

K-1 At-Home Learning Resources

(Yellow Packet)

Week #11

The Richland School District cares deeply about the well-being of our students and families. We highly encourage our students and families to set a daily routine that includes the following:

For our elementary families:

- Read daily with your child
- Play family games (board games, cards, puzzles, charades, pictionary, etc.)
 - Engage in an outside activity
 - Cook/bake with your child
- Maintain relationships with your child's teacher

These supplemental activities, readings, and other resources are available to students and families to continue learning and exploring while schools are closed in response to the novel coronavirus.

Students are not required to complete and/or turn in any assignments nor will any of these materials be used to assess students academically. Please feel free to use these optional resources as needed. Additional resources are available at:

<https://www.rsd.edu/programs/at-home-learning/pre-k-elementary-resources>

IMAGINE YOUR STORY

SUMMER READING CHALLENGE
Featuring challenges, prizes, and more for every age!

Babies



Children



Middle & High Schoolers



Adults

June 1 - August 31, 2020

Register and log your reading online at
richland.beanstack.org and with the  Beanstack app
on your phone or tablet



**RICHLAND
PUBLIC LIBRARY**

For More Information, visit:
www.richland.lib.wa.us



collaborative
summer library program™



Can't log online? Get started on this log!

Each space in the grid counts as 30 minutes. Date each space as you read.

Name _____ Are you a Child ___ Teen ___ or Adult ___

 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____
 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____
 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____
 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____

Is there another person in your family who wants to start logging reading minutes?

Use this grid:

Name _____ Child ___ Teen ___ Adult ___

 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____
 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____
 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____
 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____	 _____ ____/____/____

Bring this sheet to the library to find out which prizes you are eligible for.



**RICHLAND
PUBLIC LIBRARY**



Syllable Closed Sort

Objective

The student will segment syllables in words.

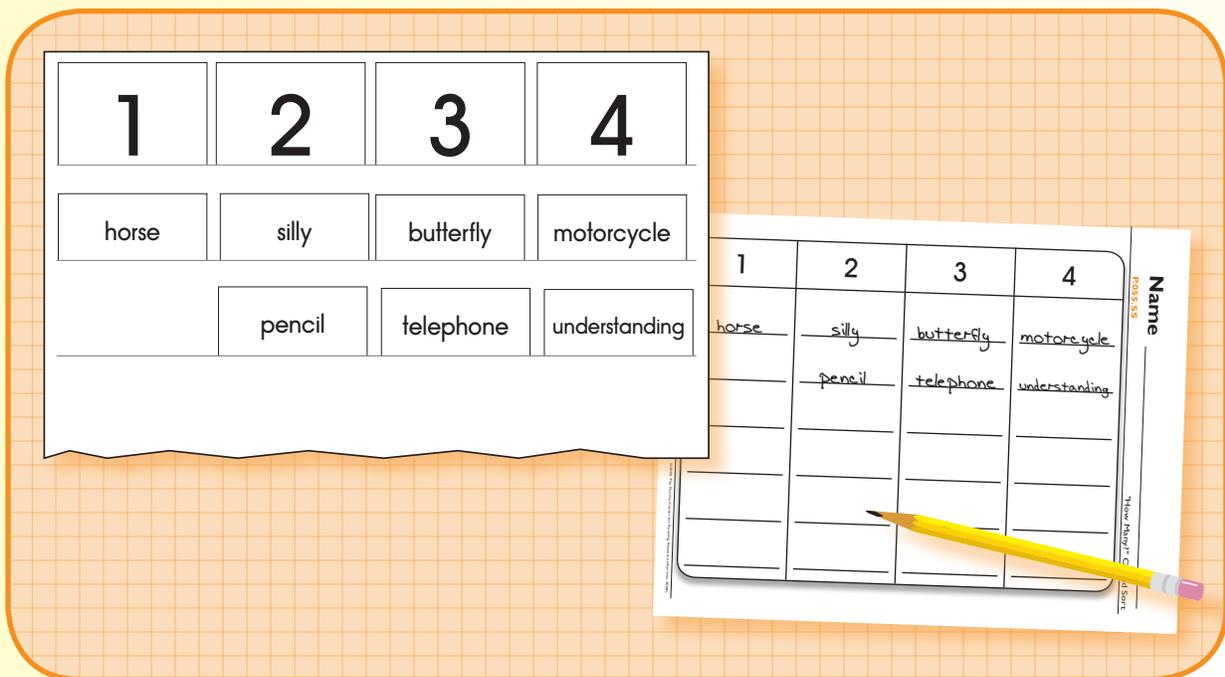
Materials

- ▶ Pocket Chart
- ▶ Header cards (Activity Master P.055.AM1)
- ▶ Syllable word cards (Activity Master P.055.AM2a - P.055.AM2d)
- ▶ Student sheet (Activity Master P.055.SS)
- ▶ Pencils

Activity

Students sort words by the number of syllables.

