## Christina School District Assignment Board

**Grade Level:** Grade 1  
**Week of April 27th, 2020**

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| **ELA**| Read *Maria Recycles*  
List what happened in sequential order.  
For example…  
First  
Second  
Third | Read *Maria Recycles* again to increase fluency.  
Write a sentence for each vocabulary word.  
For example… | Read *Maria Recycles* again to increase fluency.  
Answer questions 1-4 on pages 5 & 6.  
Create a chart with pictures showing what items should go in the trash and what items should go in the recycling bin. | Read *Maria Recycles* again to increase fluency.  
Answer questions 5-8 on page 6. | Write a summary about recycling and how it benefits the earth. |
| **Math**| There are six penguins in the water. A few more penguins would like to join. When they do, there will be 13 penguins in the water. How many will be jumping in the water?  
15 penguins are playing. A few get called home. Now there are nine penguins still playing. How many went home?  
15 - ____ = 9 | 15 penguins are playing. A few get called home. Now there are nine penguins still playing. How many went home?  
15 - ____ = 9 | Write at least five addition combinations for 10. An example is 5 + 5 = 10  
1.  
2.  
3.  
4.  
5. | Both sides of the following problems must be equal. If both sides are equal, it is true. If they are not equal, it is false. Circle the correct response. For example 6 + 9 = 10 + 5 True  
A. 12 - 6 = 16 - 10  
True or False  
B. 9 + 3 = 5 + 7  
True or False | Use the inches ruler attached to this packet to measure the penguins below and find the difference.  
______ in.  
______ in.  
Difference: ________ in. |
**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 color 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 help 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 sound. |

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**Christina School District Assignment Board**

| Ten penguins are sliding on the ice. Other penguins are waddling up to join them. When they join, there will be 14 penguins sliding down the ice. How many will be joining them? |
| 10 + ___ = 14 |
| 17 penguins are sliding on the ice. Other penguins are waddling up to join them. When they join, there will be 14 penguins sliding down the ice. How many will be joining them? |
| 17 - ___ = 8 |

| Write at least five addition combinations for 15. An example is 7 + 8 = 15 |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

| C. 5 + 2 = 3 + 2 |
| True or False |
| D. 15 - 6 = 9 - 1 |
| True or False |
| E. 8 + 3 = 7 + 4 |
| True or False |
| F. 10 - 6 = 14 - 10 |
| True or False |
| G. 3 + 4 = 4 + 5 |
| True or False |

<p>| ______ in. ______ in. |
| Difference: _________ in. |
| ______ in. ______ in. |
| Difference: ________in. |</p>
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Globes and Maps</th>
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<td><strong>Globe:</strong> A model of the earth. It shows land and water. See attached Globe picture Answer the questions: 1. What shape is a globe? 2. Is it round or flat? 3. List 2 other things you notice about the globe.</td>
<td><strong>Globe:</strong> Review attached globe picture Color the shapes green for land Color the open space blue for water *google a globe picture!</td>
<td><strong>Map:</strong> Small picture of places on earth. See attached Map. Activity 3 Answer the questions: 1. What shape is a map? 2. Is the map round or flat? 3. List 2 other things you see on a map</td>
<td><strong>Map:</strong> Review attached Map: Activity 4 Directions: Color the land green, color the open spaces blue</td>
<td><strong>Globes and Maps</strong> Review your maps Answer the question: How is a map different from a globe?</td>
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Activity 1:
Look at the Globe. Answer the questions from the assignment board.

Activity 2: Color the globe. Green for land, blue for water *hint the shapes are land!
Activity 3: Look at the map Answer questions on the chart

Activity 4:
Color the land green, color the open spaces blue
Maria was helping her dad. She put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.

"Dad," asked Maria, "what happens to the cans and bottles?"

"They are broken down into pieces," her dad said.

"People use those parts to make new things. Then less trash is left on Earth."
**bottle**  bot·tle

**Definition**

**noun**

1. a container with a narrow neck used to hold or pour liquids. A bottle is usually made of glass or plastic.

*I bought a bottle of milk and a bottle of soda at the store.*

**Spanish cognate**

*botella:* The Spanish word *botella* means bottle.

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**These are some examples of how the word or forms of the word are used:**

1. "'Did you pack your water *bottle*?" his dad asked. Devon nodded. "Yes." "How about the sandwiches? And the trail map?" Mr. Miller asked. "I've got everything, Dad," Devon said. "Come on. Let's hit the trail!"

2. People will recycle *paper, bottles, and cans.* When something is recycled, it is made into something new. Volunteers collected more than 70 million plastic bottles last year. The bottles were recycled, and a company used them to make backpacks for kids.

3. Tyler rode his bike around the path. He passed the swings and slide. He passed the small pond. As he rode, he saw things he never noticed before. There was lots of garbage on the ground. He saw old soda *bottles.* He saw old food wrappers.
can
can

Definition
noun
1. a round metal container for food or other products.

   *I opened a can of soup.*

2. a large container for waste.

   *Tom put the garbage can out by the curb.*

These are some examples of how the word or forms of the word are used:

1. People will recycle paper, bottles, and **cans**. When something is recycled, it is made into something new.

2. Cans, bottles, and newspapers **can** be recycled. That means these objects are put through a special process so they can be used again.

3. While the usher wasn't looking, Kurt and Roscoe walked around the back of the movie theater, where the dumpsters were: a concrete corner littered with broken glass and empty soda **cans**.

4. Hungry bears smell the food. They want to eat the food. Bears look for leftover food in trash **cans**. Bears look for food at people's campsites. That is a problem for people.

5. People also help decrease their solid wastes when they recycle. Recycling refers to putting old objects, such as glass, plastic bottles, newspapers, and aluminum cans through a special process so they **can** be used again.
recycle  re·cy·cle

Definition

verb

1. to put used things through a process that allows them to be used again.

The city recycles paper, glass, metal, and plastic.

Spanish cognate

reciclar: The Spanish word reciclar means recycle.

These are some examples of how the word or forms of the word are used:

1. Things made of plastic can be recycled. They can be made into something new.

2. Cans, bottles, and newspapers can be recycled. That means these objects are put through a special process so they can be used again.

3. Today many people recycle paper. When used paper is recycled, it is turned into new paper. Less paper is put in the trash. Fewer trees are cut down. Recycling is helpful to Earth!
1. What did Maria and her dad collect for the recycling center?

   A. old cans and bottles
   B. paper
   C. old toys

2. What happened before Maria's dad took the box outside?

   A. A green truck picked up the cans and bottles.
   B. Maria put old cans and bottles in a box.
   C. People used the pieces to make a new thing.

3. What happens to the bottles and cans before a person can make new things out of them?

   A. They are buried in the ground.
   B. They are broken down into pieces.
   C. They are put in piles.
4. What is the big lesson in "Maria Recycles"?

   A. Recycling trucks are green.
   B. Trash hurts the earth.
   C. When we recycle, there is less trash left on Earth.

5. According to the passage, what can be recycled?

6. What did you learn from "Maria Recycles"?

7. Class Discussion Question: Explain why less trash is left on Earth when people recycle bottles and cans.

8. Draw a picture of Maria and her dad recycling.