

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 1

Week 7 (5.18.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Authors may use special text and graphic features. Special text can be italics, titles, labels, or captions. Features can be photos, graphs, maps or drawings. Read <i>Text Messages</i> .	Read <i>Text Messages</i> again to increase fluency. Answer questions 1-4.	Read <i>Text Messages</i> again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	Conjunctions are words that join or link other words, phrases, and clauses within a sentence. Examples include for, and, nor, but, or, yet, so. Write 3 of your own sentences using a conjunction.
Math	Tens, Ones, & More Tens <i>Please complete the attached activity titled Tens, Ones, & More Tens.</i>	Solve the Following Problems Solve the following problems with drawings, numbers, counters, etc. Show your work. 1. $47 + 5 =$ 2. $52 + 20 =$ 3. $20 + 10 =$ 4. $30 - 10 =$ 5. $50 - 20 =$ 6. $55 - 10 =$	More Subtracting Tens <i>Please complete the attached activity titled More Subtracting Tens.</i>	Solve the Following Problems Solve the following problems with drawings, numbers, counters, etc. Show your work. 1. $10 + 10 =$ 2. $17 + 10 =$ 3. $10 + 24 =$ 4. $83 - 10 =$ 5. $95 - 10 =$ 6. $46 - 10 =$	Ten More or Less Picture Grid 1 <i>Please complete the attached activity titled Ten More or Less Picture Grid 1</i>
Science	What Do These Animals Have in Common?: Try to find the three animals hiding in their habitats. Write your best answer: What do the animals have in	Moth Hide and Seek: Use the Color a Moth template as a moth tracer. After cutting out the template moth, trace as many additional moths on blank paper and cut them out. Try to	Why are Polar Bears White? Some birds like to eat moths. They are predators, and the moth is their prey. Many animals that are prey animals are camouflaged	How Animals Stay Safe (part 1): As best you can, read the passage and/or have a family member help you. Write your best answers to the following: a) What does a turtle	How Animals Stay Safe (part 2): Reread the passage from yesterday to help with fluency. Write your best answers to the following: a) What does a puffer

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	<p>common? (Hint: you may want to use the word, "camouflage") Other animals that use camouflage to make them hard to find include the chameleon, octopus, rabbit and many moths. Some animals can change color, others are just born that way. Choose one animal that uses camouflage. Draw a picture of the animal in its habitat and write your best answer to the following: Why do you think so many animals are camouflaged? What would happen if they weren't?</p>	<p>make at least 10. Color the moths to look like different places around your home. "Hide" the moths in those places and have a family member try to find them. Or have a family member color and hide the moths and hide them so you can find them (Rule: the moths cannot be in something, they have to be on something, "in plain sight"). See how many you can find! Write your best answers to the following: How many moths did you find? Where were they? Which moths do you think a hungry bird would eat first? Why do you think that?</p>	<p>to look like where they live so they are harder to find by predators. But, some predators, like polar bears, are also camouflaged even though there are no animals where they live that would eat them. Write your best answer to the following: Why are polar bears white if they don't have any predators (other animals that might want to eat them)? Can you think of how this is helpful to them?</p>	<p>have that protects it from predators? b) This text describes how some animals protect themselves from predators. How do turtles stay safe? c) The text says that walking sticks look like sticks. That makes them hard to see. How might this help the walking sticks?</p>	<p>fish do to make itself look very big? b) What did you learn from "How Animals Stay Safe"? c) Draw a puffed up puffer fish and write how swallowing lots of water helps a puffer fish protect itself from enemies.</p>
Social Studies	Complete Activities 1 & 2 from the document titled, "Should Leaders Be Elected?"	Complete Activity 3 from the document titled, "Should Leaders Be Elected?"	Complete Activity 4 from the document titled, "Should Leaders Be Elected?"	Complete Activities 5 & 6 from the document titled, "Should Leaders Be Elected?"	Complete Activity 7 from the document titled, "Should Leaders Be Elected?"

Text Messages

by Rachelle Kreisman



Many people own cell phones. Sometimes, people use their phones to call another person. Other times, people use their phones to send text messages. Text messages are made up of typed words. The messages are sent from one cell phone to another.

