## Christina School District Assignment Board

**Grade Level: Grade 1**

**Week of May 4th, 2020**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>Read <em>A Loud Concert</em></td>
<td>Read <em>A Loud Concert</em> again to increase fluency.</td>
<td>Read <em>A Loud Concert</em> again to increase fluency. Answer questions 1-5 on pages 5-6.</td>
<td>Read <em>A Loud Concert</em> again to increase fluency. Answer question 6 on page 6.</td>
<td>Answer questions 7 &amp; 8 on page 7.</td>
</tr>
<tr>
<td></td>
<td>Make a prediction:</td>
<td>Summarize in 1-3 sentences what this story is about.</td>
<td>Summarize in 1-3 sentences what this story is about.</td>
<td>Answer question 6 on page 6. Write a sentence for each vocabulary word.</td>
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<tr>
<td></td>
<td>Based on the title what is the story about.</td>
<td>List what happened in sequential order.</td>
<td>List what happened in sequential order.</td>
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<td></td>
<td>Write and describe a concert/assembly that you saw on television, at school or attended.</td>
<td>For example…</td>
<td>For example…</td>
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<tr>
<td></td>
<td></td>
<td>First</td>
<td>Second</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Second</td>
<td>Third</td>
<td></td>
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<tr>
<td><strong>Math</strong></td>
<td>Write the number</td>
<td>Identify Hundreds, Tens and Ones</td>
<td>Sketch your number using hundreds, tens and ones.</td>
<td>Compare &lt;, &gt;, =</td>
<td>Add and Subtract</td>
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<tr>
<td></td>
<td><img src="image1.png" alt="" /></td>
<td><img src="image2.png" alt="" /></td>
<td><img src="image3.png" alt="" /></td>
<td>132 ___ 542</td>
<td>10 + 5 = ___</td>
</tr>
<tr>
<td></td>
<td><img src="image4.png" alt="" /></td>
<td><img src="image5.png" alt="" /></td>
<td></td>
<td>432 ___ 432</td>
<td>20 + 2 = ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="image6.png" alt="" /></td>
<td></td>
<td>321 ___ 213</td>
<td>30 + 6 = ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="image7.png" alt="" /></td>
<td></td>
<td>232 ___ 222</td>
<td>40 + 7 = ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="image8.png" alt="" /></td>
<td></td>
<td>435 ___ 342</td>
<td>50 + 9 = ___</td>
</tr>
</tbody>
</table>
### Christina School District Assignment Board

| Circle the number in the hundreds place | 394 | 656 ___ 343 | 8 + 60 = ___ |
| 567 | 111 ___ 211 | 4 + 70 = ___ |
| 872 | 444 ___ 444 | 2 + 80 = ___ |
| 934 | 565 ___ 221 | 90 + 2 = ___ |

| Circle the number in the ones place | 14 | |
| 343 | |
| 563 | |
| 222 | |

| 8 + 60 = ___ | 656 ___ 343 | 8 + 60 = ___ |
| 4 + 70 = ___ | 111 ___ 211 | 4 + 70 = ___ |
| 2 + 80 = ___ | 444 ___ 444 | 2 + 80 = ___ |
| 90 + 2 = ___ | 565 ___ 221 | 90 + 2 = ___ |
| 10 - 8 = ___ | 657 ___ 765 | 10 - 8 = ___ |
| 20 - 3 = ___ | 432 ___ 434 | 20 - 3 = ___ |
| 30 - 6 = ___ | 667 ___ 454 | 30 - 6 = ___ |
| 40 - 8 = ___ | 657 ___ 433 | 40 - 8 = ___ |
| 50 - 9 = ___ | 777 ___ 422 | 50 - 9 = ___ |
| 60 - 3 = ___ | 112 ___ 132 | 60 - 3 = ___ |
| 70 - 7 = ___ | 212 ___ 213 | 70 - 7 = ___ |
| 80 - 6 = ___ | 254 ___ 298 | 80 - 6 = ___ |
| 90 - 5 = ___ | 398 ___ 379 | 90 - 5 = ___ |

### Science

**What is Your Favorite Animal’s “Superpowers”**?

Draw and write: What is your favorite animal? Describe why you think this animal is your favorite.

**How Do Animals Get Their Food:**

Think about some different animals and ask yourself: Does this animal use any special parts to get food? Choose 3 animals. Draw a small picture of each animal and write a short paragraph about how each animal finds and grabs food.

**Bird Beaks:**

Birds already have a superpower because they can fly. But also consider how they find and grab food without hands or teeth. They have beaks that can be used to catch, hold, and tear food.

**Pretend to be a Hungry Bird:**

Need: dry black beans, 3 oz paper cups, 8 oz. cups, elbow macaroni, plastic straws (not bendable).

Pretend to be a hungry bird: Use your beak to “eat” the food.

