

K-1 At-Home Learning Resources

(Yellow Packet)

Week #12

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.



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P.056

Phonics

Syllable Patterns Word Syllable Game



Objective

The student will segment syllables in words.



Materials

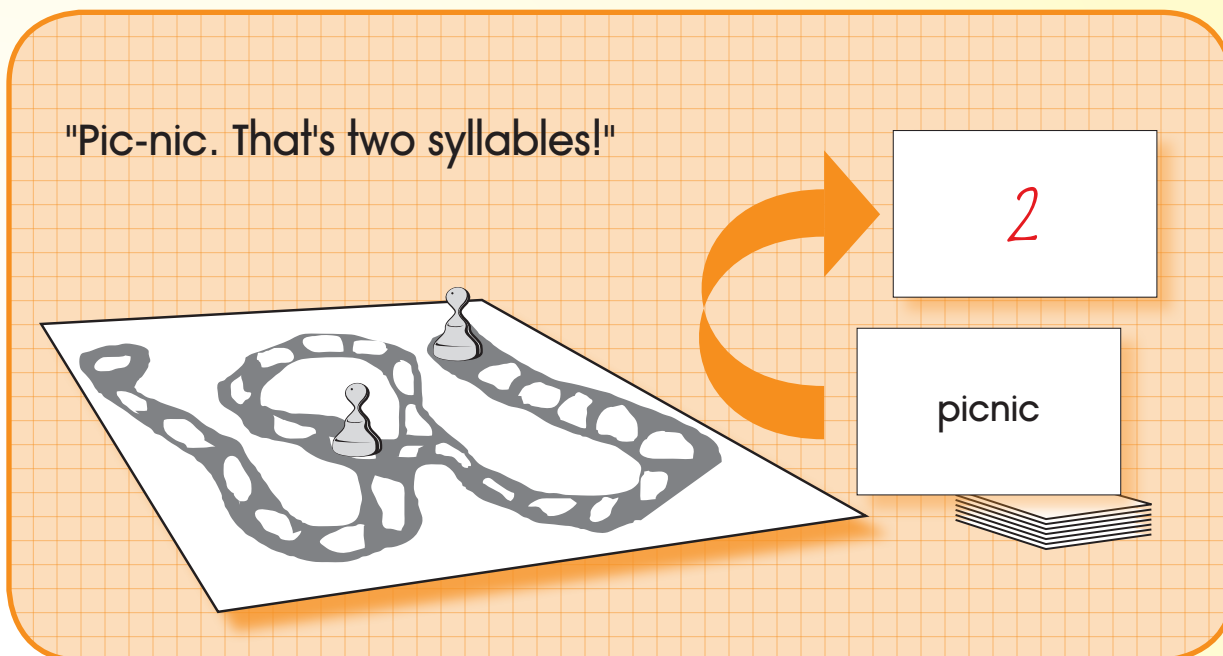
- ▶ Syllable game board (Activity Master P.056.AM1a - P.056.AM1b)
Copy on card stock, connect, and laminate.
- ▶ Syllable word cards (Activity Master P.056.AM2a - P.056.AM2c)
Write the number of syllables on the back side of the word cards for self-check.
- ▶ Game pieces (e.g., counters)



Activity

Students count the number of syllables in words while playing a board game.

1. Place the game board and stack of word cards face up on a flat surface. Place game pieces at START on the game board.
2. Taking turns, students select the top card and read the word (e.g., “picnic”).
3. Say the word again segmenting it by syllables (i.e., “pic-nic”). Count the number of syllables (i.e., “2”). Check the back of the card for the number of syllables.
4. If correct, move game piece the same number of spaces on game board. If incorrect, leave game piece where it is.
5. Place word card at bottom of stack.
6. Continue until students reach the end.
7. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards to use in game (Activity Master P.056.AM3).

Phonics

Word Syllable Game

P.056.AM1a

START

cards



END

Phonics

Word Syllable Game

P.056.AM2a

through

scratch

teach

chicken

happy

chilly

often

people

syllable word cards: through - 1, scratch - 1, teach - 1, chicken - 2,
happy - 2, chilly - 2, often - 2, people - 2



triangle

hospital

chocolate

Saturday

astronaut

tomorrow

magnetic

escalator

syllable word cards: triangle - 3, hospital - 3, chocolate - 3, Saturday - 3,
astronaut - 3, tomorrow - 3, magnetic - 3, escalator - 4



Phonics

Word Syllable Game

P.056.AM2c

harmonica

rhinoceros

tarantula

helicopter

caterpillar

watermelon

hippopotamus

encyclopedia

syllable word cards: harmonica - 4, rhinoceros - 4, tarantula - 4, helicopter - 4,
caterpillar - 4, watermelon - 4, hippopotamus - 5, encyclopedia - 6



P.056.AM3

Word Syllable Game

blank cards



Readers' Theater



Objective

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



Materials

- ▶ Readers' Theater script (Activity Master F.021.AM1a - F.021.AM1d)
Optional: Choose stories with dialogue-rich text and develop scripts within students' instructional-independent reading level range or locate appropriate scripts on the Internet.



Activity

Students rehearse and read text using a Readers' Theater format.

1. Provide scripts for each student with his character highlighted in a specific color.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation

Fluency

F.021.AM1aReaders' Theater

The Three Bears

Characters:

- Narrator
- Baby Bear
- Momma Bear
- Papa Bear
- Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Momma Bear: One was Momma Bear.

Papa Bear: And the other was Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Momma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.

K-1 Student Center Activities: Fluency
©2005 The Florida Center for Reading Research (Revised, 2008)



Extensions and Adaptations

- ▶ Increase the reading difficulty of the scripts.
- ▶ Students write plays to use for Readers' Theater.

The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Momma Bear: One was Momma Bear.

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Narrator: They each had a bowl for their porridge.

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Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.

Baby Bear: The Baby Bear had a little wee bed.

Momma Bear: The Momma Bear had a medium-sized bed

Papa Bear: And the Papa Bear had a great big bed.

Narrator: One morning, the three bears made porridge for breakfast, but it was too hot to eat! So they decided to go for a walk in the woods until it cooled.

While the three bears were walking, a little girl named Goldilocks came to their house. First, she looked in at the window, and then she peeked through the keyhole.

Goldilocks turned the handle of the door. The door was not locked, so Goldilocks opened the door and went right in.

There was the porridge on the table. It smelled very, very good! She went straight to it.

First, she tasted the porridge of the Papa Bear.

Goldilocks: Um, this is too hot.

Narrator: Then she tasted the porridge of the Momma Bear.

Goldilocks: Um, this is too cold.

Narrator: Then she tasted the porridge of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I'll eat it all up!

Narrator: Then Goldilocks went into the living room to see what else she could find. There were the three chairs.

First, she sat down in the chair of the Papa Bear.

Goldilocks: Um, this is too hard.

Narrator: Then she sat down in the chair of the Momma Bear.

Goldilocks: Um, this is too soft.

Narrator: Then she sat down in the chair of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I'll rock and rock!

Narrator: BUT, the bottom of the chair fell out! Down she went onto the floor with a CRASH!

Goldilocks went into the bedroom where the three bears slept.

First, she lay upon the bed of the Papa Bear.

Goldilocks: Um, this bed is too high at the head for me.

Narrator: Then she lay upon the bed of the Momma Bear.

Goldilocks: Um, this bed is too high at the foot for me.

Narrator: Then she lay down upon the bed of the Baby Bear.

Goldilocks: Oh, this is just right! I like it so much I think I'll go to sleep!

Narrator: By this time, the three bears thought their porridge would be cool enough. So they came home for breakfast.

Goldilocks had left the spoons of the bears in their porridge bowls and they all noticed right away!

Papa Bear: Somebody has been eating my porridge!

Baby Bear: Somebody has been eating my porridge and it's all gone!

Narrator: Goldilocks had left the chair cushions a mess.

Papa Bear: Somebody has been sitting in my chair!

Momma Bear: Somebody has been sitting in my chair!

Baby Bear: Somebody has been sitting in my chair and it is broken!

Narrator: The three bears went into the bedroom.

Goldilocks had left all of the bed pillows out of place.

Papa Bear: Somebody has been lying in my bed!

Momma Bear: Somebody has been lying in my bed!

Baby Bear: Somebody has been lying in my bed and here she is!

Narrator: All three bears let out a long yell.

All Three Bears: Aaaaahhhhhh!

Narrator: This woke Goldilocks up. The three bears were all staring at her.

Goldilocks was so frightened that she jumped out of bed and ran away as fast as she could and never came back!

**Objective**

The student will identify the meaning of prefixes.