Text messages are often short. Some people send text messages saying, "I am leaving now." People who receive that kind of text may reply, "Okay. See you soon."

The first text message was sent on December 3, 1992. The message said, "Merry Christmas."

Name: _____ Date: _____

1. What two ways to use a cell phone are mentioned in the text?

- A. You can use a cell phone to send an e-mail or text messages.
- B. You can use a cell phone to call another person or to send a text message.
- C. You can use a cell phone to tweet or call another person.

2. The text describes text messages. What are text messages made up of?

- A. Text messages are made up of numbers.
- B. Text messages are made up of spoken words.
- C. Text messages are made up of typed words.

3. Text messages are sent from one cell phone to another. What does this tell us about text messaging?

- A. You can only send a text message to someone who has a computer.
- B. You can use text messages to call people on their telephones.
- C. You can only send a text message to someone who has a cell phone.

4. What is "Text Messages" mainly about?

- A. cell phones
- B. text messages
- C. Christmas

5. What did the first text message say?

The first text message said,

6. What did you learn from "Text Messages"?

7. Class Discussion Question: The text gives examples of what people say in a text message. These example text messages include: "I am leaving now"; "Okay. See you soon"; and "Merry Christmas." What is the same about all of these text messages?

8. Draw a picture of a person typing a text message.

Word Study Warm Up (1 minute)

The endings *-er* and *-est* can be added to a base word to form a new word.

hard	harder	hardest
fast	faster	fastest
slow	slower	slowest

High Frequency Words (1 minute)

always	different	enough
happy	high	near
once	stories	

Fluency sentences (1-2 minutes)

1. I always try hard to read different stories.
2. I need to try harder to pass the test.
3. I tried my hardest in class.
4. She is a fast runner and jumps high.
5. Once, he ran faster than I did.
6. When we race, she is the fastest!
7. The bus was slow. I was not happy.
8. A bike is slower than a bus.
9. Walking is the slowest way to get home.

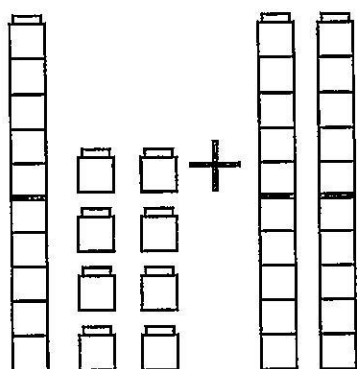
NAME _____

DATE _____

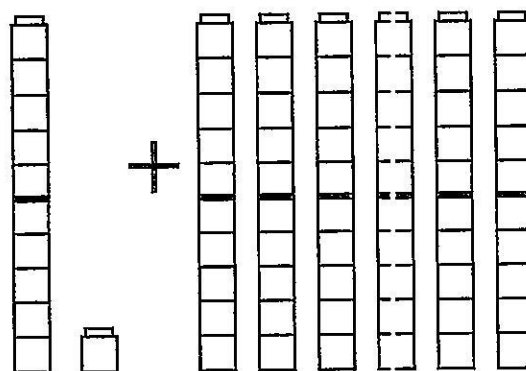


Tens, Ones & More Tens Version A

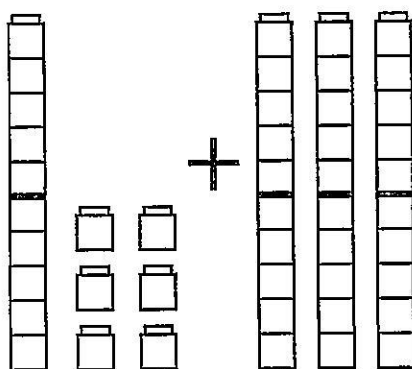
Write and solve an addition equation to match each picture.



