun and everything that orbits around it, including planets, moons, asteroids, comets and meteoroids.

Planet: Must orbit the sun, is round and has gravity.

Asteroid: Small, rocky objects that orbit the sun.

Comet: A big ball of ice and rocks

Meteoroid: a small stony or metallic object that orbits the sun out in space.



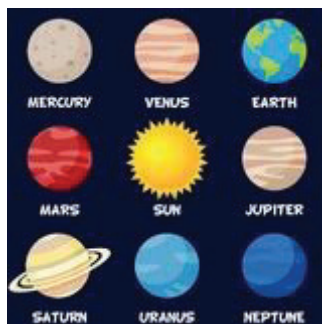
Solar System



comet



Asteroid



Planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)

Watch the videos below and draw a picture of the planets.

Ask these questions:

What is the Solar System made up of?

What is the sun?

How many planets are in our Solar System?

What is the planet we live in?

[The Solar System](#)

[The Solar System Song](#)

Draw the 8 planets on paper and label each planet. Use this picture as a guide.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade



SPANISH TRANSLATION:

El Sistema Solar

Vocabulary

Sistema Solar: Está compuesto por el sol y las órbitas a su alrededor incluyendo los planetas, luna, asteroides, cometas y meteoritos.

Planeta-está alrededor del sol, es circular y tiene gravedad.

Asteroid- pedregoso pequeño que circula alrededor del sol.

Cometa-una bola compuesta por hielo y rocas.

Meteorito-una esfera pequeña que circula alrededor del sol y fuera de espacio.

Planetas: Mercurio, Venus, Tierra, Marte, Jupiter, Saturno, Urano, Neptuno.

Mire los videos y haga un dibujo de los planetas

Conteste las preguntas:

De que está compuesto el sistema solar?

Que es el sol?

Cuantos planetas hay en el sistema solar?

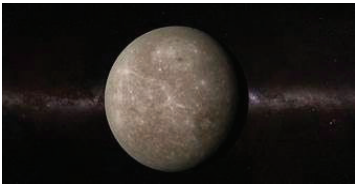
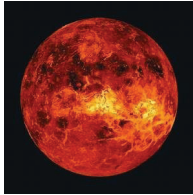
En qué planeta vivimos?

Haga un dibujo y etiquete los planetas puede utilizar el ejemplo de arriba.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 39 (Tues. May 12) JC</p>	<p>Solar System-What is Mercury and Venus?</p> <p><u>Vocabulary:</u></p> <p>Mercury: A small planet that is closest to the sun.</p> <p>Venus: the second (2nd) planet closest to the sun and the brightest planet.</p> <p>Listen to the book below. Draw and write 2 facts you learned about Mercury and Venus.</p> <p>The Planets by Gail Gibbons</p> <p>Planets song</p> <div data-bbox="251 640 604 823"></div> <p>Mercury</p> <div data-bbox="646 630 837 823"></div> <p>Venus</p> <p>What color is Mercury? What does it look like? What is Mercury made up of? How many Earth days make 1 year in Mercury? What color is Venus? What does it look like? How many Earth days make 1 year in Venus?</p> <p>SPANISH TRANSLATION:</p> <p>Sistema solar-Que es Mercurio y Venus?</p> <p><u>Vocabulario:</u></p> <p>Mercurio- Planeta pequeño más cercano al sol.</p> <p>Venus- El segundo planeta más cercano al sol y el planeta más brillante.</p> <p>Escuche el video arriba, conteste las preguntas, dibuje y escriba dos hechos aprendidos de Mercurio y Venus.</p> <p>Que color es Mercurio? Como se ve? De que está compuesto? Cuantos días de la tierra hace 1 año en Mercurio?</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 40
(Wed. May 13)
JC

Solar System_ What is Earth and Mars?

Vocabulary:

Orbit: is the path that an object takes in space when it goes around a star, a planet, or a moon.

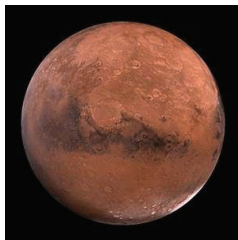
Earth: our home, is the third (3rd) planet from the sun. It's the only planet known to have an atmosphere containing free oxygen, oceans of water on its surface and, of course, life.

Mars: It is the fourth (4th) planet from the sun. It is the next planet beyond Earth. Mars is more than 142 million miles from the sun.

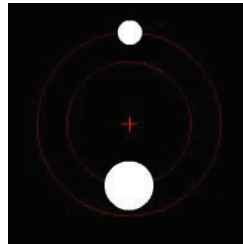
Listen to the book below. Draw and write 2 facts you learned about Earth and Venus.



Earth



Mars



Orbit

[The Planets by Gail Gibbons](#)

How far is Earth from the sun?

How many moons does Earth have?

What does Earth look like?

How many days does it take for Earth to orbit around the sun?

How many moons does Mars have?

How many Earth years make up 1 year on Mars?

SPANISH TRANSLATION:

Sistema solar-Que son La Tierra y Marte?

Vocabulario:

Órbita-Curva que describe un cuerpo alrededor de otro en el espacio, especialmente un planeta, cometa, satélite.

Tierra- es un planeta que se formó hace más de 4500 millones de años y es el hogar de millones de seres vivos.

Marte- es el cuarto planeta en orden de distancia al Sol y el segundo más pequeño del sistema solar, después de Mercurio.

Escuche el libro en el enlace de arriba, conteste las preguntas, dibuje y escriba dos hechos aprendidos de La Tierra y Marte.

Cual es la lejana está la tierra del sol?

Cuántas lunas tiene la tierra?

A qué se parece la tierra?

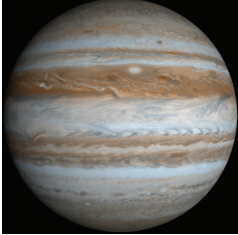

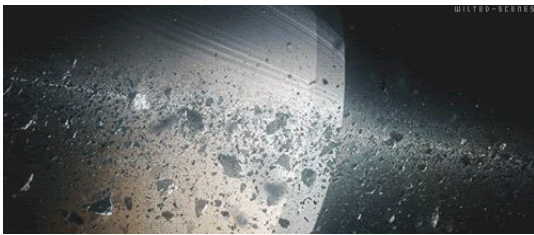
Science/Social Studies Lessons
Phase 3 - Distance Learning
First Grade

	<p>Cuantos dias le toma a la tierra girar alrededor del sol?</p> <p>Cuantas lunas tiene Marte?</p> <p>Cuantos días de la tierra hace 1 año en Marte?</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 41 (Thurs. May 14) JC</p>	<p>Solar System-What is Jupiter and Saturn?</p> <p><u>Vocabulary:</u></p> <p>Gases: air-like substances that can move around freely or they might flow to fit a container. They don't have a shape.</p> <p>Jupiter: The fifth (5th) planet from the sun. It is the largest planet.</p> <p>Saturn: The sixth (6th) planet from the sun. It is the second largest planet.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Jupiter</p> </div> <div style="text-align: center;">  <p>Saturn</p> </div> <div style="text-align: center;">  <p>rings around Saturn are made up of ice, dust and rocks</p> </div> </div> <p>Listen to the book below. Draw and write 2 facts you learned about Jupiter and Saturn.</p> <p>The Planets by Gail Gibbons</p> <p>The Solar System Online read aloud</p> <p>What is Jupiter made up of?</p> <p>What are the rings around Jupiter made up of?</p> <p>How many moons orbit around Jupiter?</p> <p>What is the temperature on Saturn?</p> <p>How many moons does Saturn have?</p> <p>How many Earth years does it take for Saturn to orbit the sun?</p> <p>SPANISH TRANSLATION:</p> <p>Sistema solar-Que es Júpiter y Saturno?</p> <p><u>Vocabulario:</u></p> <p>Gases-Substancia de aire que se mueve circularmente y fluye para caber en un container.</p> <p>Júpiter- el quinto planeta cercano al sol y el más grande de todos los planetas.</p> <p>Saturno- el sexto planeta cercano al sol y el segundo más grande de todos los planetas.</p> <p>Escuche el libro en el enlace de arriba, conteste las preguntas, dibuje y escriba dos hechos aprendidos de Júpiter y Saturno.</p> <p>De que está compuesto Júpiter?</p> <p>Que gira alrededor de Júpiter y de que está compuesto?</p> <p>Cuantas lunas giran alrededor de Júpiter?</p> <p>Cual es la temperatura de Saturno?</p> <p>Cuantas lunas tiene Saturno?</p> <p>Cuantos años le toma a Saturno para girar alrededor de la tierra?</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 42
(Fri.May 15)
JC

Solar System-What is Uranus and Neptune?

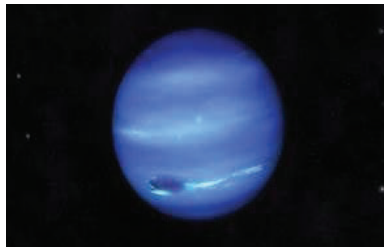
Vocabulary:

Uranus: The seventh (7th) planet from the sun.

Neptune: The eighth (8th) planet from the sun. It appears to be blue because of the gases.



Uranus



Neptune

Listen to the book below. Draw and write 2 facts you learned about Uranus and Neptune.

[The Planets by Gail Gibbons](#)

[The Solar System Online read aloud](#)

How many rings does Uranus have?

How many moons orbit around Uranus?

How many Earth years does it take for Uranus to orbit around the sun?

How many moons does Neptune have?

SPANISH TRANSLATION:

Sistema solar-Que es Urano y Neptuno?

Vocabulario:

Urano: el séptimo planeta cercano al sol.

Neptuno: el octavo planeta cercano al sol. Se muestra de color azul por la presencia de gases.

Escuche el libro en el enlace de arriba, conteste las preguntas, dibuje y escriba dos hechos aprendidos de Urano y Neptuno.

Cuántos aros tiene Urano?

Cuántas lunas giran alrededor de Urano?

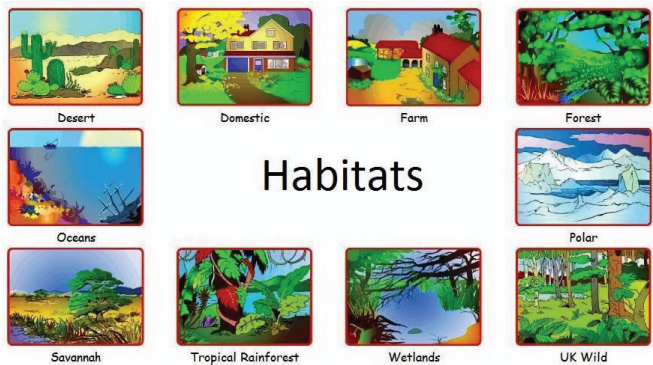
Cuántos años le toma a Urano para girar alrededor de la tierra?

Cuántas lunas tiene Neptuno?

