1st Grade

Phase II
April 6 to April 24, 2020

Name:

School:

Grade Level:  Teacher:

NPS Curriculum & Instruction
<table>
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<tr>
<th>Week</th>
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<tr>
<td>4</td>
<td>Read <strong>Growing</strong> Visualize it! Draw a picture to go with each stanza of the poem. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Reread <strong>Growing</strong> Circle 2 words from the poem that tell you what plants need. Write a story about how you would take care of a plant and help it grow. Be sure to include a beginning, middle, and end. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Read <strong>Five Little Seeds</strong> Visualize it! Draw a picture to go with each stanza of the poem. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Reread <strong>Five Little Seeds</strong> Winter or Spring? What is the setting of the beginning of the poem? What is the setting of the end of the poem? How do you know? Write sentences to explain your answer. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Read <strong>Hooray for Today</strong> and complete the questions. Do you like it when it rains? Why or why not? Write a paragraph to explain your opinion. Be sure to include 3 reasons to support your opinion. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Spring Break April 13-17</strong></td>
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<td>6</td>
<td>Read <strong>Life of a Plant</strong> Visualize it! Draw a picture to go with each stanza of the poem. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Reread <strong>Life of a Plant</strong> What are the parts of a plant and what is each part’s job? Write as many sentences as you need to describe each part of a plant and its job. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Read <strong>The Little Plant</strong> Visualize it! Draw a picture to go with each stanza of the poem. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Reread <strong>The Little Plant</strong> Pretend you are a little plant. Write a story about what your life is like. Be sure to include a beginning, middle, and ending. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
<td>Read <strong>Up High</strong> and complete the questions. Complete an activity from the <strong>word study menu</strong> with this week’s word study words.</td>
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</tbody>
</table>

**Word Study Words:**
- (short a, a_e, ay, ai): tail, wait, pray, gray, trade, male, state, snack, hay, grab, blame, claim
- (short i, i_e, igh, y): light, fight, spy, dry, spite, wipe, pride, brick, why, drive, sight, bright, thick

**Read 14.2** Read a book of choice and record it on the reading log each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Pages Read</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-12-20</td>
<td>10</td>
<td>Cinderella</td>
</tr>
</tbody>
</table>
**WORD STUDY MENU**

*Directions: Choose one of the following menu choices every day to practice the week’s word study words. Choose a different activity each day of the week.*

| **Word Sort:** Write each word on its own card or post it note. Sort each word according to the pattern. Read each word in your sort. What sound does the pattern represent? What letters make the pattern? |
| **Blind Writing Sort:** Head your paper with the categories of your sort. Ask a helper to call out your words. Listen to the words and write them under the correct heading. |
| **SAW (Sort, Alphabetize, and Write):** Write your words in the correct *abc* order. It would be helpful to write them on individual cards first, arrange them in alphabetical order, and then write them on a piece of paper. |
| **Rhyme Time:** Write two rhyming words for 3-5 of your word study words. Underline the spelling pattern that makes the word rhyme. |
| **Song, Rap, Poem:** Use 5 of your words to write a song, rap, or poem. Read it aloud to a friend or family member. |
| **Silent, Salty Letters:** Write each of your word study words and cross out all of the silent letters. If available, practice writing your words in a tray of salt. Say the sounds that each letter or letter pattern stands for. |
| **Word Hunt:** In a book you have finished reading, find words that could fit into your sort. Write these words down. |
| **Letter Writing:** Use 5 of your words in a letter to your teacher. Underline the words you used. Explain to your teacher the spelling pattern you are learning about. |
| **Draw, Label, List:** Pick 5 words from your word study list. Draw a picture of each word you picked and label each picture. Under each picture and label, write a word (not on the list) that has the same spelling pattern. |
Growing

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

Inside the seeds
All bundled up tight
A tiny plant grows
Needing water and light.