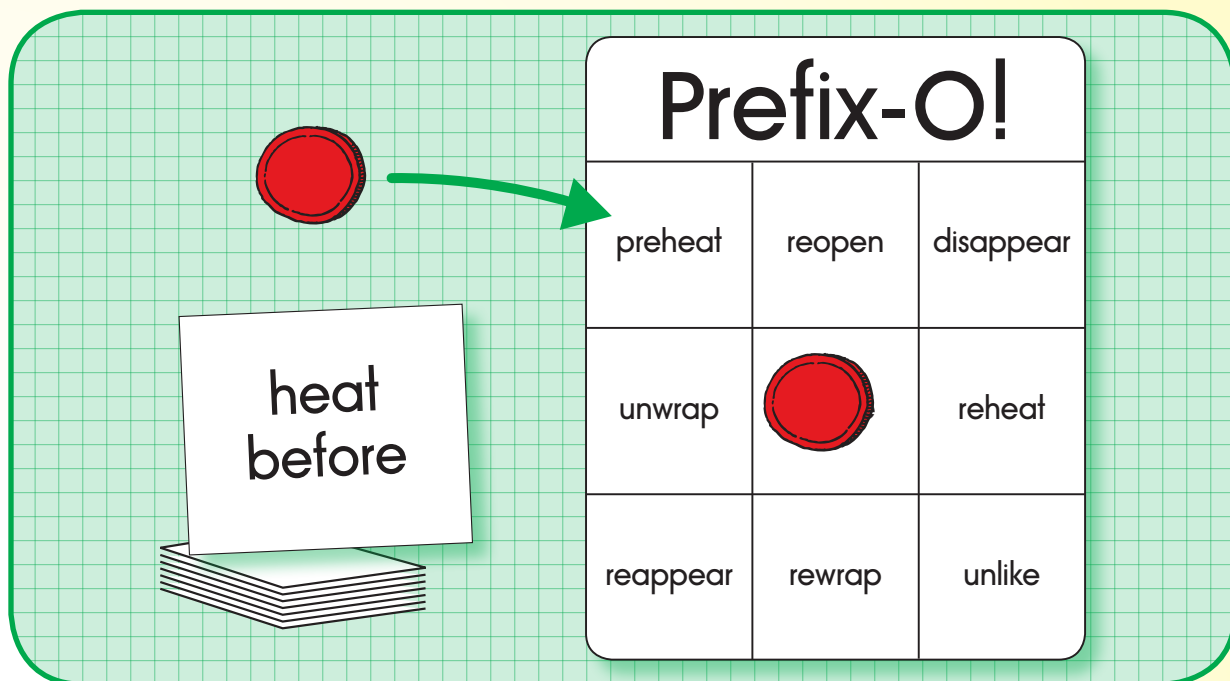
**Materials**

- ▶ Prefix-O game boards (Activity Master V.011.AM1a - V.011.AM1b)
- ▶ Meaning word cards (Activity Master V.011.AM2a - V.011.AM2c)
Note: prefixes used are un = not, re = again, dis = opposite, and pre = before.
- ▶ Game pieces (e.g., counters)

**Activity**

Students match words with prefixes to their meanings while playing a Bingo-type game.

1. Place the meaning word cards face down in a stack. Provide each student with a different Prefix-O game board and game pieces.
2. Taking turns, student one selects the top card from the stack and reads the phrase (e.g., “heat before”).
3. Each student looks for a word on his Prefix-O game board that corresponds to the phrase (i.e., preheat).
4. If found, places one game piece on that word.
5. Student one places meaning word card in a discard pile.
6. Continue until one student covers his game board and says, “Prefix-O!”
7. Peer evaluation

**Extensions and Adaptations**

- ▶ Make and use other bingo game boards (Activity Master V.011.AM3) and meaning word cards (Activity Master V.009.AM3).

Prefix-O!

preheat

reopen

disappear

unwrap

dislike

reheat

reappear

rewrap

unlike

game board



Prefix-O!

disable

replace

undo

rewind

uncut

displace

precut

unable

redo

game board



Vocabulary

Prefix-O

V.011.AM2a

heat
before

open
again

opposite
of appear

not wrap

opposite
of like

heat
again

meaning word cards



appear
again

wrap
again

not like

opposite
of able

place
again

not do



Vocabulary

Prefix-O

V.011.AM2c

wind
again

not cut

opposite
of place

cut before

not able

do again

meaning word cards



Prefix-O!

blank game board



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?

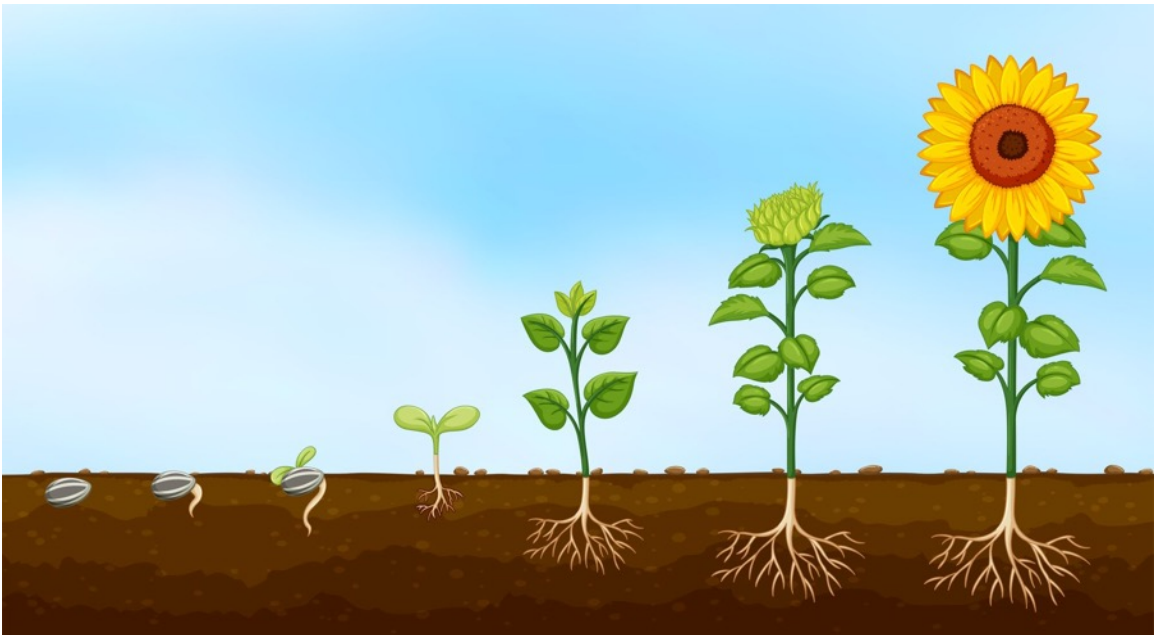
During Reading

- 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?

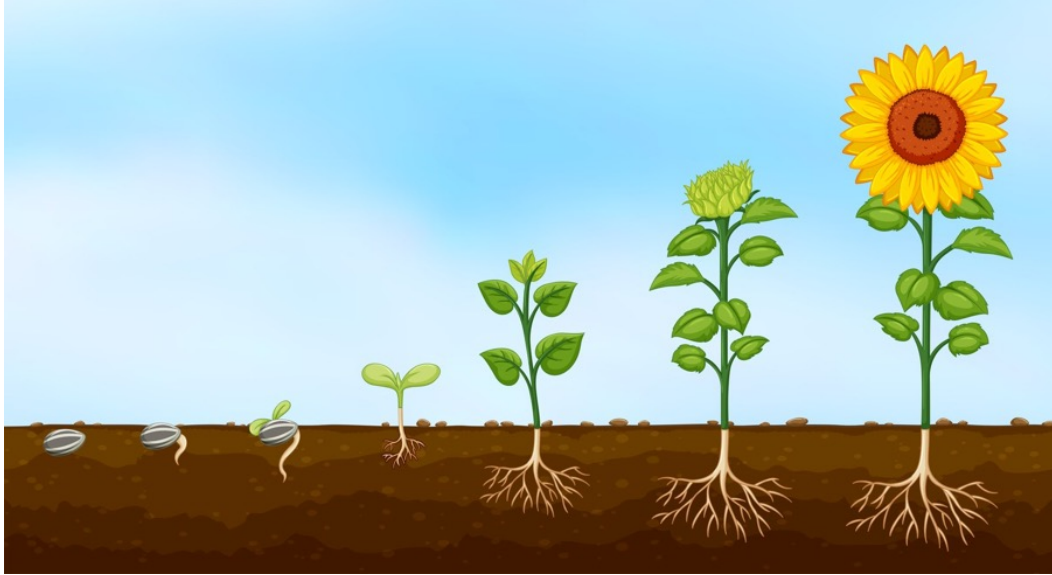
A Sunflower Grows



By Clark Ness

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

Reading Level: Flesch-Kincaid Grade Level 4.5
Nonfiction



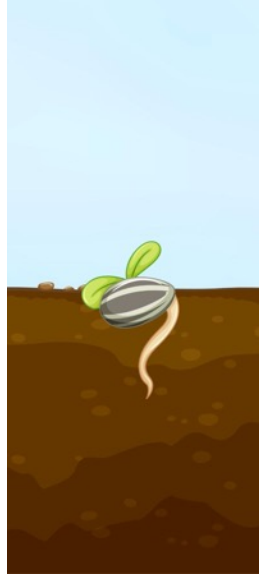
A sunflower
grows from a seed
to a flower.



