

September 2020



St. Louis Public Schools

At Home Learning Packet Grades K-2



September 2020

Name		~
Grade	School	



Daily Activity Plan

Day 1	Casey Can	• 1.R.1.A.b, 1.R.1.A.c
,	Letter A	• K.RF.1.A.a
	Match the Letter	• 1.L.1.B.a
	Outer Space	• 1.RF.3.A.a
	Find the Noun	• 2.L.1.A.a
	 Write, Read, and Draw II 	• 1.RF.2.A.b
Day 2	Coke	• 2.R.1.A.c, 2.R.3.C.d
· ·	Letter B	• K.RF.1.A.a
	Capital and Lower Case	• 1.L.1.B.a
	What is it?	• 1.RF.2.A.a
Day 3	Germs	• 1.R.3.C.a
•	Letter C	• K.RF.1.A.a
	Park the Cars	• K.RF.1.A.a
	 What's Inside the Birthday Present? 	• 2.L.1.B.g
Day 4	The Giraffe	• 2.R.1.A.b, 2.R.1.A.d
	Letter D	K.RF.1.A.a
	• Letter Lions	• K.RF.1.A.a
	More than One	• 2.L.1.B.g
	The Growing Flower	• 1.W.2.C.b
Day 5	• Cats	• 2.R.1.A.b, 2.R.1.B.c
	Letter E	• K.RF.1.A.a
	Go, Bees, Go!	• K.RF.1.A.a
	What's on Television?	• 1.W.2.C.c
	Descriptive Ladders	• 2.L.1.A.g
Day 6	The Firefighter	• 2.R.2.A.b, 2.R.1.A.a
	 Letter F 	• K.RF.1.A.a
	Print the Capital Letter	K.RF.1.A.a
	Can You Tell Me?	• 1.W.1.C.a
	Scrambled Sentences	• 1.W.1.B.a
Day 7	 Marshmallows 	• 2.R.1.A.b, 2.R.1.B.c, 2.R.1.B.a
	 Letter G 	• K.RF.1.A.a
	 Best Friends 	• K.RF.1.A.a
	 Toby the Frog 	• 1.W.1.C.a
	 Nouns, Nouns Everywhere 	• 2.L.1.B.g
Day 8	• Deserts	• 2.R.1.A.b, 2.R.1.B.c
	 Letter H 	• K.RF.1.A.a
	 Flowers Are Blooming 	• K.RF.2.A.a
	 Through the Woods 	• 2.L.1.A.a
	Ride on the Train	• 1.RF.2.A.a
Day 9	Rainforests	• 2.R.1.A.b, 2.R.1.B.c
	• Letter I	K.RF.1.A.a
	Action! Action!	• 1.L.1.A.a
	Which Word?	• 1.L.1.A.b
	How Does It End?	• 1.RF.2.A.a



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Day 10	 Lightning 	• 2.R.1.A.b
	 Letter J 	• K.RF.1.A.a
	 Read the Books 	• 2.L.1.A.a, 2.L.1.A.e
	 Blends with L 	• 1.RF.3.A.c
	Out for a Walk	• 2.L.1.A.a
Day 11	 Stars in Her Eyes 	• 2.R.1.A.b, 2.R.2.A.c
	Letter K	• K.RF.1.A.a
	 Puzzling Kites 	• 2.L.1.B.d
	 Three-Letter Blends 	• 1.RF.3.A.c
	Barnyard Maze	• 1.RF.3.A.c
Day 12	 Tiger Woods 	• 2.R.1.B.d, 2.R.2.A.b
	 Letter L 	• K.RF.1.A.a
	All Aboard!	• K.RF.1.A.a
	 Puzzling Pronouns 	• 2.L.1.A.d
	Blends with R	• 1.RF.3.A.c
Day 13	 Tiger 	• 2.R.1.A.b, 2.R.1.B.c
	Letter M	• K.RF.1.A.a
	 Color the Pictures 	• K.RF.1.A.b
	 Vanishing Vowels 	• 1.RF.2.A.b
	 Winter Wonderland 	• 2.L.1.A.a
	 Find the Hidden Eggs 	• 1.RF.3.A.a
Day 14	 Henry Learns to Fly 	• 2.R.1.A.a, 2.R.1.B.d
	 Letter N 	• K.RF.1.A.a
	 Wild Windows 	• K.RF.1.A.b
	 Listen for the Sound IV 	• K.RF.2.A.a
	 Color the Mittens 	• 2.L.1.A.a, 2.L.1.A.e
	A Bear Story	• 2.W.2.B.b, 2.W.2.B.b
Day 15	 Gila Monster 	• 2.R.1.B.e, 2.R.1.A.a
	Letter O	• K.RF.1.A.a
	 Daisy Delight 	• K.RF.1.A.b
	Short U	• 1.RF.3.A.b
	Who's There	• 2.L.1.A.g
	 Mixed Up Sentences 	• 1.RF.1.A.b
Day 16	Betsy Ross	• 2.R.1.A.a
	Letter P	• K.RF.1.A.a
	 Listen for the Sound III 	• 1.RF.2.A.a
	Sounds	• 1.RF.2.A.b
	 Flag a Message 	• 1.L.1.A.a
	Follow the Rainbow	• 1.W.2.A.d
Day 17	Butterfly	• 2.R.1.A.a
	Letter Q	• K.RF.1.A.a
	Choose the Word	• 1.RF.2.A.b
	The Elephant's Ear	• 2.L.1.A.g
	Listen for the Sound II	• 1.RF.2.A.a
Day 18	Glaciers	• 2.R.1.A.a, 2.R.1.B.c



	Letter R	• K.RF.1.A.a
	Bird Watching	• 1.W.1.C.a
	 Write, Read, and Draw III 	• 1.RF.2.A.b
Day 19	Michelle Kwan	• 2.R.1.A.a, 2.R.1.A.c
	Letter S	• K.RF.1.A.a
	The Missing Beads	• 1.R.1.B.e
Day 20	The Polar Bear	• 2.R.1.A.c
	Letter T	• K.RF.1.A.a
	 Listen for the Sound I 	• 1.RF.2.A.b
	 Listen for the Sound V 	• 1.RF.2.A.b
Day 21	• Rivers	• 2.R.1.A.c, 2.R.1.A.a
	Letter U	• K.RF.1.A.a
	Copy and Draw	• 1.RF.1.A.a, 1.L.1.B.a
	Help the Chimpanzee	• 1.RF.2.A.b
Day 22	Saola	• 2.L.1.B.g, 2.R.1.B.d, 2.R.1.A.c
	Letter V	• K.RF.1.A.a
	 Long A as in Ape 	• 1.RF.2.A.b
	The Sounds of "A"	• 1.RF.2.A.b
•	 Here's Pie in Your Eye 	• 2.RF.3.A.b
Day 23	The Popsicle	• 2.R.1.A.c
	Letter W	• K.RF.1.A.a
	Letter X	• K.RF.1.A.a
	 It's Silent 	• 2.RF.3.A.b
	 Help the Dog Find its Bone 	• 2.RF.3.A.b
Day 24	Water	• 2.R.1.A.c, 2.R.1.B.d
	Letter Y	• K.RF.1.A.a
	Letter Z	• K.RF.1.A.a
	 Mushrooms Everywhere 	• 2.RF.3.A.b
	 Turkey Feathers 	• 2.RF.3.A.b
	 Write, Read, and Draw I 	• 1.RF.2.A.b
	Balloon Fun	• 1.RF.2.A.b

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
- c. because they have a puppy
- b. because Casey is mean
- d. because Casey won't follow directions
- 2. What does Casey say when asked to sit?
 - a. "I can."

c. "Roll over."

b. "I can't."

- d. "Say please."
- 3. What does Casey's teacher realize?
 - a. It's important to say "please."
- c. No one can roll over.
- b. You have to yell at a student.
- 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

Name_ Trace. Color the pictures that start with a. Dot the a's. Dot the A's.

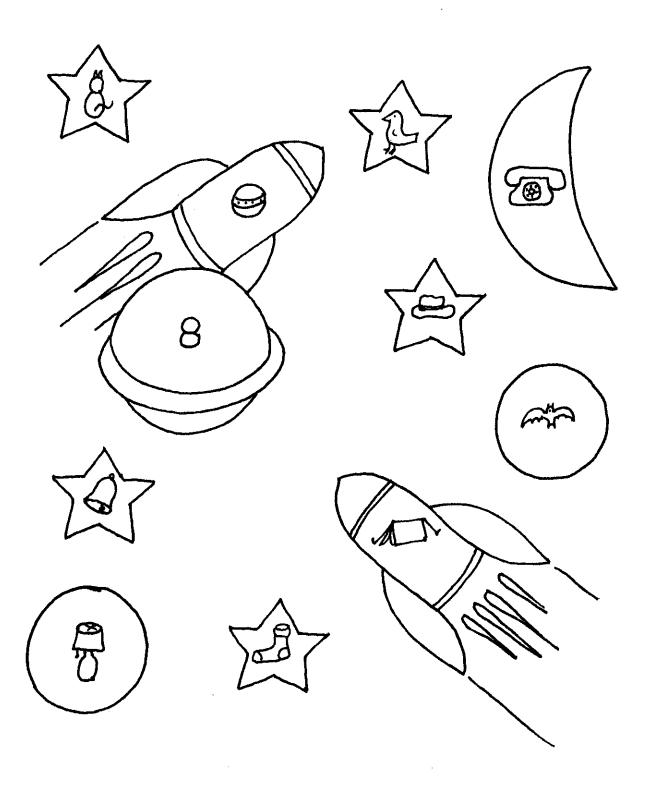
Match the Letters

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

1. A	(a)	c	d	0	q
2. L	t	1	٧	i	f
3. R	m	f	n	r	h
4. B	d	q	p	g	b
5. F	j	e	f	h	r
6. D	d	a	p	b	q
7. N	m	r	u	n	h
8. Q	g	b	q	p	d
9. E	а	0	u	c	е
10. G	b	q	g	d	р
11. J	f	j	i	g	u
12. H	n	u	m	h	f

Outer Space

Color only those objects that have the sound of T at the end.



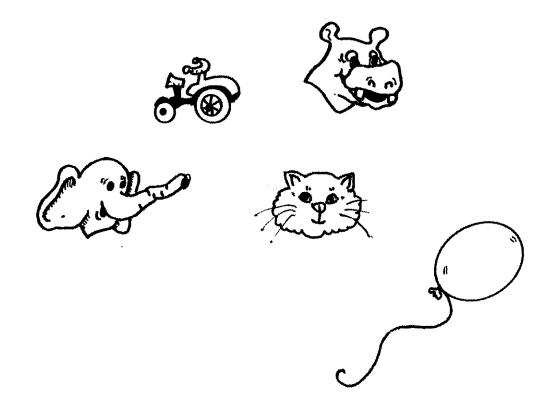
Find the Noun

Read the sentences below.

Draw a circle around each word that is a noun.

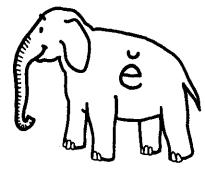
Connect each noun word to its picture with a line.

- 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.



dr_ss	j_+
h d	t_n
	p_†
	dr_ss b_d sl_d

Day

2

	twongrenon. American misory
Name	Date
Warm-Up	~~~~

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

c. oil

b. pancakes

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_. Trace.

Color the pictures that start with b.















Dot the B's.

Dot the b's.

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.

1.	rags	rugs	rats	Rags	raps	Raps
2.	Black	Blank	block	block	blank	black
3.	fawn	fun	fan	Foul	Fawn	foal
4.	Quack	quack	quick	quick	Quite	Quiet
5.	Eve	Even	Ear	eve	eat	Ever
6.	dove	dive	Dove	Dave	dive	dote
7.	Girls	Grills	Grits	grills	girls	Grins
8.	now	no	not	how	Now	How
9.	here	her	hers	Here	hear	Hers
10.	Angel	angel	angle	anger	anger	angle
11.	men	man	Men	met	Man	mat
12 .	Tab	Tub	Tag	tap	Tan	tab
				MATERIAL AND		**

What Is It?

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

icourc.		
The state of the s		
-frog		
)	sock
mouse		

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 <u>toxin</u>. 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.

c. microscopes.

b. coughs.

- d. washing your hands.
- **3.** In this story, the word *toxin* means . . .
 - a. coughing.

c. tissue.

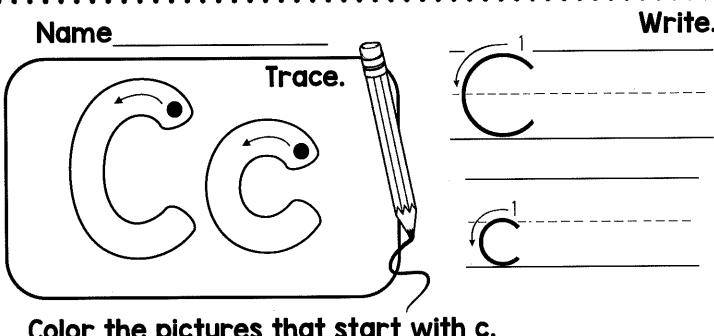
b. sneezing.

- d. poison.
- 4. What should you do after you sneeze?
 - a. Wash your hands.

c. Get a microscope.

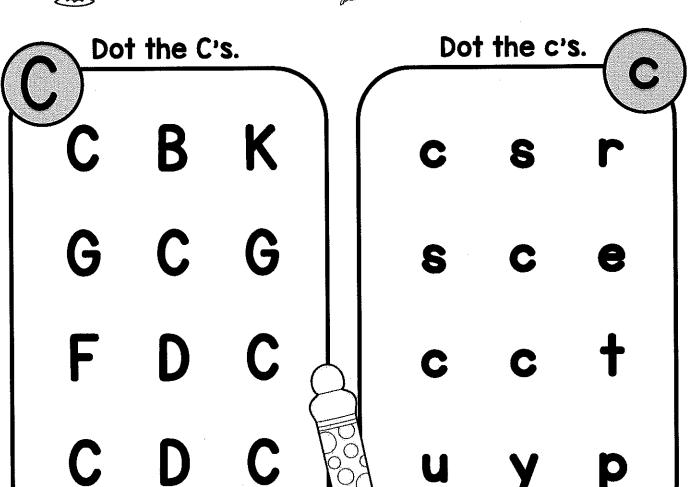
b. Go to sleep.

d. Look for germs.

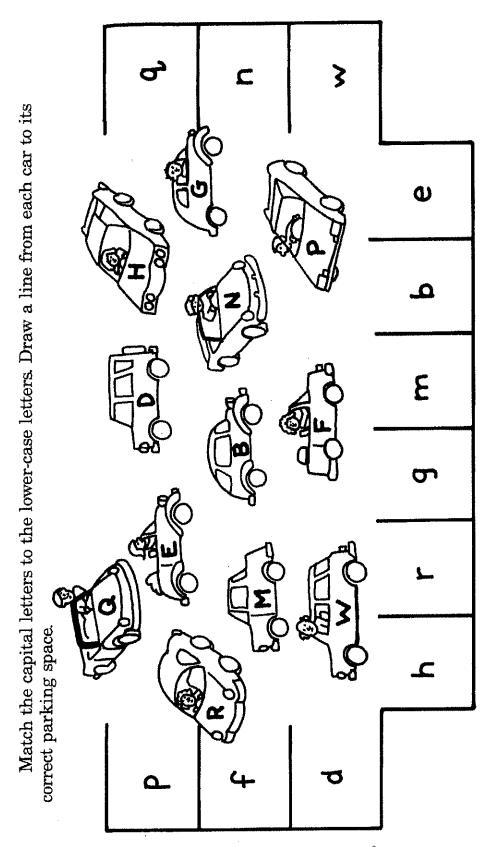


Color the pictures that start with c.



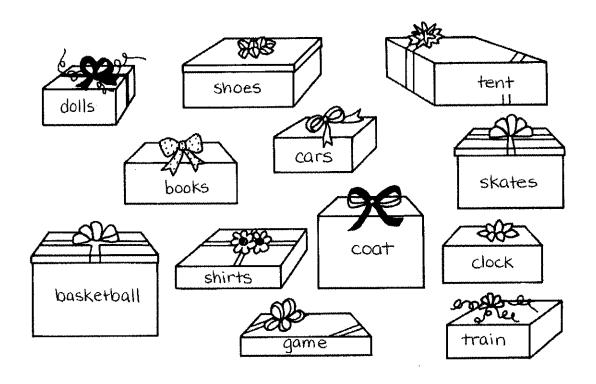


Park the Cars



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!



One	More than one
A. A	

Day

4

	попримон. Антив
Name	Date
Warm-Up	~~~~

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 <u>munch</u> 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

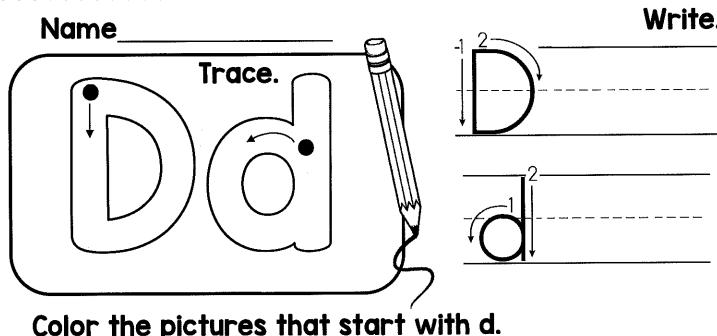
- 1. What body part helps the giraffe eat leaves on the tops of trees?
 - a. head

c. feet

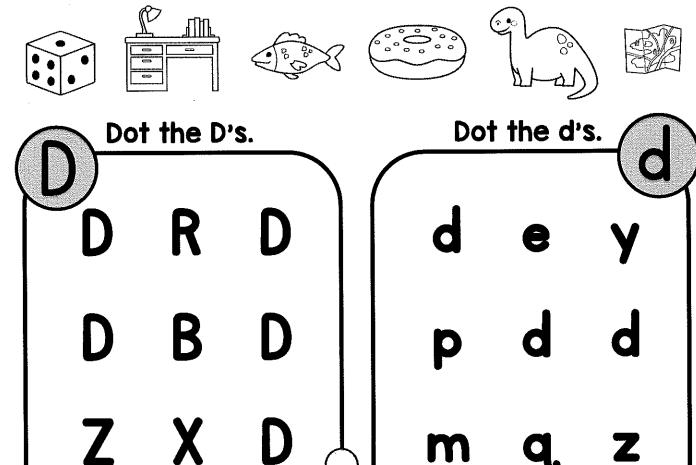
b. neck

d. ears

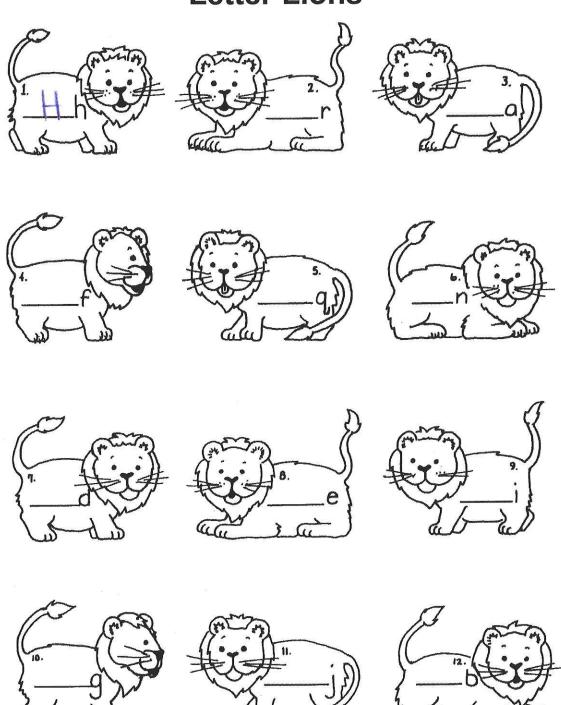
- 2. This story is mostly about . . .
 - a. a lion.
 - b. a mother.
 - c. the giraffe.
 - d. a baby.
- 3. A synonym is a word that means the same thing. Munch means . . .
 - a. watch
 - b. eat
 - c. look
 - d. stand







Letter Lions



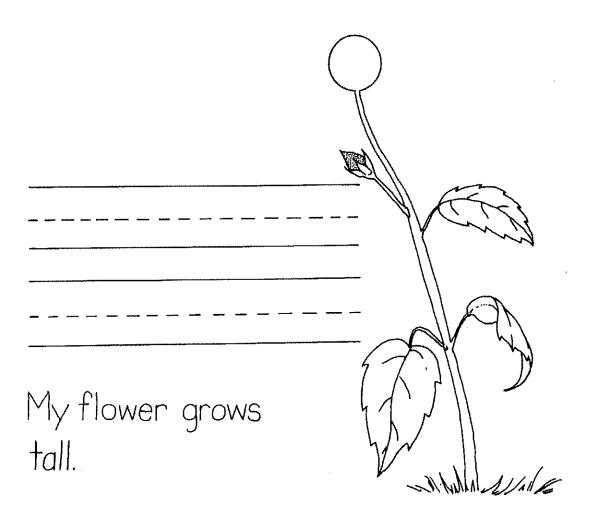
More than One

Make the words mean more than one by adding $\underline{\mathbf{s}}$. Then color the pictures.

cat Cat	frog
book	girl
tree tree	flower
_coat	car

Name _____ Date _____

The Growing Flower



Day

5



CATS

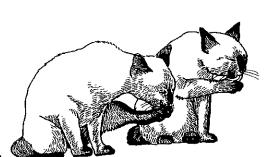
Do you have a cat at home? If so, you know what amazing creatures they are.

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 <u>shelter</u>. 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

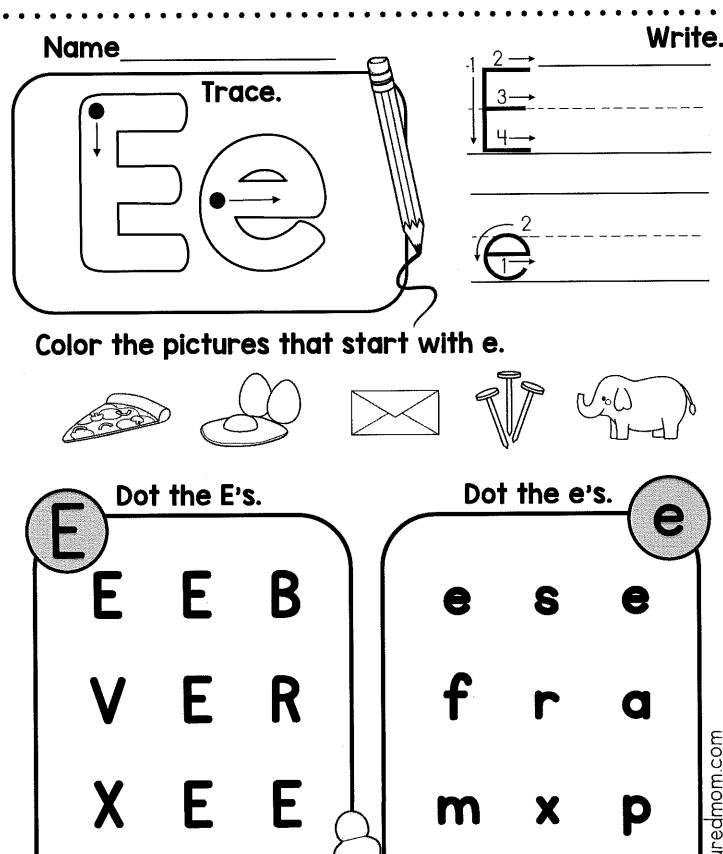
d. by licking itself

- 4. In this story, the word shelter means . . .
 - a. a place that holds stray cats.

c. a doghouse.

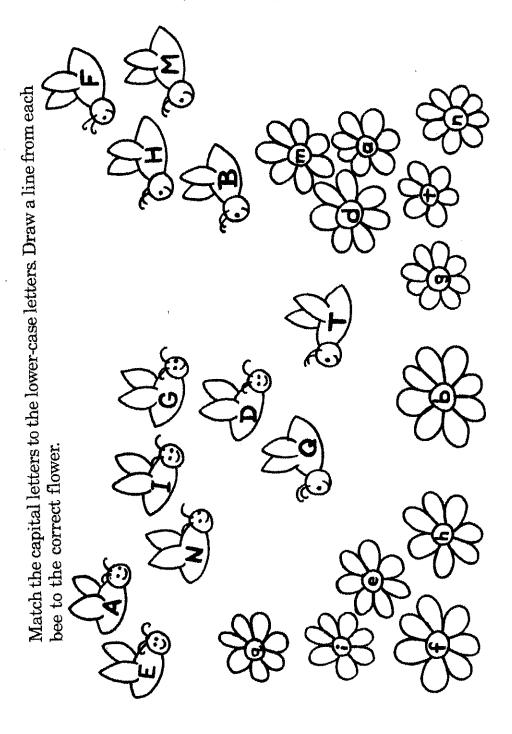
b. a teepee.

d. a tent.



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Go, Bees, Go!



What's on Television?

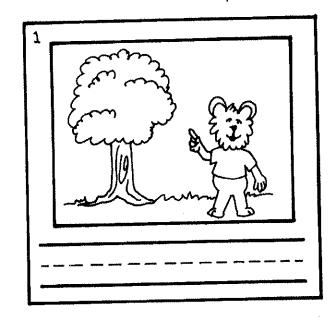
Below are four sentences. Read each one and decide which television set shows what the sentence says. Copy the sentence on the correct television.

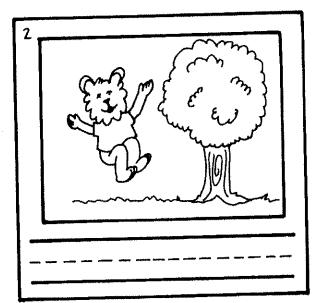
See me jump.

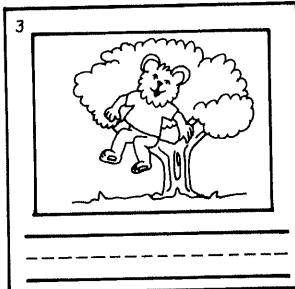
- From in the tree.

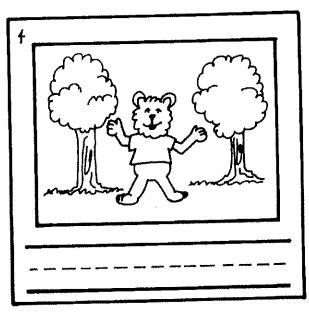
- Esee two trees.

- Look up in the tree.





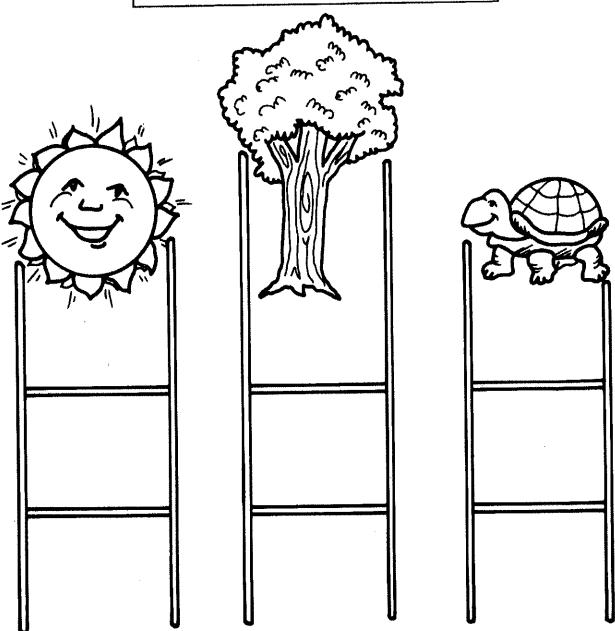




Descriptive Ladders

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

WORD BOX		
tall	slow	leafy
hot	bright	four-legged
hard-shelled	shady	yellow



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.

c. yellow.

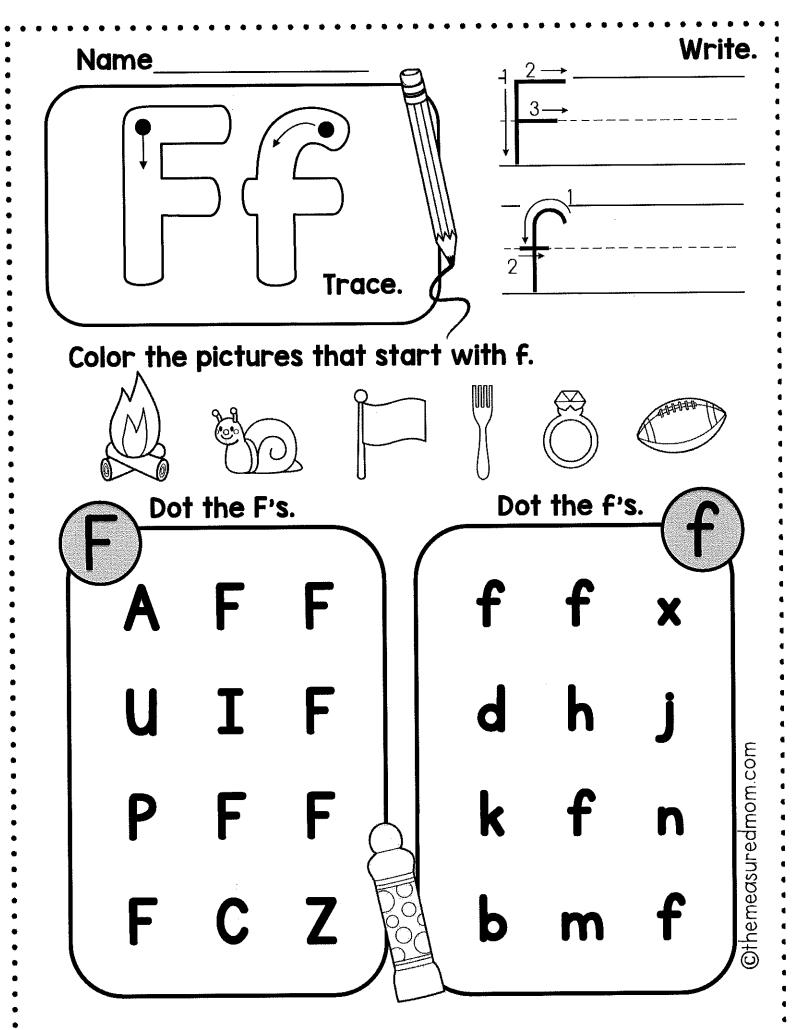
b. short.

- d. a firefighter.
- 2. Firefighters must be . . .
 - a. men.

c. boys.

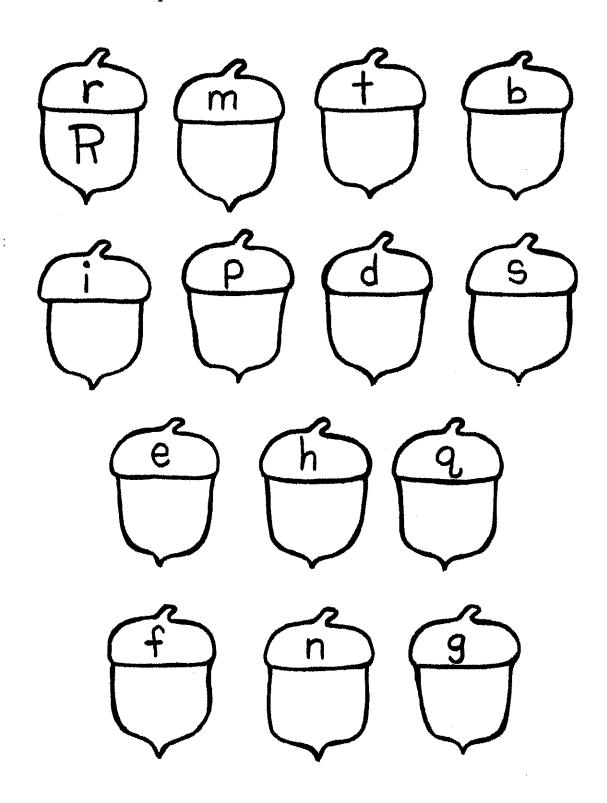
b. strong.

