

# Christina School District Assignment Board

Grade Level: 1st

Week of 5.4.20

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>ELA</b>	Read <i>Kerry Kangaroo Hops</i> . Write to retell what happened in the story.	Read <i>Kerry Kangaroo Hops</i> again to increase fluency. Answer questions 1-4.	Read <i>Kerry Kangaroo Hops</i> again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	Proper nouns are the names of particular people, places, and things. They begin with a capital letter. Circle the proper nouns you find in <i>Kerry Kangaroo Hops</i> .
<b>Math</b>	<b>Adding &amp; Subtracting Tens on the Hundred Grid</b> <i>Please do all of problem #1 on the sheet titled Adding &amp; Subtracting Tens on the Hundreds Grid.</i>	<b>Adding &amp; Subtracting Tens on the Hundred Grid</b> <i>Please do all of problem #2 on the sheet titled Adding &amp; Subtracting Tens on the Hundreds Grid.</i> <i>Give the Challenge Problems a try!!</i>	<b>Play Math Scavenger Hunt!</b> <i>Please see attached directions to play Math Scavenger Hunt!</i>	<b>Play Target 10!</b> <i>Please see attached directions to play Target 10!</i>	<b>Play Either the Math Scavenger Hunt or Target 10!</b> <i>Can you create your own Scavenger Hunt with math? Can you find more things? Play more than once! What are your strategies for Target 10?</i>
<b>Science</b>	<b>What is Your Favorite Animal's "Superpowers"?</b> Draw and write: What is your favorite animal? Describe why you think this animal is your favorite. Does it have any special abilities, or "superpowers" that make it interesting to you?	<b>How Do Animals Get Their Food:</b> 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 one. Underneath the picture, write a sentence to describe what special part(s) they use to get	<b>Bird Beaks:</b> Birds already have a superpower because they can fly. But also consider how they find and grab food without hands or teeth. They use their beaks. But why do bird beaks have such different sizes and shapes? Fold a paper in half. On one side, draw a picture of a bird, such	<b>Pretend to be a Hungry Bird:</b> Need: dry black beans, 3 oz paper cups, 8 oz. cups, elbow macaroni, plastic straws (not bendable). Pretend to be a hungry bird: Scatter bird food in your work area. Using only the pointy beak, use the beak to put food in your cup ("stomach").	<b>Additional Hungry Bird Activities:</b> Repeat yesterday's activity with additional "foods". Rubber bands make good worms. Different pastas can be seed pods. Marbles and pennies can be other foods. Choose 3 different "foods" and write you answer:: Which beak works best

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		<p>food. If you are having trouble thinking of some animals, you may use elephants, fish, and monkeys.</p>	<p>as a robin. On the other side, draw a duck. Think about how their beaks look. Write 1-2 sentences to describe how their beaks are different.</p>	<p>Put food back. Now use other beak to put food in stomach. Write your answer: Which beak do you think gets food into the stomach faster? Why?</p> <p>Now mix the beans with the “food”. Try using each beak to get food WITHOUT rocks. Do #1. Now use a timer. Take 20 seconds to get food with the beak you chose. If you get a rock, spit it out. Do #2. Write your answers to the following: Which bird do you think would be better at picking food out of rocks? Which bird could eat faster if there were no rocks in the way? Do #3.</p>	<p>for which food? Now create situations that make food more difficult to get. Crumple aluminum foil to represent rough tree bark. Sprinkle it with beans and macaroni. Again, write your answer to the above question. Observe a bird or birds outside. Draw a picture of the bird(s) and write a description of how the bird’s beak shape helps it get food. Also include what type of food you think it probably eats.</p>
<b>Social Studies</b>	Complete Activity 1 from the document titled, “Interviews & Learning About the Past”	Complete Activity 2 from the document titled, “Interviews & Learning About the Past”	Complete Activity 3 from the document titled, “Interviews & Learning About the Past”	Complete Activity 4 from the document titled, “Interviews & Learning About the Past”	Complete Activity 5 from the document titled, “Interviews & Learning About the Past”

# Kerry Kangaroo Hops

by ReadWorks



Kerry Kangaroo was growing up. Mama Kangaroo let him out of her pouch.

"You are getting big," said Mama. "Big kangaroo kids need to learn to hop."

Kerry tried out his strong legs and big feet. He hopped a few times. He hopped and hopped. He hopped away from Mama. He hopped here and there. He even hopped with his eyes closed!

