**STUDENT FIRST & LAST NAME:**_____

**SCHOOL:**_____ **GRADE:**_____ **ID# / LUNCH#**_____

# Christina School District Assignment Board

**Grade Level: 1**

**Week 6 (5.11.20)**

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **ELA** | Read *Look at Leaves!* Write to tell how the seasons are different. | Read *Look at Leaves* again to increase fluency. Answer questions 1-3. | Read *Look at Leaves* again to increase fluency. Answer questions 4-6. | Read the Word Study sheet. Use the words to write your own sentences. | A compound sentence has two simple sentences that are joined by a conjunction (for, and, but, or, so). Rewrite the second and third sentences in *Look at Leaves* to make it one compound sentence. |
| **Math** | **Missing Numbers Grid 2**<br>*Please complete the attached activity titled Missing Numbers Grid 2.*<br>1. Can you count backwards from 36? Without looking?<br>2. What number comes after 49?<br>3. What number comes before 71?<br>Try not to use the grid! | **Play Target to 20!**<br>Play 3 rounds of Target to 20 with a family member!<br>What strategies are you using to help you play? | **Play Target to 20!**<br>Play 3 rounds of Target to 20 with a family member!<br>What strategies are you using to help you play? | **Solving Problems**<br>*Please do page 1 of the Solving Problems Activity* | **Solving Problems**<br>*Please do page 2 of the Solving Problems Activity* |
| **Science** | **Mother and Father Ducks:**<br>Here is a picture of a mother and father duck. | **Baby Ducks:**<br>Baby ducks follow their mother all around, walking in a line.They eat food in the grass, | **Along Comes a Cat…:**<br>If a cat comes nearby, the mother duck will puff up her feathers and the baby ducks will crowd | **Animal Mothers:**<br>Draw a picture of one way animal mothers help their young. Complete this sentence with your | **How Do Ducks Stay Dry?:**<br>Have you ever wondered how ducks stay warm while |

**STUDENT FIRST & LAST NAME:**_____

**SCHOOL:**_____ **GRADE:**_____ **ID# / LUNCH#**_____

# Christina School District Assignment Board

| | | | | | |
|---|---|---|---|---|---|
| |  The mother is all brown, and the father has a bright green head and neck.Think and write your best answers Why is the mother duck brown, and not brightly colored like the father duck?  Here is a picture of the mother on her nest. Now why do you think she is all brown? Draw a picture of a mother duck on her nest and a father duck nearby. Don't forget to color as best you can! | just like their mother. They go for a swim, just like mom. They flap their wings, just like mom. **Get Up and Move:** Pretend you're a duckling. Have a family member be the "mom". They alternate between eating food, swimming, walking in a line, and flapping wings. You copy their actions. Think and write: Why do ducklings do what their mother does? What is your best answer? Also draw a picture of baby ducklings doing something their mother is doing. | around and underneath her. She will also quack a lot. Think and write: What do you think the mother duck is doing? Why? Draw a picture of what a mother duck and baby ducklings do when a cat is near. Write 2-3 sentences describing your picture. | drawing: Animal mothers help their young by _____. | swimming in cold water? They produce an oil that makes their feathers waxy and water-repellant. Do the following investigation to see how a duck's waxy feathers helps keep it dry. Color in the duck printable with crayons. Fill a spray bottle with water. Add a few drops of food coloring to the spray bottle and shake to mix. Spray the duck and see what happens. Watch how the crayon wax keeps the duck dry. |
| **Social Studies** | Complete Activity 1 from the document titled, "Long Ago and Today" | Complete Activity 2, Questions 1 & 2 from the document titled, "Long Ago and Today" | Complete Activity 2, Questions 3 & 4 from the document titled, "Long Ago and Today" | Complete Activity 2, Question 5 from the document titled, "Long Ago and Today" | Complete Activity 2, Question 6 from the document titled, "Long Ago and Today" |

# Look at Leaves!

## This Tree Changes Each Season

In some places, the leaves of a tree might change with each season.

