

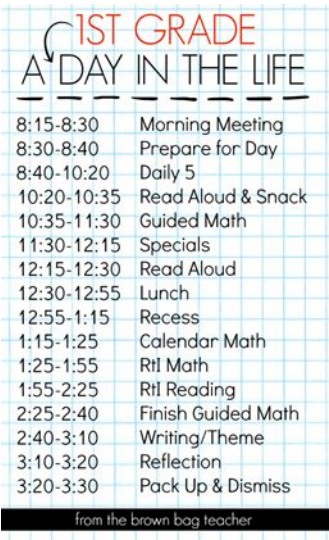
Christina School District Assignment Board

Grade Level: 1st Grade

Week of April 6th, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Read <i>Carl's Garden Problem</i> . Write a summary of what you read.	Read <i>Carl's Garden Problem</i> again to increase fluency. Answer questions 1-4.	Read <i>Carl's Garden Problem</i> again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	No School
Math	Penguin Word Problems #1: Joey has found 3 white feathers and 7 black feathers. How many feathers does Joey have? You can use drawings, counters (like beans, cereal), or fingers! If Mark found the same amount, how many black and white feathers could he have? Write the equation.	Penguin Word Problems #2: Tisha and Maria both found 15 feathers. Some were black and some were white. Can you come up with two combinations of feathers for Tisha and two combinations for Maria? You can use drawings, counters (like beans, cereal), or numbers. Write the equation.	Penguin Word Problems #3: Alexis found 4 white feathers and some black feathers. Trey found 7 black feathers and some white feathers. Both found 10 feathers each. How many black feathers did Alexis find? How many white feathers did Trey find? You can use drawings, counters (like beans, cereal), or numbers. Write the equation.	Is each equation True or False? a. $4 + 5 = 6 + 3$ b. $2 + 4 = 4 + 3$ c. $7 + 0 = 1 + 6$ d. $3 + 2 = 2 + 3$ e. $3 + 8 = 9 + 1$	No School
Science	Be a Sound Effects Artist (part 1): Find a ruler. Hold the ruler on a table with one hand. With the other hand, gently push the end down and let go. Experiment with different lengths hanging off the table. You should hear a sound, almost like a "boing". Then stop the sound by placing your finger on the open end. Write down your answers to the following:	Be a Sound Effects Artist (part 2): Try to create other sound effects: For a chugging steam train, shake a box of pasta in just the right rhythm. For a crackling fire, crunch a package of ramen noodles or crumple a big piece of cellophane wrap. For a gurgling stream, use a drinking straw to blow bubbles in a cup of water.	Where Do Sounds Come From (part 1): Need: a piece of string at least 3 feet long Do: Place the middle of the string behind your head, pull the string across your ears, and hold the two free ends together in front of your face. The string should cross over the opening in each ear. Pluck the string, and listen to the tone it makes. You can hear your string, but the	Where Do Sounds Come From (part 2): Stand up, hold a sheet of paper between your hand, and keep very still. Does the paper make any sound? Now wiggle the paper really fast. Do you hear anything now? Think about what you have observed this week about sounds. Write what you think are the best answers to the following: How does a guitar, violin, or drum	No School