Splash!

Kerry hopped right into a water hole! Mama Kangaroo helped Kerry out.

"That is too much hopping for one day!" cried Kerry.

He hopped back into his cozy pouch. He was tired. He fell fast asleep.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is Kerry Kangaroo ready to learn at the beginning of this passage?

- A. how to dance
- B. how to find food
- C. how to hop

2. Where does Kerry Kangaroo sleep?

- A. in Mama Kangaroo's pouch
- B. in a kangaroo nest
- C. in a water hole

3. Kerry Kangaroo most likely hops into a water hole because he didn't see it. Which sentence tells us this is true?

- A. "He hopped away from Mama."
- B. "He even hopped with his eyes closed!"
- C. "'That is too much hopping for one day!' cried Kerry"

4. What is "Kerry Kangaroo Hops" mainly about?

- A. why Kerry Kangaroo hops into a water hole
- B. how Mama Kangaroo takes care of Kerry Kangaroo
- C. Kerry Kangaroo learning to hop for the first time

5. What does Kerry Kangaroo have that helps him hop?

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6. What did you learn from "Kerry Kangaroo Hops"?

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**7. Class Discussion Question:** Explain why Kerry Kangaroo is tired and falls asleep at the end of the passage.

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**8.** Draw a picture of Kerry Kangaroo as he practices hopping.

Word Study Warm Up (1 minute)

The /ou/ sound can be spelled with the letters *ou* or *ow*.

how	now	cow
ouch	house	found
out	gown	town

High Frequency Words (1 minute)

buy	city	family
myself	party	please
school	seven	

Fluency sentences (1-2 minutes)

10. How is your family feeling?
11. Would you like to buy it now?
12. The cow eats hay.
13. I hurt myself and said, "Ouch!"
14. Jan lives in a house in the city.
15. I found seven pens.
16. Take out the party bag, please.
17. My mom wore a gown.
18. I like the school in my town.



# Adding & Subtracting Tens on the One Hundred Grid

Use the hundreds grid to help you find the sum or difference of each of the problems below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**1** Find the sum.

$63 + 10 = \underline{\quad}$

$17 + 10 = \underline{\quad}$

$36 + 10 = \underline{\quad}$

$10 + 25 = \underline{\quad}$

$74 + 10 = \underline{\quad}$

$10 + 38 = \underline{\quad}$

$59 + 10 = \underline{\quad}$

$10 + 82 = \underline{\quad}$

$47 + 10 = \underline{\quad}$

**2** Find the difference.

$41 - 10 = \underline{\quad}$

$85 - 10 = \underline{\quad}$

$25 - 10 = \underline{\quad}$

$97 - 10 = \underline{\quad}$

$52 - 10 = \underline{\quad}$

$31 - 10 = \underline{\quad}$

$55 - 10 = \underline{\quad}$

$18 - 10 = \underline{\quad}$

$96 - 10 = \underline{\quad}$

**3** **CHALLENGE** Fill in the missing numbers.

$\underline{\quad} + 33 = 43$

$\underline{\quad} + 72 = 82$

$\underline{\quad} + 49 = 59$

$\underline{\quad} - 10 = 77$

$\underline{\quad} - 10 = 45$

$\underline{\quad} - 10 = 31$



# Math Scavenger Hunt


## Object of the Game

Are you ready for a scavenger hunt?

Find, make, or draw 15 of the 18 items from the list to be a Scavenger Scholar!

## Materials

- Math Scavenger Hunt Record Sheet

Print the record sheet  or write the numbers 1–18 on paper as shown.

Math Scavenger Hunt		
Find, make, or draw...		
1 a picture with rectangles on it	2 something that is 4 hands long	3 an odd number of objects
4 something that comes in groups of 2s	5 something that matches your age	6 a pattern that uses colors
7 3 objects in order from shortest to longest	8 something that looks like $6 + 6$	9 Subtract $30 - 20$ . Find a group with that many objects.
10 an even number of objects	11 19 cents	12 a picture with triangles in it
13 Add $18 + 2$ . Find a group with that many objects.	14 a number greater than 20 and less than 30	15 a pattern that uses numbers
16 a cylinder on top of another cylinder	17 something that is taller than you are	18 Write an equation. Find something that matches.

