Caesar Rodney School District-Snow Day Activity Board

Reading
30 Minutes of Rider Reading Time

All students will bring home their RIder Reading Bags with 3-5 books to support reading and power goal work. Please complete the 100 Book Challenge Reading Log.

Math-
Grade Level Practice Problems

All students will work on grade level practice problems based on previously taught concepts.

Science

Students will work on the science extensions.

Social Studies

Grades K-2: Students will create a story map using key memorable events of their life. (See Example)

Grade 3: Students will interview members of their household or community. (See Example)

Grades 4-5: Students will think of problems, challenges, or issues that affect your school or community. Create a business that will solve a problem.

Writing/Word Study

Grades K-2: Students will work on word study activities based on previously taught concepts

Grades 3-5: Students will work on writing activities based on previously taught concepts.

Students can use the Clever platform to access apps including i-Ready, ARC bookshelf Reading, SORA, EPIC, etc.

Long "A"			
a	a_e	ai	ay
April	rake	rain	ray

blame	clay	train	runway
paper	baby	place	waist
state	bacon	baseball	apron
rainbow	stays	paint	today

Long "E"			
e	y	ee	ea
m**e**	happ**y**	f**ee**t	**ea**ch

peanut	hurry	sneeze	carry
treetop	dirty	evil	daydream
nobody	eating	she	even
peeking	secret	teapot	sweet

Long "I"		
-i_e	i	y
lik**e**	h**i**	m**y**

ride	triangle	myself
why	sidewalk	minus
lifelike	tiger	dinosaur
try	flyer	fireworks

Long "O"		
o	o_e	oa
n<u>o</u>	n<u>o</u>se	b<u>oa</u>t

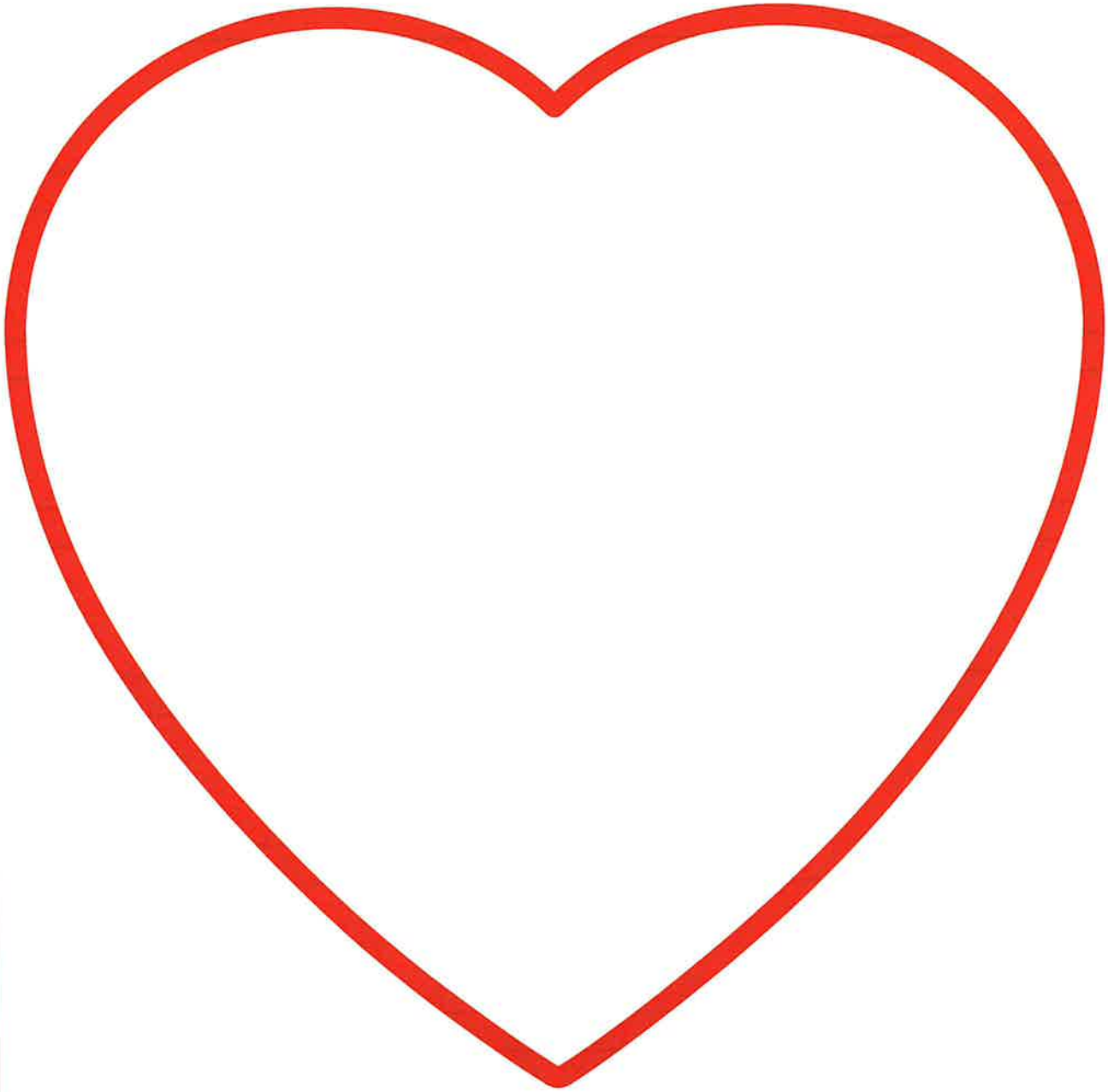
road	home	going
stone	toaster	tadpole
oatmeal	over	coated
alone	pony	hello

Long "U"	
u	u_e
unit	cube

unicorn	mute	huge
rule	tune	human
tuna	flute	unit
music	student	use

Writing

Heart Map: Fill the heart below with images and words that represent you and what you care about.



Writing

Now pick something from your Heart Map and explain what it means to you.

Writing

Write about something on which you are already an expert. This might be a sport, a video game, an author or series, how to take care of a pet, or how to make something. Make sure that you include information to teach the class about this topic.

Section A: Practice Problems

1. **Pre-unit**

There are 17 squirrels in a pine tree. There are 12 squirrels in an oak tree.

a. How many fewer squirrels are in the oak tree than in the pine tree? Show your thinking.

b. Write an equation for this situation.