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 43 (Mon.May 18) GC</p>	<p>Animals - SUSTAINABILITY Habitats—Local and Far Away</p> <p>Essential Question: What are habitats?</p> <p>Vocabulary: Habitat - A habitat is a place in nature where plants, animals, and people grow and live Continent - A continent is any continuous landmass on earth (Africa, Antarctica, Asia, Australia, Europe, North America, and South America).</p> <p>https://www.youtube.com/watch?v=5Kou2V7fXe8 - Nature's Patchwork Quilt read aloud https://www.youtube.com/watch?v=zAqNeEYPw7Y - Habitat Song Habitats.pdf you can print or draw the habitats on a piece of paper and the animals in their habitats.</p> <div data-bbox="251 793 901 1155">  <p style="text-align: center;">Habitats</p> </div> <p>SPANISH TRANSLATION: Animales - Hábitats de SOSTENIBILIDAD: locales y lejanos Pregunta esencial: ¿Qué son los hábitats? Vocabulario: Hábitat: un hábitat es un lugar en la naturaleza donde crecen y viven plantas, animales y personas. Continente: un continente es cualquier masa de tierra continua en la tierra (África, Antártida, Asia, Australia, Europa, América del Norte y América del Sur.) Mire el enlace arriba. Dibuje o imprima en un papel el hábitat o hogar de los animales.</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 44
(Tues. May 19)
GC

Animals

Essential Question:

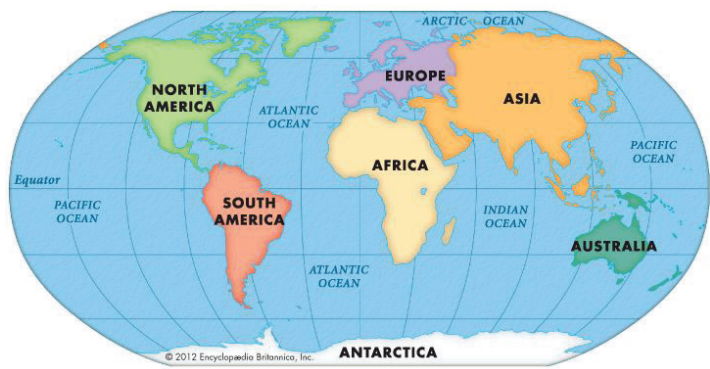
- What kinds of habitats are there?

Vocabulary:

Continent - A continent is any continuous landmass on earth (Africa, Antarctica, Asia, Australia, Europe, North America, and South America).

[Habitats: What is a habitat? \[FREE RESOURCE\]](#)
[Animal Habitats | Animal Homes | Animals video for kids |](#)
[Different Animal Habitats \(where animals live\) - HD footage for Kids](#)
[Seven Continents of the world - Seven continents video for kids](#)

Discuss the different types of habitats and where they are found in the world.



SPANISH TRANSLATION:

Animales

Pregunta esencial:

- ¿Qué tipos de hábitats hay?

Vocabulario:

Continente: un continente es cualquier masa de tierra continua en la tierra (África, Antártida, Asia, Australia, Europa, América del Norte y América del Sur).

Mire los enlaces arriba, converse los diferentes tipos de hábitats y donde se ubican alrededor del mundo.

Science/Social Studies Lessons

Phase 3 - Distance Learning


First Grade

<p>D 45 (Wed. May 20) GC</p>	<p>Animals - SUSTAINABILITY Habitats–Local and Far Away</p> <p>Essential Question:</p> <ul style="list-style-type: none">• What are endangered species? <p>Look at the video - discuss the questions with an adult.</p> <ol style="list-style-type: none">1. What are endangered animals?2. Why are animals in danger? <p>https://www.youtube.com/watch?v=yFH4AtCMJXE Endangered Species: Animals in Danger of Extinction LEARNING WITH SARAH</p> <p>SPANISH TRANSLATION:</p> <p>Animales - Hábitats de SOSTENIBILIDAD: locales y lejanos</p> <p>Pregunta esencial:</p> <ul style="list-style-type: none">• ¿Qué son las especies en peligro de extinción? <p>Mire el video: discuta las preguntas con un adulto.</p> <p>¿Qué son los animales en peligro de extinción?</p> <p>¿Por qué están los animales en peligro?</p> <p>https://www.youtube.com/watch?v=yFH4AtCMJXE Endangered Species: Animals in Danger of Extinction LEARNING WITH SARAH</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 46 (Thurs. May 21) GC</p>	<p>Animals - SUSTAINABILITY Habitats–Local and Far Away</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What are endangered species? <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Endangered species - An endangered species is a plant or animal that is at risk of becoming extinct. 2. Extinct - A species is extinct when there is no longer a type of plant or animal left on earth. <p>https://www.youtube.com/watch?v=fm8qTACshos - Top 10 Most Endangered Species”</p> <p>https://www.youtube.com/watch?v=So62I2dJZyo - “Why do animals become endangered?”</p> <ol style="list-style-type: none"> 1. What are endangered species? 2. Are there different types of endangered species? 3. Where and when have you seen endangered species? 4. What are habitats? 5. Are there different types of habitats? <p>Discuss the questions above.</p>  <p>SPANISH TRANSLATION:</p> <p>Animales - Hábitats de SOSTENIBILIDAD: locales y lejanos</p> <p>Pregunta esencial:</p> <ul style="list-style-type: none"> • ¿Qué son las especies en peligro de extinción? <p>Vocabulario:</p> <p>Especies en peligro de extinción: una especie en peligro de extinción es una planta o animal que está en riesgo de extinguirse.</p> <p>Extinta: una especie se extingue cuando ya no queda un tipo de planta o animal en la tierra.</p>
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Science/Social Studies Lessons
Phase 3 - Distance Learning
First Grade

Mire los enlaces arriba.

¿Cuales son las especies en peligro de extinción?

¿Existen diferentes tipos de especies en peligro de extinción?

¿Dónde y cuándo has visto especies en peligro de extinción?

¿Qué son los hábitats?

¿Hay diferentes tipos de hábitats?

Discuta las preguntas anteriores.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 47
(Fri. May 22)
GC

Animals - SUSTAINABILITY Habitats--Local and Far Away

Essential Question

What species are endangered in New York State?

Vocabulary-

Adaptation - Adaptations are features that people, plants, and animals possess that help them to live in their habitats.

Behavioral Adaptations - Behavioral adaptations are the ways plants and animals behave in order to live in an environment.

ENDANGERED ANIMALS OF NEW YORK

1. Pick one of the animals that are in the endangered category in New York.
2. Draw and identify and draw two endangered species from New York.
3. Draw the habitat that the animal lives in.
4. Write 3 facts about the animal.



SPANISH TRANSLATION:

Animales - Hábitats de SOSTENIBILIDAD: locales y lejanos

Pregunta esencial

¿Qué especies están en peligro en el estado de Nueva York?

Vocabulario:

Adaptación: las adaptaciones son características que poseen las personas, las plantas y los animales que les ayudan a vivir en sus hábitats.

Adaptaciones de comportamiento: las adaptaciones de comportamiento son las formas en que las plantas y los animales se comportan para vivir en un entorno.

ANIMALES EN PELIGRO DE NUEVA YORK

Elija uno de los animales que están en la categoría de peligro de extinción en Nueva York.


Science/Social Studies Lessons
Phase 3 - Distance Learning
First Grade

Dibuja e identifica dos especies en peligro de extinción de Nueva York.
Dibuja el hábitat en el que vive el animal.
Escribe 3 datos interesantes sobre el animal.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

MONDAY, MAY 26TH MEMORIAL DAY	
<p>D 48 (Tues. May 27th) GC</p>	<p>Animals -SUSTAINABILITY Habitats–Local and Far Away</p> <p>Essential Question What is the weather and climate like where we are?</p> <p>Vocabulary- Climate - Climate is the weather conditions in an area over an extended period of time. Weather - Weather is the daily conditions over a particular area that includes temperature, precipitation, cloud cover, and air pressure.</p> <p>National Geographic Kids "Weather" by Kristin Baird Rattini in HD How does climate change affect animals? Global Ideas Weather vs. Climate: Crash Course Kids #28.1 Endangered Species: Worth Saving from Extinction?</p> <p>Describe and analyze patterns of your local weather to make connections among weather, climate, habitat, and endangered species in New York: Make a chart and discuss it with an adult. Now that we have learned about habitat, endangered animals, weather and climate how can we make a change to save the animals in New York ? Using the picture that you have drawn of the endangered animal, write how we can make a change to save it.</p>  <p>SPANISH TRANSLATION:</p> <p>Animales - Hábitats de SOSTENIBILIDAD - Locales y lejanos</p> <p>Pregunta esencial: ¿Cómo es el clima en el lugar donde estamos?</p> <p>Vocabulario Clima: es la condición climática de una área durante un período prolongado de tiempo. Temperatura del tiempo: son las condiciones diarias sobre un área particular que incluye temperatura, precipitación, nubosidad y presión de aire.</p>

Science/Social Studies Lessons
Phase 3 - Distance Learning
First Grade

Mire los enlaces arriba.

Describa y analice los patrones de su clima local para establecer conexiones entre el clima, la temperatura del tiempo, el hábitat y las especies en peligro de extinción en Nueva York: haga una tabla y discutirla con un adulto.

Ahora que hemos aprendido sobre el hábitat, los animales en peligro de extinción, el clima y la temperatura del tiempo. ¿cómo podemos hacer un cambio para salvar a los animales en Nueva York? Haga un dibujo de un animal en peligro, escriba cómo podemos hacer un cambio para salvarlo.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 49 Wed. May 28 GC</p>	<p>Weather/Seasons - Essential Question What is the weather?</p> <p>Create a 7 day chart, (Temperature, precipitation, sunshine, wind, clouds) in weather at 80% accuracy or greater. Here is a sample of the chart. Once you are done you can discuss what you see on the chart with an adult</p> <p>SPANISH TRANSLATION: Estaciones climáticas - Pregunta esencial ¿Qué tiempo hace?</p> <p>Cree un gráfico de 7 días (temperatura, precipitación, sol, viento, nubes) en el clima con una precisión del 80% o más. Aquí hay una muestra de la tabla. Una vez que haya terminado, puede discutir lo que ve en la tabla con un adulto.</p>
<p>D 50 Thurs. May 29 GC</p>	<p>Weather/Seasons - Essential Question What is the weather?</p> <p>View the video https://www.youtube.com/watch?v=1ZyT_Aiey1U What Is Weather? For Kids - Weather Explained - Science For Kids - Things To Know About Weather</p> <p>Write 5 things you learned about the weather.</p> <p>SPANISH TRANSLATION:</p> <p>Pregunta esencial ¿Qué tiempo hace?</p> <p>Vea el video https://www.youtube.com/watch?v=1ZyT_Aiey1U ¿Qué es el clima? Para niños - Explicación del clima - Ciencia para niños - Cosas que debe saber sobre el clima</p> <p>Escribe 5 cosas que aprendiste sobre el clima.</p>

Science/Social Studies Lessons
Phase 3 - Distance Learning
First Grade

D 51 Friday, May 30 GC	<p>Weather/Seasons - Essential Question What are seasons?</p> <p>View the videos - https://www.youtube.com/watch?v=2UXnIBtTsY Seasons in Earth - video for kids https://www.youtube.com/watch?v=eXFe4tUCd40 Seasons, weather and clothes</p> <p>Draw your favorite season. Write 3 things you enjoy about the season you picked.</p> <p>SPANISH TRANSLATION: Pregunta esencial ¿Qué son las estaciones?</p> <p>Mira los videos - https://www.youtube.com/watch?v=2UXnIBtTsY Seasons in Earth - video para niños https://www.youtube.com/watch?v=eXFe4tUCd40 Estaciones, clima y ropa</p> <p>Dibuja tu estación favorita. Escribe 3 cosas que disfrutas de la temporada que elegiste.</p>

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

Social Studies: Unit 4 Economics - Unidad 4 Economia

Day	SOCIAL STUDIES Lesson		
D 32 (Fri. May 1) KW	<p>SS U 4 L 1 Essential Question: How do communities allow people to fulfill wants and needs?</p> <p>Vocabulary: Needs - things that all people must have to survive (food, shelter, clothing if in a cold climate) Wants - things that people like to have but do not need to survive</p> <p>Watch: "Needs and Wants" Needs and Wants Video 0005</p> <p>Next watch: Jack and the Beanstalk video (6:37) https://www.youtube.com/watch?v=3RlovW7t0tk</p> <ul style="list-style-type: none"> • Why does Jack go to market to sell the cow? • What do Jack and his mother need to survive? • Do Jack's needs and wants change every time he visits the giant? • Do you think Jack "needed" the gold or "wanted" the gold? Why? <p>Fill in the T-Chart:</p> <div data-bbox="228 1236 641 1797"> <p style="text-align: center;">T-Chart</p> <p>Name: Date:</p> <table border="1" style="width: 100%; height: 200px;"> <tr> <td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table> <p style="text-align: center; font-size: small;">© 2019 Mr Elementary Math</p> </div>		

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario:

Necesidades: cosas que todas las personas deben tener para sobrevivir (comida, refugio, ropa si se encuentra en un clima frío.)