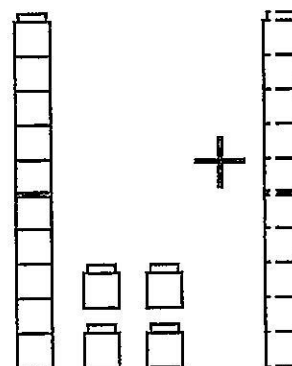
$$18 + 20 = \underline{\quad}$$



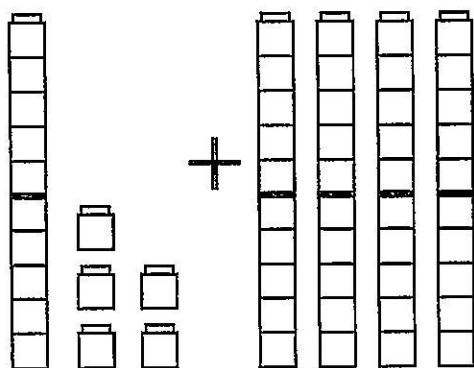
$$11 + \underline{\quad} = \underline{\quad}$$



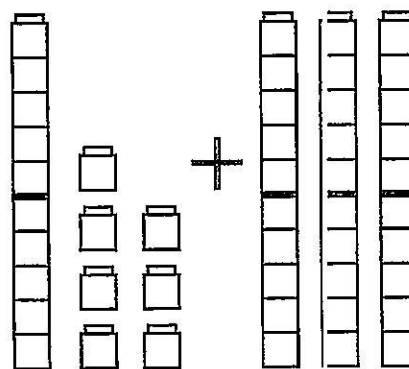
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



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



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



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

NAME _____

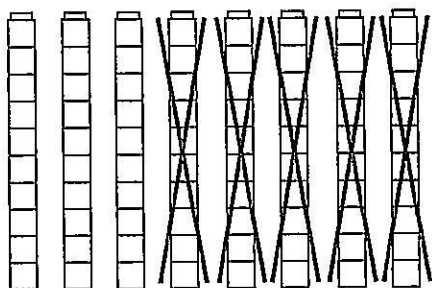
DATE _____



More Subtracting Tens Version A

- 1 Write two equations to match each picture. Write one equation about the stacks of 10, and another equation about the cubes.

ex

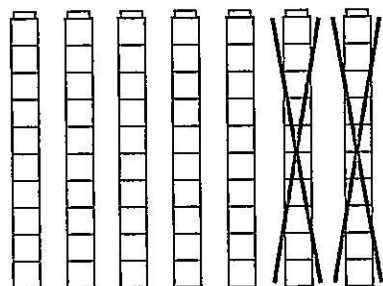


$$\begin{array}{|c|} \hline 8 \\ \hline \end{array} - \begin{array}{|c|} \hline 5 \\ \hline \end{array} = \begin{array}{|c|} \hline 3 \\ \hline \end{array}$$

tens tens tens

$$80 - 50 = 30$$

a

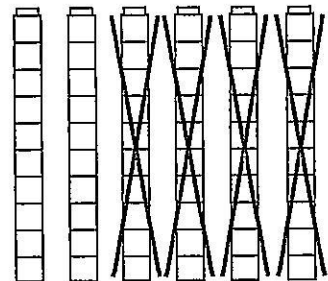


$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

tens tens tens

$$ - = $$

b

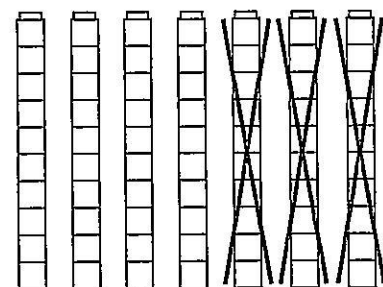


$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

tens tens tens

$$ - = $$

c



$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

tens tens tens

$$ - = $$

- 2 Subtract. Use your stacks of Unifix cubes to help if you want.