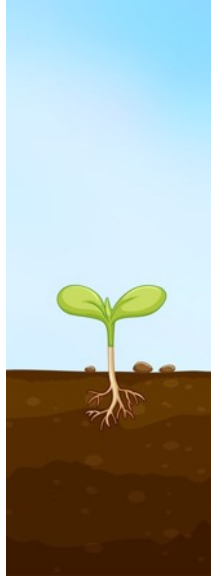
A sunflower seed
starts out in the soil.



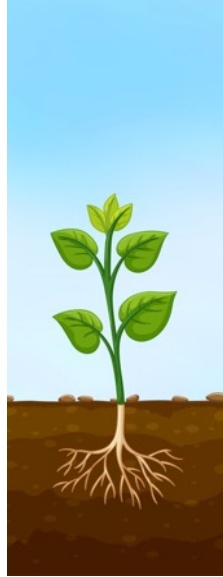
The sunflower
seed sprouts.



The sunflower
begins to grow.



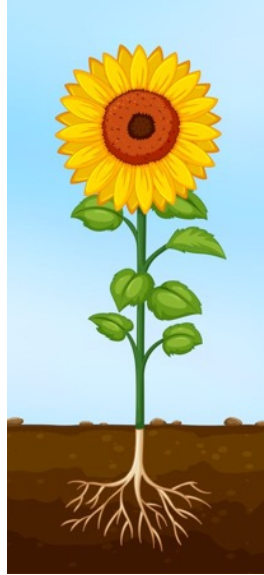
The primary
leaves of the
sunflower unfold.



The sunflower
grows.



The sunflower
forms a flower.



The sunflower flowers.

Flesch-Kincaid Grade Level 4.5

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Ashley and White Horse

By Clark Ness

www.clarkness.com



One day Ashley was out in her yard. She was watering her flowers.

There was a *clop, clop* behind her. She looked and there stood a white horse with wings.

"Hello," said the white horse with wings. "I am White Horse."

"Hello," said Ashley. "I am Ashley. What can I do for you?" Ashley tried to be brave but was a little scared of the big talking horse.

"We are looking for a girl to help us. We need you to ride our young horses. They need to feel what it is like to have a person on their back," said White Horse.

"Have you had a girl ride your young horses before?" asked Ashley.

"Yes, we have, but she has grown up now. So we need a new girl," said White Horse.

"I could maybe help you. I love to ride horses. Only, I have never ridden a horse with wings," said Ashley.

"I will let you feel what it is like," said White Horse. "Hop up on my back."

Ashley hopped up on White Horse's back. He flapped his two huge wings, and they were off. Up, up, up into the sky they flew.

"This is grand," said Ashley. "You fly so well. I feel like I am floating across the sky."

"Yes, this is how the young horses should learn to fly with a person on their back," said White Horse. "Now let me take you back home."

White Horse landed back in Ashley's yard. Ashley jumped off the flying horse.

"Yes, I can help you teach your young horses," said Ashley. "Do we go now?"

"It is good that you will help us. Thank you, Ashley," said White Horse. "The young horses only fly at night in the moonlight. I will come and get you when you are dreaming. I must go now." White Horse flapped his huge wings and went up into the sky.

Ashley opened her eyes. She was lying in the shade of a big tree in her yard.

"I must have been dreaming," said Ashley. "White Horse seemed so real."

She went into her home. That very night when she was asleep, White Horse came into her room and got her. They flew to the land of flying horses.

Ashley rode five young horses that night. At first the young horses did not fly well with Ashley on their back. But after a little while, they learned how to fly well with Ashley. White Horse took Ashley back to her room, and Ashley went back to sleep.

Now, two or three nights each week, White Horse comes and gets Ashley to help him teach the young horses. Ashley loves helping the young horses learn how to fly with a person on their back. She is having a fun summer.

Flesch-Kincaid Grade Level - 2.1

Flesch Reading Ease - 94.9

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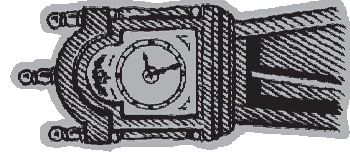
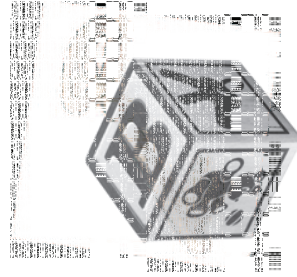
The Rock in My Sock

Focus: Words in the -ock family

There is a rock in my sock.
 I do not want it in my sock.
 I take off my sock.
 I take out the rock.
 Now the rock is not in my sock.



The clock is locked.
 I have a key for the lock.
 The key is on my block.
 I use the key to open the lock.



Name: _____

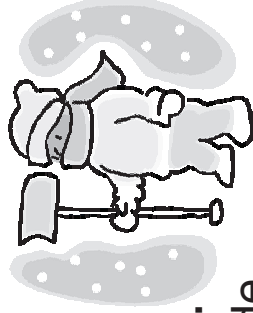
1) What is in my sock?

2) What do you do?

3) Where is the key to the clock?

The Snow Blows

Focus: Long "o" with _ow Words



In the winter it is cold.

A winter storm brings snow.

The snow blows hard outside.

The river does not flow.

It turns to snow above and ice below.

The plants do not show.

They are under the snow.

They are pushed down low.

The plants will grow when winter goes.

For now they sleep under the snow.

The girl will play out in the snow.

She has a hat with a pretty bow.

The wind will blow the snow until
the cold will give the girl a chill.

Name: _____

1) What does the winter storm bring?

2) Why doesn't the river flow?

3) What has a pretty bow?

Matter and Energy: What is matter?

By Encyclopaedia Britannica, adapted by Newsela staff on 03.30.17

Word Count **430**

Level **330L**



This photo of John Muir Glacier in Alaska shows two of the three main states of matter: solid (the ice and rock) and liquid (the water). Photo from: Wikimedia Commons.

Everything in the world is made of matter. Matter is anything that takes up space. This includes air, water and rocks. It even includes people.

There are different types of matter. They can be described by their mass. Mass is like weight. It is how much material is inside an object. A beach ball has very little mass. A bowling bowl has much more. That is why the bowling ball is heavier.

Different Kinds Of Matter

There are different forms of matter. These forms are called states. On Earth, there are three main states. They are solid, liquid and gas.

Rocks, books and balls are solids. Solids have a set size and shape. These do not change easily. For example, someone can move a book. But this does not change the book. It still has the same size and shape.

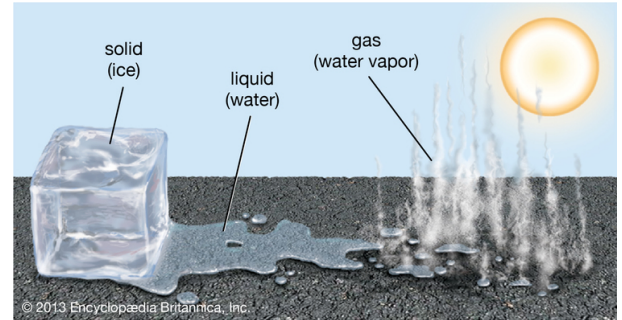
Milk and water are liquids. Liquids have a set size. But their shape depends on where they are. Milk has one shape inside a bottle. It has a different shape inside a glass.

Air is a gas. Gases do not have a set size. They do not have a set shape either. Gases can spread out to fill something large. They can also squeeze inside something small.

Matter can change. It can move from one state to another. This can happen when matter warms up. It can also happen when matter cools down.

When water gets warm, it changes. Heat makes the water evaporate. This turns the liquid water into water vapor. Water vapor is a gas.

When water vapor cools, it changes. It becomes a liquid again. If it gets very cold, it can freeze. Then it turns into ice. It becomes a solid.



Turning One Type Of Matter Into Another

All matter has physical properties. These are things like color and shape. They can be seen without changing the matter.

Matter also has chemical properties. They tell how matter can change. One example is wood. When wood touches fire, it burns. Then the wood turns into ashes. Burning is called a chemical reaction. Chemical reactions change matter. They turn one type of matter into another.



Quiz

- 1 Read the sentences below. They are the first part of a summary of the article.
- Matter is everything that takes up space. It can come in three states: solid, liquid and gas.
- Which answer BEST completes the summary?
- (A) Water vapor is a gas that is made when water heats up and evaporates.
 - (B) A beach ball has very little mass, but a bowling ball has much more mass.
 - (C) Solids like rocks, books and balls have a set size and shape and do not change easily.
 - (D) Matter can change from one state to another when it is heated up or cooled down.
- 2 What happens to liquids when they get very cold?
- (A) They become a solid.
 - (B) They stay the same.
 - (C) They become a gas.
 - (D) They get smaller.
- 3 Which selection from the section "Turning One Type Of Matter Into Another" gives AN EXAMPLE of how one type of matter can change into another type of matter?
- (A) These are things like color and shape. They can be seen without changing the matter.
 - (B) Matter also has chemical properties. They tell how matter can change.
 - (C) When wood touches fire, it burns. Then the wood turns into ashes.
 - (D) Chemical reactions change matter. They turn one type of matter into another.
- 4 Based on the article, which of the following is TRUE?
- (A) Solids can spread out to fill a bottle.
 - (B) Gases do not have a set size or shape.
 - (C) An example of a liquid is water vapor.
 - (D) Solids are matter, but gases are not.