## Fall

photos.com

The leaves of these trees change color. They start to fall off.

## Winter

photos.com

The trees have no leaves, unless they are evergreens.

## Spring

photos.com

The trees grow new buds and leaves.

# Summer

photos.com

The trees have green leaves.

**Name:** _____ **Date:** _____

**1.** Describe what happens to tree leaves during the fall season?

**2.** How are evergreen trees different from most trees?

**3.** When do trees grow new buds and leaves?

**4.** What is this passage mostly about?

**5.** The question below is an incomplete sentence. Choose the word that best completes the sentence.

Most trees lose their leaves in the fall, _____ evergreens are the exception.

A. because

B. but

C. so

**6.** Unless it's a mild winter, what type of clothing do you need in the winter?

## Word Study Warm Up (1 minute)

The endings *–ed* and *–ing* can be added to a base word to form a new word. The spelling pattern of the base word can affect the spelling of the new word.

| | | |
|---|---|---|
| mix | mixed | hop |
| hopped | hope | hoping |
| run | running | used |

## High Frequency Words (1 minute)

| | | |
|---|---|---|
| above | bear | even |
| pushed | studied | surprised |
| teacher | toward | |

## Fluency sentences (1-2 minutes)

1. Can you reach the mix above the sink?
2. I mixed the fruit together.
3. I was surprised-the bear could hop.
4. The bunny hopped toward the yard.
5. I hope you studied for the test!
6. Everyone's hoping for snow, even me.
7. How fast can you run?
8. He was pushed when he was running.
9. The teacher used paint for a poster.

Base words with –ed, -ing

NAME | DATE

# Missing Numbers Grid 2

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | | 8 | 9 | 10 |
| | 12 | 13 | 14 | 15 | | 17 | 18 | 19 | |
| 21 | 22 | 23 | 24 | | 26 | 27 | | 29 | 30 |
| 31 | | | 34 | 35 | | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | | 45 | 46 | | 48 | 49 | |
| | 52 | 53 | 54 | | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | | | 65 | 66 | 67 | | 69 | 70 |
| 71 | | 73 | 74 | 75 | 76 | | 78 | 79 | |
| 81 | 82 | 83 | 84 | | 86 | 87 | | 89 | 90 |
| 91 | 92 | | 94 | 95 | 96 | | 98 | | 100 |
| | 102 | 103 | | 105 | | 107 | 108 | 109 | 110 |
| 111 | 112 | | 114 | 115 | 116 | 117 | | 119 | 120 |

NAME _____ | DATE _____

# Solving Problems page 1 of 2

**1** Add.

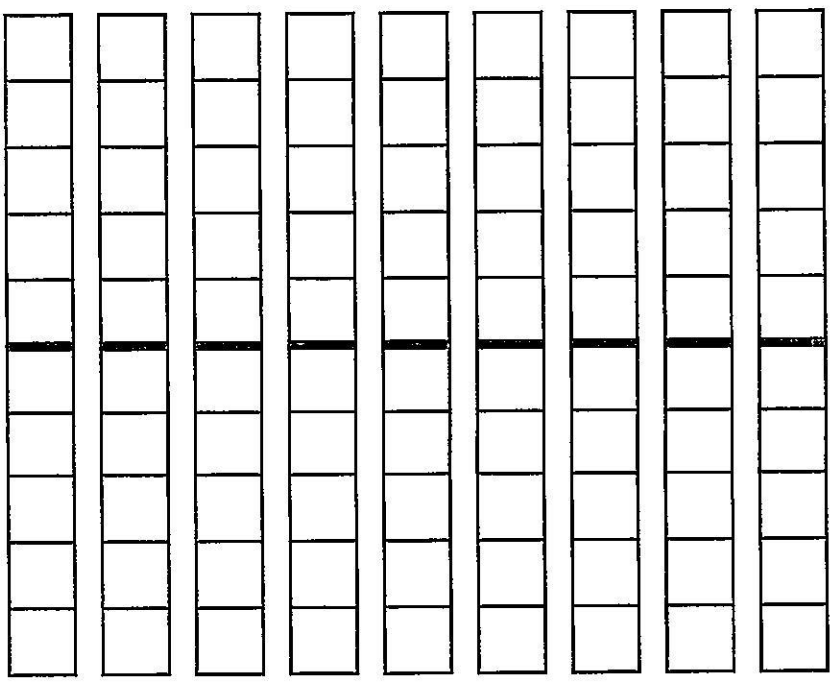
10 + 5 = _____ 10 + 9 = _____ 10 + 2 = _____ 10 + 10 = _____

