

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 1 Week 9 (6.1.20)

	Day 1	CSD PD	Day 2	Day 3	Day 4
ELA	Read <i>The Project</i> . Write a summary of what you read. Be sure to include the setting, characters, beginning, middle, and end.		Read <i>The Project</i> again to increase fluency. Answer questions 1-4.	Read <i>The Project</i> again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.
Math	Coins & Clocks Page 1 <i>Please complete the attached activity titled Coins & Clocks Page 1</i>		Coins & Clocks Page 2 <i>Please complete the attached activity titled Coins & Clocks Page 2</i>	Ten More or Less Picture Grid 2 <i>Please complete the attached activity titled Ten More or Less Picture Grid 2</i>	Addition With Tens & Ones <i>Please complete the attached activity titled Addition with Tens & Ones</i>
Science	A Fawn in the Forest (part 1): Do your best to read the article on your own. You may ask for help if you need. Write your best answers to the following: a) When does a mother white-tailed deer give birth to its fawns? b) The text describes the first few months of a fawn's life. According to the text, why does a mother deer leave the fawn?		A Fawn in the Forest (part 2): Reread the article to practice fluency. Using evidence from the text, write your best answers to the following: a) Based on the text, what is one difference between cardinals and squirrels? b) What is this passage mostly about?	A Fawn in the Forest (part 4): Reread the article to practice fluency. Write your best answers to the following: a) Why is it important that this article is set in the spring? b) What does the author think of spring in the forest? c) Describe the setting in your own words.	Animal Camouflage Activity: Complete the attached animal camouflage page.
Social Studies	Complete Activity 1, Questions 1 & 2 from the document titled, "Respect for Others"		Complete Activity 2, Scene 1 from the document titled, "Respect for Others"	Complete Activity 2, Scene 2 from the document titled, "Respect for Others"	Complete Activity 2, Scene 3, and Activity 3 from the document titled, "Respect for Others"

The Project

by ReadWorks



Photo Credit: Begnt Nyman

Marcus worked all week on a school project. It was about skateboarding. He wanted to present the project in class today. But last night Marcus went skateboarding. He fell and broke his leg.

Marcus was stuck at home. He was going to miss his presentation. Mom came into his room with a laptop computer.

"What's that for?" asked Marcus.

"I'm setting up a video chat," said Mom. "You will be able to present your project to your class ... from bed."

Soon Marcus saw his friends and his teacher on the screen.

"Hello, Marcus," said his teacher. "We are ready to learn about skateboarding!"

Name: _____ Date: _____

1. What is Marcus's project about?

- A. skateboarding
- B. sound
- C. ice skating

2. What problem does Marcus have on the day of his presentation?

- A. Marcus is stuck at home.
- B. Marcus is not finished with his project.
- C. Marcus loses his skateboard.

3. Marcus's Mom sets up a video chat so that Marcus could present his project to the class from bed. What does this information tell us?

- A. Marcus's Mom solved the problem Marcus had.
- B. Marcus's Mom did not solve the problem Marcus had.
- C. Marcus's Mom did not want Marcus to present his project.

4. What is "The Project" mainly about?

- A. Marcus's skateboarding project
- B. the dangers of skateboarding
- C. video chatting with your class

5. What does Marcus use to give his presentation?

6. What did you learn from "The Project"?

7. Class Discussion Question: Discuss how Marcus probably felt when he realized that he was going to miss his presentation.

8. Draw a picture of Marcus giving his presentation.

Focus 29 Word Study Warm Up (1 minute)

Suffixes *-ly*, *-y* and *-ful* can be added to base words to form new words.

sadly	slow	slowly
dust	dusty	trick
tricky	help	helpful

High Frequency Words (1 minute)

almost	any	behind
gone	happened	hello
ideas	leaves	

Fluency sentences (1-2 minutes)

1. Sadly, the dog was gone.
2. The horse almost caught up but he was too slow.
3. Can you talk slowly so I can hear your ideas?
4. I didn't see any dust on the chair.
5. The chair happened to be dusty.
6. Do any kids know a card trick?
7. Leaves were everywhere so raking was tricky.
8. Can you help me clean behind the couch?
9. Hello Neighbor! You are very helpful.

NAME _____

DATE _____



Coins & Clocks page 1 of 2

Sarah made a graph about the coins in her piggy bank.