1. Place the header cards across the top row of the pocket chart. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “basket”).
3. Say the word again segmenting it by syllables (i.e., “bas-ket”). Count the number of syllables (i.e., “2”).
4. Place the word in the column on the pocket chart that corresponds to the number of syllables. Record the word in the corresponding column on the student sheet.
5. Continue until all words are sorted and recorded.
6. Teacher evaluation



1	2	3	4
horse	silly	butterfly	motorcycle
	pencil	telephone	understanding

1	2	3	4
horse	silly	butterfly	motorcycle
	pencil	telephone	understanding

Extensions and Adaptations

- ▶ Sort by number of phonemes.
- ▶ Make and use other word cards (Activity Master P.055.AM2d).

1

header

2

header

3

header

4

header

header cards



Phonics

Syllable Closed Sort

P.055.AM2a

five

frog

horse

meet

spot

baby

syllable word cards: five - 1, frog - 1, horse - 1, meet - 1, spot - 1, baby - 2



peanut

pencil

silly

window

tomorrow

elephant

syllable word cards: peanut - 2, pencil - 2, silly - 2,
window - 2, tomorrow - 3, elephant - 3



Phonics

Syllable Closed Sort

P.055.AM2c

butterfly

telephone

banana

watermelon

caterpillar

alligator

syllable word cards: butterfly - 3, telephone - 3, banana - 3,
watermelon - 4, caterpillar - 4, alligator - 4



P.055.AM2d

Syllable Closed Sort

understanding

motorcycle

syllable and blank word cards: understanding - 4, motorcycle - 4



Name _____

Syllable Closed Sort

P.055.SS

4	
3	
2	
1	



Express It!



Objective

The student will read with proper phrasing, intonation, and expression in connected text.



Materials

- ▶ Sentence strips (Activity Master F.020.AM1a - F.020.AM1c)
Copy on card stock, laminate, and cut.



Activity

Students read sentences with expression.

1. Place the sentence strips face up in a stack at the center.
2. Working in pairs, student one selects the top sentence strip and reads it silently. Reads the sentence(s) again, this time orally, using proper phrasing, intonation, and expression.
3. Student two then reads the same sentence(s) aloud. If the sentence(s) is read with different phrasing, intonation, or expression, students discuss why.
4. Reverse roles and continue until all sentences are read.
5. Peer evaluation

The lion roared loudly,
“Mouse, please help me get
this thorn out of my paw!”

The lion roared loudly, “Mouse, please help me
get this thorn out of my paw!”



Extensions and Adaptations

- ▶ Read the sentences chorally.
- ▶ Write and read other sentences (Activity Master F.020.AM1c).
- ▶ Use longer sentences or passages.

Little Red Riding Hood said, “Grandmother, what big eyes you have!” The wolf replied in a high voice, “The better to see you with, my dear.”

“This bowl of porridge is too cold! This one is too hot! But this one is just right,” said Goldilocks.

“Little pig let me come in or I’ll huff and puff and blow your house down!” yelled the wolf.

The lion roared loudly, “Mouse, please help me get this thorn out of my paw!”

TRIP! TRAP! TRIP! TRAP! “Who’s that trip-trapping over my bridge?” shouted the troll.



Fluency

Express It!

F.020.AM1b

The mouse was very afraid. "Please let me go," the mouse begged.

"Oh, Turkey-Lurkey, the sky is falling! We are going to tell the king," cried Goosey-Loosey.

"Somebody has been sitting in my chair!" growled Papa Bear.

"Run, run as fast as you can! You can't catch me! I'm the Gingerbread Man!"

"Somebody has been sitting in my chair and they broke it!" whined Baby Bear.

sentence strips



The goose said, “Stop Gingerbread Man! I would like to eat you!”

The first little pig shouted, “Not by the hair on my chinny, chin, chin!”

“Grandmother, what big teeth you have!” said Little Red Riding Hood.

The third goat had a big voice. “IT IS I, THE BIGGEST BILLY GOAT GRUFF!” he bellowed.





Objective

The student will identify the meaning of compound words.