I’ll plant it in soil,
Let it catch the sun’s glow.
Then water it gently
And watch the plant grow!

Visualize It!
Five Little Seeds

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

Five little seeds,
Five little seeds,
Three will make flowers
And two will make weeds.

Under the leaves,
And under the snow,
Five little seeds are
Waiting to grow.

Out comes the sun,
Down comes a shower.
And up come the three
Pretty pink flowers.

Out comes the sun,
That every plant needs,
And up come two,
Funny old weeds.
Hooray for Today!

Directions: Read the poem and then complete the questions below.

Hooray, the rain has gone away today!
I don’t have to stay inside and wait.
Now I can go outside and play.

Hooray, the rain has gone away today!
I will spray my dog Jay with water,
And he will run away.

Hooray, the rain has gone away today!
My brain will relax without strain.
I will paint my play train gray.

Hooray, the rain has gone away today!
I’ll lay on the hay and soak up the sun’s rays,
all day!

Tomorrow, I hope the sun will shine its rays
And the rain will stay far away!

Questions:
1. Circle all of the words that have the ay pattern.
2. Put a box around all of the words that have the ai pattern.
3. Why is the speaker in the poem happy?
4. What do you think the speaker in the poem will do next? Why?
A plant will grow from a tiny seed,  
Some water and sun is all you need.

First the roots grow underground,  
They suck up minerals from all around.

Then come stems, some tall, some stout,  
And next the branches spread about.

Leaves grow in all shapes and sizes,  
Watch this new life as it rises.
Life of a Plant

Flowers bloom from buds on stems,
They are as pretty as precious gems.

Some plants give us juicy fruit,
Some have vegetables at the root.

New seeds travel to and fro,
By wind and water, on the go.

And the cycle keeps on going,
Soon new stems and leaves are showing.
The Little Plant
by: Katie L. Brown

Directions: Read the poem. Stop after each stanza and visualize what you read (draw a picture).

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep!

“Wake!” said the sunshine,
“And creep to the light!”

The little plant heard
And it rose to see
What the wonderful
Outside world might be.

Visualize It!
Up High

Directions: Read the poem. Illustrate the poem and then complete the questions below.

High, high, way up high, In the sky.

I see a light Shining bright.

Bright, bright, It lights the night.

My oh, my! What a sight!

Big and round, It fills the night.

I wonder why It shines so bright?

Questions:
1. Circle all of the words that have the igh pattern.
2. Put a box around all of the words that have the y pattern.
3. What is the speaker of the poem describing? How do you know?

4. Why does the light shine so bright?
## Norfolk Public Schools

### Science Learning in Place Plan: Grade 1 Lessons

#### Week 4: April 6 – 10, 2020

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| “What Do Plants Need?” Students will:  
▪ reread Lesson 1 “What Do Plants Need?” on pages 131 - 135.  
▪ ensure all active reading activities and questions are answered.  
▪ justify their thinking to answered questions to their parents using evidence from text. | “What Do Plants Need?” Students will answer the following questions in their science notebooks:  
1. What does a plant need to live and grow?  
2. How does a plant use the things it needs?  
3. Where do plants get the air they need? | “What Do Plants Need?” Students will answer the following questions in their science notebooks:  
1. Do you think all plants need the same amount of water?  
2. What might happen to a plant that gets too much water? Why do you think this might happen?  
3. How do plants grow in the soil get the water they need? | “What Do Plants Need?” Students will answer the following questions in their science notebooks:  
1. A carrot root is thick and long. Why does it need space?  
2. Think about a sunflower plant as it grows. What happens to its stem and leaf?  
3. What do you think would happen to a plant that was too big for its space? | “What Do Plants Need?” ▪ Students will review how plants get what they need to live and grow and use this information to write a paragraph including a topic sentence.  
▪ The paragraph should include essential vocabulary (sunlight, air, and water) and three details describing needs of plants. Students will illustrate their paragraph. |

