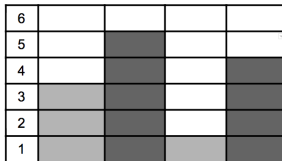| | Daily Assignments | |
|---|---|---|
| Day 1 | **Math**<br>Today, you will explore "Add To Result Unknown" addition problems. Read the lesson on pg. 5. Complete the word problems and fluency activity for Day 1 on pg. 7. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for 15 minutes. | **Social Studies Topic: Rules are Important**<br>Positive relationships depend on people showing honesty, consideration, and fairness toward one another. Rules help us do this by providing expectations and directions for our behavior or actions. There are rules for everyone to follow in every place.<br>**Activity:** Make a list (writing &/or drawing) of five rules you are expected to follow at home. Share these with an adult and discuss why your family has these rules. (1.C&G.1.1)<br>Optional Enrichment Resource: Read Aloud - No David By David Shannon [2:50] bit.ly/2SZTBr0 |
| Day 2 | **Reading**<br>Optional: Watch the reading lesson video for Summer Learning Day 2 (bit.ly/CMSKDay2).<br>Read or listen to the story "No Lunch!" on pg. 13.<br>--Think and talk: We can use clues in the words and illustrations to understand how characters feel. Who is the main character in this story? How does Karen feel at the beginning of the story? Why does she feel this way?<br>--Write and draw to describe how Karen feels at the beginning of the story and why she feels that way. See pg. 14. (RL.1.7) | **Word Work**<br>Optional: Watch the word work instructional video for Summer Learning Day 2 (bit.ly/kwordwork).<br>Color It: Write the words from the Cycle 2 word list. Use a colored pencil or marker to trace the vowels. Read the words out loud. See the word list on pg. 20. (RF.1.4b) |
| Day 3 | **Math**<br>Today, you will explore "Take From Result Unknown" subtraction problems. Read the lesson on pg. 6. Complete the word problems and fluency activity for Day 3 on pg. 7. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for 15 minutes. | **Social Studies Topic: Rules at School**<br>Rules are important because they help to ensure safety, foster respect, promote fairness, develop responsibility, and manage conflict.<br>**Activity:** Make a list (writing &/or drawing) of five rules you have been expected to follow at school. How have these rules made things run smoothly in your classroom? Compare this with your list of rules at home on Day 1. How are they similar? How are they different? (1.C&G.1.1)<br>Optional Enrichment Resource: Back to School Rules- Read Aloud [7:36 ]bit.ly/3dFjCDT |
| Day 4 | **Reading**<br>Optional: Watch the reading lesson video for Summer Learning Day 4 (bit.ly/CMSKDay4 ).<br>Read or listen to the story "No Lunch!" on pg. 13.<br>--Think and talk: How does Karen feel at the end of the story? Why does she feel this way?<br>--Write and draw to describe how Karen feels at the end of the story and why she feels that way. See pg. 14. (RL.1.7) | **Word Work**<br>Optional: Watch the word work instructional video for Summer Learning Day 4h( ttp://bit.ly/kwordwork).<br>Decodable Text: Read the Cycle 2 decodable text "Pat's Mess" on pg. 20. Highlight or circle the sight words in the text: *the, is, a, has, an, can*. Reread the text three times. Focus on reading the text smoothly, with expression, and at just the right speed. (RF.1.5b) |
| Day 5 | **Math**<br>Today, you will practice solving Add To Result Unknown And Take From Result Unknown problems. Review the lessons on pgs. 5-6. Complete The word problems and fluency activity for Day 5 on pg. 7. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for 15 minutes. | **Social Studies Topic: Benefits of Rules**<br>Communities also need laws and rules. Like our rules at home and at school, these rules, called laws, help to keep people safe and ensure that they receive fair treatment. Some examples of community laws include: stopping at red lights when driving, not taking other people's property, walking your dog on a leash, and not littering.<br>**Activity:** Think about what it would be like if there were no rules or laws. Write a story about a place without rules to keep life orderly, fair, and safe. Share your story with an adult. Would you want to live without rules? Why or why not? (1.C&G.1.1) Optional Enrichment Resource: Read Aloud - What If Everybody Did That? [4:34] bit.ly/2STzhHN |
| Day 6 | Optional: Watch the reading lesson video for Summer Learning Day 6 (bit.ly/CMSKDay6 ). Read or listen to the story "No Lunch!" on pg. 13.<br>--Think and talk: Who are the other characters in the story? Why does Chris smile at the end of the story?<br>--Write and draw to tell what happens at the end of the story. See pg. 15. (RL.1.1) | Optional: Watch the word work instructional video for Summer Learning Day 6 bit.ly/kwordwork.<br>Tap the Sounds: Look at the words on the Cycle 2 word list. Stretch out each word by saying one sound at a time (for example, /r/, /a/, /g/). Play with a partner and take turns listening to the sounds and writing the words. See the word list on pg. 20. (RF.1.3d) |