$30 - 10 = \underline{\quad\quad}$

$40 - 20 = \underline{\quad\quad}$

$50 - 30 = \underline{\quad\quad}$

$60 - 40 = \underline{\quad\quad}$

$60 - 30 = \underline{\quad\quad}$

$70 - 50 = \underline{\quad\quad}$

$80 - 60 = \underline{\quad\quad}$

$90 - 40 = \underline{\quad\quad}$

NAME _____

DATE _____



Ten More or Less Picture Grid 1

Color each box purple:

$5 + 10$	$14 + 10$	$23 + 10$	$33 + 10$	$15 + 10$	$6 + 10$	$16 + 10$
$44 + 10$	$37 + 10$	$46 + 10$	$55 + 10$	$27 + 10$	$38 + 10$	$45 + 10$
$24 + 10$	$34 + 10$	$56 + 10$	$17 + 10$	$47 + 10$	$28 + 10$	

Color each box green:

$83 - 10$	$87 - 10$	$85 - 10$	$96 - 10$	$95 - 10$	$105 - 10$	$94 - 10$
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Color each box orange:

$55 - 10$	$46 - 10$	$25 + 10$	$36 + 10$
-----------	-----------	-----------	-----------

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

What do you see? _____

DISCUSS (1 of 4): Can you spot the animal?



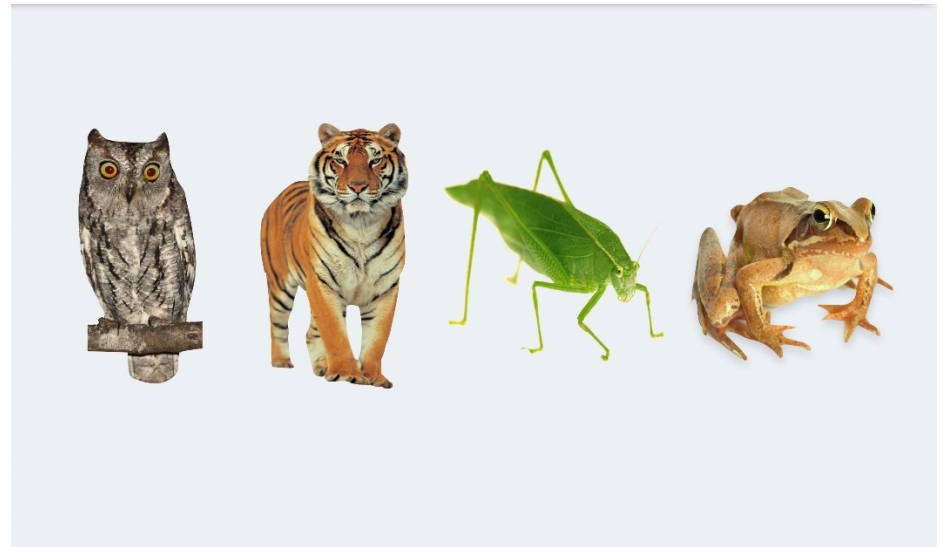
DISCUSS (3 of 4): Can you spot the animal? This is a hard one!



DISCUSS (2 of 4): Can you spot the animal?



DISCUSS (4 of 4): All of these animals are different, but what do they have in COMMON?



How Animals Stay Safe



All animals have ways to protect themselves.

Turtles have hard shells that keep them safe. Many turtles can pull their bodies inside their shells. That makes it harder for other animals to hurt them.

Walking sticks are insects. They look like sticks. That makes them hard to see. A predator may never notice the insect.

Puffer fish can swallow a lot of water. The extra water makes them look very big. Puffer fish also have spines that can hurt predators.

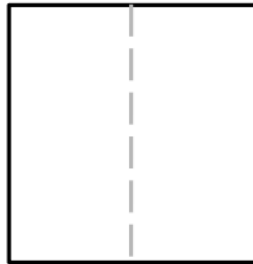
Animals protect themselves in many ways. Can you think of others?