2. **Pre-unit**

Fill in the blank to make each equation true.

a. $7 + 9 =$ _____

b. $15 - 8 =$ _____

c. $6 +$ _____ $= 11$

d. _____ $- 4 = 13$

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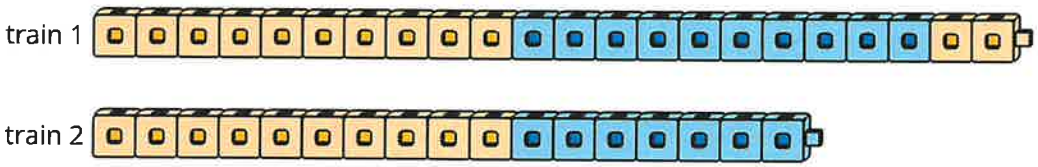
3. **Pre-unit**

There are some frogs in the pond. Then 5 more frogs jump into the pond. Now there are 11 frogs in the pond. How many frogs were in the pond? Show your thinking.

4. Here are some connecting cubes.



a. How many connecting cubes are there altogether? Show your thinking.

b. How many more cubes are there in train 1 than in train 2? Show your thinking.

(From Unit 2, Lesson 1.)

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5. Find the number that makes each equation true in a way that makes sense to you. Show your thinking.

   a. $26 + 51 =$ _____

   b. $35 +$ _____ $= 67$

(From Unit 2, Lesson 2.)

6. There are 34 children in Mai's classroom. There are 21 children in Noah's classroom. How many more children are in Mai's classroom than in Noah's classroom? Show your thinking using drawings, numbers, or words and write an equation.

(From Unit 2, Lesson 3.)

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7. **Exploration**

Jada added 3 different numbers between 1 and 9 and got 20.

a. What could Jada's numbers be? Give three different examples.

b. If Jada used 6, what are the other two numbers? Explain your reasoning.

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8. **Exploration**

a. Make a list of 10 pairs of numbers that add together to make 100.

b. What patterns do you notice in your pairs of numbers?

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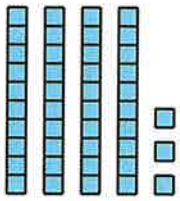
9. **Exploration**

Tyler likes representing addition using base-ten blocks. Here is how Tyler represented a sum.



a. How can Tyler's base-ten blocks help to find the solution to the equation $25 + \_\_\_\_\_ = 43$?

b. What other addition equations could Tyler's cubes show?

c. What could he do to make his meaning clearer?

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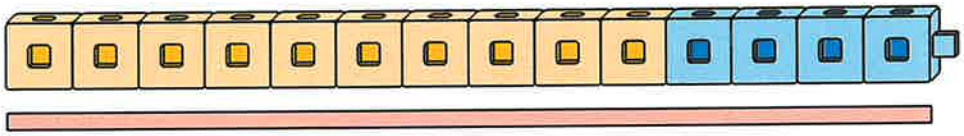
Section A: Practice Problems

1. **Pre-unit**

How many connecting cubes long is the rectangle?



2. **Pre-unit**

Jada has 16 red counters. She has 7 fewer yellow counters than red counters. How many yellow counters does Jada have? Show your reasoning with words, pictures, or numbers.

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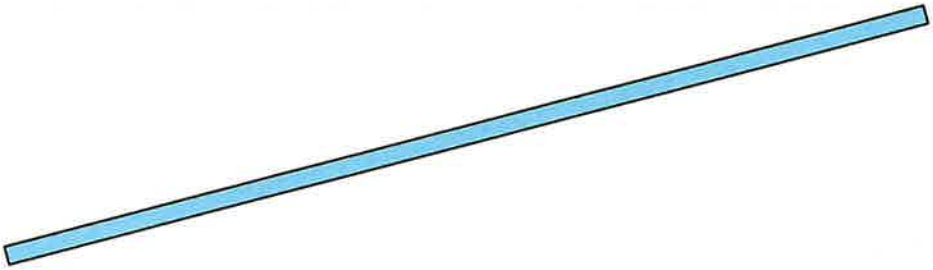
3. **Pre-unit**

A

B



C

a. Which rectangle is the longest?

b. Which rectangle is the shortest?

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4. **Pre-unit**

Find the value of each expression.

a. $52 + 30$

b. $38 + 9$

c. $35 + 16$

d. $85 - 7$

5. How many centimeters long is each rectangle?

a.

b.

(From Unit 3, Lesson 1.)

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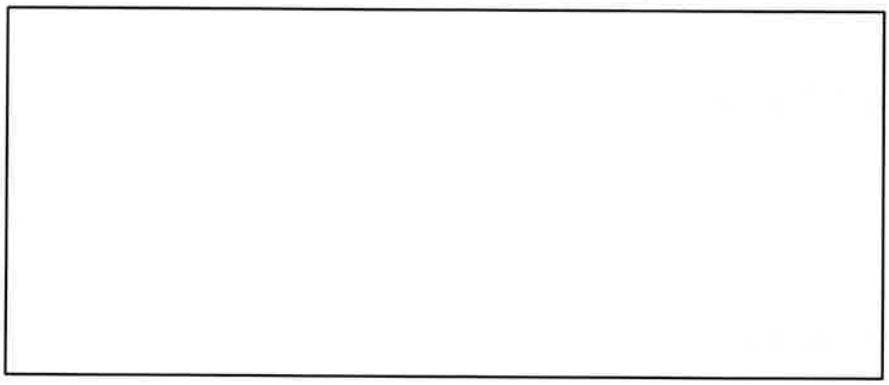
6. Here is a rectangle.



a. How many centimeters wide is the rectangle?

b. How many centimeters tall is the rectangle?

(From Unit 3, Lesson 2.)

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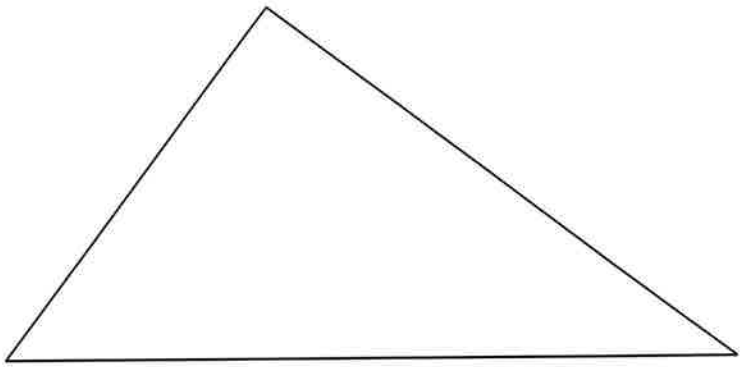
7. How many centimeters long is each side of the triangle? Label each side.