| | Math | Science Topic: Think Like A Scientist |
|---|---|---|
| Day 7 | Today, you will continue to practice solving Add To and Take From problems. Complete the word problems and fluency activity for Day 7 onpg. 8. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for15 minutes. | *Scientists* are people who wonder about the world around them. They ask questions; make predictions; use tools, record observations; collect data, analyze data; and share their thinking. Today you will make predictions, observe using four of your five senses, and record your observations. You need a piece of paper and a writing instrument. At the top write *Walk and Wonder* Write at least 2- 3 things that you predict you might notice on a walk inside your house. Now begin walking through your house. Record things you notice on the same sheet of paper. Put them in their proper place on the sheet. See image below. Keep this paper for the next two science days. <br><br>Things I hear. Things I touch. Things I see. Things I smell. |
| | Reading | Word Work |
| Day 8 | Optional: Watch the reading lesson video for Summer Learning Day 8 (bit.ly/CMSKDay8 ). Read or listen to the story "No Lunch!" on pg. 13.<br>--Think and talk: Initiative means: "I notice what needs to be done and I do it." You show initiative when you do what you need to do without being asked. When have you shown initiative? How does Karen show initiative in the story?<br>--Write and draw to describe how Karen shows initiative in the story. See pg. 15. | Optional: Watch the word work instructional video for Summer Learning Day 8 (bit.ly/kwordwork).<br>Super Sentences: Have a family member or friend slowly read two sentences aloud from the decodable text "Pat's Mess" on pg. 20 (one sentence at a time). Write the sentences on a blank piece of paper. Listen carefully to the sounds and spell each word one-by-one. Remember to use a capital letter at the beginning of your sentences and punctuation at the end. (L.1.2)<br>Optional: Choose words from the Cycle 2 word list and use them to write your own sentences! |
| | Math | Science Topic: Hand Lens |
| Day 9 | Today is the last day to practice solving Add To and Take From problems. Complete the word problems and fluency activity for Day 9 on pg.8. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for 15 minutes. | Scientists use a hand lens as a tool to see the details of an object. A hand lens magnifies things. It helps make small things easier to see. Today we are going to make our own pretend hand lens (if you have one of your own, use it). Fold a piece of paper in half and in half a second time then roll it so that it is a tube. Tape it. It should be in the shape of a cylinder. If you do not have paper then make the OKsign with your hand and bring your fingers together to make a cylinder. Using one eye, look through your pretend hand lens. Try it with one eye at a time, until you are comfortable with looking through it. Be careful not to poke yourself in the eye. Look at your*Walk and Wonder Sheet* from yesterday. Go look at each of the items again. This time use the pretend hand lens. Notice how things look with no" hand lens"then only with the "hand lens". How is it the same? How is it different?Complete this sentence on the *Walk and Wonder* Sheet from yesterday.<br>A hand lens helps me see _____. (1.E.2.1) |
| | Reading | Word Work |
| Day 10 | Optional: Watch the reading lesson video for Summer Learning Day 10 (bit.ly/CMSKDay10 ). Read or listen to the story "Litter" on pg. 16.<br>--Think and talk: What is the problem in this story? Why can't the children play by the fence at the beginning of the story?<br>--Write and draw to describe the problem in the story. See pg. 17. (RL.1.7) | Optional: Watch the word work instructional video for Summer Learning Day 10 bit.ly/kwordwork).<br>Secret Word: Write words from the Cycle 2 word list on small slips of paper. Also, write the word "superstar" on a small slip of paper. Put all your slips into a cup. Pull theslips out one-by-one and read them aloud. If you get the word "superstar," yell it out! Put all of the slips back in the cup and start again. See the word list on pg. 20. (RF.1.4g)<br>Optional: Play the game with a partner and take turns spelling each word out loud or writing the words on a piece of paper. |
| | Math | Social Studies Topic: Rewards & Consequences |
| Day 11 | Today, you will explore "Put Together Total Unknown" problems. Read the lesson on pg. 9. Complete the word problems for Day 11 on pg. 9.Complete the fluency activity for Day 11 on pg. 12. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for15 minutes. | Our homes, schools, and communities benefit from people following the rules. They become places people want to be because they feel safe and are treated fairly. There are rewards for following the rules consistently (like getting extra privileges) and consequences for not following the rules (like having privileges taken away). Consequences help us to accept responsibility and make amends for our behavior or actions.<br>**Activity:** Look at the list you made of home or school rules. For each rule, identify the reward for following the rule and the consequence for breaking it. Do you think that these are fair or unfair? Why or why not? Discuss your thinking with an adult. (1.C&G.1.1)<br>Optional Enrichment Resource: Consequences for Kids- Character Education [2:25] bit.ly/3bxfAMw |
| | Reading | Word Work |
| Day 12 | Optional: Watch the reading lesson video for Summer Learning Day 12 (/bit.ly/CMSKDay12 ). Read or listen to the story "Litter" on pg. 16.<br> --Think and talk: How do the characters solve the problem? Do you agree with how they solved the problem? Why or why not?<br>--Write and draw to describe how the characters solve the problem. See pg. 17. (RL.1.7) | Optional: Watch the word work instructional video for Summer Learning Day 12 bit.ly/kwordwork).<br>Color It:Write the words from the Cycle 3 word list. Use a colored pencil or marker to trace the vowels. Read the words out loud. See the word list on pg. 20. (RF.1.4b) |

