Caesar Rodney School District-Snow Day Activity Board

Math- **Grade Level Practice Problems** All students will work on grade level practice problems based on previously taught concepts.	**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.
Writing/Word Study <u>Grades K-2</u>: Students will work on word study activities based on previously taught concepts <u>Grades 3-5</u>: Students will work on writing activities based on previously taught concepts.	**Science** Students will work on the science extensions. **Social Studies** <u>Grades K-2</u>: Students will create a story map using key memorable events of their life. (See Example) <u>Grade 3</u>: Students will interview members of their household or community. (See Example) <u>Grades 4-5</u>: Students will think of problems, challenges, or issues that affect your school or community. Create a business that will solve a problem.

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

Key Words

Use Key Words to read and spell more words.

tail		nest		smoke	
rain		ice		store	
whale		stick		duck	
tank		ring		bug	
cap		chip		skunk	
cash		slide		car	
skate		light		gold	
bell		rock		ear	

snow
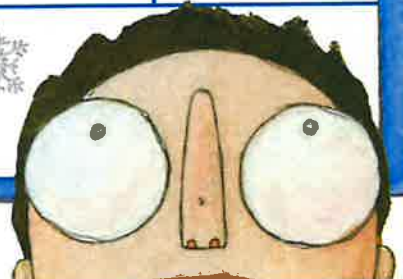
Week 1

cap

bug

Stand up. Sit down.
Read these words fast!

chip

bell

8

cap

map

ship

mug

bell

flap

chip

bug

rugs

yell

1. Say

2. Write the missing letters. Read the words.

_ap   c_p   ca_

3. Spell

4. Say

5. Write the missing letters. Read the words.

_ap   m_p   ma_

6. Spell

7. Read the words out loud. Underline **-ap** in each word.

cap   map   lap
flap   slap   sap
nap   tap   trap

8. Say and write the words. Circle -ap in each word.

This is my blue _____.

Read the sentence. Read the words. Finish the sentence. Read the sentence again.

1. A cat can _____ .

   nap   clap

2. I get a pan to _____ .

   cap   cook

3. The _____ is wet.

   mop   trap

4. He put on his _____ .

   flap   crown

5. We run a _____ on the track.

   lap   pot

1. Say

2. Write the missing letters. Read the words.

__ip　ch_p　chi_

3. Spell

4. Say

5. Write the missing letters. Read the words.

__ip　sh_p

6. Spell

7. Read the words out loud. Underline **-ip** in each word.

chip　　　ship　　　hip
zip　　　 tip　　　 lip
clip　　　clips　　　lips

8. Say and write the words. Circle (**-ip**) in each word.

Do you clip your chips?

yes　　no

Zip through **-ip** words. Read them fast!

chip   hip   dip

sip   slip   lip

ship   ships   hips

lips   flips   clips

Zap the **-ap** words. Read the words. Color the boxes with the words that rhyme with **zap**.

clap	trap	zip	map
lake	tap	hit	slap
jet	nap	sip	flap

1. Say

2. Write the missing letters. Read the words.

_ug   b_g   bu_

3. Spell

4. Say

5. Write the missing letters. Read the words.

_ug   m_g   mu_

6. Spell

7. Read the words out loud. Underline -**ug** in each word.

bug   mug   rug
rugs   hugs   hug
tug   pug   plug

8. Say and write the words. Circle -**ug** in each word.
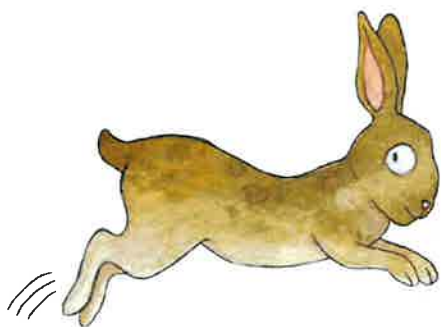
Do you love bugs?

yes   no

Read the words.
Circle the word that matches the picture.