(From Unit 3, Lesson 3.)

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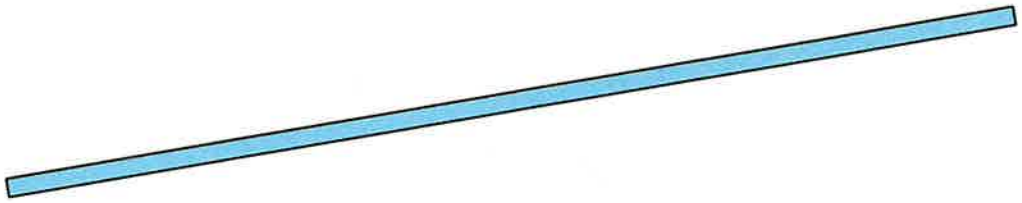
8. Here is a rectangle.



a. Estimate how many centimeters long the rectangle is.

_____ cm

b. Measure the rectangle and record the measurement.

_____cm

c. How does your estimate compare to the actual length?

_____

_____

_____

(From Unit 3, Lesson 4.)

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9. A python is a snake that grows up to 9 meters in length.
   a. Is the python longer or shorter than the animals you measured?

   b. Is the python longer or shorter than the alligator and adult cobra together?

(From Unit 3, Lesson 5.)

10. Andre's snake is 85 centimeters long. His lizard is 28 centimeters long. How many centimeters longer is Andre's snake than his lizard? Show your thinking.

(From Unit 3, Lesson 6.)

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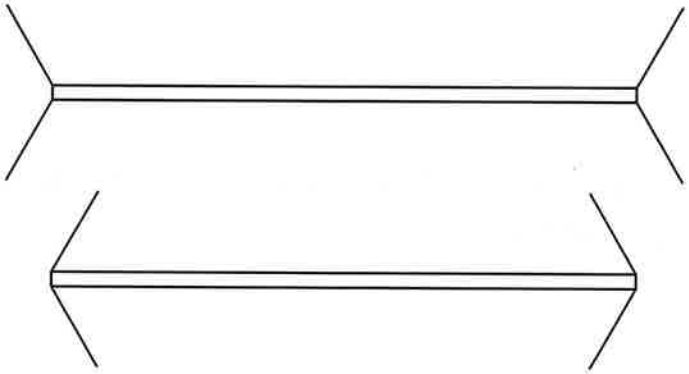
11. **Exploration**

Here are 2 rectangles.



a. Which rectangle do you think is longest?

b. Measure with a centimeter ruler to check your guess.

12. **Exploration**

a. Look for objects in the classroom that are about 1 centimeter long. Measure them and see how close they are to 1 centimeter.

b. Look for objects in the classroom that are about 1 meter long. Measure them and see how close they are to 1 meter.

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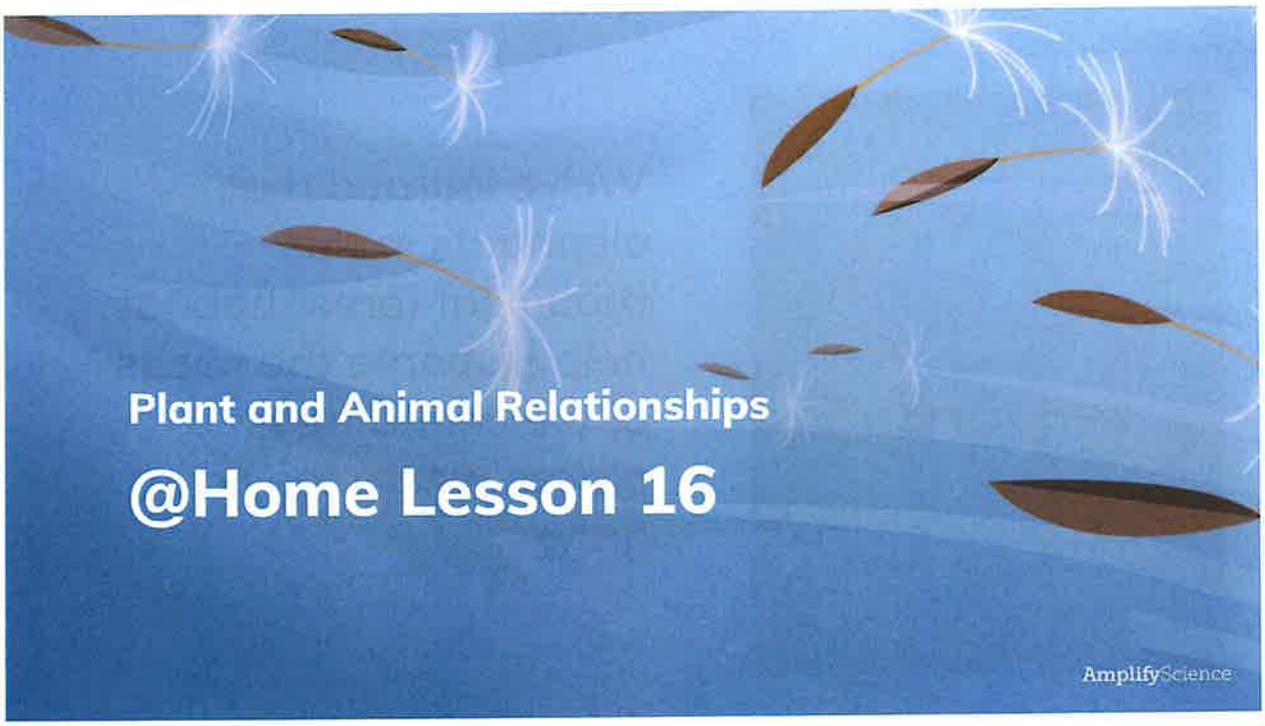
Science