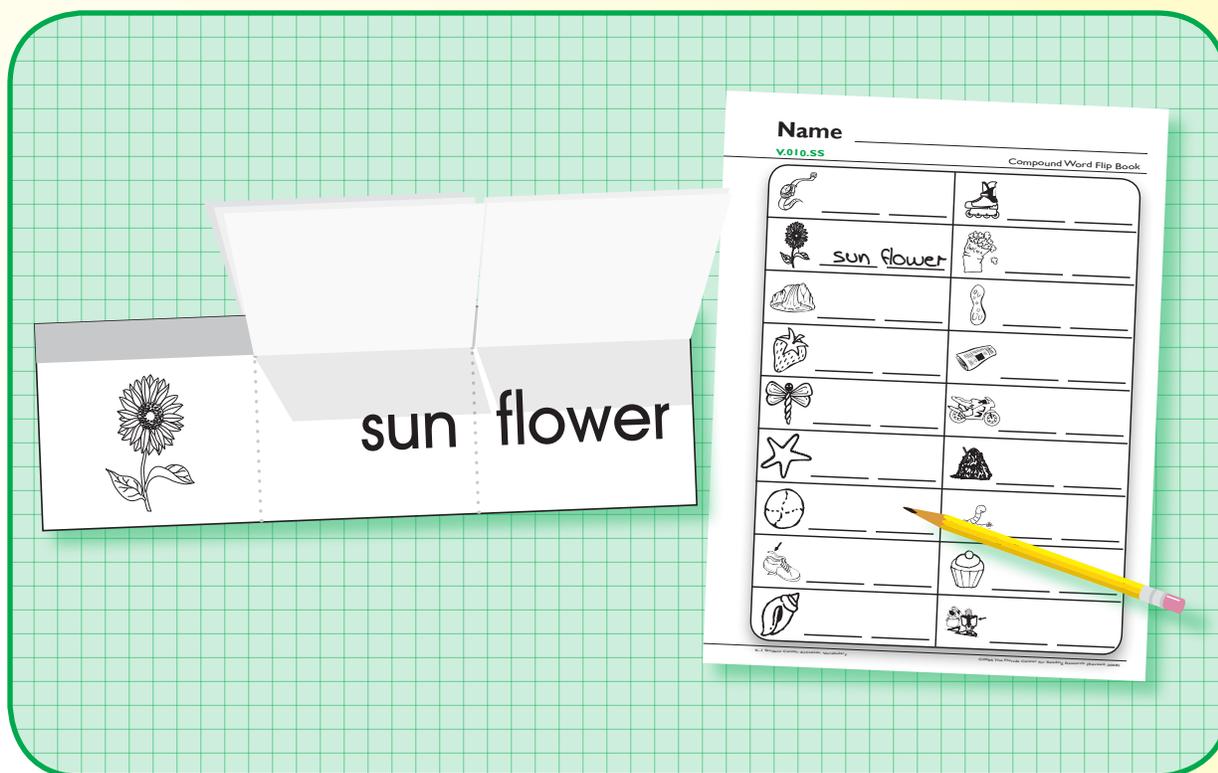
Materials

- ▶ Flip pages (Activity Master V.010.AM1a - V.010.AM1c)
Copy, laminate, cut, compile book, and staple.
- ▶ Student sheet (Activity Master V.010.SS)
- ▶ Pencil

Activity

Students make compound words and match them to corresponding pictures in a flip book.

1. Place flip book at the center. Provide the student with a student sheet.
2. The student “flips” the pages in the flip book, selects a picture card on the left hand side, and names the picture (e.g., “sunflower”).
3. “Flips” through the middle and right-hand pages to find two words that make the corresponding compound word (i.e., sun, flower). Reads the word (i.e., “sunflower”) and records on student sheet.
4. Continues until student sheet is complete.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Add pages to the compound word flip book (Activity Master V.010.AM2).

Vocabulary

Compound Word Flip Book

V.010.AM1a

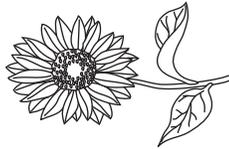
pea stack



pea

stack

news worm



news

worm

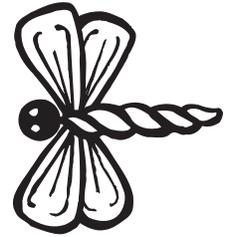
motor cake



motor

cake

hay watch

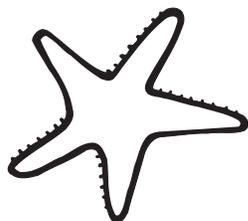


hay

watch



wrist fly



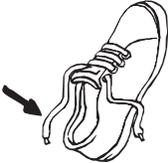
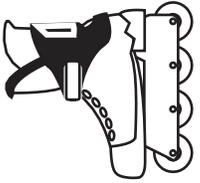
dragon fall

flip pages

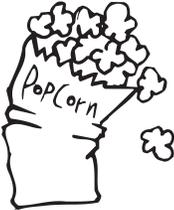
Vocabulary

V.010.AM1b

Compound Word Flip Book



flip pages

Vocabulary

Compound Word Flip Book

V.010.AM1c

cook cycle



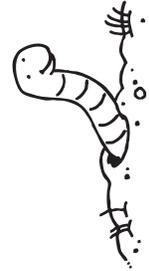
straw lace



star blade



roller shell



base corn



sea nut

flip pages

Name _____

V.010.SS

Compound Word Flip Book





































Vocabulary

Compound Word Flip Book

V.010.AM2



blank flip pages

Questions to Ask Before, During, and After Reading

These are questions to help engage students in discussions and conversations about reading. These questions are just suggestions and other questions can be added to this list based upon the type of reading students are involved in.

Before Reading

- What is the title of the book or text?
- What does this title make you think about?
- What do you think you are going to read about? (Make a Prediction)
- Does this remind you of anything?
- Are you wondering about the text or do you have any questions before reading?
- Skim through the article. Do any pictures, key words, and/or text features stand out to you?