Deseos: cosas que a la gente le gusta tener pero que no necesita para sobrevivir.

Ver: Presentación de diapositivas: haga clic a su propio ritmo y el enlace arriba. [En verdad lo necesito?](#)

También mire: [Jack and the Beanstalk video \(6:37\)](#) <https://www.youtube.com/watch?v=3RlovW7t0tk>

¿Por qué Jack sale al mercado para vender la vaca?

¿Qué necesitan Jack y su madre para sobrevivir?

¿Las necesidades y deseos de Jack cambian cada vez que visita al gigante?

¿Crees que Jack "necesitaba" el oro o "quería" el oro? ¿Por qué?

Complete el T-Chart de las necesidades y deseos de Jack

Llene las preguntas en el enlace y la tabla:

https://www.pnwbores.org/ssela/FirstGrade/pdf_files/Unit4/Unit4_Lesson1_TChart.pdf

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 33
Mon. May 4)
KW

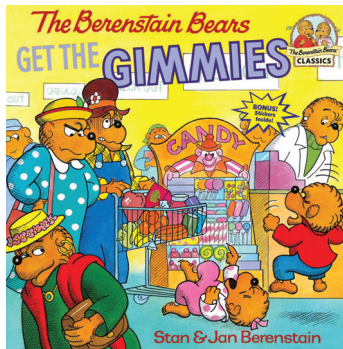
SS U 4 L 1 cont. Essential Question: *How do communities allow people to fulfill wants and needs?*
Watch "[The Berenstain Bears Get the Gimmies](#)" (6:14)

Look in old magazines, flyers, catalogs. Get a piece of paper.

- fold the paper in half vertically and label one side NEEDS and the other side WANTS
- cut out pictures of needs and wants from the magazines, flyers, and catalogs
- glue them on the T-chart to make a collage.

(If you do not have supplies, you can always draw pictures of needs and wants.)

Needs and Wants video 1:30 <https://www.youtube.com/watch?v=J8P3sCooGg0>



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Busque en revistas viejas, folletos, catálogos. Consigue un pedazo de papel.

doble el papel por la mitad verticalmente y etiqüete en un lado las NECESIDADES y en el otro lado lo que se requiere.

Recorte imágenes de necesidades y requerimientos en revistas, folletos y catálogos pégalos en la T-chart para hacer un .

(Si no tiene suministros, siempre puede dibujar las necesidades y requerimientos).

Video de necesidades y requerimientos en el enlace de arriba.

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 34 (Tues. May 5) KW</p>	<p>SS U 4 L 2 Essential Question: How do communities allow people to fulfill wants and needs?</p> <p>Vocabulary: Choice - one of the possible decisions you can make Decide - to make a choice of judgment Option - one of the possible choices you can make Scarce - not enough to satisfy demand Select - chosen from a number or group</p> <p>Brainpop video: Needs and Wants (3:46) Needs and Wants English Needs and Wants by Jordan Fujioka Reading AZ Level F. 46 Needs and Wants (1:28)</p> <p>What happens when you have to make choices between your needs and wants? What if you wanted a brand new toy for your birthday, but instead, you received new underwear because that is what you needed. How would you feel? Why?</p> <div data-bbox="279 1100 920 1520" data-label="Image"> </div> <p>SPANISH TRANSLATION:</p> <p>Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?</p> <p>Vocabulario: Elección: una de las posibles decisiones que una persona puede tomar.</p>

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Decidir: hacer una elección de juicio.

Opción: una de las posibles elecciones que una persona puede hacer.

Escaso: no es suficiente para satisfacer la demanda.

Seleccionar: elegido de un número o grupo.

Mire el enlace y el video en Brain pop [Needs and Wants English](#)

[Needs and Wants](#) by Jordan Fujioka [Reading AZ Level F. 46 Needs and Wants \(1:28\)](#)

D 35
(Wed. May 6)
KW

SS U 4 L 2 (cont.) Essential Question: How do communities allow people to fulfill wants and needs?

Sometimes our families have to make choices due to unlimited needs and wants and scarce resources and that these choices involve costs.

Listen to this little story:

Mr. Brown wants a new car as their old one that is 10 years old needs a major repair that will be very expensive. The children want the family to take a trip to Disneyworld. Mrs. Brown wants to join the local health club. Mrs. Brown is a stay-at-home Mom and Mr. Brown's salary will only allow them to do one of the items above.

- How many choices does the family have? (3)
- How many items can the family have? (1)
- What is the "cost" of the choice the family makes? (Giving up the other two choices)

Think-pair-share choices that you and your family have to make and the costs identified with those choices.

What would your family like to do (want), but they have to do something else (need) instead? What decisions does your family have to make about the choices? Which was the best option selected? Why?

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First Grade



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

A veces, nuestras familias tienen que tomar decisiones debido a necesidades y deseos ilimitados y recursos escasos y que estas elecciones implican costos.

Escucha esta pequeña historia:

El señor Brown quiere un auto nuevo, ya que el auto antiguo tiene 10 años y necesita una reparación importante que será muy costosa. Los niños quieren que la familia haga un viaje a Disneyworld y la Sra. Brown quiere unirse al club de salud local. La Sra. Brown es una ama de casa y el salario del Sr. Brown solo les permitirá cubrir solo uno de los gastos anteriores.

¿Cuántas opciones tiene la familia? (3)

¿Cuántos artículos puede tener la familia? (1)

¿Cuál es el "costo" de la elección que hace la familia? (Renunciar a las otras dos opciones)

Considere las opciones de compartir en pareja que usted y su familia tienen que tomar y los costos identificados con esas opciones.

¿Qué le gustaría hacer (querer) a su familia, pero que tienen que hacer otra cosa (necesidad)?

¿Qué decisiones tiene que tomar su familia sobre las elecciones? ¿Cuál fue la mejor opción seleccionada? ¿Por qué?

Compartan en familia las opciones que tienen que tomar la familia Brown y los costos identificados con esas opciones.

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First Grade

	¿Qué le gustaría hacer (querer) a su familia, pero que tienen que hacer otra cosa (necesidad)?
--	--

	¿Qué decisiones tiene que tomar su familia sobre las elecciones? ¿Cuál fue la mejor opción seleccionada? ¿Por qué?
--	--

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First Grade

D 36
(Thurs. May 7)
KW

SS U 4 L 3 Essential Question: *How do communities allow people to fulfill wants and needs?*

Vocabulary:

Demand - the ability and desire to purchase goods or services

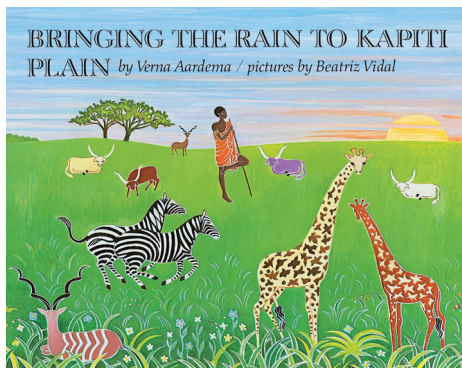
Scarcity - the condition that results when people's wants are greater than the resources available to satisfy those wants

Supply - enough to satisfy the needs or wishes of people

Opportunity - the value of the next best thing you would have chosen

This lesson introduces the concept of scarcity as it applies to a person's or family's needs and wants and supply and demand. (During this pandemic, there is a demand for toilet paper. There is a scarcity of it. The stores do not have enough of a supply. Therefore, some people see tissues that are used for their nose, as an opportunity to satisfy the demand.)

Bringing the Rain to Kapiti Plain (5:0) *Aunt Jessica's Bedtime Stories, Bringing The Rain To Kapiti Plain*



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario:

Demanda: la capacidad y el deseo de comprar bienes o servicios.

Escasez: la condición cuando los deseos de las personas son mayores que los recursos disponibles para satisfacer esos deseos.

Oferta: suficiente para satisfacer las necesidades o deseos de las personas.

Oportunidad: el valor de la próxima mejor opción que hubiera elegido.

Esta lección introduce el concepto de escasez tal como se aplica a las necesidades y deseos de

Science/Social Studies Lessons

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una persona o familia, y a la oferta y la demanda. (Durante esta pandemia, hay una demanda de papel higiénico y también hay escasez de este. Las tiendas no tienen suficiente suministro. Por lo tanto algunas personas usan papel de seda para la nariz como una oportunidad para satisfacer la demanda .)

[Bringing the Rain to Kapiti Plain \(5:0\) Aunt Jessica's Bedtime Stories, Bringing The Rain To Kapiti Plain](#) (mire el enlace como un recurso para entender los conceptos)

¿Qué se necesita o escasea en esta historia?

Ahora hable sobre la escasez y cómo afecta su vida y la de su familia. Hable sobre artículos que actualmente son escasos.

Piense en algo que sea importante para ud. en el papel de la historia. En un papel dibuja o escribe sobre lo que harías si tu artículo fuera escaso. (Si no tiene papel, dígaselo a alguien).

D 37
(Fri. May 8)
KW

SS U 4 L 4 Essential Question: [How do communities allow people to fulfill wants and needs?](#)

Vocabulary:

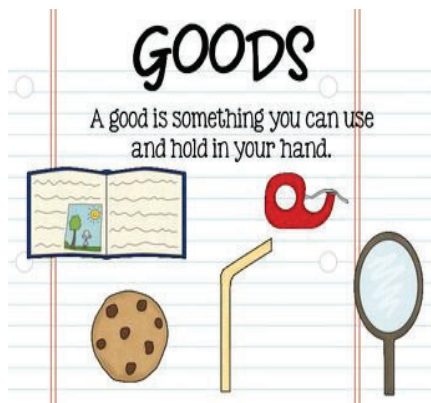
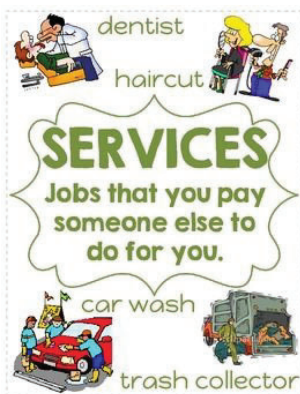
Goods - things that are grown or made to sell

Services - done by a person or group of people with a certain skill

Goods and Services [Goods and Services for Children | Classroom Video \(5:14\)](#)

Think of some goods and services, make a list.. Think about your community. What goods do you buy? What services go along with those goods?

Some services do not come along with any goods. Can you think of what they might be?



SPANISH TRANSLATION:

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Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario:

Bienes: cosas que se cultivan o se hacen para vender.

Servicios: realizados por una persona o grupo de personas con cierta habilidad.

Goods and Services [Goods and Services for Children | Classroom Video \(5:14\)](#) [Mire el enlace.](#)

Piense en algunos bienes y servicios, haga una lista. Piense en su comunidad. ¿Qué bienes compras? ¿Qué servicios van junto con esos bienes?

Algunos servicios no vienen con ningún producto. ¿Puedes pensar en lo que podrían ser?