rap rip rat	clap clip cup
hop hug hot	bug big bag
mug map meat	tap tip tug

1. Say

2. Write the missing letters. Read the words.

_ell　　b_ll　　be__

3. Spell

4. Say

5. Write the missing letters. Read the words.

_ell　　y_ll　　ye__

6. Spell

7. Read the words out loud. Underline -ell in each word.

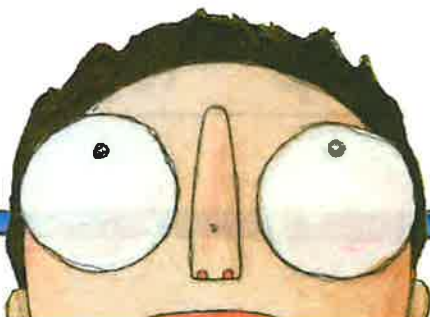bell　　　shell　　　smell
sell　　　tell　　　yell
yells　　　sells　　　spells

8. Read the sentence.

Do not tell that she sells shells.

16

A **noun** is a person, place, thing, or idea.
Use nouns to finish the sentences.
Read the sentences.

1. I am _____ .

2. I like _____ .

3. I do not like _____ .

4. I love _____ .

Ready, Set, Read!

| sip | fell | hug | snap | ship | sell | mug | map | bell | rugs |

| trap | bug | hip | wells | chip | cap | well | snug | flip | smell |

FINISH

| trip | nap | shells | slug | bells | flap | snip | yell | pug | tells |

| plug | shell | zap | dip | slugs | trips | smells | snaps | spell | tug |

Say the names of the pictures.
Write the words.
Read the words.

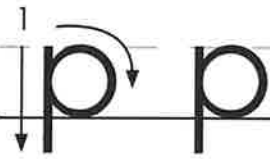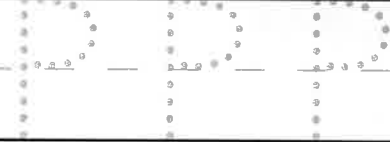|		
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	You can do it! Look at page 9.	

Say the letter name.
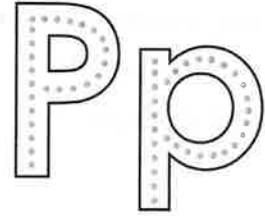
Make the sound.

Trace it with your finger.
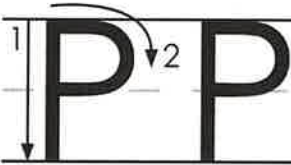
Circle your best **P**.

Circle your best **p**.

Write your very best **p**.

Write a lot of **p**'s as fast as you can.

Write a word with **P** or **p**.
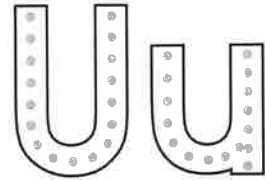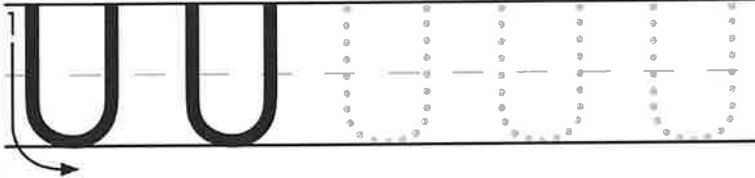
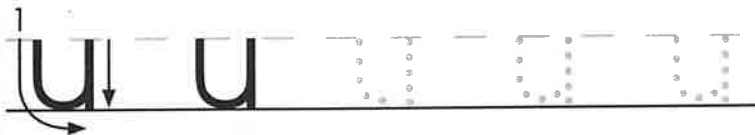| U u		
Say the letter name.	**Make the sound.**	**Trace it with your finger.**

Circle your best **U**.

Circle your best **u**.

Write your very best **u**.

