Christina School District Assignment Board

Grade Level: 1st

Week 3: of April 20, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Maria Recycles.* Sometimes one story event causes another event to happen. Write to tell about a cause and effect relationship from the text.	Read *Maria Recycles* again to increase fluency. Answer questions 1-4.	Read *Maria Recycles* again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	A verb tells what the subject of a sentence is doing or how they are feeling. Circle the verbs you find on the first page of *Maria Recycles*.
Math	**Comparing Heights:** Remember last week when you measured your height? And then your family's heights? Well how do they compare to an **Emperor Penguin's** height? An **Emperor Penguin** grows to the height of 45 inches. Are you taller or shorter than an **Emperor Penguin**? Can you find something where you are that is 45 inches tall? Can you find something taller? Shorter?	**Comparing Heights Part 2:** Remember last week when you measured your height? And then your family's heights? Well how do they compare to a **Little Blue Penguin's** height? A **Little Blue Penguin** grows to the height of only 16 inches! Are you taller or shorter than a **Little Blue Penguin**? Can you find something where you are that is 16 inches tall? Can you find something taller? Shorter?	**Penguins & Fact Practice** *Please see attached sheet. Do what problems you can. You may use counters like cereal or pebbles. You can do both pages or you can split the work up.*	**Counting by Twos** Can you count by 2s? Attached you will find penguins in pairs. Use this resource to practice counting by 2s. Can you do it backward? What do you notice as you count by 2? What do you wonder as you count by 2s? What happens after 30? How many eyes does each pair have? How many total on the sheets? What about wings or feet? What about beaks? Draw or write what you notice.	**Think Ten** *Please see attached sheeted Think Ten. Practice your facts to 10! How many equations can you come up with?*
Science	**How Can You Send a**	**How Can You Send a Message**	**How Can You Send a Message to**	**Traffic Lights:**	**Making Streets Safer:**

Christina School District Assignment Board

	Message to Someone Far Away (part 1): Think: What's the farthest away you ever talked to someone on a phone or video chat? What if you lived long before phones, computers, or even mail was around. How could you communicate with people far away? Could you use light? How? Write down your best answers and draw a picture of what you might do. Use a flashlight to work out a code for "yes" and "no" with someone in your family. Practice answering yes/no questions using only the flashlight.	**to Someone Far Away (part 2):** Draw a large stoplight on a piece of paper.. Red at the top, yellow in the middle, and green at the bottom. Color and label what each light signal means. Get up and Move: Pretend you're driving a car. Put your hands on the steering wheel. Make sounds to start your engine. Have someone shine a flashlight through the different colors on your stoplight. For each color, act out what your "car" should do.	**Someone Far Away (part 3):** Create your own "secret code". Find a partner. Each person will need "Color Codes" paper and 3 different color crayons (you will both use the same color). Fill in each circle on your paper with a different color. Colors and order do not matter. Decide with your partner what each color means and write it on the paper next to the correct color, e.g., "jump", or "stand on 1 leg" (colors and instructions should match on both papers even if colors are in a different order). One person is "Sender" and one is "Watcher". Turn off lights and cover windows. Go to opposite sides of a room. The sender shines the flashlight through different colors and the watcher does the action. Then switch roles, 3x each. Think and write your answers: Could you send messages to each other using only light? How could you send more than 3 messages using just 3 colors? What ideas do you have? (If there's time, try out your ideas.)	Read "Traffic Lights". Try to read as much as you can on your own. Write down your best answers to the following: a) What do traffic lights help people do? b) Who should you always cross the street with? c) What color on the traffic light means go? d) How can you make sure that all cars stop? e) What should you do if you see a red traffic light? f) What did you learn from "Traffic Lights"? g) Draw a picture of yourself crossing the street safely at a traffic light.	Read "Making Streets Safer". Try to read as much as you can on your own. Write down your best answers to the following: a) Why were streets unsafe long ago? b) What problem did Garrett Morgan try to solve with his traffic signal? c) How did Garrett Morgan's traffic signal help people at a street corner? d) What words were on the arms of Garrett Morgan's traffic signal? e) What did you learn from "Making Streets Safer"? f) Explain how Morgan's traffic signal from the past and traffic lights today keep people safe. g) Draw a picture of Garrett Morgan's traffic signal.
Social Studies	Complete Activity 1 from the document titled, "Maps and Globes"	Complete Activity 2 from the document titled, "Maps and Globes"	Complete Activity 3 from the document titled, "Maps and Globes"	Complete Activity 4 from the document titled, "Maps and Globes"	Complete Activity 5 from the document title, "Maps and Globes"

Maria Recycles

by ReadWorks

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."