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



Print the Capital Letter

Print the capital letter on each acorn. One has been done for you.



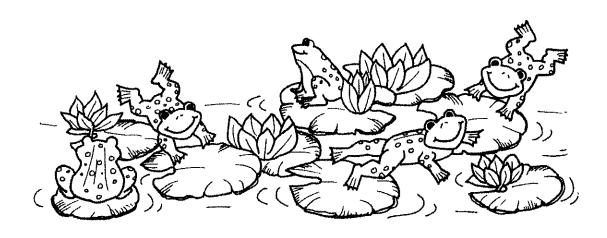
Name	Date	
------	------	--

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.	



Name	 Date	

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	grandı	ma a	

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

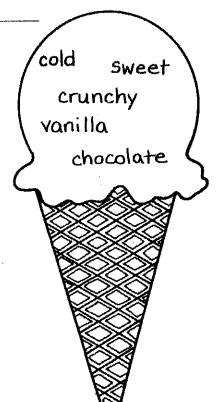
1.

2.

3.

4.

5. _____



Day

7



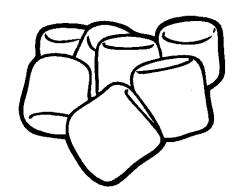
MARSHMALLOWS

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.

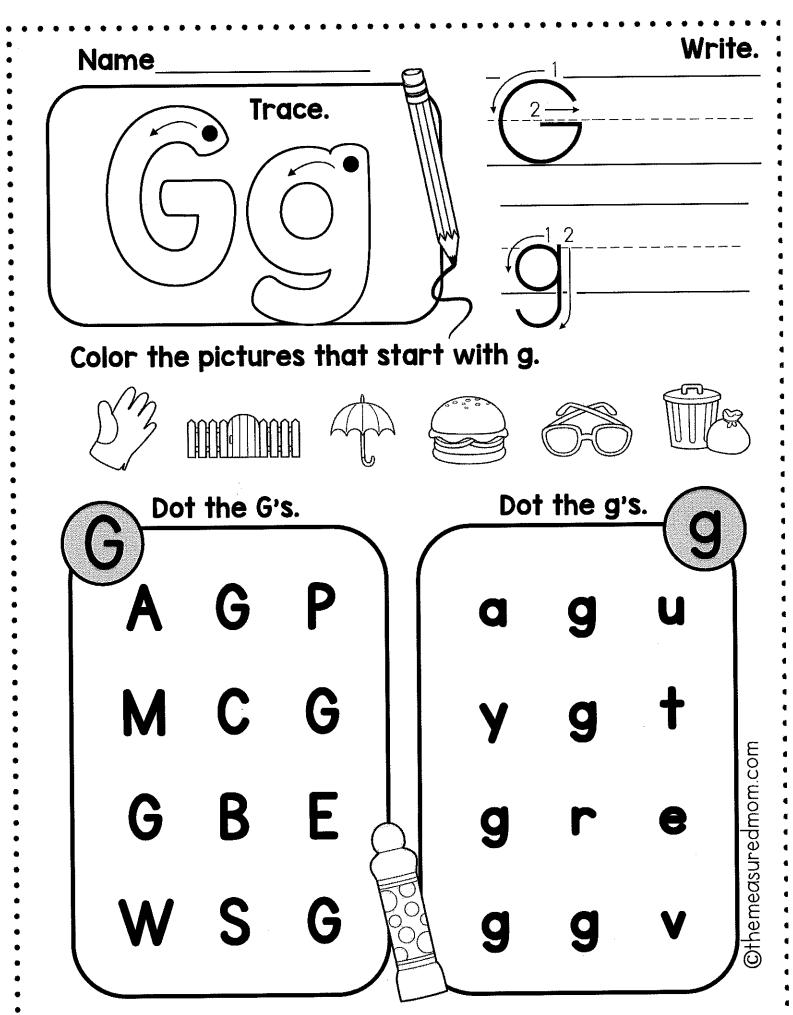
Today we still eat candy that is made out of marshmallows. It is white and sweet. It is not made out of the root anymore. The candy is made out of gelatin. It still tastes good. It is still sticky and white.

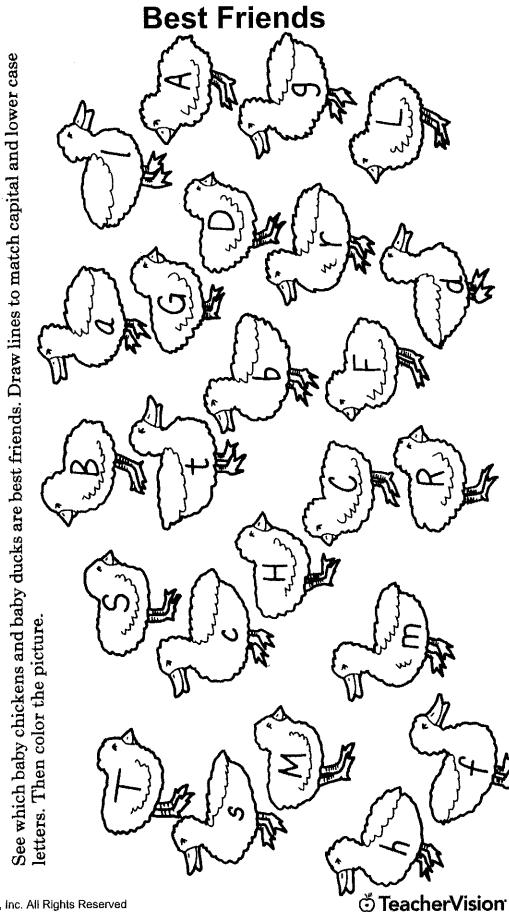
As long as there are children, there will always be candy made out of sweet things.



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 _____ Date _____

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.

PEOPLE	TOYS	PLACES
Mom	Raggedy Ann	home
TRANSPORTATION	GAMES	ANIMALS
airplane	Monopoly®	bear
00000 00000 00000 0000		

Day

8



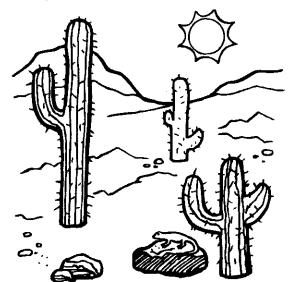
DESERTS

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.

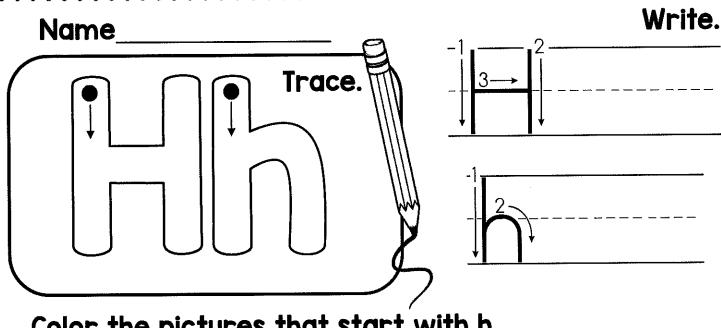
b. sand.

- d. snow.
- 3. What lives in the cactus?
 - a. birds

c. water

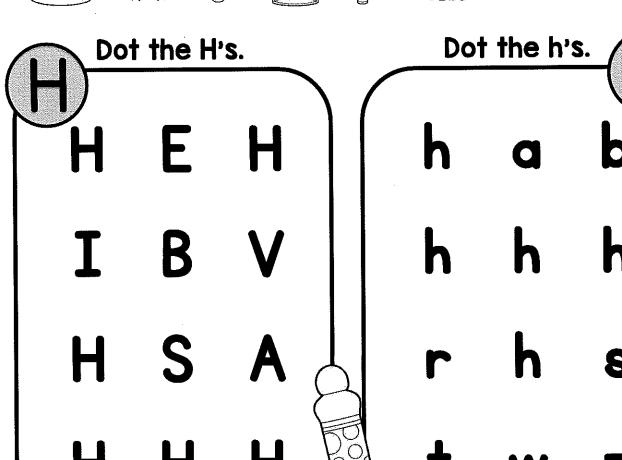
b. snow

- 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.

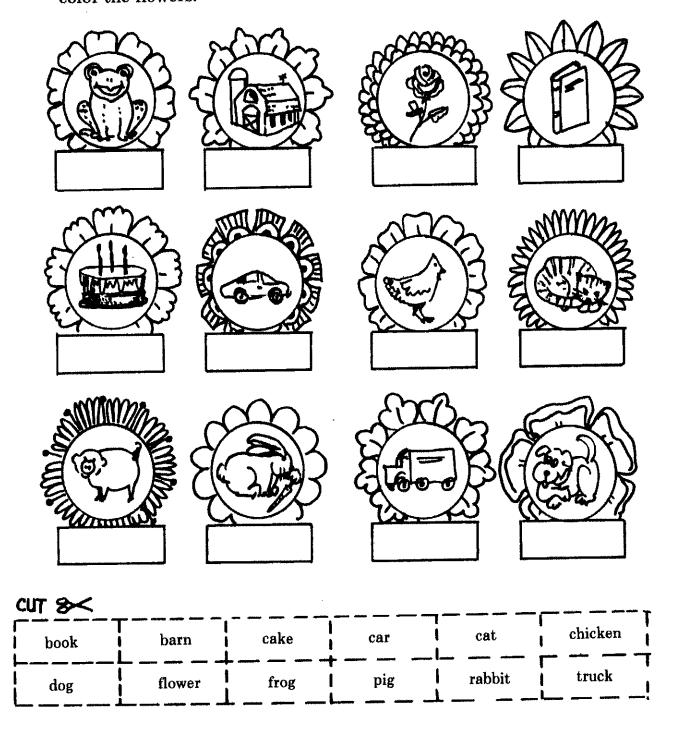




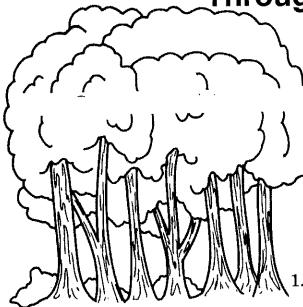
Othemeasuredmom.com

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!



Through the Woods



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
1	in the sky.
2. Do you think we could clim	
those ?	

	3. The wind keeps blowing our
	off our heads.
	<u> </u>

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

6. Let's pick some
to take home.

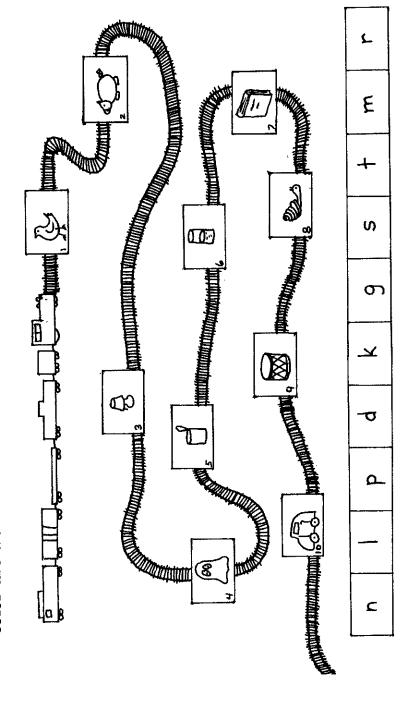
4. Look at the sqiurrel looking

⊘ ACORNS	BIRDS		FLOWER S
(APS	BEARS	P	TREES

for

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

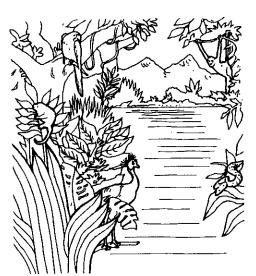
Rainforests give us air. They give us plants and animals and medicine.

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.

c. bamboo.

b. medicine.

- d. burgers.
- 2. What animals live in rainforests?
 - a. whales

c. sharks

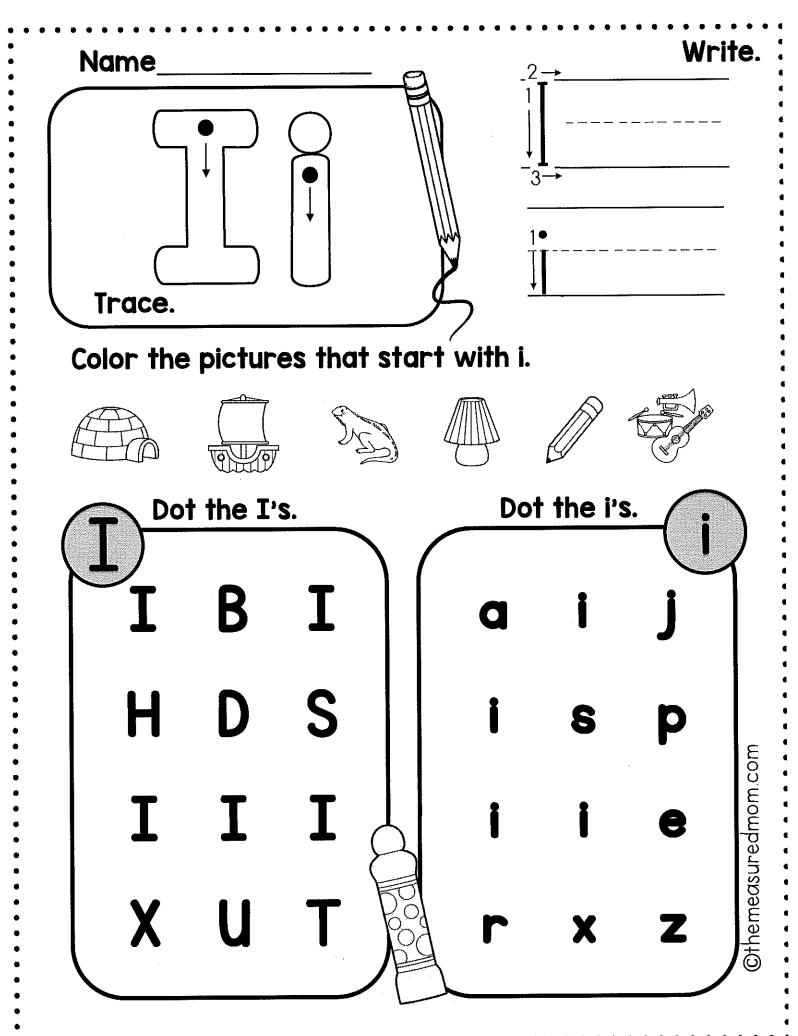
b. wild pigs

- d. ice worms
- **3.** In this story, the word *bark* means . . .
 - a. what a dog says.

c. a tree covering.

b. to skin your knee.

- d. woof.
- **4.** The rainforest gives people . . .
 - a. medicine.
 - b. snow.
 - c. ice.
 - d. sand.



Name

Date _____

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.	poking me with your pencil.
8. 9.	poking me with your pencil. I have to my room before I to the mall.

		WOF	RD BANK		
stop	wash	go	jump	cut	drawing
help	clean	fly	fall	pull	falling
eat	draw	take	read	carry	pulling

12. I like to _____ my favorite books again and again.

Which Word?

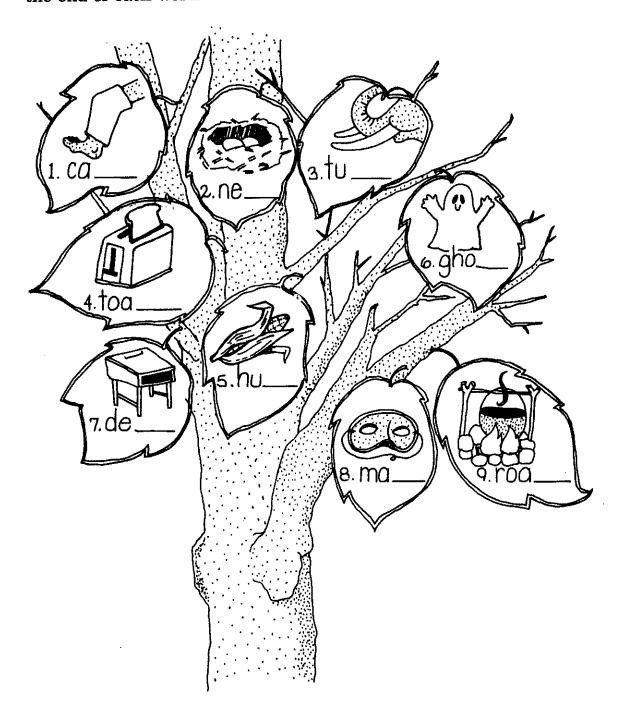
Look at each picture. Then read the words in the box. Which word best describes each picture? Write that word on the line next to the picture.

turtle	Thermoon sections recovery descript formers, buildings woulded depthy absunction depths absolute buildings woulded beautiful.
Sun	allega valles le mania particina statista dell'est bipologica spontana unidazion delle scrimina annote sette une ser
// 1 \	
Eller hilled	
ooo rain	
\	
ice cream	THE PARTY AND ARREST THE THE PARTY T

slow	hot
wet	cold

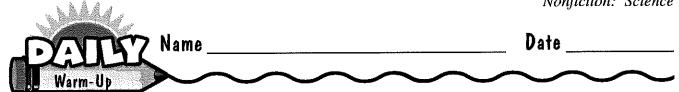
How Does It End?

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



Day

10



LIGHTNING

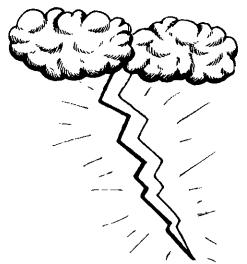
A bolt of lightning can be pretty. It can be scary. It can cause fires. It can also help plants to grow.

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.

c. storms.

b. grass.

d. fires.

- 2. Lightning is a big charge of . . .
 - a. nitrogen.

c. fire.

b. electricity.

d. vellow.

- 3. To grow, plants need . . .
 - a. fire.

c. electricity.

b. clouds.

d. nitrogen.

- 4. Lightning can strike you through . . .
 - a. plants.
 - b. fire.
 - c. phones.
 - d. flowers.

Write. Name_ Trace. Color the pictures that start with j. Dot the j's. Dot the J's.

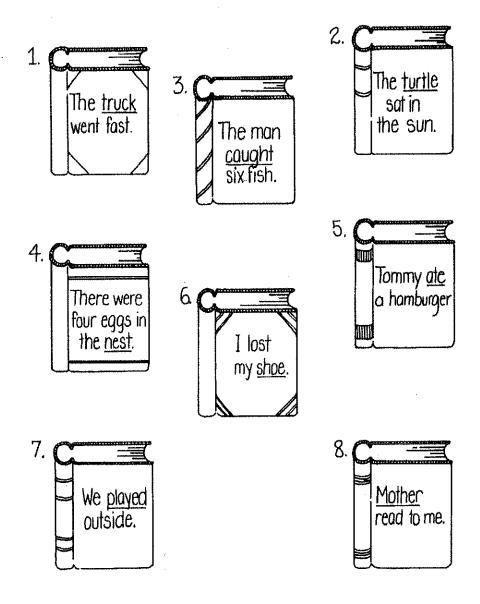
Read the Books

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.



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

 \mathbf{fl}

pl







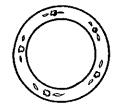
1. _____

2. _____





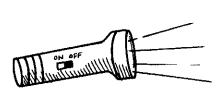




5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



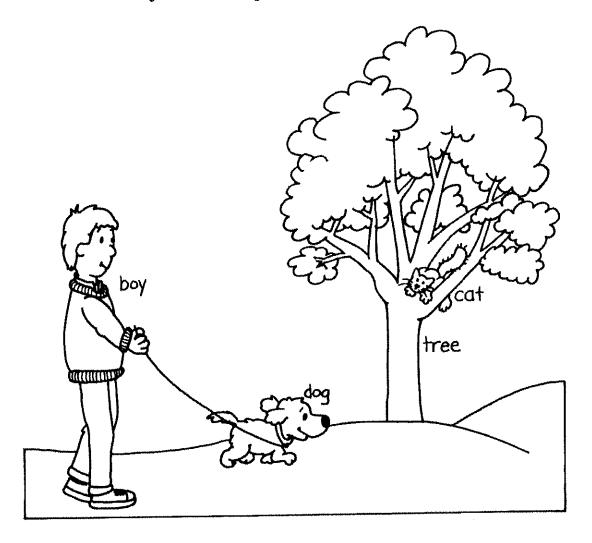
11. _____



12. _____

Out for a Walk

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



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

Day

11

Fiction: Historical Fiction



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

c. to the movies

b. to the store

- 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.

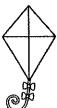
Name_______Write.

Color the pictures that start with k.













Dot the K's.

K R E

C X S

K W Q

K P 0

Dot the k's.

k y r

k k z

k s k

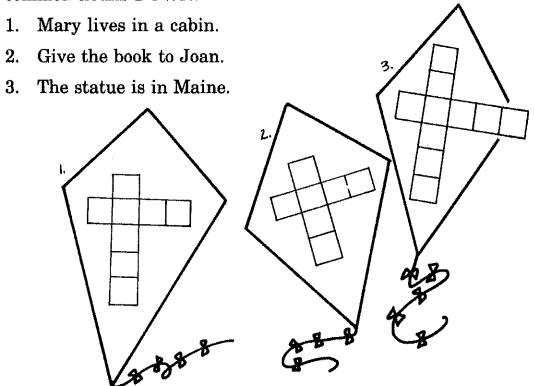
e q k

themeasuredmom.com

Puzzling Kites

<u>Proper nouns</u> 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.



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

Aunt Mae	giraffe	David
animals	clothes	Virginia
COMMON NOUNS		PROPER NOUN

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



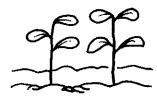
1. ____ash



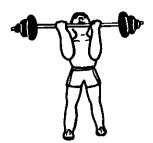


2. ____ing





3. ____out



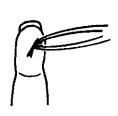
4. _____ong



5. _____ing



6. _____ipe



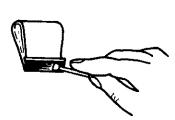
7. _____inter



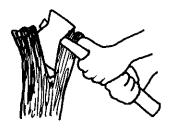
8. ____aw



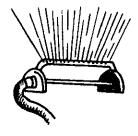
9. ____ay



10. _____ike



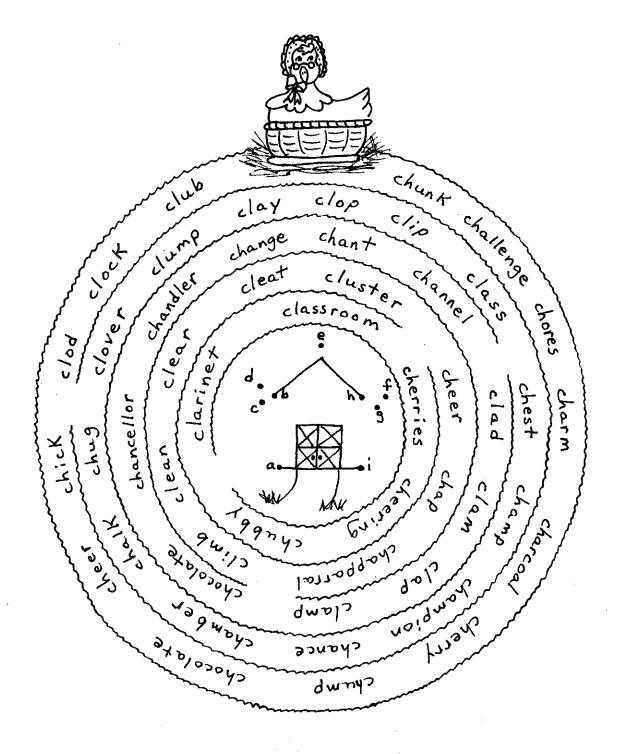
11. _____it



12. _____inkler

Barnyard Maze

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.



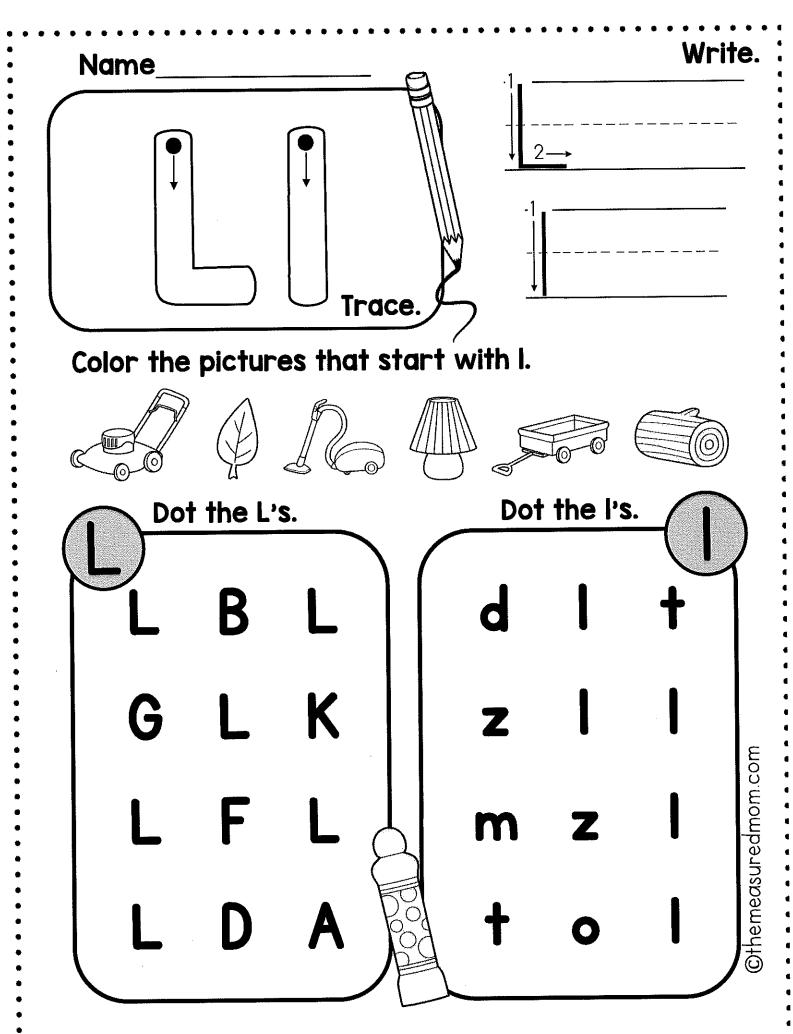
STORY QUESTIONS

- **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: <u>Tiger started to hit the ball</u>.
 - a. none of these

c. interrogative

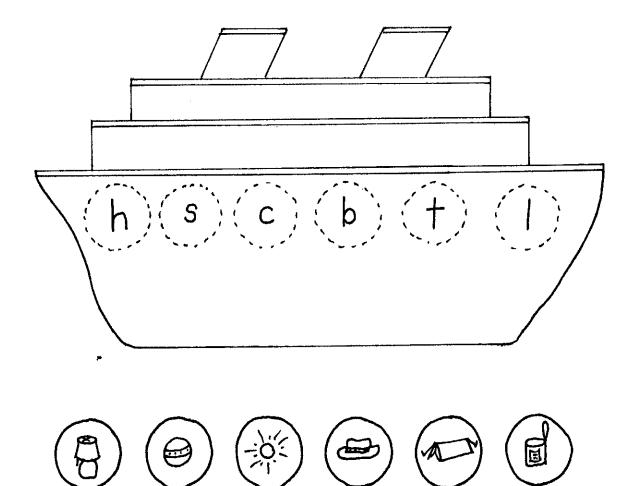
b. exclamatory

d. declarative



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.

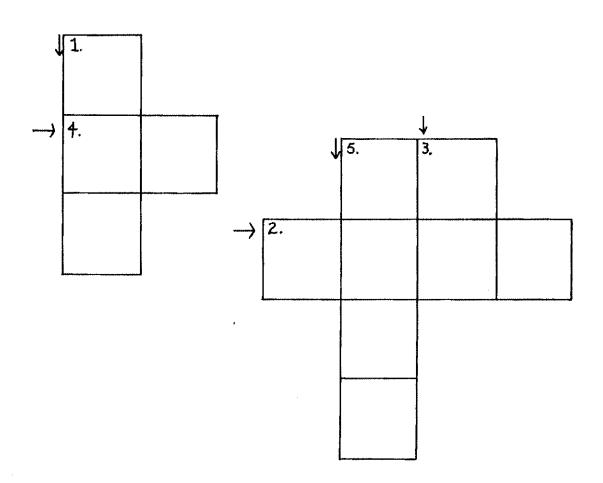
- 1. Jennifer has three kittens.
- 2. Josh and Jeff are best friends.
- 3. Mary and I like to walk to school together.
- 4. Bill can ride in a sailboat.
- 5. Mother and Dad will ride the train home.

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.

 \mathbf{br}

 $d\mathbf{r}$

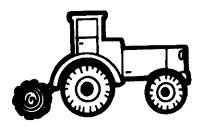
tr



1.



2. _____



3. _____



4.



5. _____



6. _____



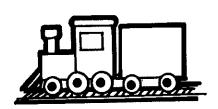
7. _____



8. ____



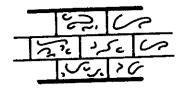
9. _____



10. _____



11. _____



12. _____

Day

13

Nonfiction:	Animals
~, ~, , , , , , , , , , , , , , , , , ,	

	Nonjiction. Animais		
PATTY Name	Date		
Warm-Up	~~~~		

TIGER

Did you know that tigers looks like big cats? Most of them live in the wild; however, some people buy them for 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

c. in the wild

b. with people as pets

d. at the park

- **2.** The word *bite* could be changed to . . .
 - a. "make a loud noise."

c. "put their teeth into."

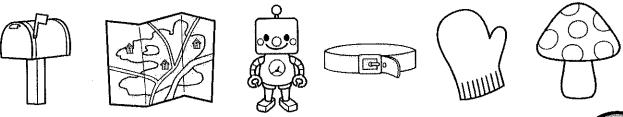
b. "walk in their cage."

d. "swim in the water."

- **3.** The word *tigers* means . . .
 - a. more than one tiger.
 - b. one tiger.
 - c. no tiger.

Name_______Write.

Color the pictures that start with m.



Dot the M's.

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

themedsuredmom.com

Color the Pictures

Directions:

Say the picture name.

Listen to the beginning sound.

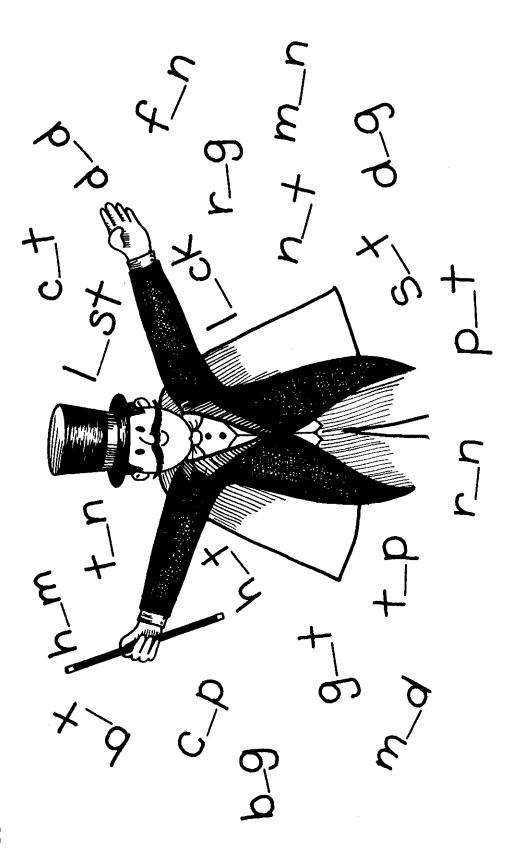
Color the picture using the crayon that matches the sound on the

chart.



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!

- 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.