| | | |
|---|---|---|
| Day 13 | **Math**<br>Today, you will explore "Take Apart Both Addends Unknown"problems. Read the lesson on pg. 10. Complete the word problems for Day 13 onpg. 10. Complete the fluency activity for Day 13 on pg. 12. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for15 minutes. | **Social Studies Topic: Rules Change Over Time**<br>Many rules and laws have changed over time. 100 years ago, it was against the law for women to vote. 50 years ago, it was legal for companies to pollute our water by dumping their toxic waste into it. Long ago, students who broke a school rule had to write "I will not… (do a certain activity)" on the blackboard 100 times. Rules in communities, schools, and our families can change for a variety of reasons.<br>**Activity:** Fold a piece of paper in half. On one side, draw/write about a rule you had at home when you were younger. On the other side, draw/write about how that rule has changed now that you are older. [If you're having trouble, think about bedtime, meals, time with friends, chores, etc.] (1.C&G.1.1)<br>Optional Enrichment Resource: Officer Buckle and Gloria Read Aloud [9:16] bit.ly/2WQMHVX |
| Day 14 | **Reading**<br>Optional: Watch the reading lesson video for Summer Learning Day 14 (bit.ly/CMSKDay14 ).<br>Read or listen to the story "Litter" on pg. 16.<br>--Think and talk: Who are the characters in this story? How does the teacher help in the story? How does the janitor help in the story?<br>--Write and draw to describe how the janitor helps in the story. See pg. 18. (RL.1.1) | **Word Work**<br>Optional: Watch the word work instructional video for Summer Learning Day 14 (bit.ly/kwordwork).<br>Decodable Text: Read the Cycle 3 decodable text "Pat's Map" on pg. 20. Highlight or circle the sight words in the text: *look, like, with, and*. Reread the text three times. Focus On reading the text smoothly, with expression, and at just the right speed. (RF.1.5b) |
| Day 15 | **Math**<br>Today, you will continue to practice solving Take Apart Both Addends Unknown problems. Read the lesson on pg. 11. Complete the word problems for Day 15 on pg. 11. Complete the fluency activity for Day 15 on pg. 12. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for 15 minutes. | **Science Topic: Data**<br>Scientists collect and analyze data. Take out your *Walk and Wonder chart* from two days ago. Look at your predictions section and compare it to what you recorded. Didyou record the same things that you predicted? Count the number of things that you observed from each column and write that number. How many things did you record in all? Discuss what you noticed and why you noticed them. Scientists also use graphs. Using graphs helps you understand the information (data) in a different way. Ask an adult to help you make a bar graph like the one shown on the back of your *Walk and Wonder* chart. Put your information from the chart on the bar graph. When the graph is complete. Discuss: Does the sense (hear, touch, see or smell)that you recorded the most things for have the tallest bar? Does the sense (hear, touch,see or smell) that you recorded the least things for have the shortest bar? Is it easier to understand the data using the bar graph? Why or Why not? (1.E.2.1, NC.1.MD.4) |
| Day 16 | **Reading**<br>Optional: Watch the reading lesson video for Summer Learning Day 16 (bit.ly/CMSKDay16 ).<br>Read or listen to the story "Litter" on pg. 16.<br>--Think and talk: Collaboration means: "I can work well with others to get something done." We show collaboration when we work together with others. When have you shown collaboration? How do the children in the story show collaboration?<br>--Write and draw to describe how the children in the story show collaboration. See pg. 18. (RL.1.3) | **Word Work**<br>Optional: Watch the word work instructional video for Summer Learning Day 16h(bit.ly/kwordwork).<br>Tap the Sounds: Look at the words on the Cycle 3 word list. Stretch out each word by saying one sound at a time (for example, /sh/, /i/, /p/). Play with a partner and take turns listening to the sounds and writing the words. See the word list on pg. 20. (RF.1.3d) |
| Day 17 | **Math**<br>Today, you will practice solving Put Together TotalUnknown and Take Apart Both Addends Unknown problems. Review the lessons on pgs.9-11. Complete the word problems and fluency activity for Day 17 on pg. 12. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for15 minutes. | Science Topic: Measuring Water<br>Scientists measure liquids using tools. Today we are experimenting with water. Water is a liquid. Ask an adult for permission to use water and a place to use it where spills will not be a problem. A bathtub would work. Now gather various sized, non breakable containers and a container that measures water. With adult help, carefully pour one cup of water into each of the containers. Watch the water flow as it fills each container. Repeat as often as you like with as many different containers as possible. Discuss your thoughts with an adult. Which container seems to have the most water, which container seems to have the least water and do any containers appear to have equal amounts of water?<br>Liquid water takes the shape of the container it is put into. Liquid water always flows when it moves. Draw, write about or take a picture of today's learning. (1.E.2.1) |

| | Reading | Word Work |
|---|---|---|
| Day 18 | Optional: Watch the reading lesson video for Summer Learning Day 18 (bit.ly/CMSKDay18 ).<br>Reread or listen to the stories "No Lunch!" on pg.13 and "Litter" on pg. 16.<br>--Think and talk: Where did the stories take place? What happened when the characters had a problem? How are these stories similar?<br>--Write or draw to show one way that the two stories are similar. See pg. 19. (RL.1.9) | Optional: Watch the word work instructional video for Summer Learning Day 18h(bit.ly/kwordwork).<br>Super Sentences: Have a family member or friend slowly read two sentences aloud from the decodable text "Pat's Map" on pg. 20 (one sentence at a time). Write the sentences on a blank piece of paper. Listen carefully to the sounds and spell each word one-by-one. Remember to use a capital letter at the beginning of your sentences and punctuation at the end. (L.1.2)<br>Optional: Choose words from the Cycle 3 word list and use them to write your own sentences! |
| | Math | Science Topic: See, Think, Wonder, Share |
| Day 19 | Today is the last day to practice solving Put TogetherTotal Unknown and Take Apart Both Addends Unknown problems. Review the lessons on pgs. 9-11. Complete the word problems and fluency activity for Day 19 on pg. 12. (NC.1.OA.1, NC.1.OA.9)<br><br>Optional: Log into i-Ready and continue working for15 minutes. | Today you investigate different temperatures of water and its effect on a piece of food. You must have adult supervision. Do not use boiling water. Gather four plastic cups or containers, four small, uncooked noodles - elbow noodles are great but any noodle or small piece of food like a gummy bear will work. Set up the cups at one time and add one "noodle" to each cup at the same time. Set up-<br>Cup #1 - no water , one noodle<br>Cup#2 - one cup of room temperature water, one noodle<br>Cup #3 - one cup of cold water with ice cubes if available, one noodle<br>Cup #4 - one cup of warm, tap water, one noodle..Remember to use your pretend hand lens when making observations. (If you have one of your own at home you may use it.) Dictate to an adult your observations at 1 minute, 3 mins, 5 mins, 10 mins and 20 mins. After you have cleaned up the activity, draw and write what you observed and share it with someone that did not help you. (1.E.2.1) |
| | Reading | Word Work |
| Day 20 | Optional: Watch the reading lesson video for Summer Learning Day 20 bit.ly/CMSKDay20 ).<br>Reread or listen to the stories "No Lunch!" on pg.13 and "Litter" on pg. 16.<br>--Think and talk: What was the problem in each story? Who solved the problem in each story? How are these stories different?<br>--Write or draw to show one way that the two stories are different. See pg. 19. (RL.1.9) | Optional: Watch the word work instructional video for Summer Learning Day 20h(bit.ly/kwordwork).<br>Secret Word: Write words from the Cycle 3 word list on small slips of paper. Also, write the word "magic" on a small slip of paper. Put all your slips into a cup. Pull the slips out one-by-one and read them aloud. If you get the word "magic," yell it out! Put all of the slips back in the cup and start again. See the word list on pg. 20. (RF.1.4g)<br>Optional: Play the game with a partner and take turns spelling each word out loud or writing the words on a piece of paper. |

| SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Pleasedo not participate in physical activity if you are not feeling well. |
|---|

- ❏ Sing a song with someone.
- ❏ Make up new rhyming words to sing with "Down by the Bay."
- ❏ Using any type of line or shape to create a picture with only the three primary colors (red, blue, yellow).

