St. Louis Public Schools
At Home Learning Packet
Grades K-2

Back to School

September 2020

Name_____________________________________________________

Grade _______  School _________________________________
## Daily Activity Plan

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Day 1
CASEY CAN

Mr. and Mrs. Dog had a puppy named Casey. They took him to school. The teacher looked at Casey and said, “Sit.”

“I can’t,” said Casey.

The teacher gave Casey a curious look. “Roll over.”

“I can’t,” said Casey.

Mr. and Mrs. Dog frowned. “Every time we ask Casey to do something, he says he can’t,” they cried. “Lie down, Casey.”

“I can’t,” said Casey.

The teacher thought and thought. Why couldn’t Casey sit or roll over or lie down? Finally, she decided to try something. “Shake hands, please.”

At once, Casey held up his brown and black paw for a shake. “I can,” he said, “because you said please.”

STORY QUESTIONS

1. Why are Mr. and Mrs. Dog upset?
   a. because Casey is dumb
   b. because Casey is mean
   c. because they have a puppy
   d. because Casey won’t follow directions

2. What does Casey say when asked to sit?
   a. “I can.”
   b. “I can’t.”
   c. “Roll over.”
   d. “Say please.”

3. What does Casey’s teacher realize?
   a. It’s important to say “please.”
   b. You have to yell at a student.
   c. No one can roll over.
   d. She doesn’t like Casey.

4. Why does Casey shake when asked?
   a. because he is scared of his teacher
   b. because his teacher is polite
   c. because his parents are there
   d. because he is a puppy
Color the pictures that start with a.

Dot the A's.

A
G
A
A

B
R
A
D

K
K
D

Dot the a's.

a
f
m
a

s
r
a
n

l
**Match the Letters**

**Directions:** Choose a small letter to match each capital letter and circle it. The first one has been done for you.

<table>
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<th></th>
<th>A</th>
<th>a</th>
<th>c</th>
<th>d</th>
<th>o</th>
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<td>b</td>
<td>q</td>
<td>g</td>
<td>d</td>
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<td>f</td>
<td>j</td>
<td>i</td>
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<td>12</td>
<td>H</td>
<td>n</td>
<td>u</td>
<td>m</td>
<td>h</td>
<td>f</td>
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</table>
Color only those objects that have the sound of T at the end.
Find the Noun

Read the sentences below.
Draw a circle around each word that is a noun.
Connect each noun word to its picture with a line.

1. The balloon sailed high into the sky.
2. Is the hippo little or big?
3. I like to ride my tricycle.
4. The elephant’s trunk is very long.
5. My cat can run fast.
Write, Read, and Draw II

The word “elephant” has the short sound of e. Print the missing e to finish each word below. Then read the word and draw a picture of that word in the box.

<table>
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<th>dr_ss</th>
<th>j_t</th>
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<tr>
<td>b_ll</td>
<td>s_l_d</td>
<td>p_t</td>
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Day 2
COKE

Do you like Coke®? Most people do. It is a soft drink that looks like syrup. It is brown and sweet. It can be in a can, or it can be in a glass. It can be in a tall thin bottle.

It was invented on May 8, 1886. The man who made it was John Pemberton. He was a man who made medicine for sick people. He was also an inventor.

John made many kinds of syrup. He made pills and syrups to make people feel better. He sold them in a store.

John also made a drink that people liked to sip for fun. It was made out of wine, coffee beans, and caffeine. People all over wanted his drink.

One day a new law was made. No one could use wine. No one could drink it.

John still wanted to make money. He still wanted to sell his drinks, but they could not have wine in the drink. He put sugar and fruit in the mix. It looked good, and it had a good taste. People loved it. It was called Coca-Cola®.

John made the drink we have today.

STORY QUESTIONS

1. What does Coke look like?
   a. bread  
   b. pancakes  
   c. oil  
   d. syrup

2. When did John make the first Coke?
   a. 1886  
   b. 2006  
   c. 1885  
   d. 1826

3. The author wrote this to tell you about . . .
   a. how to climb trees.  
   b. how to add sugar to syrup.  
   c. how we got Coke.
Name ____________________________ Write ____________________________

Trace.

-1 2 3

B

-1 2

b

Color the pictures that start with b.

- Image of a kite
- Image of a banana
- Image of a clown
- Image of a book
- Image of balloons
- Image of a basket
- Image of an octopus

Dot the B’s.

Q B R
B S B
B G R
T F A

Dot the b’s.

b s b
b s b
b s b
n y t
n b p
i p o

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## Capital and Lower Case

**Directions:** Words can begin with both capital and lower-case letters. A capital letter is used when a word begins a sentence. A capital letter is also used if a word is the name of someone or something. Choose a word in each row that is the same word as the first word and circle it. The first one has been done for you.

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<td>3. fawn</td>
<td>fun</td>
<td>fan</td>
<td>Foul</td>
<td>Fawn</td>
<td>foal</td>
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<td>4. Quack</td>
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<td>Even</td>
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<td>eat</td>
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<td>6. dove</td>
<td>dive</td>
<td>Dove</td>
<td>Dave</td>
<td>dive</td>
<td>dote</td>
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<td>Tan</td>
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</table>
What Is It?

Name each picture. Then copy the word on the line next to each picture.

frog

sock

mouse

cat
Day 3
GERMS

What little living things can make you cough and sneeze and stay in bed for days? Germs!

Germs are so small that you need a microscope to see them. They are found all over the world. They spread when someone sneezes or coughs. Then, they enter our body and make us sick.

Germs produce a toxin. This is like a poison. Some germs cause a fever. Others cause us to be tired. Some cause a rash.

You can protect yourself from germs by washing your hands a lot. Cover your mouth when you cough. Sneeze into the crook of your arm or use a tissue. Then, wash your hands again!

STORY QUESTIONS

1. Which sentence is true?
   - a. You can see germs on your arm.
   - b. Germs are found only in America.
   - c. You need a microscope to see germs.
   - d. All germs keep us healthy.

2. Some germs are spread by . . .
   - a. words.
   - b. coughs.
   - c. microscopes.
   - d. washing your hands.

3. In this story, the word toxin means . . .
   - a. coughing.
   - b. sneezing.
   - c. tissue.
   - d. poison.

4. What should you do after you sneeze?
   - a. Wash your hands.
   - b. Go to sleep.
   - c. Get a microscope.
   - d. Look for germs.
Name ____________________________  Write.

Trace.

C

Color the pictures that start with c.

- Cactus
- Pig
- Candle
- Violin
- Car
- Dice

Dot the C’s.

C  B  K
G  C  G
F  D  C
C  D  C

Dot the c’s.

c  s  r
s  c  e
c  c  t
u  y  p

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Park the Cars

Match the capital letters to the lower-case letters. Draw a line from each car to its correct parking space.
What’s Inside the Birthday Present?

Read each word on the birthday presents below. Write each word in the correct list at the bottom of the page. When you’ve finished, color the presents!

- dolls
- shoes
- tent
- books
- cars
- skates
- basketball
- shirts
- coat
- clock
- game
- train

One

More than one
Day 4
THE GIRAFFE

The giraffe has a tall, long neck that helps the giraffe get food from high places. The giraffe can bite leaves off of the top of a tree, and it can munch flowers on a roof.

A male will fight with his neck. This is called neck fighting. Two males hit each other with their heads, and they fight until they get tired. The giraffe that stops the fight wins.

A giraffe also uses his neck to keep safe. His long neck helps him to see danger when it is out in the grass. The giraffe watches for lions and other dangerous animals. The mother giraffe can be eating far away and can still keep an eye on her babies. She holds her head high and keeps looking around.

To stay alive, giraffes have to stand tall!

STORY QUESTIONS

1. What body part helps the giraffe eat leaves on the tops of trees?
   a. head
   b. neck
   c. feet
   d. ears

2. This story is mostly about . . .
   a. a lion.
   b. a mother.
   c. the giraffe.
   d. a baby.

3. A synonym is a word that means the same thing. Munch means . . .
   a. watch
   b. eat
   c. look
   d. stand
Trace.

Color the pictures that start with d.

Dot the D’s.

Dot the d’s.

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Letter Lions

1. H
2. r
3. a
4. f
5. q
6. n
7. i
8. e
9. i
10. g
11. j
12. d
More than One

Make the words mean more than one by adding s. Then color the pictures.

<table>
<thead>
<tr>
<th>cat</th>
<th>frog</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>girl</td>
</tr>
<tr>
<td>tree</td>
<td>flower</td>
</tr>
<tr>
<td>coat</td>
<td>car</td>
</tr>
</tbody>
</table>
The Growing Flower

My flower grows tall.
Day 5
CATS

Do you have a cat at home? If so, you know what amazing creatures they are.

Cats learn about the weather from their whiskers. They can tell if it is hot or cold, wet or dry. Their whiskers also help them to find their way in the dark.

Indoor cats like to play with balls. They also love to play with string. You can toss a catnip mouse and train your cat to bring it back to you.

One of the best things about cats is their fur. They keep themselves very clean. They are soft and warm. Most cats like to be brushed and petted. They also like to sit on your lap.

Many cats do not have a home. They are cold and hungry. You can adopt one from your local shelter. Then, you will have an amazing creature of your own.

STORY QUESTIONS

1. Cats learn about the weather from their . . .
   a. tails. c. whiskers.
   b. fur. d. teeth.

2. You can train your cat to . . .
   a. cook dinner. c. brush your hair.
   b. bring back a catnip mouse. d. play football.

3. How do you think a cat cleans its fur?
   a. by taking a shower c. by soaking in the bathtub
   b. by swimming in the ocean d. by licking itself

4. In this story, the word shelter means . . .
   a. a place that holds stray cats. c. a doghouse.
   b. a teepee. d. a tent.
Color the pictures that start with e.

Dot the E’s.

E E E B
V E R
X E E
W Q Y

Dot the e’s.

e s e e
f r a
m x p
e n e
Go, Bees, Go!

Match the capital letters to the lower-case letters. Draw a line from each bee to the correct flower.
What’s on Television?

Below are four sentences. Read each one and decide which television set shows what the sentence says. Copy the sentence on the correct television.

- See me jump.
- I am in the tree.
- I see two trees.
- Look up in the tree.

1. [Image of a bear jumping near a tree]
2. [Image of a bear jumping in front of a tree]
3. [Image of two bears standing near a tree]
4. [Image of two bears standing near two trees]
Descriptive Ladders

Find three adjectives in the WORD BOX that describe each picture. Write these adjectives on the word ladders attached to each picture.

<table>
<thead>
<tr>
<th>WORD BOX</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
</tr>
<tr>
<td>hot</td>
</tr>
<tr>
<td>hard-shelled</td>
</tr>
</tbody>
</table>

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Day 6
THE FIREFIGHTER

Julie wanted to be a firefighter when she grew up. “I will put out fires,” she told her friends at lunch. “I will save people. I will even drive a fire truck.”

The boys in her class laughed. “Only men can be firefighters,” they said. “Women are not strong. They cannot lift a heavy hose or carry people to safety. Women are too short to drive a fire truck.”

“Women can be firefighters,” Julie said. “You’ll see.”

The next day was Show and Tell. Julie went first. “I would like you to meet someone,” she told her class. Just then, a tall, strong woman walked in. She wore yellow firefighter’s clothes and a tall yellow hat. She carried a heavy hose. Julie smiled. “This is my sister, Jean. She is a firefighter.”

STORY QUESTIONS

1. Julie’s sister is . . .
   a. not very strong.
   b. short.
   c. yellow.
   d. a firefighter.

2. Firefighters must be . . .
   a. men.
   b. strong.
   c. boys.
   d. mean.

3. Why do the boys laugh at Julie?
   a. because she is silly
   b. because she is wrong
   c. because they think only men can be firefighters
   d. because of her sister

4. What does Julie show the class?
   a. Both men and women can be firefighters.
   b. Firefighters wear strange clothes.
   c. Watch out for the heavy hose.
   d. Her sister is wrong.
Trace.

Write.

Color the pictures that start with f.

Color:
- Campfire
- Snail
- Flag
- Fork
- Ring
- Football

Dot the F's.

F F F F

Dot the f's.

f f f x

d h j

k f n

b m f
Print the Capital Letter

Print the capital letter on each acorn. One has been done for you.
Can You Tell Me?

The sentences below ASK questions. Rewrite them so that they TELL information.

1. Will Jeff go to school today?
2. Mother, may I go to the store alone?
3. Will the rain stop before the party?
4. Will the bus take us to school?
5. Can frogs hop on the lily pads?

1. 

2. 

3. 

4. 

5. 

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Scrambled Sentences

An adjective is a word that DESCRIBES a noun. It is written AFTER articles (a, an, the) and BEFORE the noun. Look at this example:

The **old** man walked away slowly.

**DIRECTIONS:** Rewrite the scrambled sentences below.

1. sweater for **asked** has Beth orange **an**

2. ragged made the **is** blanket wool **of**

3. David scarf gave blue grandma **a**

Now look at the adjectives written on the ice cream cone and use them in your own sentences.

1. _____________________________________________

2. _____________________________________________

3. _____________________________________________

4. _____________________________________________

5. _____________________________________________
Day
7
MALLOWED

Did you know that there was candy 2,000 years ago? It was made in Egypt. It was marshmallow candy. This candy was made from a root of a plant.

It was made out of the mallow root. This plant grew in the swamps. It grew in places that had lots of weeds. It was white inside. It was sticky and sweet.

Today we still eat candy that is made out of marshmallows. It is white and sweet. It is not made out of the root anymore. The candy is made out of gelatin. It still tastes good. It is still sticky and white.

As long as there are children, there will always be candy made out of sweet things.

STORY QUESTIONS

1. What did they use to make the first marshmallow candy?
   a. a store
   b. a bush
   c. a tree
   d. a root

2. The word sticky means . . .
   a. messy and gooey.
   b. clean and neat.
   c. spotless.
   d. dirt-free.

3. Today they do not use the root to make the candy. What do they use?
   a. gelatin
   b. gum
   c. sugar
Name ___________________________ Write.

Trace.

Color the pictures that start with g.

Dot the G’s.

Dot the g’s.

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See which baby chickens and baby ducks are best friends. Draw lines to match capital and lower case letters. Then color the picture.
Toby the Frog

1. Is Toby the Frog hiding from me?

________________________________________________________________________

________________________________________________________________________

2. Has the yellow butterfly flown away?

________________________________________________________________________

________________________________________________________________________

3. Will the rain stop soon?

________________________________________________________________________

________________________________________________________________________

4. Did I see a rabbit run behind the tree?

________________________________________________________________________

________________________________________________________________________

5. Can you tell me where the ladybug is staying?

________________________________________________________________________

________________________________________________________________________

Now, on the back of this sheet, draw a picture of Toby the Frog, a yellow butterfly, a rabbit, a ladybug, and rain falling.
# Nouns, Nouns Everywhere

A noun is a word that names a person, place, or thing. Under each category below, write as many nouns as you can.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>TOYS</th>
<th>PLACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom</td>
<td>Raggedy Ann</td>
<td>home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSPORTATION</th>
<th>GAMES</th>
<th>ANIMALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>Monopoly</td>
<td>bear</td>
</tr>
</tbody>
</table>

![House](image1.png)

![Plane](image2.png)

![Bear](image3.png)

![Man with Cat](image4.png)
Day
8
DESERTS

Can you live in the desert? Yes, but it can be very hot. It can also be very cold.

Deserts are made up of sand or rock. Some do not get much rain. Others are covered in frozen snow. These deserts are called tundra.

Plants can live in the desert. They store water in their roots and leaves. The cactus is a desert plant. It can live for 200 years. Birds live in holes in the cactus.