There are three phases of matter: solid, liquid and gas

By NASA, adapted by Newsela staff on 12.12.19

Word Count **304**

Level **540L**

STATE OF MATTER



SOLID



LIQUID



GAS

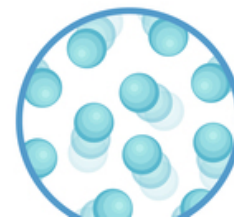
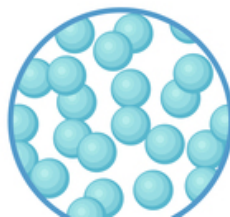
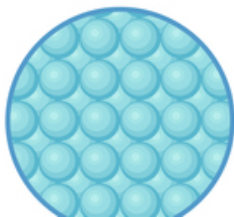


Image 1. Matter mostly appears in three phases on Earth: solid, liquid and gas. Photo by: Getty Images/anuwat meereewee Getty Images/anuwat meereewee

Matter is everything around you. Both the things you can see and the things you cannot see. Matter takes up space. You are made of matter, too!

All matter is made up of atoms. They are too small to see. Atoms are made up of three kinds of particles: protons, neutrons and electrons. Atoms combine to form molecules.

On Earth, matter exists as either a solid, a liquid or a gas. These are called phases of matter.

Solids

A solid is anything with its own shape. Solids form when forces hold atoms tightly together. Solids hold the same shape and volume over time. Volume is the amount of space that an object takes up.

Liquids

Both liquids and gases are fluids. That is because the molecules move around, or flow.

In the liquid phase, molecules are more loosely connected. Liquids can take the shape of any container. The volume of a liquid stays the same.

Gravity pulls liquid to the bottom of any container you put it in. Gravity is a force that pulls objects toward one another.

Gases

In the gas phase, atoms are held together by very weak forces. A gas takes the same shape and volume of the container it is in.

Changing

Materials can change their phase. For example, water is a liquid at room temperature. Yet it changes to ice, a solid, when it is below freezing. This is less than 32 degrees Fahrenheit.

Water can also change to a gas. That is when water reaches its boiling point at 212 degrees Fahrenheit. It is called water vapor.

Plasma

Matter behaves differently in high temperatures and pressures. One example is on the Sun. Electrons come loose from their atoms and molecules. When this happens, plasma is formed. This is the fourth state of matter.

Quiz

- 1 How is a solid different from a liquid?
- (A) A liquid holds its own shape and a solid does not.
 - (B) A solid holds its own shape and a liquid does not.
 - (C) A solid is made up of matter and a liquid is not.
 - (D) A liquid is made up of matter and a solid is not.

- 2 How does liquid water change because of cold temperature?
- (A) When liquid water gets below freezing, it turns into a solid.
 - (B) When liquid water gets above freezing, it turns into a solid.
 - (C) When liquid water gets below freezing, it turns into a gas.
 - (D) When liquid water gets above freezing, it turns into a gas.

- 3 Which answer choice is a section title?
- (A) There are three phases of matter: solid, liquid and gas
 - (B) Matter is everything around you.
 - (C) Solids
 - (D) When this happens, plasma is formed. This is the fourth state of matter.

- 4 Read the paragraph from the section "Liquids."

Gravity pulls liquid to the bottom of any container you put it in. Gravity is a force that pulls objects toward one another.

What information can the reader get by reading this paragraph?

- (A) how gravity works
- (B) how a liquid can change into a solid
- (C) how atoms combine to form matter
- (D) how water flows

English Language Learner Supplement K-1

Excerpt from **The Swing**

By Robert Louis Stevenson

How do you like to go up in a swing,

Up in the air so blue?

Oh, I do think it the pleasantest thing

Ever a child can do!

Poem in the Public Domain

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 what the poem is about.

Writing: Write the rhyming words from the poem.

Swing and _____

Blue and _____

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 **The Swing**

Por Robert Louis Stevenson

¿Cómo te gusta subir en un columpio,
¿En el aire tan azul?

Oh, creo que es lo más placentero
¡Nunca un niño puede hacer!

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 de qué trata el poema.

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

Swing y _____

Blue y _____

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

Writing Ideas K-1 Elementary Week #12

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

- The first day of summer is June 20! Write a narrative story about a summer day! You should include when and where your story takes place and who and/or what is involved. Be sure to include details and have a beginning, middle, and end.

Opinion/Argument

- If you could have a super power what would it be? Write an opinion piece on what super power would be the best and why? Add reasons, examples, and/or details to support your opinion.

Informational/Explanatory

- Father's day is coming up on June 21! Interview someone you know who is a father! It can be anyone you know. Brainstorm a list of questions you want to ask them about being a dad. You can call them on the phone or email them. Learn as much as you can about that person and write an informational piece on them. Introduce the person 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!

It is fun to retell things we have read! Pick one of the reading selections from this week and retell it to a family member! Draw a picture to go with one of the stories and then write your own story about what you drew! For how to retell a story, watch the video at <https://bit.ly/2zEwV9g>

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!

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

When we read, we try to figure out what the central message or main idea is! Pick one of the reading selections from this week and tell someone in your family what the central message was. Then write about it. For a video on central messages go to <https://bit.ly/36HWHp5>

WRITER'S CHOICE

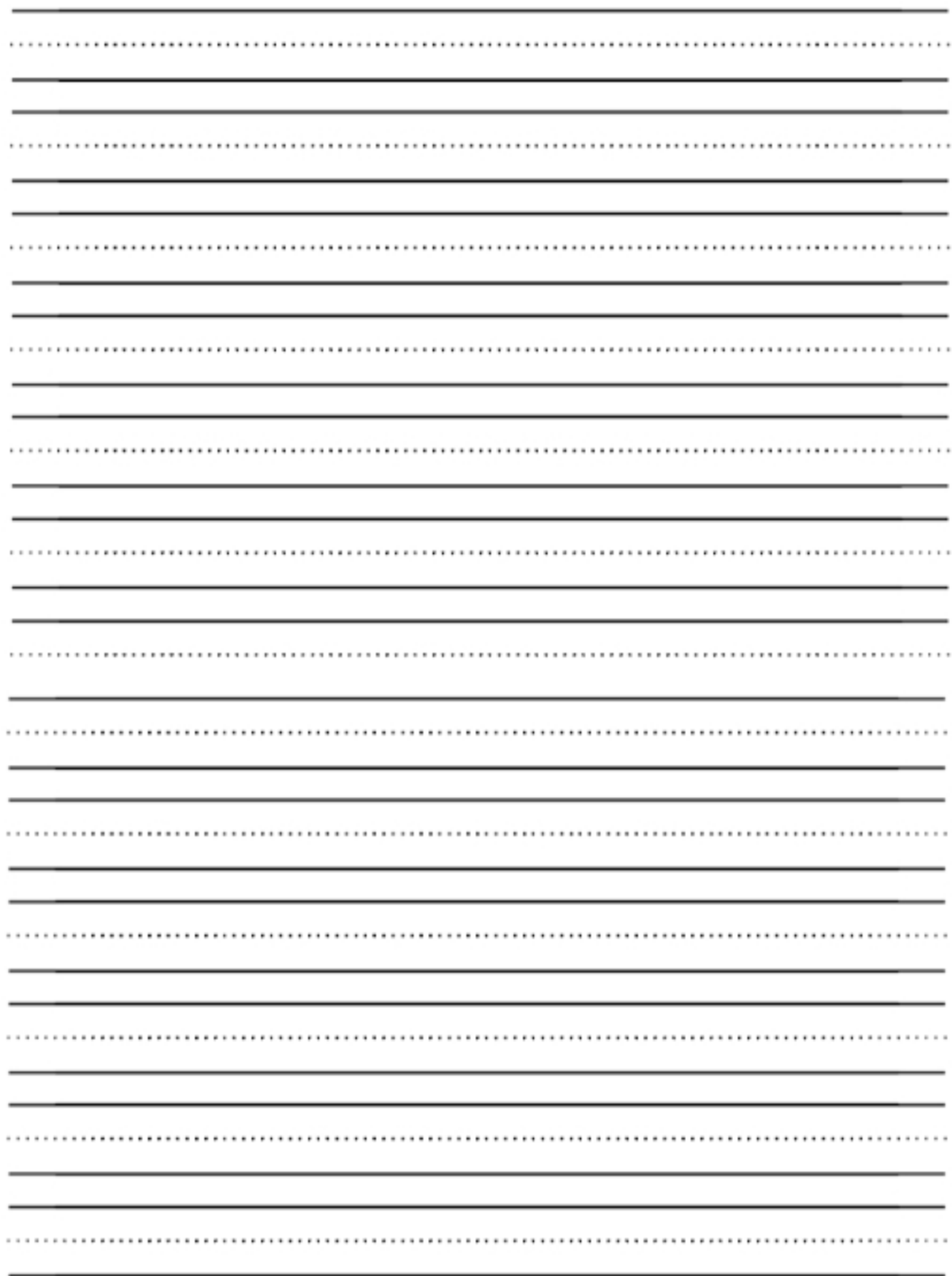
Write about how the two reading selections **Matter and Energy: What is matter?** and **There are three phases of matter: solid, liquid and gas** are similar and/or different. For more fun, watch the video about states of matter at <https://bit.ly/2yFgadu>

What else can you find out about sunflowers? Draw a picture of a sunflower and label the parts. Do some research on sunflowers or another plant and write an informational piece about your findings. For more fun watch <https://bit.ly/2TI6FBj>

What would it be like to have a horse that could fly? Write a story about your adventures! Add characters, a setting, and a beginning, middle, and end.

