

Christina School District Assignment Board

Grade Level: 1st

Week of 4.27.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>The Hungry Girl</i> . Write to tell who is telling the story. How do you know?	Read <i>The Hungry Girl</i> again to increase fluency. Answer questions 1-4.	Read <i>The Hungry Girl Trunk</i> again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	Adjectives are words that add detail to nouns and pronouns. Circle the adjectives you find in <i>The Hungry Girl</i> .
Math	Counting Large Numbers: Estimation Do you have a large number of things like craft sticks, elbow macaroni, cereal, bingo pieces, or beans? If you do, dump a bunch out in a pile. How many do you think you have? How do you know? Next separate the pieces into groups of 10. How many groups of 10 do you have? Do you have any left over? Do you have 10 groups of 10? What is your number? Is it close to your first estimation? Why? Why not? Can you draw a picture of what you did? Try it again! Can you practice counting to 200? And then backwards?	Button Boxes: <i>Please do the attached sheet titled Button Boxes. Did you have to count all of them by 1s or could you count the groups of 10s? Can you count by 10s to 200? How about counting by 10s backwards? Give it a try!</i>	Counting Large Numbers: Estimation Do you have a large number of things like craft sticks, elbow macaroni, cereal, bingo pieces, or beans? If you do, dump a bunch out in a pile. How many do you think you have? How do you know? Next separate the pieces into groups of 10. How many groups of 10 do you have? Do you have any left over? Do you have 10 groups of 10? What is your number? Is it close to your first estimation? Why? Why not? Can you draw a picture of what you did? Try it again! Can you practice counting to 400 ? And then backwards? Can you go higher?	Cubes on the Line: <i>Please do attached sheet Cubes on the Line. Did you count by 10s? Did you have to count each unifix cube? Can you make up your own problems with materials at home? Remember we are looking for 10s and 1s!</i>	Missing Numbers Grid 1: <i>Please do attached sheet titled Missing Numbers Grid 1 Can you do the following problems? You can use the attached craft stick sheet (cut up) or your own counters.</i> 1. $20 + 5 =$ 2. $7 + 30 =$ 3. $__ + 4 = 14$ 4. $50 + __ = 51$ 5. $43 = 3 + __$

Christina School District Assignment Board

Science	Lights, Sounds, and Colors (part 1): Think: When there are a lot of boats on the water, how do they know where to go so they don't run into each other? Get Up & Move: Pretend to be a boat. Start your engine: Chugga chugga! Sound your horn: Toot, toot! Make sure to watch out for rocks and other boats, too! Are you a big ship, or a little boat such as a tugboat? Draw a picture of what boat you are and write a sentence describing something that uses lights, sounds, and/or colors in or near the water helps you avoid crashing.	Lights, Sounds, and Colors (part 2): Think and write: What are some things that help cars travel safely on land, and boats travel safely on water? How do lights, sounds, and colors play a part in car and boat safety? Fold a paper into two sections. In the top section, draw and write a picture of some things on the road that use lights, sounds, and/or colors to help a car travel safely. In the bottom section, draw and write a picture of a train and include some things that use lights, sounds, and/or colors to keep trains safe, especially at intersections.	Lights, Sounds, and Colors (part 3): Think and write: Fog makes it hard to see. How do you think ships and boats can find their way in the fog so that they don't accidentally crash into rocks or on land? Can you think of what might help them so they don't accidentally crash into a bridge? Draw a picture of what you think is helpful and make sure to write a sentence to describe how it may use lights, sounds, and/or colors to communicate with ships and boats.	Red Light, Green Light: Clearly define playing area with starting and finish line. Student(s) start at starting line. When caller says "green light" everyone moves toward the finish line. When caller says "red light" everyone immediately stops. If anyone is still moving at "red light", they must go back to start. Variations: add "yellow light" to mean slow motion; add other color lights to mean other motions, such as walk heel to toe, hop, skip, tip toe, etc.	Sound Words Challenge: Write these (and other, if desired) sound words on separate index cards or pieces of paper: clap, whistle, tap, snap, stomp. Have a family member be the reader. Cover your eyes. Your reader makes one of the sounds. Open your eyes, decide which sound you heard, and hold up the card with the correct word. Sound Cups Activity: Have a family member put small objects in a cup that make distinctive sounds (e.g., dried beans, rice, paper clips, salt). They cover each cup with a piece of aluminum foil held with a rubber band. Shake the cup and try to figure out what is making the mystery sound! Enjoy!
Social Studies	Complete Activity 1 from the document titled, "How to Study About the Past"	Complete Activity 2, Questions 1 & 2 from the document titled, "How to Study About the Past"	Complete Activity 2, Question 3 from the document titled, "How to Study About the Past"	Complete Activity 3, Questions 1 & 2 from the document titled, "How to Study About the Past"	Complete Activity 3, Question 3 from the document titled, "How to Study About the Past"