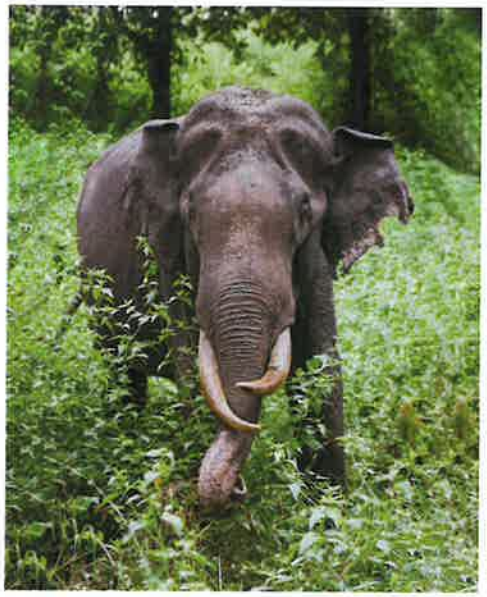
Second Grade

Science

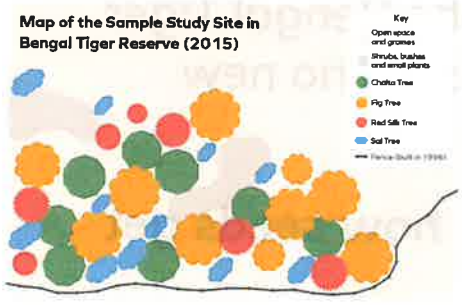


We have been working as **plant scientists** to help the lead scientist at the Bengal Tiger Reserve figure out why there are no new chalta trees in the reserve.

We have been **investigating how seeds get to new places**.



We've learned that elephants in the broadleaf forest habitat help **disperse the seeds** of the chalta trees to places where they can grow.



The elephants can't get into the Bengal Tiger Reserve anymore.

That means the chalta seeds **aren't getting dispersed.**

Chalta trees **depend** on elephants to move their seeds to a good place to grow.

Elephants **depend** on chalta trees for food.

The chalta trees are just one kind of plant in the Bengal Tiger Reserve.

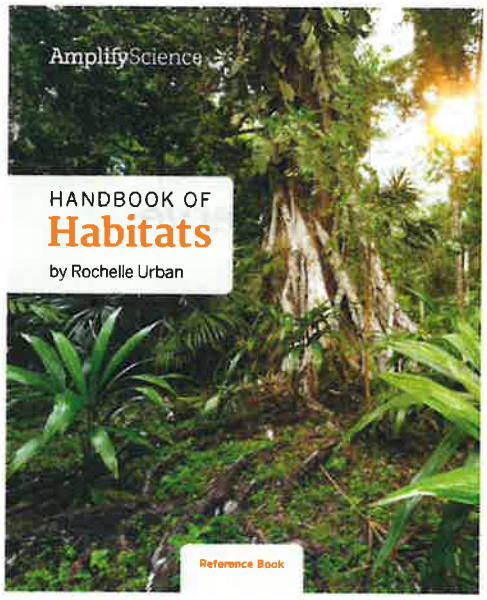
There are also **sal trees, fig trees,** and **red silk trees** that live there.

In this chapter, we will work to figure out:

Chapter 4 Question

How are other seeds in the reserve able to get to places where they can grow?

Plant and Animal Relationships



We can read *Handbook of Habitats* to gather information about **other seeds.**

Read pages 18 and 19.

You can access a digital version of the book here

Indian Fig Trees
Indian fig trees are another type of fruit tree in the broadleaf forest. They can grow twice as tall as chalta trees. Their flowers are tiny and white. Indian fig flowers attract wasps, which move pollen from flower to flower. Birds and monkeys eat the bright red fruit. These animals swallow the seeds whole.

Sal Trees
Sal trees grow slowly, but they can get very tall. Their large, shiny leaves are eaten by many animals. They have pale yellow flowers. Wind takes pollen from the flowers and carries it to other sal trees. The seeds are hard and have flat parts sticking out.

Red Silk Trees
Red silk trees grow tall and straight. If a red silk tree gets enough water, it can grow to three times its normal size. The tree's flowers are red and shaped like cups. They attract many different types of birds and insects. The seeds are surrounded by white fluff.

Indian Fig Trees
Indian fig trees are another type of fruit tree in the broadleaf forest. They can grow twice as tall as chalta trees. Their flowers are tiny and white. Indian fig flowers attract wasps, which move pollen from flower to flower. Birds and monkeys eat the bright red fruit. These animals swallow the seeds whole.

Sal Trees
Sal trees grow slowly, but they can get very tall. Their large, shiny leaves are eaten by many animals. They have pale yellow flowers. Wind takes pollen from the flowers and carries it to other sal trees. The seeds are hard and have flat parts sticking out.

How do you think the **seeds** of the **fig tree** are **dispersed?**

Do you think animals eat the **seeds** of the **sal tree** or the **red silk tree?** Why or why not?

The **structure** of a plant part can help with the **function** of getting the plant's **seeds dispersed.**

Plant and Animal Relationships

Now, we will use the **Think-Draw-Pair** routine again to share our ideas. You will need a partner to talk with.

Think

Think silently about the question.

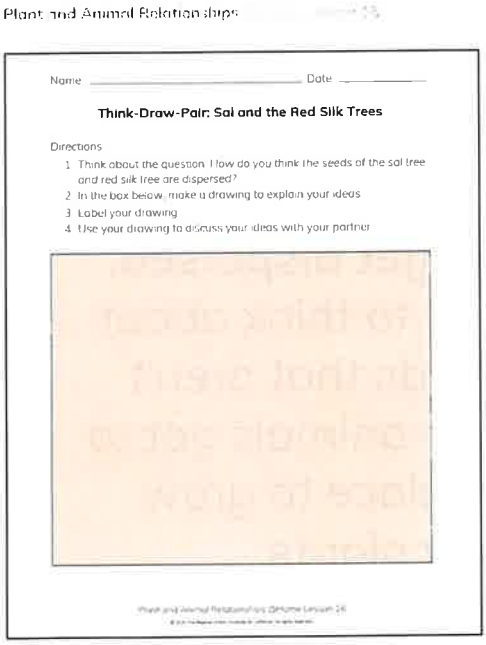
Draw

Draw your ideas.

Pair

Talk to your partner about your ideas.

Your partner can be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!



Plant and Animal Relationships

Name _____ Date _____

Think-Draw-Pair: Sal and the Red Silk Trees

Directions

1. Think about the question. How do you think the seeds of the sal tree and red silk tree are dispersed?
2. In the box below, make a drawing to explain your ideas.
3. Label your drawing.
4. Use your drawing to discuss your ideas with your partner.

Find the **Think-Draw-Pair: Sal and Red Silk Trees** page.

Follow the directions and the **Think-Draw-Pair** routine to complete the page.

Now is a good time to take a break.

