



Norfolk Public Schools
The cornerstone of a proudly diverse community

Kindergarten



Phase II
April 6 to April 24, 2020

Name:	
School:	
Grade Level:	Teacher:

NPS Curriculum & Instruction

NPS Learning in Place English Grade: Kindergarten



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4	<p>Poem: Caterpillar Read together 3 times. Visualize it! Draw a picture to go with each stanza. Word Study: Rhyme sort -og, -at, ip Using your picture sort complete Monday's activity from the word study menu.</p>	<p>Poem: Caterpillar Reread together 3 times. Circle the rhyming words. Write and draw a picture of two words that rhyme with egg and bite. Word Study: Using your picture sort complete an activity from the word study menu.</p>	<p>Poem: Caterpillar Read independently 3 times. What do you think the caterpillar is going to turn in to? Draw a picture and label. Word Study: Using your picture sort complete an activity from the word study menu.</p>	<p>Story: The Sun (Located in the Science section.) Read together. How does the sun help us? Name two ways and draw a picture. Animals Concept Sort: Name all of the animals in the picture sort. Then sort into 2 groups- animals that fly or walk.</p>	<p>Story: The Sun Reread together. What do the animals like to do? Pick one animal from The Sun and write and draw what it likes to do. Animals Concept Sort: Try and sort the animals a different way. How did you sort them?</p>
	<p>READ 14.2: Read a book of choice and record it on the reading log each day.</p>				

Daily Writing: Use journal writing prompts to write each day.

Week 5

Spring Break: April 13-17

Week 6	<p>Poem: My Shadow Read together 3 times. Visualize it! Draw a picture to go with each stanza. Word Study: Rhyme sort: -ap, op, ip Using your picture sort complete Monday's activity from the word study menu.</p>	<p>Poem: My Shadow Reread together 3 times. Circle the words that rhyme. Write and draw a picture of one word that rhymes with sun and go. Word Study: Using your picture sort complete an activity from the word study menu.</p>	<p>Poem: My Shadow Read independently 3 times. Go outside and make your own shadow. Write about it in your journal. Word Study: Using your picture sort complete an activity from the word study menu.</p>	<p>Story: Ben and Tam Read together and answer the questions. Season Concept Sort: Name all of the things in the picture sort. Then sort into 2 groups- summer and winter.</p>	<p>Story: Ben and Tam Re-read together and retell the story, draw Ben and Tam having fun in the box. Season Concept Sort: Try and sort the things in a different way. How did you sort them?</p>
	<p>READ 14.2: Read a book of choice and record it on the reading log each day.</p>				

Daily Writing: Use journal writing prompts to write each day.

Students may need support to read the directions or content on the English pages.

Kindergarten Daily Journal and Reading Log

Day	Directions: Each day complete the journal entry with one to two sentences and a picture. Complete the reading log for the day.	
1	Journal	What was your favorite part of the weekend? Why?
	READ 14.2	Title of book read:
2	Journal	If you were a caterpillar, what would you like to eat? Why?
	READ 14.2	Title of book read:
3	Journal	What do you like to do on a sunny day in the fall, spring, summer, or winter? Pick one season.
	READ 14.2	Title of book read:
4	Journal	What is your favorite animal? Why?
	READ 14.2	Title of book read:
5	Journal	Journal Topic of Your Choice! Write about anything you like!
	READ 14.2	Title of book read:
6	Journal	What was your favorite part of the weekend? Why?
	READ 14.2	Title of book read:
7	Journal	Describe one of your family members and write about them.
	READ 14.2	Title of book read:
8	Journal	What did your shadow look like? How did your shadow move?
	READ 14.2	Title of book read:
9	Journal	What was your favorite book you read this week? What was your favorite part?
	READ 14.2	Title of book read:
10	Journal	Journal Topic of Your Choice! Write about anything you like!
	READ 14.2	Title of book read:

Caterpillar

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

Visualize It!

You crawled out from a tiny egg
With a great big appetite.



You ate and ate so many leaves
Until you could not take another bite.



You hung down from a little branch
And wrapped yourself out of sight!



My Shadow

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

Visualize It!

My shadow goes everywhere I go,
Whenever I'm out in the sun.

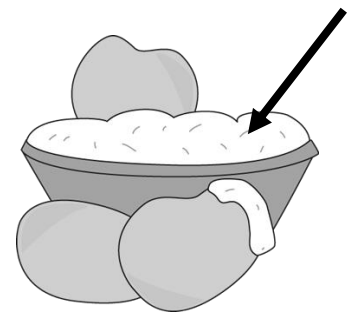
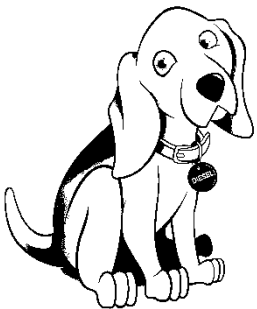
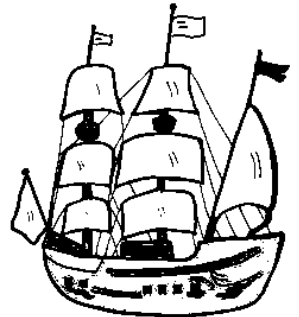
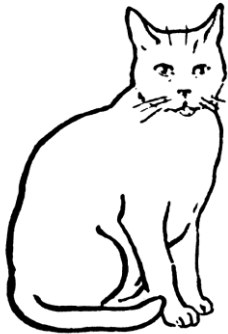
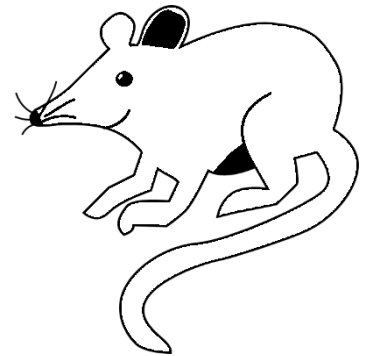
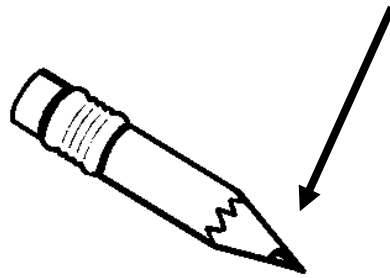
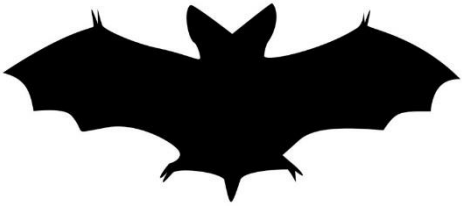
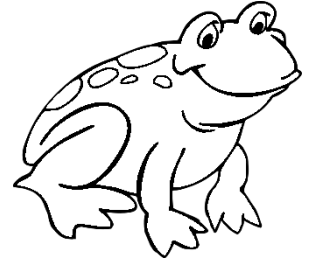
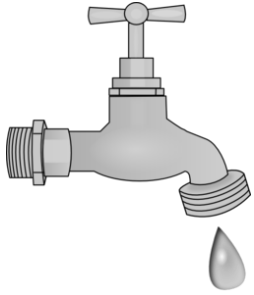
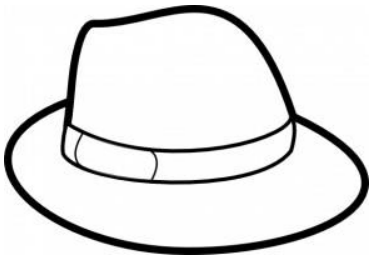


It follows when I'm walking,
It follows when I run.

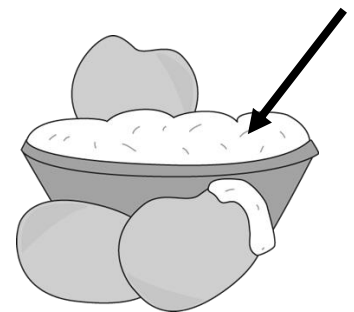
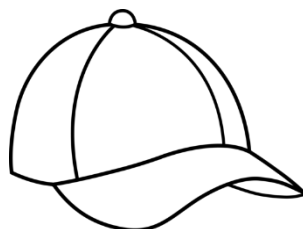
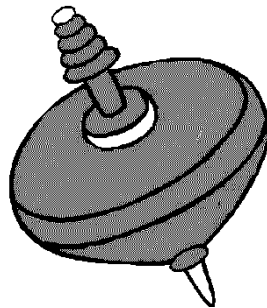
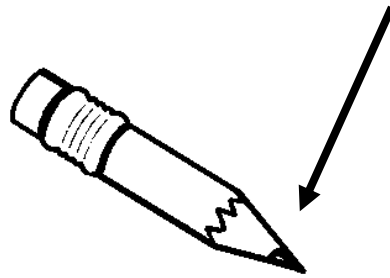
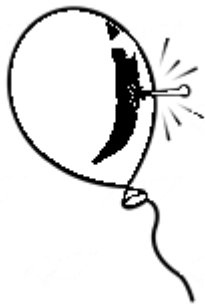
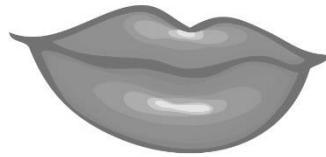
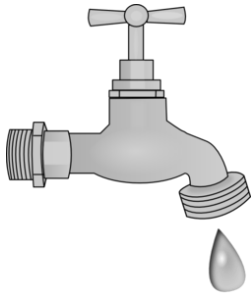
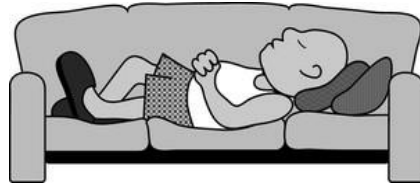


But shadow, shadow,
When the sun goes away, so do you!