During Reading

- What is happening so far?
- What does the word _____ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking place?
- Who are the characters so far?
- What do you think will happen next?
- What does this part make you think about?
- What questions do you have?
- What words help you visualize what the author is saying?
- Is there a word that you struggled with? What is the word? Let's break the word into parts and look at context clues.

After Reading

- What was this text about?
- What was the main idea? What details from the text helped you determine the main idea?
- What did you learn from this text?
- How did the author communicate his/her ideas?
- What does this text remind you of?
- What was your favorite part and why?
- Did this text have a problem? If so, what was the problem and what was the solution?
- What is your opinion about this text? What are some parts that helped you make that opinion?
- What are some questions you still have about the text?
- Does this text remind you of other texts you have read? How are they alike and/or different?
- What is a cause and effect from the text you read?

Bear and Fox



By Clark Ness

Visit www.clarkness.com and www.readinghawk.com
for more free ebooks and stories.

Reading Level: Flesch-Kincaid Grade Level -0.6
Fiction



Bear and Fox are
friends.



They live in a
forest.



One day Bear and
Fox met.



Bear read a book
to Fox.



“That is a good
book,” said Fox.



“I like this book
too,” said Bear.



“Thanks for
reading it to me,”
said Fox.



“It is fun to read a good book with a friend,” said Bear.

Flesch-Kincaid Grade Level -0.6

More free ebooks and stories are available at www.clarkness.com and www.readinghawk.com.

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Fishing from a Boat

By Clark Ness www.clarkness.com



One day Matthew was out in his yard.

"I think I will go fishing," said Matthew.

"That would be fun," said one of his cats.

"Yes, I think you should go fishing," said the other cat. "Can we go with you?"

"Yes, you can come with me. We will go fishing," said Matthew.

Matthew went and asked his mother about going fishing. His mother said it would be okay. Matthew and his two cats then started walking down the road with their fishing poles. Soon they came to a stream.

"There should be fish in this stream," said the bigger cat.

"Look, there is a boat. It would be cool to go fishing in a boat," said the smaller cat.

The three walked up to the boat to get a better look at it.

"Do you like my boat?" asked a turtle that was swimming near by.

"Yes, it is a nice boat. Can we go fishing in your boat?" asked Matthew.

"Yes, you can go fishing in my boat, but only one at a time. It is a small boat," said the turtle.

"Matthew, you can go first," said the smaller cat. "We can fish from shore."

"Thank you," said Matthew. He put on a PFD¹ that was in the boat.

"This will keep me from sinking if I fall out of this boat," said Matthew. He rowed out into the stream and started fishing. Soon he had a fish on his line. He pulled the fish into the boat.

"Please let me go back into the stream," said the fish. "I want to stay in the water with my friends."

"I think that would be okay," said Matthew.

The bigger cat heard the fish from shore and said, "I think that would be okay, too."

"He seems like a smart fish," said the smaller cat.

Matthew took the hook out of the fish's mouth. He then put the fish back into the stream.

"Thank you," said the fish. "Here is a magic rock. It can sing any song to you that you want to hear."

"Thank you," said Matthew. "I will let it sing to me when I go home."

Matthew then rowed back to shore, tied up the boat, took off the PFD, and put it into the boat.

"Turtle, thank you for letting me use your boat,"
said Matthew.

"I am glad that you liked it," said the turtle.

Matthew and his two cats walked home. They let
the singing rock sing to them all the way back home.

¹ PFD - personal floatation device or life jacket

Flesch-Kincaid Grade Level - 1.8

Flesch Reading Ease - 98.2

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More free stories and books are available at www.clarkness.com.

A Job For Bob

Focus: Words in the -ob family

Bob needs a job.

There is a job for Bob.

Rob can use Bob on his farm.

Bob can pick corn on the cob.

Rob and Bob each pick the cobs.

Bob likes his job with Rob.

There is a mob at the farm.

They want the cobs of corn.

Rob and Bob sell the cobs.

They like their jobs.

They like to sell the cobs.

The mob likes the cobs of corn.



Name: _____

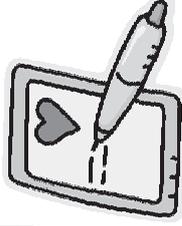
1) What does Bob need?

2) What is Bob's job?

3) Who likes the cobs of corn?

The Note Was in Code!

Focus: Long "o" with _o_e Words



After they spoke on the phone,
the boy left a note for the girl.

The note was in code!

She used a card with a hole
to read the note.

She broke the code with the card.

The note said he loved her in all
kinds of weather and in all seasons.

The girl loved the note.

She held it to her nose.

It had a sweet smell, like a rose.

They spoke on the phone again.

She loved the boy, too.

Now they are not alone.



Name: _____

1) Why did she need a card?

2) How did the note smell?

3) Does the girl love the boy?