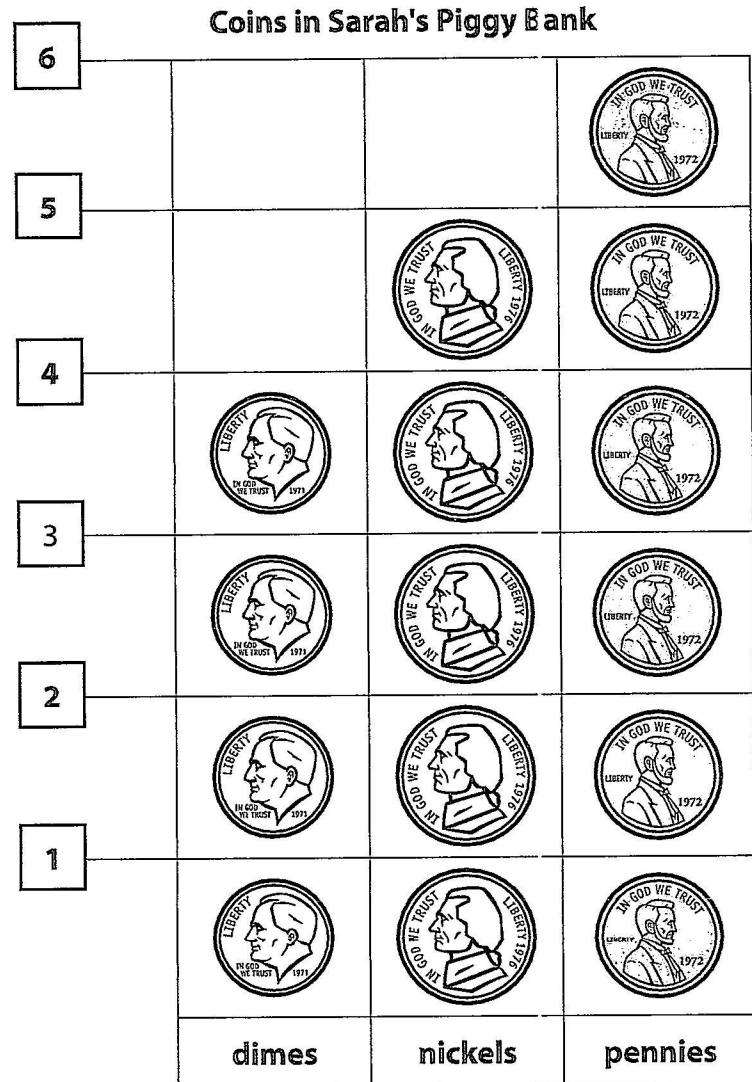
1 How many pennies does Sarah have?

2 How many nickels does Sarah have?

3 Which coin does Sarah have the most of?

4 Which coin does Sarah have the fewest of?

5 **CHALLENGE** Count all the money on the graph. How much is there in all?