The Hungry Girl



"I'm hungry!"
Said the little girl
To her dearest dad
"Would you like to sip some soup?
That's what your brother had."

5

"No! I'm hungry!"
Said the little girl
To her dearest dad
"Would you like to taste this toast?
That's what your brother had."

10

"No! I'm hungry!"
Said the little girl
To her dearest dad

"Would you like to munch a muffin?

That's what your brother had."

15

"No! I'm hungry!"

Said the little girl

To her dearest dad

"Would you like some yummy yogurt?

That's *not* what your brother had."

20

"Yes I would!"

Said the little girl

To her dearest dad.

She ate the yogurt by herself,

Which made her brother mad!

25

Name: _____ Date: _____

1. Who is hungry in the text?

- A. the little girl
- B. the little girl's dad
- C. the little girl's brother

2. Who is talking to the little girl in the text?

- A. the little girl's mom
- B. the little girl's dad
- C. the little girl's brother

3. The little girl's dad asks her if she would like to eat the things her brother ate as well. Each time the little girl says no, even though she's hungry. When her dad asks if she would like some yogurt and tells her that's not what her brother had, she says yes.

Why might the little girl have wanted to eat the yogurt?

- A. She wanted to eat the yogurt so she could go outside and play.
- B. She wanted to eat the yogurt because her brother did not eat yogurt.
- C. She wanted to eat the yogurt so she could share it with her brother.

4. What is the main idea of "A Hungry Girl" mostly about?

- A. The hungry girl loves cooking with her dad.
- B. The hungry girl hates eating yogurt, toast, and muffins.
- C. The hungry girl does not want to eat the same things as her brother.

5. What food did the little girl's brother not eat?

6. What did you learn from "The Hungry Girl"?

7. Class Discussion Question: The little girl was very hungry in the story. But when her dad asked her if she wanted soup, toast, or a muffin, she said "no." Explain why the little girl probably did not want these foods. Use evidence from the text to support your answer.

8. Draw a picture of the little girl eating yogurt.

Word Study Warm Up (1 minute)

Some vowel sounds have various spellings. The sound /oo/ can be spelled as *oo*, *ou*, or *ew*.

soon	new	noon
zoo	boot	moon
blew	soup	you

High Frequency Words (1 minute)

also	anything	flower
kind	places	ready
upon	warm	

Fluency sentences (1-2 minutes)

1. Is anything opening soon?
2. Our new story began, "Once upon a time."
3. I will be ready to eat at noon.
4. I like to see bears at the zoo.
5. I have looked many places for my other boot.
6. The moon is round.
7. The warm breeze blew past me.
8. I will also have a cup of soup.
9. Do you like another kind of flower?