People can live in the desert, too. But, watch out for the hot sun and always carry water!

STORY QUESTIONS

1. Deserts can be very . . .
   a. rainy.                      c. ugly.
   b. hot.                        d. wet.

2. Tundra is a desert that is covered in . . .
   a. rocks.                      c. leaves.
   b. sand.                       d. snow.

3. What lives in the cactus?
   a. birds                        c. water
   b. snow                        d. tundra

4. In this story, store means . . .
   a. a place to shop.
   b. a market.
   c. groceries.
   d. save.
Color the pictures that start with h.

Dot the H's.

H E H H
I B V
H S A
H H H

Dot the h's.

h a b
h h h h
r h h
h s
h t w z

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Flowers Are Blooming

Look at the pictures on the flowers. Then find the word at the bottom of the page that matches each picture. When you find each matching word, cut it out and glue it under the picture. When finished, color the flowers!

```
<table>
<thead>
<tr>
<th>book</th>
<th>barn</th>
<th>cake</th>
<th>car</th>
<th>cat</th>
<th>chicken</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>flower</td>
<td>frog</td>
<td>pig</td>
<td>rabbit</td>
<td>truck</td>
</tr>
</tbody>
</table>
```
Follow the path through the woods. When you come to a sentence fill in the missing word by pasting a picture word card in the blank. Copy the missing word on the line below the card.

1. Look at the flying in the sky.

2. Do you think we could climb those ??

3. The wind keeps blowing our off our heads.

4. Look at the squirrel looking for

5. I'm glad there aren't in this woods.

6. Let's pick some to take home.

<table>
<thead>
<tr>
<th>ACORNS</th>
<th>BIRDS</th>
<th>FLOWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS</td>
<td>BEARS</td>
<td>TREES</td>
</tr>
</tbody>
</table>
Ride on the Train

Color each of the letter blocks a different color. Now follow the train. Each time you come to a car say the name of the object on the car. Listen to the ending sound. Find the letter for that sound and color the train car the same color as that letter box.
Day 9
RAINFORESTS

Rainforests give us air. They give us plants and animals and medicine.

A rainforest has many trees. It gets a lot of rain. Many kinds of animals and plants live here.

Wild pigs live in rainforests. So do snakes. It is also home to bugs and birds.

Trees here can grow to be 150 feet tall. Plants have big, bright flowers. Some rainforests are home to tall bamboo.

People make pills out of tree bark and plants in the rainforest. These pills help many people. We must save our rainforests.

STORY QUESTIONS

1. Rainforests do not give us . . .
   a. plants.
   b. medicine.
   c. bamboo.
   d. burgers.

2. What animals live in rainforests?
   a. whales
   b. wild pigs
   c. sharks
   d. ice worms

3. In this story, the word bark means . . .
   a. what a dog says.
   b. to skin your knee.
   c. a tree covering.
   d. woof.

4. The rainforest gives people . . .
   a. medicine.
   b. snow.
   c. ice.
   d. sand.
Trace.

Color the pictures that start with i.

Dot the I's.

I B I
H D S
I I I
X U T

Dot the i's.

a i j
i s p
i i e
r x z
**Action! Action!**

**Directions:** Complete each sentence by writing an action word from the WORD BANK on each line.

1. I can _______ rope better than anyone else in my class.
2. Can you _______ a hippo?
3. My teacher says I should get more sleep at night, so I stop _______ asleep in the afternoon.
4. I have to _______ my mother _______ in the groceries from the car.
5. I am going to help my father _______ the car on Saturday.
6. My mother says I should _______ my time and _______ more slowly.
7. _______ poking me with your pencil.
8. I have to _______ my room before I _______ to the mall.
9. My dad's a pilot, but I'm afraid to _______.
10. I hope I don't _______ and _______ my knee again.
11. It's stuck, _______ harder.
12. I like to _______ my favorite books again and again.

**WORD BANK**

<table>
<thead>
<tr>
<th>stop</th>
<th>wash</th>
<th>go</th>
<th>jump</th>
<th>cut</th>
<th>drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>clean</td>
<td>fly</td>
<td>fall</td>
<td>pull</td>
<td>falling</td>
</tr>
<tr>
<td>eat</td>
<td>draw</td>
<td>take</td>
<td>read</td>
<td>carry</td>
<td>pulling</td>
</tr>
</tbody>
</table>
Which Word?

Look at each picture. Then read the words in the box. Which word best describes each picture? Write that word on the line next to the picture.

![Turtle](turtle)

turtle

![Sun](sun)

sun

![Rain](rain)

rain

![Ice Cream](ice cream)

ice cream

slow    hot
wet     cold
How Does It End?

Say the names of the pictures. Then write the sound you hear at the end of each word.

1. ca__
2. ne__
3. tu__
4. toa__
5. hu__
6. gho__
7. de__
8. ma__
9. roa__
Day
10
LIGHTNING

A bolt of lightning can be pretty. It can be scary. It can cause fires. It can also help plants to grow.

Lightning is a big charge of electricity. It shoots down from storm clouds. There are thousands of lightning strikes every day.

These strikes can hurt you. They can even kill you. Lightning can set grass and houses on fire, too.

Plants need nitrogen to grow. Lightning puts nitrogen into the dirt. This helps to keep plants healthy.

In a storm, go inside. Stay away from windows and water. Lightning can strike through the phone. Stay off the phone. Watch the lightning from a safe place.

STORY QUESTIONS

1. A bolt of lightning can cause...
   a. water.
   b. grass.
   c. storms.
   d. fires.

2. Lightning is a big charge of...
   a. nitrogen.
   b. electricity.
   c. fire.
   d. yellow.

3. To grow, plants need...
   a. fire.
   b. clouds.
   c. electricity.
   d. nitrogen.

4. Lightning can strike you through...
   a. plants.
   b. fire.
   c. phones.
   d. flowers.
Name ________________________   Write.

Trace.

2

j

Color the pictures that start with j.

Dot the J’s.

A J K
L J J
A N F
D J J

Dot the j’s.

j k s
w j j
q z q
j j r

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Read the Books

Look at the underlined word on each book. Decide if it is a NOUN or a VERB. Then lightly color the book using the color key.

Color Key
nouns = yellow
verbs = blue

A noun is a word that means a person, place or thing.
A verb is a word that names an action.

1. The truck went fast.
2. The turtle sat in the sun.
3. The man caught six fish.
4. There were four eggs in the nest.
5. Tommy ate a hamburger
6. I lost my shoe.
7. We played outside.
8. Mother read to me.
Blends with L

Directions: Look at the pictures. Then write the letters in each blank that you hear when you say the name of the picture.

cl  fl  pl

1. ________  2. ________  3. ________

4. ________  5. ________  6. ________

7. ________  8. ________  9. ________

10. ________  11. ________  12. ________
Out for a Walk

Use the words you see in the picture to complete the sentences below.

The (1) __________________ and dog went out for a walk. The (2) __________________ began to bark. As the boy and dog got closer to the tree, the boy saw a (3) __________________ sitting in the (4) _____________. The (5) _____________ must have been frightened by the (6) _____________.

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TeacherVision®
Day
11
STARS IN HER EYES

Lexi is seven years old. She is in the first grade. She has long blond hair, and she has blue eyes. She always wants her mom to fix her hair in long curls. Lexi loves to go to the movies. It is 1935.

Today is Saturday. It is almost 10 A.M. Lexi is talking to her mom.

"Can we go to the movies today?"

"Maybe, Lexi. What do you want to see?" smiles her mother.

"I was thinking a movie with Shirley Temple would be good," they both said at the same time.

Lexi and her mom giggled.

Every Saturday they went to the movies. They went to see their favorite star. She was ten. Her hair was blond. It was curled in long rings. She could sing and dance. She had been a movie star since she was seven.

"Can we sing 'Good Ship Lollipop'?" asked Lexi.

"Sure," said Mom. "Let's grab our coats. It's time to go."

"On the good ship lollipop . . . ," sang Lexi and her mom. It would be a great day at the movies!

---

STORY QUESTIONS

1. What famous movie person does Lexi love?
   a. Shirley Temple
   b. Sandra Bullock
   c. Lizzie McGuire
   d. Denzel Washington

2. Where do Lexi and her mom go on Saturdays?
   a. to the bank
   b. to the store
   c. to the movies
   d. to the park

3. How are Shirley and Lexi like each other?
   a. They are both boys.
   b. They are both seven.
   c. They both have blond curly hair.
Color the pictures that start with k.

Dot the K's.

K K W Q
C X S
K P O

Dot the k's.

k k k z
k s k
e q k
Puzzling Kites

Proper nouns name places or people, and must be capitalized. Common nouns name things, and are not capitalized.

Part One: Circle the nouns in each sentence. Then write each one in the crossword puzzle kites. Write the proper nouns ACROSS; the common nouns DOWN.

1. Mary lives in a cabin.
2. Give the book to Joan.
3. The statue is in Maine.

Part Two: Look at the nouns listed here. Then write each one in the correct column.

<table>
<thead>
<tr>
<th>Aunt Mae</th>
<th>giraffe</th>
<th>David</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals</td>
<td>clothes</td>
<td>Virginia</td>
</tr>
</tbody>
</table>

COMMON NOUNS   PROPER NOUNS
Three-Letter Blends

Directions: Look at the pictures. Then write the letters in each blank that you hear when you say the name of the picture.

spl  spr  str

1. ________ash  2. ________ing  3. ________out

4. ________ong  5. ________ing  6. ________ipes

7. ________inter  8. ________aw  9. ________ay

10. ________ike  11. ________it  12. ________inkler
Directions: Clara Cluck’s chicks are hiding from her. Draw a line through all the words that have the “cl” sound. Then, connect the dots to find out where Clara’s chicks are hiding.
Day 12
TIGER WOODS

Tiger is a golf star. He is from California, and he is an only child. He can hit a golf ball very far. He can hit it very well.

One day Tiger's dad cut off a big golf club. He gave it to Tiger as soon as he could walk. Tiger started to hit the ball. He loved to play golf with his dad. When he was three, he could play nine holes.

Tiger is one of the best golfers in the world. He has won many times. He can hit the ball straight. The balls go over the water. They fly over the grass. He can hit the holes.

Tiger has made a lot of money playing golf. He can thank his dad for cutting off the golf club when he was little. It gave Tiger a great start.

STORY QUESTIONS

1. Antonyms are words that mean the opposite. An antonym for straight is . . .
   a. in a line.
   b. crooked.
   c. in the hole.
   d. under the bed

2. Why do you think Tiger is such a good golfer?
   a. His dad put a club in his hand when he learned to walk.
   b. He is good.
   c. He is a nice guy.
   d. He likes to golf.

3. Tell what kind of sentence this is: Tiger started to hit the ball.
   a. none of these
   b. exclamatory
   c. interrogative
   d. declarative
Color the pictures that start with L.

Dot the L’s.

L  B  L  L
G  L  K
L  F  L  L
L  D  A

Dot the I’s.

d  l  t
z  l  l
m  z  l
t  o  l
All Aboard!

At the bottom of this page are circles showing different objects. Color each one a different color. Now look at the letter portholes on the ship. Find an object that begins with each letter sound. Color the letter sound the same color as the object.
Puzzling Pronouns

Read each sentence and note the underlined noun. Choose the correct PRONOUN from the word box that could be used instead of the noun in each sentence. Use the pronouns to complete the puzzles below.

1. Jennifer has three kittens.
2. Josh and Jeff are best friends.
3. Mary and I like to walk to school together.
4. Bill can ride in a sailboat.
5. Mother and Dad will ride the train home.

WORD BOX

they
he
she
we
Blends with R

Directions: Look at the pictures. Then write the letters in each blank that you hear when you say the name of the picture.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

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Day 13
TIGER

Did you know that tigers look like big cats? Most of them live in the wild; however, some people buy them as pets. Other people look at them in the zoo.

If tigers become pets, the people who own them are still not always safe. Tigers will purr like a cat, and they will lick your arm. Sometimes they will go where you go. They love to play, but they are still wild animals. People who have tigers for pets need to remember who they can still get mad and cannot be trusted. Tigers can bite. If they put their ears flat, do not go near them. If they curl their lips, it is not safe to be near them.

At the zoo, the tigers live in a cage. People can walk by and look at them. The people who look at them cannot pet them or feed them. The tigers can walk in their cage, and they can lie in the sun. People can see the orange and black on their coats, and they can hear them growl. As long as the people stay outside of the cage, they are safe.

Just remember that whether you see a tiger in the wild, as a pet, or in the zoo, the tigers may look pretty, but it is not safe.

STORY QUESTIONS

1. Where do most tigers live?
   a. in the zoo
   b. with people as pets
   c. in the wild
   d. at the park

2. The word bite could be changed to . . .
   a. “make a loud noise.”
   b. “walk in their cage.”
   c. “put their teeth into.”
   d. “swim in the water.”

3. The word tigers means . . .
   a. more than one tiger.
   b. one tiger.
   c. no tiger.
Color the pictures that start with m.

Dot the M’s.

M
A M D
M E F
M X M
A M L

Dot the m’s.

m x m
m w z
e m p
m r m

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Color the Pictures

Directions:
Say the picture name.
Listen to the beginning sound.
Color the picture using the crayon that matches the sound on the chart.

- b = blue
- c = red
- m = yellow
- t = green

[Images of various objects: moon, tent, book, telephone, cake, mouse, monkey, bear]
Vanishing Vowels

The magician has made the vowels in these words disappear. You can help make the vowels reappear. Fill in the missing vowels to make real words.
Winter Wonderland

Look at the pronouns on the sled. Then write the correct pronoun in each sentence below. Be careful!

1. Tom and Joe went for a sleigh ride.
   __________________ went for a sleigh ride.

2. Joe had a new sled.
   __________________ had a new sled.

3. The sled was bright red with white ropes.
   __________________ was bright red with white ropes.

   __________________ went sledding, too.

5. Tom, Joe, and Jody had a good time.
   __________________ had a good time.
Find the Hidden Eggs

Where are the eggs hidden? Sound out each group of letters. If it is a real word, draw an Easter egg around the word with a crayon. Use different colors of crayons to draw the eggs.

Example: ten

wing
mat
bump

spill
slide
plan

pay
bank
rag

drip
send

sad

led

bump

blink
clock

wame
tag

went
frap

sip
lun

brin

sack

mop

nem
Day
14
HENRY LEARNS TO FLY

Henry was lying down in the grass. He did not want anyone to see him. The grass was tall, so he was safe.

Two brothers were working not far away. They were making something that looked funny. It had two wheels. One was in the front. The other was in the back.

"Hey, Orville, could you help me with this?" asked Wilber.

The boys worked and worked. They put something on top of the wheels. The boys got on, and it started to move. It went faster and faster.

Henry yelled, "What are you doing?"

"We are trying to fly," they said.

"Can I learn how to fly, too?" he asked.

"Maybe," they said.

Henry went home and asked his mother. She said, "Yes." Henry watched and waited. In 1903, they made something that had a motor, and it had wings. It was made of cloth. It was made of wood.

Orville got inside of it. Wilber smiled. They started the engine. It moved into the air. It stayed in the air for 12 seconds.

Henry yelled, "Now, that is flying!"

---

STORY QUESTIONS

1. What did the boys want to do?
   a. dance
   b. swim
   c. ride
   d. fly

2. An antonym is a word that means the opposite. The antonym for yes is . . .
   a. all right.
   b. okay.
   c. for sure.
   d. no.

3. How long did they get the plane to fly?
   a. 12 seconds
   b. 21 seconds
   c. 22 seconds
Color the pictures that start with n.

Dot the N's.