Good news! Some butterfly populations bounced back in 2019

By How Stuff Works, adapted by Newsela staff on 04.01.20

Word Count **418**

Level **450L**



Image 1. The marbled white butterfly (*Melanargia galathea*) population rose by up to 66 percent in 2019 in England. Photo: Ian Kirk/Wikimedia Commons. Licensed under CC BY 2.0

The number of butterflies in the world has been going down. However, there is some happy news for butterflies.

Butterfly populations have been growing. Many of these butterflies are in the United Kingdom. It is called the U.K. for short. The United Kingdom includes several countries. This includes England and Ireland. Other butterflies are in parts of North America. Last year was a good year for many butterflies. Their populations grew more in 2019 than in any of the last 20 years. The Butterfly Conservation shared the results. It is a wildlife group. It is trying to save butterflies.

Perfect Weather

The weather was unusually warm and wet in these places. This perfect weather helped the butterflies grow. There were more caterpillars. The caterpillars were able to make cocoons. Eventually, they became healthy butterflies.

Monarchs are a type of butterfly. They are orange and black. They travel from Canada to Mexico every year. Monarch numbers doubled from 2018 to 2019. Something similar happened in the U.K. The marbled white butterfly lives there. It is white and black. Its population grew by more than half.

Some butterflies live in only one place. Their numbers have gone up, too. This could help save these butterflies from extinction. The Lulworth skipper is one of these butterflies. It is green and copper-colored. It lives on the coast of England. The number of Lulworth skippers has dropped lately. However, its numbers more than doubled in 2019.

Experts say good weather was helpful. More butterflies were able to grow. Conservation groups have helped, too. Conservation groups protect butterflies and their habitats. Before, butterfly numbers were going down. Conservation groups have helped the numbers go up.

More Work To Do

This is great news for butterflies. It is great news for butterfly fans, too. Still, scientists say there is more work to do. Not all butterflies are safe. Take the monarch butterflies of California. Their cousins in Mexico had many babies. However, nearly nine out of every 10 California monarchs was lost in 2019.

Tom Brereton is a scientist. He works at Butterfly Conservation. He is excited that many butterfly populations are growing. However, Mr. Brereton is still worried. Most butterfly populations have been getting smaller.



Quiz

- 1 Where do Lulworth skipper butterflies live?
- (A) Mexico
 - (B) Ireland
 - (C) Canada
 - (D) England
- 2 What is a reason why butterfly numbers have gone up?
- (A) Many monarch butterfly populations are growing.
 - (B) Conservation groups protect the monarch butterfly habitats.
 - (C) Some types of butterflies live in the United Kingdom.
 - (D) Scientists have been studying many butterflies.
- 3 How are monarch butterflies in Mexico different from monarchs in California?
- (A) Monarchs in Mexico need more habitats.
 - (B) Monarchs in Mexico had many babies.
 - (C) Monarchs in Mexico are black and white.
 - (D) Monarchs in Mexico grew in cocoons.
- 4 What happened because of warm and wet weather?
- (A) There were more caterpillars making cocoons.
 - (B) Butterflies traveled from Canada to Mexico.
 - (C) The marbled white butterfly went to the U.K.
 - (D) Tom Brereton worked for Butterfly Conservation.

Mystery of the white monarchs

By Cricket Media, adapted by Newsela staff on 03.19.20

Word Count **638**

Level **540L**



A white monarch butterfly in Hawaii. White monarchs, also known as *nivosus* morphs, are rare creatures. Most monarch butterflies are orange and black. Photo: Lisa/Flickr

Monarch butterflies are known for their orange and black wings. They are easy to spot. You might have seen them before.

However, there is another type of monarch that most people have never seen. Instead of being orange and black, its wings are white and black.

Both orange and white monarchs are from the same species. A species is a group of living things. They are closely related. They are able to have babies with one another.

The white monarch is called the *nivosus* morph. A morph is a group within a species. It looks or acts differently than the rest of the species. Many species have morphs. Tigers sometimes have black stripes on a white coat. These differences are called "polymorphisms."

Polymorphisms come from DNA, the basic building block of life. It creates genes. Genes carry instructions that tell living bodies how to grow and work.

Genes Change The Wing Colors

Humans and butterflies get two copies of every gene. These copies can be different forms of a gene. For example, one form might create white wings. The other form might create orange wings. One form is sometimes stronger than the other. The stronger copy hides the effects of the weaker copy.

White wings are a weaker form than orange wings. That is why white monarchs are unusual. Monarchs must have two copies of the white gene. When this happens, they appear white.

The white monarch is very rare. It is also a target for predators. Both white and orange monarchs store poisons in their bodies. Birds who eat orange monarchs learn to avoid others that look like them. However, birds do not learn to avoid white monarchs. They are too rare. They often get eaten.

White monarchs show up in random places now and then. They have been spotted in Florida and California. They have even been spotted in Indonesia. Often, they just disappear.

However, sometimes they become more common. This happened in the 1960s on the island of Oahu in Hawaii. By the 1980s, they made up 8 percent of the total monarch population on the island. Something had given these white monarchs an advantage.