#### Week 5: April 13 – 17, 2020

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<tr>
<td>Spring Break</td>
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#### Week 6: April 20 – 24, 2020

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</table>
| What Are Some Parts of Plants? pg. 143  
▪ Engage Your Brain!  
▪ Active Reading | A Plant’s Makeup pg. 144-145  
▪ Active Reading Question | Leaves at Work pg. 146  
▪ Active Reading | Why it Matters pg. 148  
▪ Question | Brain Check pg. 151  
▪ Apply Concepts pg. 152 |
Plant Needs
Sunlight, Air, and Water

A plant needs certain things to live and grow. A plant needs sunlight, or light from the sun. It also needs air and water. A plant uses these things to make its food.

Active Reading

The main idea is the most important idea about something. Draw two lines under the main idea.

Air is all around us, even though we can not see it.
From the Soil

Most plants need soil to grow. **Soil** is made up of small pieces of rock and once-living things. A plant’s roots take in water from the soil. The roots take in nutrients, too. **Nutrients** are things in soil that help plants grow.

Some plants do not grow in soil. They live and grow on other plants. Their roots take in rain and water from the air.

**Active Reading**

A detail is a fact about a main idea. Draw one line under a detail. Draw an arrow to the main idea it tells about.

Circle three words that name things a plant needs.
Space to Grow

As a plant grows, its stem gets taller. Its roots get bigger. It grows more leaves, too. A plant must have enough space to grow.

▶ What does this farmer do to make sure that his crop grows?

_________________________________________________________________

_________________________________________________________________

________

Engage Your Brain!

Find the answer to the question in the lesson.

What holds this tree in place?

its ________

Active Reading

Lesson Vocabulary

1. Preview the lesson.

2. Write the 6 vocabulary terms here.

_________________________  _______________________

_________________________  _______________________

_________________________  _______________________

_________________________  _______________________

_________________________  _______________________

_________________________  _______________________

A Plant’s Makeup

A plant has parts that help it grow and change.

Taking Root

A plant has roots that grow into the soil. The roots hold the plant in place. They take in water from the soil. They take in other things from the soil that the plant needs.

Active Reading

A detail is a fact about a main idea. Draw one line under a detail. Draw an arrow to the main idea it tells about.

Stems Stand Tall

The stem holds up the plant. It takes water from the roots to the other parts of the plant.

A flower has a thin, soft stem. A tree has a thick, woody stem.

Draw a triangle around the roots of the bean plant. Draw a circle around the stem.
Leaves at Work

A leaf is a plant part that makes food for the plant. It uses light, air, and water.

Active Reading

Find the sentence that tells the meaning of leaf. Draw a line under the sentence.

Leaves can be different shapes and sizes.

- banana leaf
- pine needles
- ash
- clover
- red maple

Flowers, Seeds, and Fruit

Many plants have flowers. A flower is a plant part that makes seeds. A new plant may grow from a seed. The new plant will look like the plant that made the seed.

Many flowers grow into fruits. A fruit holds seeds.

Draw a circle around the leaves. Draw an X on the flowers and fruits.
Plant Power

We use plants for food. We also use plants to make things. Mint leaves are used in some toothpastes. Flowers make perfume smell good. Woody stems help make our homes. We even use plants to make some medicines. What other plant uses can you name?

Do the Math!
Solve a Problem

Look at the tomatoes. Use them to help you solve this problem.

A farmer has 24 tomatoes. He picks 11 tomatoes. How many are left?

____ - _____ = _____
**Word Play**

Label the parts of the plant.