N U Y
C N E
N X Z
N N W

Dot the n's.

n s o
c n d
e n f
g n n

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Wild Windows

Cut out the windows at the bottom of this sheet. Then look at the picture on one of the windows. Can you find a picture on a cut-out window that begins with the same sound? If you do, paste the window over the picture on the house. Do this with the rest of the windows and pictures.
Listen for the Sound IV

Say the picture name. Listen for the vowel sound. If it has a short u sound, draw a blue raindrop around it.
Color the Mittens

Look at the underlined word. Decide if it is a noun or a verb. Then lightly color the mitten.

A noun is a word that names a person, place, or thing.
A verb is a word that names an action.

Color Key
nouns = red
verbs = blue
A Bear Story

Think about some bear stories that you have heard. Make up your own sentences about bears. They can be true statements or funny sentences. Here are some words to help you get started. Your teacher can give you help with others.

bear  cub  brown
honey climbs runs
scares black large

tree scratches growls
Day 15
GILA MONSTER

The Gila monster is a large lizard. You can say its name like this—“Heela.” It is pretty. But it is also scary.

The Gila monster lives in the desert. Its skin is black, pink, orange, and yellow.

The Gila monster is two feet long. It walks slowly. It eats rodents, small birds, and eggs.

This lizard has poison in its teeth. It won’t kill you. Still, the Gila monster bites people. It can hold on tight to a leg or arm with its teeth. Be careful!

STORY QUESTIONS

1. How do you pronounce Gila?
   a. Gee-la
   b. Heela
   c. Guy-la
   d. Hilla

2. Why is the Gila monster scary?
   a. because it lives in the desert
   b. because it eats eggs
   c. because it walks slowly
   d. because it has a poisonous bite

3. The Gila monster holds poison in its . . .
   a. teeth.
   b. tail.
   c. eyes.
   d. claws.

4. Why should you be careful around Gila monsters?
   a. because they move quickly
   b. because they eat rodents
   c. because they bite and hold on tight to people
   d. because they are black, pink, orange, and yellow
Color the pictures that start with o.

Dot the O's.

Q O R
D Z O
O F V
X O B

Dot the o's.

x o p
k o l
j o o o
o d l
Daisy Delight

At the bottom of this page are picture petals. Color each one a different color. Now look at the petals on the flower. Choose one and say what the picture is. Look for another picture you have already colored that begins with the same sound. When you find it, color the flower’s petal the same color. Do this for the other picture petals.
Short U

Directions: Look at the pictures. Then fill in the first two letters of the word that names each picture.

1. _____ m
2. _____ b
3. _____ t
4. _____ b
5. _____ n
6. _____ g
7. _____ t
8. _____ g
9. _____ p
Who’s There?

Let’s take a look in the mirror and use some words listed below that describe you. Read each sentence and fill in the missing adjective.

<table>
<thead>
<tr>
<th>good</th>
<th>young</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>terrific</td>
<td>nice</td>
<td>shiny</td>
</tr>
</tbody>
</table>

1. When I look into the mirror, I see a ____________ person.
2. The person I see has a ____________ smile.
3. This person also has ____________ eyes.
4. This person studies hard and is a ____________ student.
5. I think I am a ____________ person!
Mixed-Up Sentences

Part One: Mrs. Dill has a box of sentence parts to pass out to the class, but she trips on a chair leg and the parts spill onto the floor. Now the sentence parts are mixed up! Draw a line from each box on the left to a box on the right to make complete sentences.

- The children are playing
- in a truck.

- The farmer carries
  the hay
- is jumping from log
to log.

- The small frog
- baseball in the park.

Part Two: Look at the unfinished sentences below. Write the parts to make two good sentences. On the back of this sheet, draw a picture about one of the sentences.

- Many bright stars
- swims in the pond.

- The family of ducks
- shine at night.
Day 16
BETSY ROSS

In 1776, Americans did not have a flag. They needed one. Some people think a woman named Betsy Ross made it. She could sew. She had a shop where she stitched cloth onto chairs.

George Washington gave Betsy a picture of a flag. It had seven red stripes. These stripes meant bravery. The flag had six white stripes. They meant truth. The flag had a blue square. Blue meant fairness.

Betsy Ross had never made a flag. But she tried hard. Finally, she made a flag to honor our country. She put in a circle of thirteen stars—one for each colony.

Now our flag has many stars. But it is a lot like the one that Betsy Ross made a long time ago.

STORY QUESTIONS

1. Betsy Ross made a . . .
   a. chair.                        c. star.
   b. country.                     d. flag.

2. The red stripes on the flag mean . . .
   a. truth.                      c. bravery.
   b. fairness.                  d. blood.

3. The thirteen stars on Betsy's flag stood for . . .
   a. stripes.                    c. truth.
   b. colonies.                  d. flags.

4. Our flag today has . . .
   a. more than thirteen stars.
   b. fewer than thirteen stars.
   c. thirteen stars.
   d. Betsy Ross.
Color the pictures that start with p.

Color the pictures that start with p.

Dot the P's.

P   O   L   K   P   U
Y   P   C   R   P   S

Dot the p's.

p   w   p   p   f   e
p   a   p   x   s   p

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Listen for the Sound III

Say the picture name on each olive. Listen for the vowel sound. If it has a short o sound, lightly color the olive green.
Directions: Choose the word that names each picture and write the word on the line.

1. _____________ 2. _____________

3. _____________ 4. _____________

5. _____________ 6. _____________

7. _____________ 8. _____________
Flag a Message

You are lost at sea and help must be found. Find the correct noun and verb from the SOS flags to correctly complete the messages below.

1. A ___________ ___________ us ashore. HELP!
2. Strong ___________ ___________ us off course. HELP!
3. A large ___________ ___________ the hull. HELP!
4. High ___________ ___________ over the deck. HELP!
5. A bolt of ___________ ___________ the mast. HELP!
Follow the Rainbow

Below is a list of sentence beginnings. Each is followed by two possible endings. You are to choose the correct ending. Copy the circled letters from the correct endings on the spaces at the bottom of this page. If you are correct, these letters will spell what you will find at the end of the rainbow.

1. The bunny ... ho[]ped away.
   ...red a[]d blue.

2. Robbie ... played with the t[]p.
   ...away to s[]y.

3. We ... all a[]ound the school.
   ...went f[]o school.

4. The children ... merry-go-[]ound.
   ...are o[]ver there.

5. Kittens ... are f[]unny.
   ...little and s[]oft.

6. They ... i[] back.
   ...are g[]ing.

7. My mother ... baked c[]okies.
   ...in th[] car.

8. Susie and Mary ... ro[]ed down the hill.
   ...a[]d the birds.

9. David ... in f[]e house.
   ...d[]ve into the pool.
Day 17
BUTTERFLY

What looks like a flower that flies through the air? It's a butterfly!
The butterfly is an insect that flies. It starts as an egg. The egg turns into a caterpillar.
It eats many leaves. It eats until it is full.
The caterpillar goes under a leaf. It falls asleep. It looks like a dead, brown leaf.
One day, it turns into a pretty butterfly!

Butterflies have six legs. They eat juice from flowers. They float in the air.
Then it is time to lay eggs. The life of a butterfly starts again.

STORY QUESTIONS

1. The butterfly is an insect that . . .
   a. bites.   c. flies.
   b. cries.   d. leaves.

2. The caterpillar turns into a . . .
   a. flower.   c. egg.
   b. butterfly. d. leaf.

3. In this story, “turns into” means . . .
   a. becomes.   c. twists.
   b. spins.     d. twirls.

   a. eggs.
   b. flowers.
   c. flower juice.
   d. leaves.
Choose the Word

Directions: Choose the word that names each picture and write the word on the line.

1. top
2. Deb
3. camp
top pop
Deb web
camp lamp
gun
run
6 mix six
fog
dog
10 ten hen
pig
wig
The Elephant’s Ear

When you describe objects, you are telling more facts about the objects. For example: Jane has a ball. Jane has a red ball. The second sentence describes (red) the ball.

DIRECTIONS: Look at the describing words on the elephant’s ear. Then read the sentences on the elephant’s body and fill in the correct word for each sentence.

1. Jamba is a ________ elephant.
2. His tusk is ________ ivory.
3. The ________ elephant lives in Africa.
4. The trunk is very ________
5. Jamba’s ________ scream is very loud.
Listen for the Sound II

Cut out the snowflakes. If a snowflake has a picture of a word that has a short i sound, glue it near the igloo.
Day

18
GLACIERS

What do you call a long, blue river of ice? A glacier!

Most fresh water on Earth is in glaciers. Some glaciers never melt. You can find glaciers in the mountains. Others cover big areas of continents. They are home to snow fleas and ice worms.

The top part of a glacier is snow. The middle part is mixed snow and ice. The bottom part is ice.

You can take a class to learn how to walk on a glacier. You need special boots. You also need a rope and an ice axe. Then, you can walk on a river of ice!

STORY QUESTIONS

1. Where is most fresh water on Earth?
   a. in oceans  
   b. in lakes  
   c. in rivers  
   d. in glaciers

2. In this story, the word cover means . . .
   a. spread over.  
   b. a bedspread.  
   c. a quilt.  
   d. put your hands over your head.

3. Glaciers are made up of . . .
   a. snow, ice, and sand.  
   b. snow and ice.  
   c. snow, fleas, and ice worms.  
   d. rivers and mountains.

4. What do you need to walk on a glacier?
   a. slippers and a rope  
   b. boots and an ice axe  
   c. snow fleas  
   d. boots and a raft
Color the pictures that start with r.

Dot the R's.

A
B
R
R
G
A
K
K
A
F
L
L
A
D
A
D

Dot the r's.

r
r
a
r
r
r
e
r
t
y
f
i
Bird Watching

Look at the picture carefully. Read each question below, and write a statement to answer each question. Be sure to put a period at the end of each sentence.

1. How many birds are sitting on the tree? _______
   
2. How many birds are flying away? _______
   
3. How many birds are sitting on the birdhouse? _______
   
4. How many birds are there in all? _______
Write, Read, and Draw III

The word “igloo” has the short sound of i. Print the missing i to finish each word below. Read the word. Then draw the picture for the word.