- Something to write with (a pen, pencil, crayon, or marker)
- A curious mind
- Extra paper for drawings (optional)

## Skills

This game helps us practice

- Recognizing math in our world

## How to Play

1. Let's begin. Search your home for examples of the items on the list.
2. Check off each item when you find it. You can draw or write to describe what you found, too. Use separate paper, if you need to.  
Hint: *If you can't find something on the list, make it or draw it yourself.*
3. Find, make, or draw 15 of the 18 items to win.
4. For an extra challenge, try to do every one.
5. Have fun!

## Tips for Families

1. If you don't have a copy of the record sheet or can't print a copy right now, have your child make a numbered list or grid from 1 to 18 on paper and then check off each numbered item they find, make, or draw. Consider encouraging your child to include a drawing or brief description of what they found.
2. You don't have to complete the scavenger hunt all at once. You can come back to it later.
3. If your child can't find something, remind them that it's okay for them to make or draw it.
4. You can make groups of objects using small common objects, like buttons or coins. Arrange the objects in rows or groups to make them easier to count.

## Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Set a timer! How long does it take you to find 15 items? Did it take you more or less than 20 minutes?
- Make your own math scavenger hunt! Help your family find the items.

# Math Scavenger Hunt Sample Responses

**Grade 1 Math Scavenger Hunt**  
Find, make, or draw...

(1) a picture with rectangles in it	(2) something that is 4 hands long	(3) an odd number of objects
(4) something that comes in groups of 2s	(5) something that matches your age	(6) a pattern that uses + signs
(7) 3 objects in order from shortest to longest	(8) something that looks like $5 \times 6$	(9) Subtract $10 - 20$ . Find a group with that many objects
(10) an even number of objects	(11) 19 cents	(12) a picture with triangles in it
(13) Add $18 + 2$ . Find a group with that many objects	(14) a number greater than 20 and less than 30	(15) a pattern that uses numbers
(16) a cylinder on top of another cylinder	(17) something that is taller than you are	(18) Write an equation. Find something that matches

# Math Scavenger Hunt

Find, make, or draw...

1 a picture with rectangles	2 something that is 4 hands long	3 an odd number of objects
4 something that comes in groups of <b>2s</b>	5 something that matches your age	6 a pattern that uses colors
7 <b>3</b> objects in order from shortest to longest	8 something that looks like <b><math>6 + 6</math></b>	9 Subtract <b><math>30 - 20</math></b> . Find a group with that many objects.
10 an even number of objects	11 <b>19 cents</b>	12 a picture with triangles
13 <b>Add <math>18 + 2</math></b> . Find a group with that many objects.	14 a number greater than 20 and less than 30	15 a pattern that uses numbers
16 a cylinder on top of another cylinder	17 something that is taller than you are	18 Write an equation. Find something that matches.

# Target 10

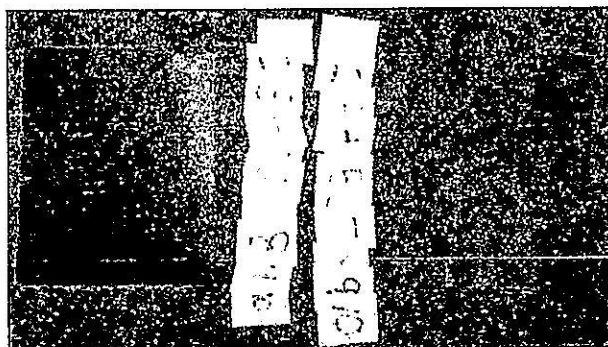
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## Object of the Game

Players combine 2 or more cards that add up to 10. The player that collects more cards by the end of the game wins.

## Materials

- A deck of cards containing 2 each of the numbers 1–10  
*Download a set of [printable cards](#), use the 2–10 cards and aces for 1s from a deck of playing cards, or make your own cards. You can use paper, a grocery bag, or a cereal or other food box to make cards.*
- 2 placemats or 2 large sheets of paper (optional)