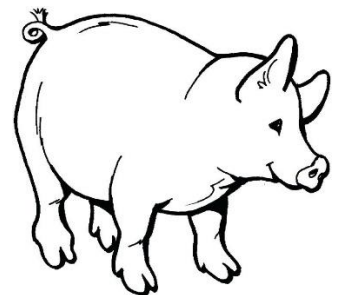
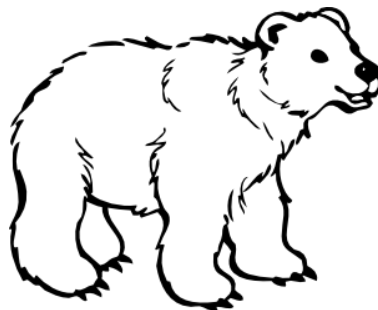
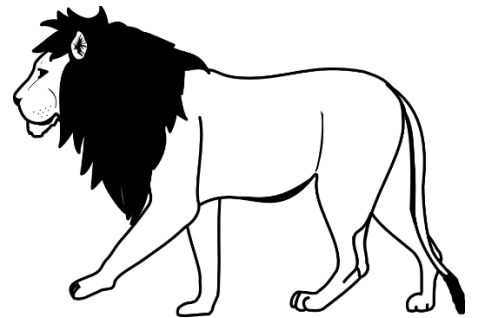
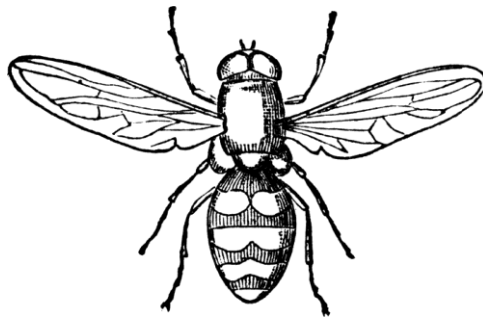
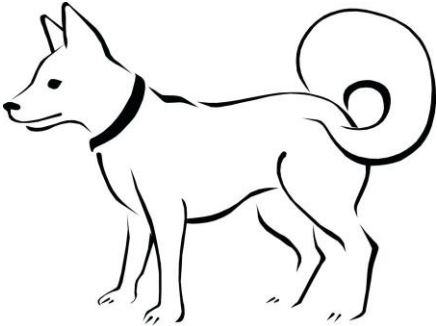
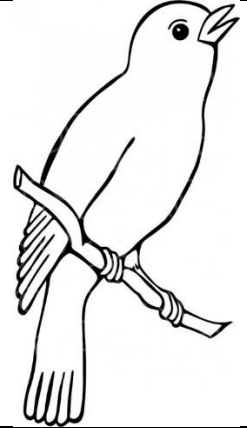
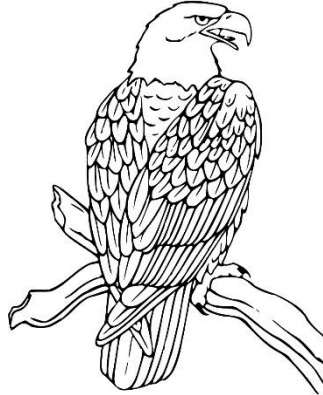
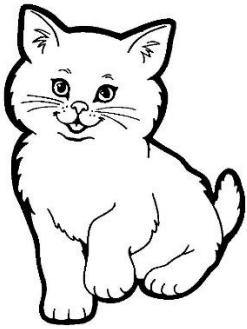
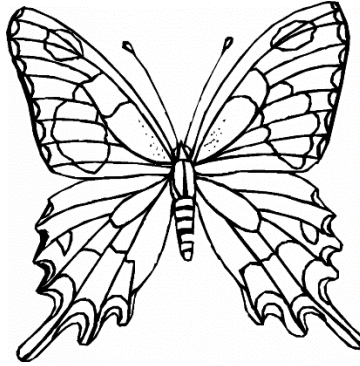
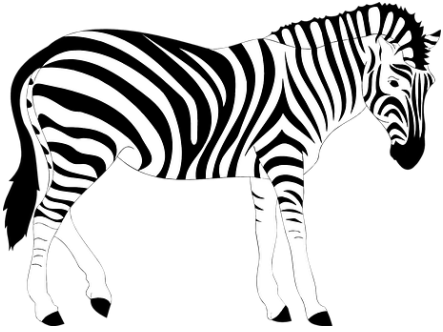
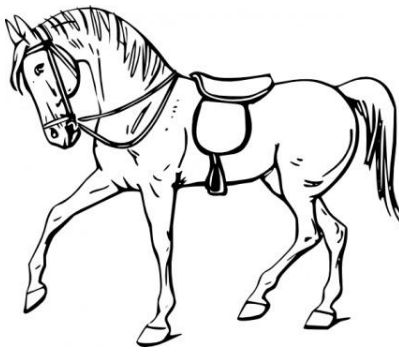
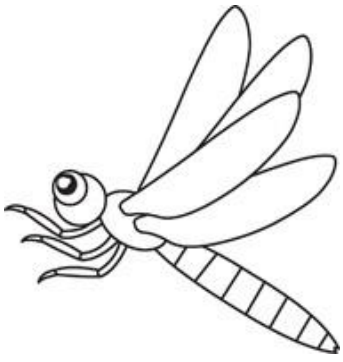




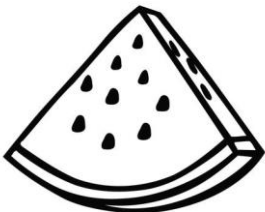
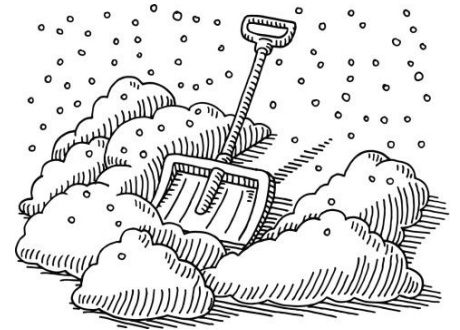
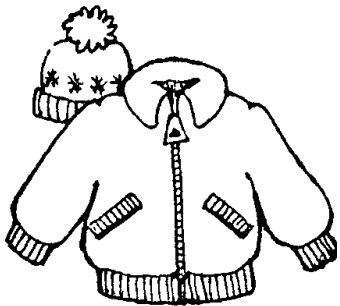
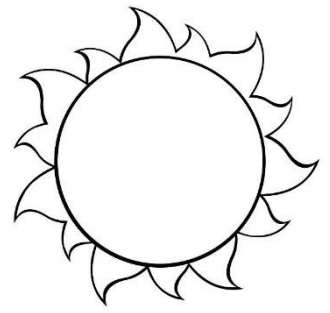
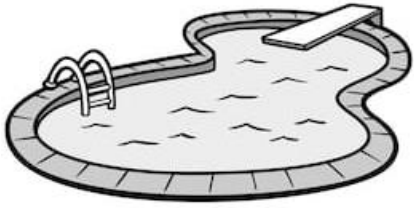
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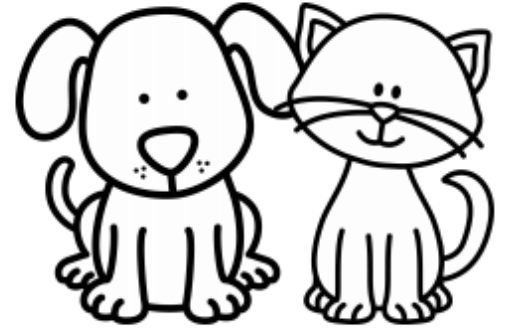
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Ben and Tam

Ben is a dog. He can run fast. He can dig in the mud. Tam is a cat. She can run fast. She will not dig in the mud. Ben and Tam like to have fun.