- ❏ Yikes! Something is in the back of your house. Draw a picture of it.
- ❏ Bear Walk! With your bottom in the air, step forward with your right hand and step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.

- ❏ With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.
- ❏ Read a fiction (story) and nonfiction (true) book about pollinators. Write to explain which book taught you the most about pollinators and why? Draw two things you learned about pollinators.

- ❏ Learn about how to do something from the World Book Encyclopedia or a book. Write the steps to doing what you learned and teach someone how to do it.

# Day 1 Exploring Add To Problems

When we solve problems that involve getting more of something, then we are solving Add To addition problems. There are three types of Add To problems. Today, we will focus on Add To Result Unknown.

(NC.1.OA.1)

Sonya has 3 star stickers. Mari gives her 2 more stickers. How many stickers does Sonya have now?

Sonya has 3 star stickers. Mari gives her some more. Now, Sonya has 5 stickers. How many stickers did Mari give Sonya?

Sonya has some star stickers. Mari gives her 2 more stickers. Now, Sonya has 5 stickers. How many stickers did she have in the beginning?

**Result Unknown**          **Change Unknown**          **Start Unknown**

All of these problems include more star stickers being added to the ones Sonya already had. However, each question is asking for different information that you must find out.

## Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Use numbers and a symbol in a sentence to represent what is happening. Is something being added? That's addition! Is something being taken away? That's subtraction! Use a blank to show the part you don't know (the part you are trying to find out).
3. Use a ten frame to represent what is being added or taken away in the problem. What is the missing information?
4. Put the missing information in the blank in your sentence. Does your answer make sense?

## Example:

Susan has 4 coins. Damario gives her 4 more coins. How many coins does Susan have now?

**Think:** A girl has coins and someone gives her more coins. That is adding!

**Represent:**
4 + 4 is ____.

The blank is how many Susan has in all. That's what I need to find out.

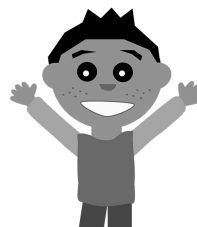**This makes sense!**
4 + 4 more is **8**.

# Day 3 Exploring Take From Problems

When we solve problems that involve taking something away or removing items, then we are solving Take From subtraction problems. There are three types of Take From problems. Today, we will focus on Take From Result Unknown. (NC.1.OA.1)

Miguel had 5 toy cars. He gave 3 toy cars to Travis. How many toy cars does Miguel have now?

**Result Unknown**

Miguel had 5 toy cars. He gave some toy cars to Travis. Miguel has 2 toy cars now. How many toy cars did Miguel give to Travis?

**Change Unknown**

Miguel had some toy cars. He gave 3 toy cars to Travis. Now, Miguel has 2 toy cars. How many cars did Miguel have in the beginning?

**Start Unknown**

All of these problems include cars being given away. So, all of these problems are Take From problems. However, each question is asking for different information that you must find out.

## Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Use numbers and a symbol in a sentence to represent what is happening. Is something being added? That's addition! Is something being taken away? That's subtraction! Use a blank to show the part you don't know (the part you are trying to find out).
3. Use a ten frame to represent what is being added or taken away in the problem. What is the missing information?
4. Put the missing information in the blank in your sentence. Does your answer make sense?
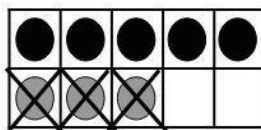
**Example**:

Cara had a pack of 8 crayons. She lost 3 crayons. How many crayons does Cara have now?

**THINK:** A girl has crayons, but she lost some. That is subtracting! Now, she has less crayons.

**REPRESENT:**

8 - 3 is ___

The blank is how many crayons were in the pack before she lost some. That's what I need to find out.

**This makes sense!**

8 - 3 is **5**.

## Day 1 Fluency

(NC.1.OA.9)
Set 1:
0 + 0 =
0 + 1 =

Set 2:
2 + 0 =
2 + 1 =

Set 3:
4 + 0 =
4 + 1 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

## Day 1 Problem Solving (NC.1.OA.1)

1. Jailyn found 4 seashells at the beach. Her sister gave her 2 seashells that she found at the beach. How many seashells does Jailyn have now?

2. Tariq had 5 marbles. His friend gave him 3 more marbles. How many marbles does Tariq have now?

3. Jasmine has 6 pencils. Alexis gives her 4 more pencils. How many pencils does Jasmine have now?

## Day 3 Fluency

(NC.1.OA.9)
Set 1:
7 + 1 =
7 + 0 =

Set 2:
6 + 1 =
6 + 0 =

Set 3:
5 + 1 =
5 + 0 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

## Day 3 Problem Solving (NC.1.OA.1)

1. Meghan had 7 crayons in her crayon box. She gave 5 crayons to her best friend. How many crayons are in Meghan's crayon box now?

2. Charlie had 4 balloons tied to his bookbag as he walked to school. 3 balloons flew away. How many balloons are still tied to Charlie's bookbag?

3. Mrs. Hill had a basket of apples on her desk. There were 9 apples in the basket. She gave 6 apples to her students. How many apples were left in the basket?

## Day 5 Fluency

(NC.1.OA.9)
Set 1:
5 - 0 =
5 - 1 =

Set 2:
4 - 0 =
4 - 1 =

Set 3:
3 - 0 =
3 - 1 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

## Day 5 Problem Solving (NC.1.OA.1)

1. There were 3 red birds sitting on a branch in a tree. Then, 3 blue birds flew over and sat on the branch. How many birds are in the tree now?

2. Shana loves bubble gum. She had 4 pieces in her pocket to chew at lunch. When lunchtime came, she chewed 2 pieces and saved the rest for later. How many pieces of gum did Shana save for later?