20 + 4 = _____ 50 + 1 = _____ 30 + 7 = _____ 70 + 3 = _____

**2** Add.

| | | | | | | |
|---|---|---|---|---|---|---|
| 30 | 40 | 20 | 30 | 60 | 30 | 70 |
| + 10 | + 10 | + 20 | + 20 | + 10 | + 30 | + 20 |

**3** Color the ten-stacks to find out how much is left. Fill in the numbers on the number strip.



| | | |
|---|---|---|
| | 90 | |
| − | 40 | |
| | | |
| − | 20 | |
| | | |
| − | 30 | |
| | | |

**4** Subtract.

2 – 1 = _____ 20 – 10 = _____ 4 – 2 = _____ 40 – 20 = _____

6 – 3 = _____ 60 – 30 = _____ 8 – 4 = _____ 80 – 40 = _____

10 – 5 = _____ 100 – 50 = _____ 12 – 6 = _____ 120 – 60 = _____

*(continued on next page)*

NAME | DATE

## Solving Problems page 2 of 2

**5** Sasha has 47 Popsicle sticks (4 bundles of 10 and 7 sticks), and Jose has 62 (6 bundles of 10 and 2 sticks).

**a** Sketch Sasha's sticks in the first box and Jose's in the second box. (Hint: Use a rectangle for each bundle and a line for each stick.)

| Sasha's Sticks | Jose's Sticks |
|---|---|
| | |

**b** Write the numbers on the lines and put a >, <, or = sign between them.

_____ ◯ _____

**c** **CHALLENGE** How many sticks do Sasha and Jose have in all? _____
Show how you know with sketches, numbers, or words.