What does Ben like to do?



What does Ben do that Tam doesn't?

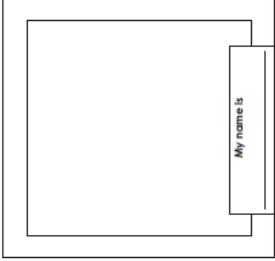
WORD STUDY MENU

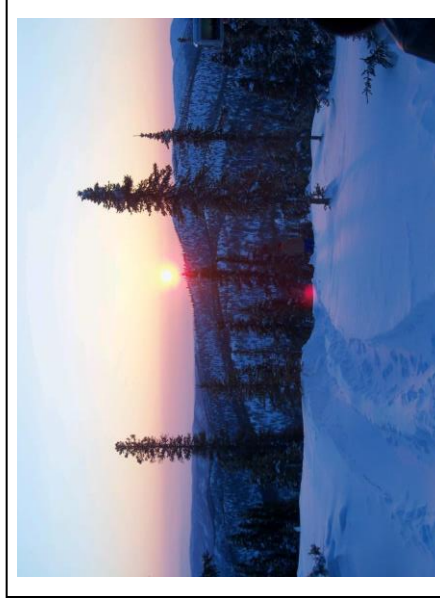
Directions: Choose one of the following menu choices to practice the week's picture sort. Choose a different activity 3 days of the week.

<p>Monday:</p> <p>Word Sort: "Read" each picture in your sort. Cut pictures out following the lines. Sort each picture according to the rhyme. What sound does the pattern represent? Keep pictures in a baggie or envelope to use all week.</p>	<p>Rhyme Time: Pick two word study pictures. Write two rhyming words for each picture. Underline the spelling pattern that makes the word rhyme.</p>	<p>Salty Letters: Write the beginning sound of each of your pictures. If available, practice writing letters in a tray of salt. Say the sounds that each letter or letter pattern stands for.</p>
<p>Word Hunt: In a book you have finished reading, find words that could fit into your picture sort. Write these words down.</p>	<p>Rhyme Fun: Think of a real word or nonsense word that rhymes with your name name ("Anna-banana") (Mary-Berry") or with a color words ("blue-shoe") ("red -bed), or with your picture sorts.</p>	<p>Speed Sort: See how fast you can sort your pictures according to the rhyme. Ask someone in your home to time you. Sort again and try to beat your time. Say the picture names as you sort.</p>

Social Studies Learning in Place Plans Kindergarten: April 6-10

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>People travel from place to place using transportation. Cars, buses, boats, bicycles, planes, and walking are all types of transportation.</p> <p>Draw a picture of that shows how your family gets to the grocery store or another place where you can get food. Label the type of transportation you use.</p>	<p>What people do for fun depends on where they live and the climate. Decide what you could do for fun if you were in each picture. Draw pictures of you having fun in each place and label with words or a sentence that tells what you are doing.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Complete the K.7 Information Source Activity pages 1-3. If students is completing assignment without a paper packet, write down what clothes, shoes, and transportation you would use in each picture.</p>

Social Studies Learning in Place Plans Kindergarten: April 20-24		
Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Complete the All Around Me Squares. Write your name in the first box and draw a picture of yourself. Color each picture and trace each word. Practice saying each word aloud.</p>	<p>All Around Me Portrait (paper in packet)</p> <ol style="list-style-type: none"> 1. Draw a picture of yourself standing. Include your favorite clothing on your body. 2. Color the background to show your favorite season. Add ways you have fun during your favorite season. 3. Decorate the frame to show your favorite type of transportation. <div style="text-align: center;">  </div>	<p>Complete Reproducible 63-64 My Community pages.</p> <p>Draw a picture in each box to show how people in your community meet their wants. Write the word that goes with the picture on the lines: clothing, food, houses, fun, transportation</p>



Directions:

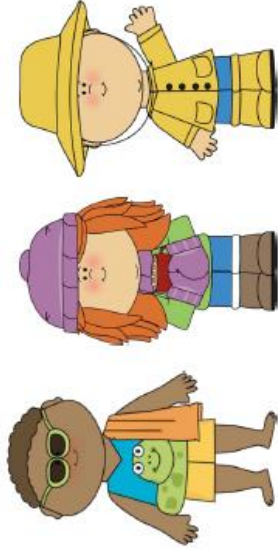
Location, climate, and physical surroundings affect the way people in a community dress and move.

Look at the picture of the mountains. Think about what you see.

Read each question.

Circle the best answer.

Which would be the best clothes for this location?



Which would be the best shoes to wear here?



What would be the best way to get from place to place?





Directions:

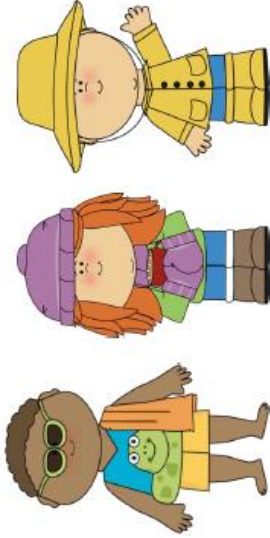
Location, climate, and physical surroundings affect the way people in a community dress and move.

Look at the picture of the beach and ocean. Think about what you see.

Read each question.

Circle the best answer.

Which would be the best clothes for this location?



Which would be the best shoes to wear here?



What would be the best way to get from place to place?





Directions:

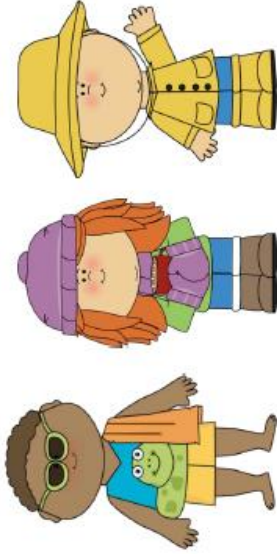
Location, climate, and physical surroundings affect the way people in a community dress and move.

Look at the picture of the woods. What weather is happening?

Read each question.

Circle the best answer.

Which would be the best clothes for this location?



Which would be the best shoes to wear here?



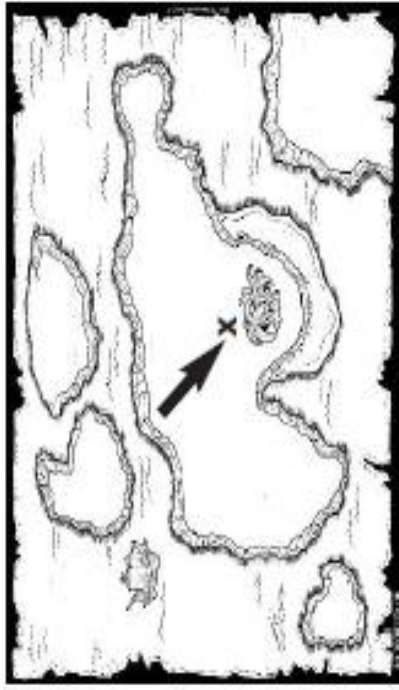
What would be the best way to get from place to place?



All Around Me

by _____

location

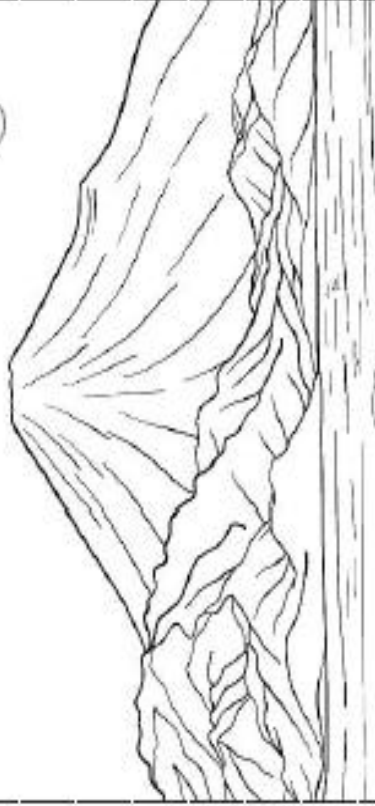


climate



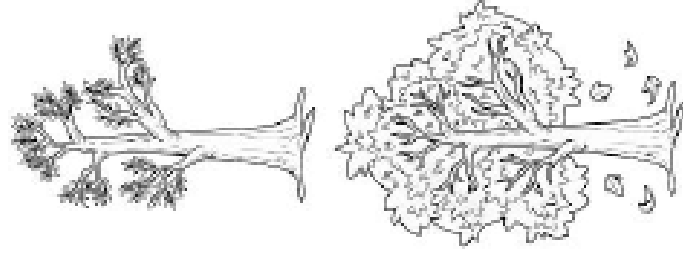
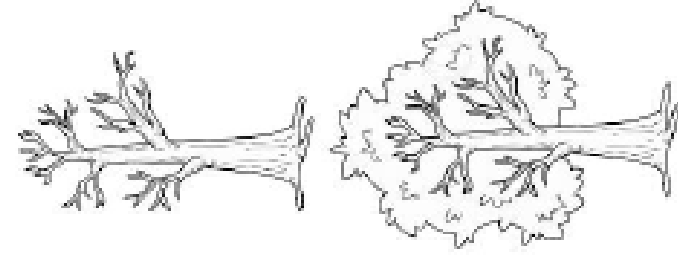
2