D 38
(Mon. May11)
JC

SS U 4 L 4 Essential Question: [How do communities allow people to fulfill wants and needs?](#)
(Day 2)

Vocabulary:

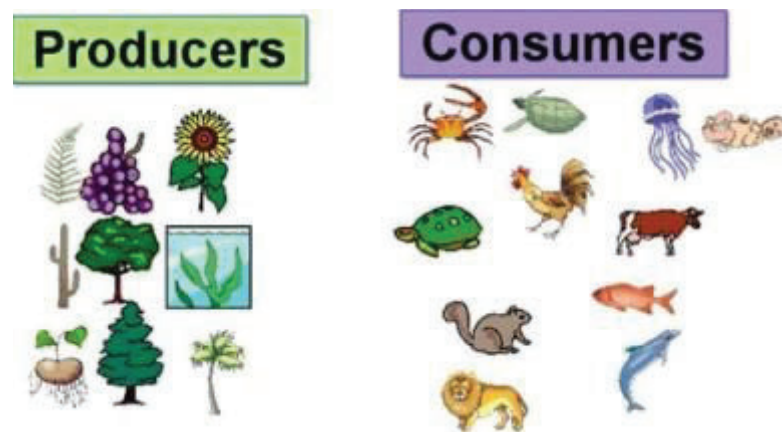
[Consumer:](#) someone who uses or benefits from goods or services

[Producers:](#) someone who makes goods or provides a service

Consumers and Producers

Watch this video [Producers and Consumers for kids](#) Think about what is a producer and what is a consumer.

If resources are available, complete the interactive activity [Producers Use Resources](#). Complete [Consumers and Producers](#) worksheet. Think of the services you listed yesterday. Pick one service, describe the producer and then the consumer. Remember to use temporal words such as "first" and "then."



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SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario:

Consumidor: alguien que se beneficia de bienes o servicios.

Productores: alguien que fabrica bienes o presta un servicio.

Mire el video de “consumidores y productores” [Producers and Consumers for kids](#) Analize que es un consumidor y un productor.

Si hay recursos disponibles, complete la hoja de trabajo completa para consumidores y productores, piense en los servicios que se enumeró ayer. Elija un servicio, describa al productor y luego al consumidor. Recuerde usar palabras temporales como "primero" y "luego".

D 39
(Tues.May 12)
JC

SS U 4 L 4 Essential Question: [How do communities allow people to fulfill wants and needs?](#)
(Day 3)

Vocabulary:

Needs: things that all people must have to survive (food, shelter, clothing if in a cold climate)

Wants: things that people like to have but do not need to survive

Read aloud *A Chair For My Mother*

[A Chair for My Mother](#) by Vera B. Williams (6:36) [A Chair For My Mother by Vera B. Williams](#)

After listening to the story, retell it. Write the following on paper: the main characters of the story, the setting of the story and the parts of the story [beginning, middle and end]. Think about Mama's experience working. Interview a family member and ask them questions about their job. Where do they work? Why do they work? What do they do? Complete [Working For a Living](#) graphic organizer.

Watch this video [Needs and Wants](#) and make a list of needs and wants.

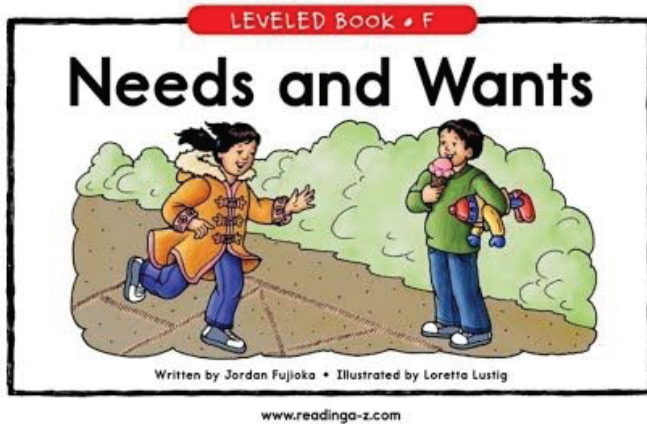
Reading AZ Level F. Needs and Wants

[Needs and Wants RAZ level F](#)

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SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario:

Necesidades: cosas que todas las personas deben tener para sobrevivir (comida, refugio, ropa si está en un clima frío)

Deseos: cosas que a la gente le gusta tener pero que no necesita para sobrevivir.

Lea el libro [A Chair For My Mother by Vera B. Williams](#)

Después de escuchar la historia, vuelve a contarla. Escriba y dibuje en un papel: los personajes principales de la historia, el escenario de la historia y las partes de la historia [principio, medio y final].

Piense en la experiencia de mamá trabajando. Entreviste a un miembro de la familia y hágale pregunta sobre su trabajo. ¿Dónde trabajan? ¿Por qué trabajan ellos? ¿Qué hacen? Y complete el organizador gráfico "Working For a Living."

Mire este vídeo Necesidades y deseos y haga una lista de necesidades y deseos.

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D 40
(Wed. May 13)
JC

SS U 4 L 4 Essential Question: *How do communities allow people to fulfill wants and needs?*
(Day 4)

Vocabulary:

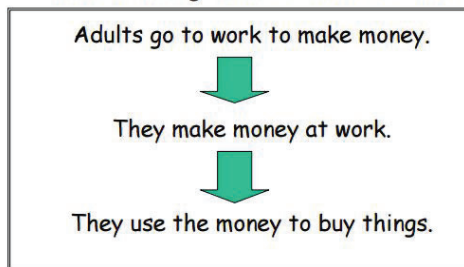
Job: work that someone does to make money

Work: use of one's strength or ability to get something done

Recall the story *A Chair For My Mother*. Look at the song: [Lots of Jobs](#). Sing the song several times. Complete [My Family and Other Families, Now and Long Ago](#) worksheet.

Name: _____

Adults Working to Meet Their Needs



1. Why do adults go to work?

2. When adults work, what do they earn?

3. What things might they buy with the money they earn?

SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario:

Trabajo: trabajo que alguien hace para ganar dinero.

Labor: uso de la propia fuerza o habilidad para hacer algo

Mire la canción: [Lots of Jobs](#). Cantela algunas veces. Llene la hoja de trabajo [My Family and Other Families, Now and Long Ago](#).

Complete la hoja de trabajo a seguir [My Family and Other Families, Now and Long Ago](#)

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First Grade

D 41
(Thurs. May
14)
JC

SS U 4 L 5 Essential Questions: [How do people in a community fulfill their needs and wants?](#)
(Day 1)

Vocabulary:

Income: an amount of money that is earned by working at a job

human resources: the people and their skills needed to produce goods and services

Look at the picture [Workers Wearing Hats](#) . What do all the workers have in common?

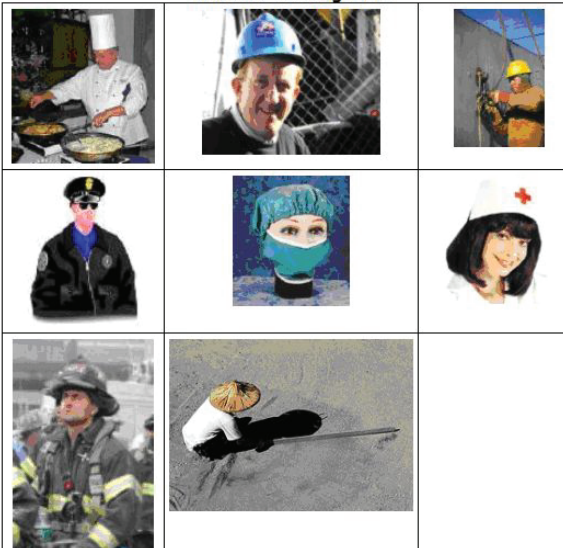
Click to match the workers with their hats [Workers and Their Hats](#)

Discuss the following questions after the activity.

- Why do the workers in the activity wear hats?
- Do these workers wear any other special clothes?
- Which workers do you think have the hardest jobs?
- Which jobs do you think would be the most fun or interesting?
- In your family, who works to earn money? What do they do?
- Do they have a hat or other special clothing that they wear while working

Watch this video and think about what each worker's tools are: [Workers and their tools](#)

Workers Wearing Hats



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y

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First Grade

necesidades?

Vocabulario:

Ingresos: una cantidad de dinero que se gana trabajando en un trabajo

Recursos humanos: las personas y sus habilidades necesarias para producir bienes y servicios

Mire las figuras en las hojas de trabajo [Workers Wearing Hats](#) . Que tienen en común todos los trabajadores?

Haga click para igualar los trabajadores con sus sombreros [Workers and Their Hats](#)

Discuta las siguientes preguntas después de la actividad.

¿Por qué los trabajadores en la actividad usan sombreros?

¿Estos trabajadores usan alguna otra ropa especial?

¿Qué trabajadores crees que tienen los trabajos más difíciles?

¿Qué trabajos crees que serían los más divertidos o interesantes?

En tu familia, ¿quién trabaja para ganar dinero? ¿Qué hacen?

¿Tienen un sombrero u otra ropa especial que usan mientras trabajan?

Mire este video y piense cuáles son las herramientas de cada trabajador: [Workers and their tools](#)

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First Grade

D 42
(Fri. May 15)
JC

SS U 4 L 5 Essential Questions: [How do people in a community fulfill their needs and wants?](#)
(Day 2)

Vocabulary:

Choice: one of the possible decisions you can make

Goods: things that are grown or made to sell

Services: a job a person does to give useful or necessary help to others that doesn't involve making or selling goods

Some children also get paid for doing work. Look at the worksheet [Who is Earning Money?](#) Decide which job you would choose to earn money.

Discuss the following questions:

- Are all of these jobs available where you live?
- What job did you choose?
- Did the pay you would earn help you make your choice?
- Do some jobs require more time or effort?
- What jobs do you think would be more fun or interesting?
- Are there any jobs you wouldn't be allowed to do at your home?
- Each job requires special knowledge, skills or abilities. For the jobs we have discussed, what are these skills and abilities?
- If you don't know how to do a job you are interested in, what might you do?
- Have any of you changed your mind about what job you would choose? Why?
- What other jobs could you do to earn money?

Watch the video [Elmo Earns Some Money](#). Draw and write about what you can do to earn some money?



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y

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Phase 3 - Distance Learning

First Grade

necesidades?

Vocabulario:

Elección: una de las posibles decisiones que puede tomar

Bienes: cosas que se cultivan o se hacen para vender.

Servicios: un trabajo que una persona hace para brindar ayuda útil o necesaria a otros que no implica hacer o vender bienes

Mire la hoja de trabajo ¿Quién está ganando dinero? Decide qué trabajo elegirías para ganar dinero.

Discute las siguientes preguntas:

¿Están todos estos trabajos disponibles donde vives?

¿Qué trabajo elegiste?

¿El pago que ganaría lo ayudó a elegir?

¿Algunos trabajos requieren más tiempo o esfuerzo?

¿Qué trabajos crees que serían más divertidos o interesantes?

¿Hay algún trabajo que no se te permita hacer en tu casa?

Cada trabajo requiere conocimientos, habilidades o destrezas especiales. Para los trabajos que hemos discutido, ¿cuáles son estas habilidades y capacidades?

Si no sabe cómo hacer un trabajo que le interesa, ¿qué podría hacer?

¿Alguno de ustedes ha cambiado de opinión sobre qué trabajo elegirían? ¿Por qué?

¿Qué otros trabajos podrías hacer para ganar dinero?

Mire el video Elmo gana algo de dinero [Elmo Earns Some Money](#) . ¿Dibuje y escriba sobre ideas que se pueden hacer para ganar dinero?

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First Grade

D 43
(Mon. May 18)
GC

SS U 4 L 6

Essential Questions:

- How do people in a community fulfill their needs and wants?