<table>
<thead>
<tr>
<th>flower</th>
<th>leaf</th>
<th>roots</th>
<th>stem</th>
</tr>
</thead>
</table>

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**Apply Concepts**

Tell which plant parts the plant needs.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>① I need a plant part to hold seeds. What part do I need?</td>
<td>________</td>
</tr>
<tr>
<td>② I need a plant part to take in water. What part do I need?</td>
<td>________</td>
</tr>
<tr>
<td>③ I need a plant part to make fruit. What part do I need?</td>
<td>________</td>
</tr>
<tr>
<td>④ I need a plant part to make food. What part do I need?</td>
<td>________</td>
</tr>
<tr>
<td>⑤ I need a plant part to hold me up. What part do I need?</td>
<td>________</td>
</tr>
<tr>
<td>⑥ I need a plant part to make a plant just like me. What part do I need?</td>
<td>________</td>
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</tbody>
</table>

**Family Members:** Encourage your child to tell you about the parts of the plant. Help your child name plants you eat and use.
**Social Studies Learning in Place Plans**  
**First Grade: April 6-10**

<table>
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<tr>
<th>Learning Experience 1</th>
<th>Learning Experience 2</th>
<th>Learning Experience 3</th>
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<tbody>
<tr>
<td>A long time ago, there was a TV show with a nice man named Mr. Rogers. On his show, he talked to kids about many things. One thing Mr. Rogers used to say is “Always look for the helpers.” Helpers are people who provide other people a service. We call those people producers. Think about the helpers you see in your family, in your neighborhood, or on TV. Draw a picture of a helper and write 2-3 sentences that explain what they do and why they are a producer. You may use these sentence starters to help you. I drew a _________. A ________ is a producer because ________.</td>
<td>Think about what you have learned about people being consumers and producers. Complete the Consumer or Producer sheet. Circle the producer and underline the consumer. Then, tell what good or service the producer provided the consumer.</td>
<td>Think about what you have learned about goods, services, consumers, and producers. Complete the vocabulary chart in your packet.</td>
</tr>
</tbody>
</table>

**Social Studies Learning in Place Plans**  
**First Grade: April 20-24**

<table>
<thead>
<tr>
<th>Learning Experience 1</th>
<th>Learning Experience 2</th>
<th>Learning Experience 3</th>
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</thead>
<tbody>
<tr>
<td>People earn money when they complete a job. We use money to buy things. Money can be paper like dollar bills or metal coins. Read the text titled Money. Answer the questions next to the paragraph.</td>
<td>Read the page titled Spending and Saving. Use the information to answer the questions on the Spending and Saving answer page.</td>
<td>Think about what you have learned about spending and saving money. Complete the Spending Money Saving Money chart in your packet.</td>
</tr>
</tbody>
</table>
### Consumer or Producer?

Circle the producer in each sentence. Underline each consumer. Tell what good or service the producer provided the consumer.

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Mom baked cookies for my sister.</td>
<td>2. The man delivered the pizza to our house.</td>
<td>3. The mailman brought letters to our mailbox.</td>
<td>4. I ate the candy my teacher gave me.</td>
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<tr>
<td>5. The driver drove us to the mall.</td>
<td>6. I painted a picture for my mom.</td>
<td>7. The tailor fixed the rip in my jeans.</td>
<td>8. The principal made me a new scarf.</td>
</tr>
</tbody>
</table>
Vocabulary Chart: In the boxes under each word, write an example and draw a picture that shows you understand each vocabulary word.

<table>
<thead>
<tr>
<th>Good</th>
<th>Service</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Producer</td>
<td>Consumer</td>
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</tbody>
</table>
Read the title and the purple box. When have you used money?

____________________________________
____________________________________

How do people get money?

____________________________________
____________________________________

After reading, write a sentence that predicts what you think the boy will buy with his money.

____________________________________
____________________________________

We use **money** to get the things we want. We get money by working for it. Kids do chores. Grown-ups do really big chores called jobs.

Money comes in two forms. We use bills and coins to pay for goods and services. People can choose to spend money or save it.
Spending and Saving

Spend It Now?

There are so many things to buy! We spend money to buy all sorts of goods and services, such as books, ice cream, haircuts, and toys.