Pretty But Poisonous

John Stimson is a scientist. He works at the University of Hawaii. He noticed when the white monarchs appeared on Oahu. What had caused them to become more common?

Stimson studied the monarchs to find answers. He learned that a type of bird likes to eat orange monarchs. These birds are called bulbuls. They do not mind the monarchs' poisons. The orange monarchs might be easier for bulbuls to see. Their color stands out.

Other scientists studied the white monarchs' DNA. They found that the monarchs carry a certain gene. This gene is responsible for their white color. But it is unclear how the gene creates the white wings.

Scientists Want To Learn More

Today, white monarchs have become rare again in Hawaii. Nobody knows why.

Scientists still have many questions about white monarchs. Why do they appear out of the blue? In 2001, white monarchs appeared on Aneityum. This is an island in the Pacific Ocean. They were more common there than anywhere else in the world. Why did this happen? Scientists are visiting the island to find out.



What we know for now is that the environment creates forces. These forces help or hurt a morph's survival. They make a particular version of a gene more or less common. One version might get

squeezed out. Sometimes, it might seem to have disappeared.

However, an unusual gene can hide within a species. This can be helpful for a species in case the environment changes. The gene might become more common again.

Quiz

- 1 Which sentence from the article states a MAIN idea of the entire article?
- (A) The white monarch is called the nivosus morph.
 - (B) Genes carry instructions that tell living bodies how to grow and work.
 - (C) This gene is responsible for their white color.
 - (D) Scientists still have many questions about white monarchs.
- 2 The main idea of the section "Genes Change The Wing Colors" is that genes control an organism's appearance. Which key detail from the section supports the section's MAIN idea?
- (A) One form is sometimes stronger than the other. The stronger copy hides the effects of the weaker copy.
 - (B) The white monarch is very rare. It is also a target for predators.
 - (C) Birds who eat orange monarchs learn to avoid others that look like them.
 - (D) By the 1980s, they made up 8 percent of the total monarch population on the island.
- 3 If readers are looking for information on how genes change the monarch's appearance, which section should they read?
- (A) Introduction [paragraphs 1-5]
 - (B) "Genes Change The Wing Colors"
 - (C) "Pretty But Poisonous"
 - (D) "Scientists Want To Learn More"
- 4 What does the section "Scientists Want To Learn More" show the reader?
- (A) some questions about white monarchs that still are not answered
 - (B) the differences between orange monarchs and white monarchs
 - (C) how scientists explained the increase in white monarchs on Oahu
 - (D) where scientists found the first white monarchs in the world

English Language Learner Supplement K-1

Excerpt from **My Shadow**

By Robert Louis Stevenson

I have a little shadow that goes in and
out with me,

And what can be the use of him is
more than I can see.

He is very, very like me from the heels
up to the head;

And I see him jump before me, when I
jump into my bed.

Reading: Read the poem with help.

Listening: Listen as someone reads
the poem to you. Make pictures in
your mind of what is happening in
the poem.

Speaking: Tell someone in English
what the poem is about.

Writing: Write the rhyming words
from the poem.

Me and _____

Head and _____

Poem in the Public Domain

Writing: Draw and label a picture of what is happening in the poem.

Suplemento para

Estudiantes que Aprenden Inglés K-1

Se recomienda que los niños completen la página en inglés para practicar las habilidades en inglés.

Extracto de **Mi Sombra**

Por Robert Louis Stevenson

Tengo una pequeña sombra que
entra y sale conmigo,

Y lo que puede ser su uso es más
de lo que puedo ver.

Él es muy, muy parecido a mí
desde los talones hasta la cabeza;

Y lo veo saltar delante de mí,
cuando salto a mi cama.

Poema en el Dominio Público

Lectura: Lee el poema con ayuda.

Escucha: Escucha mientras alguien te lee el poema. Haz fotos en tu mente de lo que está sucediendo en el poema.

Hablando: Cuéntale a alguien en inglés de qué trata el poema.

Escritura: Escribe las palabras que riman de la versión inglesa del poema.

Me y _____

Head y _____

Escritura: Haz un dibujo de lo que está sucediendo en el poema. Etiqueta tu dibujo.

Writing Ideas K-1 Elementary Week #11

Students can draw pictures and/or compose sentences and/or paragraphs to respond to the prompts and ideas below. This will vary depending on their grade level.

Narrative

- What did you do over the weekend? Write a personal narrative to tell about your weekend. You should include what you did, the order you did it in, and who and/or what was involved. Be sure to include details and have a beginning, middle, and end.

Opinion/Argument

- What is your favorite color? Why is it your favorite color? Write an opinion piece on your favorite color and why it is the best. Add reasons, examples, and/or details to support your opinion.

Informational/Explanatory

- Did you know there are many things that fly! There are airplanes, hot air balloons, kites, spaceships, various birds, bats, insects, and even flying squirrels. Talk to someone in your family or do some research to find out more about things that fly. Pick your favorite thing that can fly and write an informational piece about it. Learn as much as you can about it. Introduce your topic and add facts, information, and/or details.