**Additional Hungry Bird Activities:**

Repeat yesterday’s activity with additional “foods”. Rubber bands make good worms. Different pastas and beans can also be used as food.
**Christina School District Assignment Board**

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>How to study about the past</th>
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<th>How to study about the past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the Vocab:</strong></td>
<td>Review the vocab from Monday. Use the vocab to complete the assignment:</td>
<td>Review the attached picture.</td>
<td>Review the attached picture.</td>
<td>Review the vocabulary and pictures.</td>
</tr>
<tr>
<td><strong>Historians:</strong> are people who try to figure out what happened long ago.</td>
<td>Draw a picture of an artifact</td>
<td>Answer the questions below:</td>
<td>Answer the questions below:</td>
<td>Draw a picture from your past. (birthday, toy, event)</td>
</tr>
<tr>
<td>They use documents and artifacts.</td>
<td>Draw a picture of a document</td>
<td>What do you see in this picture?</td>
<td>What do you see in this picture?</td>
<td>Label the artifact</td>
</tr>
<tr>
<td>An <strong>artifact</strong> is a thing, anything made by a person.</td>
<td></td>
<td>What can be learned about women in the 1800s?</td>
<td>What can be learned about how people moved around in the 1900s.</td>
<td>Name the document</td>
</tr>
<tr>
<td><strong>Document</strong> is a written or printed paper that gives information about something. A</td>
<td></td>
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</tbody>
</table>
Documents and artifacts give us information about the past. cab:

document could even be a picture!
**Activity 1:** This is a picture of a woman spinning and sewing clothes in her kitchen. This is how people made clothes long ago.

**Activity 2:** It is a picture of people arriving in Charleston by boat in the early 1900s.
A Loud Concert
by ReadWorks

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.
concert  con·cert

Definition
noun
1. a performance of music in front of an audience.

We are going to a concert in the city this weekend.

Spanish cognate
concierto: The Spanish word concierto means concert.

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

1. Orchestras often play in grand concert halls.

2. Their concerts have comforted many families of the victims of the terrorist attacks on September 11.

3. Sam is going to a concert today. He is excited. His brother plays the guitar. Sam’s family arrives at the school.

4. The East Room is the largest room in the White House. It has been used for dances, speeches, and even concerts!
**guitar**

**Definition**

**noun**

1. an instrument for playing music. It has a hollow body and a long neck to which strings are attached. You play a guitar by picking on the strings.

**Spanish cognate**

*guitarra*: The Spanish word *guitarra* means guitar.

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

1. A person plucks a **guitar** string. That plucking makes the string vibrate.

2. The waves from the **guitar** make your eardrum vibrate. When your eardrum vibrates, you hear the sound of the guitar.

3. Sam is going to a concert today. He is excited. His brother plays the **guitar**. Sam's family arrives at the school. The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.
**piano**  
**pi-an-o**

**Definition**

**noun**

1. a musical instrument with a keyboard and many wire strings. A piano is played by pressing keys that cause small hammers to strike the strings.

**Spanish cognate**

_piano_: The Spanish word _piano_ means piano.

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

1. She peered through the glass window and saw that the _piano_ bench was empty.

2. This is America, Dad. Didn't you hear? Nobody can make anybody play _piano_ against her will.

3. He also played the _piano_ and conducted bands. He learned how to play the piano growing up in Washington, D.C.

4. I leave my house around 7:00 in the morning. My first class starts around 8:00. I take classes in biology, global studies, and _piano_.

5. Sam's eardrums start to vibrate too. Then Sam hears the _piano_. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.
1. Where is Sam going?
   A. band practice
   B. a concert
   C. school

2. First, Sam hears his brother play the guitar. Then what instrument does Sam hear?
   A. guitar
   B. piano
   C. drums
3. When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.

B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.

C. Sam's eardrum creates sound waves that allows him to hear music.

4. What is "A Loud Concert" mostly about?

A. Sam's brother playing guitar

B. Sam and his family enjoying his brother's concert

C. why loud music and soft music are different

5. What does Sam use when the music gets too loud?

6. What did you learn from "A Loud Concert"?
7. **Class Discussion Question**: Describe the problem that Sam has at the concert and how he solves his problem.

8. Draw a picture of Sam at the concert.
Make “Beaks”

Each student will need a “pointy beak” and a “duck beak” to experiment with.

Here’s how to make a “pointy beak”:

- Fold a straw in half.
- Make sure that the ends of the straws are even. (If they aren’t, trim them with scissors.)
- Store your “beaks” in a cup so they stay folded.

Here’s how to make a “duck beak”:

- You will use half of your Dixie cups to make “duck beaks.” Leave the other half of your Dixie cups whole as they will serve as “stomach cups” for students.
- For half the Dixie cups, use scissors to make a cut from the lip to the base of the cup.
- Make a matching cut on the other side of the cup.
- Squeeze the sides together to make a beak. (Quacking is optional.)

Set Up Stations

- If you have a low-pile carpet, mark a 3’ x 3’ square with masking tape.
- If you have hard floors, spread out a bath towel and tape down the corners.

Prepare “Bird Food” and “Rocks”

You’ll need to prepare two cups. One filled with model “bird food” and the other filled with model “rocks.”

- Divide the 8 oz paper cups in half.
- For half of the cups, fill each about one-third full with dried macaroni “bird food.”
- For the other half of the cups, fill each about one-third full with dried beans “rocks.”

Separate Supplies for Easy Distribution

At the start of the activity, each student needs a worksheet, “pointy beak,” “duck beak,” and “stomach cup.” Each group also needs a cup of “bird food.”

Each group will need a cup of “rocks” later in the activity. You may want to organize or separate supplies for easier classroom distribution.
1. Your bird wants to eat food that is scattered in the rocks. Which beak will you use? Circle it.

2. How many pieces did you get? ___

3. Draw a line from each beak to the food it’s best at getting.