Color a moth

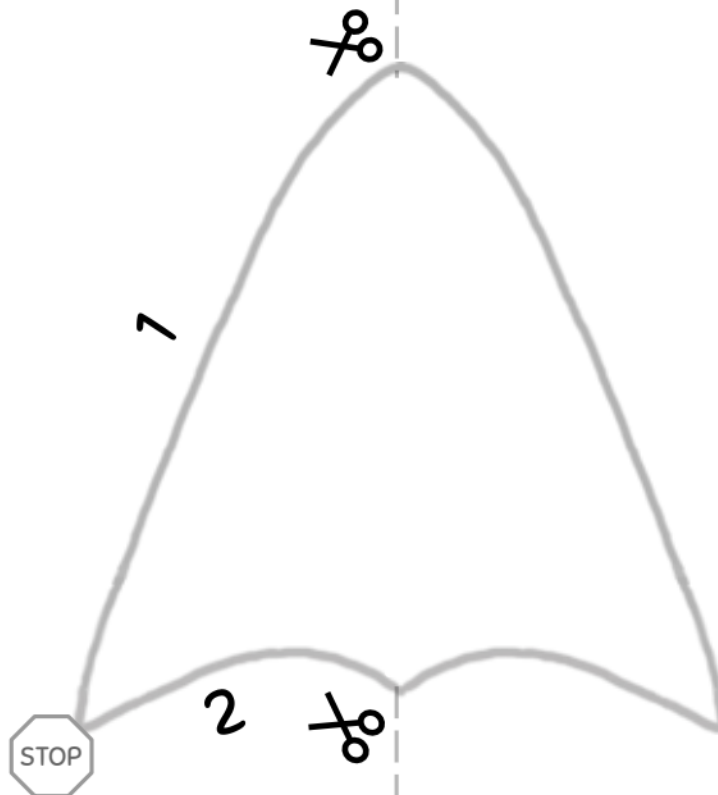
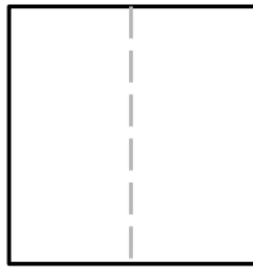
color test
square 1



color test
square 2



color test
square 3



SHOULD LEADERS BE ELECTED?

Social Studies Home Learning Activities

Standard Benchmark	Students will understand that leaders are sometimes chosen by election , and that elected officials are expected to represent the interests of the people who elected them.
Grade Band	K-3
Vocabulary/Key Concepts	Leader, Election, Representative

Focus Question #1: Should Leaders Be Elected?

Activity 1

Define the word "leader". Think about people you know who are good leaders. Write down some characteristics of a good leader.

Activity 2

Create a list of four famous book or movie characters who are good leaders. Pretend that you have been assigned the task of picking one character to be the leader of all other characters.

List of Good Leaders in Book or Movies

1. _____
2. _____
3. _____
4. _____

Activity 3

See the chart below. Try several methods for choosing the leader from your list. Add others if you want. Which method seemed best?

Method for Choosing	Who Became the Leader?	Was it a Good or Bad Method?
Coin Flip	_____	Good or Bad
Explain why: _____		

Appointment	_____	Good or Bad
Explain why: _____		

Draw a Name Out of a Hat	_____	Good or Bad
Explain why: _____		

Pick the Smartest	_____	Good or Bad
Explain why: _____		

Have an Election	_____	Good or Bad
Explain why: _____		

Which method for choosing a leader do you think is best. Explain why.

Activity 4

Watch a movie such as *Shrek the Third* or read a book based on the movie. Which method for selecting a leader is used in the Land of Far, Far Away. Was it a good method? Explain. What method would you recommend to the people of Far, Far Away and why?

Activity 5

Decide: Should leaders be elected? Why or why not?

Focus Question #2: How Should a Representative Represent Us?

Activity 6

Two very important decisions have to be made.

The first decision - what should children be allowed to do during their free time. Here are your choices. Which one do you want to do?

- a. Read a book
- b. Draw and color pictures
- c. Watch a movie
- d. Play a game

The second decision - what should children have for a snack? Which do you want to have?