physical surroundings



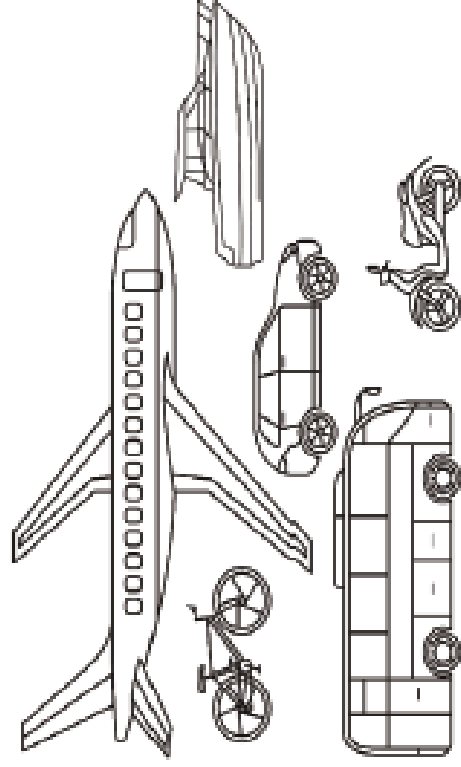
3

seasons



4

transportation



5

My name is

MY COMMUNITY

Name _____

Draw a picture in each box to show how people in your community meet their wants.
Write the word on the lines.

In my community, people wear this clothing:



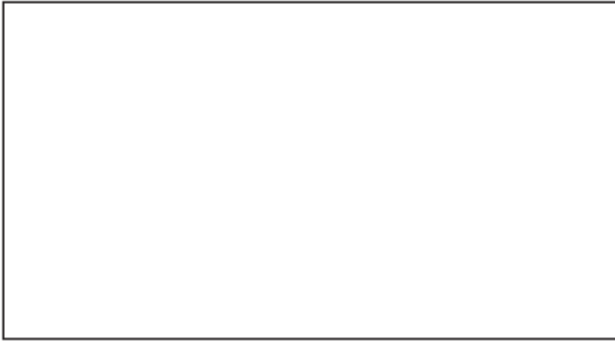
In my community, many people eat this food:



In my community, houses are built from this:



In my community, one fun activity is this:

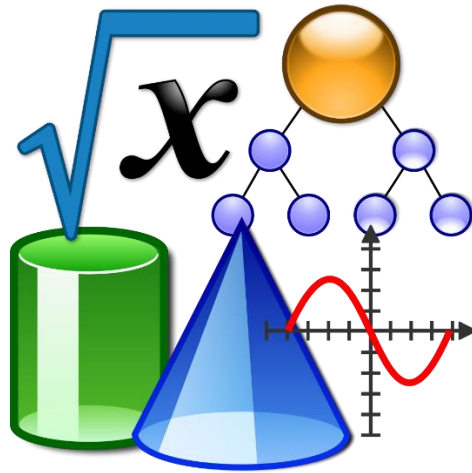


In my community, this is one type of transportation people use:



NPS Learning in Place

Kindergarten



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Graphs Day 1	Graphs Day 2	Graphs Day 3	Graphs Day 4	Graphs Day 5
Week 2	Temperature Day 1	Temperature Day 2	Temperature Day 3	Temperature Day 4	Temperature Day 5

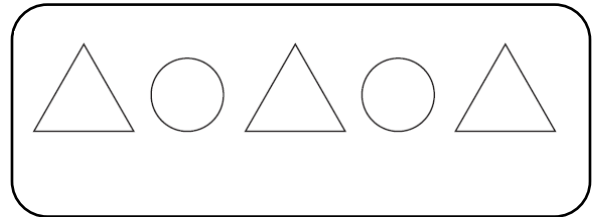
Kindergarten Graphs – Day 1

Families: Please read the activity sheets to your Kindergartener.

A **graph** is a quick way to look at information or **data** so we can answer questions. A **picture graph** uses pictures to show how many are in a group or **category**. We can also show this information in a **table** with numbers.

Tina has shape stickers.

Count how many \triangle and \circ she has.



Write the number on the line:

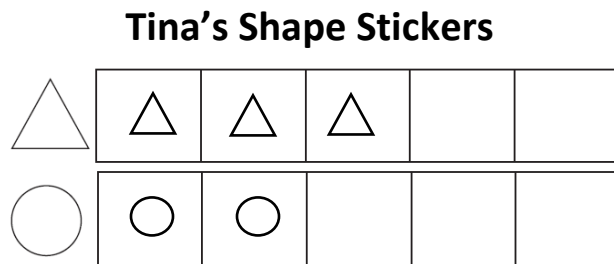
_____ Triangles \triangle

_____ Circles \circ

Tina made a **table** by counting the shapes and writing a number. She called it Tina's Shape Stickers.

\triangle	3
\circ	2

Tina made a **picture graph** by drawing the number triangle and circle stickers she has.



Think About It! Look at Tina's information and answer the question.

Color in the shape to show which group has more stickers? \triangle \circ

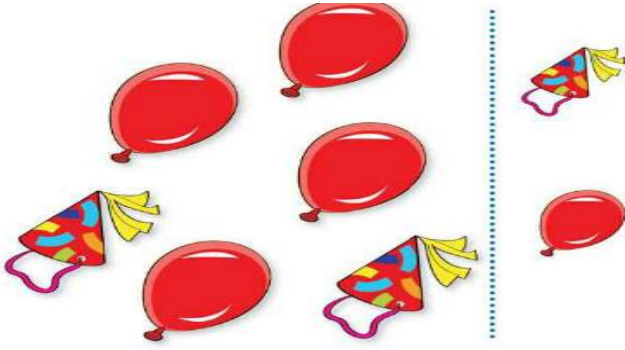
Color in the shape to show which group has fewer stickers? \triangle \circ

What is the title for the table and graph? _____

Kindergarten Graphs – Day 2

Complete each picture graph by drawing a picture on the graph for each object in the category.

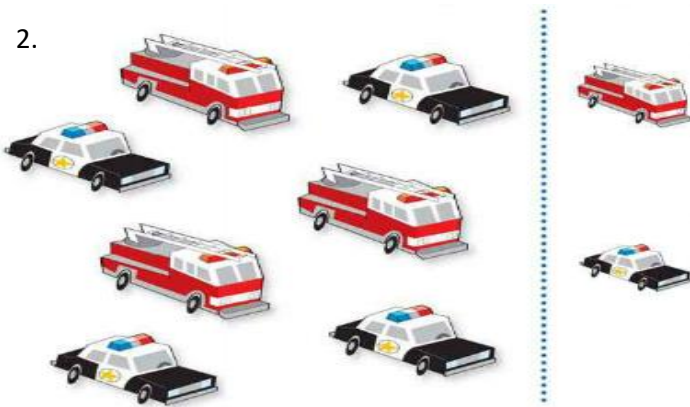
1.



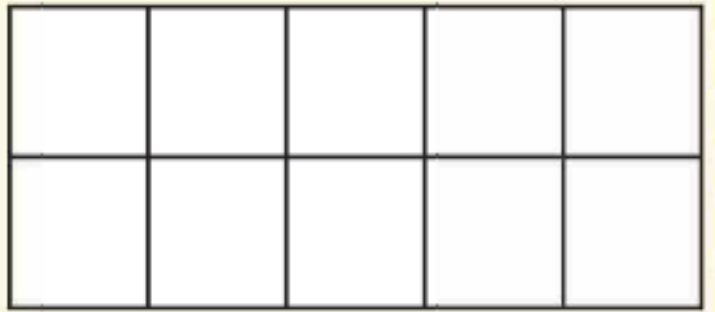
Birthday Hats and Balloons



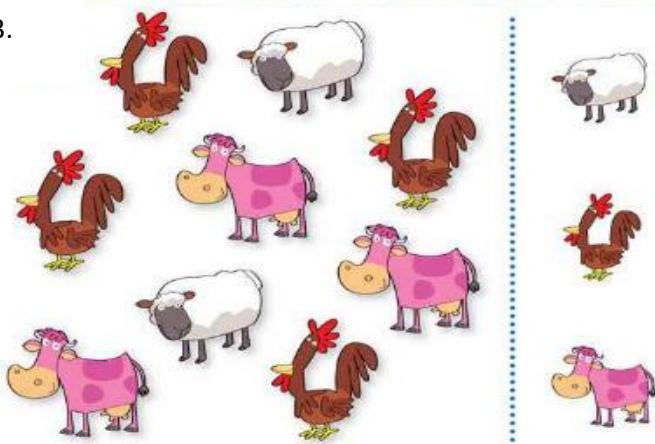
2.