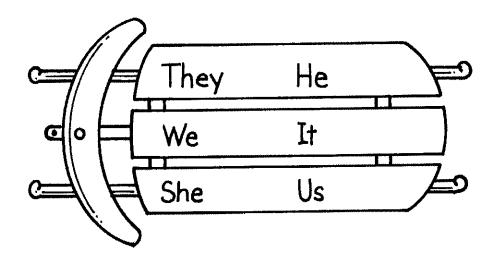
_____ was bright red with white ropes.

4. Jody went sledding, too.

_____ 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: (ter	T Gint	s mat	wing	lake	bap
spill	slide	1	bank	pla	in rag
pa drip	y Ma	and the second			send
500	me	In the second	led	bum	P
blink		clock		wame	tag
went	brin	frap		sip	lun
	וויו	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.

c. for sure.

b. okay.

d. no.

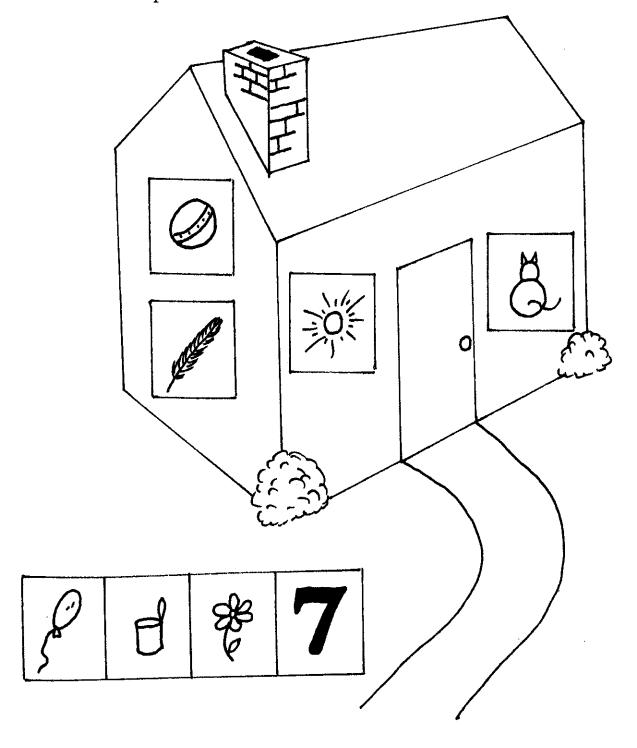
- 3. How long did they get the plane to fly?
 - a. 12 seconds
 - b. 21 seconds
 - c. 22 seconds

N U Y
C N E
N X Z

n s o
c n d
e n f

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 $\underline{\mathbf{u}}$ sound, draw a blue raindrop around it.



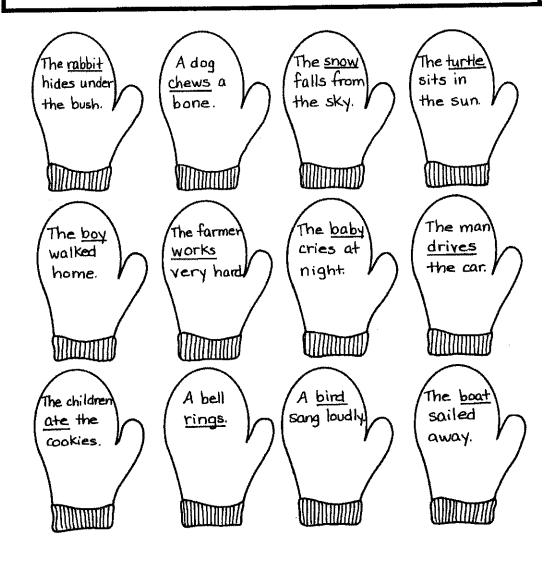
Color the Mittens

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

Color Key
nouns = red
verbs = blue

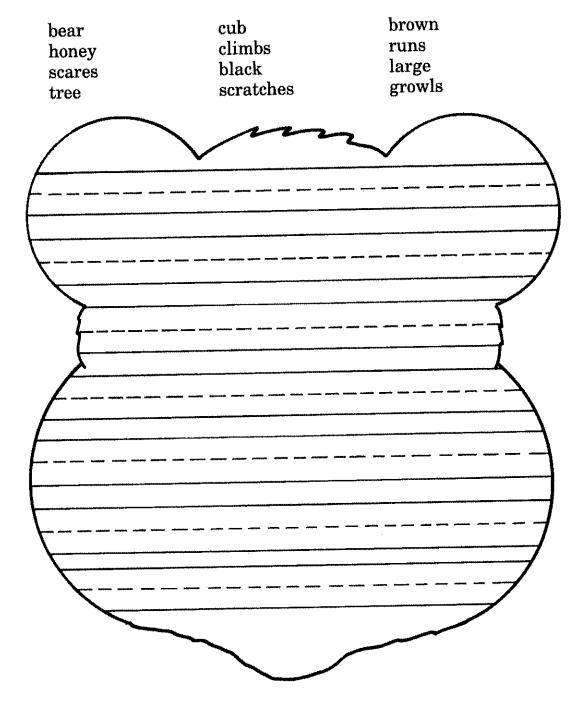
A noun is a word that names a person, place, or thing.

A verb is a word that names an action.



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.



Day

15



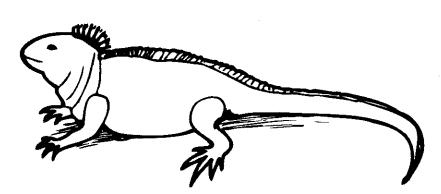
GILA MONSTER

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

c. Guy-la

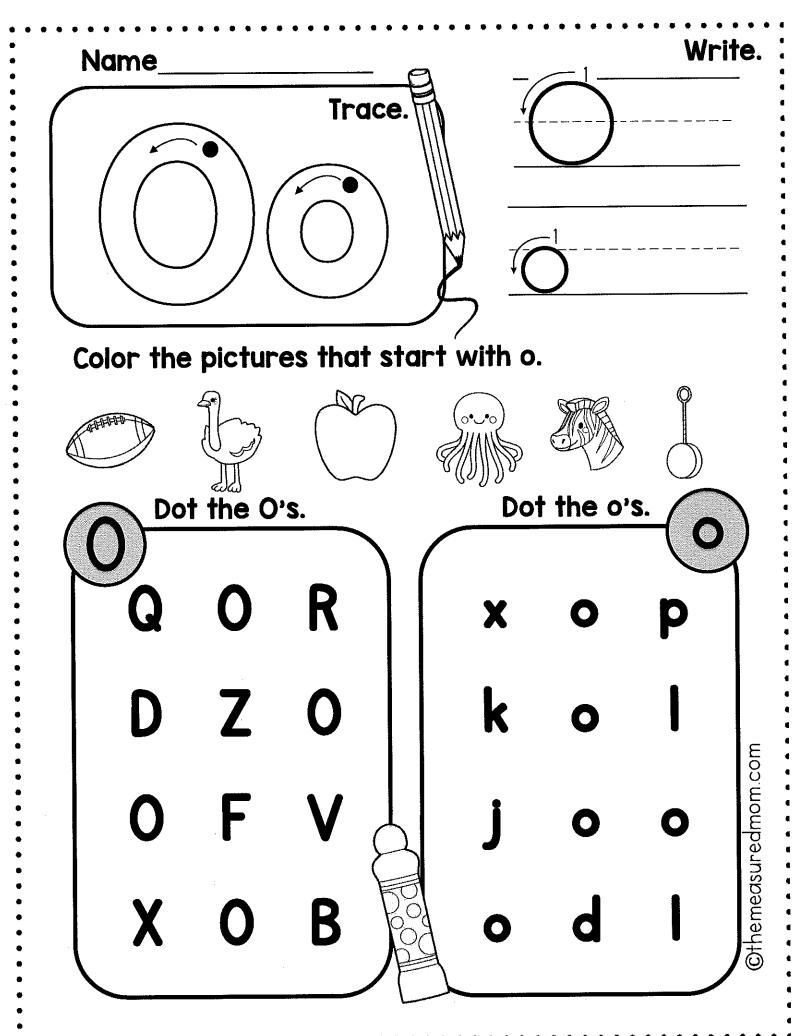
b. Heela

- d. Hilla
- 2. Why is the Gila monster scary?
 - a, because it lives in the desert
- c. because it walks slowly
- b. because it eats eggs
- d. because it has a poisonous bite
- 3. The Gila monster holds poison in its . . .
 - a. teeth.

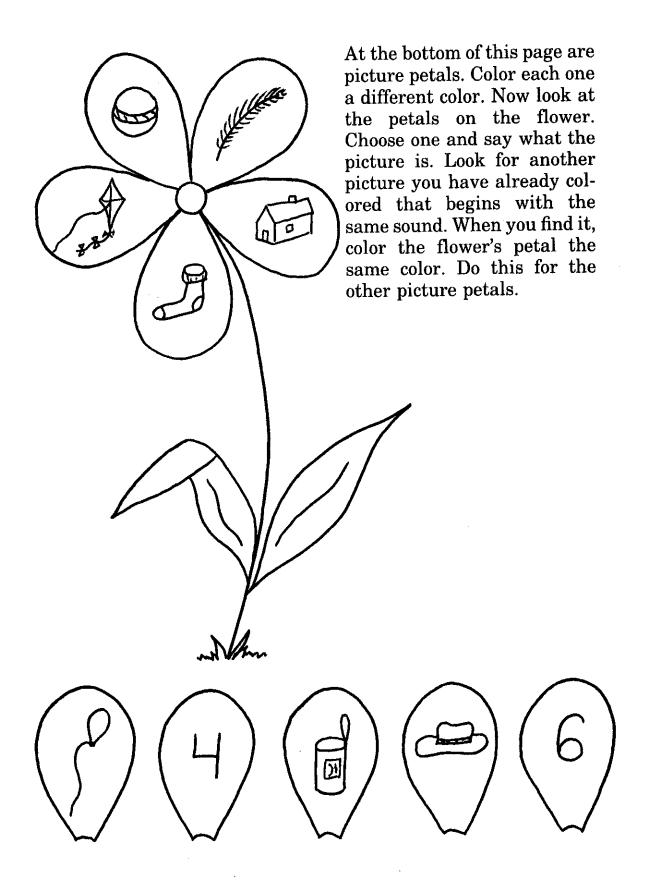
c. eyes.

b. tail.

- 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

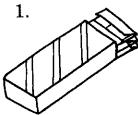


Daisy Delight



Short U

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



_ m

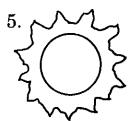


b





b



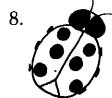
_ n



- g

7.





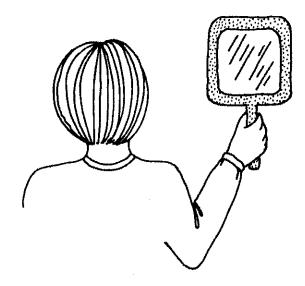


Who's There?

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.

good	young	kind
terrific	nice	shiny

- When I look into the mirror, I see a ______ person.
 The person I see has a ______ smile.
 This person also has ______ eyes.
 This person studies hard and is a ______ student.
- 5. I think I am a ______person!



Name

Date

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.

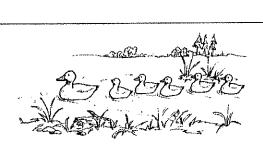
Part Two: Look at the unfinished sentences below. Write the parts to make two good sentences. On the back of this sheet, draw a picture about one of the sentences.

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 OUESTIONS

- 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.

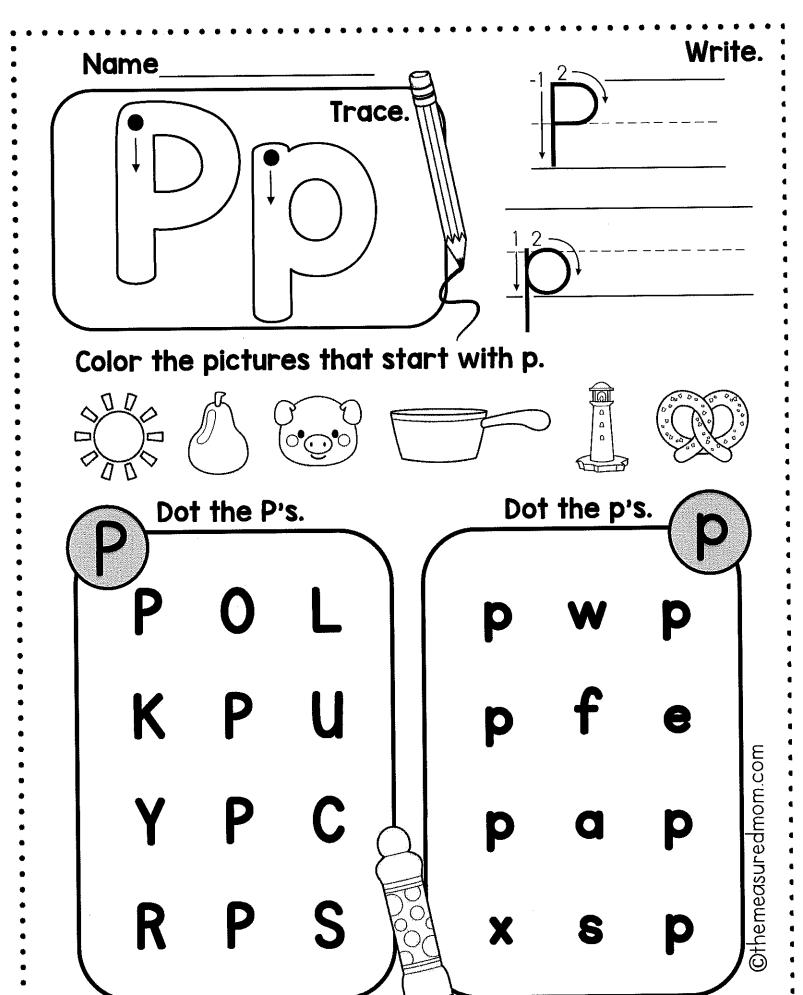
b. fairness.

- 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.





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.



Sounds

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



pipe

ripe

1.



lake

rake

2.



3.

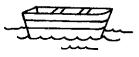
date

gate



seal

heal



goat

boat

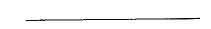


cube

tube

5.

6.





nine

vine

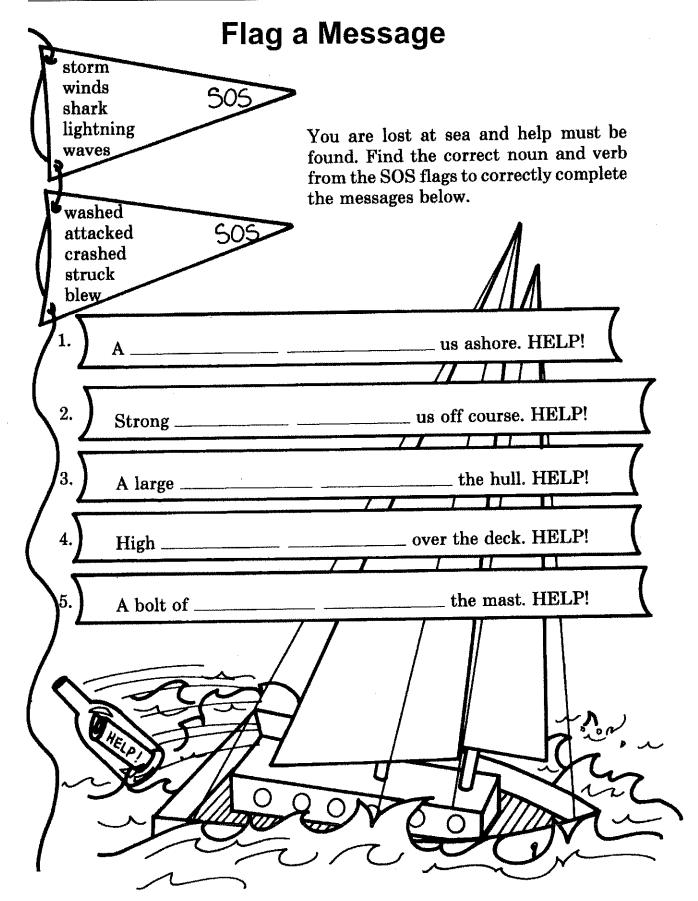


moat

coat

7.

8.



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 (n) d blue.

2. Robbie played with the top.

... away to (s) tay.

3. We ... all a found the school.

... went (t) o school.

4. The children ... merry-go-Tound. ... are (6) ver there.

5. Kittens ... are **f**unny.

... little and (s) oft.

6. They ... in back.

... are (g)oing.

7. My mother baked c⊚okies.

...in th@ car.

8. Susie and Mary ... ro Dled down the hill.

... and the birds.

9. David ... in the house.

... Dove 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.

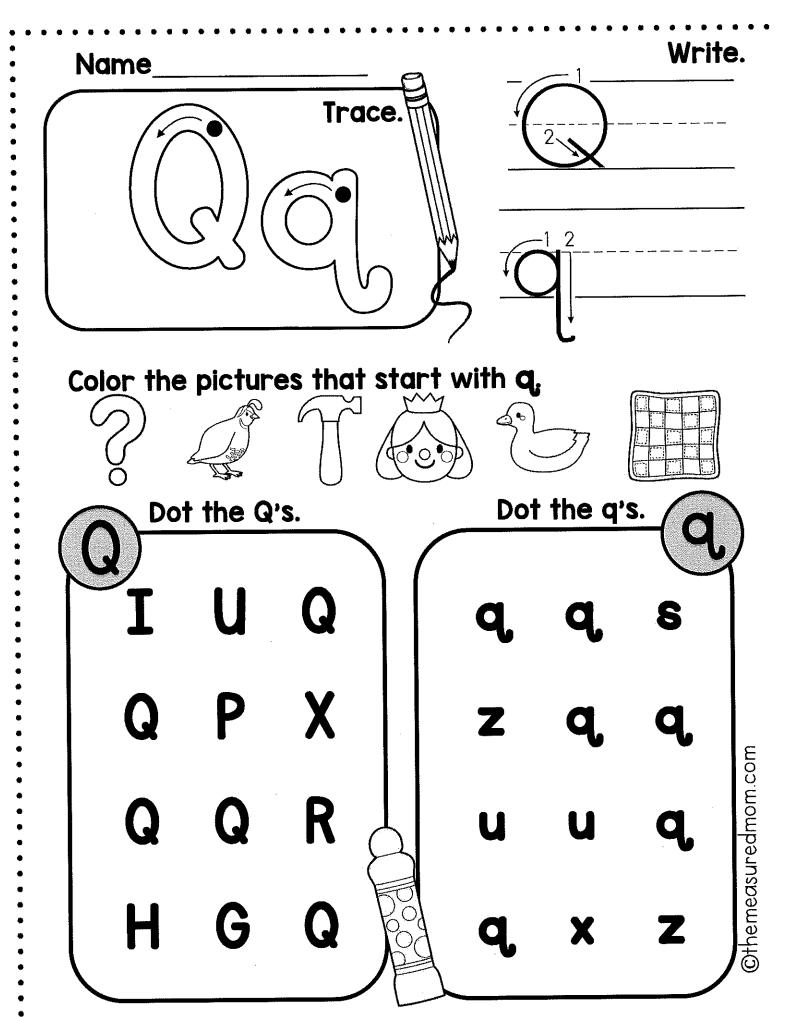
- d. leaf.
- 3. In this story, "turns into" means . . .
 - a. becomes.

c. twists.

b. spins.

d. twirls.

- **4.** Butterflies eat . . .
 - a. eggs.
 - b. flowers.
 - c. flower juice.
 - d. leaves.



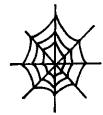
Choose the Word

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



top

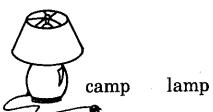
pop



Deb

web

2.

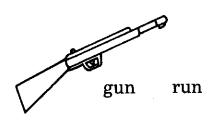


4



six

4. _____



5. .

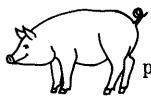


dog

6. _____



hen



pig

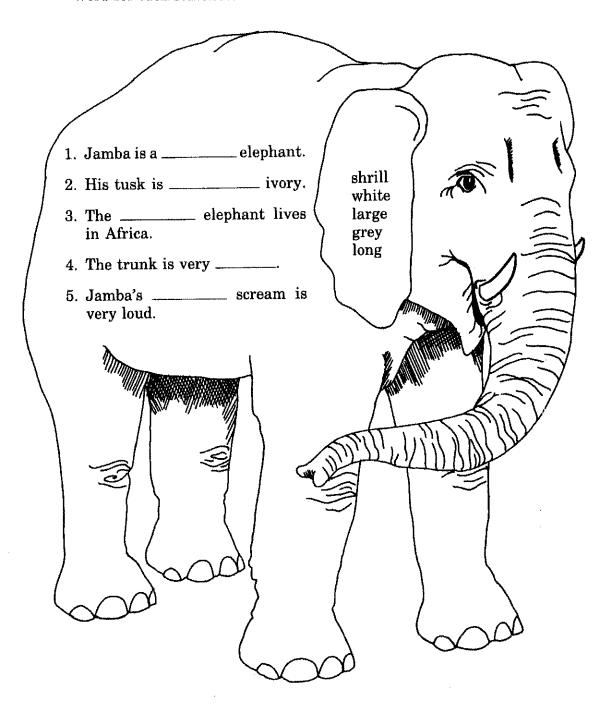
wig

8.

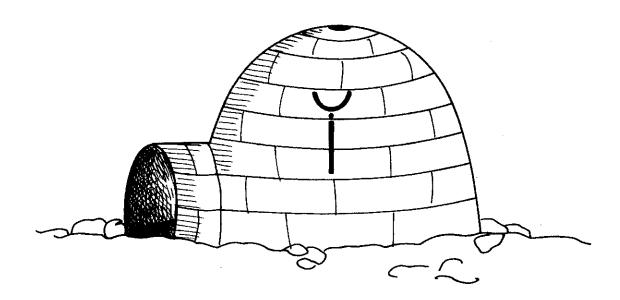
The Elephant's Ear

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.

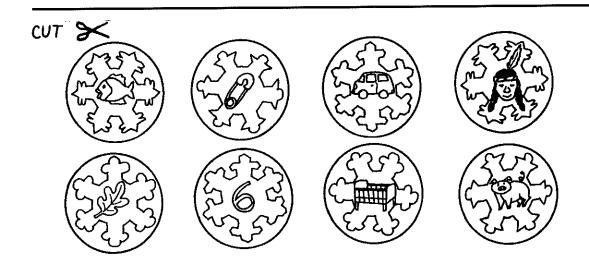
DIRECTIONS: Look at the describing words on the elephant's ear. Then read the sentences on the elephant's body and fill in the correct word for each sentence.



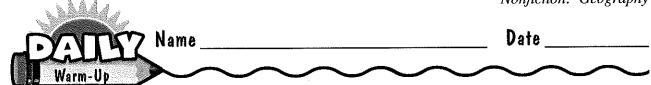
Listen for the Sound II



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



18



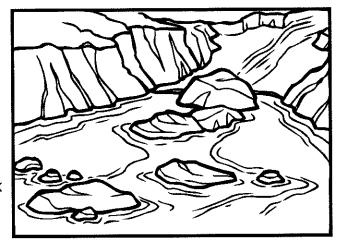
GLACIERS

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 <u>cover</u> 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

c. in rivers

b. in lakes

d. in glaciers

- **2.** In this story, the word *cover* means . . .
 - a. spread over.

c. a quilt.

b. a bedspread.

d. put your hands over your head.

- 3. Glaciers are made up of . . .
 - a. snow, ice, and sand.

c. snow, fleas, and ice worms.

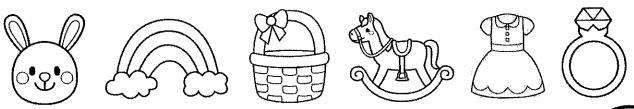
b. snow and ice.

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

Name______Write.

Color the pictures that start with r.



.

Dot the R's.

A B R

G A K

A F L

A D A

Dot the r's.

r a r

rre

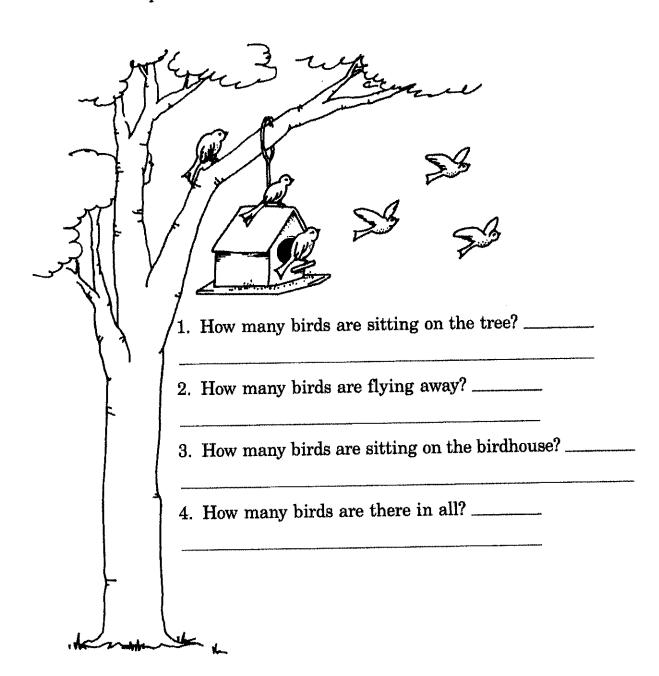
rty

r i f

hemeasuredmom.com

Bird Watching

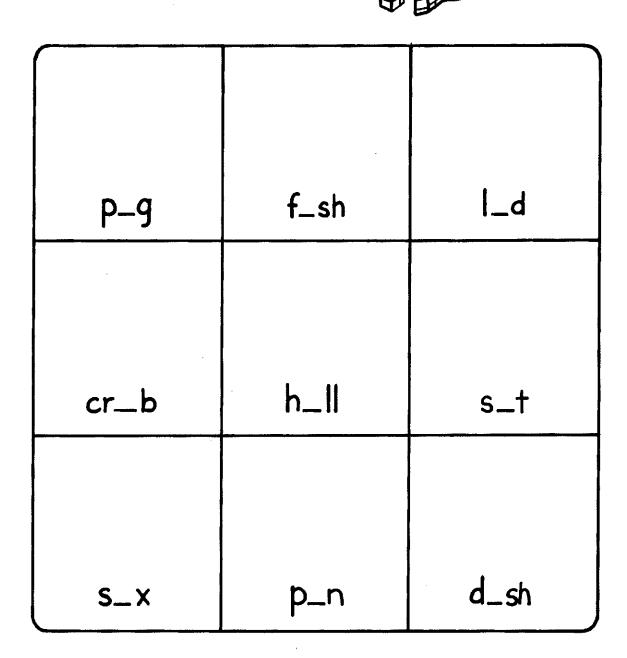
Look at the picture carefully. Read each question below, and write a statement to answer each question. Be sure to put a period at the end of each sentence.



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.



19

Nonfiction:	Riography
monnicuon.	Биодгирну

		Hongicuon, Biography
DATE	Name	Date
Warm-Up		~~~~

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.

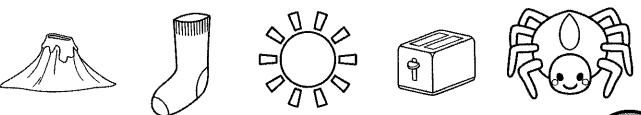
Michelle skated many times. She kept getting better and better. Each time she won a medal. She could leap in the air, and people loved to watch her skate.

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."

Name______Write.

Color the pictures that start with s.



Dot the S's.

S S R

0 K S

SJR

R X S

Dot the s's.

a s t

f s a

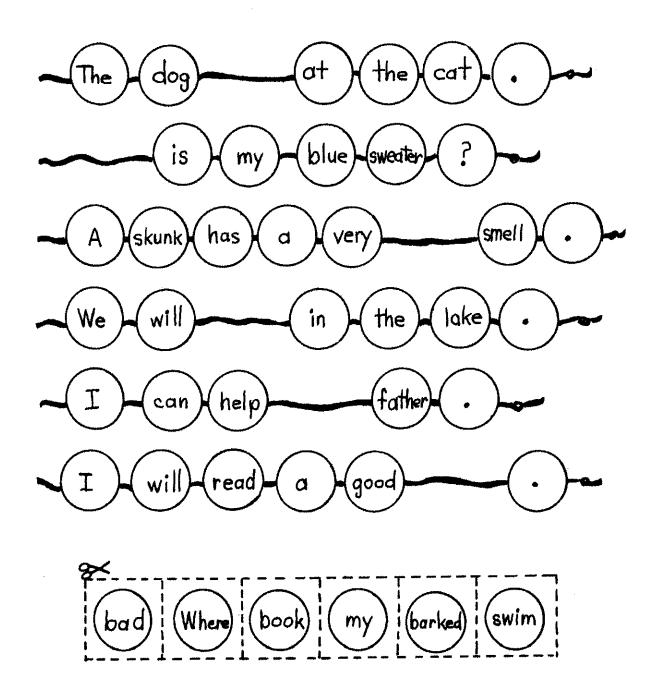
s i h

a s q

themedsuredmom.com

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 POLAR BEAR

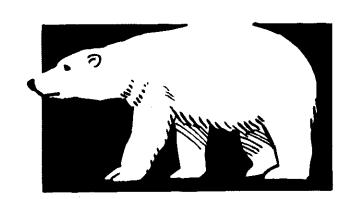
The polar bear makes its home in the cold and icy Arctic. Other animals might freeze or starve. But the polar bear knows how to live in the snow.

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.

c. the freezing Arctic.

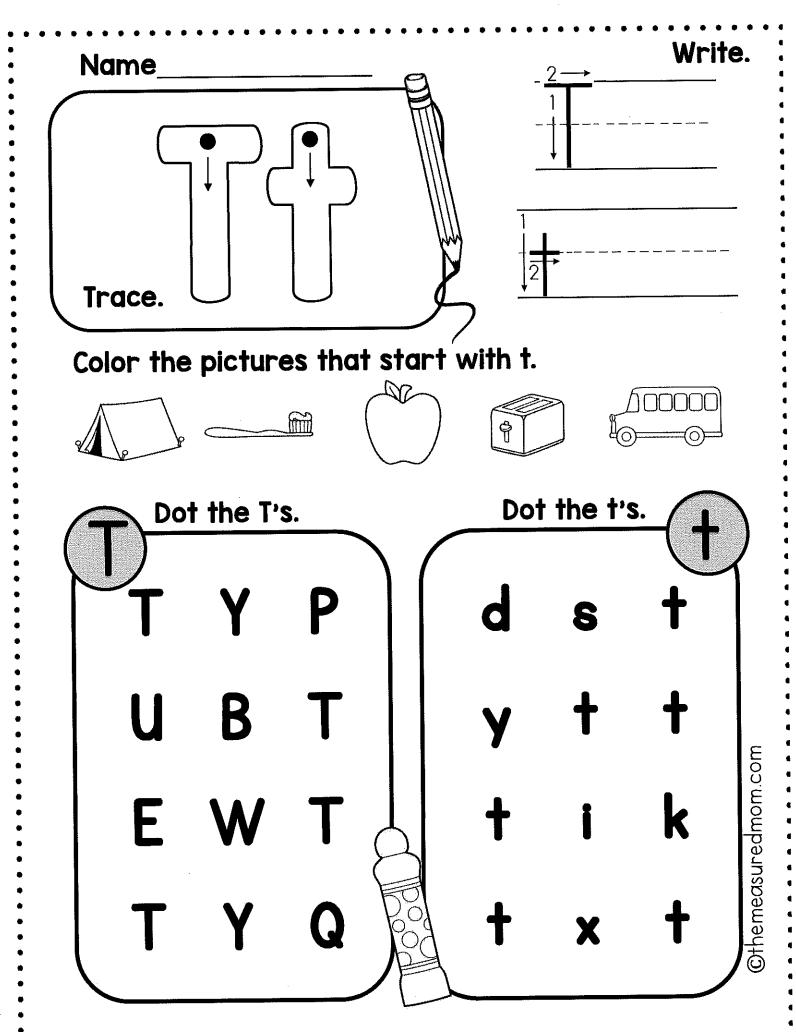
b. tropical jungles.