Write a lot of **u**'s as fast as you can.

Write a word with **U** or **u**.

Week 1

flips

hugs

trap

shells

Snap to it!

clap

skip

drip

snug

fell

dug

Section A: Practice Problems

1. **Pre-unit**

There are 2 plants in the classroom.
The teacher brings 3 more plants.
How many plants are in the classroom now?
Show your thinking using drawings, numbers, or words.

2. **Pre-unit**

There are 8 cars parked on the street.
Some cars are red and some are blue.
Show how many red and blue cars could be on the street.
Show your thinking using drawings, numbers, or words.

3. **Pre-unit**

Write a number in the blank to make each equation true.

a. $7 + \boxed{} = 10$

b. $4 + \boxed{} = 10$

c. $\boxed{} + 2 = 10$

4. There are 7 books on the shelf.
   Mai takes 2 of the books off the shelf.
   How many books are on the shelf now?
   Does this story match the equation $7 - 2 = 5$ or $7 + 2 = 9$?
   Show your thinking using drawings, numbers, or words.

   Equation: _____

   (From Unit 2, Lesson 2.)

5. There were 7 kids playing in the swimming pool.
   Then some more kids came to play with them.
   Now there are 10 kids playing in the swimming pool.
   How many kids came to play?
   Show your thinking using drawings, numbers, or words.

(From Unit 2, Lesson 3.)

6. There were 3 students on the playground.
   Some more students came to the playground.
   Now there are 9 students on the playground.
   How many students came to the playground?

   Show your thinking using drawings, numbers, or words.

   Equation: _____

(From Unit 2, Lesson 4.)

7. **Exploration**

a. Write an addition or subtraction story problem about something you did this week.

_____

_____

_____

_____

b. Trade your problem with a friend and solve your friend's problem.

8. **Exploration**

Choose one of the equations.

a. $5 + \boxed{} = 8$

b. $8 - 3 = \boxed{}$

c. $3 + \boxed{} = 8$

d. $5 + 3 = \boxed{}$

Write a story problem that the equation matches.
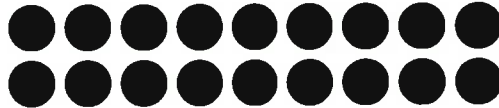
_____

_____

_____

Trade with a partner and decide which equation matches your partner's story.
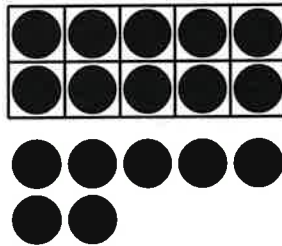
Section A: Practice Problems

1. Pre-unit
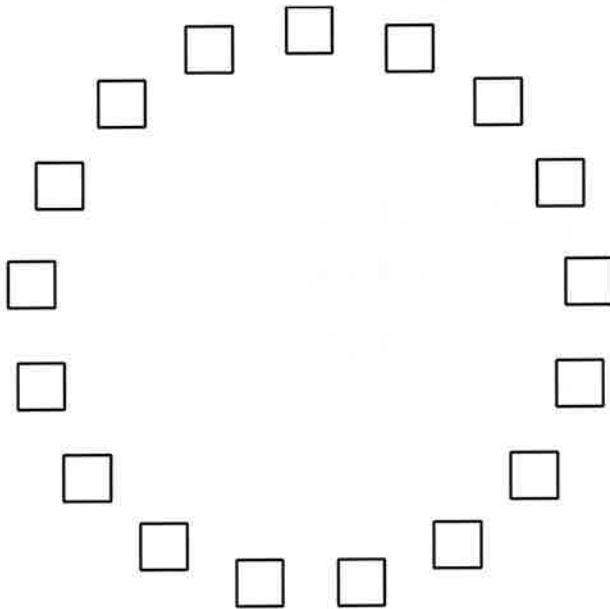
For each picture, write a number for how many you see.

a.

b.

c.