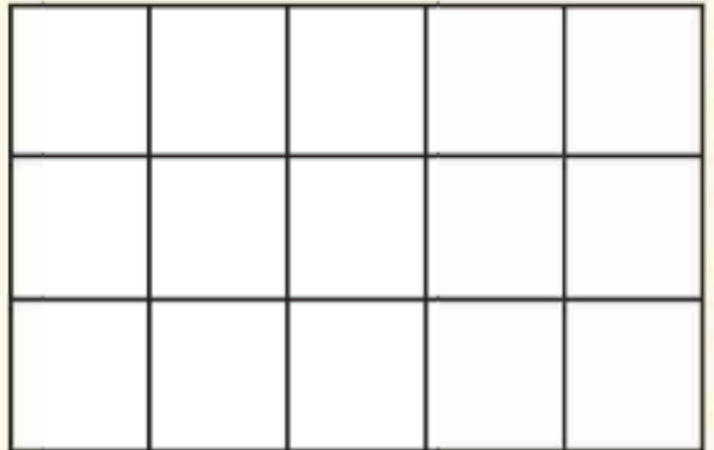
Toy Cars



3.

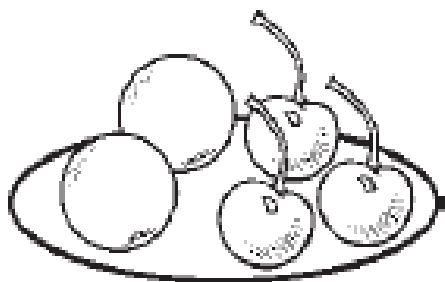


Farm Animals



Kindergarten Graphs – Day 3



Complete each question, fill in numbers on the table and draw pictures on the picture graph for the fruit data shown.



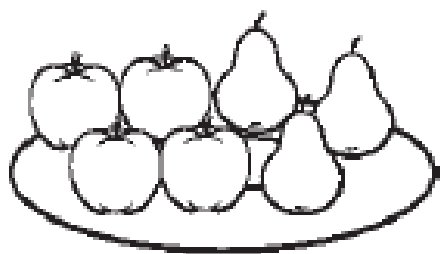
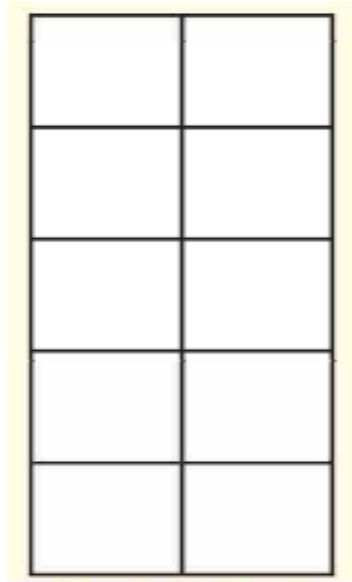
Which fruit has the most pieces?

Color it.



Oranges and Cherries	
Fruit	Number
	
	



Oranges and Cherries



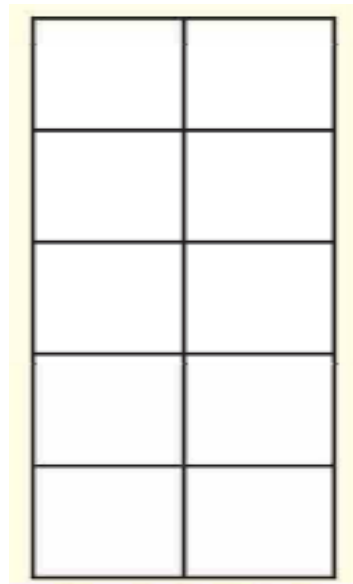
Which fruit has the fewest pieces?

Color it.



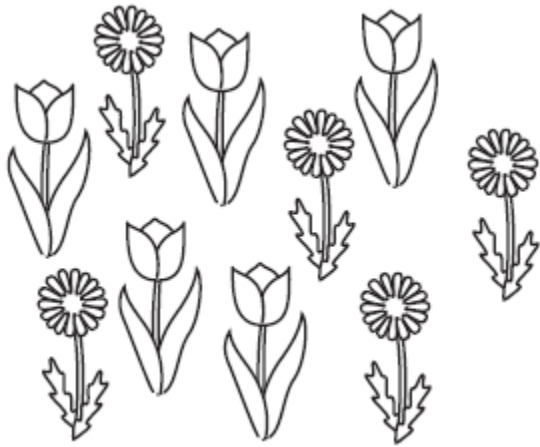
Apples and Pears	
Fruit	Number
	
	

Apples and Pears





Kindergarten Graphs – Day 4

Complete each question, fill in numbers on the table, and write a title and draw pictures on the picture graph for the data shown.

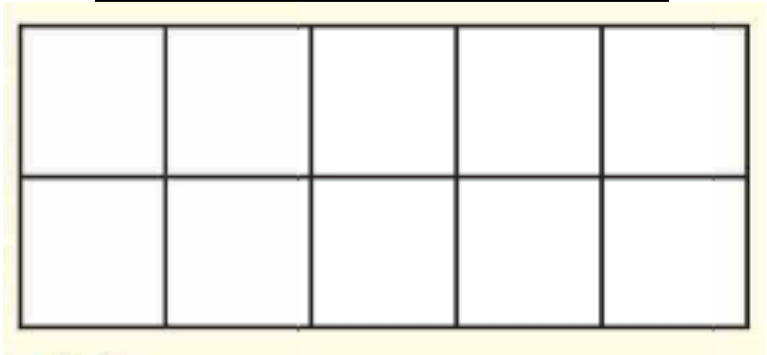


There are _____ number of tulips and daisies.

- less
- the same
- more

Flowers	
Flower	Number
	
	

Title:

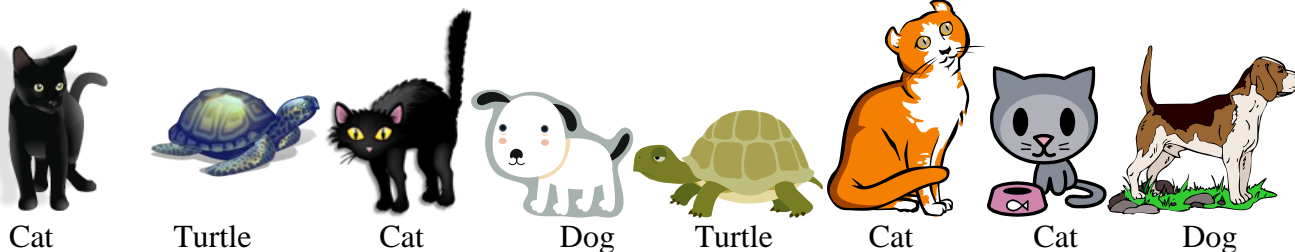


Discuss with your family:

What is the same and different about a table and a picture graph?

Kindergarten Graphs – Day 5

Look at the different pets found in one neighborhood.



Fill in the table to show how many there are of each animal.

Animals	Number
Cats	
Turtles	
Dogs	

1) Write a title.

2) Draw an animal to represent the number in each category.

Title:

Cats					
Turtles					
Dogs					

Which category has the most data? _____

Which category has the least data? _____

Kindergarten – Temperature Day 1

Temperature can be used to tell how hot or cold it is.



The temperature outside can be hot.
This family is at the beach. It is hot.



The temperature outside can be cold.
This family is playing in the snow. It is cold.

Hot	Cold
Draw a picture of what you do when it is hot outside. What will you wear?	Draw a picture of what you do when it is cold outside. What will you wear?

Discuss with your family: Is it hot or cold outside today? How do you know?

Kindergarten – Temperature Day 2

Temperature is used to tell how hot or cold something is.

You eat these foods when they are **hot**. Do you eat these foods?



You eat these foods when they are **cold**. Do you eat these foods?












Fire is **hot**.



Ice is **cold**.



Name each thing. Write **C** for **COLD** or **H** for **HOT** in each box.