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<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>p-g</td>
<td>f-sh</td>
<td>l-d</td>
</tr>
<tr>
<td>cr-b</td>
<td>h-ll</td>
<td>s-t</td>
</tr>
<tr>
<td>s-x</td>
<td>p-n</td>
<td>d-sh</td>
</tr>
</tbody>
</table>
```
Day

19
**MICHELLE KWAN**

Do you know Michelle Kwan? She is a skater. Michelle is a great skater. She has won 42 times. No other skater has so won so many times. She has many ribbons in her house. Her mom and dad are very happy. She is happy, too.

Michelle started to skate when she was five. She won her first time when she was seven. She loved to skate. All she wanted to do was skate. She learned to turn circles on the ice. She learned to jump high in the air. She hopped up and down. It was fun for her. Day after day, she wanted to be on the ice. She loved to feel the wind in her hair.

Michelle skated many times. She kept getting better and better. Each time she won a medal. She could leap in the air, and people loved to watch her skate.

---

**STORY QUESTIONS**

1. When we think of Michelle Kwan, we think of . . .
   a. running.
   b. skating.
   c. jumping.
   d. soccer.

2. How many times has Michelle been a winner?
   a. 24
   b. 21
   c. 42

3. A different title would be . . .
   a. “She’s a Winner.”
   b. “Look at Her Hit the Ball.”
   c. “A New Skate.”
   d. “Learning to Get on the Ice.”
Trace.

S

Write.

1

S

Color the pictures that start with s.

Dot the S's.

S

S

S

R

O

K

S

S

J

R

R

X

S

Dot the s's.

a

s

a

s

f

s

a

h

i

h

a

s

a

q

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The Missing Beads

Each string of beads below has a missing word. Cut out the beads at the bottom of this page. Then glue each of these beads on the correct string of beads to complete the sentence.

The dog at the cat.

Is my blue sweater?

A skunk has a very smell.

We will in the lake.

I can help father.

I will read a good.

bad Where book my barked swim
Day
20
**THE POLAR BEAR**

The polar bear makes its home in the cold and icy Arctic. Other animals might freeze or starve. But the polar bear knows how to live in the snow.

Polar bears have thick blubber, or fat, that protects them from the cold. They also have a thick fur coat.

The polar bear’s coat is white. This allows it to blend into the snow. That way, the polar bear can sneak up on its prey.

Polar bears swim well. They eat seals, walruses, small whales, and rodents. In the summer, they may eat berries.

Polar bears will also eat people. They may look cute and furry, but be careful of this big bear!

---

**STORY QUESTIONS**

1. Polar bears are found in . . .
   a. sunny Florida.  
   b. tropical jungles.  
   c. the freezing Arctic.  
   d. the Pacific Ocean.

2. Polar bears can live in the cold because . . .
   a. they have fireplaces.  
   b. they have thick fur coats.  
   c. they wear socks.  
   d. they eat blubber for lunch.

3. Which sentence is true?
   a. Polar bears blend into the snow.  
   b. Polar bears are black.  
   c. Polar bears blend into brown rocks.  
   d. Polar bears are white and black.

4. Which of the following do polar bears not eat?
   a. people  
   b. walruses  
   c. rodents  
   d. salad
Name _______ Write _______

Trace.

Color the pictures that start with t.

Dot the T’s.

Dot the t’s.
The elephant can only eat bales of hay that have pictures of words that have a short e sound. Color yellow each bale of hay the elephant can eat.
Listen for the Sound V

Listen for the Sound of the Letter A.

[Circles to be cut out and filled with pictures]
Day
21
RIVERS

We need rivers. They bring water from mountains to oceans. They also bring water to lakes.

Snow falls on mountains. Then it melts. The water runs down the mountain. Now, it becomes a river. It travels to oceans or lakes.

The longest river in the world is the Nile. It is in Africa. You can take a boat down the Nile.

Some rivers flood. This can be good for farmland. But it is bad if a river floods your house. Some people pollute rivers. This hurts the water, plants, and animals.

Do you have a river in your town? Where did it come from? You can help to keep it clean. Pick up trash in the river. Thank it for bringing you water.

STORY QUESTIONS

1. Rivers bring water to . . .
   a. lakes.
   b. mountains.
   c. floods.
   d. trash.

2. What happens to snow when it melts?
   a. It floods.
   b. It pollutes water.
   c. It runs down mountains.
   d. It hurts animals.

3. Where is the longest river?
   a. in the mountains
   b. in California
   c. in the ocean
   d. in Africa

4. How can you help to keep a river clean?
   a. pick up animals
   b. pick up trash
   c. pick up water
   d. pick up boats
Color the pictures that start with u.

Dot the U’s.

Dot the u’s.
Copy and Draw

Copy each sentence on the lines below. Then draw a picture of one of the sentences and copy that sentence at the bottom of your picture.

1. Tim reads a good book.

2. The cat has new kittens.

3. I have two fish in a bowl.

4. Ann ate the cake by herself.
Help the chimpanzee color the pictures. Look at a picture. Say its name. Listen for the vowel sound. Decide if it has a short vowel sound or a long vowel sound. Then color the picture using the color key.

**COLOR KEY**

- Short vowel word = yellow
- Long vowel word = blue
Day 22
Scientists found a new animal in 1992 in Vietnam. They did not know about the Saola before. Saola (sah-oh-la) means long wooden sticks.

A Saola looks like a deer and loves to hide in the forest. It has long, straight horns. These horns look like giant toothpicks. They are from 12 to 20 inches long.

The Saola is short. It weighs about 220 pounds. The Saola has white lines on its face. Its hair is short and brown. The Saola's eyes are very big. It has a dark black strip down under its fluffy tail.

People do not know very much about the Saola. The people who hunt them make traps or send dogs to catch them.

Saola is a new animal that has been found in the world. Will there be more?

**STORY QUESTIONS**

1. When the author added an "s" to horn (horns), what did it mean?
   a. The Saola has more than one horn.
   b. The Saola has no horns.
   c. The Saola has only one horn.

2. A synonym is a word that means the same thing. *Found* means . . .
   a. put in a new place.
   b. did not have.
   c. lost.
   d. discovered.

3. What do the horns of the Saola look like?
   a. small cancy bars
   b. long wooden sticks
   c. giant toothpicks
   d. long pens or pencils
Color the pictures that start with v.

Dot the V's.

V Q R
V U S
V Z N
V P V

Dot the v's.

v s o
f v v
c a p
x v v

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Long A as in Ape

Say the picture name and listen for the vowel sound. If it has the long a sound, color the picture and put a circle around it.
The Sounds of “A”

Directions: A long a says its own name. A short a sounds like the a in cat. Mark the vowels in each of the words below. Put a long mark ( ) over each long a and a curved mark ( ) over each short a.

1. man 2. bat 3. gate
4. nail 5. rake 6. sad
7. rain 8. hat 9. sail
10. cane 11. game 12. pan
Here’s Pie in Your Eye

Directions: The words “pie” and “eye” both have the long i sound. Look at the words in the box below. Write the words with the long i sound on the pie.

five  big  eight  white  light  drink  kind  
give  him  is  will  pick  wish  with  
ride  did  his  find  little  like  write  
if  I  first  in  right  

Lime Pie
Day
23
THE POPSICLE

Do you love Popsicles®? Most kids do. Did you know that a little boy made the first one? He was only 11 years old. His name was Frank. Frank lived in San Francisco.

One night in 1905, Frank forgot to put his fruit drink away. He left the drink outside. He left a stirring stick in it. He went to bed. That night it got very cold. The fruit juice froze. The stick was still in the middle of the juice, and it got stuck.

In the morning, Frank found his fruit juice. It was frozen. The stick was stuck in the middle. He took a bite, and it was good. It was great! Frank made more and more kinds. He froze fudge. He froze other drinks. They were all good.

Frank's mistake turned into a big frozen deal!

STORY QUESTIONS

1. Frank made the first Popsicle . . .
   a. for a snack.
   b. on purpose.
   c. by mistake.
   d. for a joke.

2. Where did Frank live?
   a. San Francisco
   b. Minnesota
   c. Kansas
   d. Texas

3. Why did Frank's juice freeze over night?
   a. It was in the freezer.
   b. It was very cold at night.
   c. It was in the snow.
Color the pictures that start with w.

Dot the W's.

W W O
P I U
W Y G
W B X

Dot the w's.

w q x
r w t
m w p
w z e
Color the picture that starts with x.

Dot the X's.

X A Z
X B G
X X E
M X C

Dot the x's.

da x d
r x u
w i x
a x l
It’s Silent!

Directions: Look at the pictures and words. The word under each picture has a silent e at the end. This means the other vowel in the word will have a long sound. Write the correct vowel in each blank.

1. c _____ ke
2. r _____ pe
3. f _____ ce
4. _____ ce
5. f _____ re
6. pl _____ ne
7. n _____ ne
8. st _____ ve
9. ph _____ ne
10. g _____ me
11. f _____ ve
12. sm _____ ke
Help the Dog Find Its Bone

Help this dog find its bone. Follow the path that contains only long vowel words. Good luck!
Day 24
WATER

Did you know that much of your body is made up of water? If you didn’t have water to drink, you would die. Plants and animals must have water, too.

Water doesn’t have a smell, and it doesn’t have a taste. But we need it because it helps us to be strong. It helps plants to grow, too.

We can find water in many forms. It is in clouds and rain. It is in ice and glaciers. It is in oceans and rivers and lakes. But there are many people on the earth, and some of them don’t have much water.

It is good to save water. Turn off the tap water when you wash dishes or brush your teeth. Don’t leave the hose running. This way, everyone can enjoy a drink of water.

STORY QUESTIONS

1. We need water to . . .
   a. smell.
   b. live.
   c. die.
   d. taste.

2. What is true about water?
   a. Not everyone has a lot of water.
   b. Everyone has enough water.
   c. No one needs water.
   d. Everyone has a lake.

3. In this story, running means . . .
   a. jogging.
   b. racing.
   c. managing.
   d. flowing.

4. You can save water by . . .
   a. leaving on the tap water.
   b. making rain.
   c. turning off the tap water.
   d. washing dishes in the sink.
Color the pictures that start with y.

Dot the Y's.

Y
Y
i
Y
Y
Y
Y
Y
P
Y
U
I
K
Y
Y
Y
B
F
E
Y

Dot the y's.

y
y
y
y
y
y
y
y
y
y
j
h
y
y
x
s
Color the pictures that start with z.

Dot the Z’s.

Dot the z’s.
Mushrooms Everywhere

Look at the example. Then cut out the mushroom caps at the bottom of the page and glue them to their stems according to their vowel sounds.

Example:
Turkey Feathers

Help the turkeys find their feathers. Cut out the feathers and glue them to the turkeys according to the vowel sound.

SHORT and LONG VOWEL FEATHERS

Left:

Right:

win
skip
math
snail
five
top
wet
heat
hunt
line
rope
end
cube
broke
Write, Read, and Draw I

Apple has the short sound of a.
Print the missing a to finish each word below.
Read the word. Then draw the picture for the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>a</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>p</td>
<td>n</td>
</tr>
<tr>
<td>v</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>t</td>
</tr>
<tr>
<td>h</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>n</td>
<td>d</td>
</tr>
<tr>
<td>f</td>
<td>l</td>
<td>g</td>
</tr>
</tbody>
</table>
Color each balloon that has an object with the short vowel sound.
Grades K-2 Math
Aug 31-Oct 2
### Grades K-2 Math Learning Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Standard</th>
<th>Instructional Video and Activity</th>
</tr>
</thead>
</table>
| **Week of Aug 31st**| K.NS.B.5, 6, 7 (K.CC.B.4)** | Students complete the worksheet.  
1-1 Count 1, 2, and 3 Objects  
1-2 Recognize 1, 2, and 3 in Different Arrangements  
1-3 Read and Write 1, 2, and 3 |
| **Week of Sep 7th** | K.NS.B.6       | Students complete the worksheet.  
1-4 Count 4 and 5 Pages 25-30  
1-5 Recognize 4 and 5 in Different Arrangements Pages 25-30  
1-6 Read and Write 4 and 5  
1-7 Identify the Number 0 |
| **Week of Sep 14th**| K.NS.B.9 (K.CC.B.5)** | Students complete the worksheet.  
1-8 Read and Write 0  
1-9 Ways to Make 5  
1-10 Count Numbers to 5  
1-11 Construct Arguments |
| **Week of Sep 21st**| K.NS.C.10 (K.CC.C.6)** | Students complete the worksheet.  
2-1 Equal Groups  
2-2 Greater Than  
2-3 Less Than |
| **Week of Sep 28th**| K.NS.C.11 (K.CC.C.7)** | Students complete the worksheet.  
2-4 Compare Groups to 5 by Counting  
2-5 Compare Numbers to 5  
2-6 Model with Math |

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Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child’s school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child’s school. Please contact your child’s school for the dates and times to drop off your child’s work.

*If you need additional resources to support virtual learning, please visit: [https://www.slps.org/extendedresources](https://www.slps.org/extendedresources)*
Directions

1. Have students color a box as they count each worm to show how many.

2. Have students color a box as they count each worm to show how many.

Copyright © by Savvas Learning Company LLC. K
### Directions

3 and 4 Have students color a box as they count each worm to show how many.

5 Vocabulary Have students **count** the worms, and color a box as they count each worm aloud.

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**Topic 1 | Lesson 1**

nine 9
Directions  6–8 Have students color a box as they count each nest to show how many.  
Higher Order Thinking  Have students draw 1, 2, or 3 nests, and then color a box as they draw each nest to show how many.
Directions: ★ and 6 Have students count each bird, and then color the boxes to show how many.
Directions  Have students count each bird, and then color the boxes to show how many.
Directions

- Have students count the dots, and then color the boxes to show how many.

Higher Order Thinking

- Have students draw 2 counters, and then draw 2 counters in a different way.
Directions: Have students count the stars, and then write the number to tell how many.
Directions: Have students count the objects, and then practice writing the number that tells how many.

Topic 1 | Lesson 3
Directions: Have students count the objects, and then practice writing the number that tells how many. Higher Order Thinking: Have students draw 1, 2, or 3 stars, and then practice writing the number that tells how many.
Directions: **1 and 2** Have students color a box as they count each orange to show how many.
Directions: Have students color a box as they count each piece of fruit to show how many.

Topic 1 | Lesson 4
Directions: Have students color a box as they count each piece of fruit to show how many. Higher Order Thinking: Have students draw 4 or 5 oranges, and then color a box as they draw each orange to show how many.
Directions: 

1. Have students count each animal, and then color the boxes to show how many.

2. Repeat for the second set of animals.
Directions: Have students count the birds, and then color the boxes to show how many.

Topic 1 | Lesson 5
Directions  Have students: 9 and 10 count the dots, and then color the boxes to show how many; 11 count the groups, and then draw a circle around the groups that show 4; 12 count the groups, and then draw a circle around the groups that show 5. 13 Higher Order Thinking  Have students draw 5 counters in the first space, and then draw 5 counters in two different ways in the other two spaces.
Directions: 1 and 2 Have students count the butterflies, and then practice writing the number that tells how many.
Directions  Have students count the frogs, and then practice writing the number that tells how many.
Directions 7 and 8 Have students count the dragonflies, and then practice writing the number that tells how many.

Higher Order Thinking Have students count the blue birds and the yellow birds, color a box for each bird, and then write the numbers to tell how many.
Directions: 1 and 2 Have students color a box as they count each apple to show how many.
Directions: Have students color a box as they count each piece of fruit to show how many.
| Directions | Have students color a box as they count each flower in the vase to show how many. |
| Higher Order Thinking | Have students pick a number between 0 and 5, draw that many flowers, and then color the boxes to show how many. |

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Directions: Have students count the pencils in each pencil holder, and then practice writing the number that tells how many.

1. 
2. 

zero
Directions: Have students count the pencils in each pencil holder, and then practice writing the number that tells how many.
**Independent Practice**

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**Directions**

Have students: 
- count the balls in each box, and then practice writing the number that tells how many;
- practice writing the numbers 0 to 5.

**Higher Order Thinking**

Have students draw zero counters and write the number to tell how many, and then draw 1 to 5 counters and write the number to tell how many.
**Guided Practice**

1. Have students use counters to find a way to make 5, color the daisies to show the way, and then write the numbers to tell how many yellow and how many red daisies.

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Directions: Have students use counters to find a way to make 5, color the daisies to show the way, and then write the numbers to tell how many yellow and how many red daisies.
Directions: (2) and (3) Have students use counters to find two more ways to make 5, color the flowers yellow and red to show the ways, and then write the numbers to tell how many yellow and how many red flowers.
4. Have students color the flowers yellow and red to show two different ways to make 5, and then write the numbers to tell how many yellow and how many red flowers.

5. Higher Order Thinking. Have students draw a way to make 5 with flowers, and then write the numbers to tell the way to make 5. If needed, have them use counters.
Directions  ⭐ Have students write the number that comes just before 1 when counting, and the number that comes just after 1 when counting. Then have them write the number that comes just before 4 when counting, and the number that comes just after 4 when counting. Have them count the numbers in order from 0 to 5.
Directions  Have students: 1 color the cubes to show each number, write the numbers in order, and then draw a circle around the number that comes just after 1 when counting; 2 count the flowers in each vase, write the numbers, and then count the numbers in order from 0 to 5.
Directions 1 Have students count the toys in each box, write the numbers, and then draw a circle around the number that comes just after 4 when counting. Higher Order Thinking Have students color 5 cubes, and then write the number. Have them color to show the number that comes just before it when counting in the next tower, and then write the number. Repeat for the remaining towers.
Directions: Have students make a math argument about how many birds are in each row, and then write the number. Have them use objects, words, or a method of their choice to explain their arguments and tell why they are correct.
Name

**Independent Practice**

**3**

Have students make a math argument about how many leaves are in each row, and then write the number. Have them use objects, words, or a method of their choice to explain their arguments and tell why they are correct.

**4**

Math and Science  Say: Chlorophyll makes leaves green. There is less sunlight in the winter, so trees save their chlorophyll. This turns leaves brown, orange, red, and yellow. Have students make a math argument about how many orange leaves are in the row, and then write the number. Have them use objects, words, or a method of their choice to explain their arguments and tell why they are correct.