## Skills

This game helps us practice

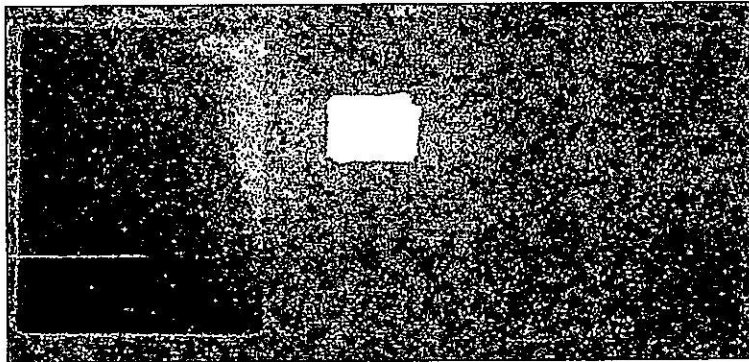
- Combinations of 10
- Adding with 2 or more numbers
- Addition facts within 10

Jump to: [How to Play](#) | [Tips for Families](#) | [Change It Up](#)

## How to Play

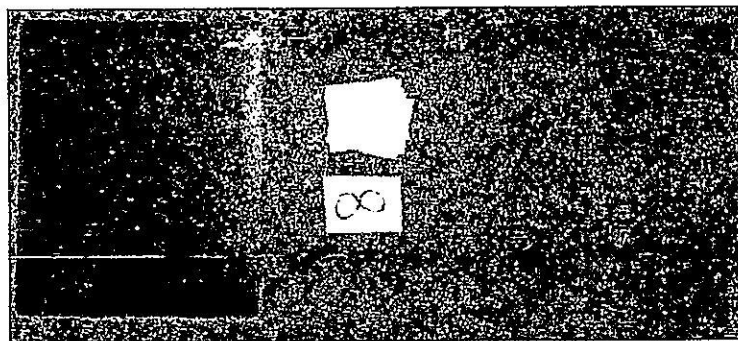
### 1. Get ready to play:

- Mix up the cards and combine them into one stack. Place the stack facedown between players.
- Decide who goes first.
- Hint: To keep the game organized, you may find it helpful to put a placemat or large piece of paper in front of each player.



### 2. The first player takes a card from the top of the stack, turns it faceup, and reads the number on the card.

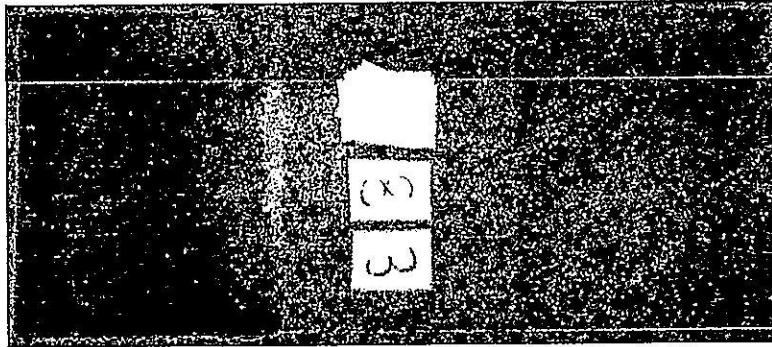
- If the card says 10, the player keeps it.
- If the card says anything besides 10, the player leaves it beside the stack.



Jump to: [How to Play](#) | [Tips for Families](#) | [Change It Up](#)

3. The next player takes the top card from the stack, places it beside the first one, and reads the number on the card.

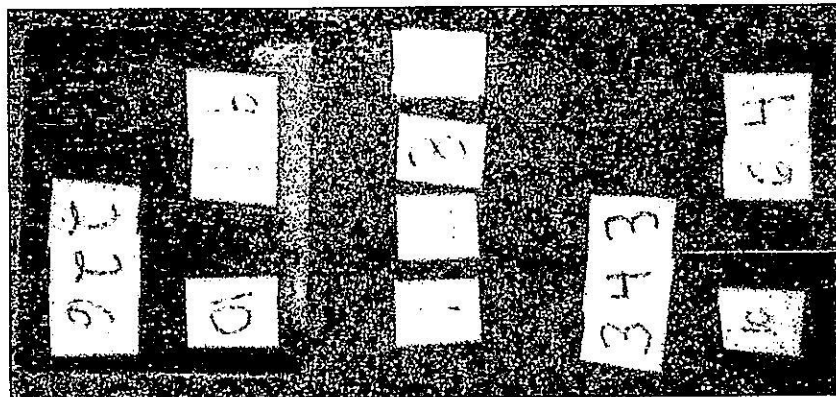
- If the card says 10, the player keeps it.
- If the card can be combined with the first card to make 10, the player gets to keep both cards.
- If the player can't make 10, the player leaves it next to the other faceup cards.