What do you know about solids, liquids, and or gases? Do you have objects in your house that are a solid, liquid, or gas? With the help of a family member, look closely at some of these objects. Do some research on matter and include that in your writing.

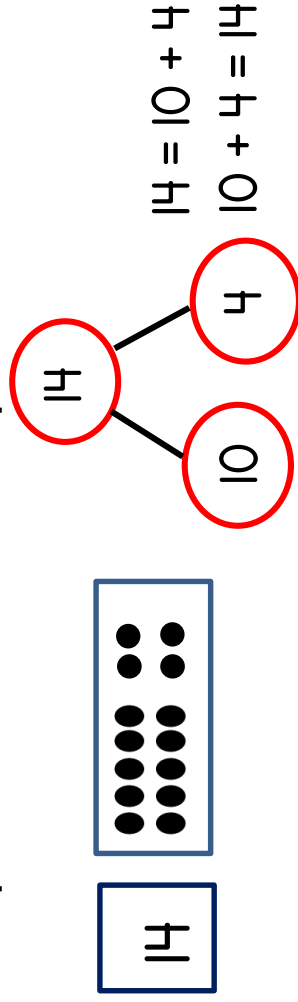




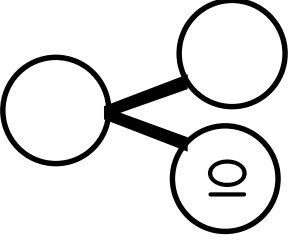
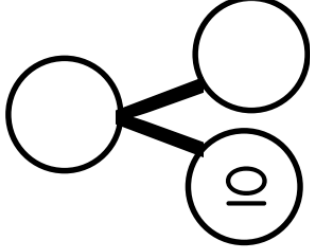
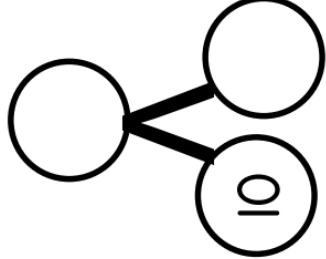
Teen Match

Materials: numeral cards 11 – 19, 11-19 dot cards

1. Work with a partner. Place the dot and numeral cards face up on the table. Take turns to find two matching cards.
2. Write the number. Draw the dot card.
3. Draw a number bond and write two equations to match the cards.
4. Repeat with different pairs of matching cards.



Teen Match

Number	Picture	Number Bond and Equations
		 $\begin{array}{l} __ = 10 + __ \\ 10 + __ = __ \end{array}$
		 $\begin{array}{l} __ = 10 + __ \\ 10 + __ = __ \end{array}$
		 $\begin{array}{l} __ = 10 + __ \\ 10 + __ = __ \end{array}$

11

12

13

14

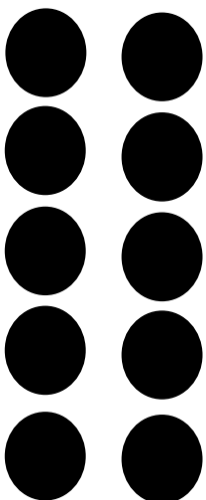
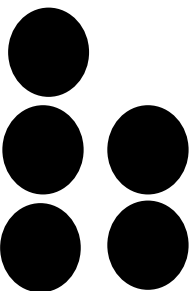
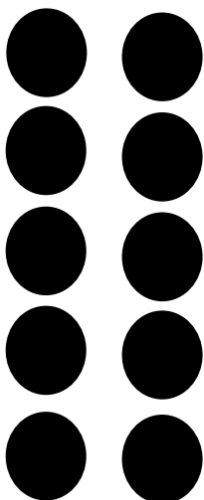
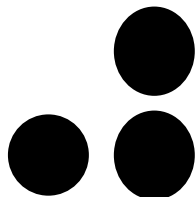
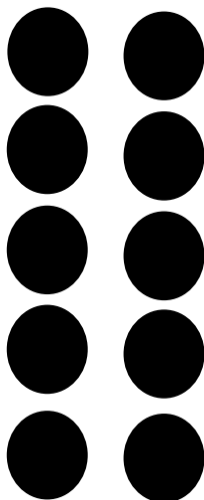
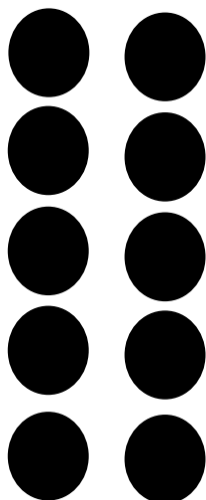
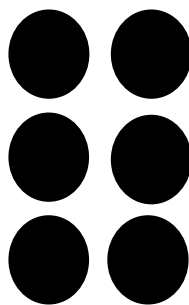
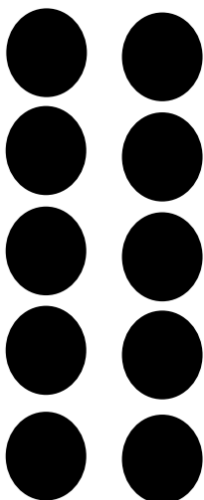
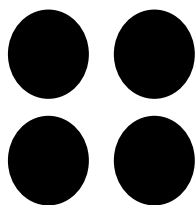
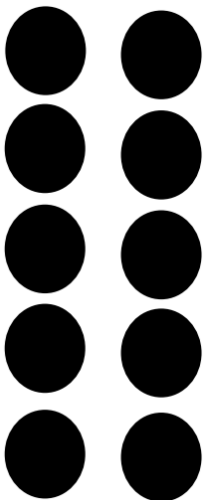
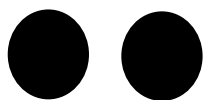
15

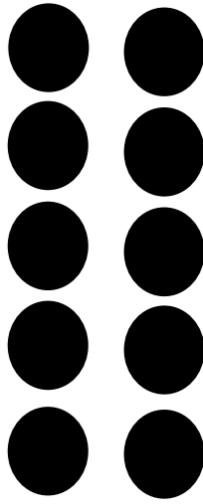
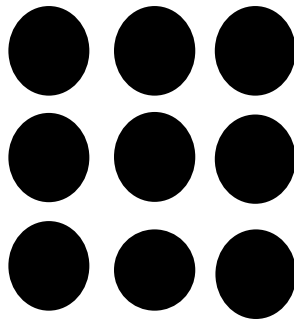
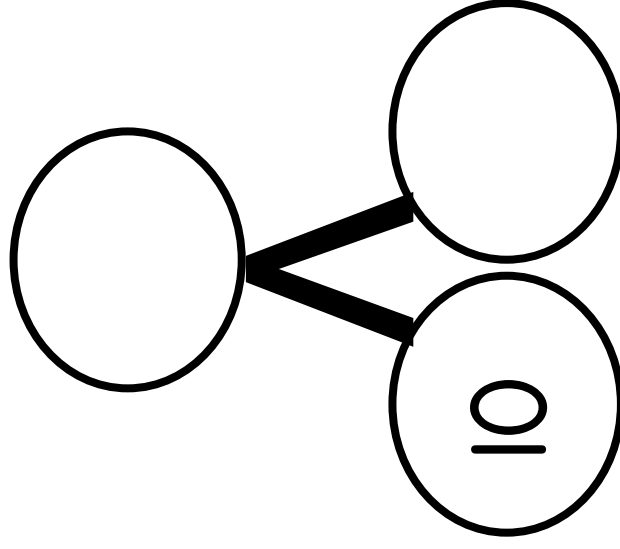
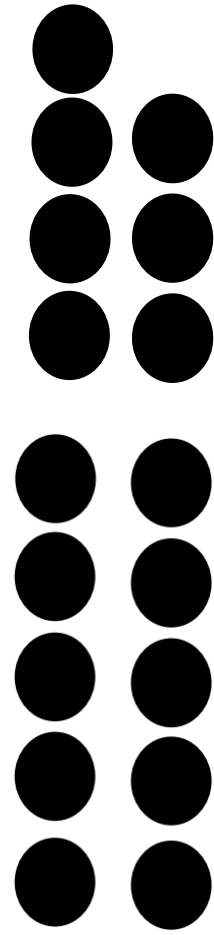
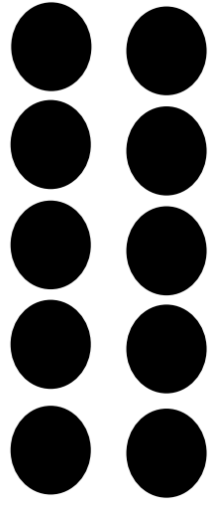
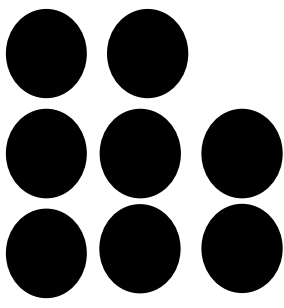
16

17

18

19





$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$

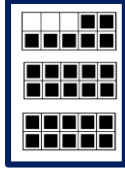
$$10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Greater than 50

Materials: set of mixed cards (numeral, expression, ten frame)

1. Work with a partner. Place the three header cards in a row. Put all the other cards facedown in a stack.
2. Take turns to turn over a card from the stack and decide where it belongs. Explain your thinking.
3. Keep taking turns until you have sorted all the cards.
4. Draw or write about how you sorted the cards.