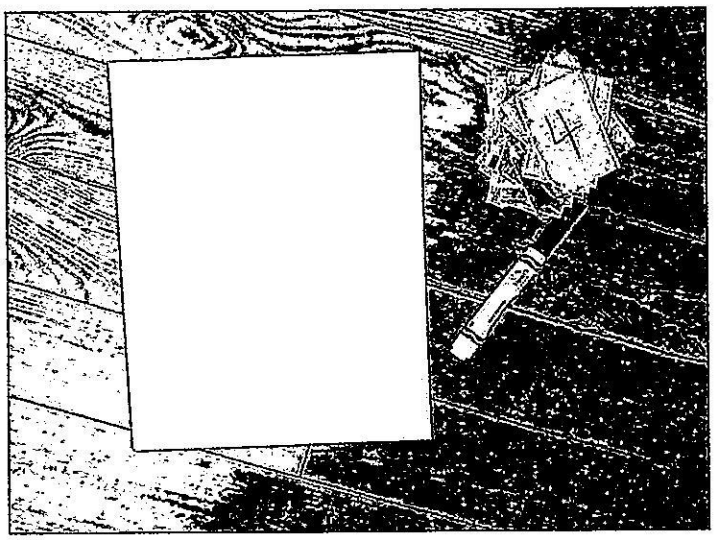
# Target 20

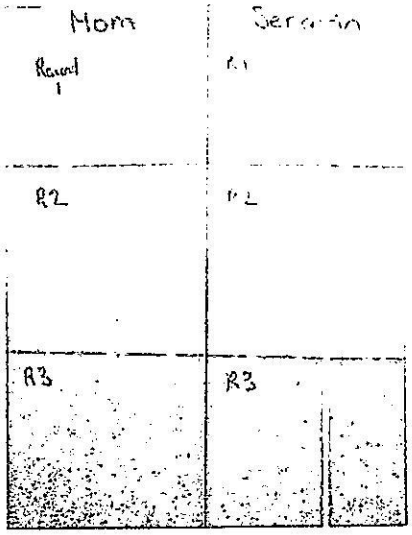
## Object of the Game

For each round, players choose 3 cards that will have a sum (a total when added) as close to 20 as possible. The score for each round is the difference between a player's sum and 20. The lowest total score after 3 rounds wins the game.

## Materials

- A deck of cards containing 4 each of the numbers 1–10.
  *Download a set of* **printable cards** *or make your own cards. You can use paper, a grocery bag, or a cereal or other food box to make some cards.*
- Record Sheet (You can download a **Target 20 Record Sheet** make your own on scratch paper like shown)
- Pencil, pen, marker or crayon for writing your equations.






## Skills

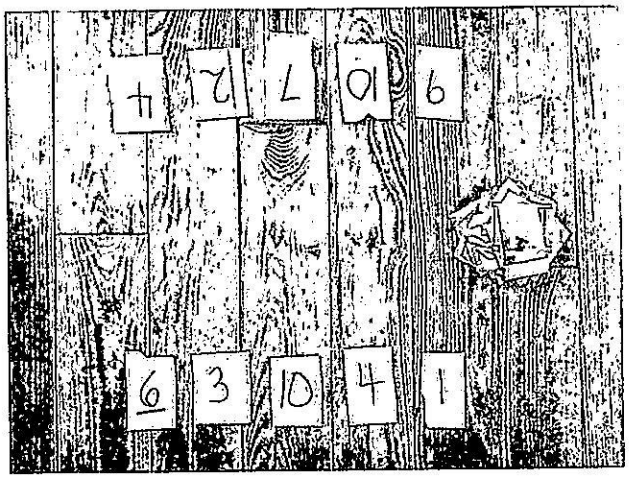
This game helps us practice:

- addition facts within 20
- adding 3 numbers

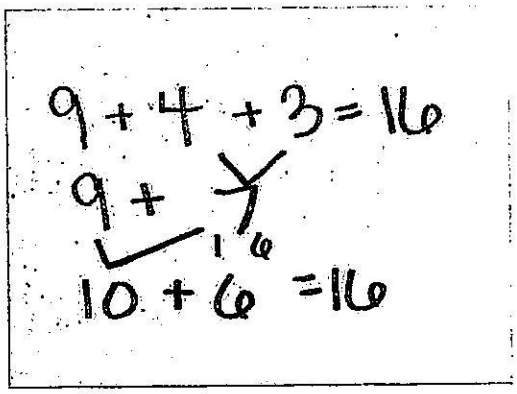
Jump to: How to Play | Tips for Players and Families | Change It Up

## How to Play

- Get ready to play the game:
  - Shuffle the deck of cards, and then stack them face-down between you.
  - Take turns drawing 5 cards from the top of the pile until each player has 5 cards.
  - Lay the cards face up as shown. It's okay to show your cards.