3. James has 2 Tootsie Rolls. His mom gave him 5 more Tootsie Rolls. How many Tootsie Rolls does he have now?

## Day 7 Fluency

(NC.1.OA.9)
Set 1:
2 - 1 =
2 - 0 =

Set 2:
3 - 1 =
3 - 0 =

Set 3:
4 - 1 =
4 - 0 =

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

## Day 7 Problem Solving (NC.1.OA.1)

1. Evan had 8 pennies. He gave Tia 4 pennies. How many pennies does Evan have now?

2. Giovanni had 9 video games. He stepped on 2 of his games and they broke. How many games does he have left?

3. Krishna has 4 red bows in her hair. Her mother puts 4 more bows in her hair. How many bows are in her hair now?

## Day 9 Fluency

(NC.1.OA.9)
**Set 1:**
10 - 0 =
10 - 1 =

**Set 2:**
7 + 0 =
7 + 1 =

7 - 0 =
7 - 1 =

**Set 3:**
6 - 0 =
6 - 1 =

5 + 1 =
5 + 0 =

**Set 4:**
4 + 1 =
4 + 0 =

4 - 1 =
3 - 1 =

2 - 1 =
0 + 0 =

Look at the 4 sets above. Tell a family member or your favorite toy about a pattern you notice.

## Day 9 Problem Solving (NC.1.OA.1)

1. There were 3 blue fish swimming in the pond. Then, 7 more fish came to swim in the pond. How many fish are swimming in the pond now?

2. Nava was playing a game called Knock Them Over. There were 10 cans on a table. She threw a ball at the cans. Nava was happy that 5 cans fell on the floor. How many cans were still on the table?

3. There were 5 monkeys swinging in a tree. 3 birds joined them in the tree. How many animals are in the tree now?

4. Amari is having a party for her birthday. There were 8 girls at her party. 2 girls went home. How many girls are still at the party?

5. Markie had 6 toy cars in his room. He lost 4 toy cars while he was playing with them. How many cars does Markie have left?

# Day 11 Exploring Put Together Total Unknown Problems

Some problems do not involve changing an amount. When we solve problems that do not involve change, we can put the parts together to make the whole or total amount. These problems are called Put Together problems. (NC.1.OA.1)

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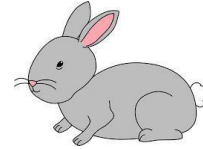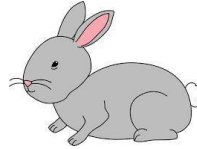
3 brown bunnies and 2 gray bunnies were in the field. How many bunnies were in the field?

**Total Unknown**
(Whole)

## Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Use numbers and a symbol in a sentence to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use a blank to show the part you don't know (the part you are trying to find out).
3. Use a bar diagram to represent what is being put together in the problem. What is the missing information?
4. Put the missing information in the blank in your sentence. Does your answer make sense?

---

**Example**:
There are 5 peas and 5 carrots on my plate. How many vegetables are on my plate?

**Think:** There are peas and carrots on my plate. I need to know the total number of veggies on my plate. That is adding!

**Represent:**

5 + 5 is ___.

The blank is how many total birds there are. That's what I need to find out.

**This makes sense!**
5 + 5 is **10** .

## Day 11 Problem Solving:
(NC.1.OA.1)

1. There are 2 peanut butter cookies and 3 chocolate chip cookies in a snack bag. How many cookies are in the snack bag?

2. There were 3 girls swimming in the pool and 3 boys swimming in the pool. How many children were swimming in the pool?

3. 4 red birds and 5 blue birds were sitting on the roof of a house chirping. How many birds were on the roof chirping?

# Day 13 Exploring Take Apart Both Addends Unknown Problems

Some problems do not involve changing an amount. When we solve problems that do not involve change, we can take apart the whole in different ways to make smaller parts and still have the same total amount. These are called Take Apart problems. Today, we will focus on Take Apart Both Addends Unknown problems. (NC.1.OA.1)

5 bunnies are in the field. Some are brown and some are gray. How many bunnies could be brown and how many bunnies could be gray?

## Both Addends Unknown
(Parts)

## Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).

2. Use numbers and a symbol to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use blanks to show the parts you don't know (the parts you are trying to find out).

3. Use a bar diagram to represent what is being put together or taken apart in the problem. What is the missing information?

4. Put the missing information in the blanks. Do your answers make sense?

## Example:

5 bunnies are in the field. Some are brown and some are gray. How many bunnies could be brown and how many could be gray?

**Think:** There are some bunnies. Some are brown and some are gray. There are different combinations of bunnies that I can make.

**Represent:**
___+ ___

brown + gray

The blanks are numbers that make 5 bunnies. What numbers add up to 5? That's what I need to find out!

**These make sense!**

| | |
|---|---|
| 0 + 5 | 1 + 4 |
| 2 + 3 | 3 + 2 |
| 4 + 1 | 5 + 0 |

## Day 13 Problem Solving:
(NC.1.OA.1)

1. 6 birds were in a tree. Some were big and some were small. How many birds in the tree could be big and how many birds could be small?

2. 7 mice were running in a maze. Some were brown and some were white. How many mice running in the maze could be brown and how many mice could be white?

3. 8 apples were in my backpack. Some were red and some were green. How many apples could be red and how many apples could be green?

# Day 15 Exploring Take Apart Both Addends Unknown Problems

Some problems do not involve change. When we solve problems that do not involve change, we can take apart the whole in different ways to make smaller parts and still have the same total amount. These are called Take Apart problems. We will continue to focus on Take Apart Both Addends Unknown problems. (NC.1.OA.1)

7 frogs are in the pond. Some are on lily pads and some are on logs. How many frogs could be on lily pads and how many frogs could be on logs?

## Both Addends Unknown
(Parts)

## Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Use numbers and a symbol to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use blanks to show the parts you don't know (the parts you are trying to find out).
3. Use a bar diagram to represent what is being put together or taken apart in the problem. What is the missing information?
4. Put the missing information in the blanks. Do your answers make sense?

## Example:

10 birds are sitting on a fence. Some are blue and some are red. How many birds could be blue and how many could be red?