Less than 50

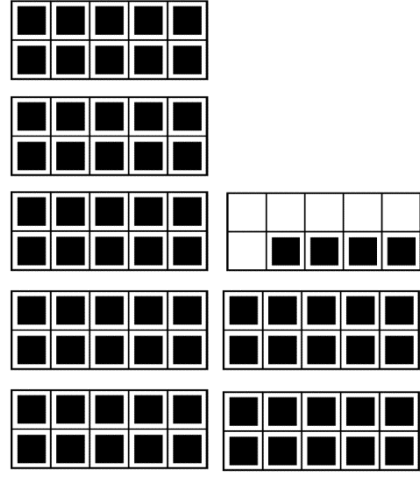
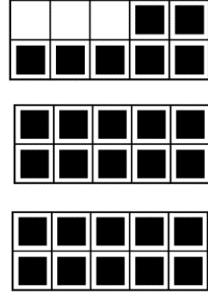


Equal to 50

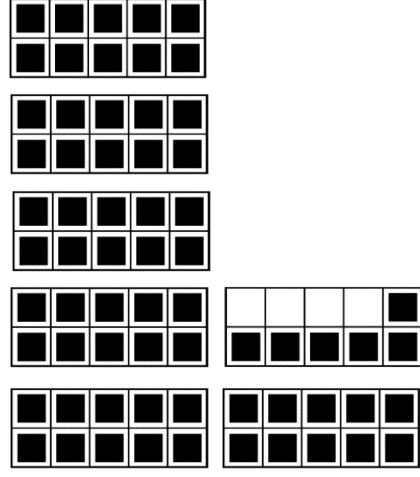
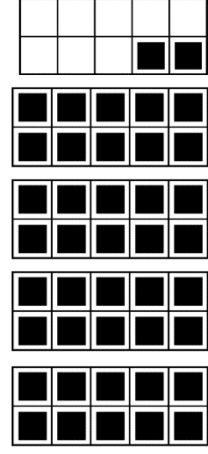
Greater than 50

56

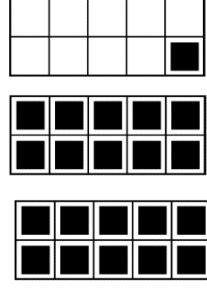
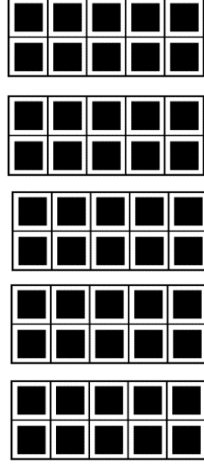
Less than 50



Greater than 50



Equal to 50



38

27

49

19

56

62

51

73

81

$$10 + 40$$

$$23 + 5$$

$$20 + 15$$

$$49 + 6$$

$$30 + 11$$

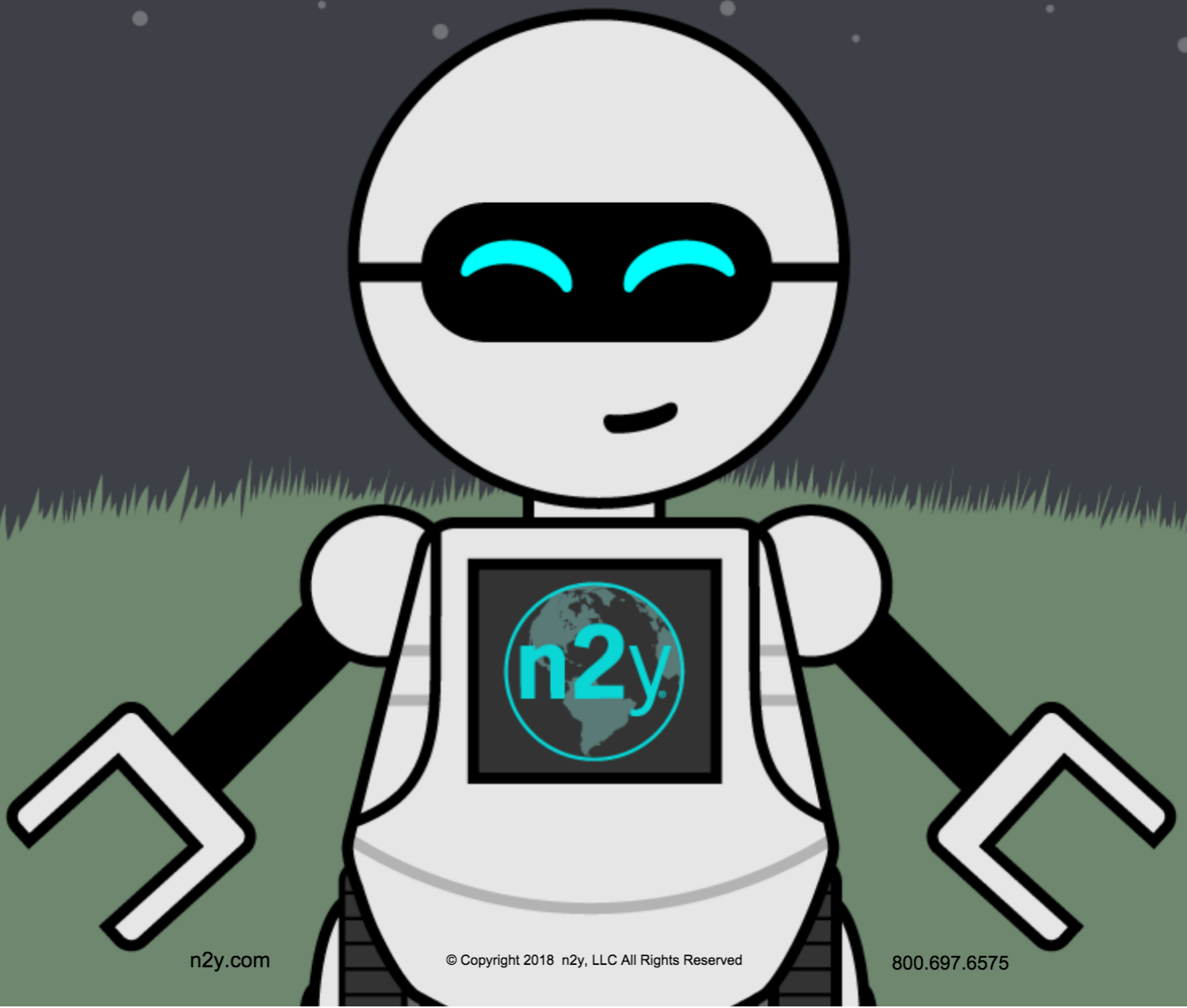
$$6 + 44$$

$$80 - 20$$


$$60 - 10$$

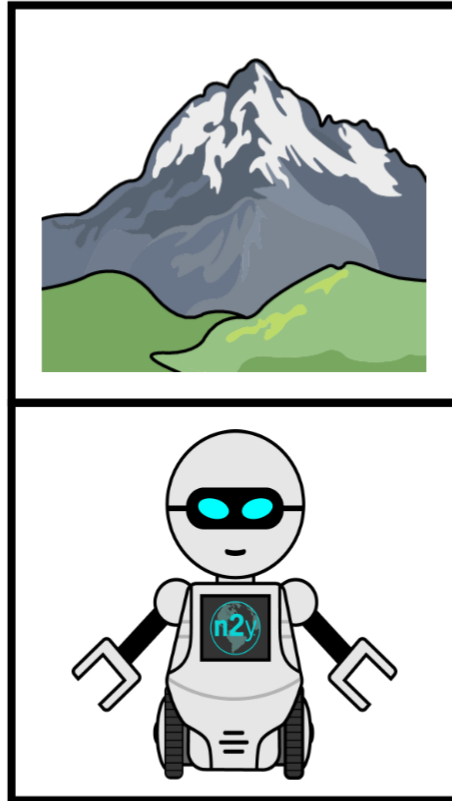
$$15 - 10$$

CODING ACTIVITY

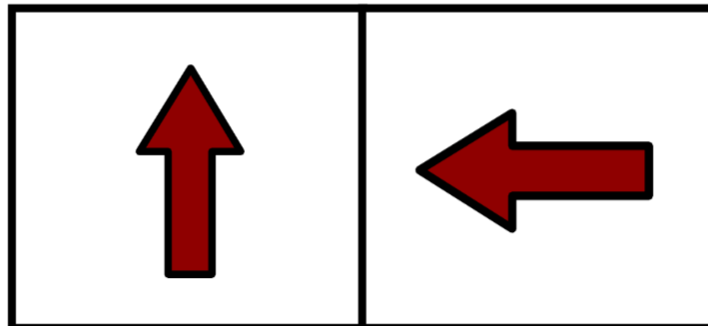


Coding Activity



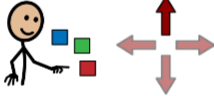
- Bitt Bott wants to explore Earth. 
- Help Bitt Bott go to the mountain. 
- Decide which direction Bitt Bott should move. 