Name: _____ **Date:** _____

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.

Focus 23 Word Study Warm Up (1 minute)

The vowel sound /oo/ heard in the middle of the word book is spelled with the letters *oo*.

look	book	good
brook	took	foot
shook	wood	hood

High Frequency Words (1 minute)

again	along	began
boy	father	house
nothing	together	

Fluency sentences (1-2 minutes)

1. Look at that house along the water.
2. I read my favorite book again.
3. The pie was good to eat.
4. The brook was full of water.
5. The boy and his father took a walk.
6. My foot began to hurt after I ran.
7. I shook my bag and nothing came out.
8. We used wood to make a fire together.
9. My coat has a hood for my head.

NAME _____ | DATE _____

Penguins & Fact Practice page 1 of 2

1 Add.

5	4	3	2	10	5	7
+5	+5	+7	+3	+0	+3	+2
8	5	9	6	4	2	4
+2	+2	+1	+3	+6	+6	+3

3 + 4 + 2 = _____ 2 + 3 + 5 = _____ 1 + 2 + 3 + 4 = _____

2 Subtract.

9	10	8	10	9	10	9
−5	−0	−4	−1	−3	−5	−4
10	7	10	10	10	10	9
−2	−3	−8	−7	−3	−10	−7

10 − 4 = _____ 10 − 6 = _____ 10 − 9 = _____ 9 − 6 = _____

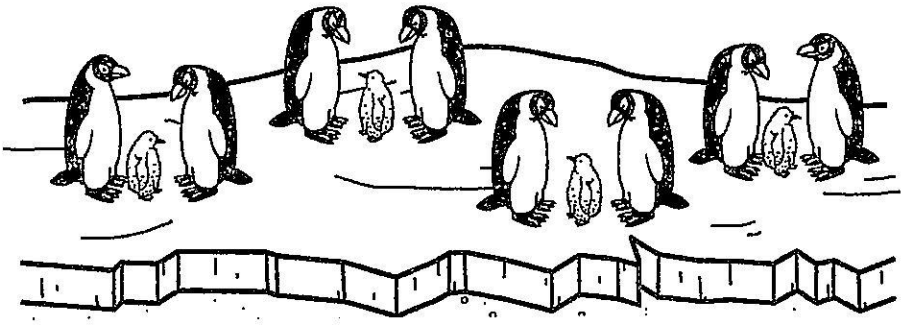
3 There were 5 penguins behind the hill, 4 penguins on the ice, and 10 penguins in the water. How many penguins in all?

There were _____ penguins in all.

(continued on next page)

NAME | DATE

Penguins & Fact Practice page 2 of 2



See how many penguins are standing on the ice?
Half as many are swimming in the water.
How many are swimming? How many penguins in all?

4 Show how you solve the problem with pictures, numbers, and words.

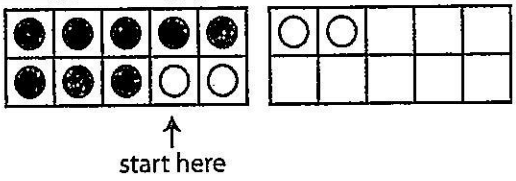
There are _____ penguins swimming.

There are _____ penguins in all.

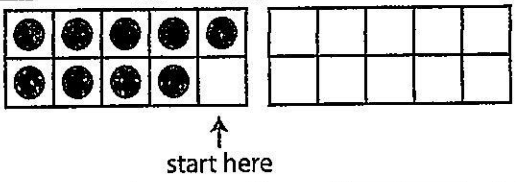
NAME _____ | DATE _____

Think Ten

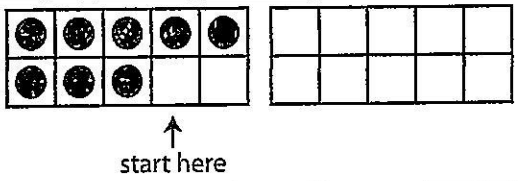
1 Draw the dots to show the second addend. Start drawing your dots at the arrow to turn the combination into an Add Ten fact. Then solve it.