Save It for Later?

Sometimes we want to buy things that cost a lot of money. If you don’t have enough money to buy something, you must save. Saving money means you do not spend it now. You spend it in the future. You can save money for a new bike or a gift for a friend. People save to buy something later, when they have enough money.

Questions for these passages on next page.
Spending and Saving Questions

1) What are we doing when we spend money?

__________________________________________________________________________________________

2) What does it mean to save money?

__________________________________________________________________________________________

3) Why does the boy have money in a jar?

__________________________________________________________________________________________

4) Make a prediction. What do you think he will buy with his money?

__________________________________________________________________________________________
Draw and write about how a time you spent money and why you want to save money.

<table>
<thead>
<tr>
<th>Spending Money</th>
<th>Saving Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spent money when I bought ___________________________.</td>
<td>I want to save money so I can buy a ___________________________.</td>
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</table>
### NPS Learning in Place

#### First Grade

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<tr>
<td><strong>Week 1</strong></td>
<td>Review Day 1</td>
<td>Review Day 2</td>
<td>Review Day 3</td>
<td>Review Day 4</td>
<td>Review Day 5</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Fractions Day 1</td>
<td>Fractions Day 2</td>
<td>Fractions Day 3</td>
<td>Fractions Day 4</td>
<td>Fractions Day 5</td>
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</tbody>
</table>
First Grade Review Week — Day 1

Place Value

In the number 23, the 2 is in the tens place and the value of the 2 is 20.

Complete the following statements.

In the number 46, the 4 is in the tens place and the value of the 4 is ____.
In the number 58, the 8 is in the ones place and the value of the 8 is ____.
In the number 79, the 7 is in the _______ place and the value of the 7 is ______.
in the number 85, the 5 is in the _______ place and the value of the 5 is ______.

The number 38 is 38 ones or can also be grouped into 3 tens with 8 ones left over.

Complete the following statements.

29 is _____ ones or can also be grouped into _____ tens with_____ ones left over.
67 is _____ ones or can also be grouped into _____ tens with_____ ones left over.

Compare the sets. Circle the correct phrase.

is less than
is greater than
is equal to

Write the number in each set. Then put the sets in order from least to greatest.

least ___,___,___ greatest
Estimation

You can use what you know about a number to estimate how many objects are in a collection. Without counting, is this set has about 5, 50 or 500 stars? How did you know? Answer: It is 5! There are not enough to represent 500 or even 50.

Try not to count!

Estimate the number of objects in each group. CIRCLE the answer.

First Grade Review Week – Day 2

Families: Please read the activity sheets to your student.
We can collect and organize data in tables and graphs.

Look at the different pets found in one neighborhood.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Tally</th>
<th>Number</th>
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<tbody>
<tr>
<td>Cats</td>
<td></td>
<td></td>
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<tr>
<td>Turtles</td>
<td></td>
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<tr>
<td>Dogs</td>
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</tbody>
</table>

Write a title. Draw pictures to represent the number in each category.

Title:

<table>
<thead>
<tr>
<th>Animals</th>
<th>Cats</th>
<th>Turtles</th>
<th>Dogs</th>
</tr>
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<tr>
<td>Cats</td>
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<tr>
<td>Dogs</td>
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On a sheet of paper, write two sentences about the graph using graphing words like:

- most
- fewer
- total
- same
- category
- data
- less
First Grade Review Week – Day 4

Measurement

Circle the object that is heavier.

Circle the answer.

Which lighthouse is taller?

Which flag is shorter?

Which scarecrow is shorter?

Which glass is taller?

Find something in your house that is 5 cubes long:

What did you find? _____________________
First Grade Review Week — Day 5

Review Day

Shade in the path of correct answers beginning at the START space.

START HERE!

What is the value of 6 is 69?