**5**

**6**

Directions  Have students make a math argument about how many leaves are in each row, and then write the number. Have them use objects, words, or a method of their choice to explain their arguments and tell why they are correct.
Directions  Read the problem to students. Then have them use multiple problem-solving methods to solve the problem. Say: Brooke sees some rabbits. How many rabbits does she see? Reasoning  How can you find the number of rabbits Brooke sees? Use Tools  What tool can you use to help solve the problem? Explain  How can you use math to explain why your work is correct?
Directions: □ Have students draw lines between the toys in the top group to the toys in the bottom group. Then have them draw a circle around the groups if they are equal in number, or mark an X on the groups if they are NOT equal in number.
Directions: Have students draw lines from the blocks in one group to the blocks in the other group. Then have them draw a circle around the groups if they are equal in number, or mark an X on the groups if they are NOT equal in number.
Directions 6–8: Have students draw lines from the toys in one group to the toys in the other group. Then have them draw a circle around the groups if they are equal in number, or mark an X on the groups if they are NOT equal in number.

Higher Order Thinking: Have students draw a circle around the group of yellow counters that is NOT equal in number to the group of red counters.
Directions: 1 and 2 Have students draw lines to match objects from one group to the other group. Have them draw a circle around the group that is greater in number than the other group, and then explain why they are correct.
Directions: Have students draw lines to match objects from one group to the other group. Have them draw a circle around the group that is greater in number than the other group, and then explain why they are correct.
Directions 6–8: Have students draw lines to match objects from one group to the other group. Have them draw a circle around the group that is greater in number than the other group, and then explain why they are correct.

Thinking 8: Have students draw a group of counters in the bottom five-frame that is greater in number than the group of counters in the top five-frame. Have them explain their drawings.
Directions: Have students draw lines to match the toys from one group to the other group. Have them mark an X on the group that is less in number than the other group, and then explain why they are correct.
Directions: Have students draw lines to match the toys from one group to the other group. Have them mark an X on the group that is less in number than the other group, and then explain why they are correct.
Directions  Math and Science  Ask students what a raindrop means in a weather forecast. Have students draw lines between groups to match the raindrop stickers to the sun stickers. Have them mark an X on the group that is less in number than the other group, and then explain why they are correct.  Have students draw lines to match the objects from one group to the other group. Have them mark an X on the group that is less in number than the other group, and then explain why they are correct.  Higher Order Thinking  Have students draw a group of yellow counters that is less in number than the group of red counters.
Directions   ⭐ Have students count the monkey and banana stickers, and then write the numbers to tell how many. Then have them draw a circle around the number that is greater than the other number and mark an X on the number that is less than the other number.
Directions: Have students count the stickers, write the numbers to tell how many, and then draw a circle around the number that is greater than the other number and mark an X on the number that is less than the other number, or draw a circle around both numbers if they are equal.
Directions 6–8: Have students count the stickers, write the numbers to tell how many, and then draw a circle around the number that is greater than the other number and mark an X on the number that is less than the other number, or draw a circle around both numbers if they are equal. Higher Order Thinking: Have students count the fish stickers, draw a group of fish stickers that is less in number than the group shown, and then write the numbers to tell how many.
How can I show it?

Cubes

Drawings

Numbers

Directions  ⭐ Say: Marta has 5 fish stickers and 2 flamingo stickers. Which group of stickers is less in number than the other group? How can you use cubes to show how to find the answer? Have students create cube trains for each group, color the number of cubes to show the number of stickers, and then mark an X on the cube train that shows less stickers in number than the other cube train. Have them explain their cube trains.
Directions

2 Say: Carlos has 4 yellow blocks and 5 blue blocks. Which group of blocks is greater in number than the other group? How can you use a drawing to show your answer? Have students create a drawing to show and explain their answer.

3 Say: Carlos has 4 red blocks and 3 blue blocks. Which group of blocks is less in number than the other group? How can you use numbers to show your answer? Have students use numbers to show and explain their answer.
**Directions**  Read the problem aloud. Then have students use multiple problem-solving methods to solve the problem. Say: Marta has 2 stickers. Emily has a greater number of stickers than Marta. How many stickers could Emily have? 🌟 **Make Sense**  What do you know about the problem? Can Emily have 1 sticker? Tell a partner why or why not. 🌟 **Model**  Use cubes, draw a picture, or use numbers to show how many stickers Marta has and Emily could have. 🌟 **Explain**  Tell a partner why your work for Emily’s stickers is correct.
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<th>I Wonder Drawing</th>
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<td>I Wonder Words</td>
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<td>Activity 3</td>
<td>I Wonder Curiosity Count</td>
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<td>Draw a Machine Working</td>
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<td>Weather Vocabulary Cards - Color</td>
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<td>Activity 6</td>
<td>Weather Vocabulary Cards - Cut</td>
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<td>Activity 7</td>
<td>Weather Vocabulary Cards - Play Game</td>
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<td>All Kinds of Maps - Complete</td>
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<td>Activity 9</td>
<td>Birth of a Mighty River - Complete</td>
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<td>Activity 10</td>
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<td>Choose Your Food Wisely - Activity</td>
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<td>Fan and Blow - Activity</td>
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<td>Make a Kite - Activity</td>
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<td>Oceans, Rivers, and Lakes - Complete</td>
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<td>Stuck in the Snow - Complete</td>
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<td>Paddle a Canoe - Complete</td>
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<td>Activity 21</td>
<td>Light - Complete</td>
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<td>Activity 22</td>
<td>Maria Makes a Snake - Complete</td>
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<td>Activity 23</td>
<td>Me and My Shadow - Complete</td>
<td>PS4.B</td>
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<td>Activity 24</td>
<td>Weird Sunflowers, Wonderful New Traits - Read</td>
<td>LS1.A</td>
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I wonder...

Zoom in!

Hint: Try sentences like...
- "How many..."  - "Why..."
- "What if..."  - "How..."

CURIOSITY COUNTER:
I have ___ questions
I wonder...
I wonder...

Curiosity Counter:

I have ___ questions!
Draw a machine doing work.

Name: ______________________
Instructions:
Vocabulary Cards

There are two different sets of vocabulary cards included in this document: Reading Cards and Writing Cards.

Set 1: Reading Cards
Reading Cards are intended to be done as a matching game. They include a master card which students can learn from, and a picture and word card (practice cards) which the students can match up.

Master Card
sunny

Practice Cards:
The student matches the word with the picture.

Set 2: Writing Cards
Writing Cards are for students who are practicing their writing skills. They include a tracing card and a blank card.

Tracing card
sunny

Blank card
sunny

cloudy

sunny

cloudy
hot
cold
hot
cold
partly sunny
mild
partly sunny
mild
dry

dry
sunny  cloudy
partly sunny

mild
rainy

snowy
dry
Maps are pictures with information about places. People use many kinds of maps.

Some maps show a country and its parts. For example, a United States map would show all fifty states. It would also show capital cities.

Other maps may show streets and roads in cities or towns. People
use these maps to find their way.

Many maps show where water and land can be found. The color blue is often used for rivers and lakes. Brown or green is used to show land.

Weather maps show the weather in a place. Different colors or symbols stand for rain, snow, or sunny weather.
1. What is a map?
   
   A. a picture with information about places
   B. a picture of animals
   C. a picture of cars on streets

2. The text describes maps that show a country and its parts. What could this type of map show?
   
   A. streets and roads in cities or towns
   B. the weather in a place
   C. a country's states

3. Some maps show streets and roads in cities or towns. Other maps show the weather. What does this information tell us is true?
   
   A. All maps help people find important buildings in a city.
   B. Different maps can be used to find out different things.
   C. Weather maps are the most useful maps.
4. What is "All Kinds of Maps" mainly about?

   A. the weather
   B. the United States
   C. maps

5. What kind of map do people use to find their way in a city or town?

To find their way in a city or town, people use

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6. What did you learn from "All Kinds of Maps"?


7. Class Discussion Question: How are weather maps and country maps the same? How are weather maps and country maps different? Use information from the text to support your answer.


8. Draw a picture of a street map.
Birth of a Mighty River

The Amazon River is the longest river in South America. It flows for 4,000 miles across the continent. The location of the river’s source, or beginning, was a mystery for centuries. A team of explorers and geography experts recently found the tiny stream where the mighty river begins.

Birth of a Mighty River

High on the Nevado Mismo, an 18,363-foot-high mountain in Peru, a stream trickles from the melting snow. A team of 22 explorers and geography experts recently announced that this small stream is the source of the mighty Amazon River.

The stream flows into the Apurimac (Ah-poo-REE-mahk) River, which is one of the many rivers that combine to form the Amazon.

Andrew Pietowski, a high school math teacher in New York, led the team in search of the river’s source. The team searched the Andes, a range of mountains that stretches the whole
western length of South America. "Since the Amazon River has an end, there must be a beginning. I wanted to know where it was," Pietowski said.

The River of Life

On its way across South America, the Amazon River flows through the largest rain forest in the world. A rain forest is a dense forest that has a lot of rainfall and warm temperatures all year round. The Amazon rain forest is almost as big as the continent of Australia.

Scientists say about 80,000 different types of trees and plants can be found in the Amazon rain forest. More kinds of fish live in the Amazon River than in the Atlantic Ocean. The river flows through forests that are home to jaguars, armadillos, snakes, monkeys, crocodiles, and anteaters. Along the river live about 170 different groups of native people.
Name: ________________________________ Date: ______________

1. The source of the river was a mystery for so long because
   A. the source was hard to get to.
   B. no one thought to look for the source before.
   C. the river was too dangerous to follow.
   D. the source kept changing.

2. Scientists say that the stream that feeds the Amazon is made from melting snow. This means that
   A. snow is melting at the river's source.
   B. fish cannot live in the Amazon.
   C. the river dries up during the summer.
   D. the river is mostly frozen.

3. The author compared the Amazon rain forest to Australia because
   A. they are both homes to many animals.
   B. they have the same amount of people.
   C. they have similar plant life.
   D. they are about the same size.

4. The following live along the Amazon River:
   A. lions, cheetahs and anteaters.
   B. armadillos, jaguars and anteaters.
   C. giraffes, armadillos and snakes.
   D. snakes, cheetahs and crocodiles.
5. The author uses the heading The River of Life. Why is the Amazon called The River of Life?
Mystery Science Fruit Salad

Suppose you wanted to make a fruit salad. What would you buy at the grocery store?

Most people would buy apples and oranges and bananas. They might buy strawberries and peaches and watermelon—if it’s the right time of year for those fruits to be in the store.

You could chop up all those fruits and mix them together. You’d get a great fruit salad, but it wouldn’t be a Mystery Science Fruit Salad.

Plant scientists say that any food with seeds in it is the fruit of a plant. At Mystery Science Labs, we think like plant scientists. So when we went to the grocery store, we bought two tomatoes, a cucumber, and an avocado. Tomatoes, cucumbers, and avocados all have seeds inside.

We also bought apple cider vinegar. That’s made from apples. Everyone knows that apples are fruit.

Finally, we bought olive oil. Every olive has a pit. That pit is a seed. To a plant scientist, that means an olive is a fruit.

We chopped up the tomatoes, the cucumber, and the avocado. Then we mixed the vinegar and olive oil together to make salad dressing. We put it all together to make a tasty salad.

Most people wouldn’t call this a fruit salad. But if you think like a plant scientist, that’s exactly what it is.
Willett Garden of Learning

Apple Seeds

Activity: Cut apples and count how many seeds they have.

Goal: Learn a little about apples and practice math and science skills.

Supplies:
- 2 red apples and 2 golden apples for each group (8 apples per class)
- cutting boards and knives
- small cups
- worksheet & pencil (3rd grade)

How to proceed:
Set up apples, cutting boards, and knives.

Explain the goal of finding out if all apples have the same number of seeds.

3rd grade: As you go, note hypothesis, data, and results on worksheet.

Ask students to hypothesize (guess) if all apples have the same number of seeds or same number per type of apple.

You may need to cut the apples for the students, or have them cut the apples themselves. Cut at least one apple in half horizontally and show the students the star shaped pattern.

Break into groups of 2-3 students and give each one an apple and a small cup. Have them put the seeds in the cup, then count how the seeds.

Compare the number of seeds each group has. What is the result? Is it what you expected? Why might this be the case?

Once you're done with the seed project, students can eat the apples.

Apples are closely related to pears. How many seeds would you guess that pears have?

3rd grade: multiply out how many seeds there are for your whole class; for all the gardening classes together.
**Question:** Do all apples have the same number of seeds?

**Hypothesis:**

__________________________

__________________________

__________________________

**Test / Gather data:**

Apple #1 (red): ________________

Apple #2 (red): ________________

Apple #3 (golden): ________________

Apple #4 (golden): ________________

**Result:**

__________________________

__________________________

__________________________
Choosing Your Food Wisely

INTRODUCTION

In this activity, you will get a chance to find out how the shape of a bird’s beak helps decide what it can eat.

Pretend you are a bird. You can use only the “beak” you select (spoon, chopstick, or tweezer) to “eat” the food (glass marbles, pennies, or toothpicks) provided by your teacher by placing the food into your “stomach” (plastic cup).

Activity:

1. Select a beak from the objects provided by your teacher.

2. Get one plastic cup. This cup represents your stomach.

3. Hold your beak in one hand and your stomach in the other.

4. When your teacher tells you, use your beak to pick up “food” (glass marbles) and place them in your stomach.

5. When your teacher says “Stop,” empty your stomach and count the number of items that were in it. Record this amount on the Bird Beaks Record Sheet.

6. This activity will be repeated for each of the other types of food (pennies and toothpicks).

7. When done, be sure you have completed the record sheet with your totals.

8. When asked, provide your data to your teacher, who will record the data on a class grid. (A copy of this grid is also on your Bird Beaks Record Sheet. You can write the class totals on this grid if desired.)

9. Using the data that has been recorded on the class grid, create a bar graph that shows the class totals for each beak and food type. The three different bird beaks should be on the X axis and the amount of food collected should be on the Y axis. There should be a different color bar for each type of food (see the sample bar graph below).
Amount of Food

Marbles
Pennies
Toothpicks

Spoon  Chopstick  Tweezer

Bird Beaks

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The Arctic is a snowy place. Come meet some animals that live in this icy habitat.

Polar bears live in the Arctic. These big white animals live mostly on land. They also spend time in the cold Arctic Ocean. Polar bears look for food in holes in the ocean ice. They like to eat seals and walruses.

The white snowy owl flies in the Arctic. In the daytime, it hunts for food. The snowy owl can eat some small animals whole.

Seals swim in the Arctic Ocean. They catch fish to eat. They like to slide on the ice, too!
1. What is the weather like in the Arctic?
   A. hot and sunny
   B. cold and rainy
   C. cold and snowy

2. This text gives us information about animals that live in the Arctic. What are some of the animals that live in the Arctic?
   A. tigers, lions, and elephants
   B. polar bears, snowy owls, and seals
   C. deer, bears, and snakes

3. Polar bears spend some time in the Arctic Ocean. What does this information tell us about polar bears?
   A. Polar bears can swim.
   B. Polar bears can breathe underwater.
   C. Polar bears are afraid of the water.
4. What is "Animals of the Arctic" mostly about?

A. animals that live in the Arctic
B. where the Arctic is on a globe
C. polar bear diets

5. When do snowy owls hunt for food?

Snowy owls hunt for food in the __________________________

6. What did you learn from "Animals of the Arctic"?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
7. **Class Discussion Question**: List all five animals mentioned in the text that live in the Arctic. Be sure to mention which part of the text tells you that information.

8. **Draw a picture of a snowy owl in the Arctic.**
Meet Some Owls
by Susan LaBella

Have you ever heard an owl hoot? Did you know that there are many kinds of owls? Here are some facts about these interesting birds.

The elf owl is one of the smallest owls. It lives in hot North American deserts. Its beak is gray and yellow.

The barn owl has a heart-shaped face. It rests during the day. At night, it hunts over fields. Barn owls are found all over the world.

The snowy owl lives in the snowy and icy Arctic. It likes to eat smaller birds and fish. What color do you think this owl might be?
1. When do barn owls hunt for food?
   
   A. Barn owls hunt for food both during the day and at night.
   
   B. Barn owls hunt for food at night.
   