*Dad: I turned over a 3. I can't make 10 with 8 and 3 so I'll leave them both there.*

4. Take turns drawing cards and trying to make combinations of 10.

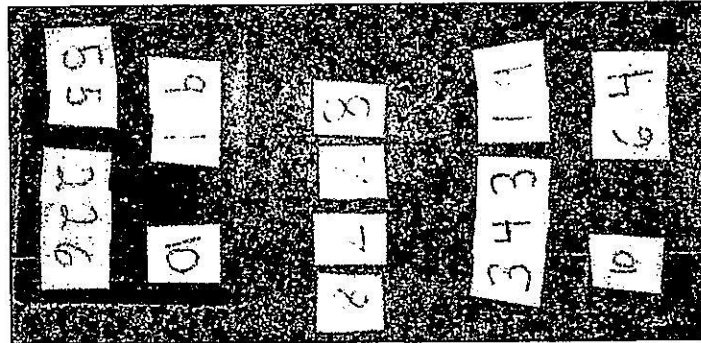
- You can use more than two cards to make a combination of 10. For example, you can use the cards 2, 2, and 6 to make 10, and then you get to keep all three cards.
- If you can't make 10, leave the card faceup next to the other cards.



*Max: I hope my next card is 2, 3, or 9 so I can make 10!*

Jump to: [How to Play](#) | [Tips for Families](#) | [Change It Up](#)

- Keep going until all the cards in the stack are used or you can't make any more combinations of 10. The player with the greater number of cards wins!



*Max: I can't make 10 with those numbers, and we're out of cards. Game over!*

*Dad: I have 8 cards, and you have 8 cards too. That's a tie!*

## Tips for Families

Before you play:

- Talk about numbers that add up to 10. What are some pairs of numbers that have a sum of 10?
- Go over an example that uses more than two cards to make 10. Remember, the goal of the game is to keep as many cards as possible. When you use more than two cards to make 10, you get to keep all those cards. It can help you win the game!

While playing you can ask some of the following questions:

- What number are you hoping to get? Why?*
- Can you see a way to combine your card with two others in our collection to make 10?*

## Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below. How did it change your strategy for winning the game?

- Use a greater target number. Try targets of 12, 15, or 20. In this game variation, players who turn over a 10 card from the top of the stack do not automatically get to keep it.
- Place the 1–5 cards facedown in one stack and the 6–10 facedown cards in a separate stack. For each player's turn, they can choose which stack to pick a card from.
- Change the cards you're using. For example, take out all the 4s.
- Try playing with 3 or 4 players.

Jump to: [How to Play](#) | [Tips for Families](#) | [Change It Up](#)





1	1	2
2	3	3
4	4	5
5	6	6



7	7	8
8	9	9
10	10	

## 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.

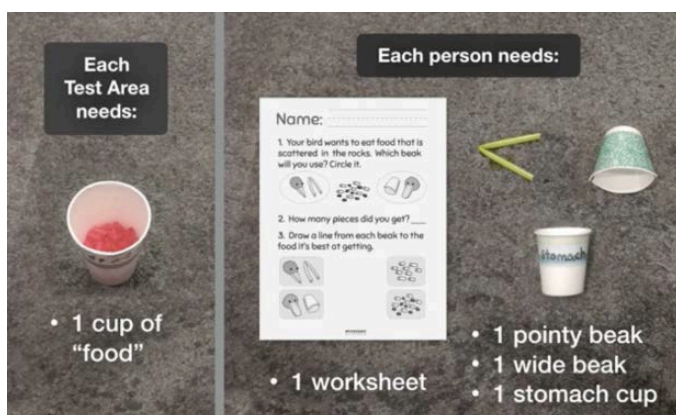
## Prepare “Bird Food” and “Rocks”