Vocabulary -

Job - work that someone does

Needs - Things that all people must have to survive

Wants - Things that people like to have but do not need to survive

Income - An amount of money that is earned by working at a job

Watch the video, Then choose at least one community helper to draw and write the name of the community helper (ie. Doctor) beneath the drawing. Discuss with an adult in your household why you picked that community worker give at least three reasons why.

Reading AZ Level D. 18 Community Helpers

<https://www.youtube.com/watch?v=MZPegQ0Xea8>



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y

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First Grade

necesidades?

Vocabulario:

Trabajo: trabajo o labor que alguien hace

Necesidades: cosas que todas las personas deben tener para sobrevivir

Deseos: cosas que a las personas les gusta tener pero que no necesitan para sobrevivir

Ingresos: una cantidad de dinero que se gana trabajando en un trabajo

Mire el video, luego elija al menos un ayudante de la comunidad para dibujar y escriba el nombre del ayudante de la comunidad (es decir, Doctor) debajo del dibujo. Discuta con un adulto en su hogar por qué eligió a ese trabajador comunitario y explique al menos tres

razones. <https://www.youtube.com/watch?v=MZPegQ0Xea8>

D 44
(Tues. May
19)
GC

Essential Questions:

- ## Vocabulary -

Service - provides help that is useful or necessary that doesn't involve making or selling goods

Watch the Video then make a list of five goods and 5 services and who does that service. Have a conversation with your parents to identify what service you would like to provide to your community when you grow-up.

GOODS & SERVICES

Goods	Services
<p>Things that people make or grow to sell.</p> 	<p>When people perform jobs for others, the jobs are called "services".</p> 

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Bienes: cosas que se cultivan o se hacen para vender

Servicio: proporciona ayuda útil o necesaria que no implica la fabricación o venta de bienes.

Comunidad: un lugar donde las personas viven, trabajan o se divierten juntas

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First Grade

	<p>Mire el video y luego haga una lista de cinco productos y 5 servicios, quién hace ese servicio. Converse con tus padres para identificar qué servicio te gustaría brindar a tu comunidad cuando seas grande. https://www.youtube.com/watch?v=Jd4kD9TicbA</p>
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 45
(Wed. May 20)
GC

SS U 4 L 6

Essential Questions:

- How do people in a community fulfill their needs and wants?

Vocabulary -

Choice - One of the possible decisions you can make

Resources - What is needed to produce goods and services

Community Helpers - people who provide the goods and services we need

Scarcity - the condition that results when people's wants are greater than the resources available to satisfy those wants

Technology- any invention, including tools, machines, materials, techniques, and sources of power, that makes people's work easier

Tools - something used in doing one's job

Thomas Edison | Inventor

"As a young boy, Edison was always experimenting with chemistry and mechanics. In 1869, his curiosity paid off when he was paid forty thousand dollars for his stock ticker. He opened his own invention lab, and began making new inventions, as well as improvements on old technologies."

Video- <https://www.pbslearningmedia.org/resource/americon-vid-thomas-edison/video/>

Discuss with an adult how your helper uses a tool or technology to do his job. Discuss how these tools and technology helps us to meet our needs and wants. (Examples: Worker can make more products faster so there is a greater supply. Service worker uses technology to provide a service, are modern, better service, etc.)



Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Vocabulario -

Elección: una de las posibles decisiones que puede tomar.

Recursos: lo que se necesita para producir bienes y servicios

Ayudantes de la comunidad: personas que proporcionan los bienes y servicios que necesitamos.

Escasez: la condición que resulta cuando los deseos de las personas son mayores que los recursos disponibles para satisfacer esos deseos.

Tecnología: cualquier invención, incluidas herramientas, máquinas, materiales, técnicas y fuentes de energía, que facilita el trabajo de las personas.

Herramientas: algo utilizado para hacer el trabajo.

“Cuando era niño, Edison siempre estaba experimentando con química y mecánica. En 1869, su curiosidad valió la pena cuando le pagaron cuarenta mil dólares por su ticker de acciones. Abrió su propio laboratorio de inventos y comenzó a hacer nuevos inventos, así como mejoras en tecnologías antiguas.”

<https://www.pbslearningmedia.org/resource/americon-vid-thomas-edison/video/>

Discuta con un adulto cómo su ayudante usa una herramienta o tecnología para hacer su trabajo. Analice cómo estas herramientas y tecnología nos ayudan a satisfacer nuestras necesidades y deseos. (Ejemplos: el trabajador puede hacer más productos más rápido para que haya un mayor suministro. El trabajador del servicio utiliza tecnología para proporcionar un servicio, es moderno, un mejor servicio, etc.)

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 46
(Thurs. May
21)
GC

SS U 4 L 7

Essential Unit Questions:

- How do people in a community fulfill their needs and wants?

Watch the video and discuss the following questions.

"The Ant and the Grasshopper" [Aesop's Fables The Ant and the Grasshopper Short Film](#)

Discuss following questions:

- What were the ants saving for?
- What did the ants give up?
- What was the grasshopper's opportunity cost?
- What have you had to give up to have something else?



SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

¿Cómo satisfacen las personas de una comunidad sus necesidades y deseos?

Mire el video y discuta las siguientes preguntas.

"La hormiga y el saltamontes" [Aesop's Fables The Ant and the Grasshopper Short Film](#)

Discuta las siguientes preguntas:

¿Para qué estaban ahorrando las hormigas?

¿A qué se rindieron las hormigas?


¿Cuál fue el costo de oportunidad del saltamontes?

¿A qué has tenido que renunciar para tener algo más?

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

<p>D 47 (Fri. May 22) GC</p>	<p>SS U 4 L 7</p> <p>Essential Unit Questions:</p> <p>How do people in a community fulfill their needs and wants?</p> <p>Watch these videos</p> <p>https://www.youtube.com/watch?v=8g4DBTMfE9I Little Critter: Just Saving My Money Read Along</p> <p>Spending and Saving Spending and Saving</p> <p>https://www.themint.org/kids/saving-tricks.html 5 Simple Saving Tips.</p> <p>https://www.econedlink.org/wp-content/uploads/legacy/414_414_Evaluation12.pdf</p> <p>Read this poem. -</p> <p>ALLOWANCES by Aiko Saubi</p> <p>My mom gives me an allowance For doing all my chores. I can spend my money When she takes me to the store. But I don't spend all my money. I put half of it away, Mom calls it my savings For a very special day.</p> <p>Discuss the following questions below:</p> <ul style="list-style-type: none">• What is saving?• Why do people save?• Why is it important to establish goals?• What are your short-term savings goals?• What are your long-term savings goals?• How do people get the money they want to save for their goal?• Where might you get money to save?• If you have a piggy bank, where could you put it so that you can get it easily and it will not get lost or stolen?• What are the benefits of saving money?• Are there any costs when you save money? 
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Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

SPANISH TRANSLATION:

Pregunta esencial: ¿Cómo permiten las comunidades que las personas cumplan sus deseos y necesidades?

Mire los siguientes videos

<https://www.youtube.com/watch?v=8g4DBTMfE9I> Little Critter: Just Saving My Money Read Along

[Spending and Saving](#) Spending and Saving

<https://www.themint.org/kids/saving-tricks.html> 5 Simple Saving Tips.

https://www.econedlink.org/wp-content/uploads/legacy/414_414_Evaluation12.pdf

Lea el siguiente poema

Mi madre me da una donación por hacer todas mis tareas.

Puedo gastar mi dinero cuando ella me lleva a la tienda.

Pero no gasto todo mi dinero. Guardo la mitad, mamá lo llama mis ahorros para un día muy especial.

Discuta las siguientes preguntas a continuación:

¿Qué es ahorrar?

¿Por qué la gente ahorra?

¿Por qué es importante establecer objetivos?

¿Cuáles son sus objetivos de ahorro a corto plazo?

¿Cuáles son sus objetivos de ahorro a largo plazo?

¿Cómo obtienen las personas el dinero que quieren ahorrar para su objetivo?

¿Dónde podrías conseguir dinero para ahorrar?

Si tiene una alcancía, ¿dónde podría ponerla para poder obtenerla fácilmente y que no se pierda?

¿Cuáles son los beneficios de ahorrar dinero?

¿Hay algún costo cuando ahorras dinero?

MONDAY, MAY 26TH MEMORIAL DAY

Science/Social Studies Lessons

Phase 3 - Distance Learning

First Grade

D 48
(Tues. May
27)
GC

National Holidays

Memorial Day



Memorial Day is a federal holiday in the United States for remembering the people who died while serving in the country's armed forces. The holiday is observed every year on the last Monday of May. Many people visit cemeteries and memorials. Many volunteers place an American flag on each grave in national cemeteries. At 3:00 you are asked to stop and think about all those who have served our country.

Our red poppy is a symbol of both remembrance and hope for a peaceful future. Poppies are worn as a show of support for the Armed Forces community.

What did you and your family do on Monday to observe the meaning of Memorial Day?

<https://youtu.be/xWn2RPr-GhE> Memorial Day video

SPANISH TRANSLATION:

Días festivos nacionales

Día Conmemorativo

Memorial Day es un feriado federal en los Estados Unidos por recordar a las personas que murieron mientras servían en las fuerzas armadas del país. La fiesta se observa todos los años el último lunes de mayo. Mucha gente visita cementerios y monumentos conmemorativos. Muchos voluntarios colocan una bandera estadounidense en cada tumba en los cementerios nacionales. A las 3:00 se le pide que pare y piense en todos los que han servido a nuestro país.

Nuestra amapola roja es un símbolo de recuerdo y esperanza para un futuro pacífico. Las amapolas se usan como muestra de apoyo para la comunidad de las Fuerzas Armadas.

¿Qué hicieron usted y su familia el lunes para observar el significado de Memorial Day?

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Phase 3 - Distance Learning

First Grade

<https://youtu.be/xWn2RPr-GhE> Memorial Day video

D 49
(Wed. May
28)
KW

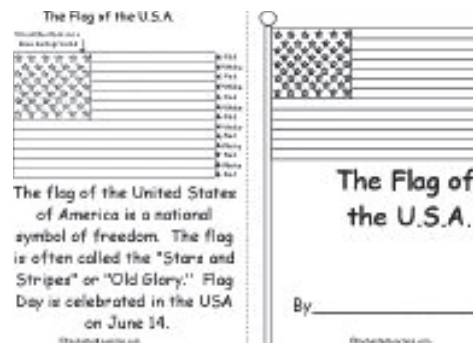
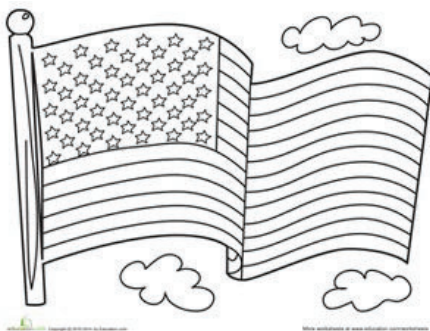
Day 49 National Holidays Flag Day



Flag Day is always celebrated on June 14th. We celebrate this holiday because America gained its freedom on July 4th, 1776. So, what is the significance of June 14th? Well, this was the day that Congress adopted the Stars and Stripes back in 1777. This means that they chose the red, white and blue flag to be the official flag of America. The flag is a symbol for America.

When you look at the American flag, what does it mean to you? How do you show respect for the flag? Did you know that the flag is considered to be a “living thing” (the video will tell you why)?

If you don't have a flag, perhaps you can make one.