   C. Barn owls hunt for food during the day.

2. The text describes three different owls. How does the text describe the elf owl?
   
   A. The elf owl lives in the Arctic and eats smaller birds and fish.
   
   B. The elf owl has a heart-shaped face and rests during the day.
   
   C. The elf owl is one of the smallest owls and has a gray and yellow beak.

3. Different owls live in different places. What information from the text shows us this is true?
   
   A. The snowy owl likes to eat smaller birds and fish.
   
   B. The elf owl lives in hot deserts. The snowy owl lives in the snowy and icy Arctic.
   
   C. Barn owls are found all over the world.
4. What is "Meet Some Owls" mainly about?
   
   A. different types of owls  
   B. owl homes  
   C. the barn owl

5. Where does the snowy owl live?

The snowy owl lives in

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. What did you learn from "Meet Some Owls"?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. Class Discussion Question: Use information from the text to discuss where owls can live.

8. Draw a picture of a snowy owl hunting for food.
These leaves on the floor are breathing activity.

3. How many breaths?

Before any other cards shapes, and direct with the following card shapes move and discuss why they think some card shapes move and others don't move. Introduce the measurement and discover the shapes by measuring the distance each shape moves with one end of the ribbon. They may need to come to different ideas of the meaning of each shape. Explain to the students that the broader extension to these shapes moves the broader extension moves.

Working in small groups, have students design an edge/pleasing inventive cartoon like any of the children can make the cartoon. Give each child an index card. Let children design balloon move by causing the air to move. Let students explore different ways to make the air move. Inspired by a balloon, find out what makes the balloon move. Can they think of other moves—objects or body parts? Have children practice these moves with a balloon. Make the students explore different ways to make the air move. Inspired by a balloon, find out what makes the balloon move. Can they think of other moves—opening a window, or opening the door? These leaves on the floor are breathing activity.

4. Wind art.

Explore wind. How are different things moved around? Do you think one might move more easily than the others? Which one have number of breaths? Why do we know the shape? Which one do you think is moving fastest? Which one do you think is moving slowest? Which one do you think it much to move? Which one do you think it least to move? Which one do you think it needs to move? Which one do you think it needs to move?
How Many Breathets from Start to Finish?

Choose and draw 3 objects.
Blow each object across the floor or table to a finish line.
How many breathets does it take?
Color the boxes.

<table>
<thead>
<tr>
<th>Objects</th>
<th>Number of Breaths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
Try flying your kite. A little less than half way down, and tie on some thread. Make a hole near the fold.

Attach a tail to your kite. What do you notice?

Fold a piece of paper in half. Near the center fold, cut each side and staple near each corner.

Bend down the top corner. Fold down the top half.

Try flying your kite. Can you fly the kite while you’re standing still?

Quickly, why do you think that is?

Does your kite fly higher if you walk slowly or outdoors?

Kite experiments with your child and your child can make together. Fly it indoors or outdoors.

May it moves things. Here is a simple kite that you can make.

In class, we have been exploring the wind and the Family.

Dear Family,

Follow these simple instructions, and soon you’ll be flying a kite—just like George!

All you need is:

- a sheet
- a piece of paper
- a sheet of tissue paper
- thread (2-3 feet)
- a needle

For a tail,

Make a Kite!
We live on a wet planet. In fact, most of the surface of Earth is covered with water.

*Oceans* are the largest bodies of water on Earth. A body of water is a part of Earth's surface covered with water. You probably know that ocean water is salty. Do you know why? It is mainly because rain brings salt from the land and into the ocean! Here is how that happens: Rain falls onto rocks. The rainwater breaks down salt and minerals from the rocks. The water mixes with the salt and minerals. Then it flows into the oceans.

Scientists have discovered two othersources of salty ocean water. Some salt comes from underwater volcanoes. Other salt spurs from heated vents on the ocean floor. Most ocean salt, however, starts on land.

*Lakes* are large bodies of water. They are surrounded by land. Lakes usually
have fresh water, but some lakes have salt water. The Great Salt Lake in Utah is a saltwater lake. Lake water does not move from place to place.

Rivers are filled with fresh water that moves from one place to another. The water in rivers comes mostly from rain. Rivers usually flow into oceans.

Streams and creeks are also bodies of moving fresh water. They are smaller than rivers. Streams and creeks can come together and form larger streams or rivers.
1. What is most of the surface of Earth covered with?
   A. land
   B. air
   C. water

2. The article lists examples of bodies of water. What is the first example it lists?
   A. creeks
   B. rivers
   C. oceans

3. "Some salt comes from underwater volcanoes. Other salt sprouts from heated vents on the ocean floor."

   What does this information tell us about oceans?
   A. Some of the water in oceans comes from rain.
   B. Oceans are salty.
   C. Oceans are the largest bodies of water on Earth.

4. Which body of water is most like a river?
   A. a stream
   B. a lake
   C. an ocean

5. What is the main idea of this article?
   A. Different bodies of water cover most of the earth.
   B. Rivers are bodies of fresh water that usually flow into oceans.
   C. Rainwater mixes with the salt and minerals of rocks.
6. "You probably know that ocean water is salty. Do you know why? It is mainly because rain brings salt from the land and into the ocean!"

Why might the author ask, "Do you know why?"

A. to prove that most people do not know much about ocean water
B. to give readers a question to think about after they finish the article
C. to prepare readers for information that she is about to give them

7. Oceans have salt water, _______ rivers have fresh water.

A. so
B. because
C. but

8. What is a difference between oceans and lakes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. Name one way that oceans and lakes are alike. Then name one way that rivers, streams, and creeks are alike.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
10. Of all the bodies of water described in the article, which two are most similar to each other? Support your answer with evidence from the article.
Josefina and her dad sat in the car. It would not move. Its tires were deep in snow. A man came by. He said, "I will push the back of the car." He pushed hard. No good. Another man said, "I will help too." They pushed hard. No good. Then a big tow truck came. The driver hooked it to the front of the car. Vroom! The truck gave one really big pull. The car was out!
1. Where are Josefina and her dad?

   In their home

   In their car

2. What is their car stuck in?

   Snow

   Mud
3. Did the two men push hard enough to get the car out of the snow?

   A. Yes
   B. No

4. What does a tow truck have to pull cars?

   A shovel
   A hook
5. What was strong enough to pull Josefina's car out of the snow?

6. What did you learn from "Stuck in the Snow"?

7. Draw a picture that shows Josefina's car at the end of the passage.
A canoe is a small boat. It holds about two people. How do you make a canoe move in the water?

Wear a life jacket, so you are safe. Sit down in the canoe. Pick up a paddle. The paddle has a handle at one end. It has a blade at the other end.

The blade goes into the water. Push the blade against the water. Pushing the blade makes the boat move forward. A bigger push makes the boat go faster. It takes energy to paddle the canoe!
1. What is a canoe?

- a car
- a small boat

2. What should you wear while canoeing to keep safe?

- a helmet
- a life jacket
3. What part of the paddle should you put in the water?

the blade

the handle

4. What makes the boat move forward?

pushing the blade

holding the paddle
5. Does the canoe go faster or slower if you give the blade a bigger push?

6. What did you learn from "Paddle a Canoe"?

7. Draw a picture of someone canoeing.
Light
by ReadWorks


Some objects give off light too. Lamps give off light.

Flashlights give off light. Televisions give off light.

Clear things let light pass through. Water lets light pass through. Glass lets light pass through.


Will light go through you? No! What happens when light shines on you? It makes a shadow. The shadow is dark.
1. What in nature can give off light?
   A. trees, fish, and dirt
   B. lamps, flashlights, and televisions
   C. the sun, fire, and lightning

2. This passage describes light and what happens when it shines on other objects. What two things can happen when light shines on something?
   A. You see more light or less light.
   B. The light can pass through it or be blocked.
   C. The light can burn it or melt it.

3. Clear things let light pass through but objects such as trees, dogs, and people block light. What does this information tell us about trees, dogs, and people?
   A. Trees, dogs, and people are also clear.
   B. Trees, dogs, and people are made of the same thing.
   C. Trees, dogs, and people are not clear.
4. What is the theme of "Light"?
   A. light
   B. shadows
   C. nature

5. Name an object that can give off light.

6. What did you learn from "Light"?
7. **Class Discussion Question**: What is more likely to make a shadow, a flower or a clear plastic bag? Explain your thinking.

8. Draw a picture of something that makes light shine on you. Don't forget to show what happens when light shines on you.
Marco and Maria are camping in the yard. They have their flashlights and some snacks. Marco swings his flashlight around in the tent. Hoot! Hoot! He makes scary noises. Maria is not scared.

She remembers what she learned in school about shadows. A solid object in front of light makes a shadow. She shines her flashlight on the side of the tent. She puts her hand in front of the light. She twists her hand around.

"Look, a snake!" Maria says.

Marco jumps. Then he sees that it is only a shadow. They laugh and laugh together.
1. What are Marco and Maria doing?
   A. reading a scary book
   B. hiking in the woods
   C. camping in the yard

2. What time of day is it most likely in the story?
   A. morning
   B. night
   C. afternoon

3. Marco swings his flashlight around in the tent and makes scare noises. What is Marco most likely trying to do?
   A. Marco is trying to scare Maria.
   B. Marco is not trying to scare Maria.
   C. Marco is trying to leave the tent.

4. What is "Maria Makes a Snake" mostly about?
   A. the best places to go camping
   B. how to scare your friends
   C. Maria and Marco's camping night
5. What did Maria use to make a shadow that looked like a snake?

6. What did you learn from "Maria Makes a Snake"?
7. Class Discussion Question: Why did Marco jump when Maria said "Look, a snake!"?

8. Draw a picture of Maria scaring Marco with her snake shadow.
It was a bright, sunny day. Stella and her mom took a walk.

"Look, Mom," said Stella. She pointed to the ground.

"I can see my shadow!"

"Right," said her mom.

"Your body blocks the sun. The place where the light is blocked is your shadow. Watch this," Stella's mom said.

She moved her fingers. Their shadow looked like a flying bird. She put out her arm. The shadow looked like a wiggly snake. Stella laughed.

"This is fun in the sun!" she said.
1. Who is this story about?

Stella only

Stella and her mom

2. What was the weather like for Stella's walk?

sunny

cloudy
3. What does Stella see on the ground?

- her shadow
- a bug

4. What do we call the place where light is blocked by your body?

- your shadow
- the dark
5. When Stella's mom moved her fingers, what did their shadow look like?

6. What did you learn from "Me and My Shadow"?

7. Draw a picture of Stella and her mom on their walk.
Weird Sunflowers, Wonderful New Traits

Wild sunflowers grow in the strangest places—just ask Tom Gulya and Gerald Seiler. They're scientists who collect the seeds of wild sunflowers from all across the United States. Their collections help keep farm-grown sunflowers healthy.

In Colorado, Tom and Gerald noticed wild sunflowers growing beside a McDonald's restaurant parking lot. In southern California, they found a vine-like sunflower clinging to shifting sand dunes.

Tom and Gerald collect wild sunflowers once or twice a year. They usually end up driving 2,500 to 3,000 miles on each trip—much of that on country roads.

They like to travel in August and September. That's when the plants' seeds are fully developed and still attached to the plant.

Wild sunflowers are important because they are different from farm-grown sunflowers in useful ways. For example, some farm-grown sunflowers aren't very good at fighting off new diseases or insect pests. But some kinds of wild sunflower are attacked all the time and survive.

Being able to fight off disease is a trait of these wild sunflowers. Trait is word that scientists use to describe what makes one plant different from other plants. Being able to grow with very little water is a trait of plants that live in the desert. Being able to grow well in a shady area is a trait of plants that grow on the forest floor.

Wild sunflowers have different traits than farm-grown sunflowers. That makes them very valuable to farmers and scientists who want to grow new kinds of sunflowers.

Scientists have been collecting wild sunflowers since around 1976. Today, more than 2,100 seed specimens are in storage for safekeeping and future use. The dollar value of passing traits from wild specimens into commercial
sunflowers is as much as $384 million a year. So you could almost say wild sunflowers are worth their weight in gold.

Written by Jan Suszkiw, United States Department of Agriculture Agricultural Research Service. Edited for Mystery Science by Pat Murphy.
K-2 Social Studies

1. **A River in the Desert** - 2.EG.5.F.a Define the concept of regions as places which have unifying political, physical, or cultural characteristics.

2. **City Life and Country Life** - 1.EG.5.C.b Describe human characteristics of your community.

3. **City Life** - 1.EG.5.C.b Describe human characteristics of your community.

4. **City Parks** - 1.EG.5.C.b Describe human characteristics of your community.

5. **Enrico Discovers a Globe** - 1.EG.5.A.a Identify globes as representations of real places.

6. **The Highest Court in the Land** - 1.GS.2.D Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.


8. **Look at a Quarter** - 2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.


10. **Political Parties** - 2.GS.2.C Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.

11. **Continents** - 2.EG.5.F.a Define the concept of regions as places which have unifying political, physical, or cultural characteristics.

12. **The Earth's Ocean** - 2.EG.5.F.a Define the concept of regions as places which have unifying political, physical, or cultural characteristics.


15. **The United States of America** - 1.PC.1.F.a Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.

16. **What Is a City?** - 1.EG.5.C.a Identify physical characteristics of your community.


18. **What Is a Farm?** - 1.EG.5.C.a Identify physical characteristics of your community.

19. **What Is an Island?** - 1.EG.5.C.a Identify physical characteristics of your community.
A desert is an area that gets very little rain. Some deserts can be very hot. All of them are dry. They do not have much water.

A lot of the southwest part of the United States is desert. It can be very dry. But there is a big river that goes through that area. It is the Colorado River!

The Colorado River is long. It starts in the Rocky Mountains. It flows south through the desert. It goes through seven states in the U.S. Then, it goes into Mexico.

The Colorado River is very important. The Southwest gets its water from this river!
1. What does a desert get very little of?

- rain
- sand

2. What is a lot of the land in the southwest?

- dry desert
- wet rainforest
3. Where does the Colorado River start?

- **Mexico**
- **The Rocky Mountains**

4. What does the Southwest get from the Colorado River?

- **food**
- **water**
5. What is every desert like?

Every desert is __________.

6. What did you learn from "A River in the Desert"?

7. Draw a picture of the Colorado River.
Do you live in a city? A city has many buildings. It also has many roads. It has many cars and lots of noise. Cities are full of people. City life can be full of fun. City life is noisy.

Do you live in the country? The country has lots of grass, trees, and animals. It also has farms. People grow food in the country. Fewer people live in the country than in the city. Country life can be full of fun. Country life is quieter.
1. What does a city have a lot of?

- animals
- people

2. Where do people grow food?

- the country
- the city
3. Where should you live if you like it to be quiet?

- the country
- the city

4. What is the same about the country and the city?

- Life can be full of fun.
- They have lots of buildings
5. Where would you probably find grass, trees, animals, and farms?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What did you learn from "City Life and Country Life"?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Draw a picture of the country.
Cities are full of life. But cities may not have a lot of open space. So the kinds of animals that live there might be different from what lives in other places. What kinds of things live in cities?

Lots of birds live in cities. Have you ever seen a pigeon? This is one bird that you can find in many cities.

Squirrels live in cities, too. These often live in city parks.

Dogs and cats sometimes live in cities. These animals can make good pets.

And, of course, lots of people live in cities!
1. What are cities full of?

- people
- water

2. What bird can you find in many cities?

- eagle
- pigeon
3. What animal often lives in parks?

- snakes
- squirrels

4. What animals can make good pets?

- dogs and cats
- squirrels
5. Why are the animals in a city different from what lives in other places?

Cities may not have a lot of open __________.


6. What did you learn from "City Life"?


7. Draw a picture of an animal that you might find in a city.
Cities can be busy and crowded. If people in cities want fresh air, they can go to a park. People made parks in cities. These parks give people the chance to relax. People can walk their dogs and play games in parks.

One large city park is Central Park in New York City. Millions of people visit Central Park each year. The park has sculptures, bridges, and benches. It is a great place to run, bike, or read!

Trees in parks help keep the air clean. Trees make oxygen. That is the air that humans need to breathe. So trees help humans get fresh air.

It is good to play outside. Parks are the perfect place to get exercise in a city!
Enrico went to the library. He saw a round ball. His mom told him it was a globe.

She said, "A globe is a model of Earth."

Enrico spun the globe. It was very blue.

"Blue must be water," said Enrico.
"Yes!" said his mom.

She told Enrico the other colors show land. Then she put her finger on the globe.

She said, "This is where we live."

Enrico was happy. He learned something new!
Name: _______________________________ Date: _______________

1. What does a globe look like?

- a piece of paper
- a ball

2. Who helped Enrico learn about globes?

- his mom
- his friend
3. What color is water on the globe?

- green
- blue

4. What do the other colors on the globe stand for?

- land
- mountains
5. What do we call a model of Earth that is shaped like a round ball?


6. What did you learn from "Enrico Discovers a Globe"?