Writing in Response to Reading Bingo

Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

What was something important that you learned from this week's reading? Write about something you thought was important and why you thought it was important. Include details from what you read to help support your opinion.

In the story **Bear and Fox**, they shared a book! What are some other adventures Bear and Fox could have? Draw a picture of Bear and Fox on an adventure! Write your own Bear and Fox story to go with it!

In the story **Fishing from a boat**, Matthew was in a boat. What do you know about boats? Do some research on boats and write an informational piece about your findings. Draw a picture of a boat and label the parts! For extra fun, watch the video on boats at <https://bit.ly/2ZFzimQ>

Rhyming words is fun! Write your own rhyming sentences, paragraphs, poem, song, or story that has words that end with -ob, -ote and/or -ode!

WRITER'S CHOICE

Vocabulary words are fun! Write a poem or song with some of the words from this week's readings! You can also create a bingo board with the words or draw pictures to go with each word and make your own word/picture memory game!

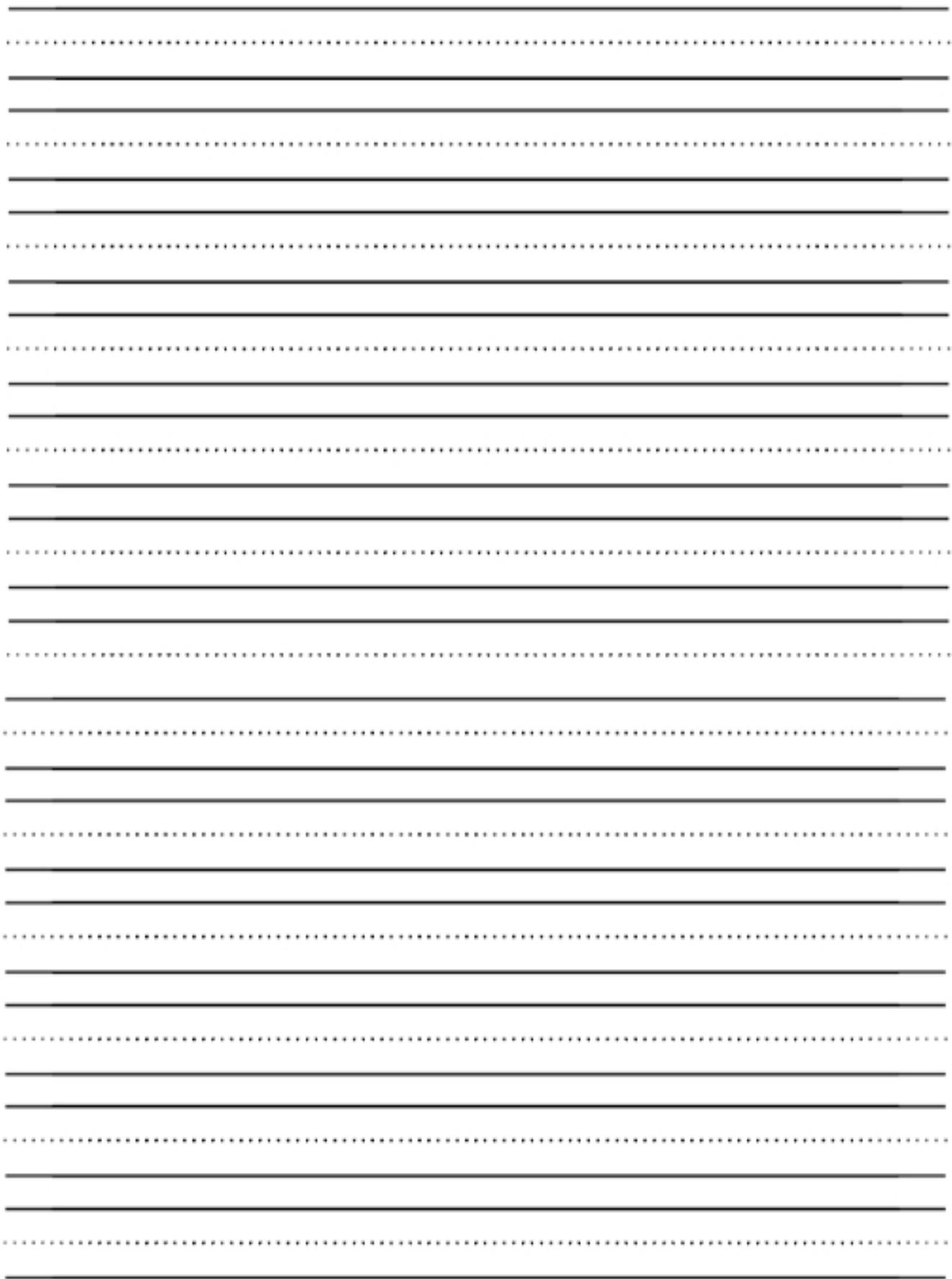
What do you know about butterflies? Do you have any butterflies that you can look at where you live? Look closely at the butterfly and write about what you see. Do some research on butterflies and include that in your writing.