Flag day video

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First Grade

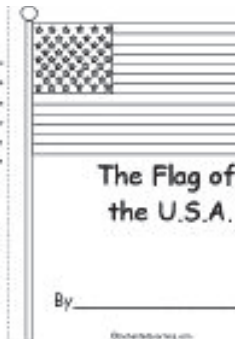
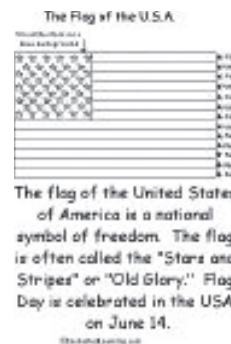
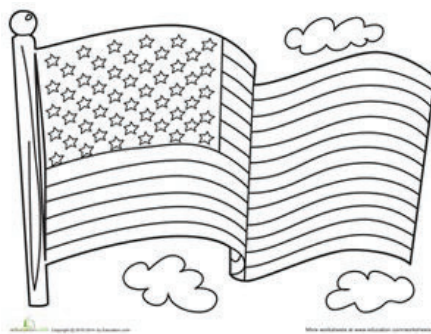
<https://www.youtube.com/watch?v=9HWeudb05Qw&feature=youtu.be>

SPANISH TRANSLATION:

El día de la bandera siempre se celebra el 14 de junio. Celebramos esta fiesta porque Estados Unidos obtuvo su libertad el 4 de julio de 1776. Entonces, ¿cuál es el significado del 14 de junio? Bueno, este fue el día en que el Congreso adoptó las barras y estrellas en 1777. Esto significa que eligieron la bandera roja, blanca y azul para ser la bandera oficial de Estados Unidos. La bandera es un símbolo para América.

Cuando miras la bandera estadounidense, ¿qué significa para ti? ¿Cómo muestras respeto por la bandera? ¿Sabías que la bandera se considera un "ser vivo" (el video te dirá por qué)?

Si no tienes una bandera, quizás puedas hacer una.



<https://www.youtube.com/watch?v=9HWeudb05Qw&feature=youtu.be>

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First Grade

D 50
(Thurs. May
29)
KW

Day 50 National Holidays

The Fourth of July

The Fourth of July is always celebrated on July 4th. It is a Federal holiday. We think of July 4, 1776, as a day that represents the Declaration of Independence and the birth of the United States of America as an independent nation. ... Or the date it was signed (that was August 2, 1776).

The reason why we set off fireworks on The Fourth Of July is because on our first Independence Day celebration, held in Philadelphia on July 4, 1777, when the country was still in the midst of the Revolutionary War against Britain, citizens came together to watch their new nation's sky illuminated in a grand display meant to raise spirits.



How do you and your family celebrate The Fourth of July? How do you feel on that special day?

<https://youtu.be/G0qij2l-3vI> Fireworks video

<https://youtu.be/XoNIsoqT5s0> 4th of July video

SPANISH TRANSLATION:

Día 50 Fiestas Nacionales

El cuatro de julio

El cuatro de julio siempre se celebra el 4 de julio. Es un feriado federal. Pensamos en el 4 de julio de 1776 como un día que representa la Declaración de Independencia y el nacimiento de los Estados Unidos de América como una nación independiente. ... O la fecha en que se firmó (que fue el 2 de agosto de 1776).

La razón por la que encendimos fuegos artificiales el 4 de julio es porque en nuestra primera celebración del Día de la Independencia, celebrada en Filadelfia el 4 de julio de 1777, cuando

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Phase 3 - Distance Learning
First Grade

el país todavía estaba en medio de la Guerra Revolucionaria contra Gran Bretaña, los ciudadanos se reunieron para observar el cielo de su nueva nación se iluminó en una gran exhibición destinada a levantar el ánimo.

¿Cómo celebran usted y su familia el 4 de julio?

¿Cómo te sientes en ese día especial?

<https://youtu.be/G0qij2l-3vI> Fireworks video

<https://youtu.be/XoNIsoqT5s0> 4th of July video

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Phase 3 - Distance Learning

First Grade

D 51
Fri. May 30
KW

Day 51 National Holidays

Constitution Day

Constitution Day is always on September 17th. It is the day that we celebrate the birthday of the Bill of Rights, the document that tells us all about our freedoms. In the first amendment of the Bill of Rights we have: the freedom of religion, the freedom of speech, the freedom of the press, the freedom to assemble, and the freedom to petition. You can go to any church you want to go to, or not go to church. You can say anything you want to say (there are house and school rules to follow though); you can write whatever you want and read any books you want; you can have a march, rally, or parade for any reason; you can give your requests to the government without getting in trouble - for example, sometimes people collect petitions with signatures saying they want something to change.

Which freedom(s) is/are the most important to you? Why?



https://youtu.be/OqvLi7qZ_yU Constitution song

https://youtu.be/OqvLi7qZ_yU Constitution Day video

SPANISH TRANSLATION:

día de la Constitución

El Día de la Constitución es siempre el 17 de septiembre. Es el día en que celebramos el cumpleaños de la Declaración de Derechos, el documento que nos cuenta todo sobre nuestras libertades. En la primera enmienda de la Declaración de Derechos tenemos: la

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First Grade

libertad de religión, la libertad de expresión, la libertad de prensa, la libertad de reunión y la libertad de petición. Puedes ir a cualquier iglesia a la que quieras ir, o no ir a la iglesia. Puedes decir lo que quieras decir (aunque hay reglas de la casa y la escuela a seguir); puedes escribir lo que quieras y leer los libros que quieras; puede realizar una marcha, manifestación o desfile por cualquier motivo; puede presentar sus solicitudes al gobierno sin meterse en problemas; por ejemplo, a veces las personas recogen peticiones con firmas que dicen que quieren que algo cambie.

¿Qué libertad es la más importante para ti? ¿Por qué?



https://youtu.be/OqvLi7qZ_yU Constitution song

https://youtu.be/OqvLi7qZ_yU Constitution Day video

LIBRARY LESSONS

Aesop was a Greek storyteller who lived over 2,000 years ago. He was a slave for part of his life. He was very smart and made up stories to teach children important lessons about living with others. Aesop's story characters were almost always animals that acted like people.

The Wolf & the Crane

A Wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He could get it neither up nor down, and of course he could not eat a thing. Naturally that was an awful state of affairs for a greedy Wolf.

So away he hurried to the Crane. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

"I will reward you very handsomely," said the Wolf, "if you pull that bone out for me."

The Crane, as you can imagine, was very uneasy about putting her head in a Wolf's throat. But she was grasping in nature, so she did what the Wolf asked her to do.

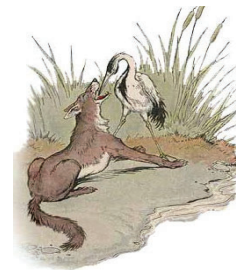
When the Wolf felt that the bone was gone, he started to walk away.

"But what about my reward!" called the Crane anxiously.

"What!" snarled the Wolf, whirling around. "Haven't you got it? Isn't it enough that I let you take your head out of my mouth without snapping it off?"

Which proverb do you think this story teaches?

- a). Kindness is never wasted.
- b). Expect no reward for serving the wicked.
- c). It is better to be poor and secure than rich and in danger



*If you chose b, you are correct. The wolf is not trustworthy so the Crane should not have expected him to keep his word.

The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

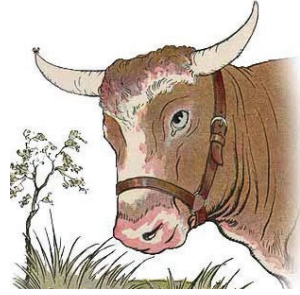
"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."



Which proverb do you think this story teaches?

- a). Kindness is never wasted.
- b). Expect no reward for serving the wicked.
- c). It is better to be poor and secure than rich and in danger.

*If you chose a, you are correct. The Lion was kind when he let the mouse go and then the mouse saved his life.



The Gnat & the Bull

A Gnat flew over the meadow with much buzzing for so small a creature and settled on the tip of one of the horns of a Bull. After he had rested a short time, he made ready to fly away. But before he left he begged the Bull's pardon for having used his horn for a resting place.

"You must be very glad to have me go now," he said.

"It's all the same to me," replied the Bull. "I did not even know you were there."

Lesson: We are often of greater importance in our own eyes than in the eyes of our neighbor.

In this story the gnat thinks he is disturbing the bull when really, the bull doesn't even notice him.

The moral (or lesson) of this story reminds us that what we are doing is not as important to others as it is to us.

* Can you remember a time when you did something embarrassing and you couldn't stop thinking about it afterwards? Draw a picture of what happened on the back of this sheet and write a few words about it. *

This is a good lesson to remember when something embarrassing happens like when you call your teacher "Mom" or trip over your shoelaces. It's really embarrassing to you and others notice it for a moment but then they move on to think about other things and forget all about your mistake. You should too!

The Plane Tree



Two Travellers, walking in the noonday sun, sought the shade of a wide-spreading tree to rest. As they lay looking up among the pleasant leaves, they saw that it was a Plane Tree.

"How useless is the Plane!" said one of them. "It bears no fruit whatever, and only serves to litter the ground with leaves."

"Ungrateful creatures!" said a voice from the Plane Tree. "You lie here in my cooling shade, and yet you say I am useless! So ungratefully do men receive their blessings!"

Moral (or lesson): *Our best blessings are often the least appreciated.*

The men in the story took the shade of the tree "for granted". Taking something for granted means you don't think about how lucky you are to have it. I think I took seeing my friends "for granted", but now that we have to stay home a lot, I really miss not spending time my friends.

What is something you "took for granted" before the Coronavirus began and now you really miss? Write about it below.



The Crow & the Pitcher

In a spell of dry weather, when the Birds could find very little to drink, a thirsty Crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the Crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

Which moral (or lesson) do you think this story teaches?

- a). When you are faced with a problem, stop, look and think.
- b). It is better to give in than to come to harm by being stubborn.
- c). Look before you leap.

*If you answered a), you are correct. Take the time to stop and think and your great brain can often come up with a solution. If not, ask a trusted adult to help you think about the problem.

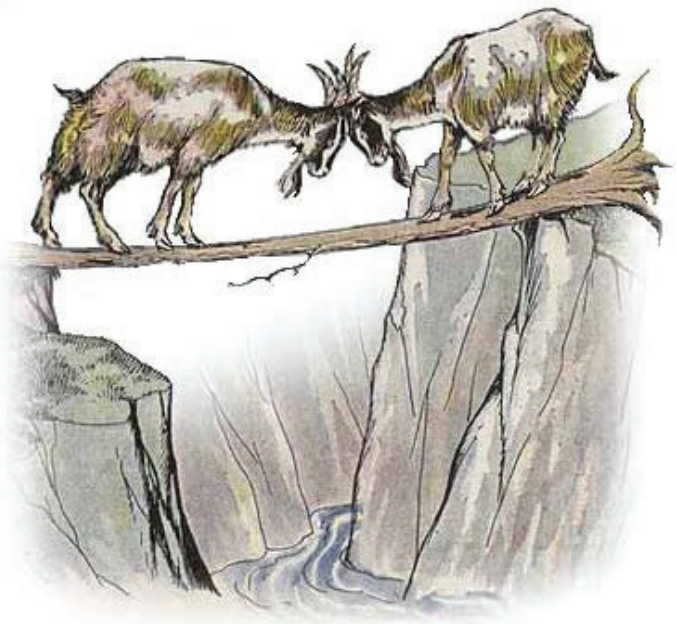
The Two Goats

Two Goats, playing on the rocky steeps of a mountain valley, chanced to meet, one on each side of a deep chasm through which poured a mighty mountain torrent. The trunk of a fallen tree formed the only means of crossing the chasm, and on this not even two squirrels could have passed each other in safety. The narrow path would have made the bravest tremble. Not so our Goats. Their pride would not permit either to stand aside for the other.

One set her foot on the log. The other did likewise. In the middle they met horn to horn. Neither would give way, and so they both fell, to be swept away by the roaring torrent below.

In this story, the two goats meet on a thin log over a dangerous chasm. Neither goat will back up so that the other goat can pass by. Soon they both fall into the river.

If you were one of the goats, what would you do?



ART – How to...