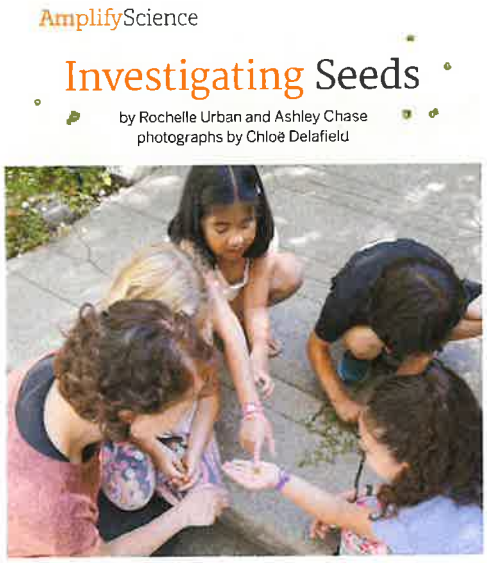
Red Silk Tree Seeds

Sal Tree Seeds

To investigate **how other seeds in the reserve get dispersed**, we need to think about how seeds that aren't eaten by animals get to a good place to grow into new plants.

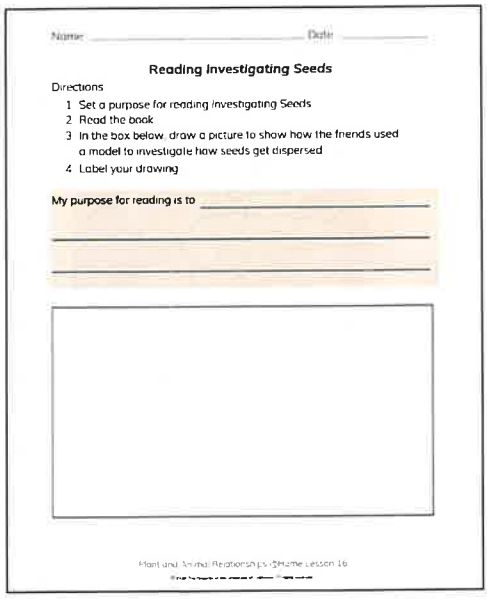
Now, we are going to investigate this question:

How do seeds that animals don't use for food get dispersed?



We will read *Investigating Seeds*. This book is about some friends who investigate **how seeds get dispersed.**

Our **purpose** for reading is to find out how seeds that are not eaten by animals get dispersed.



Name _____ Date _____

Reading *Investigating Seeds*

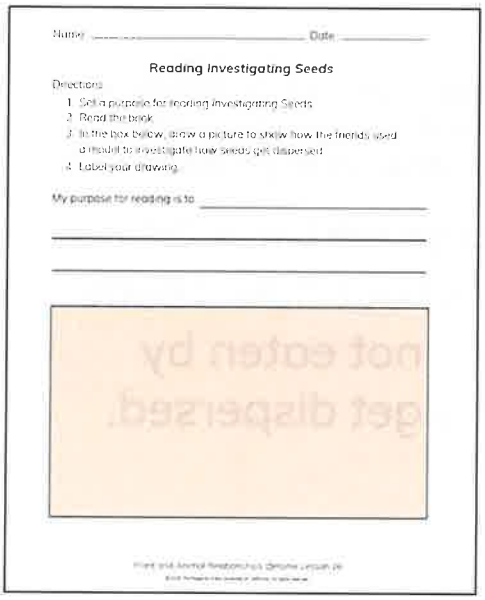
Directions

1. Set a purpose for reading *Investigating Seeds*
2. Read the book
3. In the box below, draw a picture to show how the friends used a model to investigate how seeds get dispersed
4. Label your drawing

My purpose for reading is to _____

Find the **Reading *Investigating Seeds*** page.

Record a **purpose** for reading.



Name _____ Date _____

Reading *Investigating Seeds*

Directions

1. Set a purpose for reading *Investigating Seeds*.
2. Read the book.
3. In the box below, draw a picture to show how the friends used a model to investigate how seeds get dispersed.
4. Label your drawing.

My purpose for reading is to _____

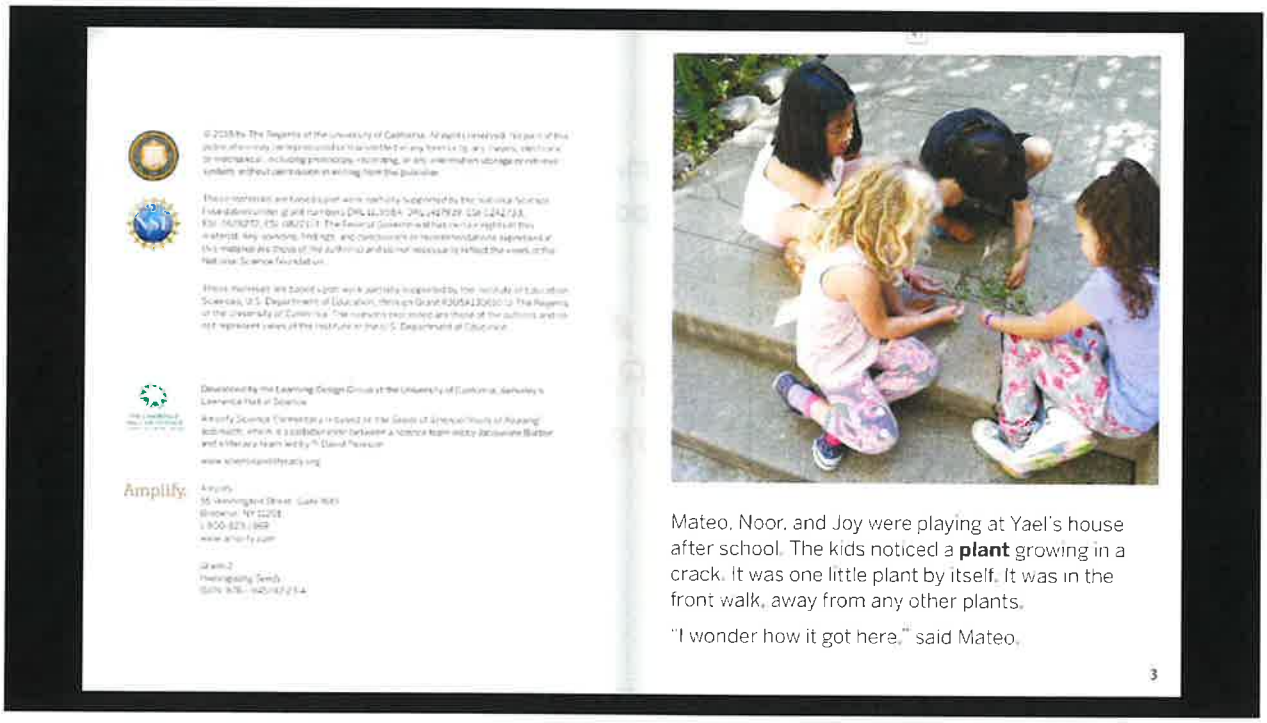
_____

_____

Read *Investigating Seeds*.