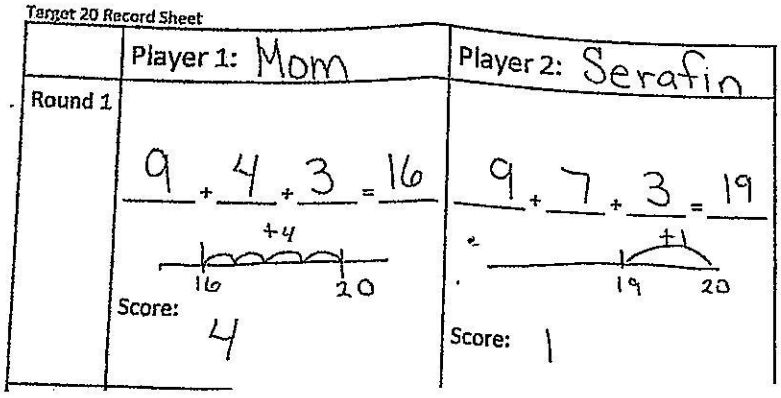



- Each player chooses 3 of their cards to add together to get a total as close to 20 as possible.
  - Totals can be under (like 18) or over (like 21).
- Players record their numbers and add them together to show the results of their turn.
  - You may use scratch paper to help you add, or you might like working with small objects such as buttons, cereal, or even toys.



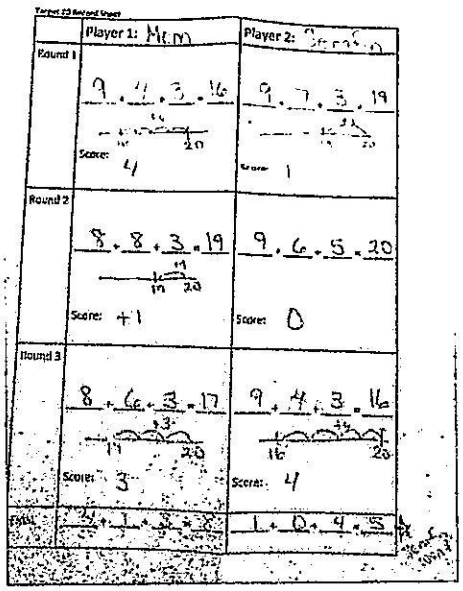

Jump to: How to Play | Tips for Players and Families | Change It Up

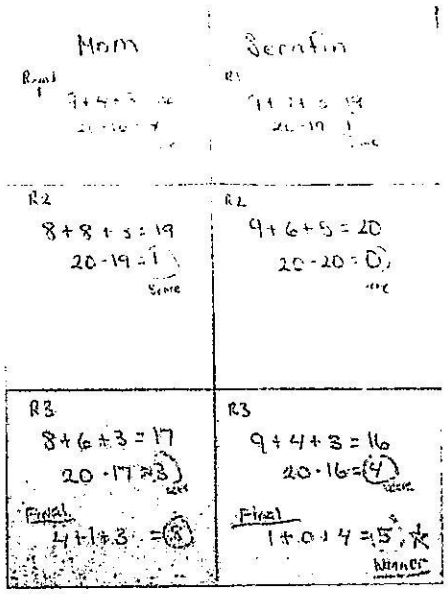
- The difference between a player's total and 20 is their score for the first round.




*Mom got a total of 16. Her score for this round is 4 because the difference between 16 and 20 is 4. After the first round, Serafin is ahead. Serafin got closer to 20 than Mom did.*

- At the end of the round, put the cards you used in a separate stack, and then take turns drawing 3 new cards from the deck so you have 5 cards again.
- Play 2 more rounds of the game.
- After the third round, players add up their scores to determine the winner. The lowest score wins the game.




*It was a close game. Serafin won because 5 is 2 points lower than Mom's score of 7.*

Jump to: How to Play | Tips for Players and Families | Change It Up

## Tips for Families

Before you play:

- Talk about numbers that add up to 20. What are some pairs of numbers that have a sum of 20? (10 + 10; 15 + 5; 12 + 8). Now, think about how you could break one of the numbers in 2 numbers. For example, if 10 + 10 = 20, you could break 10 into 7 and 3. Now you have 3 numbers (7 + 3 + 10 = 20). That's 1 kind of strategy you might use when playing this game.