With Ms. Hoagland

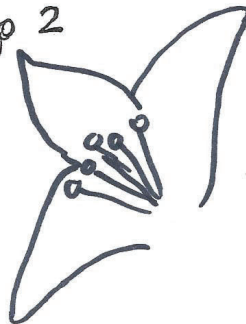


How to draw a flower

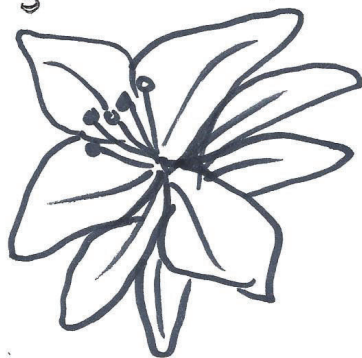
Step 1



Step 2



Step 3



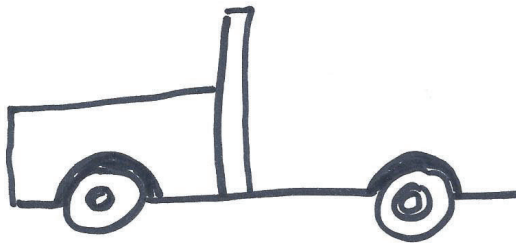
Step 4



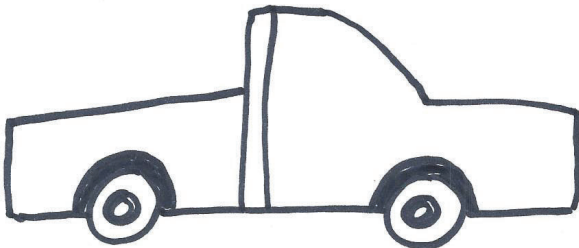
Step 1 How to draw
a truck



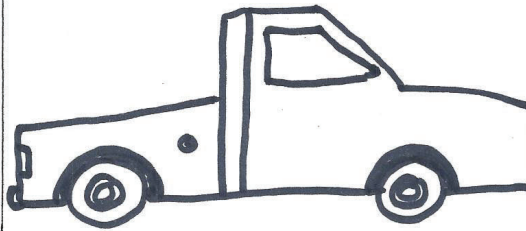
Step 2



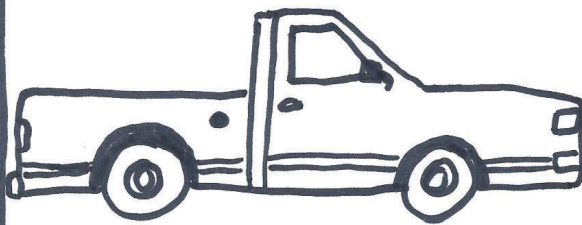
Step 3



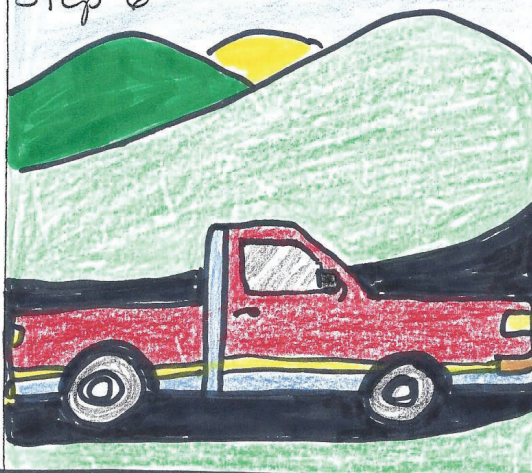
Step 4



Step 5

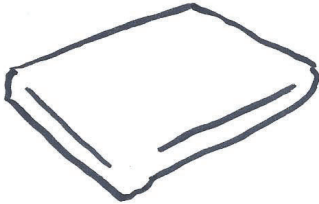


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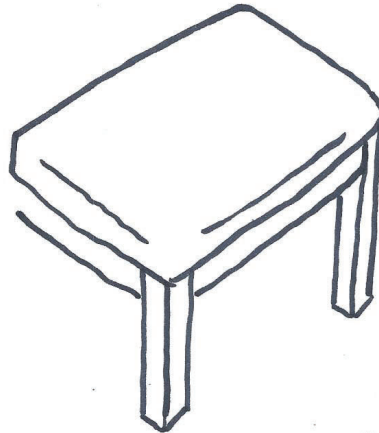


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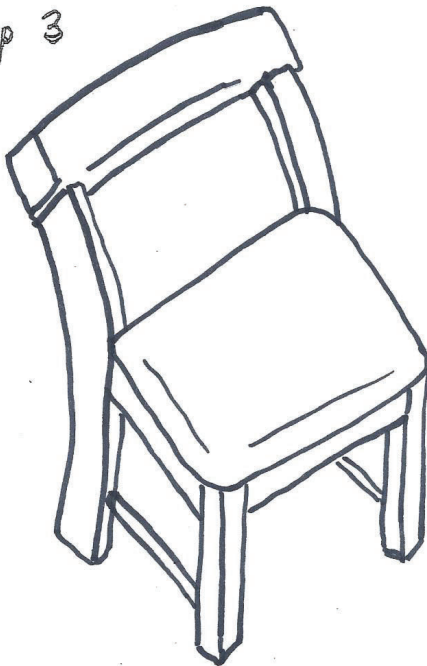
How to draw
a chair



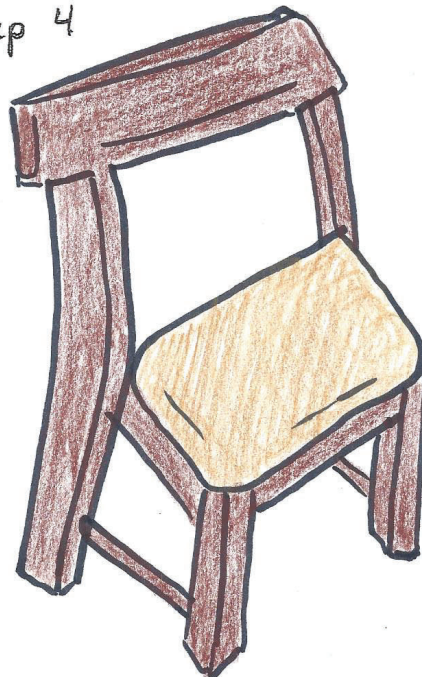
Step 2



Step 3

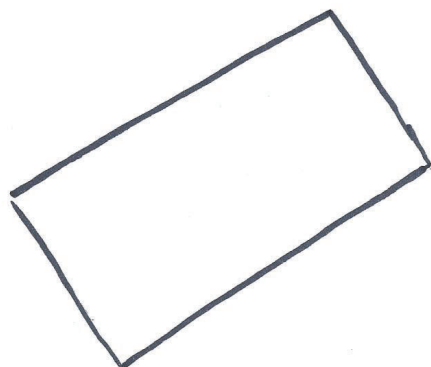


Step 4

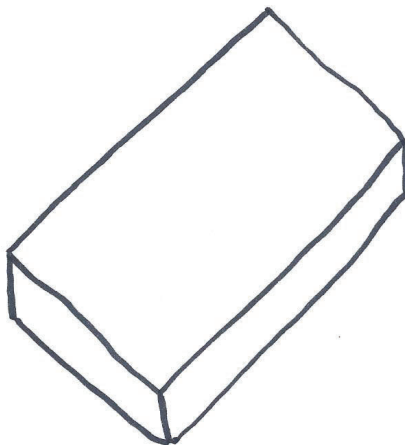


How to draw a bed

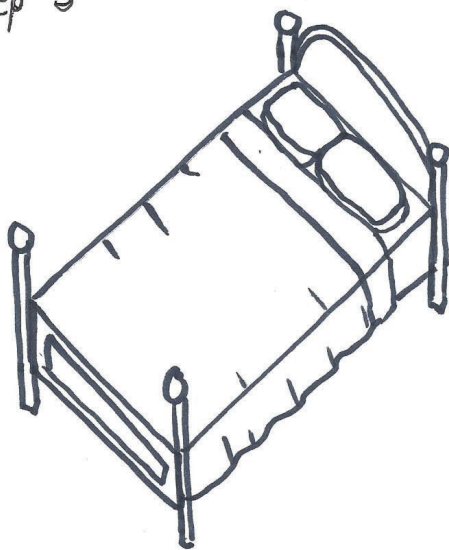
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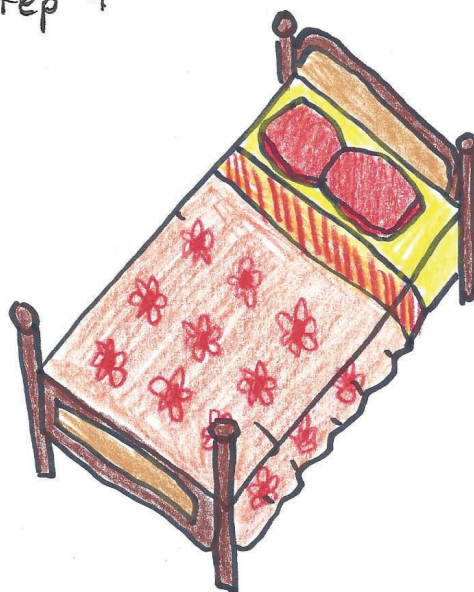
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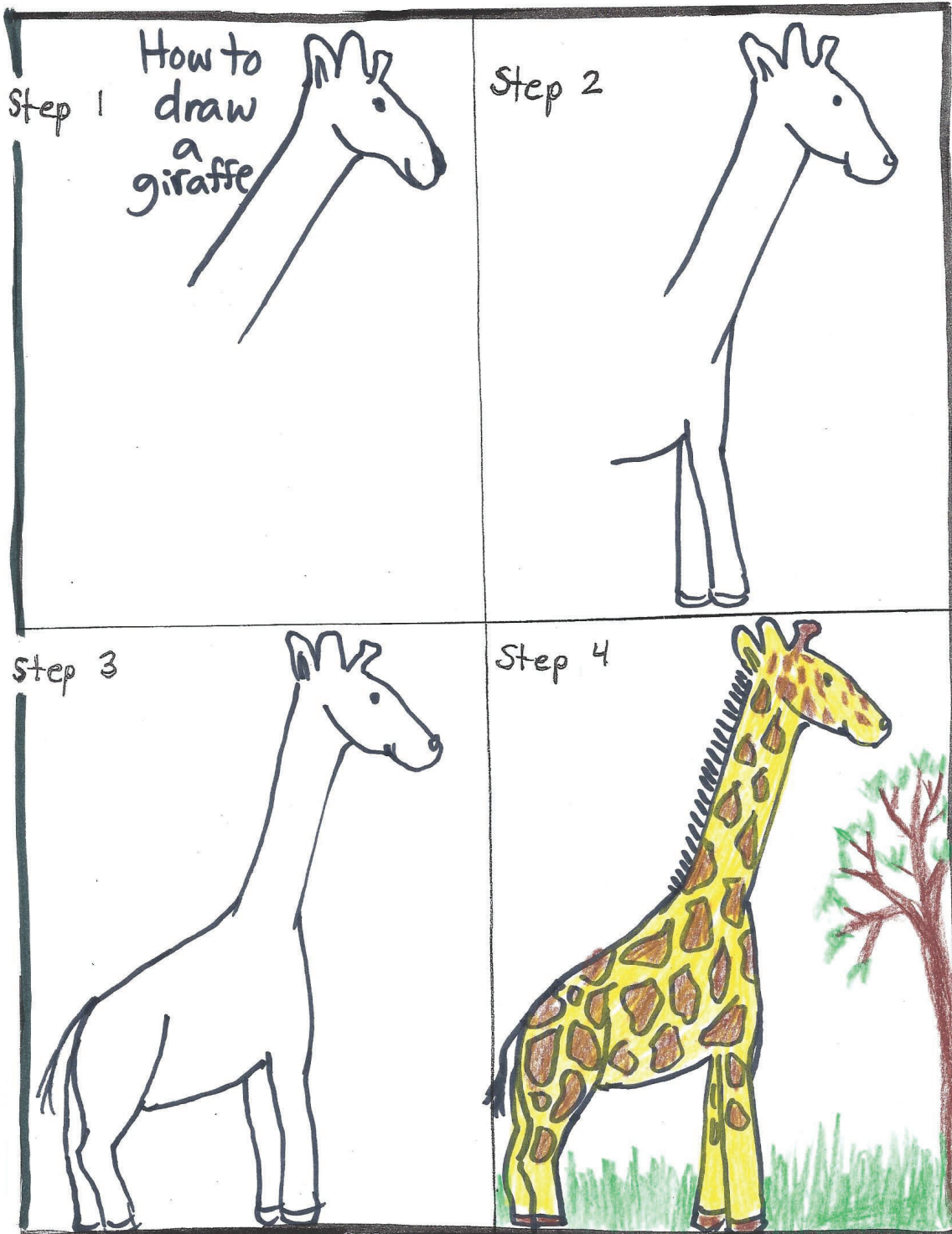