**Think:** There are 10 birds. Some are blue and some are red. There are many combinations here.

**Represent:** The blanks are numbers that make 10 birds. What numbers add up to 10?

___ + ___

**These make sense!**

| | | |
|---|---|---|
| 0 +10 | 1 + 9 | 2 + 8 |
| 3 + 7 | 4 + 6 | 5 + 5 |
| 6 + 4 | 7 + 3 | 8 + 2 |
| 9 + 1 | 10 + 0 | |

## Day 15 Problem Solving:
(NC.1.OA.1)

1. Jeanette found 5 seashells at the beach. Some were found in the water and some were found in the sand. How many seashells could have been found in the water and how many seashells could have been found in the sand?

2. Yasmine has 7 toys in her backpack. Some are dolls and some are cars. How many toys could be dolls and how many toys could be cars?

3. There are 6 children at the pool. Some are boys and some are girls. How many children could be boys and how many could be girls?

| Day 11 | Day 13 | Day 15 | Day 17 | Day 19 |
|---|---|---|---|---|
| **Fluency** | **Fluency** | **Fluency** | **Fluency** | **Fluency** |
| (NC.1.OA.9) | (NC.1.OA.9) | (NC.1.OA.9) | (NC.1.OA.9) | (NC.1.OA.9) |
| Set 1: | Set 1: | Set 1: | Set 1: | Set 1: |
| 0 + 0 = | 5 + 5 = | 3 + 3 = | 3 + 3 = | 0 + 9 = |
| 1 + 1 = | 1 + 1 = | 3 + 4 = | 3 + 2 = | 4 + 5 = |
| Set 2: | Set 2: | Set 2: | Set 2: | Set 2: |
| 2 + 2 = | 4 + 4 = | 2 + 2 = | 4 + 4 = | 6 - 1 = |
| 3 + 3 = | 3 + 3 = | 2 + 3 = | 4 + 3 = | 2 + 3 = |
| Set 3: | Set 3: | Set 3: | Set 3: | Set 3: |
| 4 + 4 = | 0 + 0 = | 1 + 1 = | 5 + 5 = | 6 + 2 = |
| 5 + 5 = | 2 + 2 = | 1 + 2 = | 5 + 4 = | 4 + 4 = |
| Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice. | Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice. | Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice. | Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice. | Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice. |

## Day 17 Problem Solving (NC.1.OA.1)

1.  There were 4 green apples and 4 red apples in a basket on the table. How many apples were in the basket?

2.  Jenny has 7 cookies on her plate. Some cookies are peanut butter and some are oatmeal raisin. How many cookies could be peanut butter and how many could be oatmeal raisin?

3.  Joe collected 3 small sea shells and 6 big seashells while he walked on the beach. How many seashells did Joe collect on the beach?

4.  Kayla had 8 beads in her hair. Some were green and some were pink. How many beads could have been green and how many could have been pink?

## Day 19 Problem Solving (NC.1.OA.1)

1.  Derek had 4 red starbursts and 6 yellow starbursts in his pocket. How many starbursts did Derek have in his pocket?

2.  Mona had 5 pieces of fruit on her plate. Some of the pieces were bananas and some were strawberries. How many pieces of fruit could have been bananas and how many could have been strawberries?

3.  Andre used 8 blue blocks and 2 red blocks to build a house. How many blocks did Andre use to build the house?

4.  There were 10 dogs in the park. Some were brown and some were black. How many dogs could have been brown and how many could have been black?
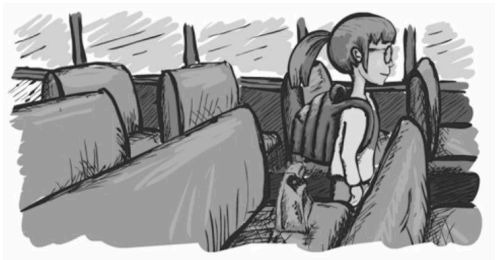
# No Lunch!

Written by Kandee Dyczko and Illustrated by Erik Eckles



Karen takes the bus to school every day.

1



One day Karen left her lunch on the bus.

2



Karen wanted to cry.

3



She didn't know what to do.

4



Then, Karen found some coins in her backpack.

5



"Oh, good!" shouted Karen. "Now I can buy my lunch."

6



At lunchtime, Karen bought chili, a box of juice, and a muffin.

7



Karen was so happy to have lunch that she shared her muffin with her friend Chris.

8



Karen was glad she had found some coins.

9
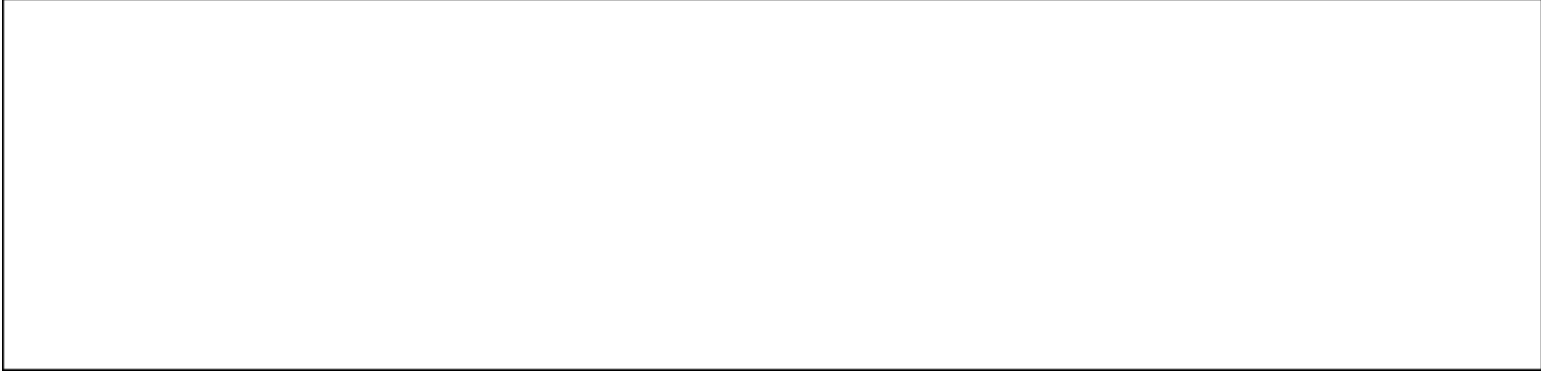


Chris was glad, too!