- d. the Pacific Ocean.
- 2. Polar bears can live in the cold because . . .
 - a. they have fireplaces.
- c. they wear socks.
- b. they have thick fur coats.
- 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

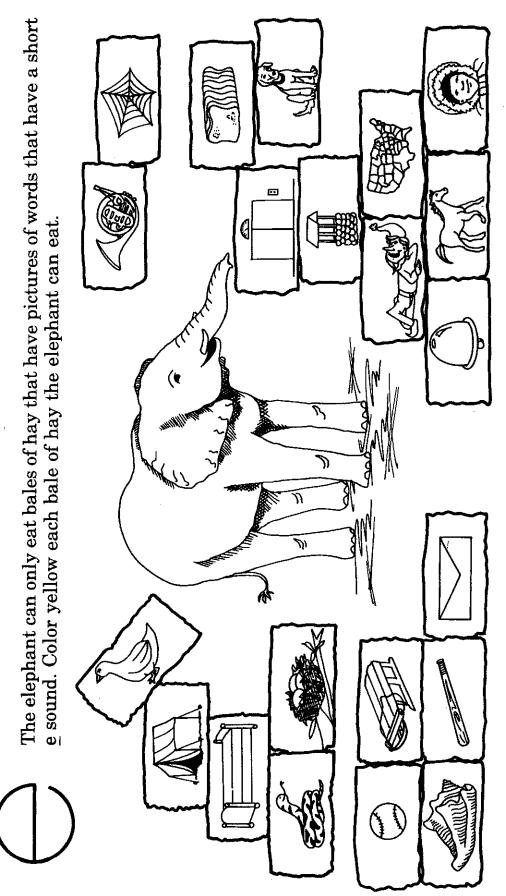
c. rodents

b. walruses

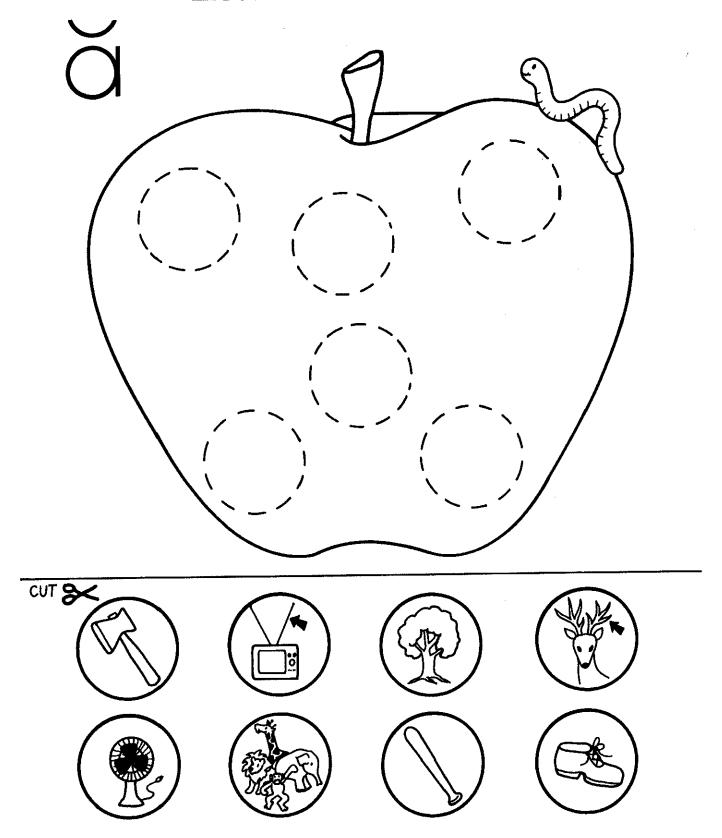
d. salad



Listen for the Sound I



Listen for the Sound V



21



RIVERS

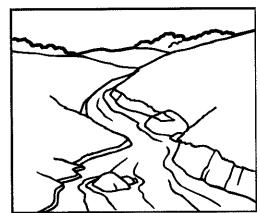
We need rivers. They bring water from mountains to oceans. They also bring water to lakes.

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.

c. floods.

b. mountains.

- d. trash.
- 2. What happens to snow when it melts?
 - a. It floods.

c. It runs down mountains.

b. It pollutes water.

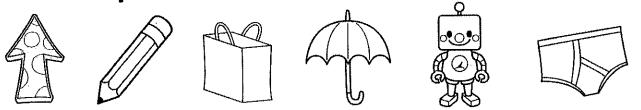
- d. It hurts animals.
- 3. Where is the longest river?
 - a. in the mountains

c. in the ocean

b. in California

- 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

Write. Name_ Trace. Color the pictures that start with u.



Dot the U's.

Dot the u's.

Name Date _____

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.

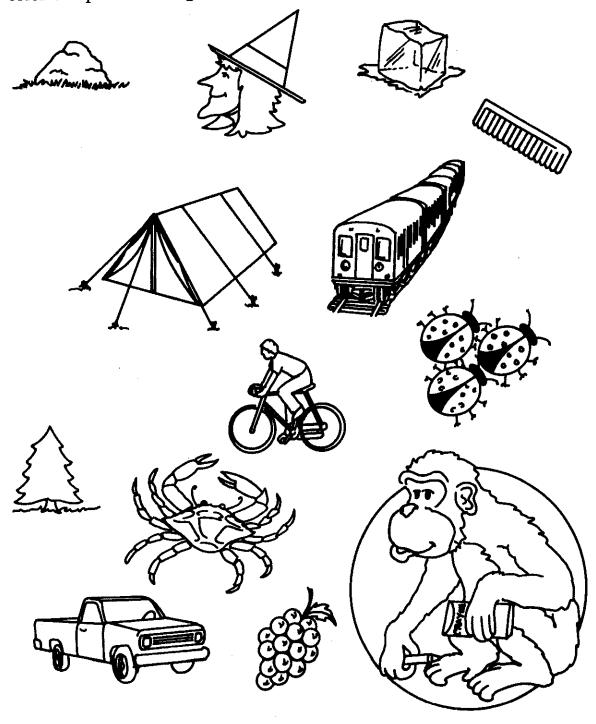
2.	The cat has new kittens.
,	
3.	I have two fish in a bowl.
4.	Ann ate the cake by herself.
_	

Help the Chimpanzee

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 world = blue



22

Nonfiction: Animals



SAOLA

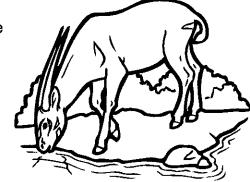
Scientists <u>found</u> a new animal in 1992 in Vietnam. They did not know about the Saola before. Saola (sah-oh-la) means long wooden sticks.

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.

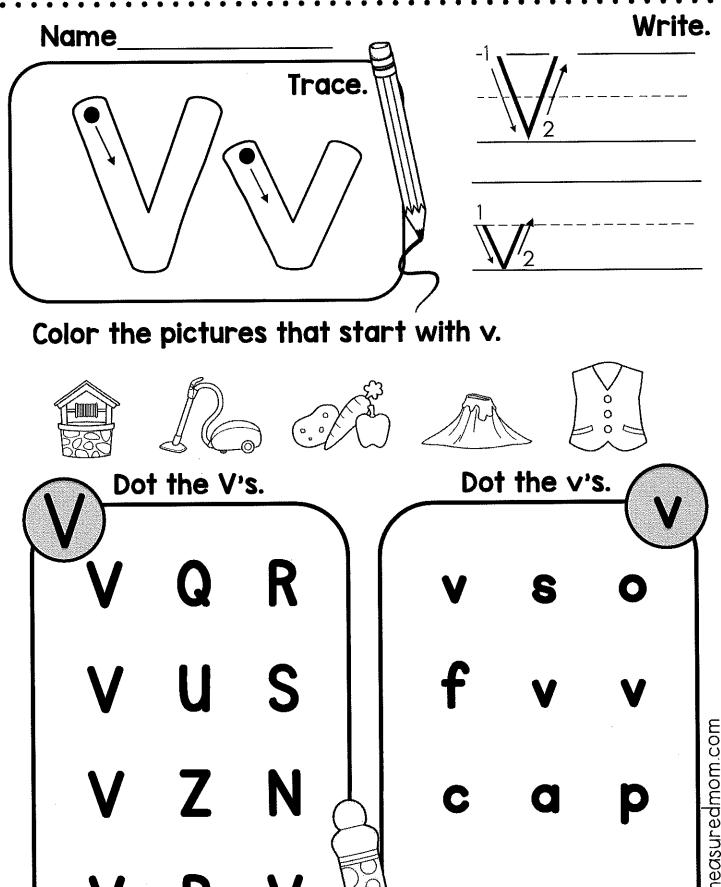
People do not know very much about the Saola. The people who hunt them make traps or send dogs to catch them.

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



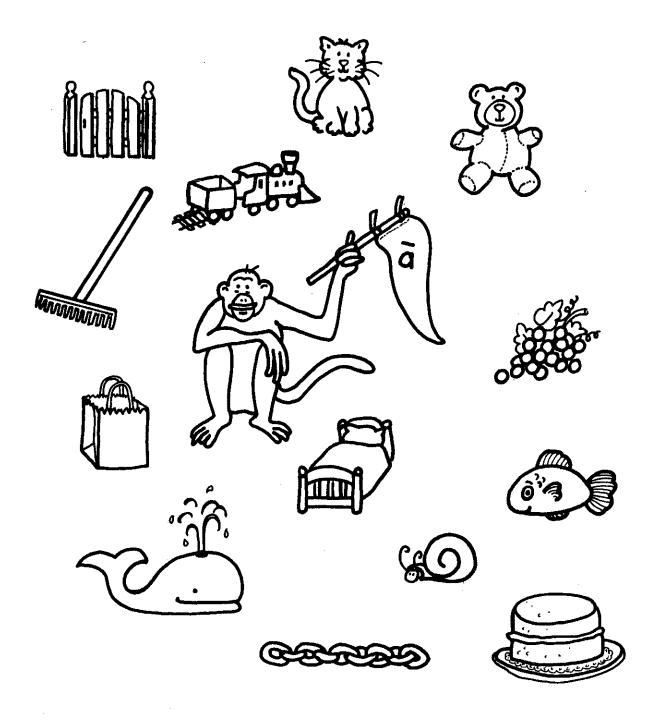
STORY QUESTIONS

- 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 candy bars
 - b. long wooden sticks
 - c. giant toothpicks
 - d. long pens or pencils



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 \underline{a} says its own name. A short \underline{a} sounds like the \underline{a} in cat. Mark the vowels in each of the words below. Put a long mark ($\overline{}$) over each long \underline{a} and a curved mark ($\overline{}$) over each short \underline{a} .



1. man



bat



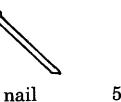
3.

6.

9.



4.



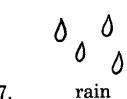
5.

2.





sad



7.

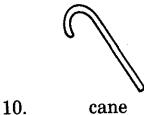
8.



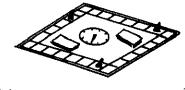
hat



sail



cane

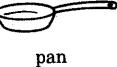


11.

game

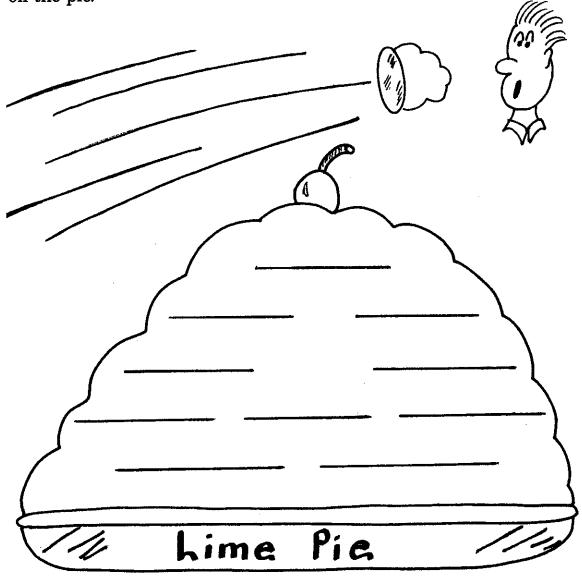


12.



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								-
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23

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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.

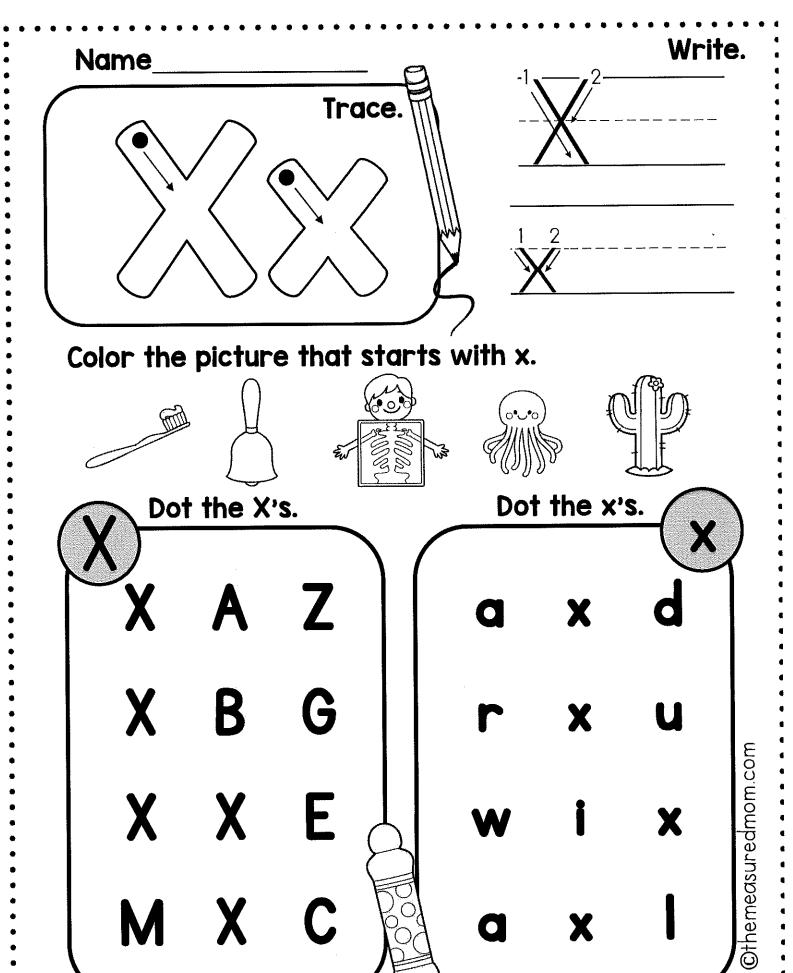
In the morning, Frank found his fruit juice. It was frozen. The stick was stuck in the middle. He took a bite, and it was good. It was great! Frank made more and more kinds. He froze fudge. He froze other drinks. They were all good.

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.

Write. Name_. Trace. Color the pictures that start with w. Dot the w's. Dot the W's.



0

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.

i

a



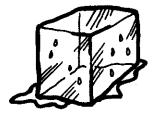
1. c ____ ke



2. r _____ pe



3. f _____ ce



4. ce



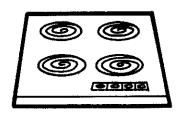
5. f _____ re



6. pl _____ ne



7. n _____ ne



8. st _____ ve



9. ph ____ ne



10. g ____ me

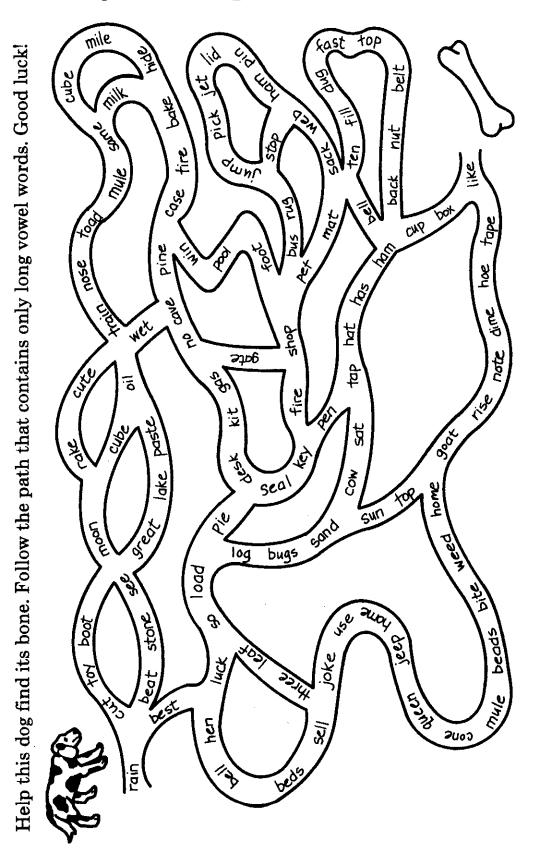
5

11. f _____ ve



12. sm ____ ke

Help the Dog Find Its Bone



24

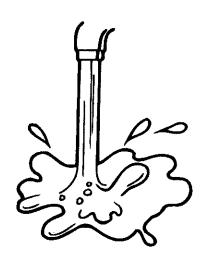
WATER

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 OUESTIONS

- 1. We need water to . . .
 - a. smell.

c. die.

b. live.

- d. taste.
- **2.** What is true about water?
 - a. Not everyone has a lot of water. c. No one needs water.
 - b. Everyone has enough water.
- d. Evervone has a lake.
- **3.** In this story, *running* means . . .
 - a. jogging.

c. managing.

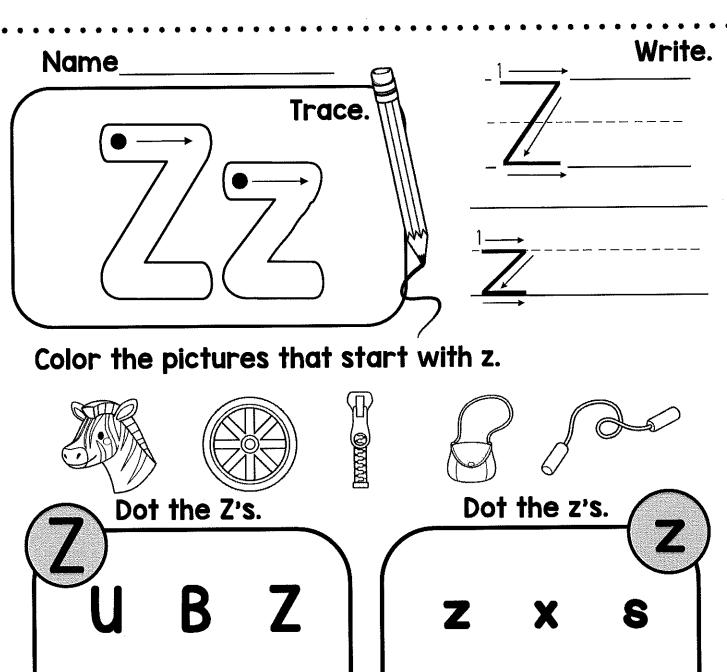
b. racing.

- 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.

Write. Name_. Trace. Color the pictures that start with y. Dot the y's. Dot the Y's.

PYUIKYYB

y y z
i o y
j h y
y x s



U B Z
E Z U

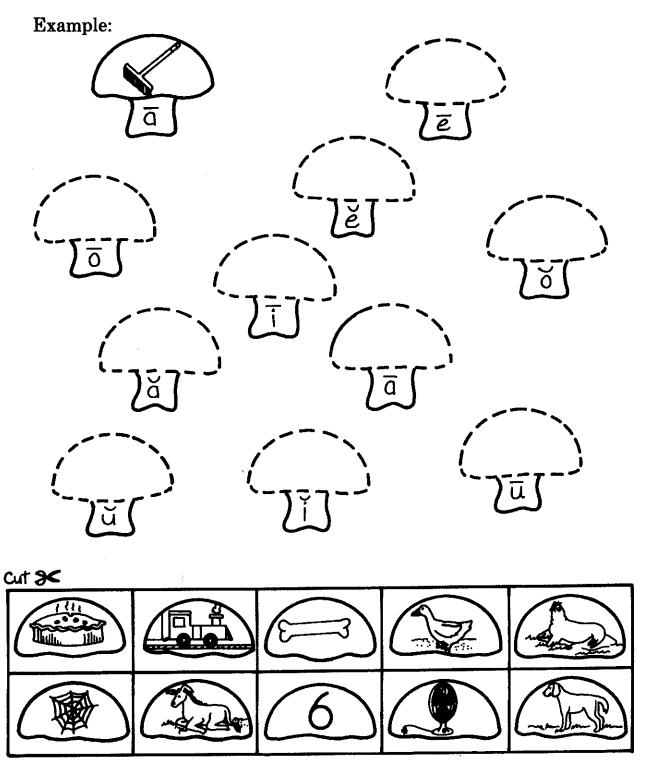
E W D

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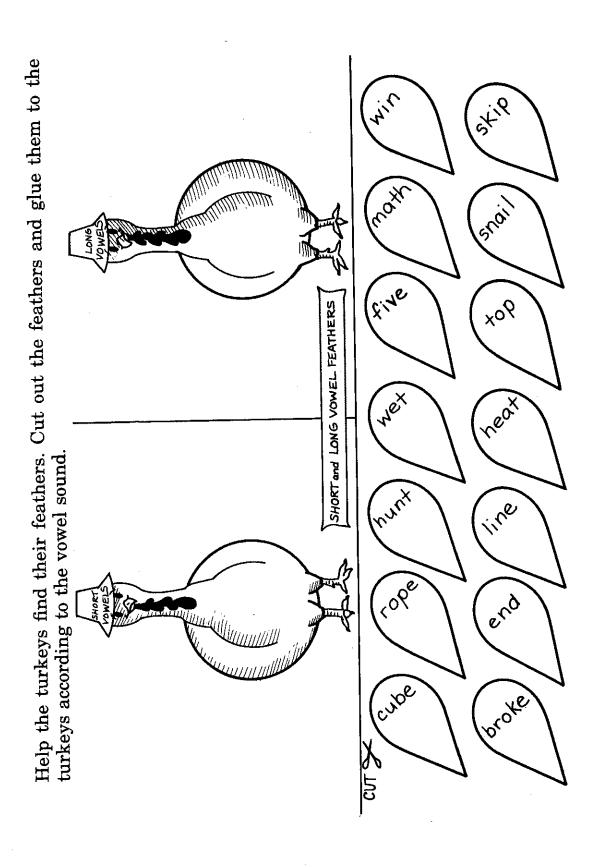
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Mushrooms Everywhere

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.



Turkey Feathers



Name	Date
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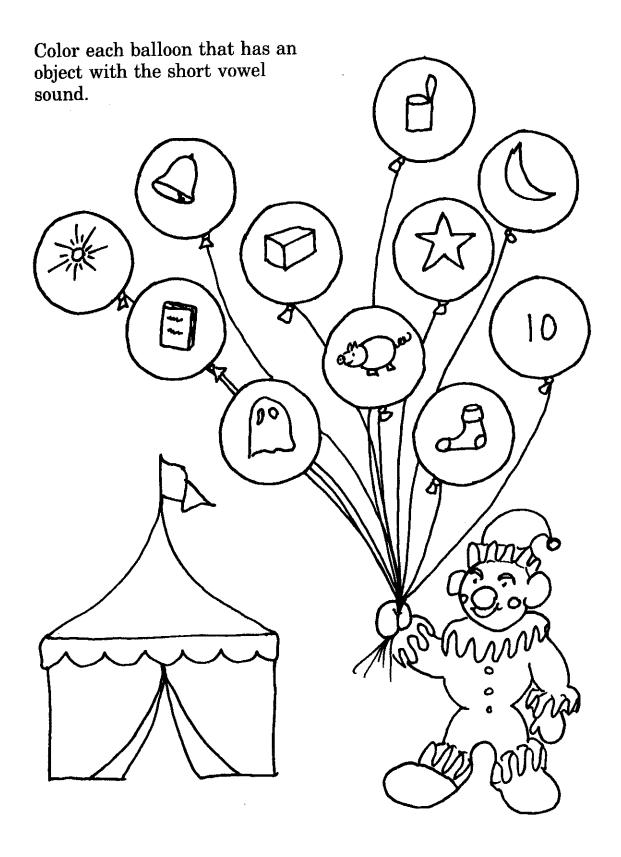
Write, Read, and Draw I



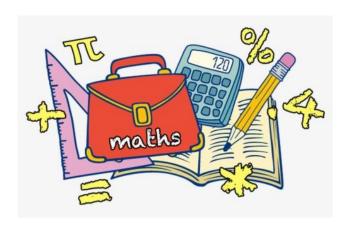
Apple has the short sound of \underline{a} . Print the missing \underline{a} to finish each word below. Read the word. Then draw the picture for the word.

		m n
bat	p_n	m_p
VN	ct	m_n
h_+	h_nd	fl_g

Balloon Fun





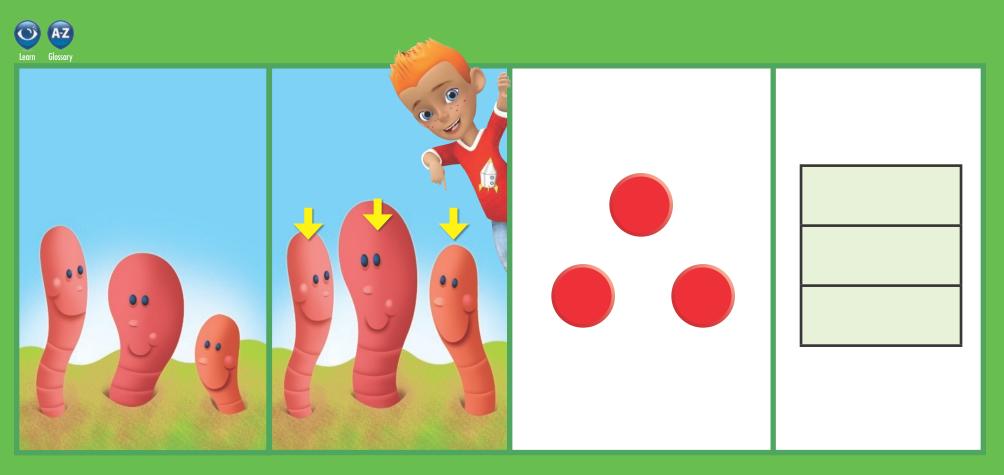


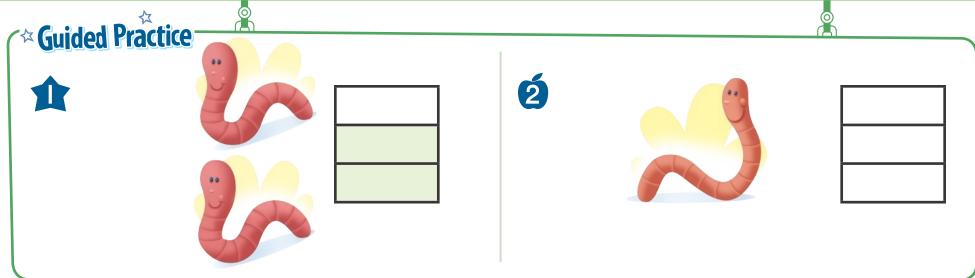
Grades K-2 Math Aug 31-Oct 2

Grades K-2 Math Learning Plan					
Date	Topic/Standard	Instructional Video and Activity			
Week of Aug 31st	K.NS.B.5, 6, 7 (K.CC.B.4) *** K.NS.B.5 Say the number names when counting objects, in the standard order; pairing each object with one and only one number name and each number name with one and only one object.	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 7 th	K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.	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 14 th	K.NS.B.9 (K.CC.B.5) *** Demonstrate that a number can be used to represent "how many" are in a set. K.NS.A.4 (K.CC.A.3) *** Read and write numerals and represent a number of objects from 0 to 20.	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) *** Compare two or more sets of objects and identify which set is equal to, more than or less than the other.	Students complete the worksheet. 2-1 Equal Groups 2-2 Greater Than 2-3 Less Than			
Week of Sep 28 th	K.NS.C.11 (K.CC.C.7) *** Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	Students complete the worksheet. 2-4 Compare Groups to 5 by Counting 2-5 Compare Numbers to 5 2-6 Model with Math			

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.

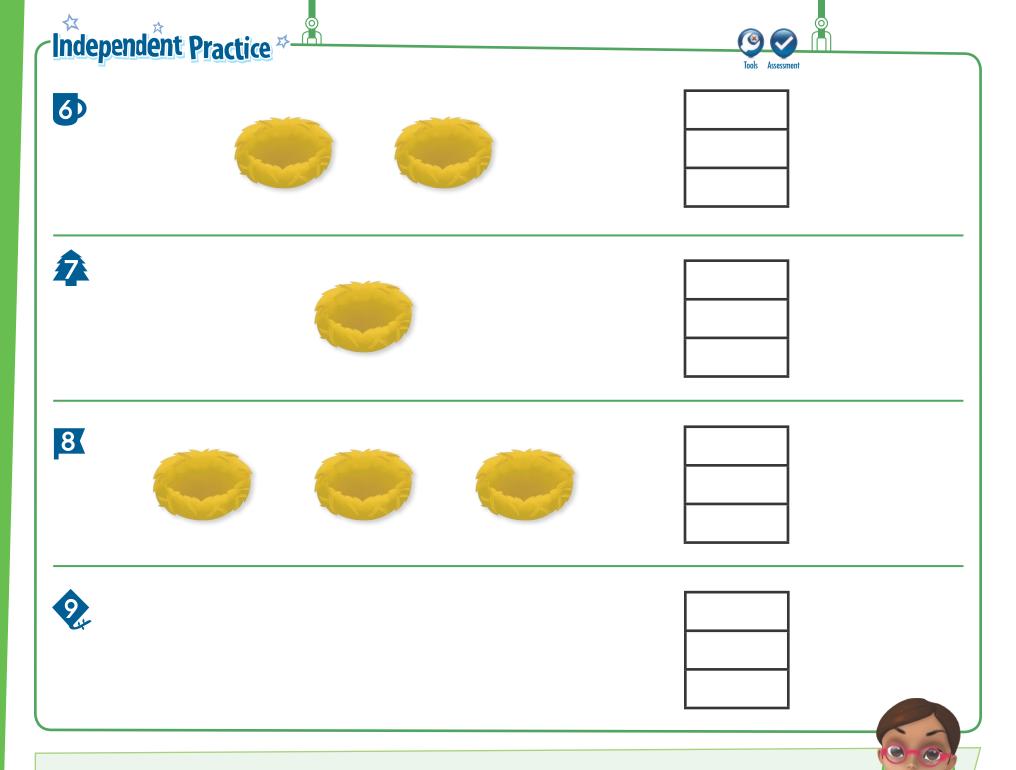
If you need additional resources to support virtual learning, please visit: https://www.slps.org/extendedresources



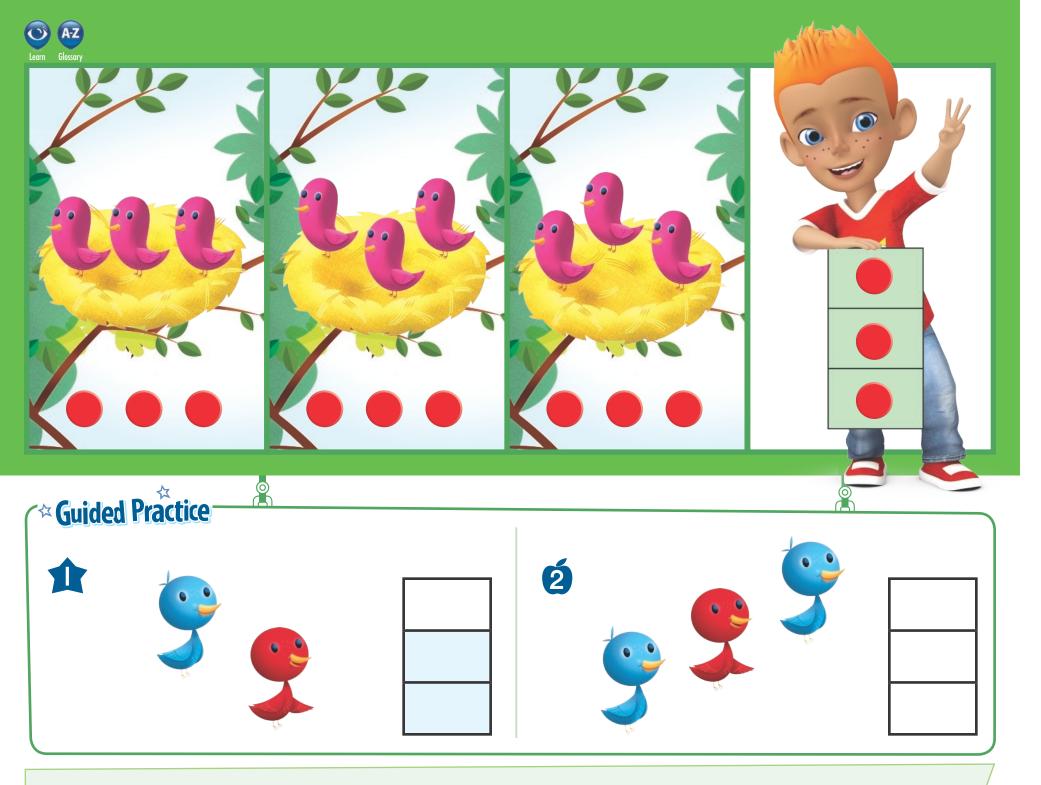


Directions and 2 Have students color a box as they count each worm to show how many.