Then, **draw** and **label** to complete the page.

You can watch a video read-aloud of this book at: tinyurl.com/AMPPAAR-06.



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These materials are based upon work partially supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A130030 to The Regents of the University of California. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Developed by the Learning Design Group at the University of California, Berkeley's Lawrence Hall of Science.

Amplify Science Elementary is based on the Seeds of Science/Roots of Reading approach, which is a collaboration between a science team led by Jacqueline Barber and a literacy team led by P. David Pearson.

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Grade 1
Investigating Seeds
ISBN 978-1-64147-214-4

Mateo, Noor, and Joy were playing at Yael's house after school. The kids noticed a **plant** growing in a crack. It was one little plant by itself. It was in the front walk, away from any other plants.

"I wonder how it got here," said Mateo.

They looked more closely at the plant. It had small **leaves** in groups of three. It had round, spiky parts, too. It was an interesting plant.

"Maybe my mom planted it," said Yael. They went to ask her. Yael's mom said no, she didn't plant anything in the front walk.

"It must have grown from a **seed**!" said Noor. At school, the kids had watched seeds **sprout**. The seeds had grown into plants. Now Yael's plant was on the windowsill at home.

Yael's mom asked them to show her the plant growing in the crack outside.

They showed the plant to Yael's mom. "I know this kind of plant," she said. "It's a burclover. The round, spiky parts are the seeds of the plant. Our dog sometimes gets pricked by burclover seeds."

Yael's mom pulled the plant up. She didn't want the dog to get hurt.

"Could we have the plant if you don't want it?" asked Yael.

"Sure," said Yael's mom. "What are you going to do with it?"

Joy said, "We want to **investigate** it. We want to find out how it got here."

"Do you have any ideas about how it happened?" asked Yael's mom.

Noor said, "We think it must have grown from a seed like this one. We want to find out how the seed got to the crack."

The kids wanted to know more about how seeds can get to new places. They looked at a book about plants. The book said seeds can be **dispersed** by:

- blowing in the wind
- being carried by animals in their fur
- being eaten by animals and then left in droppings

The kids talked about how burclover seeds might get dispersed. They didn't think burclover seeds get dispersed by being eaten and then left in droppings.

Joy said, "Animals wouldn't like to eat those spiky seeds."

Noor said, "I don't think an animal would leave droppings in that little crack where the plant grew!"

Mateo thought maybe burclover seeds blow in the wind. Yael thought maybe they get stuck in animal fur. She said her dog's fur sometimes had stuff stuck in it.

"How will we be able to tell which it is?" asked Mateo.

"Let's test!" said Yael. "We can blow some seeds around, and get them stuck in animal fur. We can see which one disperses the seeds better: wind or fur."

Yael asked her mom if they could use the dog to test whether burclover seeds can be carried by fur. Her mom said, "No—I don't want the dog getting pricked by burclover seeds."

"How can we investigate, then?" asked Yael.

"Maybe you can use a **model**," said her mom. "Find something that's soft and fuzzy like fur."

Yael and the other kids looked for something fuzzy. They found a piece of fake fur in the craft supplies. It was bright yellow. The color didn't matter, though. The fake fur was soft and fuzzy, just like real animal fur. It was a good model for fur.

Next, the kids planned how they would investigate. They thought about how to make wind blow the seeds. They decided they needed a fan. The fan would be a model of wind blowing.

They got all their stuff together. They had a fan, the fake fur, and some seeds. "How can we tell whether wind or fur does a better job of dispersing burclover seeds?" asked Noor.

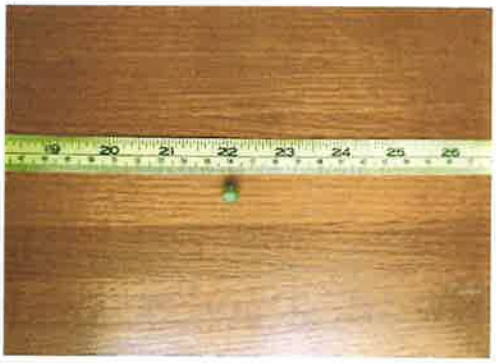
"We should **measure**!" said Joy.

Some of the kids thought they should count how many seeds moved. Other kids thought they should measure how far the seeds went. They thought about it for a while. They really wanted to know how far burclover seeds could go. They decided to measure the distance.

The ruler was only 30 centimeters (12 inches) long. That didn't seem long enough. Yael's mom let them use the tape measure. They unrolled it all the way. The tape measure was more than 3.5 meters (12 feet) long!

Yael tested the fur first. She put some burclover seeds on the floor. Then she swiped the fur across the floor. Seeds stuck to the fur. The seeds moved with the fur as she swiped it across the floor. Some seeds fell off along the way. The kids measured how far each seed went before it fell off the fur.

Next, Mateo tested the fan. He put some burclover seeds on the floor. Then Yael's mom helped him plug in the fan and turn it on. He pointed the fan at the seeds. The air from the fan blew the seeds across the floor. Again, the kids measured how far the seeds went.



The kids did each test five times. Joy and Noor measured carefully. Then they **recorded** the **data**. They wrote the numbers showing how many centimeters each seed moved.

After they were finished, the kids sat down again and looked at all their data. The data told them a lot. Wind and fur both moved burclover seeds. The seeds moved much farther on fur than they did in wind, though.