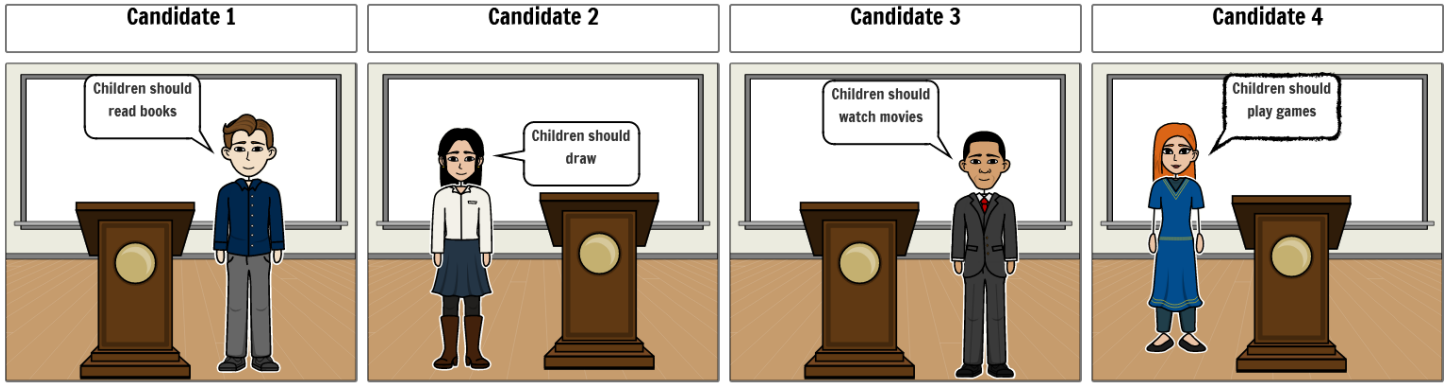
- a. Fruit
- b. Cookie
- c. Candy
- d. Soda

Activity 7 Election Time!

A representative is someone who acts or speaks for other people. People who are representatives are often leaders.

Election #1

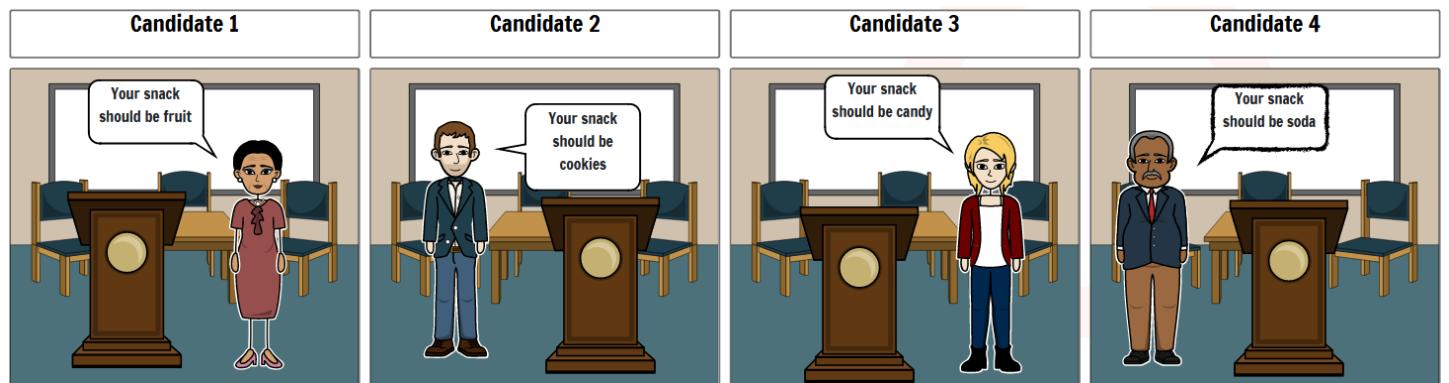
Imagine that you have an opportunity to choose a representative who will make decisions for you. Here are your choices.



1. Circle the person who you choose to represent you? Explain why.

Election #2

Now, you have an opportunity to choose a second representative who will make decisions for you. Here are your choices.



2. Circle the person who you choose to represent you? Explain why.

Breaking News!

The first representative that you chose voted for the same activity that you wanted. Was that person a good representative? Explain why.

The second representative that you chose to represent you voted for a snack that you did not want. Was that representative a good representative? Explain why.

Good? or Bad?

Now Consider This - what if the second representative chose a snack that was different from the one you wanted because the one that you wanted could make you sick. Think again. Was the representative a good or a bad representative? Explain why.

Good? or Bad?

Draw Your Conclusion: How should a representative represent us?