Which is taller?
Snake or giraffe

Which is longer?
A real car or A toy wagon

Which holds more?
Cup or a Bucket

Which holds less?
Bath tub or Pool

Which digit is in the tens place in 81?

What number is 6 tens and 8 left over?

What is the value of 5 in 75?

What number is in the tens place in 36?

About how many trees are in a park?
3 30 300

Which holds less? cup or milk jug

END
We can fair share with friends.

Two friends can fair share 4 pieces of candy by having two pieces of candy each.

Can they fair share three cupcakes? Yes! They will have to split one cupcake in half.

Help these friends share. Use additional paper if you need to. Discuss with your family.

Sam and Josh want to share 6 brownies so that each gets the same amount. How many brownies can each boy have?

Two children want to share 5 brownies so that each child gets the same amount. How much can each child have?
First Grade Review Week — Day 7  

Fractions

Dad cut a brownie into 4 pieces for Renee, Amy, Larry and Tim to share for a snack. Here is a picture of the brownie. Will they each get a fourth? Will they get a fair share? How do you know? Explain your thinking with pictures and words.

Dad cut other food into 4 pieces to share with Renee, Amy, Laura and Tim. Draw lines to show him how to equally share the sub sandwich and the pizza.
We can split a whole into equal parts. Are these whole split into equal parts?

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<tbody>
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<td>1.</td>
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<tr>
<td>2.</td>
<td>yes no</td>
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<tr>
<td>3.</td>
<td>yes no</td>
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<td>yes no</td>
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<td>5.</td>
<td>yes no</td>
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<td>6.</td>
<td>yes no</td>
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Draw straight lines to divide these shapes into the equal parts listed.

- 2 equal parts
- 4 equal parts
- 2 equal parts
First Grade Review Week – Day 9  
Fractions

We can cut wholes into equal parts.

Circle each shape that shows 1 out of 2 equal parts.

Circle each shape that shows 1 out of 4 equal parts.

Color in to show the equal part or fraction.

<table>
<thead>
<tr>
<th>1 out of 2 equal parts</th>
<th>2 out of 2 equal parts</th>
<th>1 out of 4 equal parts</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Circle" /></td>
<td><img src="image2" alt="Circle" /></td>
<td><img src="image3" alt="Circle" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 out of 4 equal parts</th>
<th>3 out of 4 equal parts</th>
<th>4 out of 4 equal parts</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Circle" /></td>
<td><img src="image5" alt="Circle" /></td>
<td><img src="image6" alt="Circle" /></td>
</tr>
</tbody>
</table>
Fractions

Complete each problem. Teach your family about equal parts.

1. Complete each problem. Teach your family about equal parts.
   
   ___ equal parts

2. ___ out of ____ teacups are broken

3. Mariam says 3 out of 4 are inside.
   True  False

Katya makes a cube tower with 4 cubes. 1 out of 4 cubes in her tower is yellow. The rest are blue. How many parts of the tower are blue?

___ out of ____ parts are blue.

Which one does not belong? Circle it. Then write to explain why on another sheet of paper.
# Elementary Art-Learning in Place Packet

**Grades K-1**  
April 6-April 24, 2020

<table>
<thead>
<tr>
<th>Grades K-1</th>
<th>Instructions</th>
<th>Vocabulary to Discuss</th>
<th>Examples (Do not copy)</th>
</tr>
</thead>
</table>
| **April 6...** | Use a black or white crayon to make a simple abstract line drawing. You can make straight or curvy lines. Use colored crayons, colored pencils or watercolors to fill in all the organic shapes and geometric shapes created by line with color. | Abstract  
Organic Shapes  
Geometric Shapes  
Line | ![Image](image1.png) |
| **April 20...** | Pretend today it is raining and stormy day. What color is the sky and clouds? How can you create a raindrop shape? Can you draw lightning bolts and wind? What colors will they be? | Shape  
Line  
Abstract  
Color | ![Image](image2.png) |
Voice Sounds High and Low

Make these sounds with your voice.
Put an X next to the low sounds.
Fruit on the Beat
Tap each basket on the steady beat.