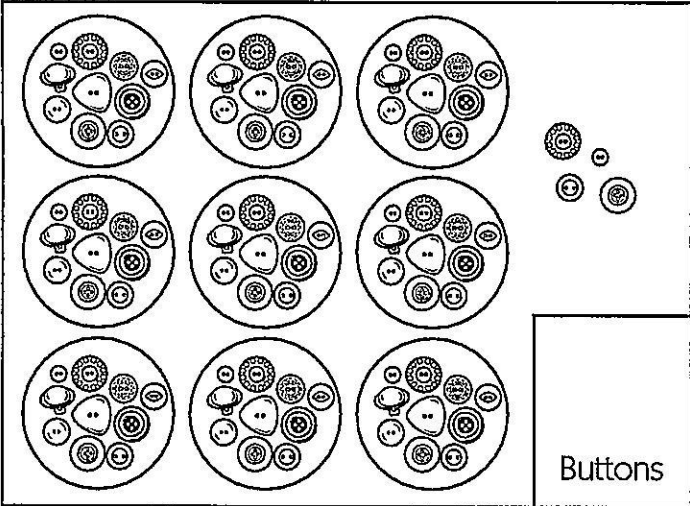
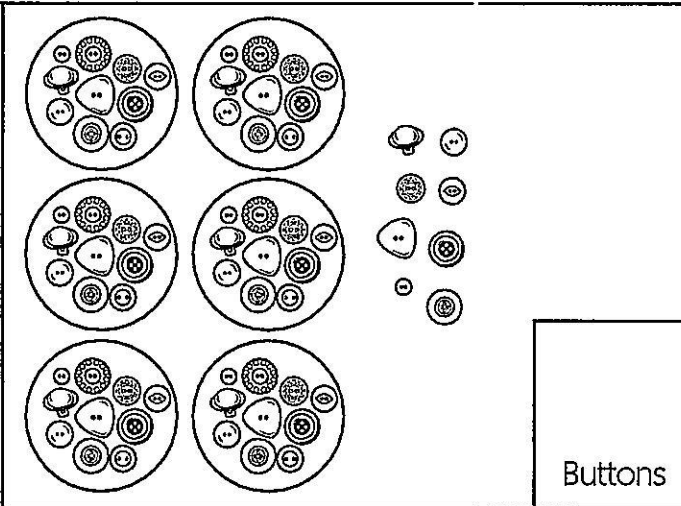
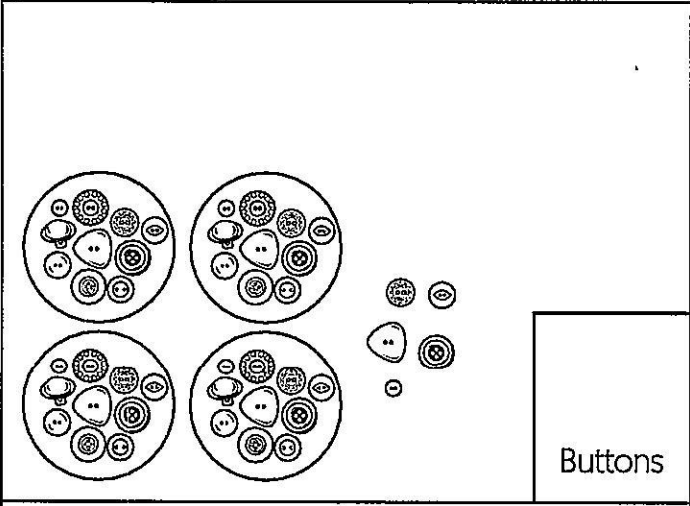
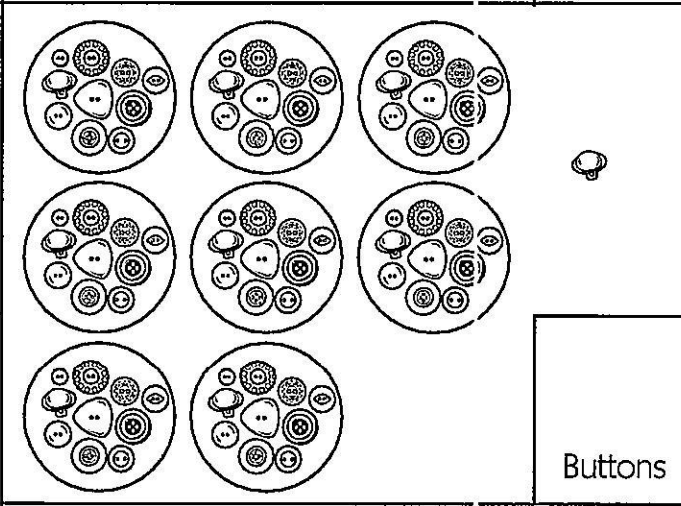
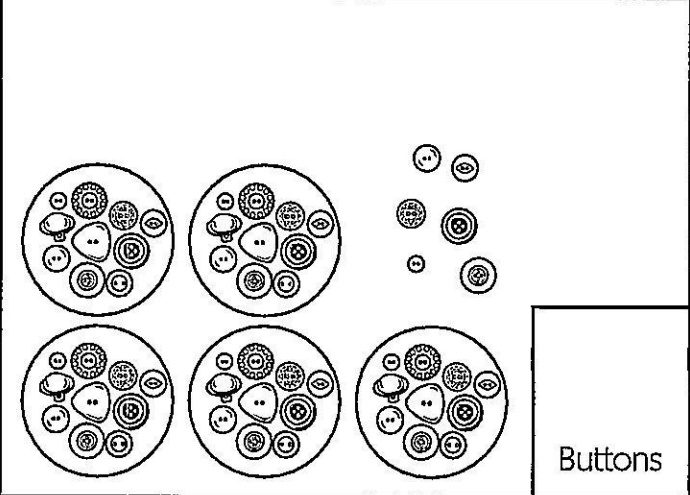
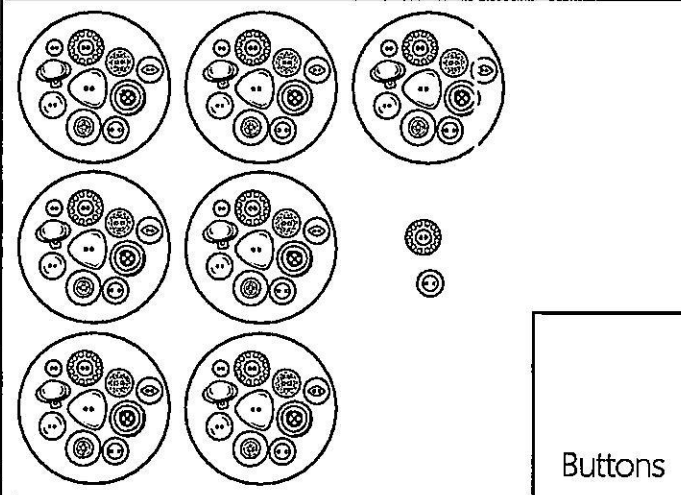
Words with oo, ou, ew