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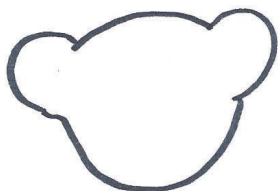
Step 4





How to draw a Koala

Step 1



Step 2



Step 3



Step 4



Mrs. Moffett's Music Class Assignment-May 13

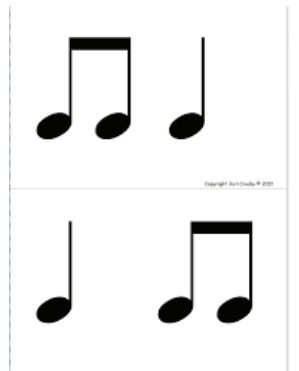
Hi Everyone!

Wednesday will be music day. I am thinking about you all the time. I hope that you are all safe and well. I miss you very much.

1.) Rhythm writing activity

Directions:

Practice writing the note symbols for the quarter note (Ta) and the paired eighth notes (ti-ti).



1. Clap the top rhythm? (ti-ti ta)
2. Clap the bottom rhythm (ta ti-ti)

Can you create a four beat rhythm pattern with the note symbols or words?

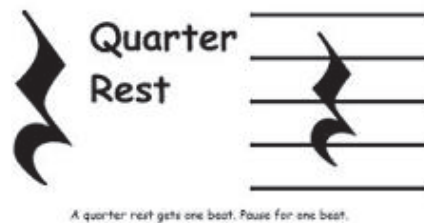
Ta = 1 beat Think of the Ta as a walk
ti-ti = 1 beat Think of the ti-ti as running

On a nice day, collect rocks to use as the note , and twigs or sticks can be used to make the stems. Make a ta and a ti-ti note symbol with your materials.

Singing assignment: Remember the song “If your happy and you know it?” Try thinking of some things that make you happy and sing the song during the day. Add some new movements to the song.

Have a great week. Stay safe and well.

Early one morning, Peter opened the gate and walked out into the meadow.



This week we will add the silent beat.

It is called the rest. We are going to add one silent beat. So, do not clap on the rest beat. It is quiet. Just open your hands apart and mouth the word “rest” when you see the note symbol for the rest. Try clapping these rhythm pattern

The image shows four cards arranged in a 2x2 grid, each with a cartoon monster and a sequence of musical notes and rests within a bracketed frame. The top-left card has a yellow monster and the sequence: quarter note, quarter note, quarter rest, quarter rest. The top-right card has a yellow monster and the sequence: quarter rest, quarter note, quarter rest, quarter note. The bottom-left card has a pink monster and the sequence: quarter note, quarter rest, quarter note, quarter rest. The bottom-right card has a pink monster and the sequence: quarter note, quarter note, quarter note, quarter rest, quarter note. Each card also has a text box with the placeholder 'hope to enter text'.

Can you think of any words that fit into a ta or ti-ti note?

For example: Spring is a Ta word because you clap once. Flowers are a ti-ti because you clap twice.

Write words from a favorite melody about the spring. Sing your song in the mirror.

PETER AND THE WOLF-Read the story and color the pictures. Additional information about the story and links to listen to the story with music are provided below the coloring pages. If you have computer access, color each picture as you listen to the event in the story.

Peter and the Wolf

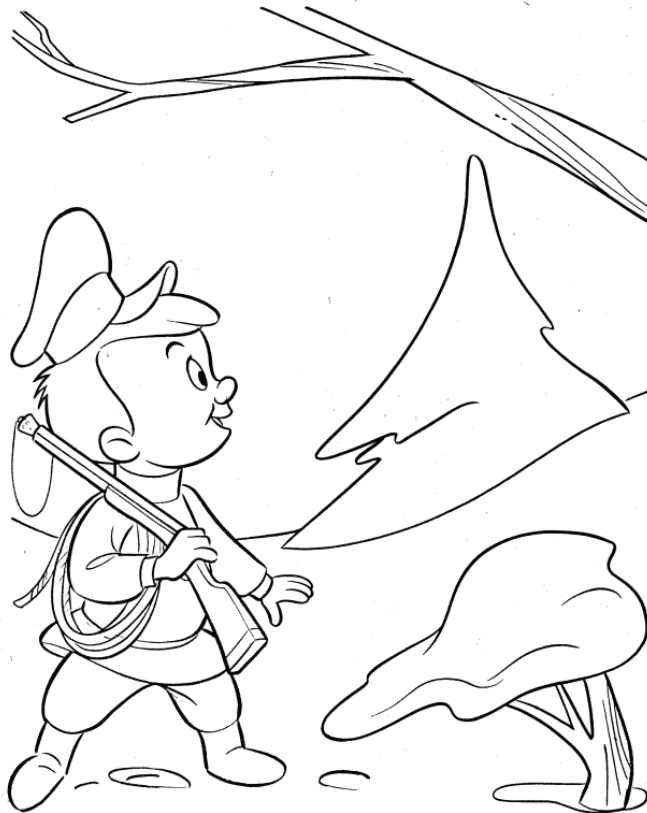


"Hungry Wolves Are in the Forest."



"I'm Not Afraid of Any Wolf."

Coloring-Page.net



"Want to Go Hunting, Sasha?"

Coloring-Page.net



Coloring-Page.net

"We Can Catch Any Wolf."



Sonia the Duck

Coloring-Page.net



"We're Out to Hunt the Wolf."



Frightened Friends



"The Wolf!"



Curious Hunters



Peter and Ivan Have the Wolf



"Won't Grandfather Be Proud!"

Story Summary



Sergei Prokofiev wrote the story and composed the music for Peter and the Wolf in 1936. It was written in two weeks for a children's theatre in Moscow. He wrote the music as a child's introduction to the orchestra with each character being represented by an instrument or group of instruments. Peter and the Wolf was an immediate success and continues to be enjoyed today by children all over the world.

Beginning

The story is about a boy named Peter who lives with his grandfather. Grandfather does not want Peter going out of their garden because there are wolves around. One day Peter goes out the garden gate and sees a duck swimming in a nearby pond. The duck is arguing with a little bird. Peter sees a cat approaching and warns the little bird who flies up into a tree.

Middle

Just then, Peter's grandfather comes outside and scolds Peter for going out of the garden. They go back into the garden and Grandfather locks the gate. Soon a wolf does appear from the woods. The cat climbs a tree to escape the wolf, but the duck is swallowed by the hungry wolf. Peter gets a rope and climbs over the garden wall into a tree. The bird distracts the wolf by flying over his head while Peter lowers a noose and catches the wolf by his tail.

End

Hunters then come out of the woods and fire at the wolf but Peter stops them. They all bring the wolf to the zoo and at the end, the duck can be heard quacking in the wolf's stomach.

***** Additional Links:

WATCH AND HEAR THE STORY WITH INSTRUMENTAL THEMES THAT REPRESENT EACH CHARACTER IN THE STORY:

<https://youtu.be/wKgy5ztbXZU>

Mrs. Moffett's Music Class Assignment- June 3

Review of the Percussion family

Name _____

MATCHING: Match the instrument name to the picture.

1. MARACAS



2. HAND DRUM



3. GUIRO



4. TAMBOURINE



5. BELLS



6. BONGO



7. CABASA



8. Name one instrument you **TAP** _____

9. Name one instrument you **SHAKE** _____

10. Name one instrument you **SCRAPE** _____

MOVE LIKE THE MUSIC

Play some music. Use your iPod, radio, TV show, etc.

Listen to the music with some of your family members and talk about how it makes you feel.

Happy? Sad? Silly? Sleepy?

Repeat the activity with different types of music.

Poetry and music assignment:

Write 5 sentences starting with the words:

I like myself because_____.

Sing the words to a favorite Nursery Rhyme tune.

Can you name the instrument?



woodwind family
flute, oboe, English
horn bassoon,

- 1. Circle the correct answer for the instrument .**
- 2. Circle the correct answer for the family that it belongs to.**

Brass family
trumpet, french
horn, trombone,

percussion family
drum, tambourine, triangle

string family **violin, viola, cello, double bass**

Listen to some music and see if you can hear the instruments.
Pretend you are playing along on your instrument.



Violin



Viola



Cello



Double Bass

1. Circle the correct instrument family.

woodwind

brass

strings

percussion

2. Put a circle around the instruments that belong to the Brass Family.



Tuba



French Horn



Snare Drum



Timpani

3. Circle the Instrument that belongs to the String Family



Harp



Flute



Clarinet



Oboe

Name some instruments that belong to each family

Woodwinds

Strings

Percussion

Bass

Write a song about some fun things you want to do this summer.
You can use a melody to a song you know.

Draw some pictures of yourself doing things that you are looking forward to do this summer.

Hold up each picture as you sing the words in your song.

Have a great summer! I'M looking forward to seeing all of you again soon.

STAY SAFE AND HEALTHY.

I REALLY ENJOYED BEING YOUR MUSIC TEACHER THIS YEAR.

wishing you all the best,

Mrs. moffett

Woodside Music Teacher

MRS. MOFFETT



May

June

Name: _____ Teacher: _____

Purpose:

This calendar encourages families to become more physically active and take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should place their initials and a check mark in the space provided. You are allowed to miss one day (activity) each week. If you do, place an "X" in the space instead of a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Take a walk.
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches.
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many trunk-lifts as you can.
	6	Juggle a ball with your feet for 5 minutes.
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Family Fun: Go to the park together.
	12	Do as many squats as you can.
	13	Spend 5 minutes tossing and catching a ball.
	14	Perform squats while someone calls out math problems for you to answer.
	15	Take a walk.
	16	Beans have ~500mg of potassium. Jog in place as you count to 500.
	17	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	18	Family Fun: Take turns selecting an exercise to do together.
	19	Do as many push-ups as you can.
	20	Spend 5 minutes volleying a balloon in the air.
	21	Hold a plank while naming all the cities that you can think of.
	22	Take a walk.
	23	Half a cup of blueberries has ~40 IU of Vitamin A. Do 40 plank-jacks.
	24	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	25	Family Fun: Build an obstacle course together.
	26	Do any workout you want!
	27	Pick any sports skill and practice it for (you guessed it) 5 minutes!
	28	Name as many muscles in the body as you can while jumping in place.
	29	Take a walk.
	30	A serving of spinach has ~20mg of magnesium. Do 20 squat-thrusts.
	31	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.

Remember

- Get adult permission before doing activities.
- Return this calendar to your teacher when it's done.

Name: _____ Teacher: _____

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.