ex 

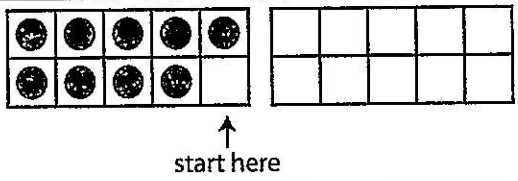
8 + 4 is the same as 10 + 2 = 12

a 

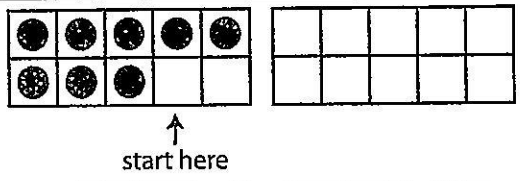
9 + 6 is the same as 10 + ____ = ____

b 

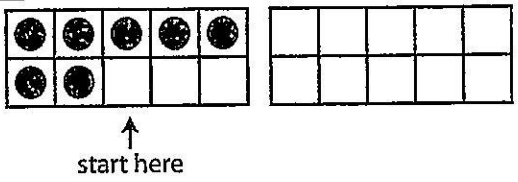
8 + 5 is the same as 10 + ____ = ____

c 

9 + 3 is the same as 10 + ____ = ____

d 

8 + 6 is the same as 10 + ____ = ____

e 

7 + 6 is the same as 10 + ____ = ____

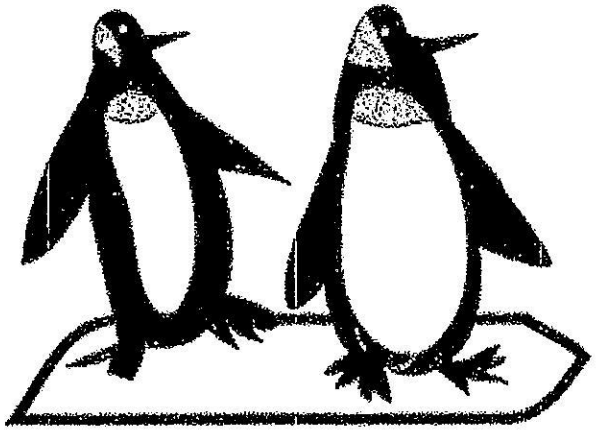
2 **CHALLENGE** Change each of the combinations below into an Add Ten fact, and then solve it.