Directions and Thave students color a box as they count each worm to show how many. W Vocabulary Have students count the worms, and color a box as they count each worm aloud.



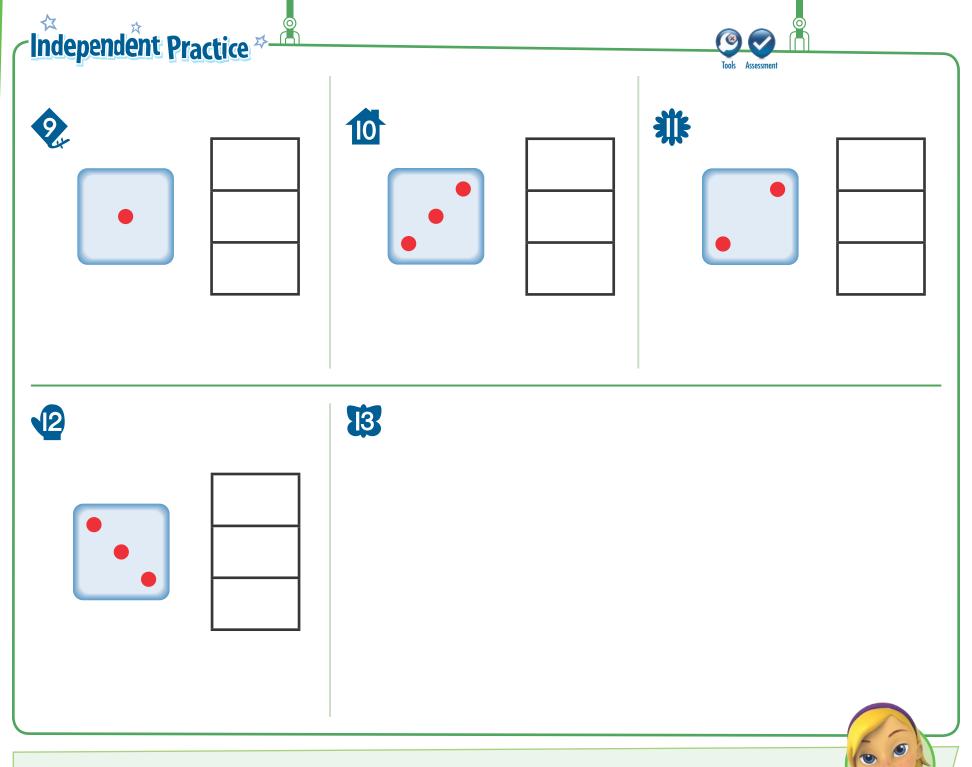
Have students draw 1, 2, or 3 nests, and then color a box as they draw each nest to show how many.



Directions and defined Have students count each bird, and then color the boxes to show how many.

Directions (4) Have students count each bird, and then color the boxes to show how many.

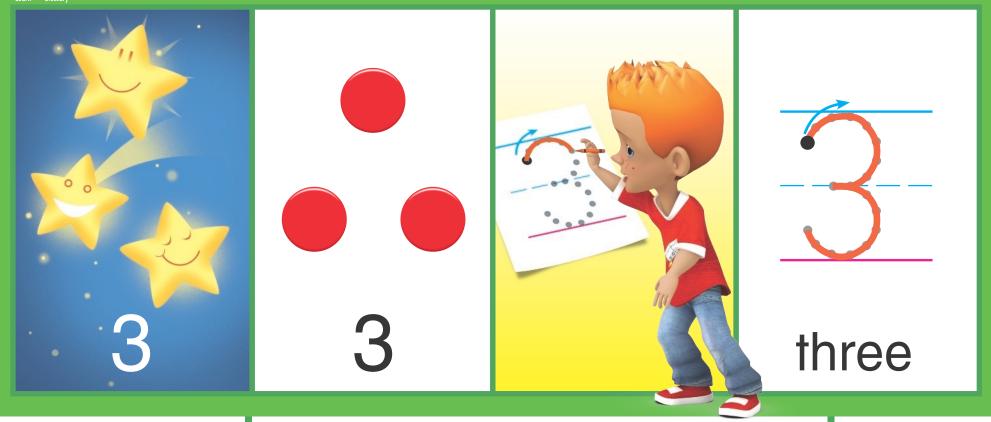
Topic I Lesson 2



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

Bi Higher Order Thinking Have students draw 2 counters, and then draw 2 counters in a different way.



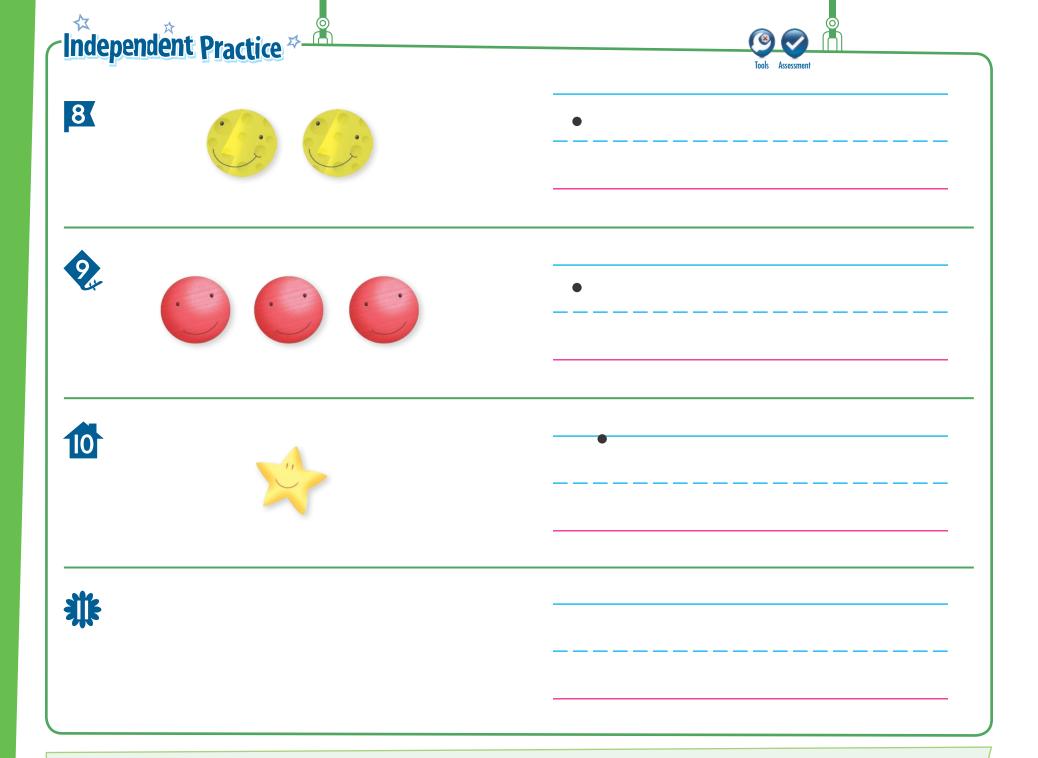




Directions A-3 Have students count the stars, and then write the number to tell how many.

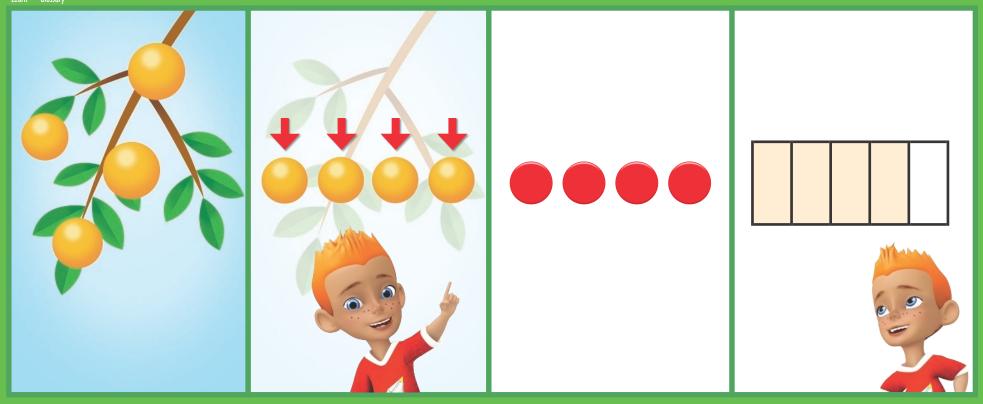
me	
irections ♥-♠ Have students count the objects, and then	proctice writing the purpler that talls have recent

Topic I Lesson 3 twenty-one 2I



Directions BI-10 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.







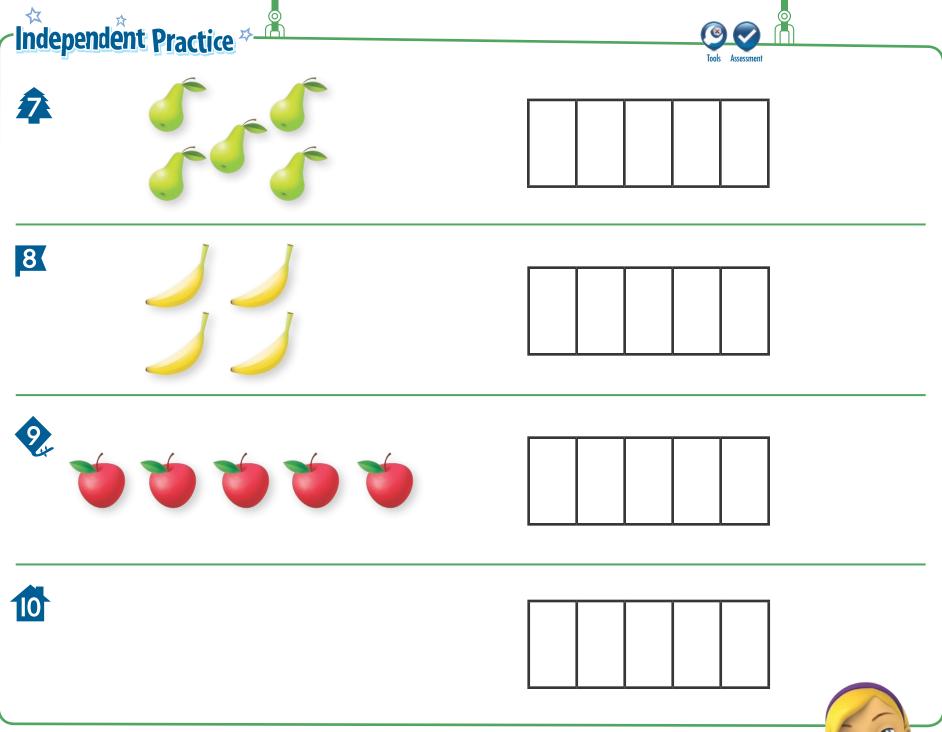
Directions and 2 Have students color a box as they count each orange to show how many.

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3		
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6)		

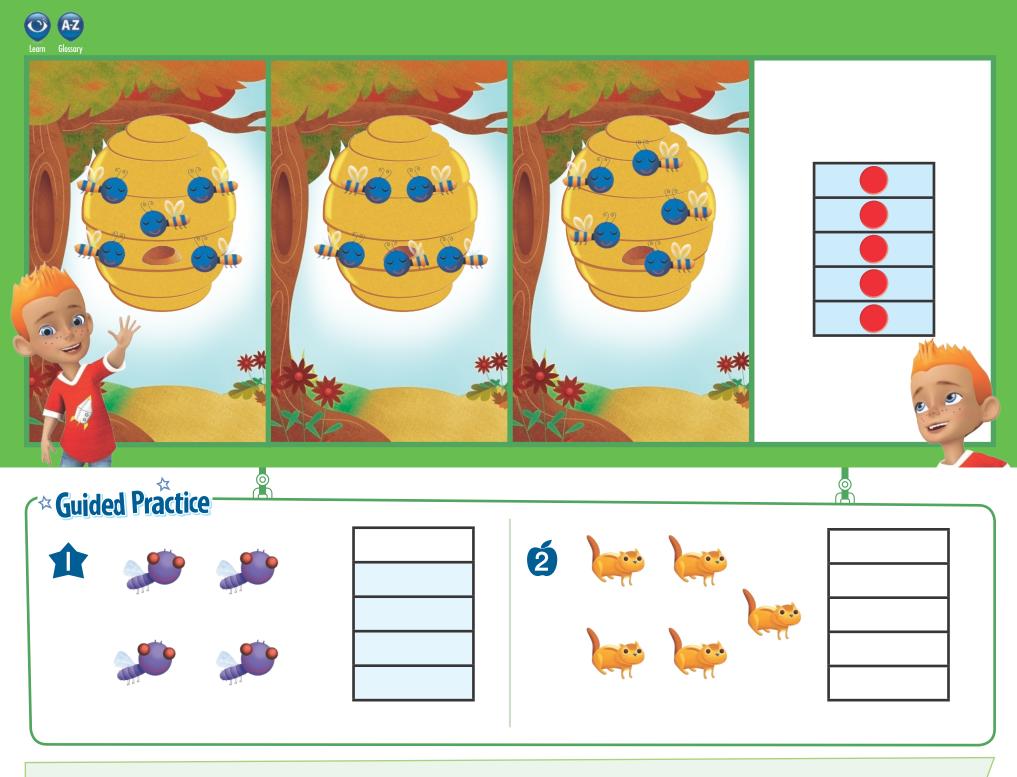
Directions 4 – 5 Have students color a box as they count each piece of fruit to show how many.

Topic I | Lesson 4 twenty-seven 27



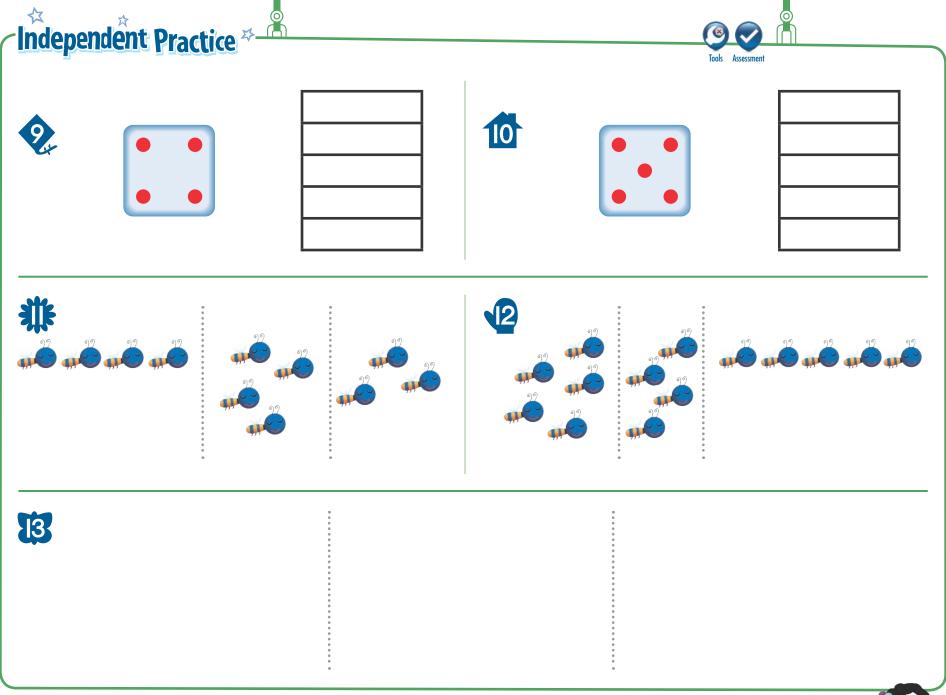
Directions A-• Have students color a box as they count each piece of fruit to show how many. Higher Order Thinking Have students draw 4 or 5 oranges, and then color a box as they draw each orange to show how many.





Directions and 2 Have students count each animal, and then color the boxes to show how many.

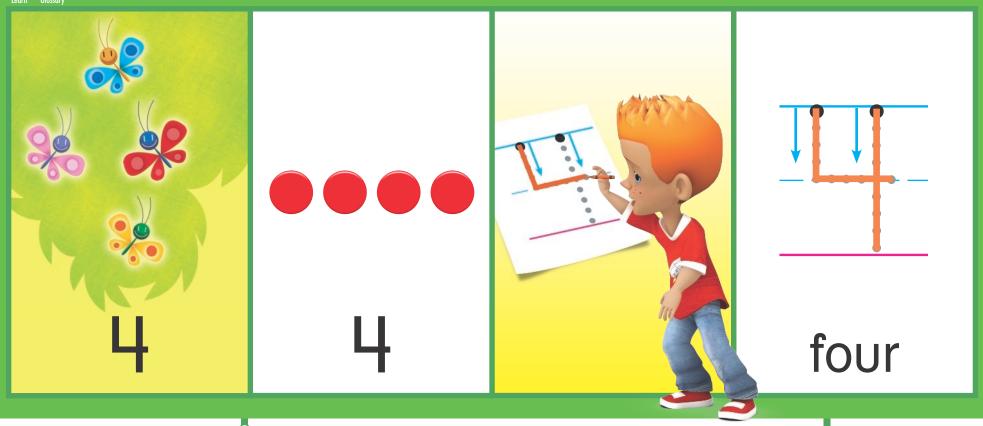
Topic I | Lesson 5 thirty-three 33

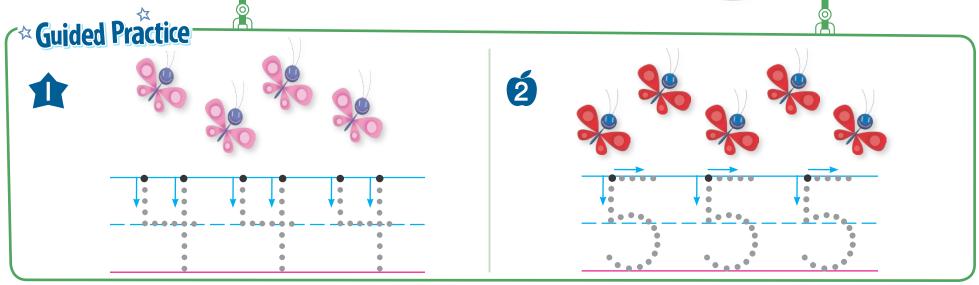


Directions Have students: and count the dots, and then color the boxes to show how many; to count the groups, and then draw a circle around the groups that show 4; count the groups, and then draw a circle around the groups that show 5. Higher Order Thinking Have students draw 5 counters in the first space, and then draw 5 counters in two different ways in the other two spaces.









Directions and 2 Have students count the butterflies, and then practice writing the number that tells how many.

Directions (4) Have students count the frogs, and then practice writing the number that tells how many.

Topic I | Lesson 6 thirty-nine 39

Independent Practice * 8

Directions and **E** 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.

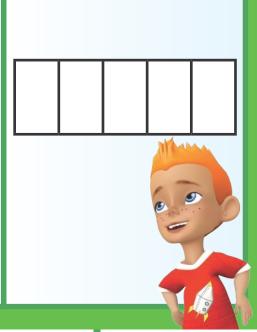


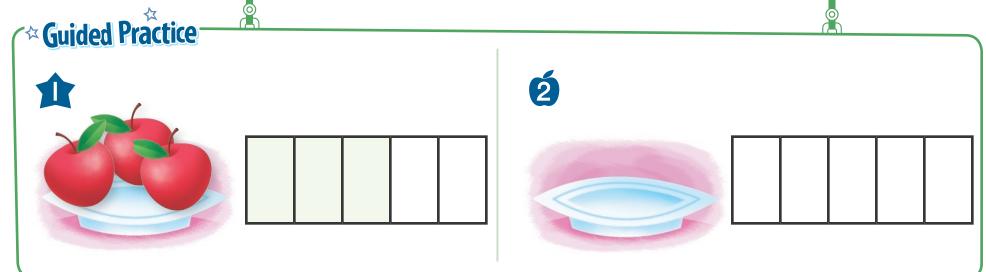








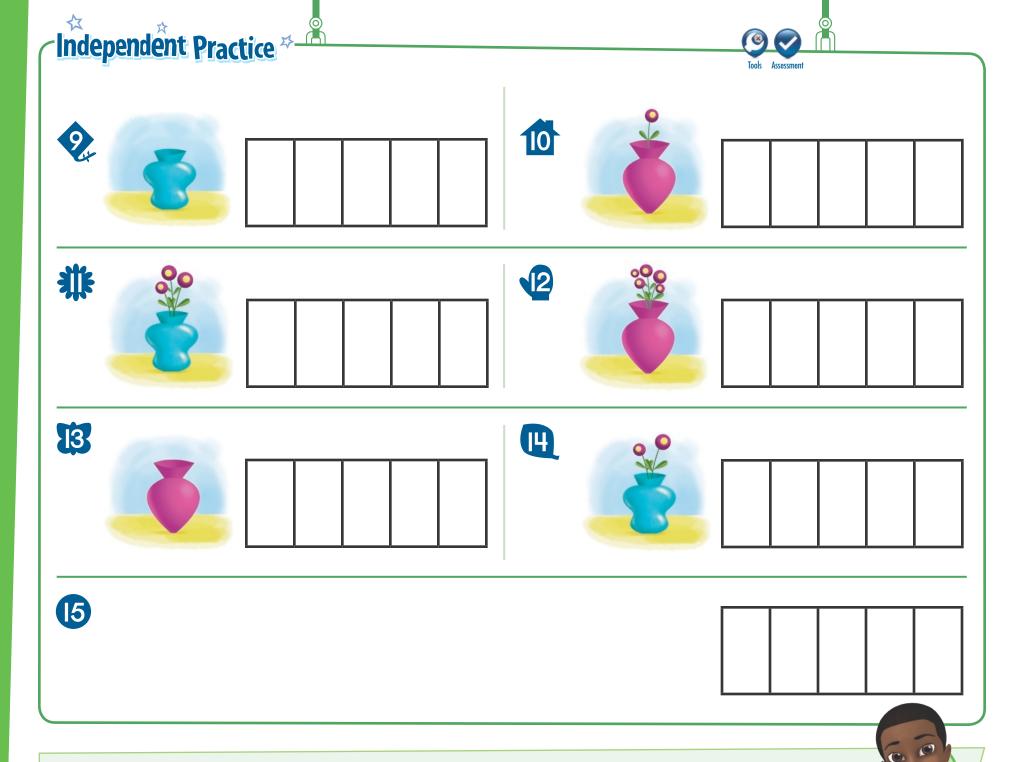




Directions and **2** Have students color a box as they count each apple to show how many.

Name	
3	
	8

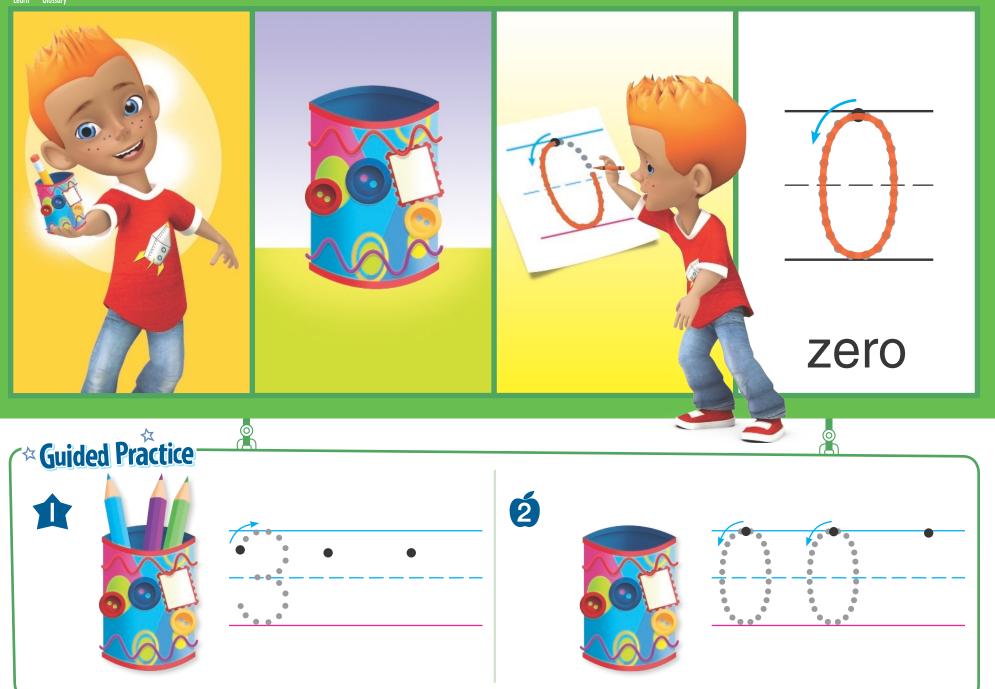
Topic I | Lesson 7 forty-five 45



Directions •——— Have students color a box as they count each flower in the vase to show how many.

B 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.



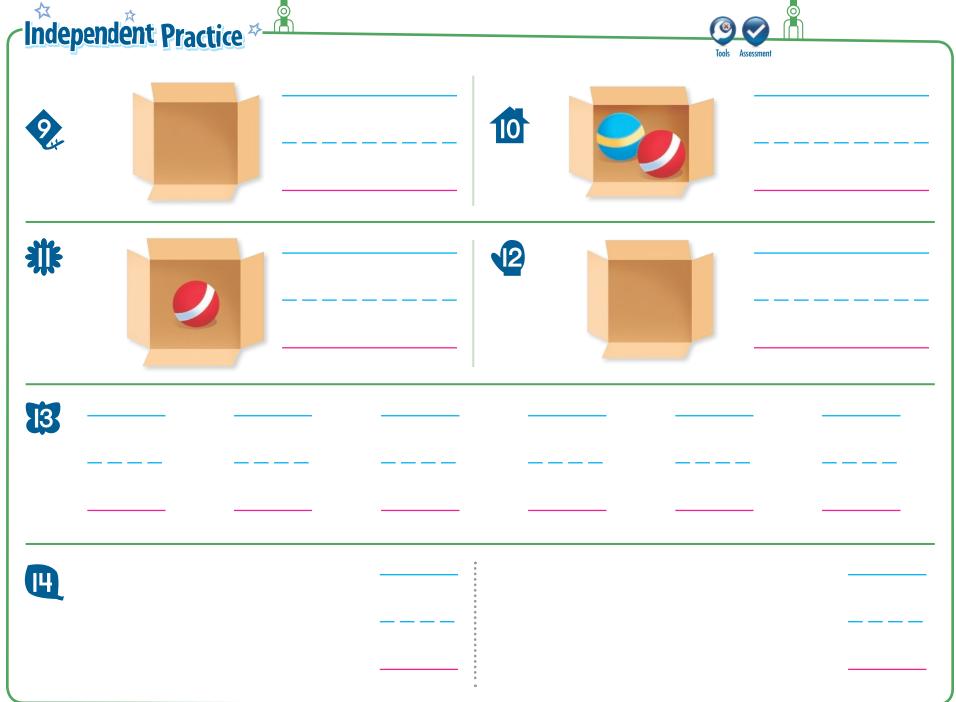


Directions and 2 Have students count the pencils in each pencil holder, and then practice writing the number that tells how many.

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

Topic I Lesson 8 fifty-one 5 l

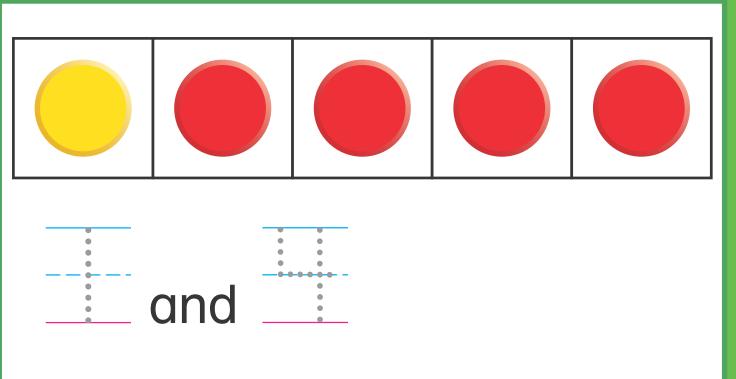


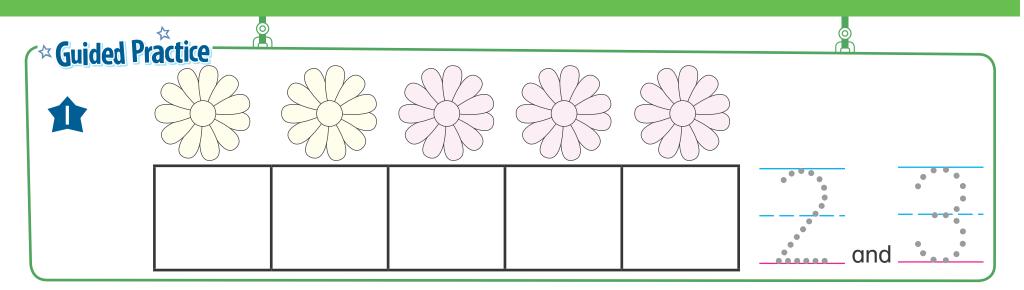
Directions Have students: •—• count the balls in each box, and then practice writing the number that tells how many; practice writing the numbers 0 to 5. • Higher Order Thinking Have students draw zero counters and write the number to tell how many, and then draw I to 5 counters and write the number to tell how many.











Directions A 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.

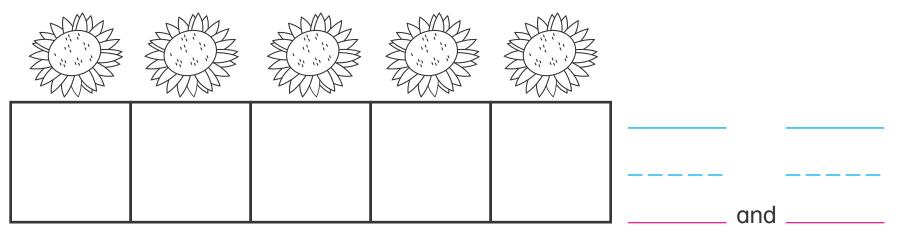
Directions 2 and 3 Have students use counters to find two more ways to make 5, color the flowers yellow and red to show the ways, and then write the numbers to tell how many yellow and how many red flowers.