NAME _____

DATE _____

Button Boxes

Label each box of buttons to show how many there are. Then cut the boxes apart.

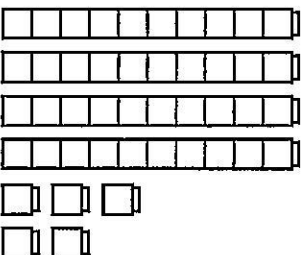
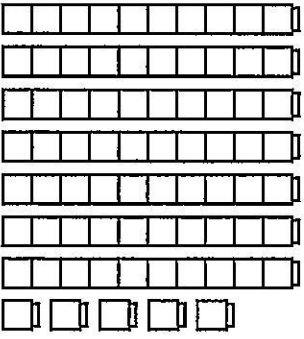
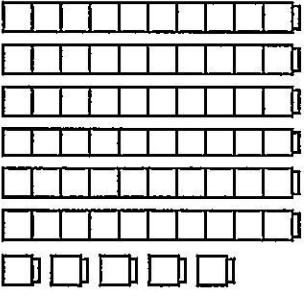
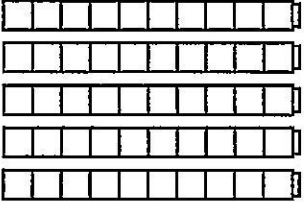
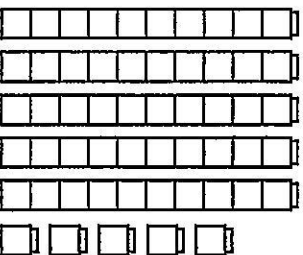
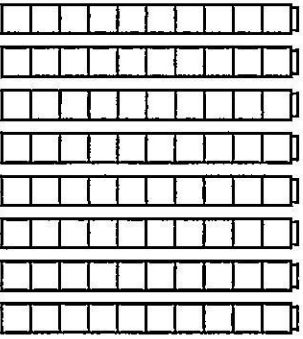
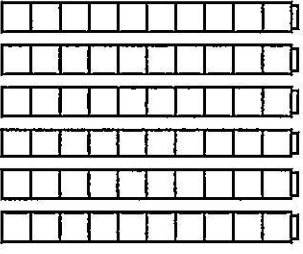
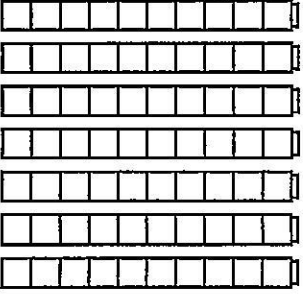
NAME _____