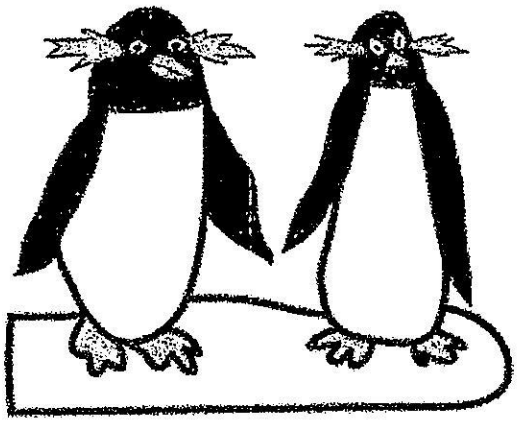
a 9 + 4 is the same as 10 + ____ = ____

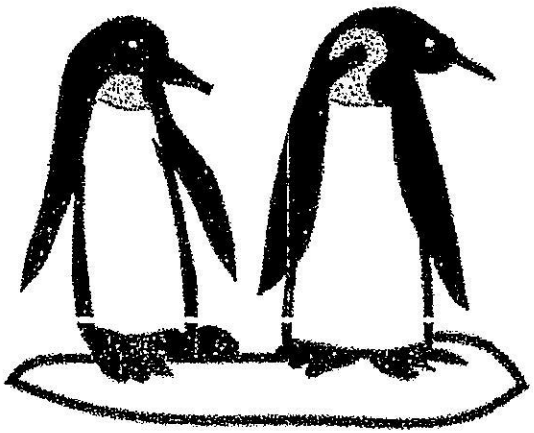
b 9 + 7 is the same as 10 + ____ = ____

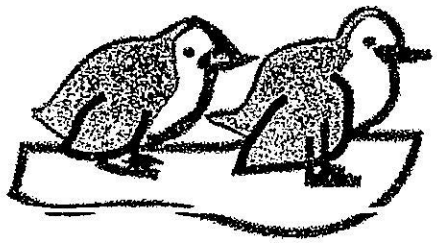
c 8 + 3 is the same as 10 + ____ = ____

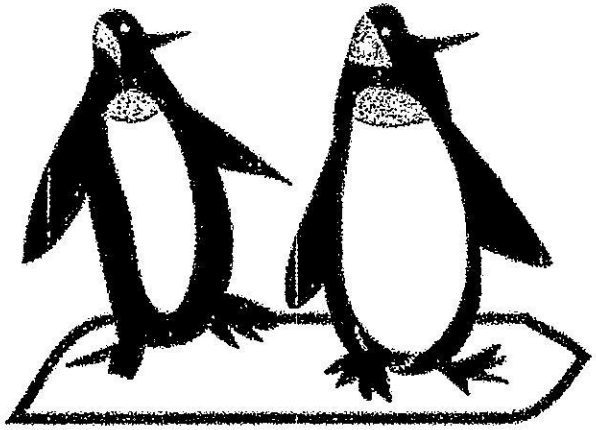
d 7 + 6 is the same as 10 + ____ = ____

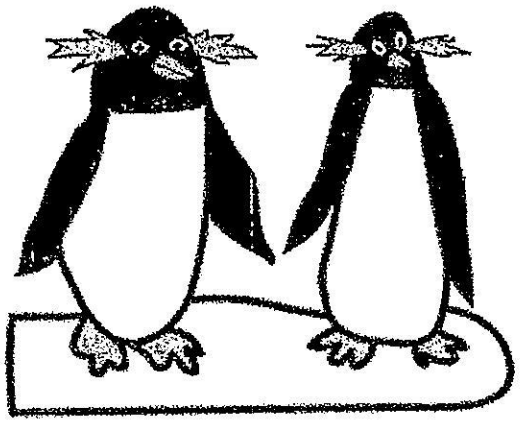


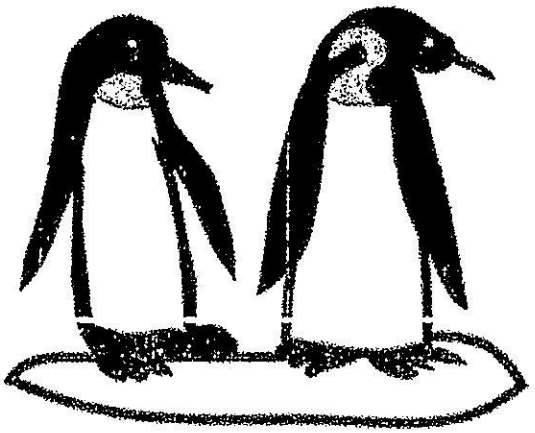


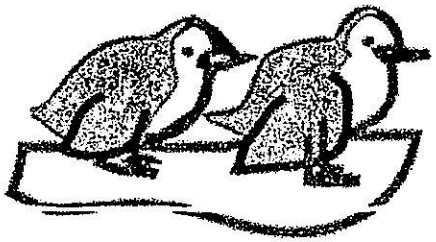


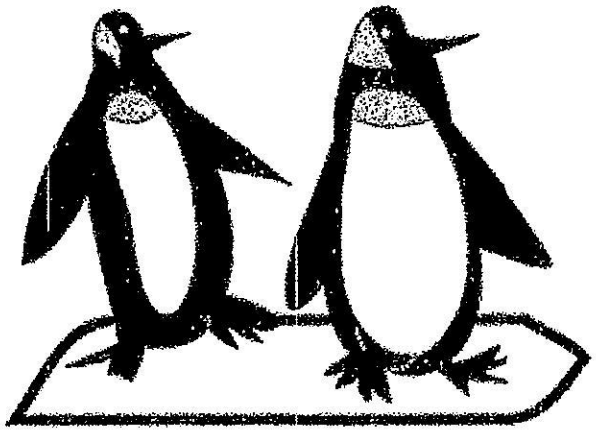