Topic I Lesson 9 fifty-seven 57









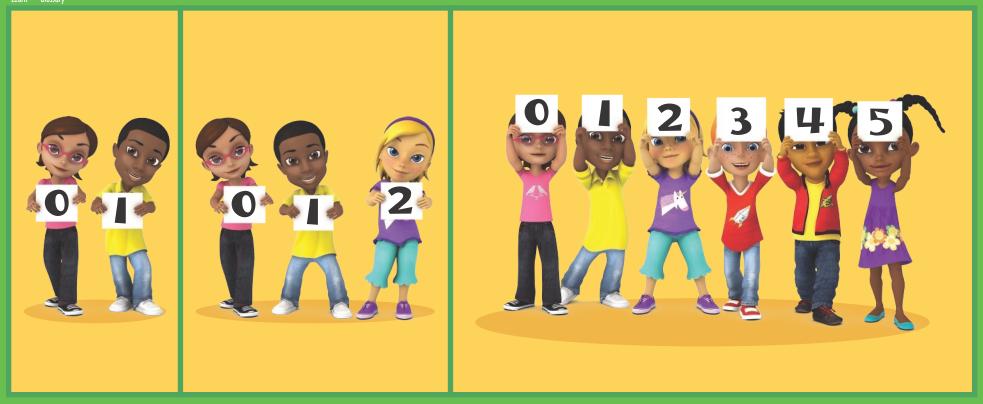


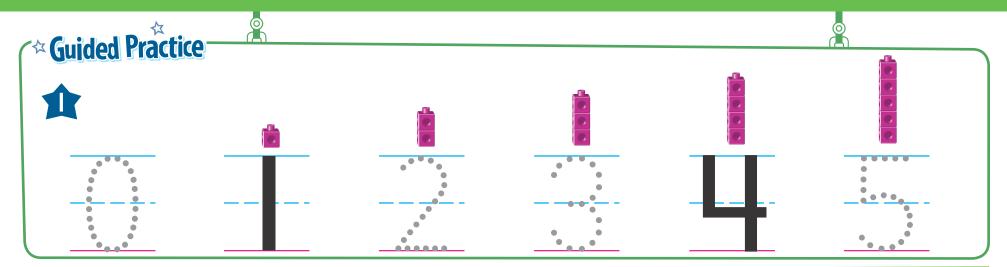


Directions • Have students color the flowers yellow and red to show two different ways to make 5, and then write the numbers to tell how many yellow and how many red flowers. • Higher Order Thinking Have students draw a way to make 5 with flowers, and then write the numbers to tell the way to make 5. If needed, have them use counters.

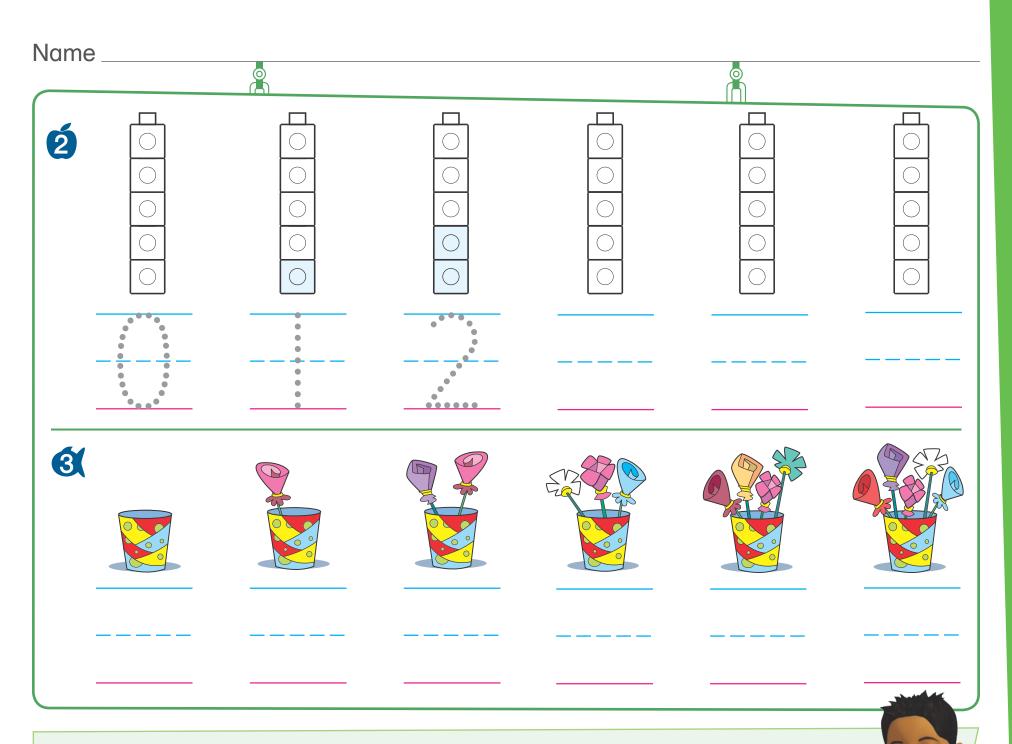






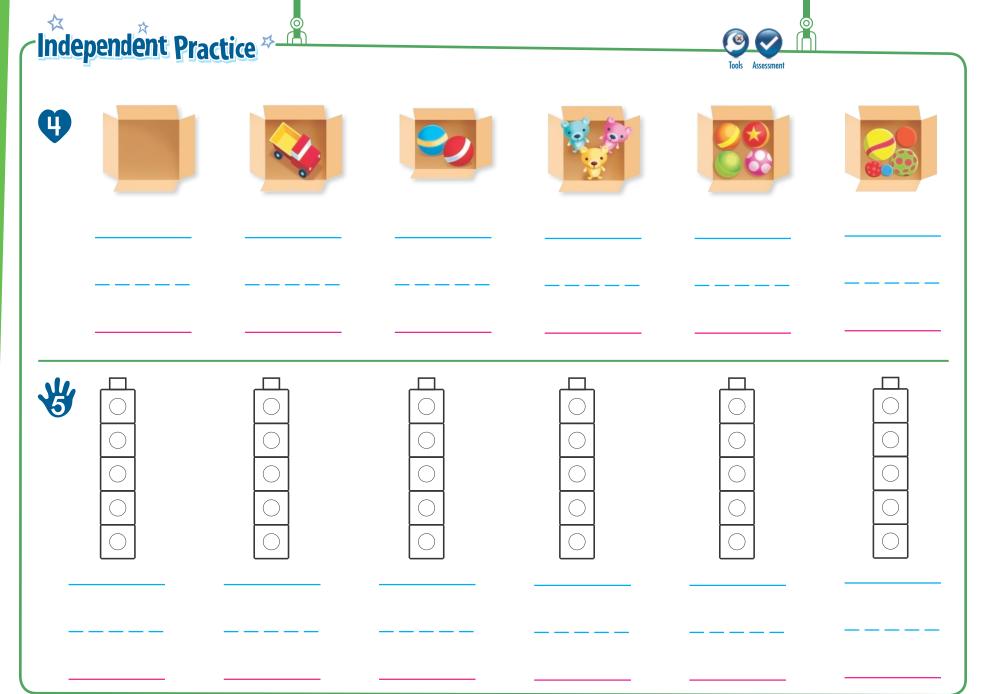


Directions A Have students write the number that comes just before I when counting, and the number that comes just after I when counting. Then have them write the number that comes just before 4 when counting, and the number that comes just after 4 when counting. Have them count the numbers in order from 0 to 5.



Directions Have students: 2 color the cubes to show each number, write the numbers in order, and then draw a circle around the number that comes just after I when counting; 3 count the flowers in each vase, write the numbers, and then count the numbers in order from 0 to 5.

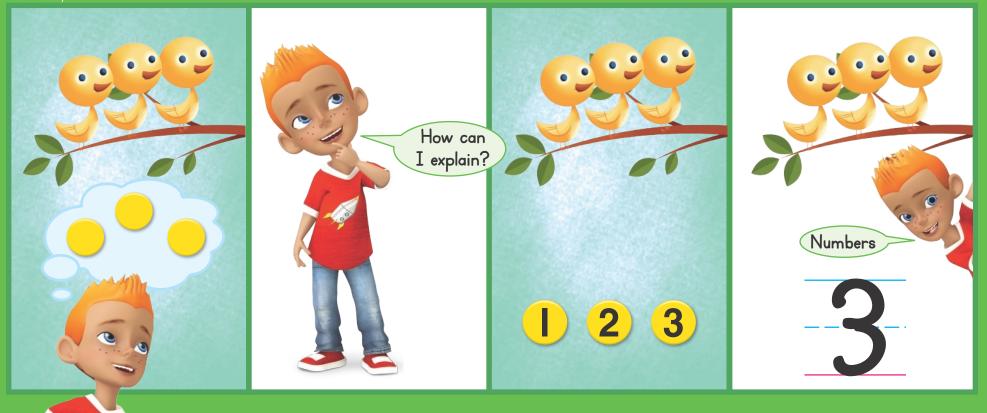
Topic I Lesson 10 sixty-three 63

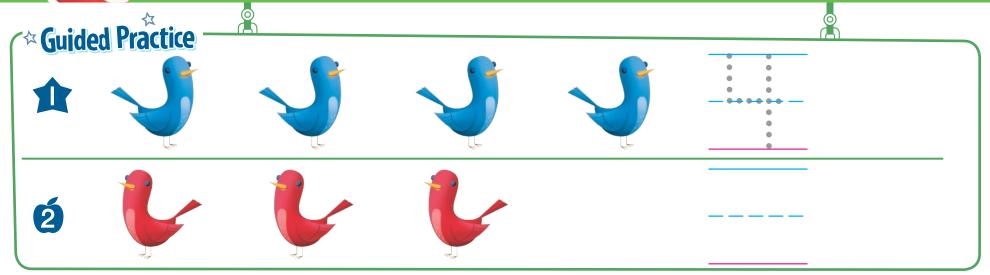


Directions Have students count the toys in each box, write the numbers, and then draw a circle around the number that comes just after 4 when counting. Higher Order Thinking Have students color 5 cubes, and then write the number. Have them color to show the number that comes just before it when counting in the next tower, and then write the number. Repeat for the remaining towers.



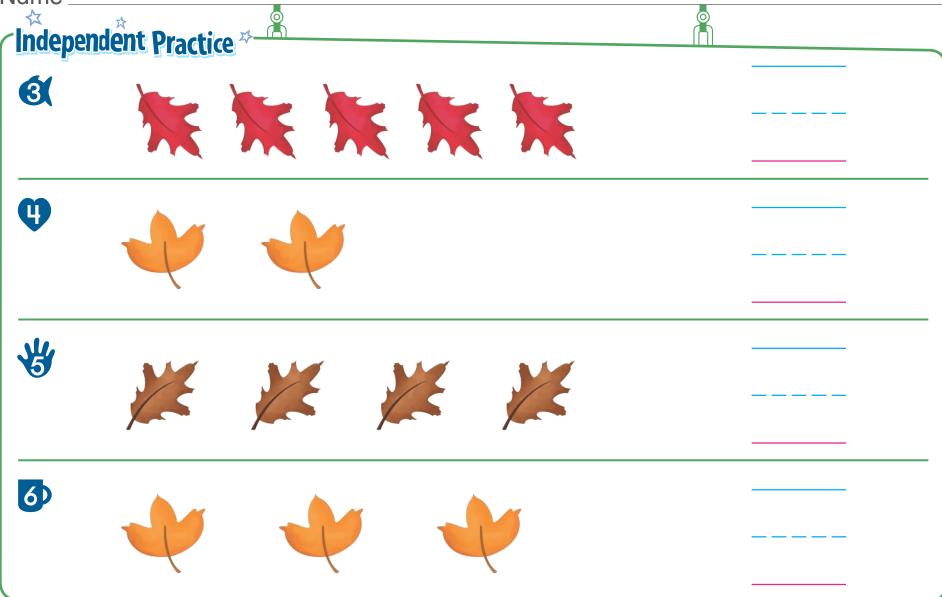






Directions and **2** Have students make a math argument about how many birds are in each row, and then write the number. Have them use objects, words, or a method of their choice to explain their arguments and tell why they are correct.



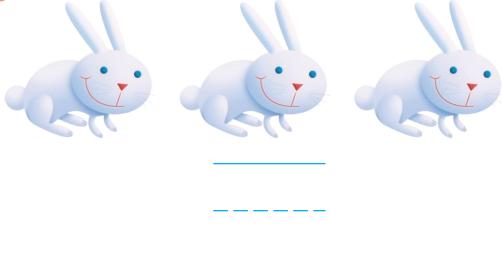


Topic I Lesson II sixty-nine 69





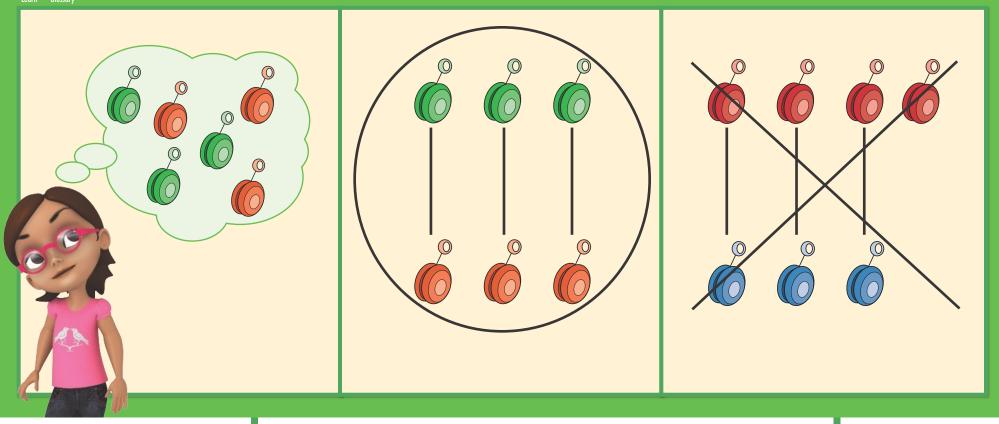


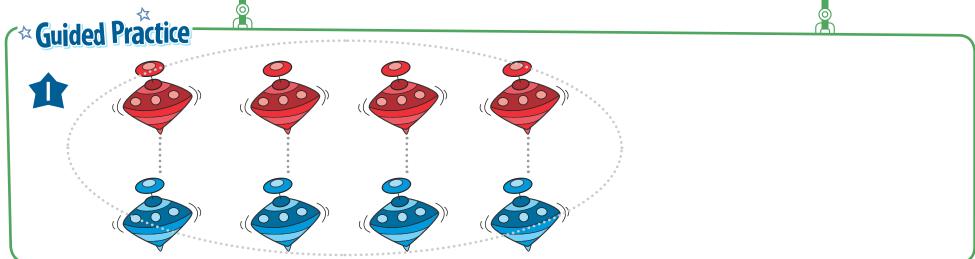


Directions Read the problem to students. Then have them use multiple problem-solving methods to solve the problem. Say: Brooke sees some rabbits. How many rabbits does she see? A Reasoning How can you find the number of rabbits Brooke sees? **Use Tools** What tool can you use to help solve the problem? **Q Explain** How can you use math to explain why your work is correct?







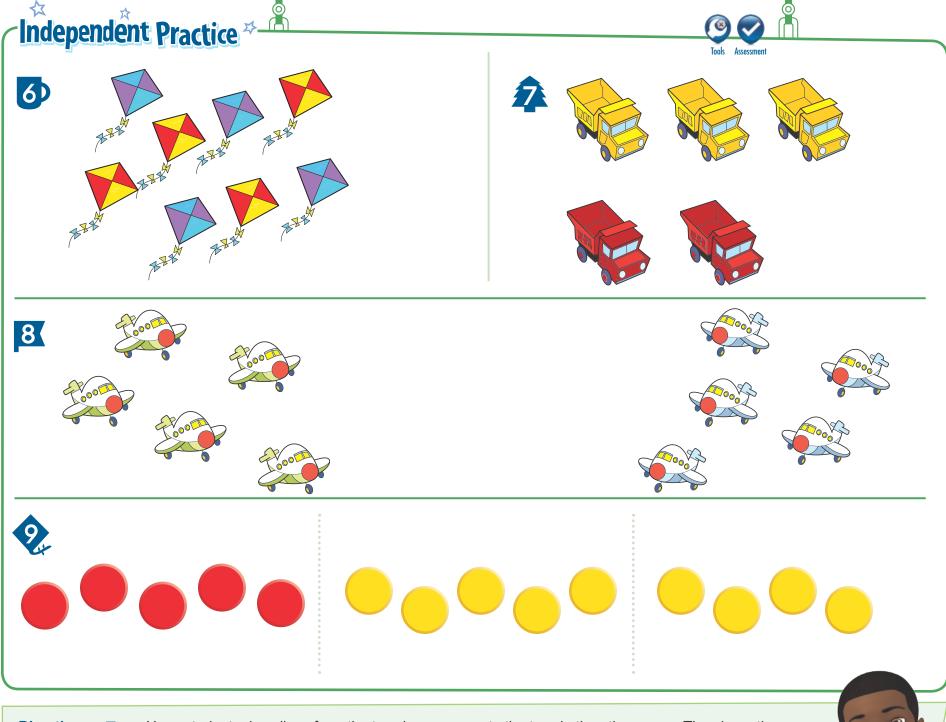


Directions A Have students draw lines between the toys in the top group to the toys in the bottom group. Then have them draw a circle around the groups if they are equal in number, or mark an X on the groups if they are NOT equal in number.

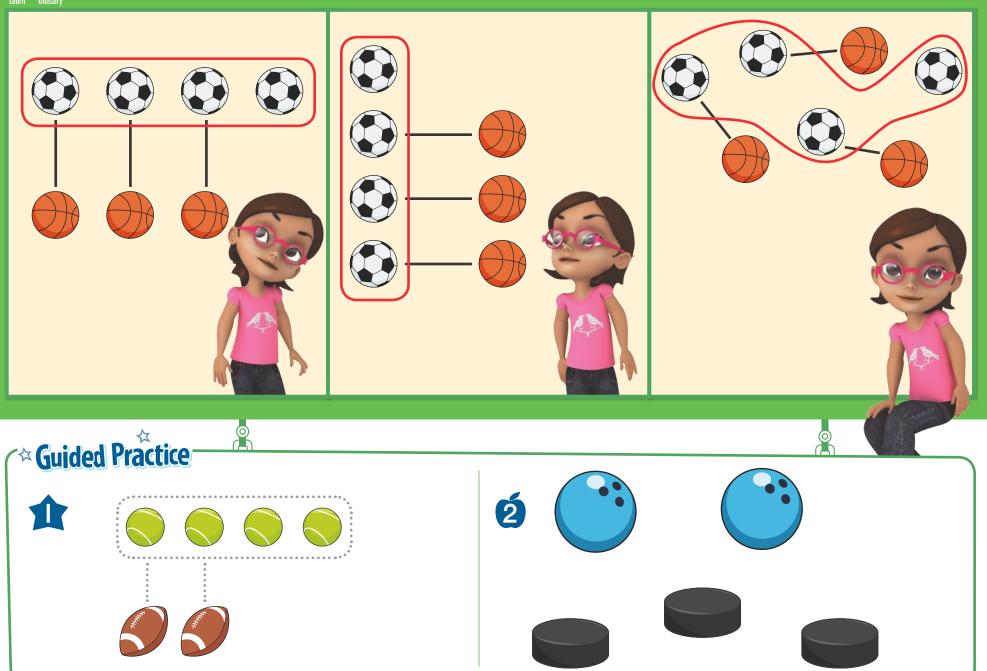
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Directions 2–4 Have students draw lines from the blocks in one group to the blocks in the other group. Then have them draw a circle around the groups if they are equal in number, or mark an X on the groups if they are NOT equal in number.

Topic 2 Lesson I ninety-three 93





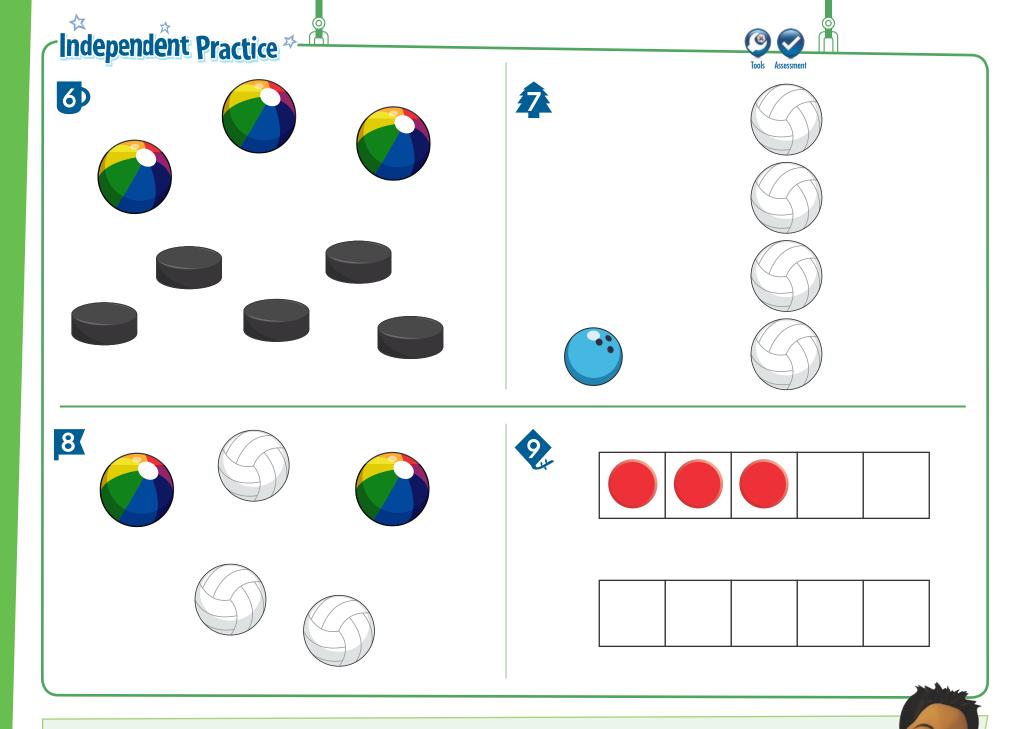


Directions and 2 Have students draw lines to match objects from one group to the other group. Have them draw a circle around the group that is greater in number than the other group, and then explain why they are correct.

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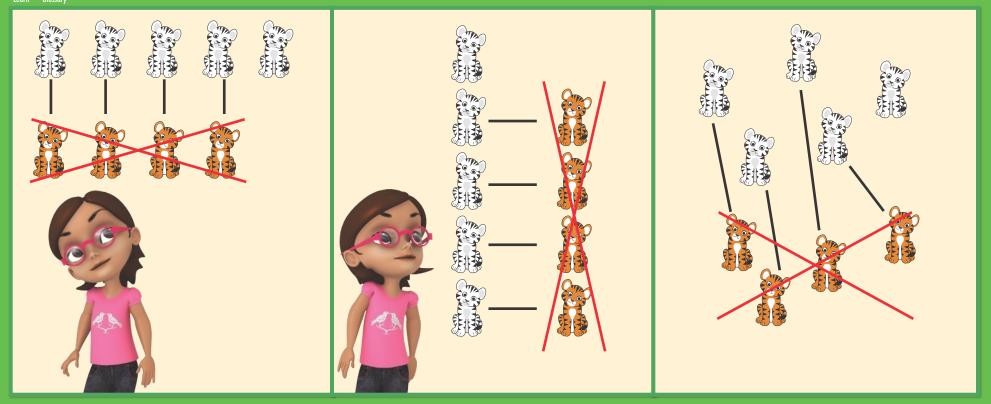
Directions (a)— Have students draw lines to match objects from one group to the other group. Have them draw a circle around the group that is greater in number than the other group, and then explain why they are correct.

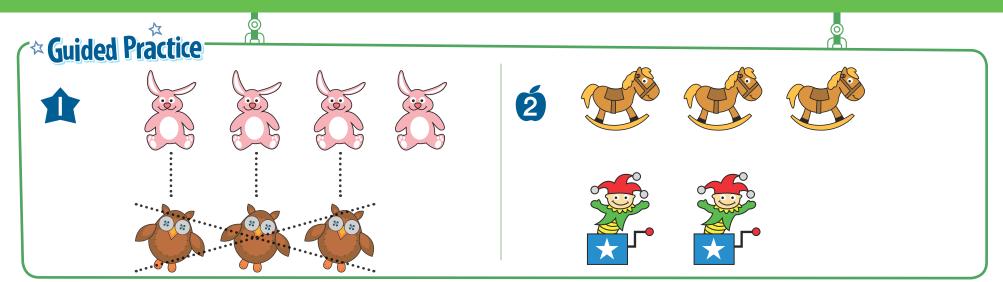
Topic 2 Lesson 2 ninety-nine 99



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. **Q Higher Order** Thinking 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.





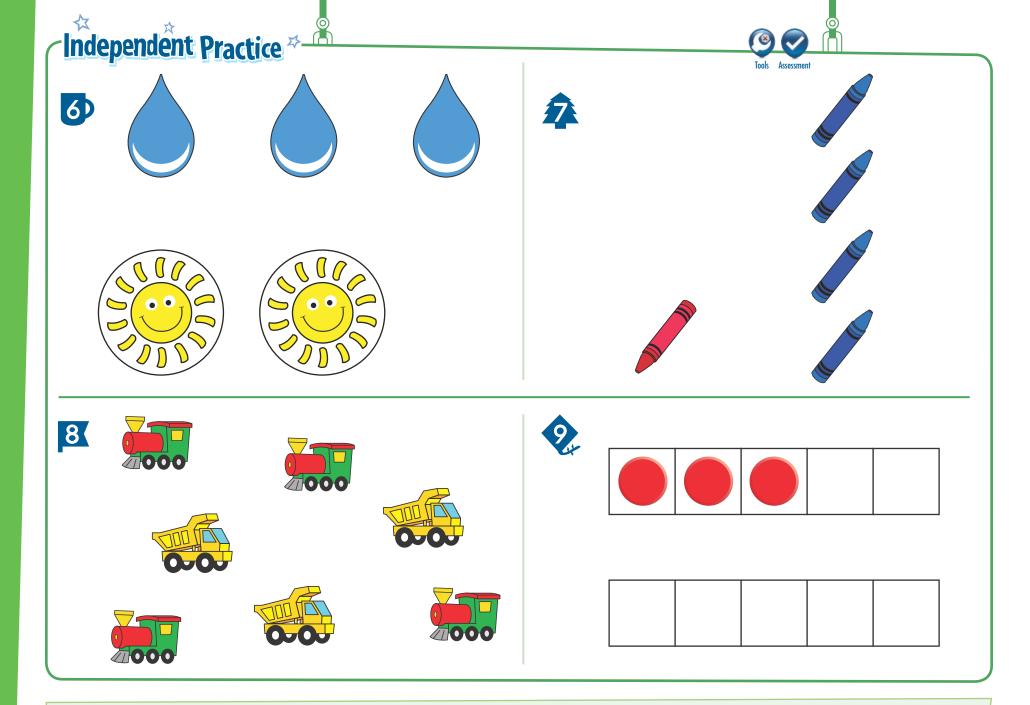


Directions and **2** Have students draw lines to match the toys from one group to the other group. Have them mark an X on the group that is less in number than the other group, and then explain why they are correct.

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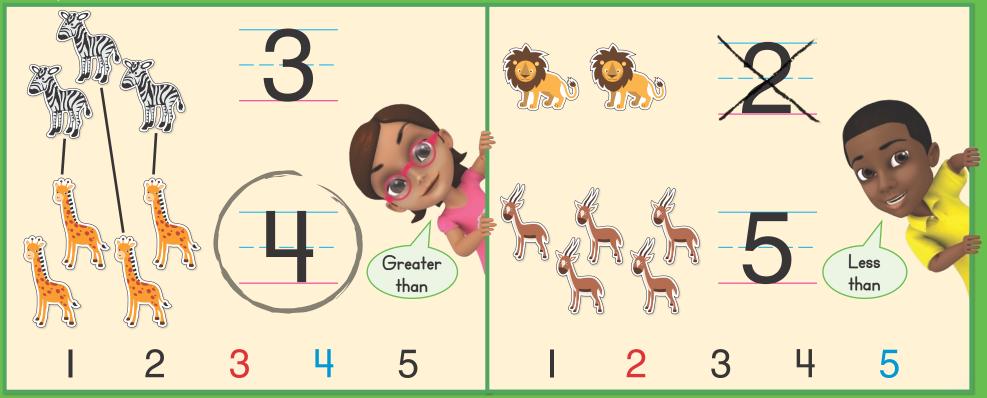
Directions (a)— Have students draw lines to match the toys from one group to the other group. Have them mark an X on the group that is less in number than the other group, and then explain why they are correct.

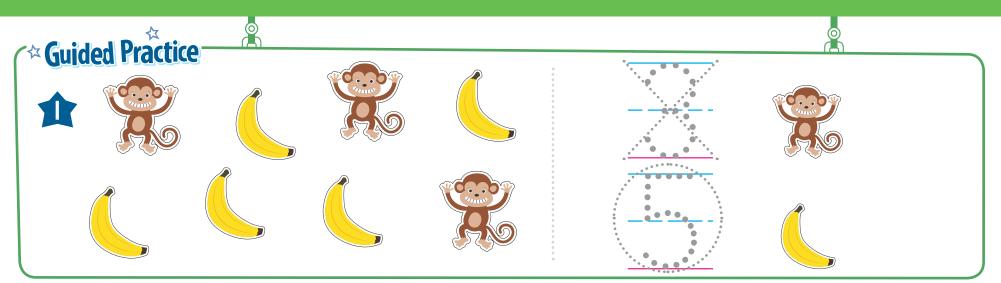
Topic 2 | Lesson 3 one hundred five | 105



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. and It 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.





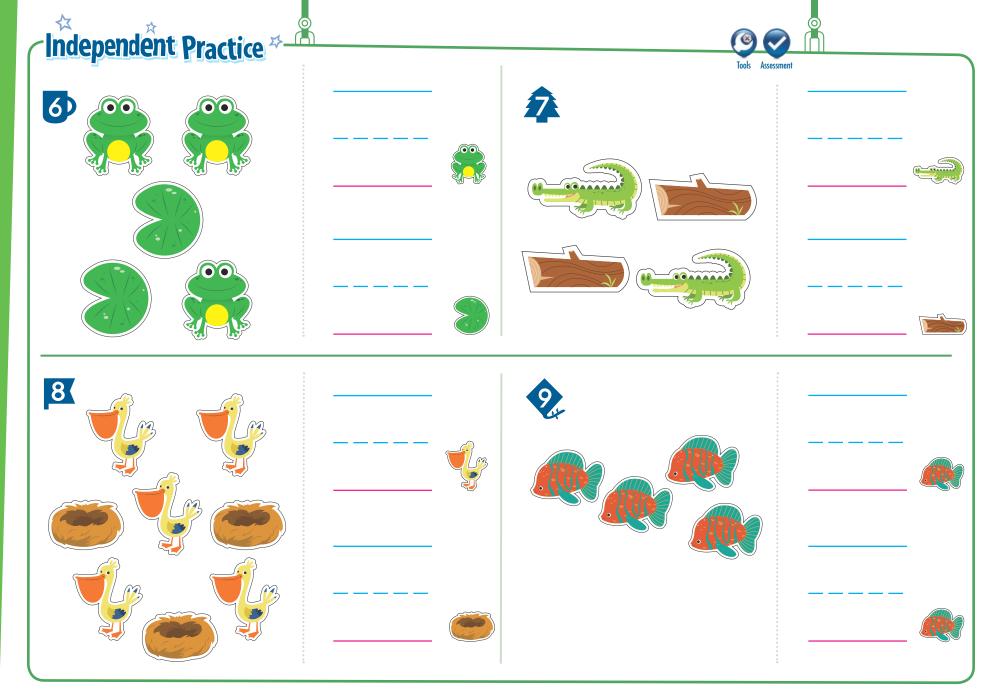


Directions A Have students count the monkey and banana stickers, and then write the numbers to tell how many. Then have them draw a circle around the number that is greater than the other number and mark an X on the number that is less than the other number.