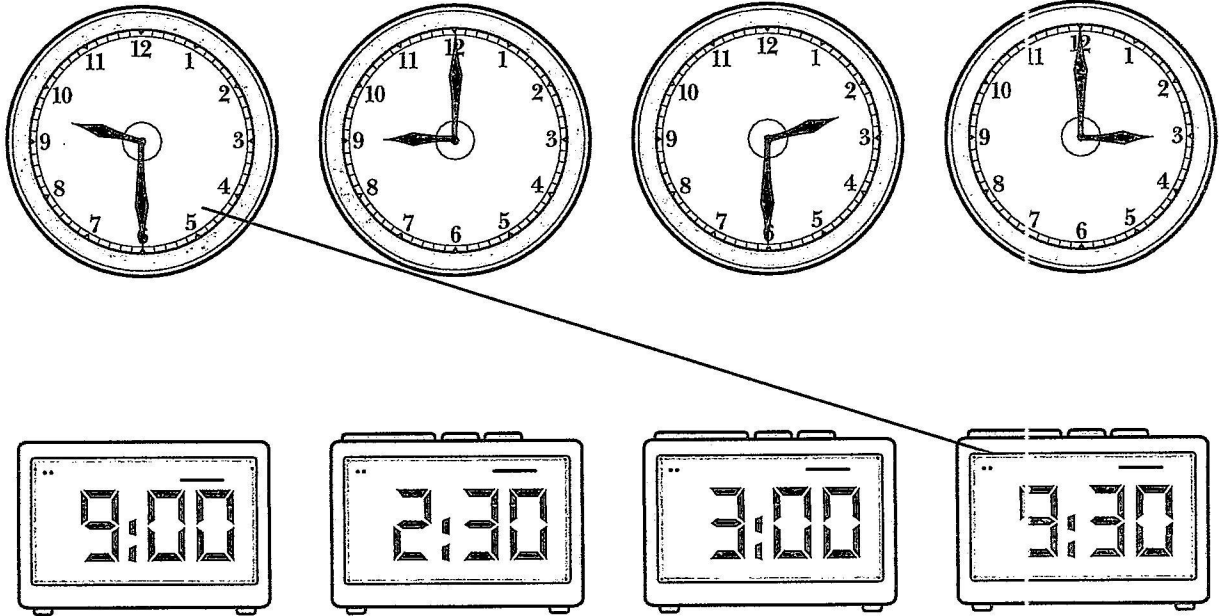
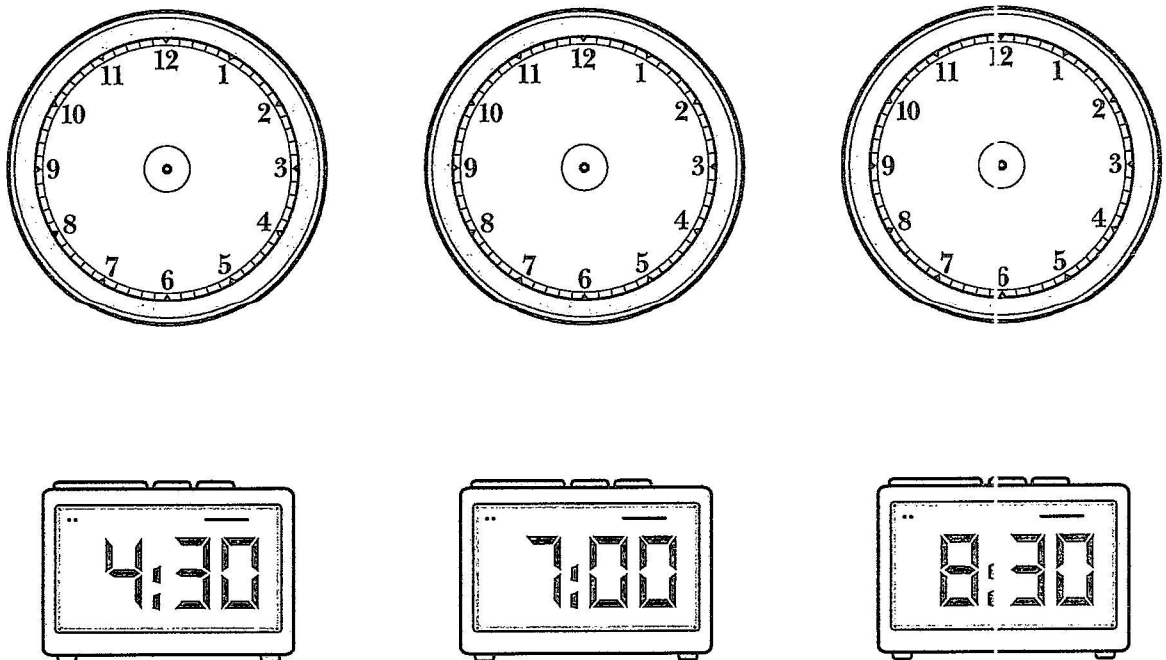


6 Write three observations about Sarah's coin collection:

(continued on next page)

NAME _____

DATE _____

Coins & Clocks page 2 of 2**7** Draw lines to connect the clocks that show the same time.**8** Draw the hour hand and minute hand to match the times below each clock.