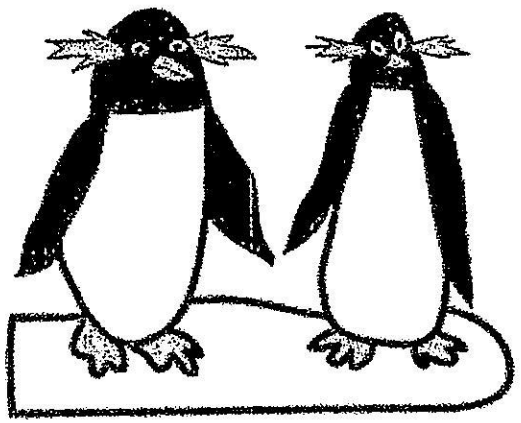


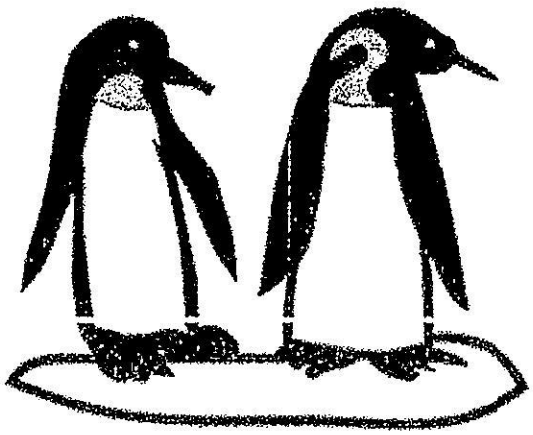


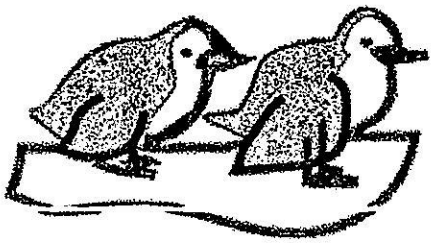






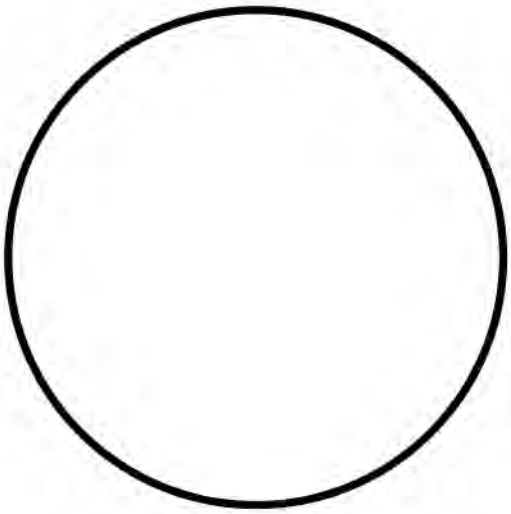




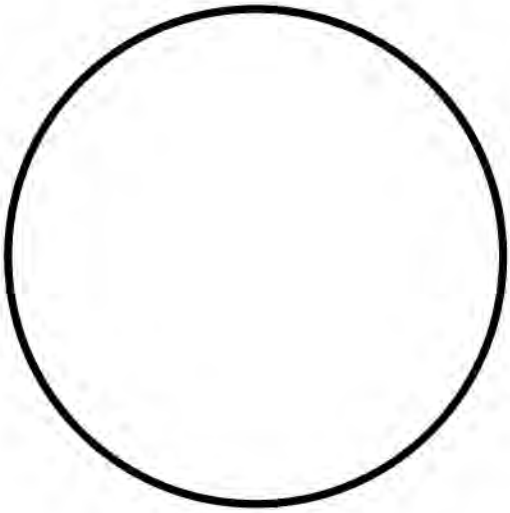


Name

Color Codes



What does this color mean?



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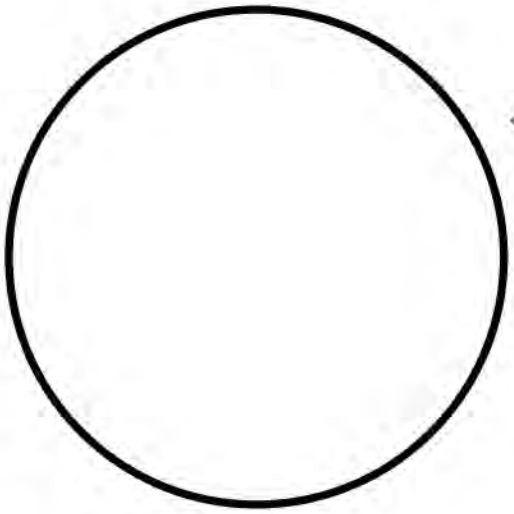

What does this color mean?

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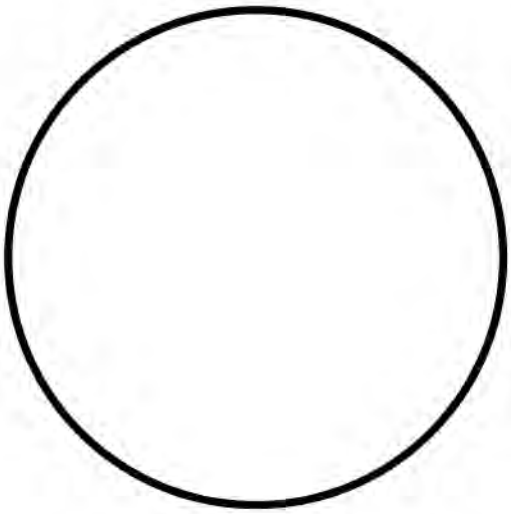
Color Codes