In **A Job for Bob**, Bob got a job working on a farm. When you grow up what kind of job would you like to have? Write an opinion or informational piece about your dream job! Add details and have a beginning, middle, and end.

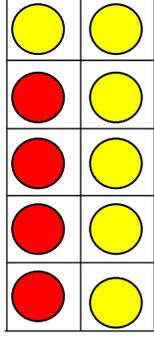
Write about how the two reading selections **Good news! Some butterfly populations bounced back in 2019** and **Mystery of the white monarchs** are similar and/or different. For more fun, watch the video about a butterfly life at <https://bit.ly/3gvP61i>



Handwriting practice lines consisting of six horizontal dashed lines, evenly spaced, for writing practice.



Make Ten on the Ten Frame

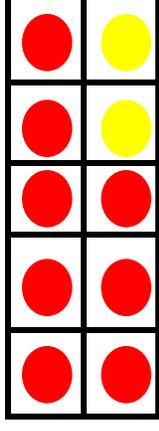


$$4 + 6 = 10$$

Materials: numeral cards (0-10), ten frames, two-color counters

1. Choose a numeral card. Put this number of red counters on a ten frame.
2. Add yellow counters to fill the ten frame. How many yellow counters did you need?
3. Record your work using a picture and an equation.
4. Repeat with other numeral cards. How many different ways can you find to make ten on the ten frame?

Make Ten on the Ten Frame



Materials: two color counters (red and yellow), blank ten frame

I placed ten counters on my ten frame. Some were red and some were yellow. What might my ten frame have looked like?

Draw a picture and write an addition equation for each solution that you find.

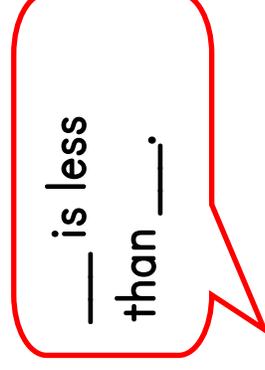
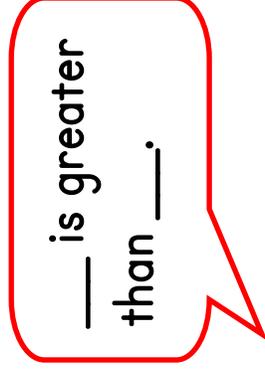
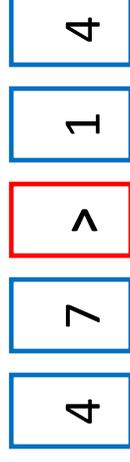
How many different solutions did you find?

Double Ten Frame

Comparing Two Digit Numbers

Materials: numeral cards (0-9), cards with symbols $<$, $>$, and $=$

1. Use your 0-9 cards. Turn over 4 cards and make two different 2-digit numbers.
2. Use the symbols $<$, $>$ or $=$ to compare the numbers you make.
3. Record and repeat.



$>$	$<$	$=$

□□□ r□□□ rd□□

1

2

3

4

5

6

7

8

9

10

11

12

Binary Bracelets

Binary Decoder Key



Letter	Binary	Letter	Binary
A	■ □ ■ ■ ■ ■ ■ □	N	■ □ ■ ■ □ □ □ ■
B	■ □ ■ ■ ■ ■ □ ■	O	■ □ ■ ■ □ □ □ □
C	■ □ ■ ■ ■ ■ □ □	P	■ □ ■ □ ■ ■ ■ ■
D	■ □ ■ ■ ■ □ ■ ■	Q	■ □ ■ □ ■ ■ ■ □
E	■ □ ■ ■ ■ □ ■ □	R	■ □ ■ □ ■ ■ □ ■
F	■ □ ■ ■ ■ □ □ ■	S	■ □ ■ □ ■ ■ □ □
G	■ □ ■ ■ ■ □ □ □	T	■ □ ■ □ ■ □ ■ ■
H	■ □ ■ ■ □ ■ ■ ■	U	■ □ ■ □ ■ □ ■ □
I	■ □ ■ ■ □ ■ ■ □	V	■ □ ■ □ ■ □ □ ■
J	■ □ ■ ■ □ ■ □ ■	W	■ □ ■ □ ■ □ □ □
K	■ □ ■ ■ □ ■ □ □	X	■ □ ■ □ □ ■ ■ ■
L	■ □ ■ ■ □ □ ■ ■	Y	■ □ ■ □ □ ■ ■ □
M	■ □ ■ ■ □ □ ■ □	Z	■ □ ■ □ □ ■ □ ■

Find the first letter of your first name.

Fill in the squares of the bracelet below to match the pattern of the squares next to the letter that you found.

Cut the bracelet out and tape it around your wrist to wear it!

□ □ □ □

□ □ □ □