DATE _____

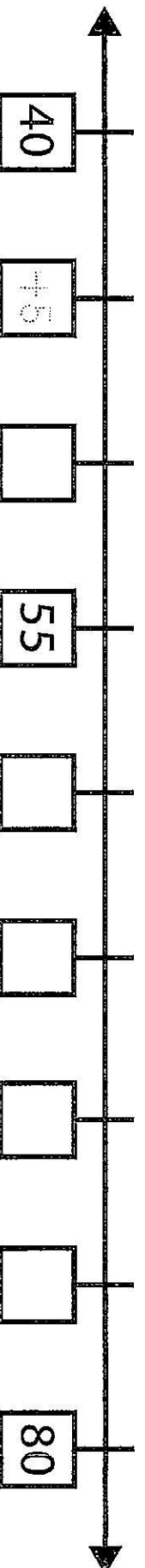


Cubes on the Line

1 Count the cubes in each group below. Write the number on the line.

<p>a</p> <p>_____</p> 	<p>b</p> <p>_____</p> 	<p>c</p> <p>_____</p> 	<p>d</p> <p>_____</p> 
<p>e</p> <p>_____</p> 	<p>f</p> <p>_____</p> 	<p>g</p> <p>_____</p> 	<p>h</p> <p>_____</p> 

2 Fill in the missing numbers on the number line. Use the numbers above to help you.



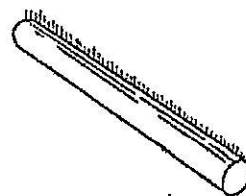
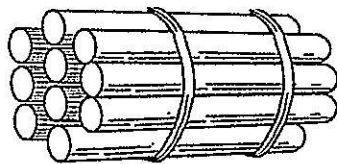
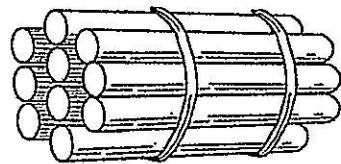
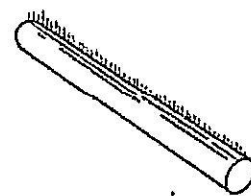
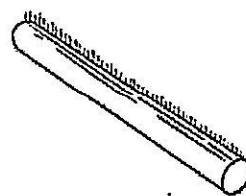
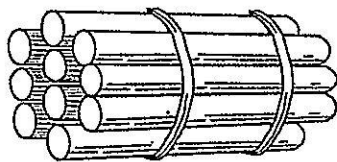
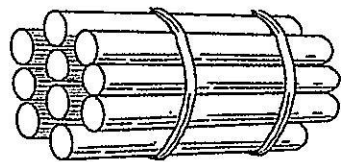
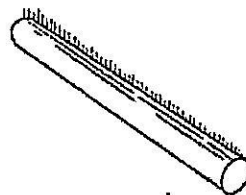
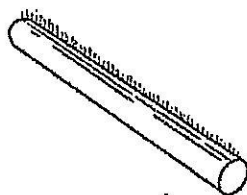
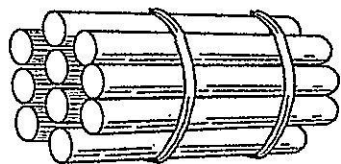
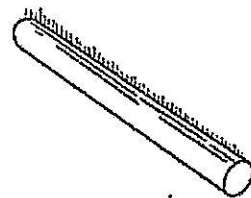
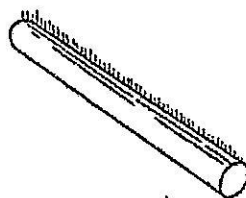
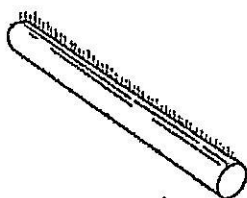
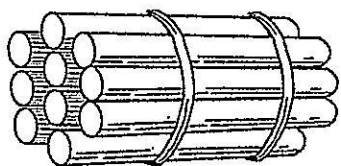
NAME _____