10

Use details from the story "No Lunch!" to answer the questions.

# Day 2

*How does Karen feel at the beginning of the story? Draw a picture and fill in the sentence.*

At the beginning, Karen feels _____because

_____.

# Day 4

*How does Karen feel at the end of the story? Draw a picture and fill in the sentence.*
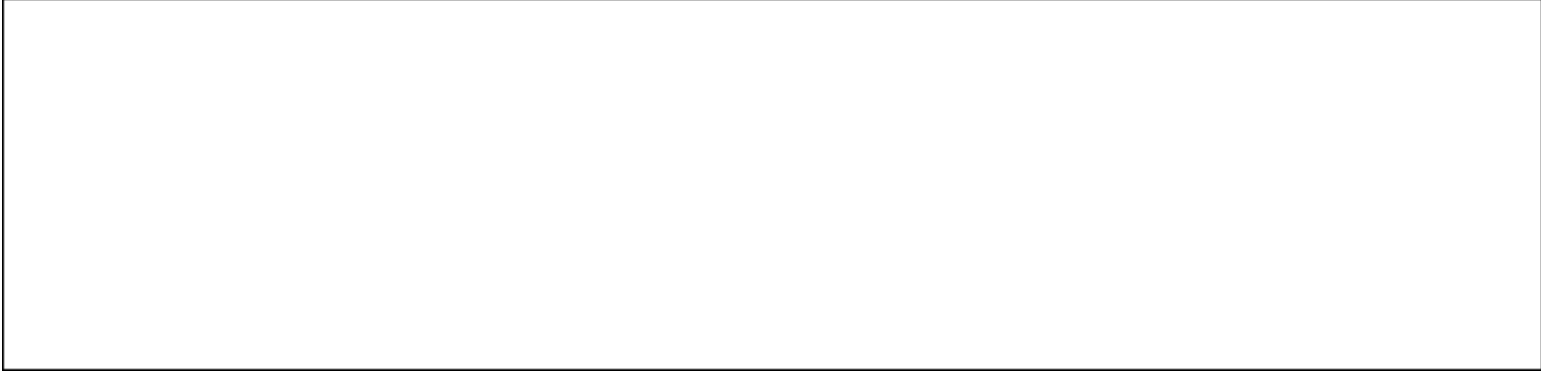
At the end, Karen feels _____because

_____.

Use details from the story "No Lunch!" to answer the questions.

# Day 6
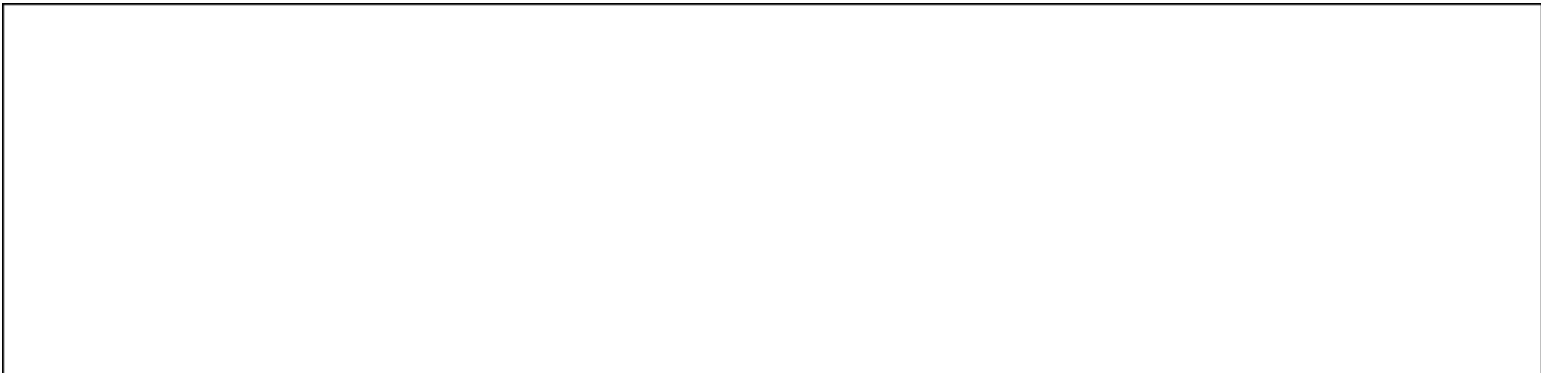
*Why does Chris smile at the end of the story? Draw a picture and fill in the sentence.*

At the end, Chris smiles because _____

_____.

# Day 8

*Initiative means: "I notice what needs to be done and I do it." How does Karen show initiative in the story? Draw a picture and fill in the sentence.*

Karen shows initiative by _____

_____

# Litter

Written by Alane Gernon and Illustrated by Kevin Sullivan

Hector, Sue, and Darnell are friends at school.

1

They always eat lunch together in the cafeteria.

2

After lunch they play outside.

3

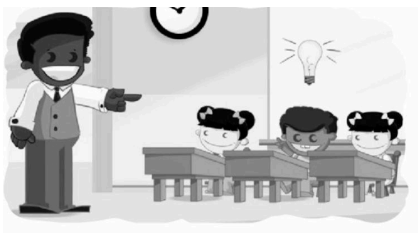They cannot play by the fence. There is litter by the fence.

4

They see children throwing cups and paper on the ground.

5

They talk to their teacher and their class about the problem.

6

They have an idea.

7

The next day their class picks up the litter.