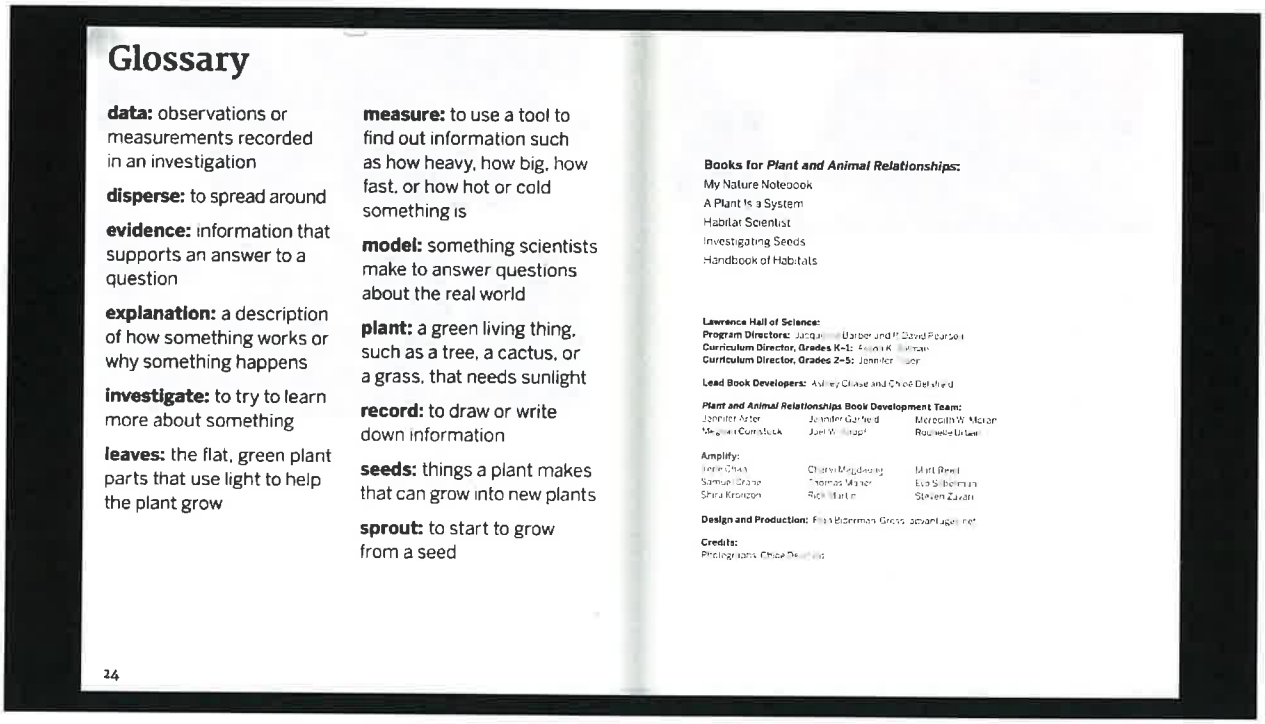
How Far Seeds Moved (measured in centimeters)

	stuck to fur	blown by wind
trial 1	85 cm	56 cm
trial 2	206 cm	12 cm
trial 3	43 cm	25 cm
trial 4	more than 350 cm	53 cm
trial 5	271 cm	77 cm

The kids told Yael's mom what they found out. They found **evidence** that burclover seeds can be dispersed by animals. Now they had an **explanation** for how the plant got in the crack. They said an animal got a burclover seed stuck in its fur. The seed fell off on the front walk and dropped into the crack. Then it sprouted and the plant grew there.

The kids were done investigating for now. They played until it was time to go home.

When Noor got home, she found a surprise. There was a burclover seed stuck to her sock! This burclover seed had gone a very long way. It went all the way from Yael's house to her house! She decided to tell the other kids about it tomorrow.



Glossary

data: observations or measurements recorded in an investigation

disperse: to spread around

evidence: information that supports an answer to a question

explanation: a description of how something works or why something happens

investigate: to try to learn more about something

leaves: the flat, green plant parts that use light to help the plant grow

measure: to use a tool to find out information such as how heavy, how big, how fast, or how hot or cold something is

model: something scientists make to answer questions about the real world

plant: a green living thing, such as a tree, a cactus, or a grass, that needs sunlight

record: to draw or write down information

seeds: things a plant makes that can grow into new plants

sprout: to start to grow from a seed

Books for *Plant and Animal Relationships*:

My Nature Notebook
A Plant Is a System
Habitat Scientist
Investigating Seeds
Handbook of Habitats

Lawrence Hall of Science:
Program Directors: Jacqueline Barber and P. David Pearson
Curriculum Director, Grades K–1: Aaron K. Bolman
Curriculum Director, Grades 2–5: Jennifer Nixon

Lead Book Developers: Ashley Chase and Chloé Delafield

***Plant and Animal Relationships* Book Development Team:**
Jennifer Arter, Jennifer Garfield, Meredith W. Moran
Megan Comstock, Joel Wallrapp, Rochelle Urban

Amplify:
Terie Chan, Cheryl Magdaleny, Mart Reed
Samuel Crane, Thomas Maher, Eva Silberman
Shira Kronzon, Rick Martin, Steven Zavari

Design and Production: Fran Biderman Gross, advantage.net

Credits:
Photographs: Chloé Delafield

Think about how the friends in the book **used a model to investigate** their question about how seeds are dispersed.

How have we used **models** in our investigations of living things and their habitats?

What different ways have you **investigated** plants in this unit so far?

End of @Home Lesson

THE LAWRENCE HALL OF SCIENCE

Amplify.

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Name: _____ Date: _____

Think-Draw-Pair: Sal and the Red Silk Trees

Directions:

1. Think about the question: *How do you think the seeds of the sal tree and red silk tree are dispersed?*
2. In the box below, make a drawing to explain your ideas.
3. Label your drawing.
4. Use your drawing to discuss your ideas with your partner.