Apples, Peaches, Pears, and Plums

Tell me when your birthday comes.

Tap the candles as you say the words.

Draw the candles to match the rhythm of the words.
**Purpose:**
This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

**Directions:**
After a student completes a day’s activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an “X” in the space provided for a check mark (do not initial).

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spring into Action: Find someone to do 20 jumping jacks with you.</td>
</tr>
<tr>
<td>2</td>
<td>Say your math facts while doing reverse lunges.</td>
</tr>
<tr>
<td>3</td>
<td>Take a walk.</td>
</tr>
<tr>
<td>4</td>
<td>Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.</td>
</tr>
<tr>
<td>5</td>
<td>Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</td>
</tr>
<tr>
<td>6</td>
<td>Help a neighbor or friend with some spring cleaning!</td>
</tr>
<tr>
<td>7</td>
<td>Do as many trunk-lifts as you can.</td>
</tr>
<tr>
<td>8</td>
<td>Spring into Action: Find 2 people. Do 30 jumping jacks together.</td>
</tr>
<tr>
<td>9</td>
<td>Do push-up shoulder taps while reciting your spelling words.</td>
</tr>
<tr>
<td>10</td>
<td>Take a walk.</td>
</tr>
<tr>
<td>11</td>
<td>Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.</td>
</tr>
<tr>
<td>12</td>
<td>Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</td>
</tr>
<tr>
<td>13</td>
<td>Using an old container, gather soil, and plant flowers seeds.</td>
</tr>
<tr>
<td>14</td>
<td>Do as many squats as you can.</td>
</tr>
<tr>
<td>15</td>
<td>Spring into Action: Find 3 people. Do 40 jumping jacks together.</td>
</tr>
<tr>
<td>16</td>
<td>Perform squat-jumps while naming the continents.</td>
</tr>
<tr>
<td>17</td>
<td>Take a walk.</td>
</tr>
<tr>
<td>18</td>
<td>Did you know donuts have ~280 calories? Jog in place for a 280 count.</td>
</tr>
<tr>
<td>19</td>
<td>Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</td>
</tr>
<tr>
<td>20</td>
<td>Get 60 minutes of MVPA. You choose how!</td>
</tr>
<tr>
<td>21</td>
<td>Do as many push-ups as you can.</td>
</tr>
<tr>
<td>22</td>
<td>Spring into Action: Find 4 people. Do 50 jumping jacks together.</td>
</tr>
<tr>
<td>23</td>
<td>Read a book while doing a wall sit.</td>
</tr>
<tr>
<td>24</td>
<td>Take a walk.</td>
</tr>
<tr>
<td>25</td>
<td>Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!</td>
</tr>
<tr>
<td>26</td>
<td>Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</td>
</tr>
<tr>
<td>27</td>
<td>Invent a game and try it out!</td>
</tr>
<tr>
<td>28</td>
<td>Do as many curl-ups as you can.</td>
</tr>
<tr>
<td>29</td>
<td>Spring into Action: Find 5 people! Do 60 jumping jacks together.</td>
</tr>
<tr>
<td>30</td>
<td>Spring into Action: Find someone to do 20 jumping jacks with you.</td>
</tr>
</tbody>
</table>

**Please Remember**
- Always get adult permission before doing any activity.
- Return calendar to your teacher at the end of the month.
### Grade 1: Enrichment Opportunities
**Gifted Education & Academic Rigor**  
**April 6 – April 24**