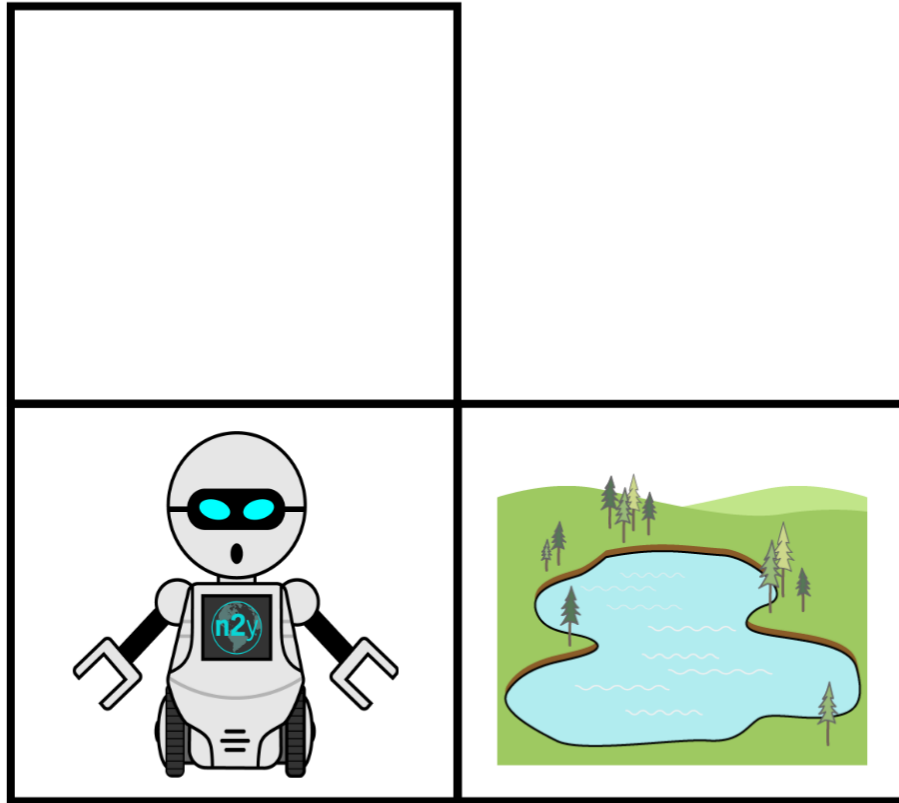


Circle the correct direction arrow.

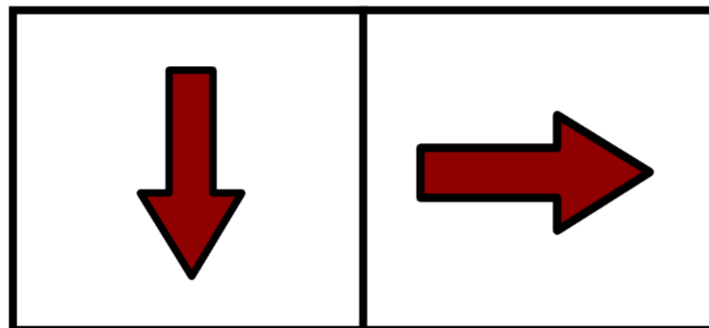


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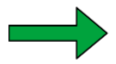


- Bitt Bott wants to explore Earth. 
- Help Bitt Bott go to the lake. 
- Decide which direction Bitt Bott should move. 

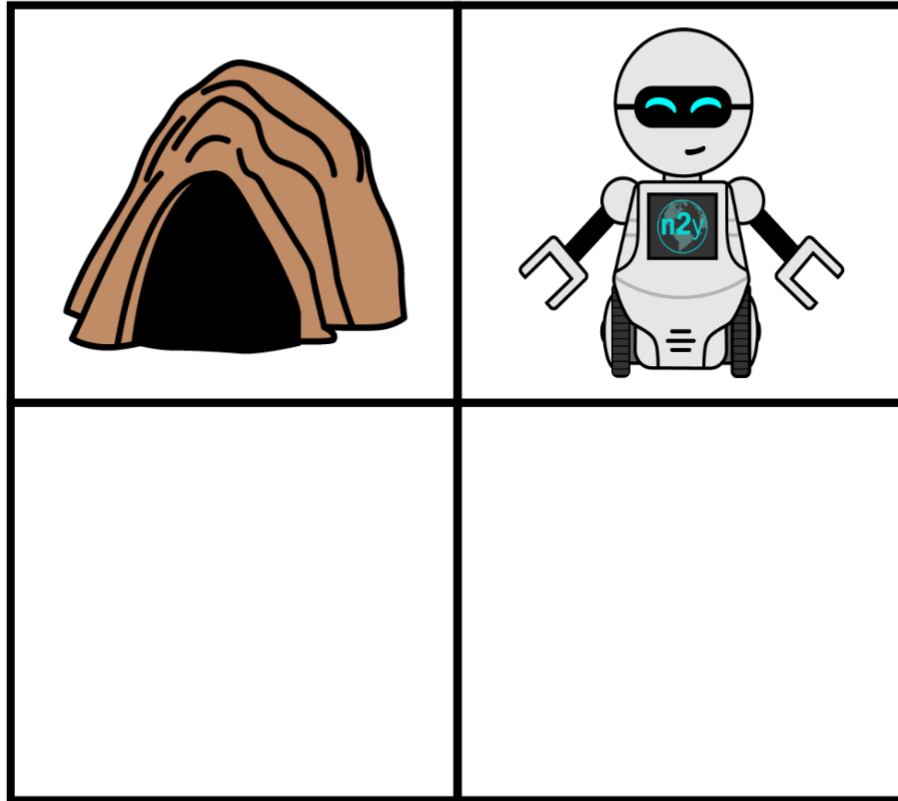


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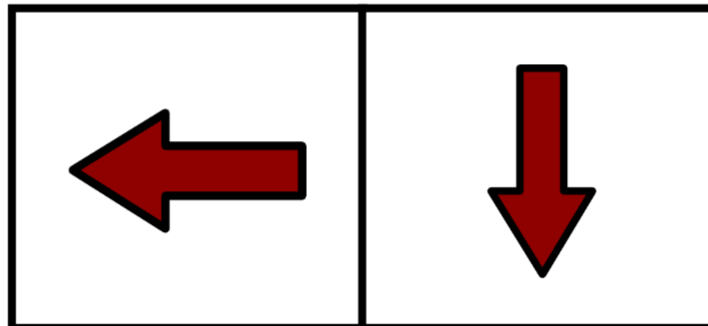


Coding Activity

- Bitt Bott wants to explore Earth. 
- Help Bitt Bott go to the cave.  
- Decide which direction Bitt Bott should move. 

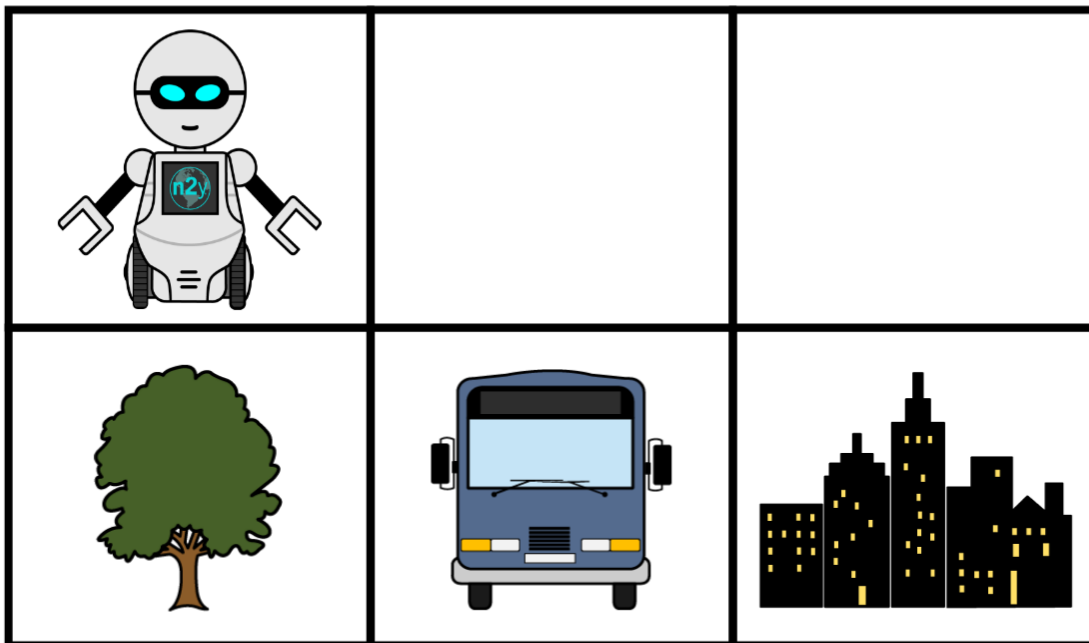


Circle the correct direction arrow.