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Directions 2–4 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.

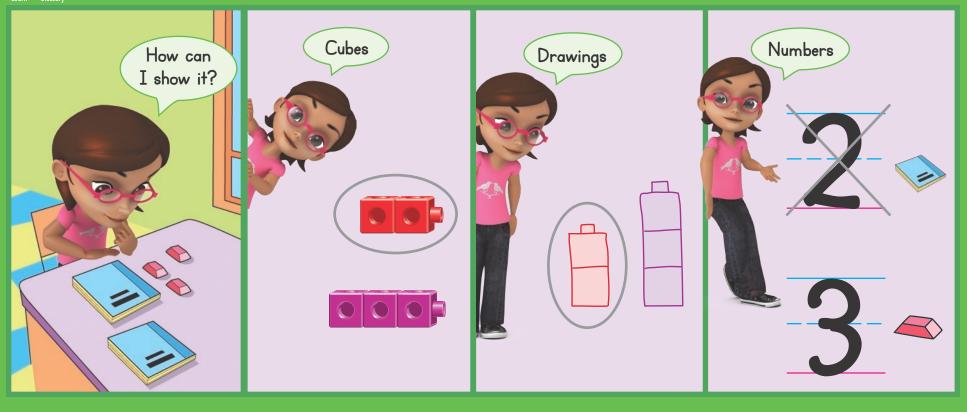
Topic 2 Lesson 4 one hundred eleven III

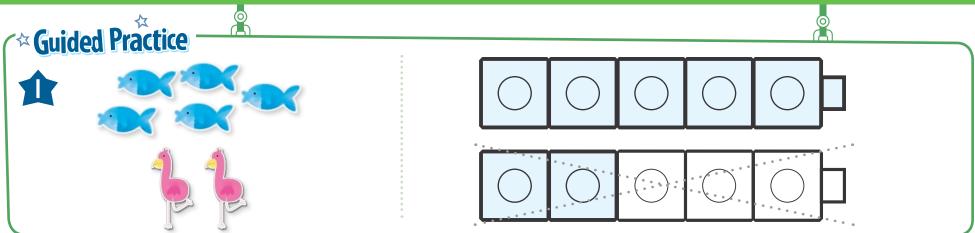


the number that is greater than the other number and mark an X on the number that is less than the other number, or draw a circle around both numbers if they are equal. • Higher Order Thinking Have students count the fish stickers, draw a group of fish stickers that is less in number than the group shown, and then write the numbers to tell how many.





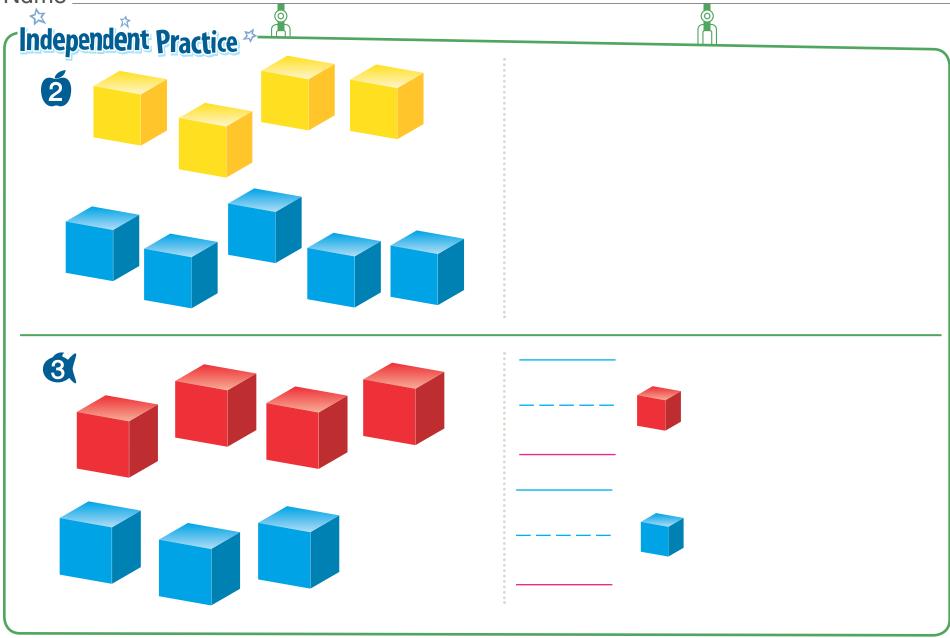




Directions A Say: Marta has 5 fish stickers and 2 flamingo stickers. Which group of stickers is less in number than the other group? How can you use cubes to show how to find the answer? Have students create cube trains for each group, color the number of cubes to show the number of stickers, and then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

one hundred twenty-two Copyright © by Savvas Learning Company LLC. K Topic 2 Lesson 6





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. 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.









Marta's Stickers



Emily's Stickers



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 I 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.



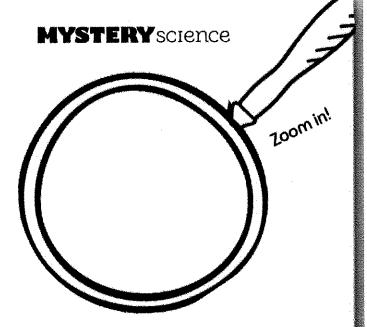
K-2 Elementary Science September 2020 St. Louis Public Schools

September Actiivties for K-2 Science

	September / tetti ties i.e. it = setember	
		Standard
Activity 1	l Wonder Drawing	SEP
Activity 2	l Wonder Words	SEP
Activity 3	l Wonder Curiousity Counter	SEP
Activity 4	Draw a Machine Working	PS2.A
Activity 5	Weather Vocabulary Cards - Color	ESS2.D
Activity 6	Weather Vocabulary Cards - Cut	ESS2.D
Activity 7	Weather Vocabulary Cards - Play Game	ESS2.D
Activity 8	All Kinds of Maps - Complete	ESS1.C
Activity 9	Birth of a Mighty River - Complete	ESS2.C
Activity 10	Mystery Science Fruit Salad - Read	PS1.A
Activity 11	Apple Seeds - Activity	LS3.B
Activity 12	Choose Your Food Wisely - Activity	LS3.B
Activity 13	Animals in the Arctic - Complete	LS3.A
Activity 14	Meet Some Owls - Complete	LS3.B
Activity 15	Fan and Blow - Activity	PS2.B
Activity 16	How Many Breaths - Activity	PS2.A
Activity 17	Make a Kite - Activity	PS2.A
Activity 18	Oceans, Rivers, and Lakes - Complete	ESS2.A
Activity 19	Stuck in the Snow - Complete	ESS2.A
Activity 20	Paddle a Canoe - Complete	PS2.B
Activity 21	Light - Complete	PS4.B
Activity 22	Maria Makes a Snake - Complete	PS4.B
Activity 23	Me and My Shadow - Complete	PS4.B
Activity 24	Weird Sunflowers, Wonderful New Traits - Read	LS1.A
		•

Name:			
EMELICATES.			

I wonder...

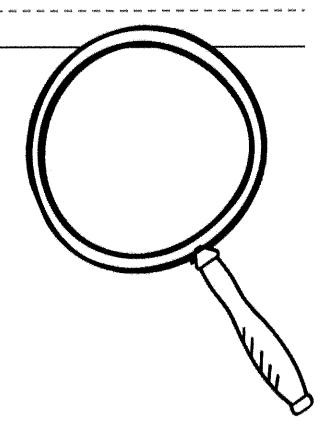


Hint: Try sentences like...

- · "How many..." · "Why...."
- "What if..."
- · "How..."

CURIOSITY COUNTER: I have ____ questions

I wonder...



Curiosity Counter:

I have __questions!

Draw a machine doing work.

COLUMN SECTION SECTION

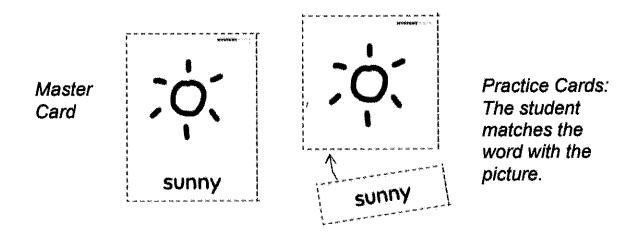


Instructions: Vocabulary Cards

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

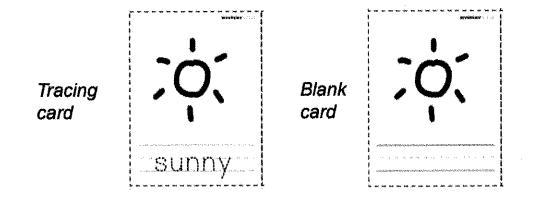
Set 1: Reading Cards

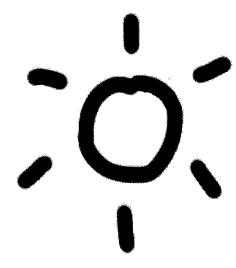
Reading Cards are intended to be done as a **matching game**. They include a master card which students can learn from, and a picture and word card (practice cards) which the students can match up.



Set 2: Writing Cards

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



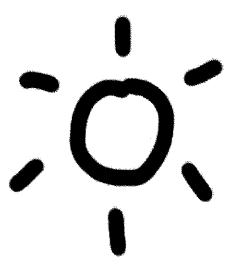


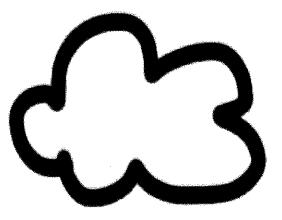
3

sunny

cloudy

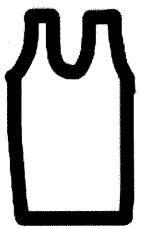
MYSTERY SCIENCE Weather Watching | Mystery 1 MYSTERY SCIENCE Weather Watching | Mystery 1





sunny

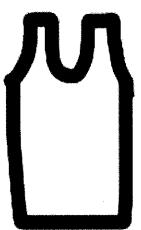
cloudy



hot

cold

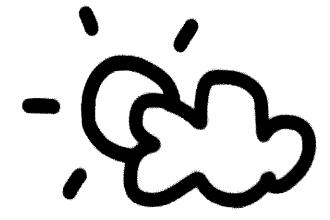
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hot



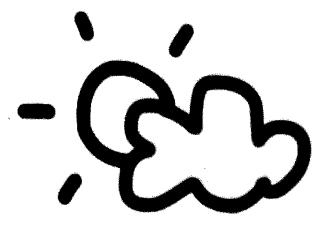
cold



partly sunny

mild

MYSTERY SCIENCE Weather Watching | Mystery 1 MYSTERY SCIENCE Weather Watching | Mystery 1





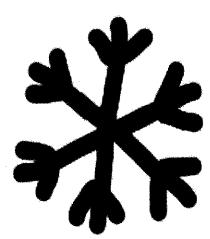
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partly sunny

mild



rainy



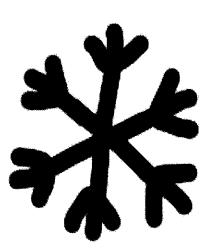
snowy

MYSTERY SCIENCE Weather Watching | Mystery 1

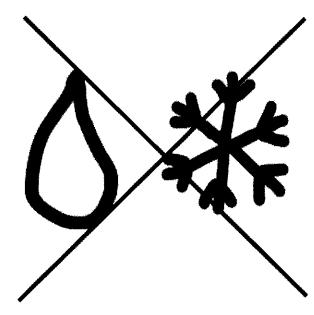




rainy

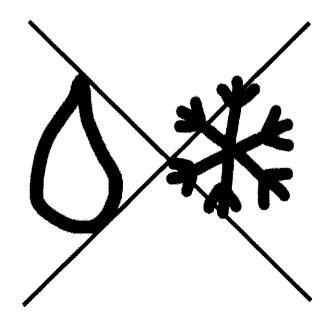


snowy



dry

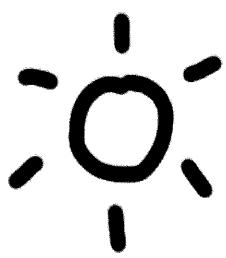
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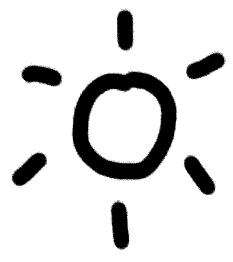
dry

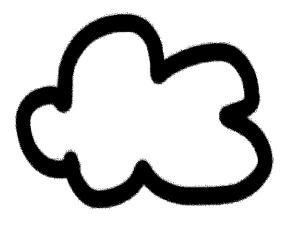
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Weather Watching | Mystery 1

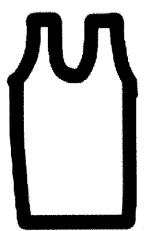


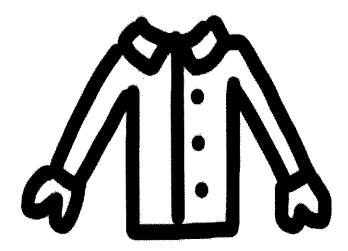
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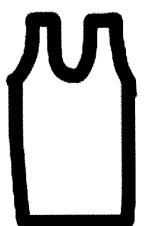








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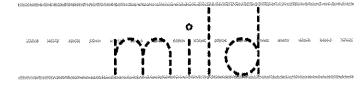
















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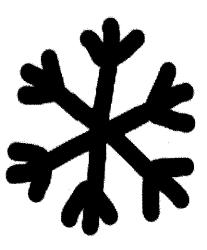




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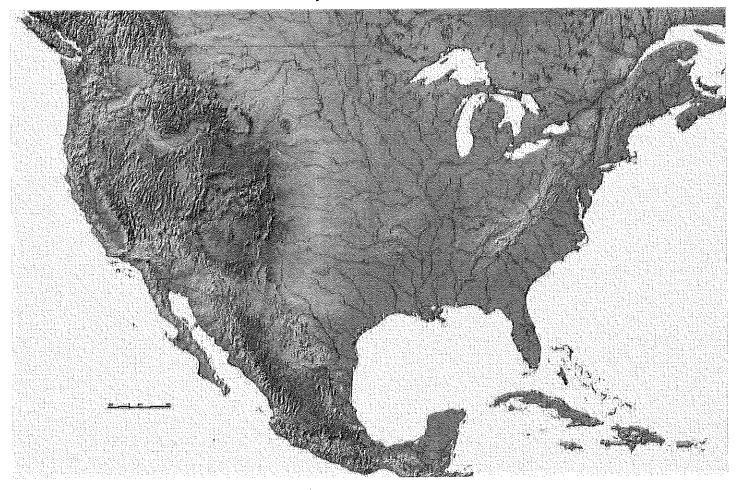
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All Kinds of Maps

by Susan LaBella



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.

Name:	Date:
Name.	Date:

- 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							
			_ : _				

Birth of a Mighty River

a part of the Amazon 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 Mismi, 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 wa	is hard to get to.	
B. no one though	nt to look for the source before.	
C. the river was	too dangerous to follow.	
D. the source ke	pt changing.	
2. Scientists say tha This means that	t the stream that feeds the Amazon is made from melting snow.	
A. snow is meltir	ng at the river's source.	
B. fish cannot liv	e in the Amazon.	
C. the river dries	s up during the summer.	
D. the river is mo	ostly frozen.	
3. The author compa	ared 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 sin	nilar plant life.	

A. lions, cheetahs and anteaters.

D. they are about the same size.

- B. armadillos, jaguars and anteaters.
- C. giraffes, armadillos and snakes.
- D. snakes, cheetahs and crocodiles.

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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:	
	•

NAAAS ScienceNetLinks

Choosing Your Food Wisely



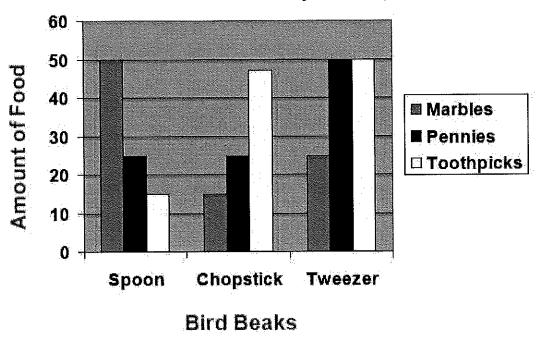
INTRODUCTION

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).



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Animals of the Arctic

by Susan LaBella



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

Polar bears live in theArctic. 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 theArctic Ocean. They catch fish to eat. They like to slide on the ice, too!

Name:	Date:	
IAMILIO.	 	

- 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?

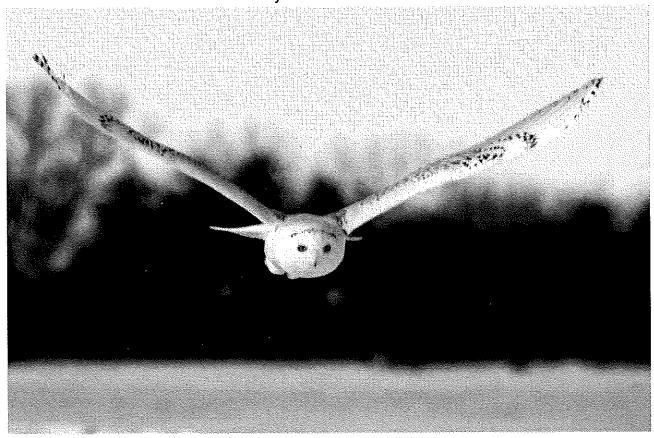
Snowy owls hunt for food in the					
6. What did	you learn from "Animals of the Arctic"?				

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 wls? Here are some facts about these interesting birds.

The elfowl is one of the smallestowls. It lives in hot North Americandeserts. 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. Barowls are found all over the world.

The snowy owl lives in the snowy and icyArctic. It likes to eat smaller birds and fish. What color do you think this owl might be?

Name:	Date:

- 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.

<u>4.</u>	What	is	"Meet	Some	Owls"	mainly	about?
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- A. different types of owls
- B. owl homes
- C. the barn owl

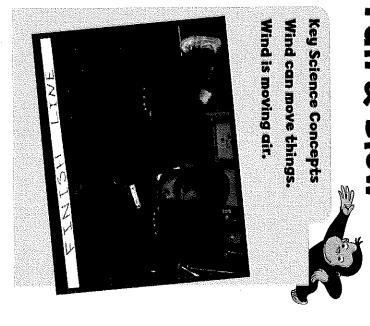
5.	Where	does	the	snowy	owl	live?
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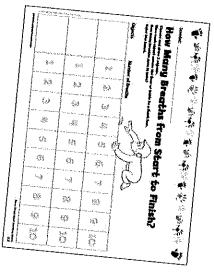
The snowy owl lives in	
6. What did you learn from "Meet Some Owls"?	

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.

Curiosity Lab 2: For & Blow





Investigate

1. Making air move.

objects). Can they think of tools or machinesballoon move by causing the air to move. air move? Suspend a balloon from a string and fans, hairdryers, pumps, etc.—that will make the (blowing, waving their hands, fanning the air with that they can make air move and create a breeze Invite students to demonstrate different ways let students explore different ways to make the

2. Go, George, go!

edge, pleating it, scrunching it—and try it out. change the shape of their card by folding down an the card so that it would move better? Have children best? How do you think you could change the shape of the fastest or farthest? Why do you think that worked you do to make the card move? What made it move across a table without touching it. Ask: What did explore different ways to make the card move Give each child an index card. Let children

up with a way to measure the distance each shape with one gust of "wind." They may need to come experiment to see which shape moves the farthest and discuss why they think some card shapes move travels, using nonstandard measurement. Gather better than other card shapes. the class together to demonstrate their discoveries Working in small groups, have students design an

3. How many breaths?

feather, a button, a pencil). Together, draw the they can move with their breath (for example, a Have the class choose three items that they think

> children to make predictions: Which objects do you six feet away, counting the number of breaths it or table from a starting line to a finish line about sheet. Children will blow each item along the floor up in the air? Why do you think so? three items on the **How Many Breaths?** activity think will move most easily? Do you think any will go takes for each item to travel that distance. Invite

a different result? Why number of breaths? Why do you think that item on the bar graph. Repeat with the other items. moved more easily than the others? Did any one have predictions correct? Which item took the fewest results. What did you discover? Were any of our When the investigation is finished, compare count the breaths. Help children record their data item across the floor or table. A partner can help Working in groups, have children blow the first

results were different? do you think our

4. Wind art.

a drinking straw to children to try blowing across paper. Encourage watered-down paint blow small puddles of Children can use



own straws and remind them to place the same enc the tape. This will help children keep track of their top and have each child write his or her initials on a ring of masking tape around each straw near the the paint in different directions. Health Note: Put in their mouths.





























































































































































































How Many Breaths from Start to Finish? Choose and draw 3 objects.

Blow each object across the floor or table to a finish line. How many breaths does it take?

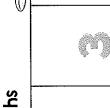
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Color the boxes.

Objects

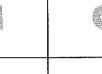
















































































































and your child can make together. Fly it indoors or way it moves things. Here is a simple kite that you

In class, we have been exploring the wind and the

Dear Family,





























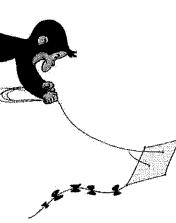


Make a Kite!

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

All you need is:

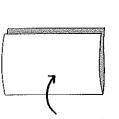
- a piece of paper
- a stapler
- thread (2–3 feet)
- crepe paper streamer or strip of tissue paper



Fold a piece of paper in half.

Bend down the top corner

of each side and staple







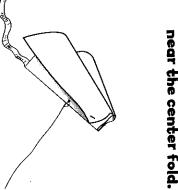
down, and tie on some thread a little less than half way Make a hole near the fold, Try flying your kite.

kite experiments with your child.

Does your kite fly higher if you walk slowly or

quickly? Why do you think that is?

the kite and walk with his or her arm raised. Try these Start by having your child hold onto the string near



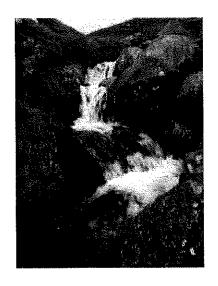
Attach a tail to your kite. Try flying your kite again. What do you notice?

Can you fly the kite while you're standing still?

(Hint: Try waving your arm over your head.)

Oceans, Rivers, and Lakes

by Linda Ruggieri





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. Abody 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 spurts from heatedvents 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.

ReadWorks

lame:	Date:
I. Wha	at 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
	me salt comes from underwater volcanoes. Other salt spurts from heated vents ocean floor."
What o	does this information tell us about oceans?
Α.	Some of the water in oceans comes from rain.
В.	. Oceans are salty.
С	. Oceans are the largest bodies of water on Earth.
4. Whi	ch body of water is most like a river?
A.	. a stream
В.	. a lake
С	. an ocean
5. Wha	at is the main idea of this article?
A	. Different bodies of water cover most of the earth.
В	. Rivers are bodies of fresh water that usually flow into oceans.
С	. Rainwater mixes with the salt and minerals of rocks.

	ou probably know that ocean water is salty. Do you know why? It is mainly use rain brings salt from the land and into the ocean!"
Why r	night the author ask, "Do you know why?"
В	to prove that most people do not know much about ocean water to give readers a question to think about after they finish the article to prepare readers for information that she is about to give them
7. Oc	eans have salt water, rivers have fresh water.
E	a. so 3. because C. but
8. Wh	at is a difference between oceans and lakes?
	me one way that oceans and lakes are alike. Then name one way that rivers, ms, and creeks are alike.

Stuck in the Snow

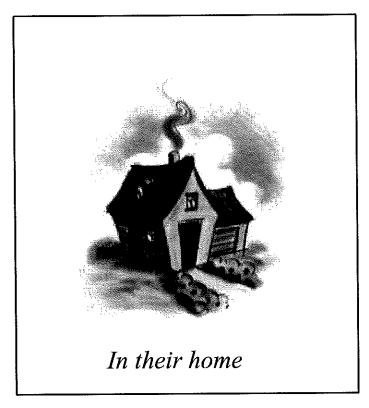
by ReadWorks

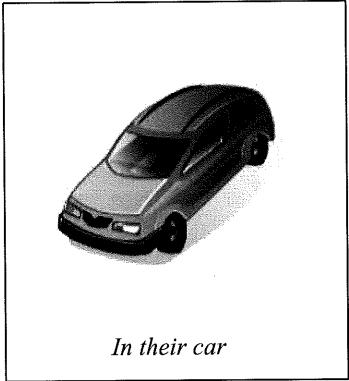


Josefina and her dad sat in the car. It would not move. Itstires were deep in snow. A man came by. He said, "I will push the back of the car." He pushed hard. No good. Another man said, "I will help too." They pushed hard. No good. Then a bigtow truck came. The driver hooked it to the front of the car. Vroom! The truck gave one really big pull. The car was out!

Name: _____ Date: _____

1. Where are Josefina and her dad?

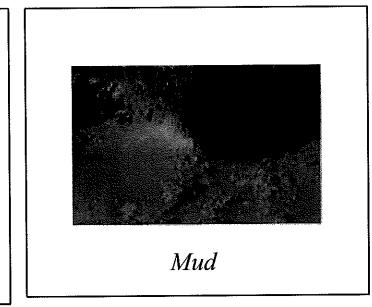




2. What is their car stuck in?



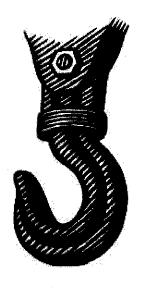
Snow



- 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?







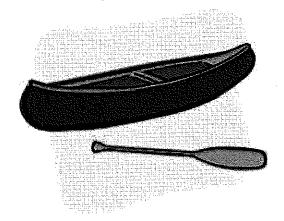
A hook

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.

Paddle a Canoe

by ReadWorks



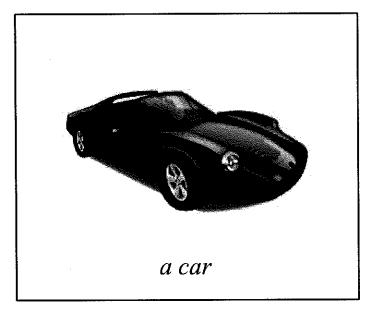
A canoe is a small boat. It holds about two people. How do you make a canoe move in the water?

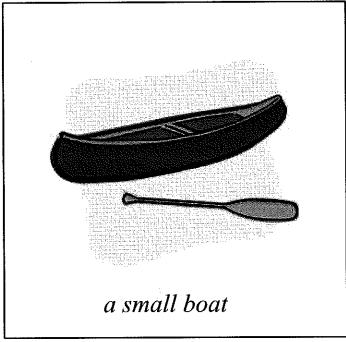
Wear a life jacket, so you are safe. Sit down in the canoe. Pick up a paddle. The paddle has a handle at one end. It has a blade at the other end.

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!

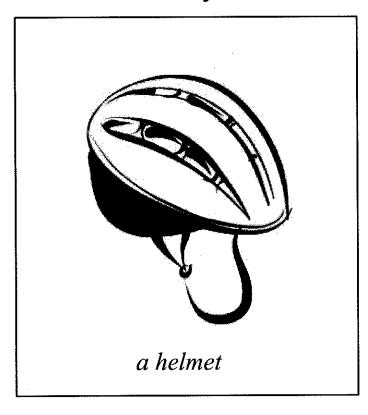
Name: ______ Date: _____

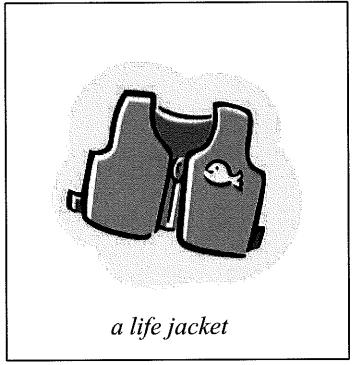
1. What is a canoe?





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

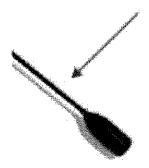




3. What part of the paddle should you put in the water?



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



Photo Credit: Lyndon Hatherall

Some things in nature give offlight. The sun gives off light Fire gives off light Lightning gives off light

Some objects give offlight too. Lamps give offlight

Flashlights give off light Televisions give offlight

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

Some objects block light. A tree blocks light. A dogblocks light.

Will light go through you? No! What happens when light shines on you? It makes ahadow. The shadow is dark.

Name:	Date:	
ivallic.	Dato:	

- 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 flo	ower 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.

Maria Makes a Snake

by ReadWorks



Marco and Maria are camping in the yard. They have theirflashlights and some snacks. Marco swings his lashlight around in the tent. Hoot! Hoot! He makes scary noises. Maria is not scared.

She remembers what she learned in school aboutshadows. 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 ashadow. They laugh and laugh together.

Name:	Date:
IVAILIE.	

- 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 a snake?	make a shadow that looked like
6. What did you learn froi	m "Maria Makes a Snake"?

7. Class Discussion Question: Why did Marco jump		mp			
when Maria	a said "Loo	k, a snak	œ!"?		
	- 	. <u></u>			

8. Draw a picture of Maria scaring Marco with her snake shadow.

Me and My Shadow

by ReadWorks



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.

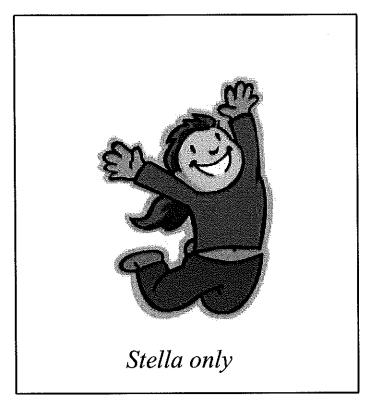
"Your body blocks thesun. The place where the light is blocked is youshadow. Watch this," Stella's mom said.

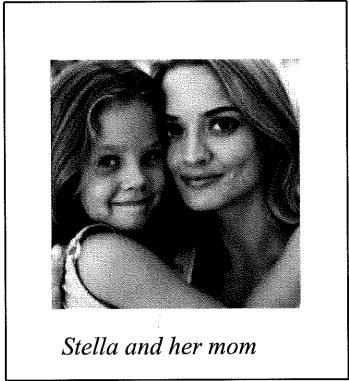
She moved her fingers. Theirshadow looked like a flying bird. She put out her arm. Thehadow looked like a wiggly snake. Stella laughed.

"This is fun in the sun!" she said.

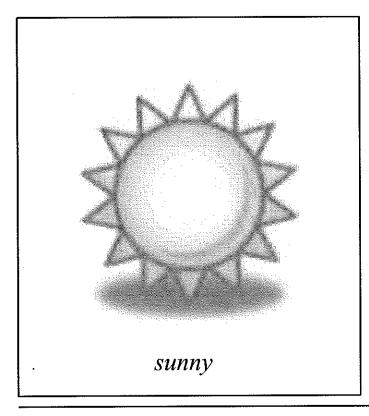
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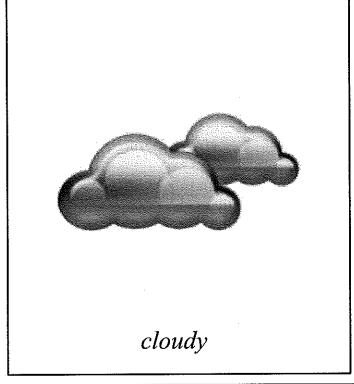
1. Who is this story about?





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

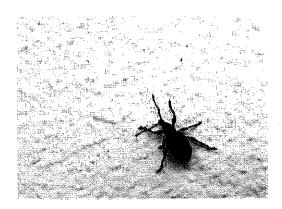




3. What does Stella see on the ground?



her shadow



a bug

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



your shadow



the dark

	la's mom moved her fingers, what did their
shadow look	like'?
	
6. What did y	ou 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
- 7. **Jon Follows School Rules-**K.GS.2.D Describe roles and responsibilities of people in authority in families and in groups.
- 8. Look at a Quarter-2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
- 9. Maps and Globes-K.EG.5.A.a Identify maps and globes as representations of real places.
- 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.
- 13. The Faces on Money-2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
- 14. **The Liberty Bell-**1.PC.1.F.a Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.
- 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.
- 17. What Is a Coin?-2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
- 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 River in the Desert



Colorado River

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!