Kindergarten – Temperature Day 3

We can compare temperature using the words hotter and colder.

Snow is **colder** than fire.



is **colder** than



The temperature is lower.

Tea is **hotter** than ice cream.



is **hotter** than



The temperature is higher.

Fill in each sentence. Draw a picture beside the sentence of your answer.

The sun is hotter than _____.



Ice water is colder than _____.



Fire on a candle is hotter than a _____.



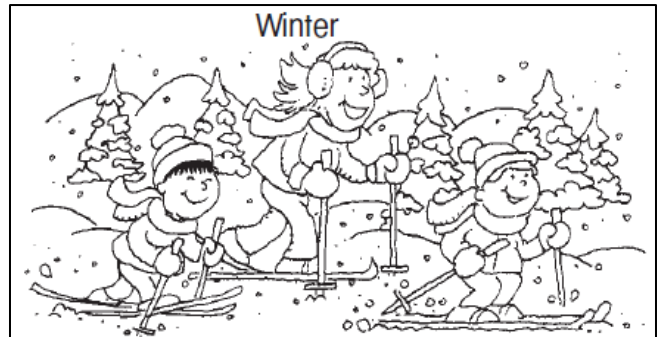
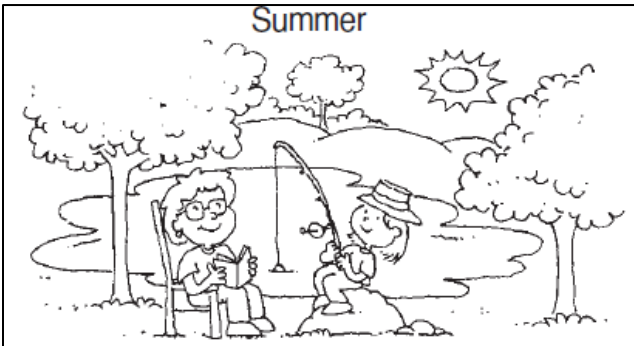
A Popsicle is colder than _____.



Kindergarten – Temperature Day 4

We can compare temperature using the words hotter and colder.

These are pictures of two seasons, Summer and Winter.



Complete the sentences using the words **colder** and **hotter**.

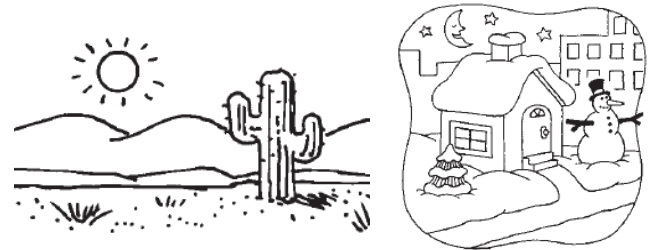
Temperatures in the Summer are _____ than temperatures in the Winter.

Temperatures in the Winter are _____ than temperatures in the Summer.

Discuss the pictures. Then write a sentence using **hotter** or **colder**.



Sentence:



Sentence:

Kindergarten – Temperature Day 5

Temperature is how hot or cold something is.

We can compare temperature using the words hotter and colder.

Draw a picture of a food you eat when it is hot.

What is it? _____

Draw something you wear when it is cold.

What is it? _____

Hotter Than ...

Draw 3 things that are hotter than ice. Name each thing.

Colder Than...

Draw 3 things that are colder than hot chocolate. Name each thing.

Norfolk Public Schools

Science Learning in Place Plan: Kindergarten Lessons

Week 4: April 6 – 10, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p>The Sun</p> <p>Students will read pages 1 - 8 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • Why is the Sun important to plants? 	<p>The Sun</p> <p>Students will reread pages 1 - 8 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • What is the story about? Is his story fiction or nonfiction? Explain. 	<p>The Sun</p> <p>Students will reread pages 1 - 8 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • What recreational activity can people do when the Sun is out? Illustrate your response. 	<p>The Sun</p> <p>Students will reread pages 1 - 8 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • What does the Sun provide the Earth? 	<p>The Sun</p> <p>Students will reread pages 1 - 8 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • What would happen if the Sun stopped shining?

Week 5: April 13 – 17, 2020

Monday	Tuesday	Wednesday	Thursday	Friday

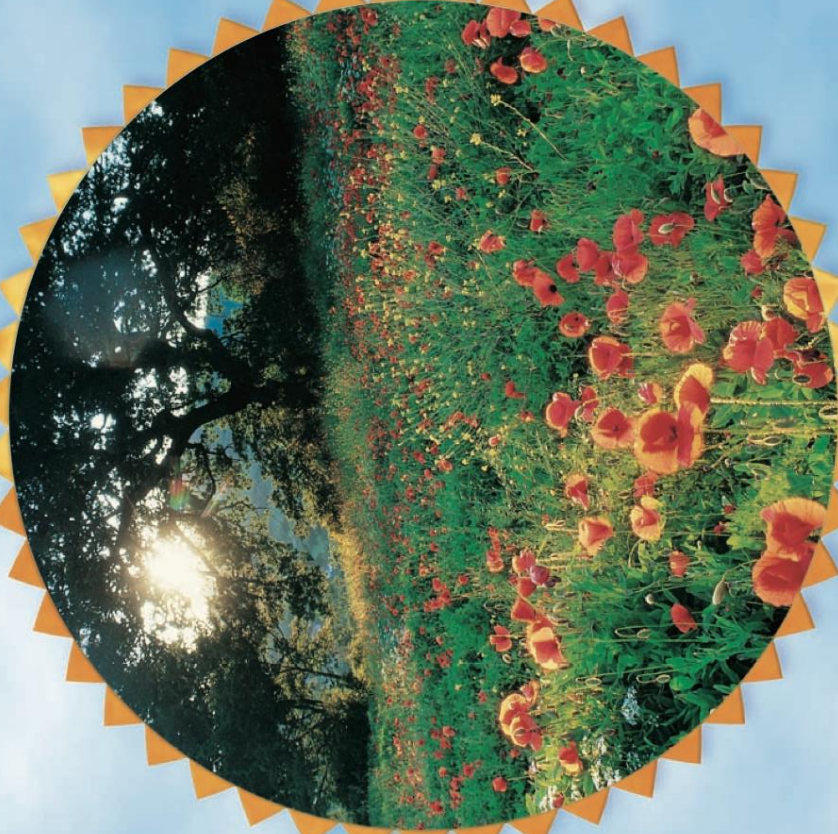
S p r i n g B r e a k

Week 6: April 20 – 24, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Shadows</p> <p>Students will read pages 1 - 6 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • What is a shadow? 	<p>Shadows</p> <p>Students will reread pages 1 - 6 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • How are shadows formed? 	<p>Shadows</p> <p>Students will reread pages 1 - 6 and answer the following question in their science notebooks:</p> <ul style="list-style-type: none"> • Are shadow the same size as the object? 	<p><u>School-Home Connection</u></p> <ul style="list-style-type: none"> • Go on a shadow hunt with your child. Have a contest to see which of you can find the most shadows. • Have your parent trace your shadow on the sidewalk with sidewalk chalk. Measure your shadow using your footstep as a nonstandard unit. 	<p><u>Hands on Activity</u></p> <ul style="list-style-type: none"> • Using a flashlight or table lamp, have your child make a shadow puppet on the wall. • Guess what the shadow represents. Then you make shadows on the wall while your child guesses what the shadow represents.

The Sun

by Farra Allen



HOUGHTON MIFFLIN



Look at the sun.

It is in the sky.