7. Draw a picture of the globe as described in the text.
The United States Constitution divides the American government into three branches, or parts. The legislative branch writes the country's laws. The executive branch, led by the president, carries out the laws.

The third branch settles disagreements about laws. That branch is called the judiciary. The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means "the top.")

The Supreme Court is made up of nine judges. The chief justice is the head judge. The eight other judges are called associate justices. The Supreme Court meets in Washington, D.C. It can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.

Cases come to the Supreme Court only after they have been heard in other
U.S. courtrooms. People who disagree with any court decision may ask, or appeal to, a "higher" court. A court is considered higher if it can change the decision that another court made.

The Supreme Court is the highest court in the land. It is the last place an appeal can be heard. And after the Supreme Court decides a case, all other American courts must follow the rules it sets. In these ways, the Supreme Court really is supreme!
Name: ___________________________ Date: _______________

1. What is the U.S. Supreme Court?
   A. the part of the U.S. government that writes laws
   B. a court that is led by the president of the U.S.
   C. the most powerful court in the U.S. government

2. The article starts by describing the three branches of the American government. Which branch is the U.S. Supreme Court part of?
   A. judicial
   B. executive
   C. legislative

3. The Supreme Court can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.

   What can you conclude based on this evidence?
   A. The Supreme Court doesn't need to follow the Constitution closely.
   B. The Supreme Court has some power over the other branches of government.
   C. Congress and the president usually do not follow the Constitution.

4. The Supreme Court is the highest court in the land. Based on this text, what is the highest LAW in the land?
   A. the laws that Congress writes
   B. the president's actions
   C. the Constitution

5. What is the main idea of this text?
   A. The judicial branch of the government includes many courts.
   B. The head judge of the Supreme Court is called the chief justice.
   C. The Supreme Court is the most powerful court in the United States.
6. Read these sentences from the text.

"The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means 'the top'.)"

Why might the author have included the definition of "supreme?"

A. to tell the reader that another name for the Supreme Court is The Top Court
B. to make it clear that the Supreme Court is the most powerful court
C. to show that the Supreme Court was not named correctly

7. Choose the answer that best completes this sentence.

The Supreme Court can change other courts' decisions, ______ other courts cannot change the Supreme Court's decisions.

A. but
B. because
C. so

8. When do cases come to the Supreme Court?

______________________________________________

______________________________________________

______________________________________________

9. What happens after the Supreme Court makes a decision on a case?

______________________________________________

______________________________________________

______________________________________________
10. What makes the Supreme Court more powerful than other U.S. courts? Use evidence from the text to support your answer.
Jon was in kindergarten. He liked it a lot. His teacher talked about school rules. Jon wanted to follow them.

Here is what Jon did. He put up his hand to talk. He stood quietly in line. He took turns with others. Jon used his inside voice.

At the end of the day, his teacher said, "You did a good job, Jon!"
1. What did Jon want to do in school?

- follow school rules
- run in the hall

2. What did Jon do to show that he wants to talk?

- shout out
- put up his hand
3. What school rule should you follow when working with others?

- take turns
- hit and push

4. What happens when Jon follows school rules?

- His teacher is happy.
- Jon has no friends.
5. How did Jon stand in line when he was in school?

6. What did you learn from "Jon Follows School Rules"?

7. Draw a picture of Jon following school rules.
A quarter is a coin. It is worth twenty five American cents. If you can, look closely at one.

Who is on the front of the quarter? It's George Washington! He was the first president of the United States.

Now, turn it over to the tails side. This side can have different pictures.
Many quarters have a bald eagle on this side. The bald eagle is a symbol of America. There are olive branches under the eagle. These stand for peace.

This side also has the words "E Pluribus Unum." These are Latin words. They mean "out of many, one."
1. How much is a quarter worth?

- 25 cents
- 1 dollar

2. Who is on the front of the quarter?

- Abraham Lincoln
- George Washington
3. What is the bald eagle a symbol of?

4. What on the quarter stands for peace?
5. How do we say "out of many, one" in Latin?

"Out of many, one" in Latin is __________.

6. What did you learn from "Look at a Quarter"?

7. Draw a picture of the tails side of a quarter. Include as many details from the text as you can.
Maps and Globes

Imagine you are on a camping trip with your family. You need to find the place where you are going to camp. You're in the mountains and phones don't work there. What might you use to find your way?

You might use a map! Maps are pictures of a place on Earth. These pictures are printed or drawn on something flat, like a big piece of paper. Maps can help you find your way. Different maps can show you different things. Some maps may show you the roads and rivers near a mountain. Some maps may show you where different towns and cities are. Other maps may even show you where different countries and oceans are!

If you're in your classroom, look around. Do you see a globe? A globe is a round ball with a map of Earth on it. You can find the Earth's oceans on a globe. You can find the Earth's countries on a globe.

Now take a look at these two photos. Which one shows a map? Which one shows a globe?
1. What can help you find your way around a mountain?

- a phone
- a map

2. What is a map drawn on?

- something flat
- a round ball
3. What is a globe a map of?

- the entire Earth

4. What shape is a globe?

- a flat rectangle
- a round ball
5. What can maps show you?

Maps may show you __________.

6. What did you learn from "Maps and Globes"?

7. Draw a picture of a map.
Do you know what a political party is? It has nothing to do with birthdays. A political party is a group of people who have similar ideas about what the government should do. They work together to elect people of their party into government office.

The United States has two big political parties. One is the Democratic Party. The other is the Republican Party. Many other, smaller parties also exist.

Political parties in the United States nominate, or choose, the people they want to elect. Once those people are chosen, party members work to win votes for their candidates. Party members want their candidates to be the ones making laws and the ones carrying out those laws.

The Democratic Party is the United States' oldest political party. It began nearly two hundred years ago. Democrats who became president include Bill Clinton and Barack Obama.
The Republican Party began in the 1850s. It was nicknamed the "Grand Old Party," or GOP. Republican presidents have included Donald Trump, George W. Bush, and his father, George H.W. Bush.

Many Americans are members of a political party. No one has to be a member of any party to vote in an election, however. In the end, the voters decide which candidates get elected.
1. What is a political party?
   A. a group of people who work together to celebrate politics
   B. a group of people who have similar ideas about what the government should do
   C. a group of people who work together to stop others from voting

2. The article describes some examples of political parties in the United States. What is one example from the text of a political party in the United States?
   A. the American Party
   B. the Republican Party
   C. the Birthday Party

3. The people of a political party work together to elect people of their party into government office. Political parties in the United States nominate, or choose, the people they want to elect.

   Based on this information, who do political parties nominate for a government office?
   A. people from another country
   B. people of a different political party
   C. people of their own political party

4. Based on the text, how are the Democratic Party and the Republican Party different?
   A. The Democratic Party and the Republican party have different ideas about what the government should do.
   B. The Democratic Party and the Republican party have different ideas about how to elect people into office.
   C. The Democratic Party and the Republican party have different ideas about how to throw parties.

5. What is the main idea of this article?
   A. The Republican Party and the Democratic Party both have had their candidates become president.
   B. The United States has two main political parties that work to get their candidates elected.
   C. The United States has many small political parties that work to help American voters.
6. Read these sentences from the text.

"Political parties in the United States nominate, or choose, the people they want to elect. Once those people are chosen, party members work to win votes for their candidates. Party members want their candidates to be the ones making laws and the ones carrying out those laws."

Based on these sentences, what does the word "candidate" mean?

A. a person who stays out of the government
B. a person who votes for a party member
C. a person that a political party wants to elect

7. Choose the answer that best completes this sentence.

Political parties choose their candidates, ______ they try to get people to vote for them.

A. while
B. after
C. then

8. What do political parties try to do for their candidates?

9. Why are American voters important in elections?

10. Why might political party members work hard to get voters to support their candidates? Support your answer with evidence from the text.
Continents

The earth has seven big chunks of land. These big chunks of land are called continents.

Here's a list of the seven continents:

- Asia
- Africa
- North America
- South America
- Antarctica
- Europe
- Australia

Do you know which continent you live on?

These continents weren't always spread apart around the earth. They used to be part of one huge chunk of land like a puzzle! Over time, these chunks of land spread apart.

Take a look at the continents on a map. Does it look like they could fit together like a puzzle?
1. What do we call a big chunk of land?

   a continent

2. How many continents does the earth have?

   five
   seven
3. Which is one of the seven continents?

North America

the United States of America

4. The continents weren't always spread apart. What did they used to be?

seven continents

one huge chunk of land

5. What did the seven continents used to be a part of?

The seven continents used to be a part of one huge chunk of ________.
6. What did you learn from "Continents"?

7. Draw the continents when they were one huge chunk of land.
The Earth's Ocean

Most of the earth is covered by water. This water makes up the earth's ocean. The earth's ocean has five parts.

The Pacific Ocean is the largest part of the earth's ocean. It is west of the United States.

The Atlantic Ocean is the second largest part of the earth's ocean. It is east of the United States.

The water of the ocean is very salty. Many different types of animals live in the water.
1. What is most of the earth covered by?

- **water**
- **land**

2. How many parts does the ocean have?

- **five**
- **one**
3. What part of the ocean is east of the United States?

- The Pacific Ocean
- The Atlantic Ocean

4. What kind of water is the ocean?

- Cold water
- Salty water
5. What is the largest part of the earth's ocean?

The largest part of the earth's ocean is called the __________.

6. What did you learn from "The Earth's Ocean"?

7. Draw a picture of the earth's ocean.
The Faces on Money

If you can, look at an American coin or a bill. The front of a coin or bill has a face on it!

Who is on American money? Different bills and coins have a different person's face. But all of the people on money are important. And they are all Americans.

Some money has a president's face on it. Abraham Lincoln is on the penny. He was a president.

Some money shows another kind of leader. Alexander Hamilton is on the ten dollar bill. He was a founding father of the country.

Which important American do you think should be shown on money?
1. Where is the face on American money?

*the front*

*the back*

2. Does all American money have the same face on it?

*yes*

*no*
3. Who is on the penny?

Abraham Lincoln

Alexander Hamilton

4. Who was Alexander Hamilton?

a school teacher

a founding father
5. What is the same about all of the people on money?

All of the people on money are ___________.

6. What did you learn from "The Faces on Money"?

7. Draw American money. Be sure to include a face!
Have you seen the Liberty Bell? It is a symbol of America. It is a very big bell.

The bell was made in 1753. It was rung to call people together. The bell cracked soon after it was made. People fixed the bell. Then the bell cracked again! It has not been rung since.

Now the bell hangs in a museum. It is in Philadelphia. That is a city in Pennsylvania. Many people visit the museum. They want to see the Liberty Bell. They also want to see the crack!
The Liberty Bell - Comprehension Questions

Name: ___________________________________ Date: _______________

1. The Liberty Bell is a symbol of which country?
   - America
   - France

2. Why did people ring the Liberty Bell?
   - to call people together
   - to tell the time
3. What happened to the Liberty Bell soon after it was made?

It cracked.

4. Does anyone ring the Liberty Bell today?

A. No
B. Yes
5. What city should you visit to see the Liberty Bell in a museum?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

6. What did you learn from "The Liberty Bell"?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

7. Draw a picture of yourself looking at the Liberty Bell.
Millions of people live in the United States of America. They are called Americans. People go to the United States from all over the world. Why? Many go there because they want a better life.

Americans may not look the same. They may not eat the same foods. They may not have the same beliefs. They may speak different languages.

What do Americans have in common? They live in the United States. Many of them love their country.
1. Which place does the text talk about?
   - the United States of America
   - Mexico

2. Why do many people from all over the world go to live in the United States of America?
   - They want a better life.
   - They want to be near the ocean.
3. People in the United States of America are not all the same. What may be different about them?

- the country they live in
- the way they look

4. What do people in the United States of America have in common?

- They live in the United States.
- They eat the same foods.
5. What are people living in the United States of America called?

People living in the United States of America are called

6. What did you learn from "The United States of America"?

7. Draw a picture of a group of Americans.
What Is a City?

What is a city? A city is a large town. A lot of people live in a city. Many people work there, too.

Sometimes, people work in a city who don't live there. They may have to travel to the city for their job. Some cities have trains that help people do that.

Every city is different. But many cities have things in common. Many cities have tall buildings. Many of them have lots of stores and businesses. Some also have museums where people go to learn new things. And almost all of them are busy and full of life!
1. What do we call a large town?

- A city
- A farm

2. Why are there so many people in cities?

- They work there.
- They shop there.
3. How do some people travel to the city for their job?

by plane

by train

4. What do all cities have?

many people

many animals
5. What can you find in many cities?

Many cities have __________.

6. What did you learn from "What is a City"?

7. Draw a city.
What Is a Coin?

A coin is a kind of money. Coins are small and made of metal. In the United States, they are round.

There are different kinds of coins. In the United States, there are four main coins. These are pennies, nickels, dimes, and quarters. All of these coins are worth different amounts. Quarters are worth twenty-five cents. Pennies are worth just one cent.

Coins can be used to buy things. What would you buy with a penny? You may not be able to buy much. How about with a quarter? You could get more than with a penny!
1. What is a coin?

- money

2. How many coins does the United States have?

- six
- four
3. Is every coin worth the same amount?

- yes
- no

4. Which coin is worth twenty-five cents?

- the penny
- the quarter
5. What coins can you use in the United States?

In the United States, you can use __________.

6. What did you learn from "What is a Coin"?

7. Draw someone using a coin.
What is a farm? A farm is a place where people grow plants to use. Plants grown on a farm are called crops. Crops can be vegetables. They can be fruits. They can also be grains, like rice.

Farms can also raise animals. Many farms raise chickens. Farmers get eggs from them! Cows can also be raised on farms. People get milk from these cows.

It takes a lot of space to grow crops and raise animals. So farms are often in places where there aren't too many people. In the U.S.A., most farms are in the middle of the country.
1. What do we call a place where people grow plants?

- a farm
- a city

2. What are crops?

- animals
- plants
3. Why might farmers raise chickens?

- for eggs
- for milk

4. What do farmers get from cows?

- eggs
- milk
5. Give an example of a crop.

Crops can be __________.

6. What did you learn from "What is a Farm"?

7. Draw a picture of a farm.
An island is a piece of land. It has water all around it. The island looks as if it is floating. It is not. Instead, the island is part of a bigger piece of land. That land is under the water. We only see the part that is above the water.

Earth has many islands. People live on some islands. On others, there are only plants and animals. How do visitors get to an island? They travel on a plane or a boat.
1. What do we call a piece of land with water all around it?

   - an island
   - a park

2. What is an island part of?

   - a bigger piece of land
   - an iceberg
3. Why can't we see part of the land of an island?

- It is under ice.
- It is under water.

4. Who or what lives on every island?

- people
- plants and animals
5. What can you travel in to get to an island?

To get to an island, you can travel on a

6. What did you learn from "What Is an Island"?

7. Draw a picture of an island. Be sure to draw the part that is above water and the part that is under the water.
Your Food Comes from Farms!

Do you eat any vegetables? How about fruits? Maybe you eat a lot of rice. Or you may sometimes eat things with sugar.

All of these foods come from farms. Some farmers grow crops like rice or vegetables. They plant fields full of seeds. These seeds grow into crops. When the crops are ready, the farmers gather them. This is called harvesting.

Some of the crops stay on the farm. Some may go to local markets for people to buy. And some may go long distances. These crops may end up in stores all the way across the country from their farm!

Wheat
1. What are crops?

- food
- seeds

2. What do farmers plant to grow their crops?

- seeds
- vegetables
3. What do we call it when the farmer gathers his crops?

- planting
- harvesting

4. Where do farmers send their crops?

- the store