2. **Pre-unit**

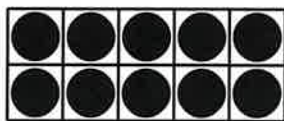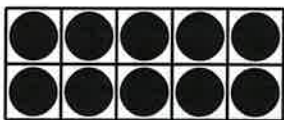Match each picture with an expression.

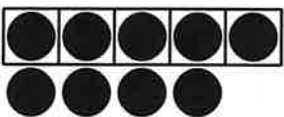 $10 + 8$

                    $5 + 4$

                    $10 + 4$

                    $10 + 6$

3. **Pre-unit**

There were 5 monkeys swinging in the tree.
Then 2 more monkeys came to join them.
How many monkeys are in the tree now?
Show your thinking using drawings, numbers, or words.

4. Find the value of each sum.

a. $7 + 1$

b. $4 + 2$

c. $5 + 5$

(From Unit 3, Lesson 1.)

5. Find the value of each sum.

    a. $6 + 2$

    b. $1 + 8$

    c. $2 + 7$

    d. $9 + 1$

(From Unit 3, Lesson 2.)

6. Select **3** true equations.

    A. 7 + 2 = 5 + 4

    B. 1 + 6 = 3 + 2
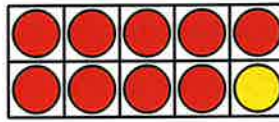
    C. 4 + 4 = 2 + 6

    D. 5 + 3 = 5 + 4

    E. 3 + 7 = 5 + 5

(From Unit 3, Lesson 3.)

7. a. Write an equation that matches this 10-frame.

b. Write 2 equations that show other ways to make 10.

(From Unit 3, Lesson 4.)

8. Find the value of each expression.
Show your thinking using drawings, numbers, or words.

a. $4 + 3$

b. $7 - 3$

c. $8 - 2$

(From Unit 3, Lesson 5.)

9. There are some counters in the cup.
   Lin puts in 5 more counters.
   Now there are 9 counters in the cup.
   How many counters were in the cup before Lin added more?
   Show your thinking using drawings, numbers, or words.

(From Unit 3, Lesson 6.)

10. **Exploration**

Here are some numbers: 1   2   4   5   7

   a. Can you make 10 using **2** of the numbers? Show your
      thinking using drawings, numbers, or words.

   b. Can you make 10 using **3** of the numbers? Show your
      thinking using drawings, numbers, or words.