While playing you can ask some of the following questions:

- *Which numbers are you hoping to draw? Why?*
- *Is there another combination to try? Did it get you any closer to 20? Remember, it doesn't matter if you go over 20.*
- *If you add our scores for the first 3 rounds, who's ahead? By how much? Oh, so you have 7 points, and I have 10, so you're ahead by 3 because low score wins? Do you think I can still win? Why or why not?*
- *Are there 3 numbers in our deck of cards you could get that would add up to exactly 20? Can you think of a different combination of 3 cards that would add up to 20? How many different combinations of 3 cards do you think there are that total exactly 20? Shall we see if we can find out?*

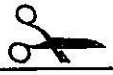
## Change It Up

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?

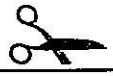
- Use the wild cards to play the game. A wild card can be any number (1 to 10) a player wants it to be. If players use a wild card, they put a star above the numeral made from the wild card in the equation on their record sheet.
- Play cooperatively, drawing one hand of cards and working together to get the lowest score.
- Choose a different target number, such as 15 or 18.
- Try playing with 3 or 4 players.

Jump to: How to Play | Tips for Players and Families | Change It Up

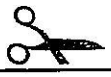
| | | |
|---|---|---|
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |
| 1 | 2 | 3 |



| | | |
|---|---|---|
| 4 | 5 | 6 |
| 4 | 5 | 6 |
| 4 | 5 | 6 |
| 4 | 5 | 6 |



| | | |
|---|---|---|
| 7 | 8 | 9 |
| 7 | 8 | 9 |
| 7 | 8 | 9 |
| 7 | 8 | 9 |



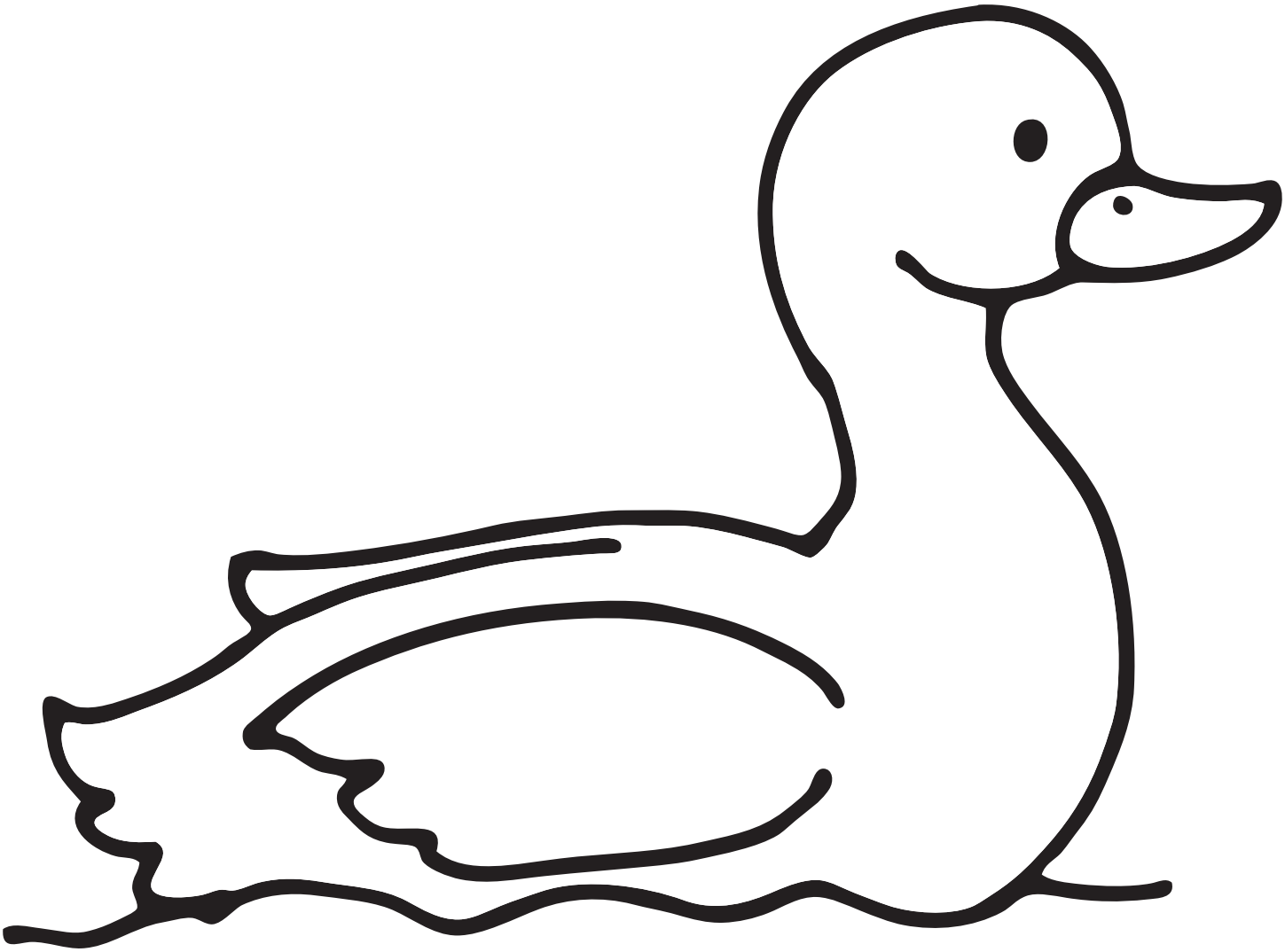
| | | |
|---|---|---|
| 10 | | |
| 10 | | |
| 10 | | |
| 10 | | |