- your house
5. Where do fruits and vegetables come from?

Fruits and vegetables come from a ____________.

6. What did you learn from "Your Food Comes from Farms!"?

7. Draw a farm.
St. Louis Public School
Performing Arts- K-2
At Home Learning Packet

September 2020

Name__________________________________________

Grade___________  School________________________________________
<table>
<thead>
<tr>
<th>Lesson dates</th>
<th>MO Fine Arts Standard</th>
<th>Lesson Topic</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 31-Sept. 4</td>
<td>MU:Cn11A.1a</td>
<td>Music- Everyday Sounds That Create Our Own Soundtracks</td>
<td>Play Sounds Bingo! To sharpen your listening skills, use a token (Anything can be used: cereal pieces, rocks, loose buttons, small pieces of paper) to cover a square when you hear it. LISTEN. When you hear a sound, cover that square. Complete a Project Reflection.</td>
</tr>
<tr>
<td>Sept. 8 - 11</td>
<td>DA:Cr?A.K</td>
<td>Dance-Get Your Move On</td>
<td>Get Your Move On - Select any music (recorded or sung by the student or family member), then add simple repeated movements to fit the beginning, middle and end (each). Complete a Project Reflection.</td>
</tr>
<tr>
<td>Sept. 14 - 18</td>
<td>TH:Cn10.1.2</td>
<td>Theater- I Feel That Too</td>
<td>I Feel That Too - Using any familiar children’s story, choose one character and consider how they felt as the story continued. Next, think about times in your life that you felt the same way. Tell another person about that experience. Complete a Project Reflection.</td>
</tr>
<tr>
<td>Week of Sept. 21 - 25</td>
<td>MU:Cn11A.Ka</td>
<td>Music - How Does Music Help Us Work?</td>
<td>Row, Row, Row Your Boat - Music is often used to give a steady beat/ rhythm to help workers get through a hard task. Ex. Railroad workers building the tracks that would cross America would sing, &quot;I've Been Working On the Railroad&quot; to keep their heavy sledgehammers hitting the iron spikes at measured intervals. Injuries happened if a worker got off rhythm. Sing the song, &quot;Row, Row, Row Your Boat.&quot; The beat of the music is the same as the worker pulling the oars through the water. The speed of the music sets the speed (tempo) of the rowing. Demonstrate how the music would change if: &gt;You were late to work? &gt;You were enjoying the beautiful day? &gt;You were tired? &gt;Your boat was sinking? &gt;Your boat was full of heavy fish? &gt;Dinner was ready on the other side of the lake? Complete a Project Reflection.</td>
</tr>
<tr>
<td>Sept. 28 - Oct. 2</td>
<td>DA:Cr2.1.2</td>
<td>Dance - Dance Party Choice Board</td>
<td>Dance Party Choice Board - Choose any music that is available to you, then use one of the given movement options to get your body moving! Complete a Project Reflection.</td>
</tr>
</tbody>
</table>
Sounds BINGO

Sounds are all around us even when we aren’t listening. To sharpen your listening skills, use a token (Anything can be used: cereal pieces, rocks, loose buttons, small pieces of paper) to cover a square when you hear it. Game is won when the entire card is covered, or when a line is completed (Horizontal - ← →, Vertical ⬆ ⬇, or Diagonal ↖ ↙). You may use this card, or use the blank card to create your own customized Bingo card.

<table>
<thead>
<tr>
<th>dog</th>
<th>ambulance</th>
<th>wind</th>
<th>lawnmower</th>
<th>traffic / moving cars</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>fire engine</td>
<td>music</td>
<td>washing machine</td>
<td>television</td>
</tr>
<tr>
<td>cat</td>
<td>police siren</td>
<td>FREE SPACE</td>
<td>power tools</td>
<td>car radio</td>
</tr>
<tr>
<td>squirrel</td>
<td>Big truck</td>
<td>Rain</td>
<td>Toilet flush</td>
<td>honking</td>
</tr>
<tr>
<td>bee</td>
<td>motorcycle</td>
<td>sneeze</td>
<td>running water</td>
<td>airplane</td>
</tr>
</tbody>
</table>
# Continuous Learning

## Performing Arts Project Rubric (PK-2nd Grade)

Student should reflect and complete this form for each performing arts project.

**STUDENT NAME**

**Grade**

**Project** Sounds Bingo

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following project</strong></td>
<td><img src="image" alt="All directions were followed." /></td>
<td><img src="image" alt="You followed most directions." /></td>
<td><img src="image" alt="You followed some directions." /></td>
<td><img src="image" alt="None of the directions were followed." /></td>
</tr>
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<td>directions</td>
<td>All directions were followed.</td>
<td>You followed most directions.</td>
<td>You followed some directions.</td>
<td>None of the directions were followed.</td>
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<tr>
<td><strong>Use of creativity</strong></td>
<td><img src="image" alt="You used your own ideas and imagination." /></td>
<td><img src="image" alt="You used your own ideas most of the time." /></td>
<td><img src="image" alt="You used some imagination." /></td>
<td><img src="image" alt="You did not use your own ideas or imagination." /></td>
</tr>
<tr>
<td></td>
<td>You used your own ideas and imagination.</td>
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</tr>
<tr>
<td><strong>Effort put into</strong></td>
<td><img src="image" alt="You took your time and worked hard on the project." /></td>
<td><img src="image" alt="You worked hard for most of the time." /></td>
<td><img src="image" alt="You put a small effort into the project." /></td>
<td><img src="image" alt="You rushed through and did not work hard." /></td>
</tr>
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<td><strong>project</strong></td>
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Check the boxes above that best describe the quality of your work.
Continuous Learning  
Performing Arts Project Rubric (PK-2\textsuperscript{nd} Grade)

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<tr>
<td>Project</td>
<td>Get Your Move On</td>
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<tr>
<td><strong>Following project directions</strong></td>
<td>![Thumb up] All directions were followed.</td>
<td>![Smiling] You followed most directions.</td>
<td>![Neutral] You followed some directions.</td>
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<td>![Confused] You did not use your own ideas or imagination.</td>
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<tr>
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<td>![Thumb up] You took your time and worked hard on the project.</td>
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**Project:** I Feel That Too

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<tr>
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<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td>None of the directions were followed.</td>
</tr>
<tr>
<td>You followed most directions.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
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<tr>
<td>You followed some directions.</td>
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<tr>
<td>Use of creativity</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
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</tr>
<tr>
<td>You used your own ideas and imagination.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You used your own ideas most of the time</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You used some imagination.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You did not use your own ideas or imagination.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>Effort put into project</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You took your time and worked hard on the project.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You worked hard for most of the time.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You put a small effort into the project.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
<tr>
<td>You rushed through and did not work hard.</td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
<td><img src="https://via.placeholder.com/15" alt="Smiley" /></td>
</tr>
</tbody>
</table>

Check the boxes above that best describe the quality of your work.
Dance Party Choice Board

Directions: Choose a song and use one of the following to get your body moving!

Join the ballet: Dress up in your fanciest clothes and become a ballerina on the stage.

Robot dance: Turn into a mechanical robot and see who can do the most realistic robot moves!

Spotlight dance: Grab a flashlight and take turns dancing in the spotlight.

Dance like a superhero: What kind of superpowers do you have? Incorporate your superpower into your dancing.

Jump to the beat: Put on some upbeat music and see who can do the most jumping jacks (or jumps) for the duration of the song. The winner chooses the next move!

Scarf or ribbon dance: Grab some scarves, ribbons, or long pieces of fabric and dance to the music using your materials as a prop.

Animal dance: Turn on some lively instrumental music and turn into your favorite animal on the dance floor!

Slow motion dance: Dance as slowly as you can while still moving your body for the entire song.
Continuous Learning
Performing Arts Project Rubric (PK-2\textsuperscript{nd} Grade)

Student should reflect and complete this form for each performing arts project.

STUDENT NAME ____________________________ Grade ________

Project Dance Party Choice Board

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following project</td>
<td>![Thumb up emoji] All directions were followed.</td>
<td>![Smiling emoji] You followed most directions.</td>
<td>![Blank emoji] You followed some directions.</td>
<td>![Question mark emoji] None of the directions were</td>
</tr>
<tr>
<td>directions</td>
<td></td>
<td></td>
<td></td>
<td>followed.</td>
</tr>
<tr>
<td></td>
<td>![Thumb up emoji] All directions were followed.</td>
<td>![Smiling emoji] You used your own ideas and</td>
<td>![Blank emoji] You used your own ideas most of</td>
<td>![Question mark emoji] You did not use your own ideas or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>imagination.</td>
<td>the time</td>
<td>imagination.</td>
</tr>
<tr>
<td>Use of creativity</td>
<td>![Thumb up emoji] You used your own ideas and imagination.</td>
<td>![Smiling emoji] You used your own ideas most</td>
<td>![Blank emoji] You used some imagination.</td>
<td>![Question mark emoji] You did not use your own ideas or</td>
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<td></td>
<td></td>
<td>of the time</td>
<td></td>
<td>imagination.</td>
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<tr>
<td></td>
<td>![Thumb up emoji] You took your time and worked hard on the project.</td>
<td>![Smiling emoji] You worked hard for most</td>
<td>![Blank emoji] You put a small effort into the</td>
<td>![Question mark emoji] You rushed through and did not</td>
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<td>project.</td>
<td>work hard.</td>
</tr>
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</table>

Check the boxes above that best describe the quality of your work.
St. Louis Public School
Performing Arts- Gr. 3-5
At Home Learning Packet

September 2020

Name____________________________________

Grade_____________ School_________________________
At Home Learning Activities in Performing Arts

**Body percussion:** Try creating a body percussion routine. Be consistent and do the exact same movements each time. Teach it to another person and perform together for your family. If possible, record your routine to share.

**Soundtrack of my life:** Create an imaginary album that shows who you are. You can make a list of song titles, and for each song describe the music—this could be done either by coming up with your own imaginary songs or by finding existing songs that describe aspects of your personality or life. Try designing an album cover to go with it!

**How Does Background Music Affect Film:** Turn the sound off when viewing a scene of a movie. If possible, choose a scene with very little talking. View the scene multiple times if possible.

1. How does changing the music of the film clip change the meaning of what you saw?
2. In your opinion, which aspects music need to change in order to create the strongest change in feeling? (Tempo, dynamics, range of melody, instrument choice, etc.)
3. If you were the composer for a (funny/scary/silly/romantic) movie, how would you convey the appropriate feeling?
   - Which instruments would you use?
   - Which dynamics?
   - Which Tempo?
   - Would the melodies be mostly high or low?
   - Would there be many parts at the same time, or just a few?

**Hand-washing dance choreography:** Choreograph a short dance routine incorporating the different methods recommended to wash our hands (scrubbing nails, between fingers, etc.). Record this by phone, if possible.

*******************************************************************************************************

All students should provide a reflection for each experience. Students may use the following prompts to write a reflective paragraph or essay.

1. How did the experience change or affect you?
2. What was your most enjoyable moment?
3. What did you learn about today?
4. How was this experience similar or dissimilar to what you expected?
5. If you could capture a photograph in your mind from this experience that meant something to you, what would that be?
6. What impact did this have on how you think and feel? What might you do differently as a result?
7. What did you encounter that you didn’t expect?
St. Louis Public School
Performing Arts- Gr. 6-8
At Home Learning Packet

September 2020

Name__________________________ Grade_____________________

Teacher_____________________ School_____________________

At Home Learning Activities in Performing Arts

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7. What did you encounter that you didn’t expect?
St. Louis Public School
Performing Arts - Gr. 9-12
At Home Learning Packet

September 2020

Name_________________________  Grade__________________

Teacher____________________  School____________________
At Home Learning Activities in Performing Arts

**Body percussion:** Try creating a body percussion routine. Be consistent and do the exact same movements each time. Teach it to another person and perform together for your family. If possible, record your routine to share.

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7. What did you encounter that you didn’t expect?
Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child’s school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child’s school. Please contact your child’s school for the dates and times to drop off your child’s work.

If you need additional resources to support virtual learning, please visit: https://www.slps.org/extendedresources
** Coloring in coloring books is also encouraged every week. **

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>What needs to be done in order to learn the material?</td>
<td>Available to support your learning? What materials are needed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a paper mosaic portrait.</td>
<td>Colored construction paper, Pencil, Scissors, Glue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Draw a face large so it fills the page.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Cut up different colored construction paper into small pieces.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Place small dots of glue on the portrait.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Place the small pieces of construction paper on the dots of glue. Try to create patterns with the colors.</td>
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</tr>
<tr>
<td></td>
<td>Draw a large picture using cool colors (Blue, green, and purple) and warm colors (red, orange, and yellow).</td>
<td>Blank white paper, Crayons, markers, or colored pencils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use one group of colors in the foreground and one group of colors in the background.</td>
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<td></td>
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</tbody>
</table>
|             | Create a paper sculpture showing a variety of lines (including vertical lines, horizontal lines, diagonal lines, zigzag lines, spiral lines, varied/expressive lines, and curved lines). | • Construction paper  
• Scissors  
• Glue  
• Video: How to Create a Paper Line Sculpture [https://www.youtube.com/watch?v=Z2z1wQzDVzs](https://www.youtube.com/watch?v=Z2z1wQzDVzs)  
• See line examples page attached. | ![Example Sculpture](image1.jpg) |
|             | 1. Cut out strips of construction paper to a variety of lengths.  
2. Fold or bend the strips to form different types of line.  
3. Glue one or both ends of the strips to on sheet of paper. (Strips can overlap, cross each other, and touch.) | | |
|             | Practice creating different patterns, using different types of lines, colors, and shapes. In the provided landscape picture, fill each area with a different pattern. For example: red, blue, red, blue, or |
|             | ![Pattern Examples](image2.jpg) | | |
|             | • Colored Pencil or Crayon  
• Worksheet attached | | |
## St. Louis Public Schools
### Continuous Learning Plans
#### High School Visual Art

<table>
<thead>
<tr>
<th>Sept. WEEKS 3 and 4</th>
<th><strong>Activities: “What do I do?”</strong></th>
<th><strong>Resources: “What do I need to do it?”</strong></th>
<th><strong>Examples: “What does it look like?”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>What needs to be done in order to learn the material?</strong></td>
<td>What print and electronic resources are available to support your learning? What materials are needed?</td>
<td></td>
</tr>
</tbody>
</table>
|                     | 1. Trace your hand on a piece of paper in different positions (bunny ears, all fingers spread out, etc.)  
2. Using crayons or markers, add details to the hand tracings to make them look like animals. (Add eyes, feet, tails, fur, etc.) | • Colored pencils, crayons, or markers  
• Blank paper  
• Video: 35 FUN AND EASY DRAWING TRICKS [https://www.youtube.com/watch?v=aZsgJg10SNk](https://www.youtube.com/watch?v=aZsgJg10SNk) | |
|                     | 1. Draw a large scene on the sidewalk with sidewalk chalk.  
2. Lay down or sit down in the picture and pretend to be part of the scene. (For example: Draw an outer space scene, lay down on the sidewalk, pretend to fly through space.)  
3. Have you parents take a photo of you in your drawing. | • Sidewalk chalk  
• Smart Phone or camera | |
LINE TYPES

Horizontal  Vertical  Diagonal  Parrellel
Perpendicular  Thick & Thin  Dotted/Broken  Curved
Spiral/Swirl  Varied  Wavy/Curly  Zig Zag/Jagged

By Alex Kolbo
Using colored pencil, fill each area with a different pattern.
<table>
<thead>
<tr>
<th>Elements of Art</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Line</strong></td>
</tr>
<tr>
<td><strong>Shape</strong></td>
</tr>
<tr>
<td><strong>Color</strong></td>
</tr>
<tr>
<td><strong>Value</strong></td>
</tr>
<tr>
<td><strong>Form</strong></td>
</tr>
<tr>
<td><strong>Texture</strong></td>
</tr>
<tr>
<td><strong>Space</strong></td>
</tr>
</tbody>
</table>

- **Line**: Different tools make different kinds of lines.
- **Shape**: Shapes come in many types and sizes.
- **Color**: Every color can be bright, dull, dark, or light.
- **Value**: Value refers to dark and light in painting or drawing.
- **Form**: Form is three-dimensional, and takes up space.
- **Texture**: Texture is how a surface of something feels or looks.
- **Space**: We use illusions to make space in art.
Principles of Art

Balance is the comfortable arrangement of things in art.

Contrast is the difference between elements in an artwork.

Emphasis is the creation of a focal area in a work of art.

Movement is how we get around in a work of art.

Pattern decorates surfaces with planned, repeated units.

Rhythm is the repetition of shapes, lines, and forms.

Unity means that all is in harmony. Variety adds interest.
Germs are NOT for Sharing
HERE'S HOW:

1. Wet your hands with WARM water.

2. Soap and scrub for 20 seconds — say the alphabet slowly.

3. Rinse and dry.