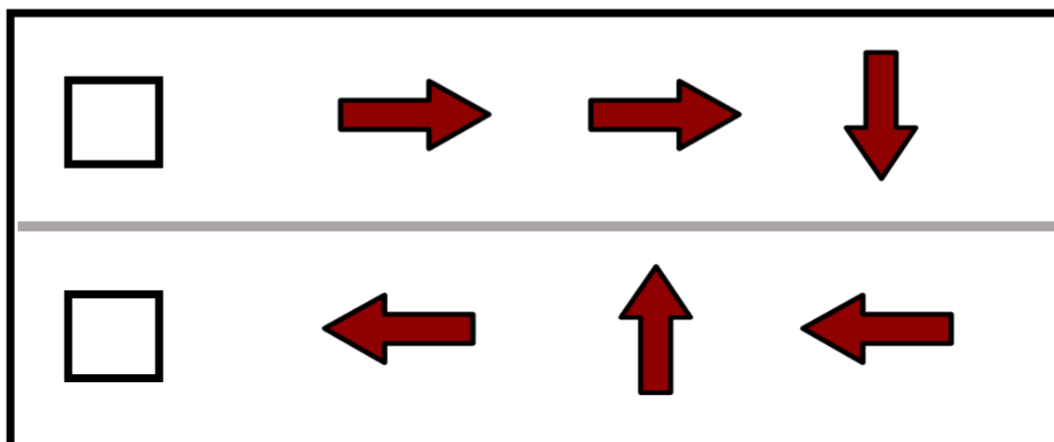


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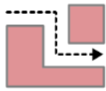


- Bitt Bott wants to explore Earth.  
- Bitt Bott must make three moves to go to the city.  
- Help Bitt Bott avoid the obstacles.  
- Decide which directions Bitt Bott should move.  

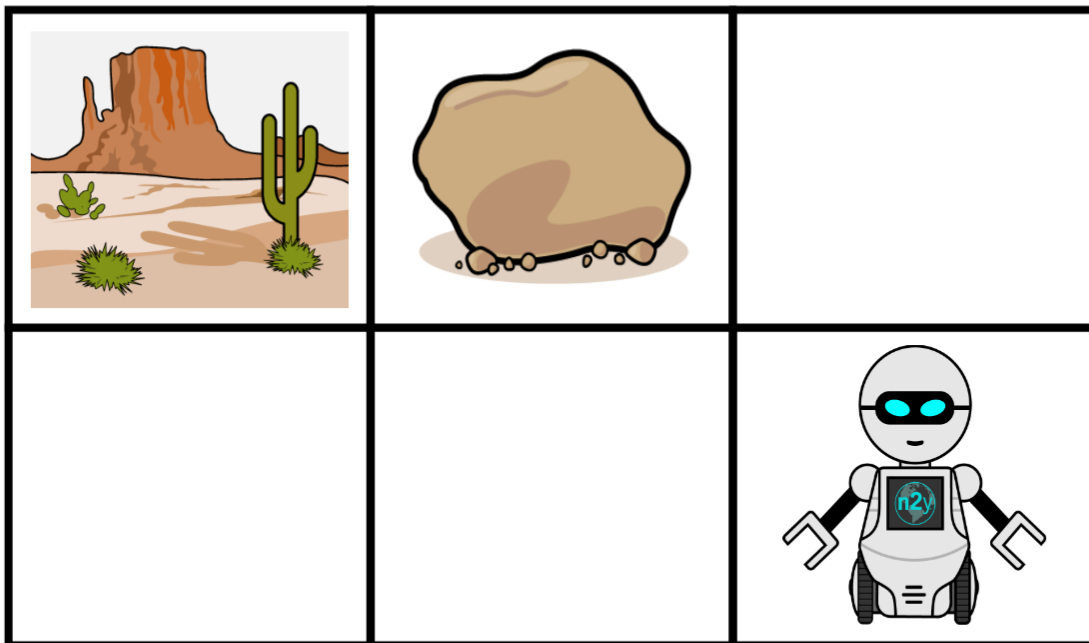


Check correct set of direction arrows.

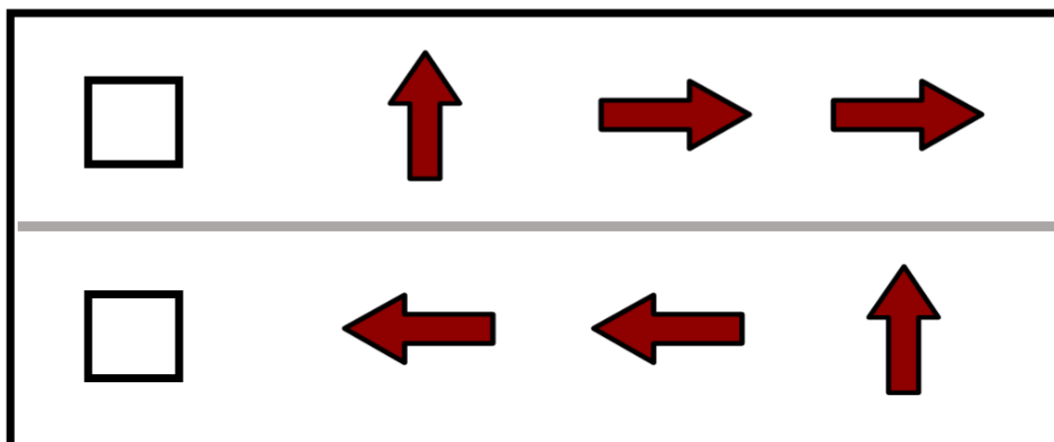


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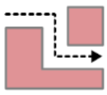
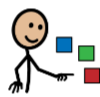
- Bitt Bott wants to explore Earth.  
- Bitt Bott must make three moves to go to the desert.  
- Help Bitt Bott avoid the obstacles.  
- Decide which directions Bitt Bott should move.  

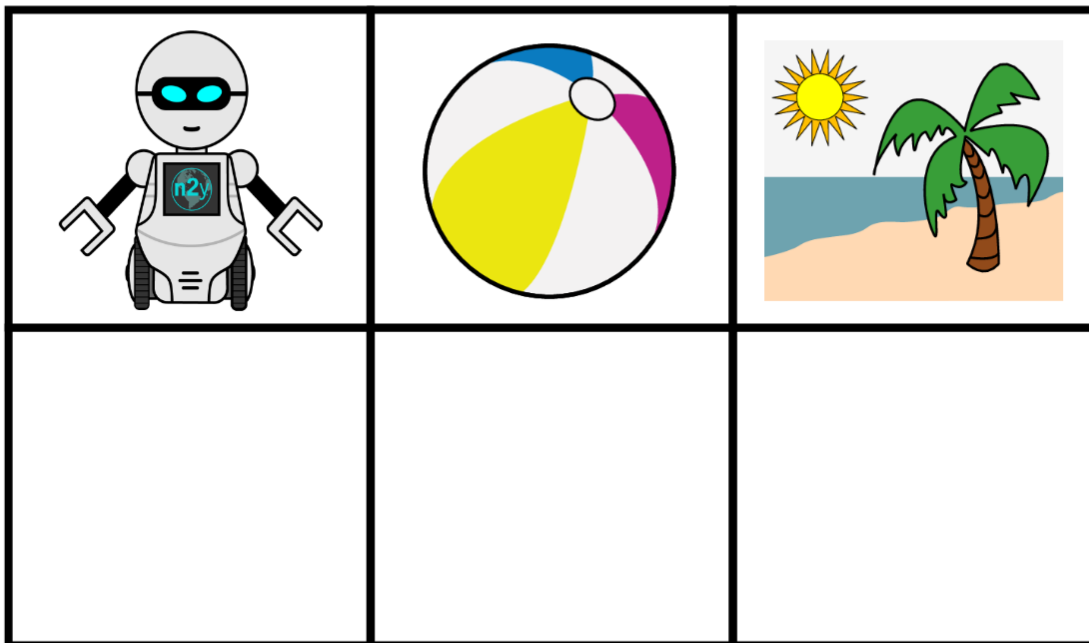


Check correct set of direction arrows.



Coding Activity

- Bitt Bott wants to explore Earth.  
- Bitt Bott must make four moves to go to the beach.  
- Help Bitt Bott avoid the obstacles.  
- Decide which directions Bitt Bott should move.  



Check correct set of direction arrows.