8

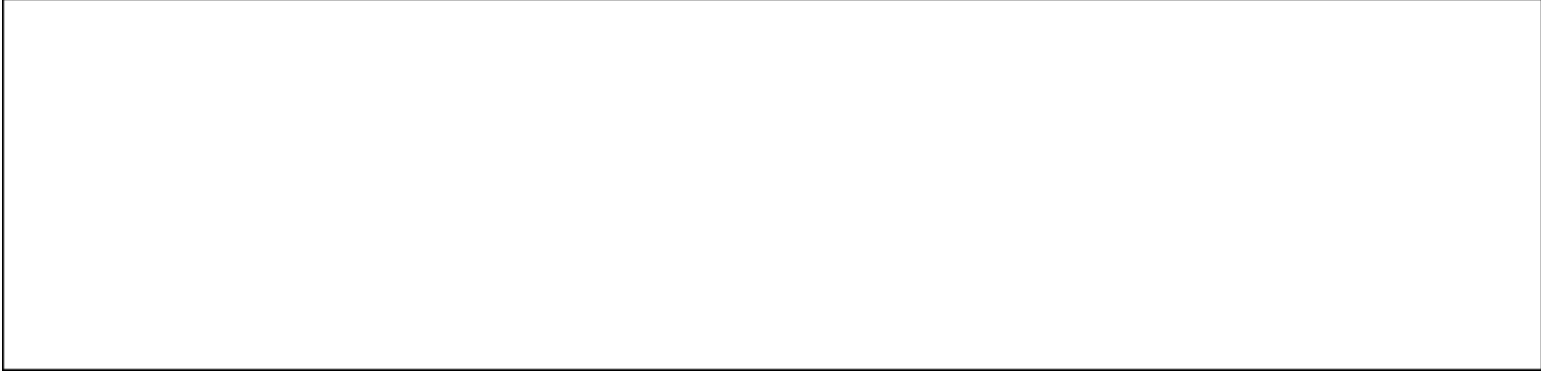Then the janitor puts large trash cans outside for the children to use.

9

Now the three friends can play by the fence.

10

Use details from the story "Litter" to answer the questions.

# Day 10

*What is the problem in this story? Draw a picture and fill in the sentence.*

The problem is _____

_____.

# Day 12

*How do the characters solve the problem? Draw a picture and fill in the sentence.*

They solve the problem by _____

_____.

Use details from the story "Litter" to answer the questions.

# Day 14

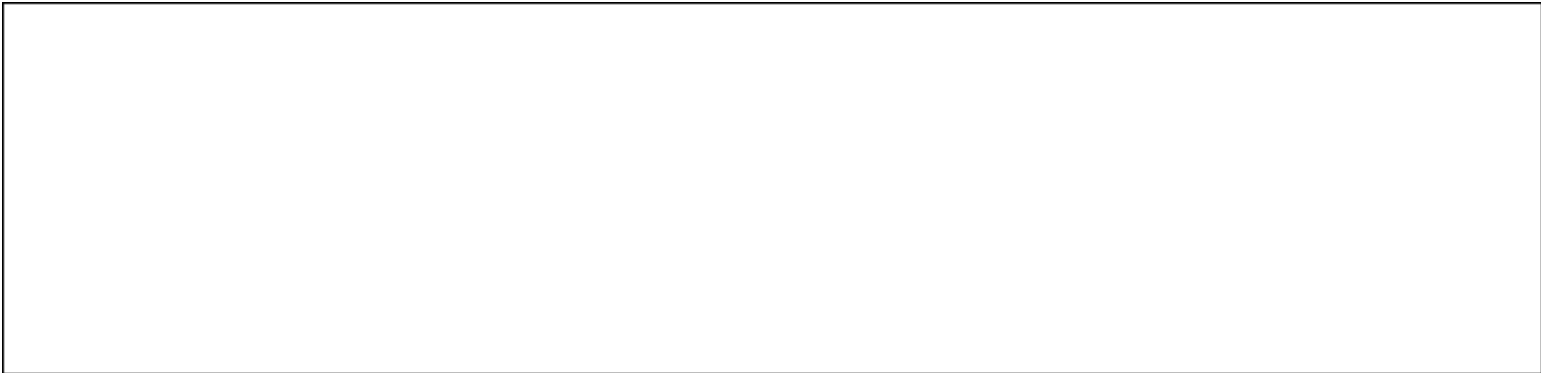*How does the janitor help in the story? Draw a picture and fill in the sentence.*

The janitor helps by _____

_____.

# Day 16

*Collaboration means: "I can work well with others to get something done." How do the children show collaboration in the story? Draw a picture and fill in the sentence.*

The children show collaboration by _____

_____

# Day 18

*Reread the stories "No Lunch!" and "Litter." Draw or write to show one way that these stories are similar.*

| "No Lunch!" | "Litter" |
|---|---|
|  |  |

# Day 20

*Reread the stories "No Lunch!" and "Litter." Draw or write to show one way that these stories are different.*

| "No Lunch!" | "Litter" |
|---|---|
|  |  |

| | | CYCLE 2 |
|---|---|---|
| Word List | Sight Words | Decodable Text: "Pat's Mess" |
| rag<br>sag<br>am<br>ham<br>tan<br>vans<br>pans<br>nap<br>maps<br>at<br>pat<br>that<br>path<br>ant<br>pant | the<br>is<br>a<br>has<br>an<br>can | This is Pat.<br><br>The pan is a hat!<br><br>The hat is on the<br><br>cat. Two hats!<br><br>Pat can tap.<br><br>Pat has an<br><br>ant. Pat naps. |

| | | CYCLE 3 |
|---|---|---|
| Word List | Sight Words | Decodable Text: "Pat's Map" |
| kid<br>digs<br>in<br>pin<br>shin<br>lip<br>ship<br>it<br>sit<br>sits<br>spin<br>flip<br>sing<br>sand<br>drink | look<br>like<br>with<br>and | This is a map. Look at the map.<br>The map has a ship. Pat likes the map.<br>Pat digs in the sand and looks at the kids. The kids dip and<br>splash. Pat tags a kid and a kid tags Pat. The kids like it!<br>This fish can flip.<br>Pat sips a drink. Can this kid sip his drink? The kids sip drinks.<br>Pat and the kids can sing.<br>Look at Pat's map. It is a fan!<br>Pat naps with the fan. |