#### Creative Thinking

<table>
<thead>
<tr>
<th>Week 1</th>
<th>April 6 - 10</th>
<th>I Can Fly! If you could fly whenever you wanted to, where would you go? Where would you live? Why would you want to fly? On a separate piece of paper, describe what it would be like to fly. Draw a picture of you flying!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>April 13 - 17</td>
<td>SPRING BREAK –Have FUN with your family, play a new game, go outside, draw a picture of your favorite flowers and give it to a family member.</td>
</tr>
<tr>
<td>Week 3</td>
<td>April 20-24</td>
<td>You Animal! If you could turn into an animal for a single day, what animal would you choose? On a piece of paper, answer these questions: Why did you choose that animal? What would you do when you became that animal and where would you live? How do you think you would feel when you were that animal? How would humans treat you? How would other animals treat you? Now, draw a picture of the animal.</td>
</tr>
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</table>

Don't forget to read everyday!!

---

#### Problem Solving

<table>
<thead>
<tr>
<th>Week 1</th>
<th>April 6 - 10</th>
<th>One Hundred Buttons. Michael collects buttons. Michael has 80 + 12 buttons. Michael puts all the buttons on a large tray and starts to count them. Michael wants to have a total of one hundred buttons. Michael thinks he has to collect five more buttons. Is Michael correct? Show all your mathematical thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>April 13 - 17</td>
<td>SPRING BREAK –Have FUN! Go outside and count the birds you see fly by, make up silly games, play music and sing out loud with your favorite song!</td>
</tr>
<tr>
<td>Week 3</td>
<td>April 20-24</td>
<td>Sorting Buttons With Faces. Mrs. Bee places the buttons below on a desk. The buttons have different faces on them. Sort the buttons into different groups. How many buttons are in each group? How did you sort the buttons? Show and tell why you sorted the buttons your way.</td>
</tr>
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### NPS ESL Learning in Place Plan, Grade K-2, April 6-24, 2020

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<tbody>
<tr>
<td>Topic</td>
<td>On the Job</td>
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#### Can you name the jobs that people do?

**April 6-7**

Use a piece of paper or a notebook to complete all assignments.

- **Point to the picture.**
- **Read or repeat the words. Write the words.**
- **Read or repeat the sentence.**
- **Write the sentence using the sentence frame.**

**I see a ________________**

Example: I see a banker.

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<th>Doctor</th>
<th>Nurse</th>
<th>Teacher</th>
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#### New Vocabulary: goes to

**April 8-9**

Use a piece of paper or a notebook to complete all assignments.

- **Point to the picture.**
- **Read or repeat the words. Write the words.**
- **Read or repeat the sentence.**
- **Write the sentence using the sentence frame.**

**This is a ____________. He/She goes to a ______________.**

Example: This a banker. She goes to a bank.

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<tr>
<th>Bank</th>
<th>Shopping Center</th>
<th>Hospital</th>
<th>Office Building</th>
<th>School</th>
<th>Restaurant</th>
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#### Family Connection:

**April 10**

Use a piece of paper or a notebook to complete all assignments.

What do people do in your family for a job? Draw a picture and color it.

Write the name of the job or write a sentence under the picture.

**My (mom, dad, uncle, aunt) is a ______________.**

Example: My uncle is a mechanic.
April 20-21
Use a piece of paper or a notebook to complete all assignments.

**New Vocabulary: want, be**
Point to the picture.
Read or repeat the words. Write the words.
Read or repeat the sentence. Write the sentence.
Write the sentence using the sentence frame.
I like to help. I want to be a ____________.
Example: I like to help. I want to be a doctor.

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April 22-23
Use a piece of paper or a notebook to complete all assignments.

**New Vocabulary: will be**
Point to the picture.
Read or repeat the words. Write the words.
Read or repeat the sentence. Write the sentence.
I will be a ____________. I will work in a ____________.
Example: I will be a nurse. I will work in an office building.

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April 24
Use a piece of paper or a notebook to complete all assignments.

**Personal Connection:**
What is your favorite job? Draw yourself doing that job. Don’t forget to include the background! Write a sentence about
I am a (an) ____________. I work in (a) ____________.
Example: I am an astronaut and I work in space.