11. **Exploration**

Find the number that makes each equation true.
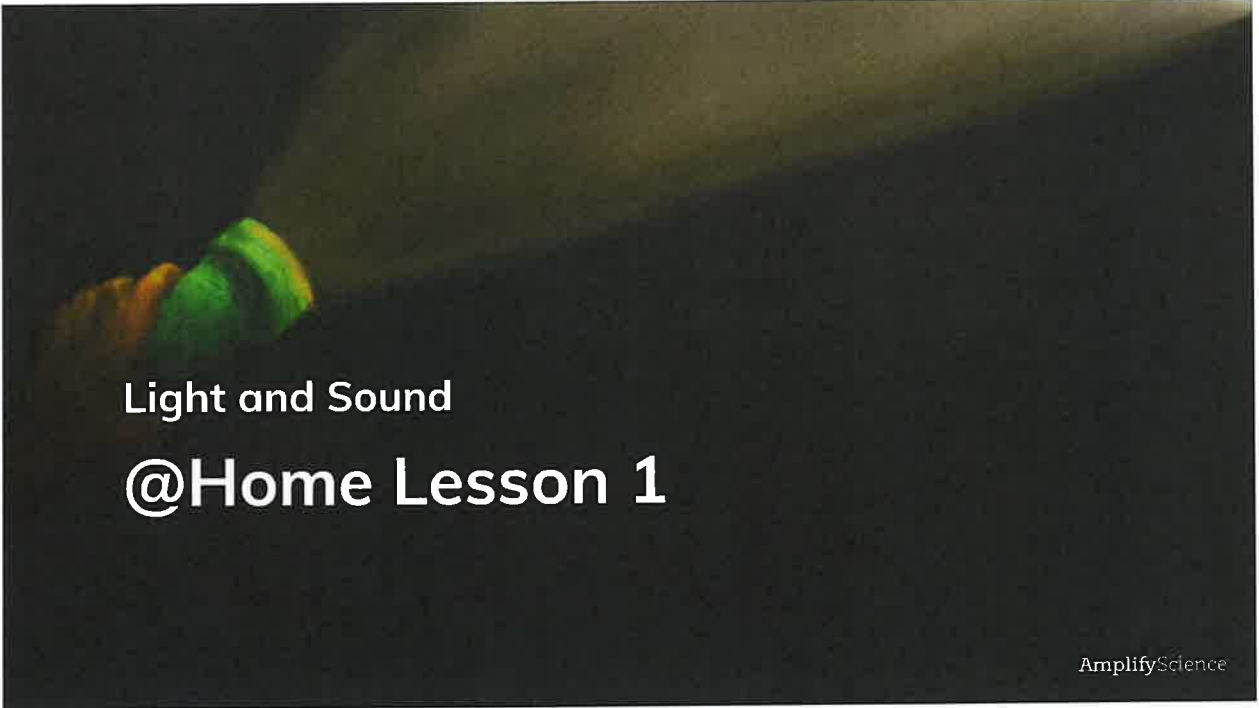Show your thinking using drawings, numbers, or words.

a. $7 + 2 = \boxed{} + 5$

b. $3 + \boxed{} = 5 + 5$

c. $\boxed{} + 1 = 3 + 5$

First Grade

Science

@Home Lesson 1

AmplifyScience

Light and Sound

We will start learning about **light and sound**.

We will be **engineers** who work with light and sound. Today we will learn what light and sound engineers do.

Let's get ready by **observing** some pictures. You will need a **partner** to talk with.

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

For each picture, **describe** what you notice.

What was the **same** in all of the pictures we just observed?

Let's think about what we know about how **brighter and darker areas** on a surface, such as a wall or the ground, might be made.

We will look at one of the pictures again. It shows brighter and darker areas on a wall. We will **discuss our ideas** about why some areas are brighter and some areas are darker.
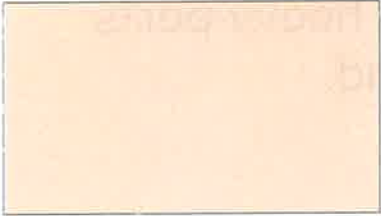

How do you think someone made those **brighter and darker areas** on the wall?

Name _____ Date _____

Thinking About Brighter and Darker Areas

Directions:
1. Think about what you know about how brighter and darker areas on a surface might be made
2. Look carefully at the picture.
3. In the box, draw to show how you think someone made the brighter and darker areas on the wall
4. Label your drawing

Find the **Thinking About Brighter and Darker Areas** page.

Draw to show how you think someone made the brighter and darker areas on the wall.

Label your drawing.

Now, look around you and find **bright and dark areas**.

Talk about **why** the areas you find are bright or dark.

A **puppet-theater company** has come to us with a **problem** that they think we can **solve** by using **light and sound**.

Their puppet shows use many heavy parts that are difficult to carry around.

They are hoping that we can figure out how to **use light to make a picture on a wall** instead.

Using light to make a picture will make it so the puppet-theater company will not have to carry all the heavy parts to their shows.

Now, we'll look at **pictures of their puppet shows**.

Think about what you **notice** in the pictures.

We can see **light** shining from the left side.

Light can be used to do many different things. It can help us **see what is around us**, it can **send signals**, and it can be used to **make pictures on walls**.

We can also see the musicians on the left side.

They are making **sound** for the show.