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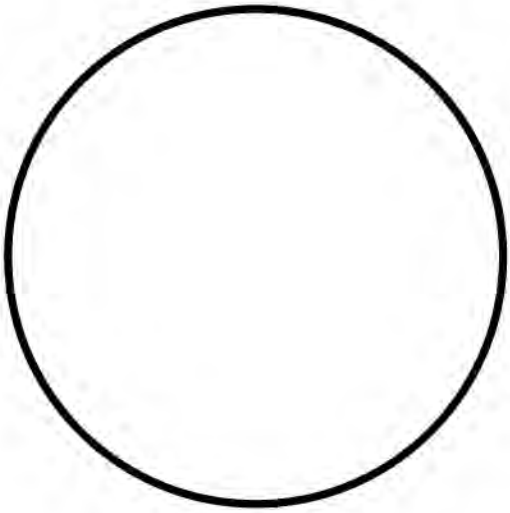

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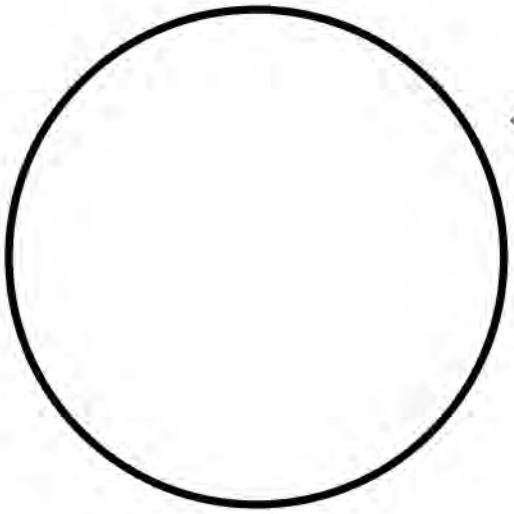

What does this color mean?

Traffic Lights

A traffic light helps people cross the street safely. Here are rules to follow when crossing a street.

Always cross with a grown-up. Wait for the light to turn green. Green means go. Look both ways to make sure cars stop. Walk across the street.

Remember this poem:

Watch a traffic light to know.

Red means stop, and green means go.

When cars stop, the street is clear.

You can cross, and have no fear.

Making Streets Safer

Photo Credit: Library of Congress

Long ago, streets did not have traffic lights. Some people rode in horse-drawn wagons. Some rode bicycles, and some drove cars. When people came to a corner, they were not sure who should stop.

One day, Garrett Morgan saw a terrible accident. He wanted to prevent accidents in the future.

Morgan built a pole with arms. The arms had words on them. The words were *Stop*, *Go*, and *All Stop*. When one direction had a stop sign, the other direction had a go sign. When *All Stop* went up, everyone had to stop. That made driving safer.

Morgan's traffic signal was used in many places. Today, traffic lights keep people safe. Now people watch for the red, yellow, or green light!

Maps and Globes

Standard Benchmark	Geography 1a: Students will understand the nature and uses of maps, globes, and other geo-graphics.
Grade Band	K-1
Vocabulary	Map, globe

Introductory Video: (if cell phone is available)
https://www.youtube.com/watch?v=x7k7CeWDtWs

Activity 1:

This is a picture of a **globe**. A globe is a model of the Earth. A globe shows us where there is land and where there is water. It also shows us sizes of land areas and bodies of water. Usually the water is colored blue and the land is colored green. You can tell which is the land because it has a shape. The water surrounds the land.

Describe what a globe looks like.

- What shape is a globe?
- Is it flat or is it round?
- What other things describe a globe?

Activity 2:

On the picture of a globe below, color the land green and water blue.

Activity 3: Intro Video: (If cell phone is available)

https://www.youtube.com/watch?v=_pOKoIAnybg

Maps are small pictures of places on the Earth. Although the Earth is round, a map is usually drawn on a flat surface. Like a treasure map, a map can tell you where things are located. A map colors the water blue and the land green. You can tell which is the land because it has a shape. The water surrounds the land.

Describe a map.

- What shape is a map?
- Is it flat or is it round?
- What other things describe a map?

Activity 4:

On the picture of a map below, color the land green and water blue.

Activity 5:

Extend your thinking:

- What is the difference between a map and a globe?
- What is a similarity between a map and a globe?
- Which would you use to go to the store?
- Which do you think best and why?