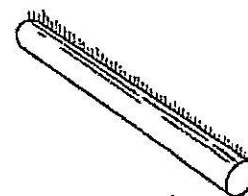
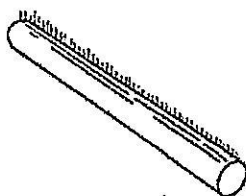
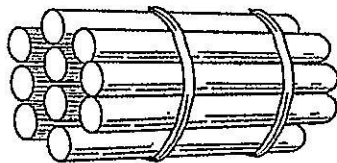
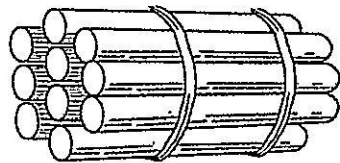
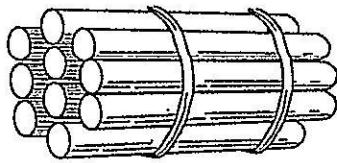
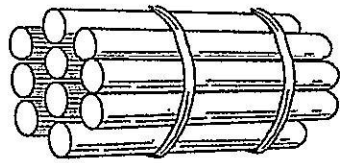
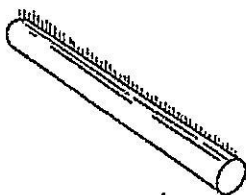
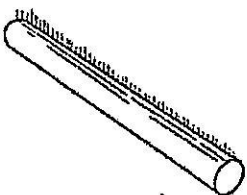
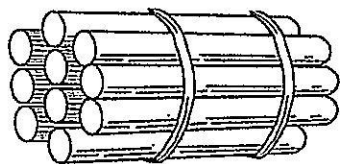
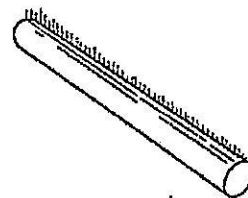
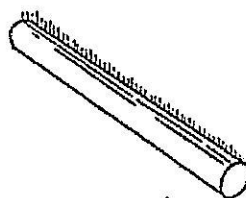
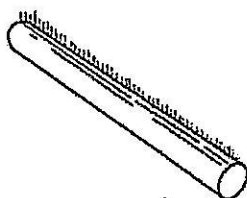
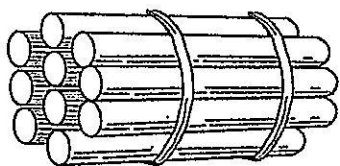
| DATE _____



Missing Numbers Grid 1

1	2		4	5		7	8	9	10
11		13	14	15	16	17	18		20
	22	23	24		26	27	28	29	30
31	32		34	35	36	37		39	40
41	42	43	44	45	46	47	48	49	
51		53	54	55		57	58	59	60
61	62	63		65	66		68	69	70
	72	73	74		76	77	78	79	80
81	82	83	84	85	86	87		89	90
91	92		94	95	96	97	98		100
101		103	104		106	107		109	110
111	112	113		115	116		118	119	120





How to Study About the Past

Standard Benchmark	History 2a: Students will use artifacts and documents to gather information about the past.
Grade Band	K-1
Vocabulary	Historian, artifact, document

Modified by Christina School District for Home



How do we know about people who lived long ago? If people didn't leave behind any written records, how do we know what food they ate or what clothes they wore? **Historians** are people who try to figure out what happened long ago. They use documents and artifacts. An **artifact** is a thing, anything made by a person. A **document** is a written or printed paper that gives information about something. A document could

even be a picture! Documents and artifacts give us information about the past.

ACTIVITY 1: Complete the table.

What is an artifact? (Answer in your own words):	Draw or find a picture of an artifact.
What is a document? (Answer in your own words):	Draw or find a picture of a document.

ACTIVITY 2: This is a picture from long ago. The woman is spinning and sewing clothes in her kitchen. This is how people made clothes long ago.



1. What do you see in this picture?

2. What is not in this picture?

3. What can be learned from this picture about women in the 1800s? Support your answer with details from the picture.

ACTIVITY 3: This is a picture from long ago. It is a picture of people arriving in Charleston by boat or bateau in the early 1900s.



1. What do you see in this picture?

2. What is not in this picture?

3. What can be learned from this picture about how people moved around in the 1900s? Support your answer with details from the picture.