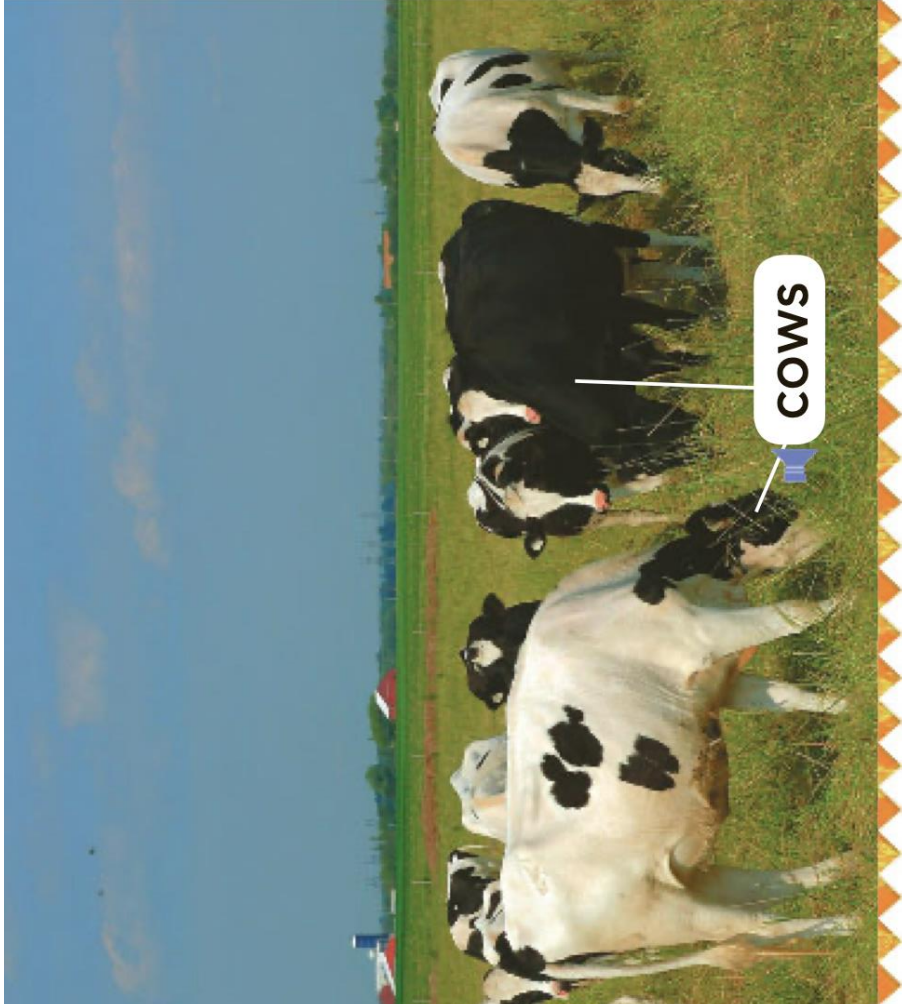
The sun can help
the trees grow.



Look at the birds.
They like to sit
in the trees.



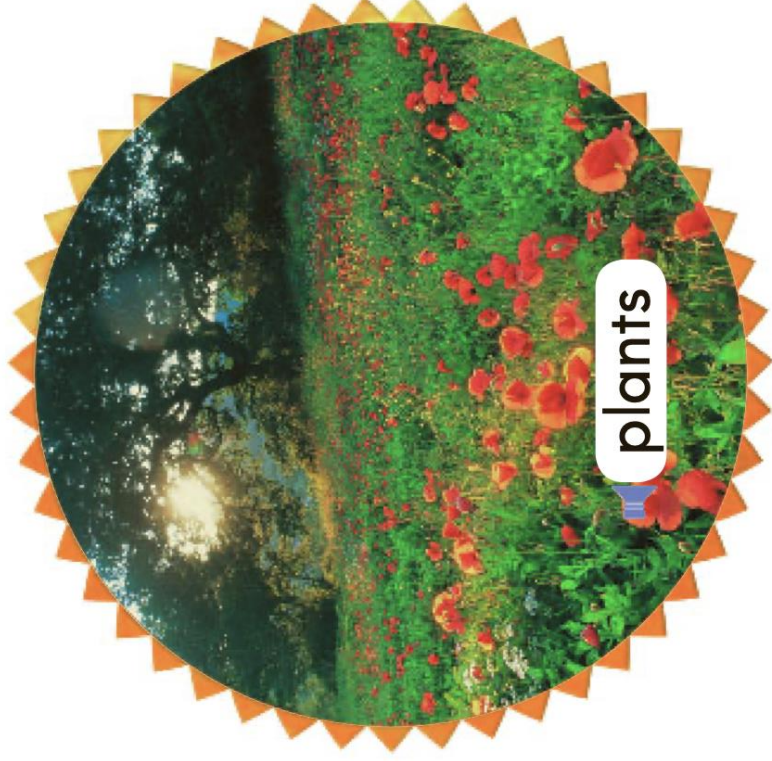
Look at the sun.
It is in the sky.
It can help
the grass grow.



Look at the cows.
The cows like to eat
the grass.

5

6



Look at the sun.
It is in the sky.
It can help
the plants grow.

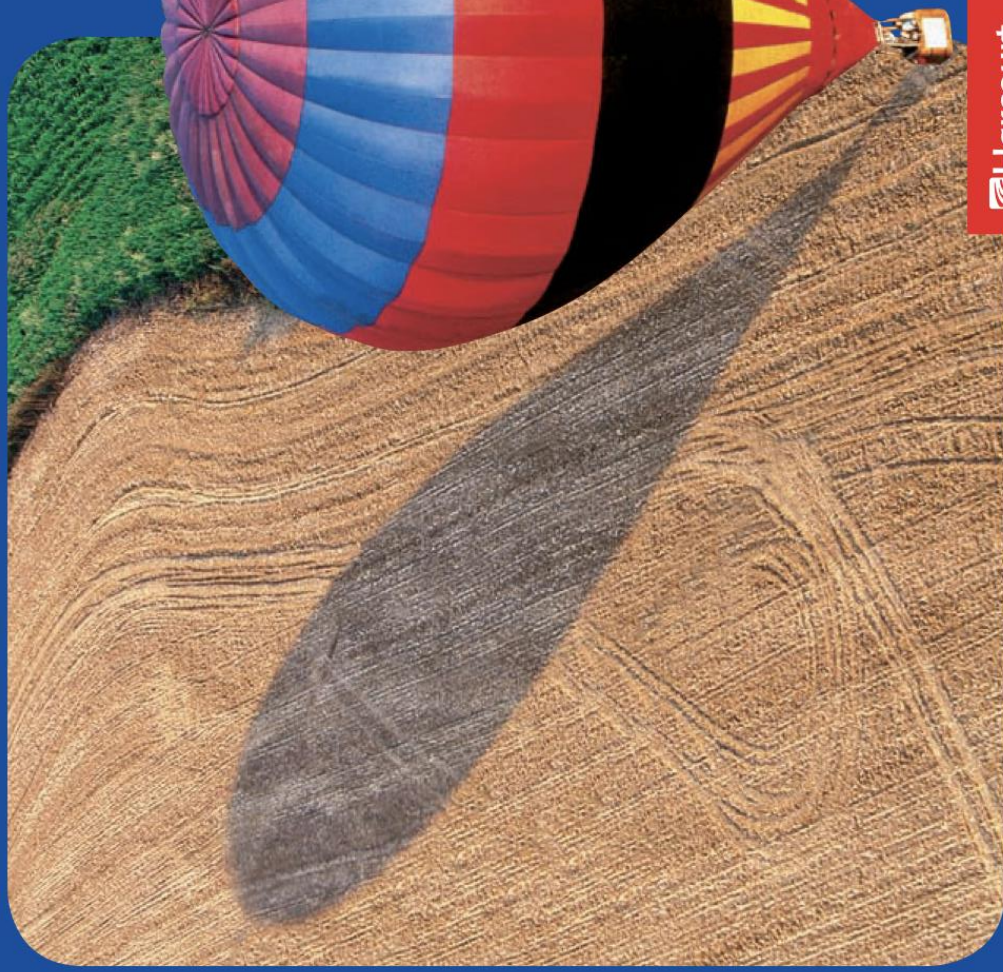


Look at the rabbit.
It likes to eat
the plants.



Look at the sun.
It is in the sky.
The sun can help
the apples grow.