NAME _____

DATE _____



Ten More or Less Picture Grid 2

Color each box yellow:

$19 - 10$

$20 - 10$

$30 - 10$

Color each box black:

$15 + 10$

$45 + 10$

$25 + 10$

$35 + 10$

Color each box blue:

$91 - 10$

$90 + 10$

$82 + 10$

$99 - 10$

$93 - 10$

$88 + 10$

$97 - 10$

$84 + 10$

$95 - 10$

$86 + 10$

Color each box orange:

$14 + 10$

$54 - 10$

$32 + 10$

$43 - 10$

$44 - 10$

$33 + 10$

Color each box brown:

$85 - 10$

$53 + 10$

$77 - 10$

$54 + 10$

$76 - 10$

$66 + 10$

$75 - 10$

$84 - 10$

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? _____

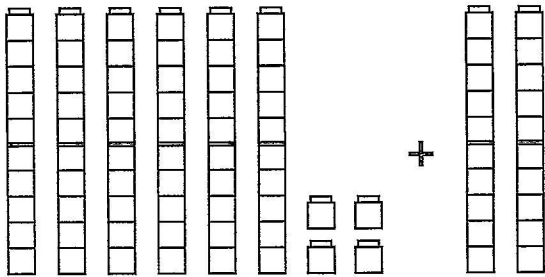
NAME _____

DATE _____

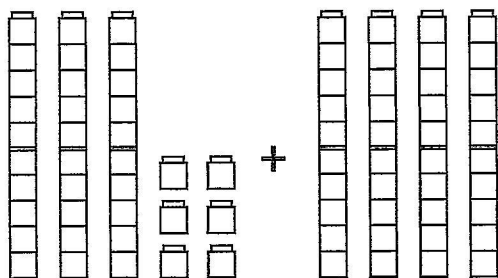


Addition with Tens & Ones Version A

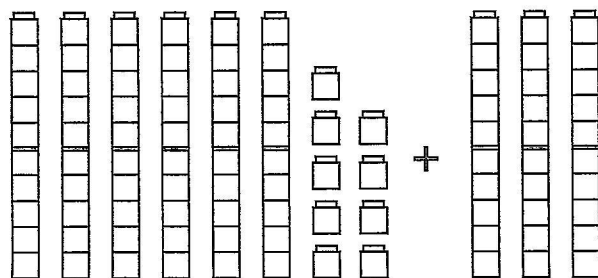
Write and solve an addition equation to match each of the pictures shown below.



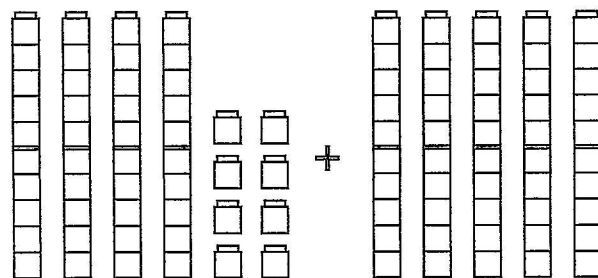
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$



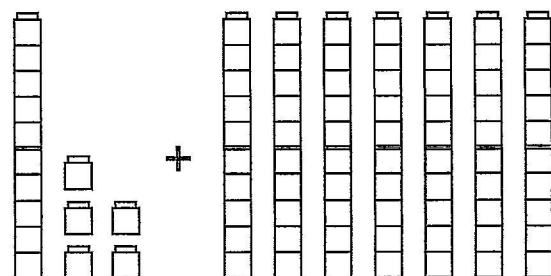
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

A Fawn in the Forest



Photos.com

Most white-tailed deer live in forests. Fawns are born in forests during the springtime. A fawn is a baby deer.

A Baby Deer Grows Up

Follow the first few months of a fawn's life.

White-tailed deer live in forests.

Springtime Babies

White-tailed deer live in wooded areas such as forests. Mother deer give birth to one to three fawns in the spring. Many deer stay in the same area during most of their lives.

Hidden from View

Mother deer leave their fawns to look for food. The fawn stays very still in a hidden spot. Fawns have white spots for camouflage. That helps the fawn hide.

Forest Family

Later, the mother deer returns to feed her baby. She licks its fur to keep it

clean. Then the mother deer takes the fawn to a new spot while she looks for more food.

Forest Adventures

Eventually, the fawn goes with its mother to look for food such as grass and leaves. The fawn learns about the forest and meets other animals too!



U.S. Fish and Wildlife Service

The fawn stays very still while its mother goes to look for food.

Forest Friends

Spring is a wonderful time in the forest! Many forest animals are born in the spring.

Cardinals

Mother cardinals lay their eggs in a nest. After about 12 days, the eggs hatch. The baby birds eat insects and worms.



Raccoons

Photos.com

Mother raccoons make their **dens** in a

Raccoons learn to find food when they

tree. Raccoons learn to find food when
they are still little.