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

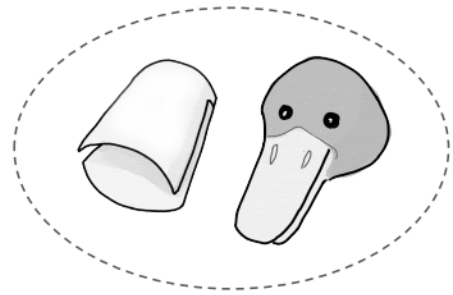
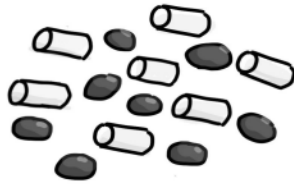
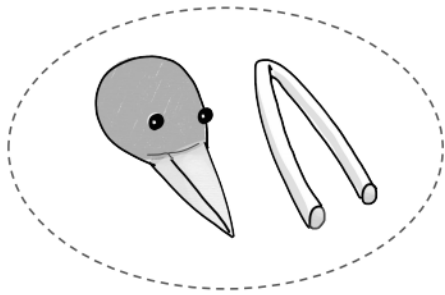
At the start of the activity, each student needs a worksheet, “pointy beak,” “duck beak,” and “stomach cup.” Each group also needs a cup of “bird food.”



Each group will need a cup of “rocks” later in the activity. You may want to organize or separate supplies for easier classroom distribution.

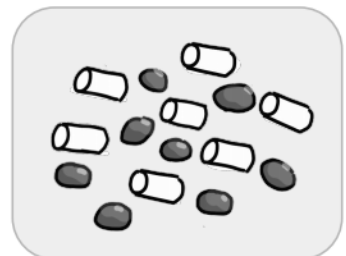
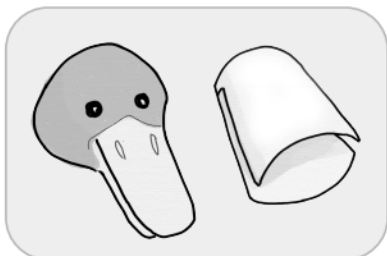
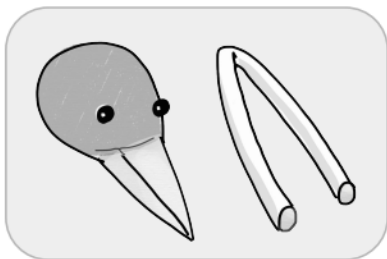
Name: \_\_\_\_\_

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.



## Interviews & Learning 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, oral history/historians

*~Modified & Added to by CSD for use at home~*

### Interviews help us learn about the past



Historians use artifacts and documents to learn about the past. Oral history is another way. Oral means using your voice. **Oral history** is when someone asks a person questions about their life or an event. **Oral historians** are the

people who ask questions and use the answers and figure out about the past. They are able to learn about an event from different points of view.

### ACTIVITY 1:

Think about something you want to learn about. Maybe it is, what was school like in the past or what did you do for fun when you were a kid?

Topic/Question: \_\_\_\_\_

Ask someone older than you. Maybe a family member, like a grandparent.

Person's name: \_\_\_\_\_

## ACTIVITY 2:

Pick 3 questions you can ask about your topic. Write each question in the "Question" blank below. Interview the person, and after you ask your question, put the answer in the space below the question.

Question 1:

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Answer:

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Question 2:

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Answer:

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Question 3:

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Answer:

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Thank the person you interviewed!

**ACTIVITY 3:**

What did you learn about the person you interviewed?

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## Making Conclusions

Standard Benchmark	History 3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	K-3
Vocabulary	Historian, oral history/historians, conclusion

*~Modified and Added to by CSD for use at home~*

### ACTIVITY 4:



Congratulations on becoming an oral historian. You asked questions and were given answers about a topic. You learned about the past from someone's point of view. The next step is to make a conclusion about what you learned. When you make a **conclusion** you are figuring something out.

You need to think about what makes the most sense. You may have questions about some of the answers. You may wonder, why did people do certain things? Historians also look for how things changed and what stayed the same.

Let's practice making a conclusion!

Charlie threw a tennis ball across the yard and said. "Fetch, Pebbles!"

That probably means:

	Charlie is playing with his dog.
	Charlie is playing soccer with his friend Carlos.

On a sunny day, Charlie was playing outside and came back inside to change his wet shoes.

What probably happened?

	It started to rain.
	Charlie fell into a pond behind his house.



If you picked the second answer for both scenarios, you are correct and now you are ready to make your own conclusions!

### **ACTIVITY 5:**

Now you are going to make a conclusion about your interview. Based on the answers to all the questions, what overall thought can you say about the information the person you interviewed gave you.?

That thought is your conclusion. Write a conclusion you can make from your interview.

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Write 1-2 questions you still have from your interview.

I wonder, \_\_\_\_\_

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I wonder, \_\_\_\_\_

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