# Target 20 Record Sheet

Name _____ Name _____

| | | |
|---|---|---|
| **Round 1** | | |
| | ____ + ____ + ____ = ____ | ____ + ____ + ____ = ____ |
| Score | | |
| **Round 2** | | |
| | ____ + ____ + ____ = ____ | ____ + ____ + ____ = ____ |
| Score | | |
| **Round 3** | | |
| | ____ + ____ + ____ = ____ | ____ + ____ + ____ = ____ |
| Score | | |
| **TOTAL SCORE** | ____ + ____ + ____ = ____ | ____ + ____ + ____ = ____ |

# Duck





Balanced Learning

# Long Ago and Today

| | |
|---|---|
| **Benchmark Standard** | **History 1a**: Students will use clocks, calendars, schedules, and written records to record or locate events in time. |
| **Grade** | 1 |
| **Vocabulary / Key Concepts** | Long ago; today |

*~This is a Winterthur Museum and Garden lesson, modified by CSD for use at home~*

**ACTIVITY 1:**

Draw a line between each object used long ago, and the object that does the same job today.


**ACTIVITY 2:**

Look at the objects below and answer the questions about long ago and today.

## Long Ago

Tinder Box

Kick toaster

Box Iron

Lantern

## Today

Iron


Matches

Flashlight

Toaster

1. What do you notice about the objects from long ago?

_____

_____

2. What are two ways they are different from objects today?

_____

_____

3. What is one material used to make objects today that was not used to make objects long ago?
   a. Plastic  b. metal  c. glass  d. wood

4. What do modern objects need to work that objects from long ago did not need?
   a. Fire  b. heat  c. electricity  d. water

5. What does this tell you about what happens to necessary objects (objects that people need to get by) over time (from long ago to today)?

   _____

   _____

6. Ask your parent, guardian, older sibling or another family member if they have an old photograph from when they were your age, or a "record" or a "dial phone" – or something else that is "older". Do your best to answer the following questions about the older object:
   a. What is it?
   b. What was it used for?
   c. How is it similar to same object that is used today?
   d. How is it different from the same object that is used today?