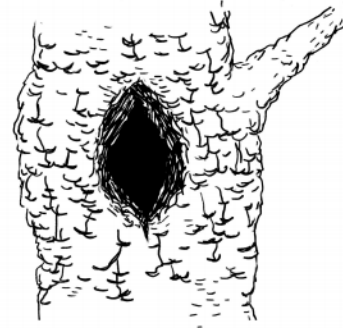
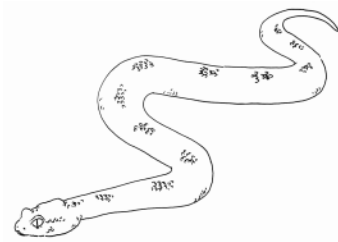
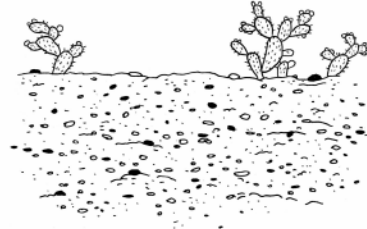
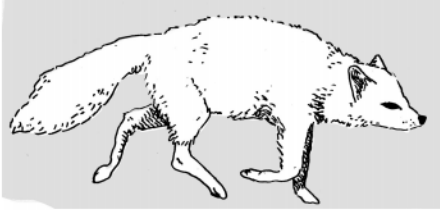
are still little.

Squirrels

Mother squirrels make their nests in trees. Baby squirrels drink
their mother's milk. When they are older, they will eat nuts.

Name: _____

1. Match the animal to where it would blend in best.



2. Why is camouflage important for predators?

Social Studies Home Learning Activities

Standard Benchmark Civics 2	Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
Grade Band	K-3
Vocabulary/Key Concepts	Civil, respect, opinion, property

Do this, Don't do that!

Activity 1: Reading

Respect is important. It involves treating other people in ways that make them feel good about themselves. We show respect when we treat other people the same way that we want them to treat us.



Why should we show respect? First, it is the right thing to do. Second, if you treat other people with respect, they will probably show you respect.

Also, places where people treat one another with respect are very nice places to live and go to school. They are places where everyone feels important. They are places where no one acts as if they are better than other people.



This work was developed by the University of Delaware's Democracy Project. View Creative Commons Attributions at <https://creativecommons.org/licenses/by-nc-sa/4.0/>

They are also places where we...

Do this...	Don't do that...
	
Treat other people the same way you want to be treated	Be mean to people who are different
Are nice to people who have opinions that are different than your opinion.	Say mean things to those who have different opinions
Take care of property that does not belong to you	Take or damage property that belongs to other people

And, they are places where we...

Say this...	Don't say that...
	
<i>"I like how you are different."</i>	<i>"You are really strange."</i>
<i>"I disagree with you but I still like you."</i>	<i>"That is really dumb."</i>
<i>"I will be very careful with your property."</i>	<i>"I don't care what happens to it because it is not mine."</i>



This work was developed by the University of Delaware's Democracy Project. View Creative Commons Attributions at <https://creativecommons.org/licenses/by-nc-sa/4.0/>

1. Describe one thing that you could do to show respect at home or at school.

I could do this _____

2. Describe one thing that you could say to someone at home or at school to show respect.

I could say this _____

Activity 2: There are three cartoon scenes below. Read and look at each scene then...

- a. write down what a person who has respect would say or do
- b. write down what a person who does not have respect would say or do.

Activity 3: When you finish, ask yourself - why should people show respect for others, their opinions, and their property?



This work was developed by the University of Delaware's Democracy Project. View Creative Commons Attributions at <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Scene 1

Showing Respect for Others



Michelle looks different from everyone else.

What Might the Students Say to Michelle to Show Respect for Her?	What Might Students Say that Would <u>Not</u> Show Respect for Michelle?



Scene 2

Showing Respect for Opinions



William and Savannah have different opinions.

What Might a Person Say to William to Show Respect for Him?	What Might a Person Say that Would Not Show Respect for Him?



This work was developed by the University of Delaware's Democracy Project. View Creative Commons Attributions at <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Scene 3

Showing Respect for Property



Jose is borrowing books from the library

What Might Jose do to Show Respect for Property?	What Might Jose do that Would <u>Not</u> Show Respect for Property?



This work was developed by the University of Delaware's Democracy Project. View Creative Commons Attributions at <https://creativecommons.org/licenses/by-nc-sa/4.0/>