Christina School District Assignment Board

	<p>a) What does the ruler do as it makes sound?</p> <p>b) What happens when you stop the sound?</p>	<p>For a flying bird or bat, slap a pair of leather gloves together.</p> <p>Experiment with your own...what else can you use to be a "sound effects artist"?</p> <p>Write down all the sound effects you created, including the ones above, and what material(s) you used to create them.</p>	<p>sounds are so quiet you will not disturb other people even if they are close to you. Why do you think that is?</p> <p>How can you change the sound?</p> <p>Pull the string tighter, or make it looser, and listen to the change in pitch. Change the length of the string by sliding your hand along the string while keeping the tension as constant as possible. Then listen to the change in pitch.</p> <p>Write down your observations and what happens when you try different lengths. Make sure to describe using details.</p>	<p>make sounds?</p> <p>How could you stop the sounds?</p> <p>Where does the sound come from when you talk? (Gently put your hand on your throat and quietly hum a low note. Do you feel any vibrations?)</p>	
Social Studies	<p>Hist 1a: Chronology</p> <p>STEP 1:</p> <p>Read a story you like or have someone read a story to you. Next, put the story in order (sequence) or in a chronology.</p> <p>Chronology is when you put events or dates in the order they happened.</p>	<p>Hist 1a: Chronology</p> <p>STEP 2:</p> <p>Draw 3 to 5 pictures from the story you read. Make sure they are in the correct order.</p>	<p>Hist 1a: Schedule</p> <p>A schedule is a plan. It tells when an event will happen. You probably use a schedule every day in school.</p> <p>STEP 1:</p> <p>Go over your schedule from school or the schedule you are on at home.</p> <p>Sample first grade at home schedule:</p> <p>8:00-9:00 Morning Routine</p> <p>9:00-10:00 Morning School Time</p> <p>10:00-11:30 Snack & Outside</p> <p>11:30-1:00 Lunch & Specials</p> <p>1:00-2:00 Reading Lessons</p> <p>2:00-3:00 Creative Play</p> <p>3:00-4:00 Read Alouds & Snacks</p> <p>4:00-5:00 Free Time</p> <p>5:00-7:00 Evening Routine</p>	<p>Hist 1a: Schedule</p> <p>STEP 2:</p> <p>Make your own schedule</p> <p>Sample first grade at school schedule:</p>  <p>8:15-8:30 Morning Meeting</p> <p>8:30-8:40 Prepare for Day</p> <p>8:40-10:20 Daily 5</p> <p>10:20-10:35 Read Aloud & Snack</p> <p>10:35-11:30 Guided Math</p> <p>11:30-12:15 Specials</p> <p>12:15-12:30 Read Aloud</p> <p>12:30-12:55 Lunch</p> <p>12:55-1:15 Recess</p> <p>1:15-1:25 Calendar Math</p> <p>1:25-1:55 RtI Math</p> <p>1:55-2:25 RtI Reading</p> <p>2:25-2:40 Finish Guided Math</p> <p>2:40-3:10 Writing/Theme</p> <p>3:10-3:20 Reflection</p> <p>3:20-3:30 Pack Up & Dismiss</p> <p>from the brown bag teacher</p>	No School

Carl's Garden Problem

by ReadWorks



Carl wanted to grow a garden. Mrs. Sanchez was Carl's neighbor. She gave Carl flower seeds. Carl planted them.

Mr. Brown was Carl's neighbor too. He saw Carl planting.

"I have vegetable plants in pots," Mr. Brown said. "Would you like to plant those too?"

"Yes, thank you!" said Carl.

Mr. Brown helped Carl plant the vegetables.

"My vegetables keep falling over," said Carl.

Mr. Brown went to his shed. He came back with long, thin sticks.

"These are tomato stakes. They will hold the plants up," said Mr. Brown.

Mr. Brown put the stakes in the ground.

"Now the plants will grow tall!" said Carl.

Name: _____ Date: _____

1. What did Carl want to do?

- A. grow a garden
- B. buy flowers
- C. talk with his neighbors

2. What does Carl plant in his garden in the *beginning* of the story?

- A. tomatoes
- B. vegetables
- C. flower seeds

3. Mr. Brown's vegetable plants were probably big and heavy. What information from the passage shows us that this is true?

- A. Mr. Brown's vegetables were first growing in pots.
- B. Mr. Brown had tomato stakes.
- C. Mr. Brown's vegetable plants that Carl planted kept falling over.

4. What is "Carl's Garden Problem" mostly about?

- A. Carl planting a garden
- B. how to support plants with stakes
- C. Carl and his neighbors

5. What was Carl's garden problem?

6. What did you learn from "Carl's Garden Problem"?

7. Class Discussion Question: Explain how Carl solves his garden problem. Be sure to explain what Carl's problem was.

8. Draw a picture of Carl planting the vegetables Mr. Brown gave Carl.

Focus 21 Word Study Warm Up (1 minute)

The r-controlled vowel sound /är/ is spelled *ar*.

arm	yard	art
jar	bar	barn
bark	card	yarn

High Frequency Words (1 minute)

better	night	pretty
saw	thought	told
turned	window	

Fluency sentences (1-2 minutes)

1. I throw better with my left arm.
2. I like to run at night in my yard.
3. I hung my art near the window.
4. Jam comes in a pretty jar.
5. My mom told me I had a chocolate bar.
6. I saw the cows in the barn.
7. I thought I heard a dog bark.
8. I got a card for my best friend.
9. The cat turned to play with the yarn.