Shadows



a hand shadow



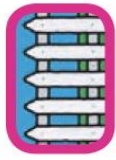
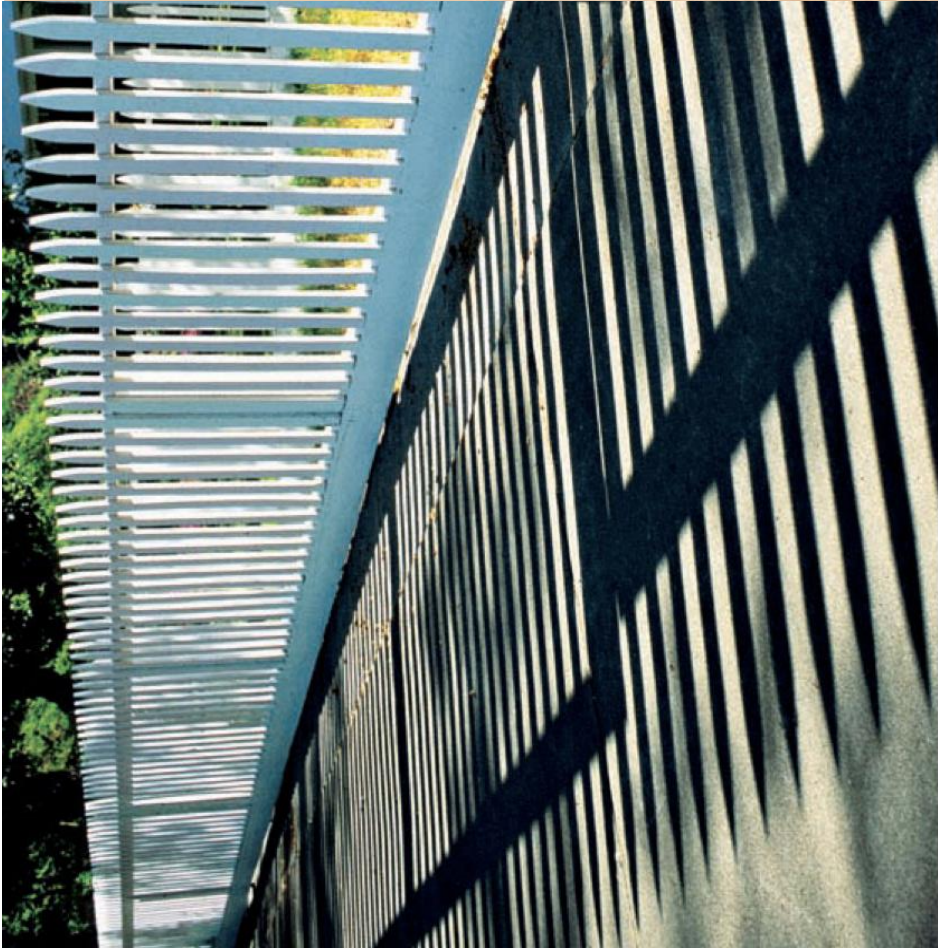
a cat shadow

3



a tree shadow

4



“ a fence shadow





“ My shadow!

Elementary Art-Learning in Place Packet

Grades K-1

April 6-April 24, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
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	
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	

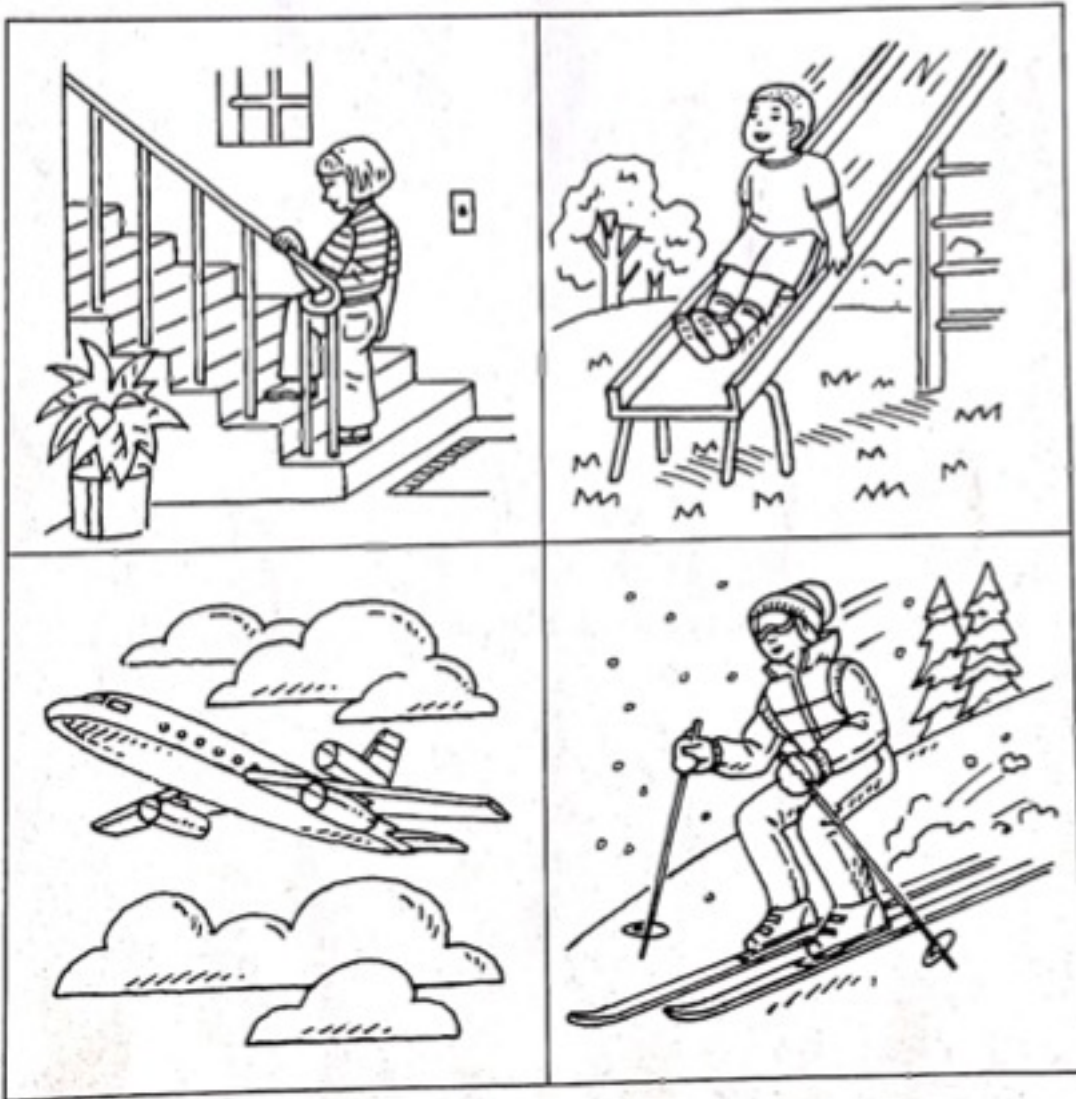
MUSIC

Kindergarten Learning in Place April 6-10

Name _____ Teacher _____

Moving Upward or Downward

Circle the people or things that move upward.



MUSIC

Kindergarten Learning in Place April 20-24

Name _____ Teacher _____

My High and Low Pictures

Imagine something or someone making a high sound.

Draw a picture of a high sound.

Then draw a picture of a low sound.

HIGH SOUND

LOW SOUND

Name: _____ Teacher: _____

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).

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

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



Kindergarten: Enrichment Opportunities

Gifted Education & Academic Rigor

April 6 – April 24

Put on your thinking hats!



Complete one or two activities each week. Please write on your own paper and be ready to share the answers with your Teachers when you see them.

Week 1
April 6 - 10



Gingerbread Men

Gina is making six gingerbread men. Gina needs raisins for each gingerbread man's eyes. How many raisins does Gina need to make six gingerbread men? Show and tell how you know.

Drawing Animal Pictures

Ryan is drawing ten pictures of animals to put on his bedroom door. Ryan has finished drawing five animal pictures. How many more animal pictures does Ryan have to draw? Show and tell how you know.

Week 2
April 13 - 17



SPRING BREAK -Have FUN with your family! Play games, go outside, try to catch a rabbit or a squirrel that is running in your yard!

Week 3
April 20-24



Feeding the Bunnies







Adam has bunnies. When Adam feeds the bunnies in the morning, he sees 10 bunny ears. How many total bunnies does Adam see? Show and tell how you know.

Picking Dandelions







Dana and Aisha are picking dandelions. Dana has 4 dandelions in one hand and 2 dandelions in her other hand. Aisha has 5 dandelions in one hand and 0 dandelions in her other hand. Do Dana and Aisha pick the same amount of dandelions? Show and tell how you know.

Don't forget to read or be read to every night!

Grade	K-2
Topic	On the Job Can you name the jobs that people do?
<p>April 6-7 Use a piece of paper or a notebook to complete all assignments.</p>	<p>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 <u>banker</u>.</p>







Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

<p>April 8-9 Use a piece of paper or a notebook to complete all assignments.</p>	<p>New Vocabulary: goes to 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 <u>banker</u>. She goes to a <u>bank</u>.</p>
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Bank	Shopping Center	Hospital	Office Building	School	Restaurant
					

<p>April 10 Use a piece of paper or a notebook to complete all assignments.</p>	<p>Family Connection: 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 (<u>mom, dad, uncle, aunt</u>) is a _____. Example: My <u>uncle</u> is a <u>mechanic</u>.</p>
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<p>April 20-21 Use a piece of paper or a notebook to complete all assignments.</p>	<p>New Vocabulary: want, be 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 like to help. I want to be a _____. Example: I like to help. I want to be a <u>doctor</u>.</p>
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Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

<p>April 22-23 Use a piece of paper or a notebook to complete all assignments.</p>	<p>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 <u>nurse</u>. I will work in an <u>office building</u>.</p>
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Bank	Shopping Center	Hospital	Office Building	School	Restaurant
					

<p>April 24 Use a piece of paper or a notebook to complete all assignments.</p>	<p>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 <u>astronaut</u> and I work in <u>space</u>.</p>
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