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Name: _____ Date: _____

Reading *Investigating Seeds*

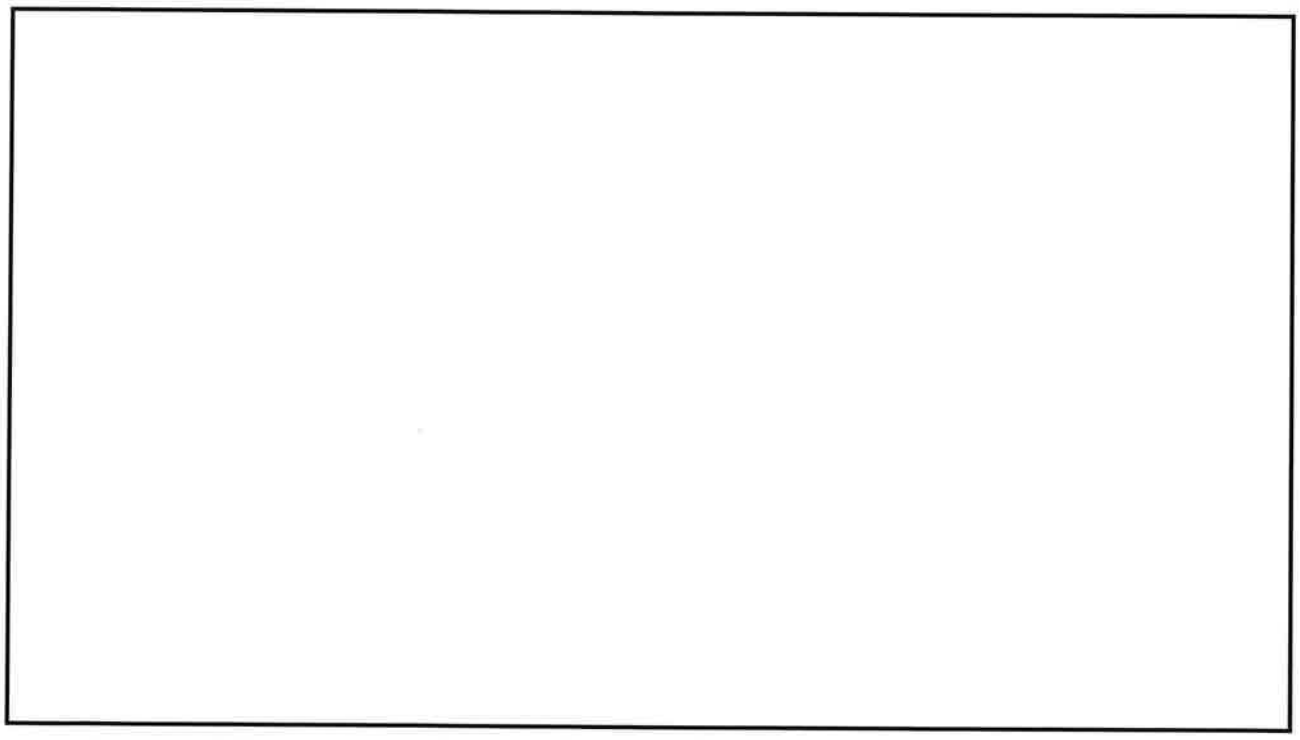
Directions:

1. Set a purpose for reading *Investigating Seeds*.
2. Read the book.
3. In the box below, draw a picture to show how the friends used a model to investigate how seeds get dispersed.
4. Label your drawing.

My purpose for reading is to _____

_____

_____



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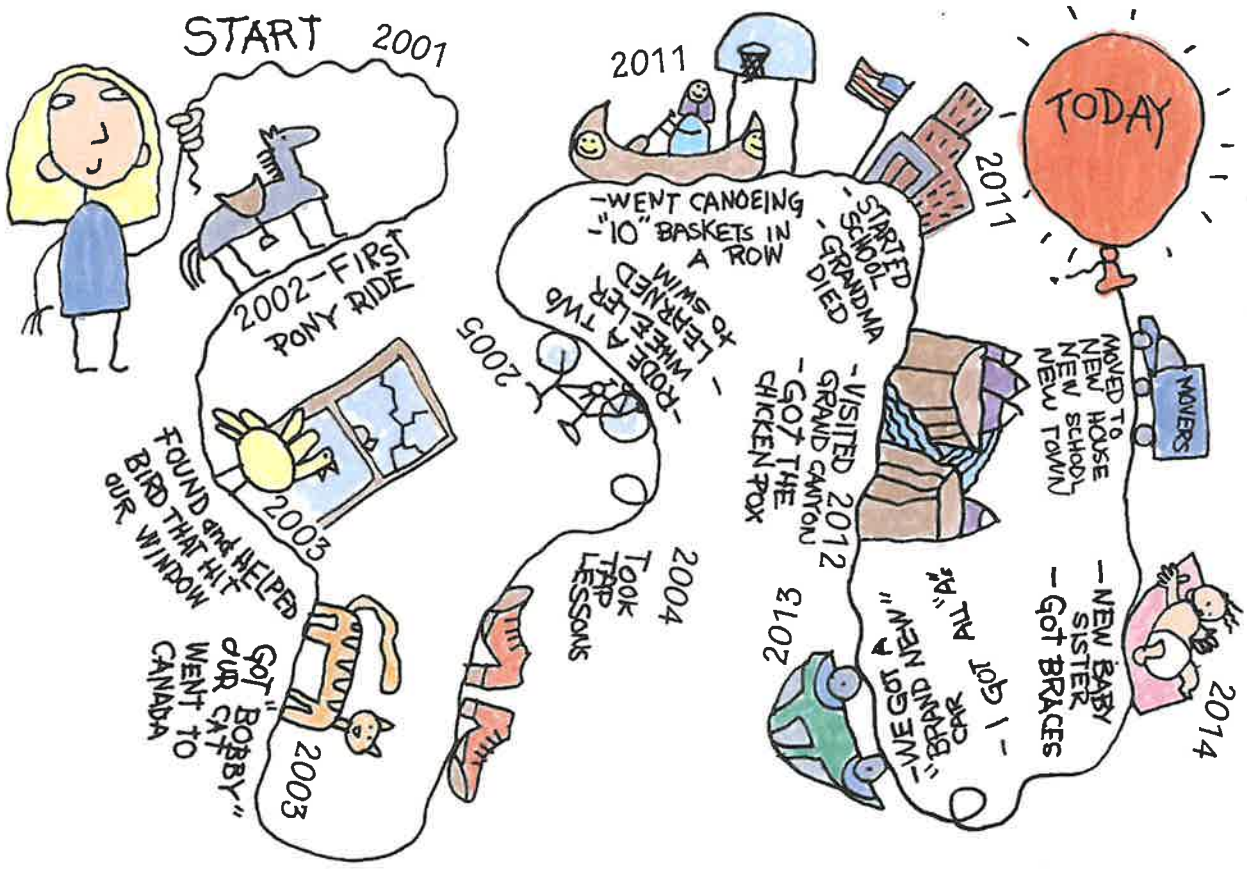
Minilesson

Drawing a Life Map



A life map is a visual time line. It traces key moments in your life from the time you were born until the present day. The events and experiences you draw in your life map can make great starting points for writing topics, particularly for personal writing.

Your Turn Create your own life map.

1. Start your life map with the day you were born.
2. Record the dates of key moments in your life in time order.
3. Draw each event to help you remember it.
4. End your life map with the present day.

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