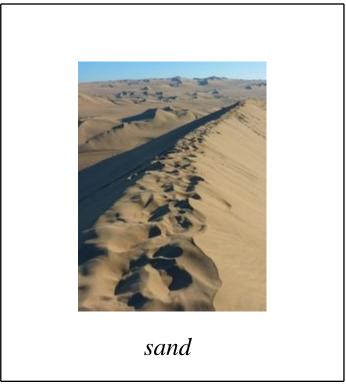
The Colorado River is long. It starts in the Rocky Mountains. It flows south through the desert. It goes through seven states in the U.S. Then, it goes into Mexico.

The Colorado River is very important. The Southwest gets its water from this river!

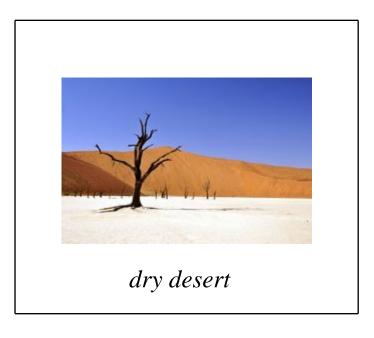
Name: ______ Date: _____

1. What does a desert get very little of?





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





ReadWorks3. Where does the Colorado River start?



Mexico



The Rocky Mountains

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



food



water

What is every desert like	€?
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Every desert is _____.

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

7. Draw a picture of the Colorado River.

City Life and Country Life

by ReadWorks



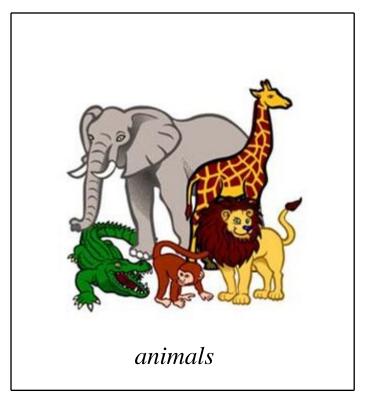


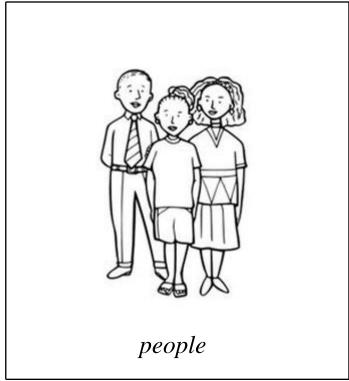
Do you live in a city? A city has many buildings. It also has many roads. It has many cars and lots of noise. Cities are full of people. City life can be full of fun. City life is noisy.

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.

Name: ______ Date: _____

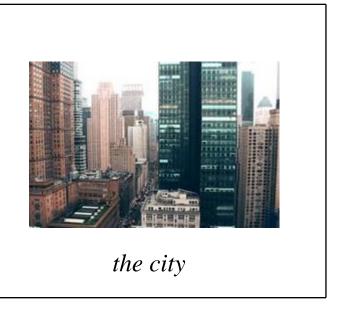
1. What does a city have a lot of?





2. Where do people grow food?





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.

City Life



A pigeon

Cities are full of life. Butities may not have a lot of operspace. So the kinds of animals that live there might be different from what lives in other places. What kinds of things live incity?

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

Squirrels live incities, too. These often live incity parks.

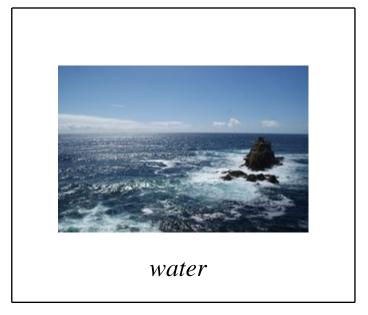
Dogs and cats sometimes live incities. These animals can make good pets.

And, of course, lots of people live inities!

Name: ______ Date: _____

1. What are cities full of?





2. What bird can you find in many cities?





3. What animal often lives in parks?



snakes



squirrels

4. What animals can make good pets?



dogs and cats



squirrels

Readworks	City Life - Comprehension Qui
5. Why are the animals in a city differer	nt 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.

City Parks

by ReadWorks

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!



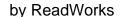
Trees in parks help keep the air clean. Trees make oxygen. That is the air that humans need to breathe.

So trees help humans get fresh air.

a view of New York's Central Park from above

It is good to play outside. Parks are the perfect place to get exercise in a city!

Enrico Discovers a Globe





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.

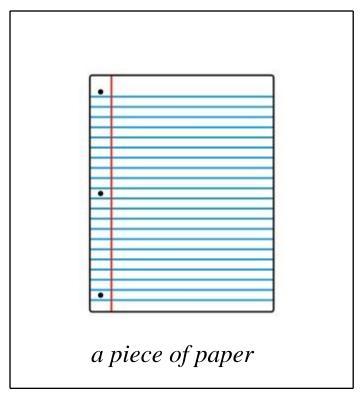
She told Enrico the other colors show land. Then she put her finger on the globe.

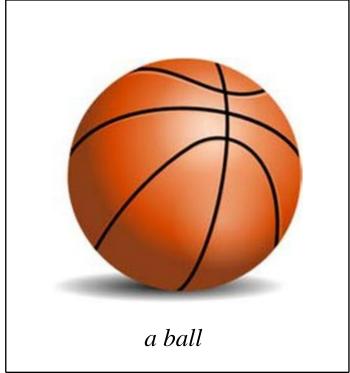
She said, "This is where we live."

Enrico was happy. He learned something new!

Name: ______ Date: _____

1. What does a globe look like?



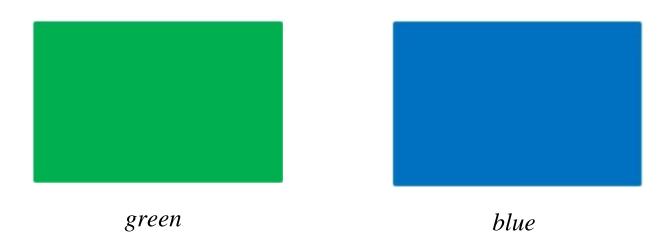


2. Who helped Enrico learn about globes?





3. What color is water on the globe?



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 Highest Court in the Land

by Susan LaBella



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. Thatbranch is called the judiciary. The judicialbranch includes many courts. The U.S. SupremeCourt is the most powerful of thesecourts. (Supreme means "the top.")

The SupremeCourt 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. Thecourt also may decide if something the president did is allowed according to the Constitution.

Cases come to the SupremeCourt only after they have been heard in other

U.S. courtrooms. People who disagree with anycourt 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 SupremeCourt is the highest court in the land. It is the last place an appeal can be heard. And after the SupremeCourt 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.

C	Daad	th.o.o.	sentences	from	460	4014
O.	Reau	mese	semences	пош	ше	ιθΧί.

"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.

8. When do cases come to the Supreme Court?

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

- A. but
- B. because
- C. so

case?

0. What makes the Supreme Court more powerful than other U.S. courts? Use evidence from the text to support your answer.							
svidence from the text	to support your t	ariowor.					

Jon Follows School Rules

by ReadWorks

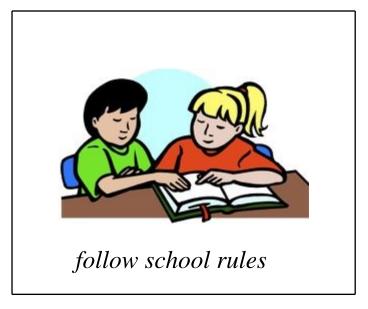


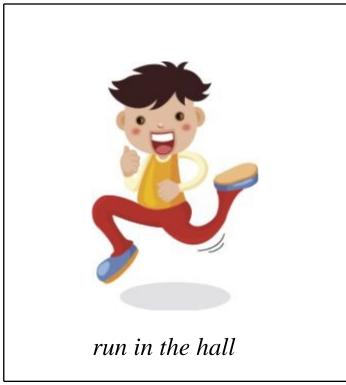
Jon was in kindergarten. He liked it a lot. His teacher talked about school rules. Jon wanted to follow them.

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?





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





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.

- -	low did Jon stand in line when he was in school?
0	
100	
- (-	
- 100	
3. V	hat did you learn from "Jon Follows School Rules"?
6. V	hat did you learn from "Jon Follows School Rules"?
6. V	
6. V	

7. Draw a picture of Jon following school rules.

Look at a Quarter!



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.

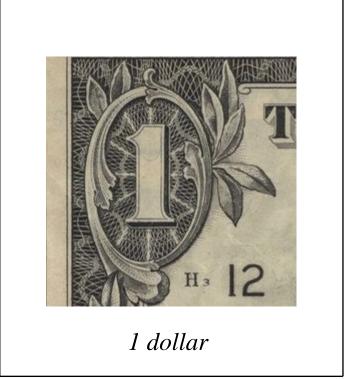
ReadWorks® Look at a Quarter!

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.

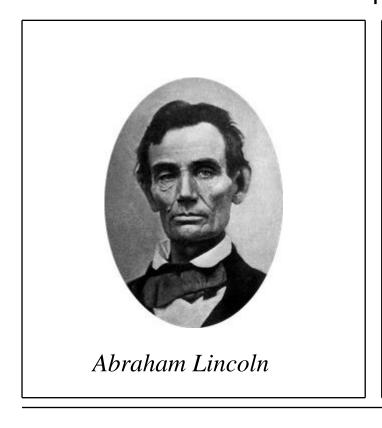
This side also has the words "E Pluribus Unum." These are Latin words. They mean "out of many, one."

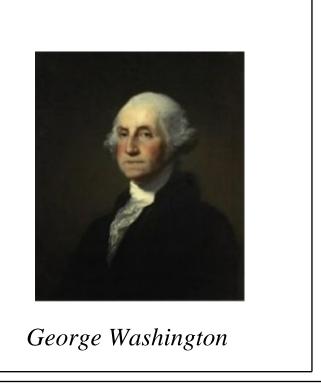
1. How much is a quarter worth?





2. Who is on the front of the quarter?





3. What is the bald eagle a symbol of?





America

4. What on the quarter stands for peace?



the bald eagle



olive branches

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!

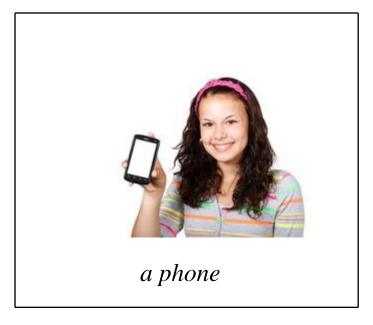
If you're in your classroom, look around. Do you see a globe? A globe is a round ball with a map of Earth on it. You can find the Earth's oceans on a globe. You can find the Earth's countries on a globe.

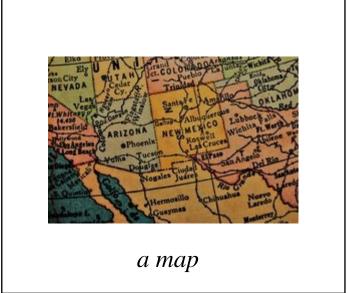
Now take a look at these two photos. Which one shows a map? Which one shows a globe?



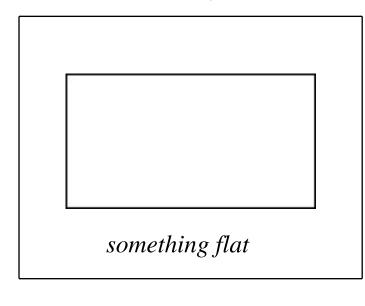


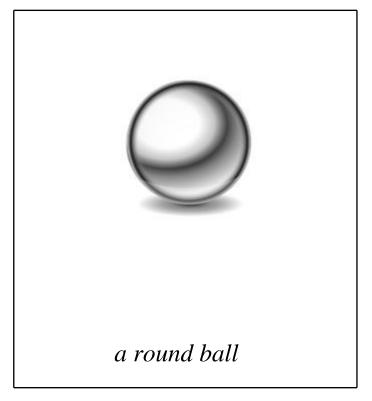
1. What can help you find your way around a mountain?





2. What is a map drawn on?





3. What is a globe a map of?



the entire Earth



roads and rivers

4. What shape is a globe?



a flat rectangle



a round ball

5. What can maps show you?

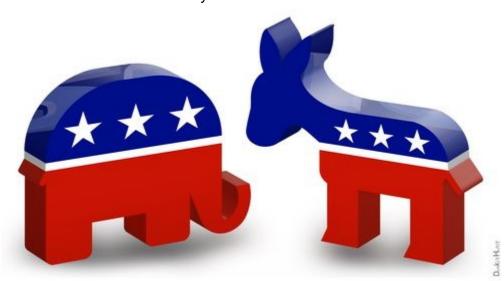
Maps may show you ______.

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

7. Draw a picture of a map.

Political Parties

by Susan LaBella



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, smalleparties 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.

ReadWorks® Political Parties

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 getelected.

Name:	Date:

- **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?



United States Central Intelligence Agency's World Factbook

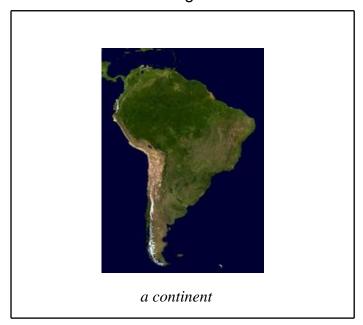
A world map

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.

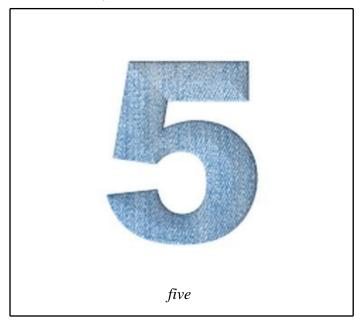
Take a look at the continents on a map. Does it look like they could fit together like a puzzle?

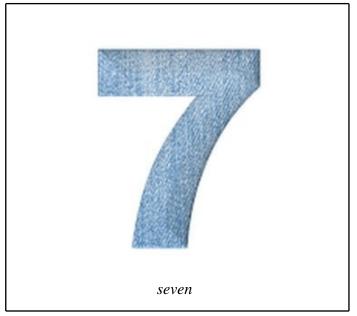
1. What do we call a big chunk of land?





2. How many continents does the earth have?





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1		1

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 cor	The seven continents used to be a part of one huge chunk of						
	98 59	101 - 102	- 8	N	50 50	99 99	705 00
					70 70		

ReadWorks®	Continents - Comprehension Questions
6. What did you learn from "Continents"?	
	75. SS SS
	<u> </u>
	70 to 10 to
	<u> </u>
7. Draw the continents when they were one huge chunk of land.	

The Earth's Ocean

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

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

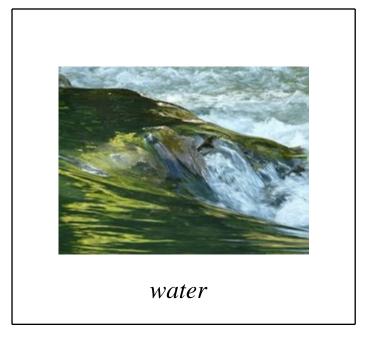
The Atlantic Ocean is the second largest part of the third States.

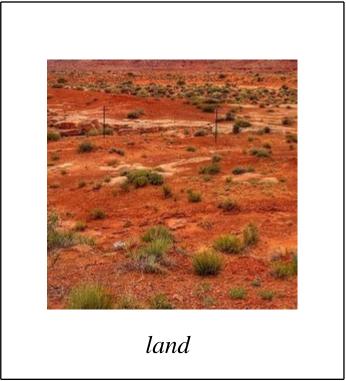
The water of the ocean is very salty. Many different types of animals live in this ter.



The Earth

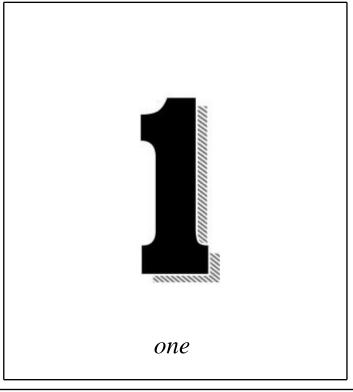
1. What is most of the earth covered by?





2. How many parts does the ocean have?





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



Alexander Hamilton's face on the ten dollar bill

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?

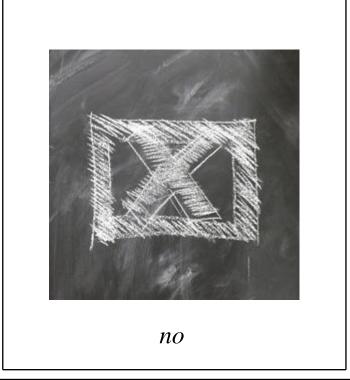
1. Where is the face on American money?





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





3. Who is on the penny?



Abraham Lincoln



Alexander Hamilton

4. Who was Alexander Hamilton?



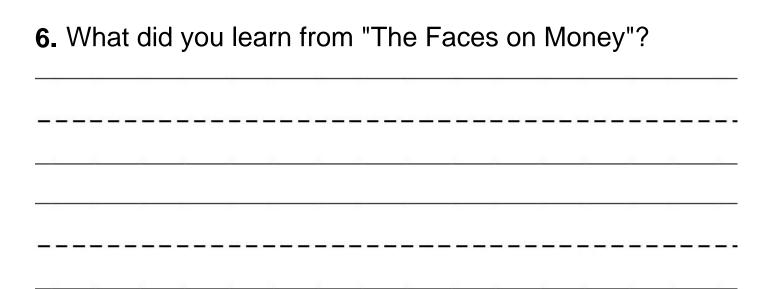
a school teacher



a founding father

5 .	What is the	same abou	t all of the p	eople on money	?

All of the people on money are _____.



7. Draw American money. Be sure to include a face!

The Liberty Bell

by ReadWorks

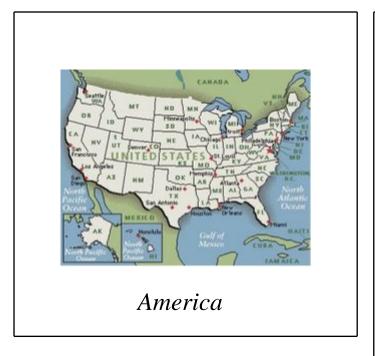


Have you seen the Liberty Bell? It is a symbol of America. It is a very big bell.

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!

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





2. Why did people ring the Liberty Bell?





3. What happened to the Liberty Bell soon after it was made?







It was stolen.

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

7. Draw a picture of yourself looking at the Liberty Bell.

The United States of America

by ReadWorks



Photo Credit: NathanMac87

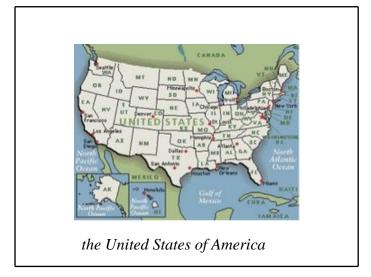
Millions of people live in the United States of America. They are called Americans. People go to the United States from all over the world. Why? Many go there because they want a better life.

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.

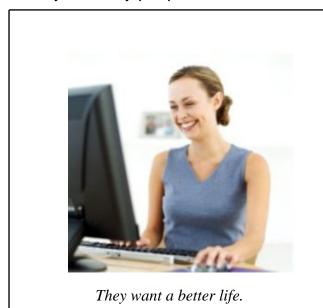
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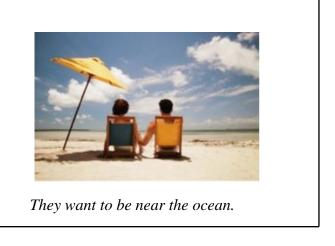
1. Which place does the text talk about?





2. Why do many people from all over the world go to live in the United States of America?





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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.

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What d	id you le	20		United S	50	0.				
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What d	id you le	20			50	0.				
What d	id you le							90	SR SR	
What d	id you le							90	SR SR	

7. Draw a picture of a group of Americans.

What Is a City?



New York City

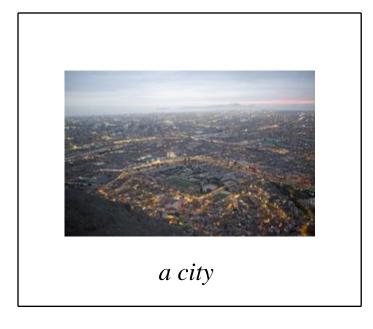
What is a city? A city is a large town. A lot of people live in a city. Many people work there, too.

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!

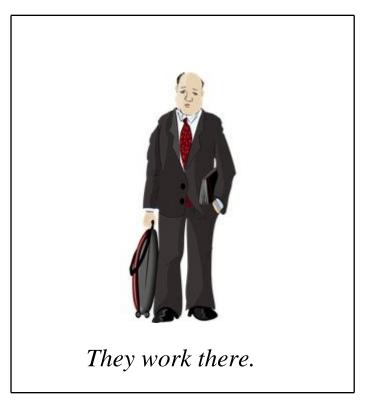
Name: ______ Date: _____

1. What do we call a large town?





2. Why are there so many people in cities?





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

7. Draw a city.

What Is a Coin?



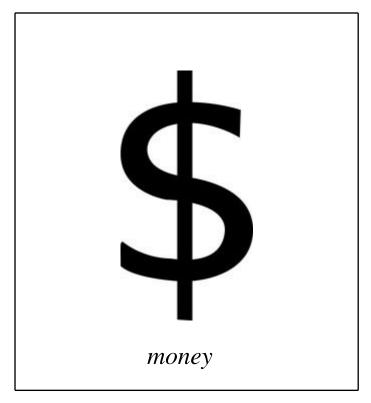
A coin is a kind of money. Coins are small and made of metal. In the United States, they are round.

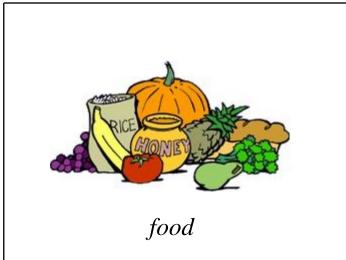
There are different kinds of coins. In the United States, there are four main coins. These are pennies, nickels, dimes, and quarters. All of these coins are worth different amounts. Quarters are worth twenty-five cents. Pennies are worth just one cent.

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!

Name: ______ Date: _____

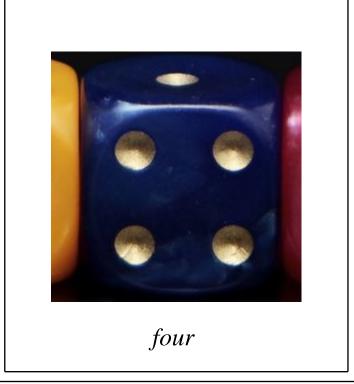
1. What is a coin?





2. How many coins does the United States have?





ReadWorks What 3. Is every coin worth the same amount?



yes



no

4. Which coin is worth twenty-five cents?



the penny



the quarter

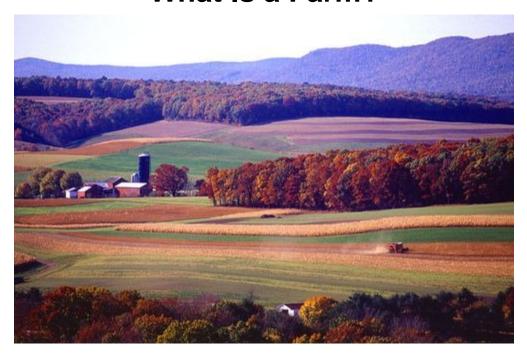
5. What	coins can	you use ii	n the	United	States?
---------	-----------	------------	-------	--------	---------

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?



Agricultural Research Service

A farm

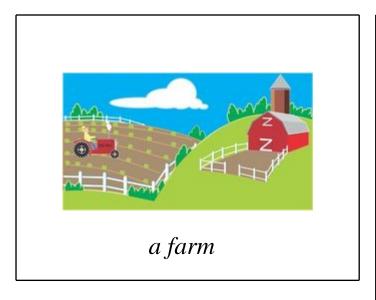
What is a farm? A farm is a place where people grow plants to use. Plants grown on a farm are called crops. Crops can be vegetables. They can be fruits. They can also be grains, like rice.

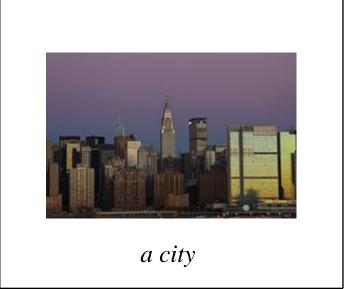
Farms can also raise animals. Many farms raise chickens. Farmers get eggs from them! Cows can also be raised on farms. People get milk from these cows.

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.

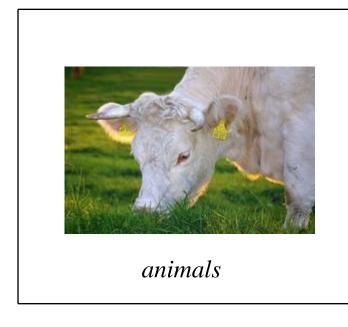
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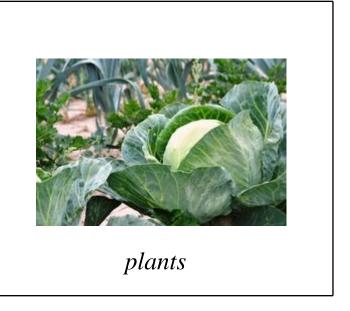
1. What do we call a place where people grow plants?





2. What are crops?





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.

What Is an Island?

by Rachelle Kreisman

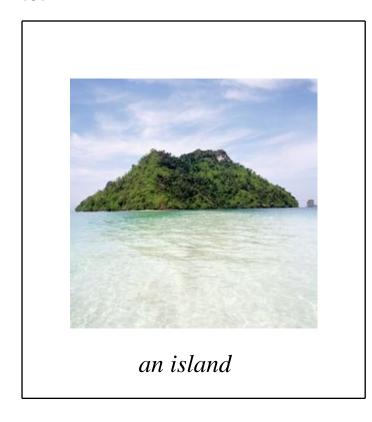


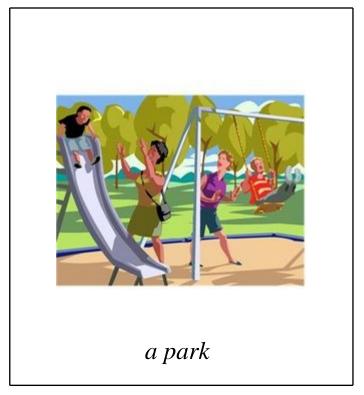
An island is a piece of land. It has water all around it. The island looks as if it is floating. It is not. Instead, the island is part of a bigger piece of land. That land is under the water. We only see the part that is above the water.

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.

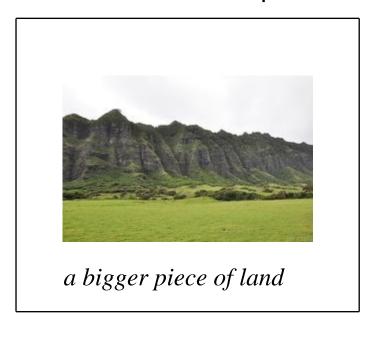
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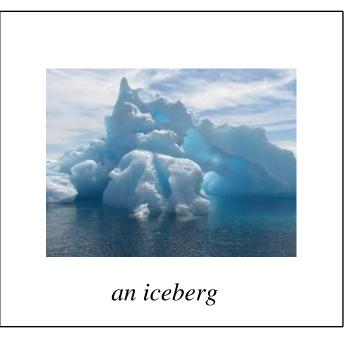
1. What do we call a piece of land with water all around it?





2. What is an island part of?





Read Works3. 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 tra	avel in to get to a	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!



Wheat

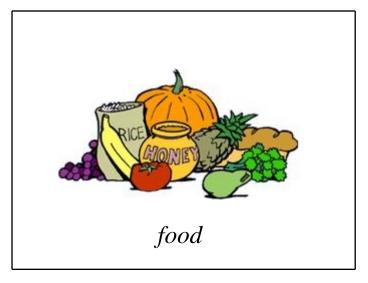
Do you eat any vegetables? How about fruits? Maybe you eat a lot of rice. Or you may sometimes eat things with sugar.

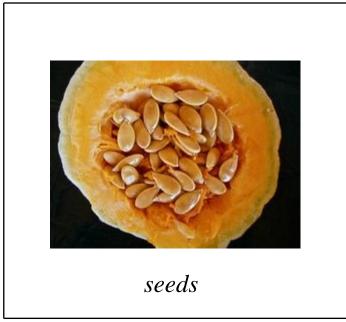
All of these foods come from farms. Some farmers grow crops like rice or vegetables. They plant fields full of seeds. These seeds grow into crops. When the crops are ready, the farmers gather them. This is called harvesting.

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!

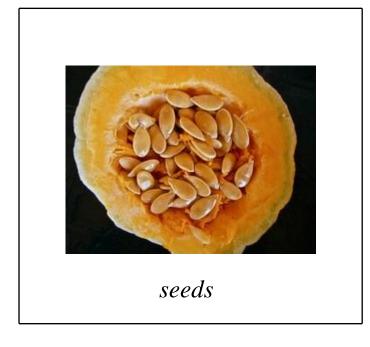
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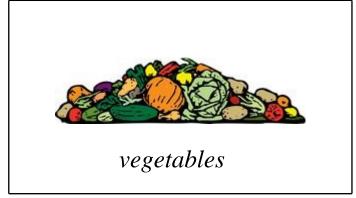
1. What are crops?





2. What do farmers plant to grow their crops?





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

Fruits and veg	jetables come i	rom a	·	
	2 2 2	A 8 5	W W W	101
	92 N (C 8)	35 S S	# # W	100
•	ou 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

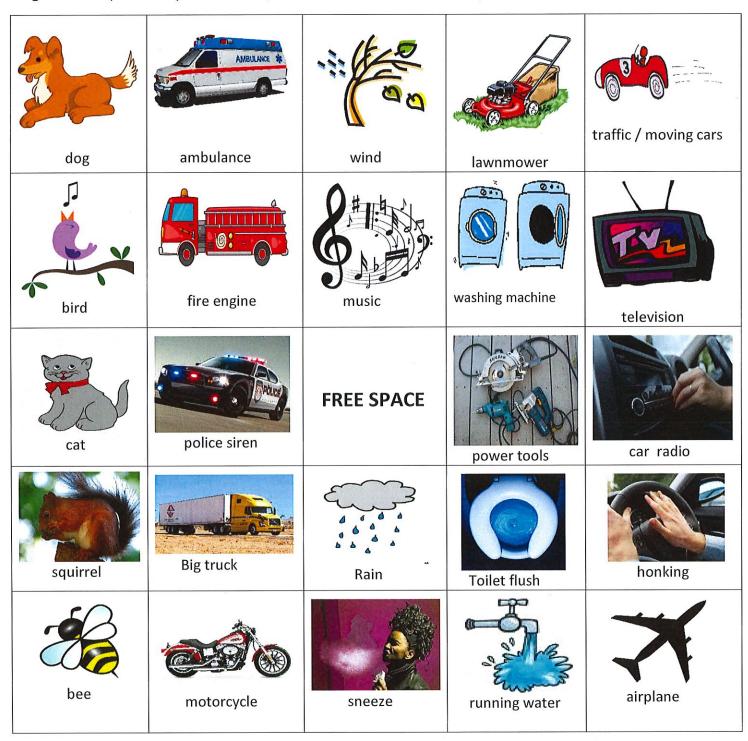
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Grade	School		

Continuous Learning Kit - Performing Arts - Table of Contents Grades PK - 2

	Lesson dates	MO Fine Arts Standard	Lesson Topic	Instructions
	Ecoson dates	Juliana	2000011771	NOTE-Complete a Project Reflection for each project completed.
	Aug. 31-Sept. 4	MU:Cn11A.1a	Music- Everyday Sounds That Create Our Own Soundtracks	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.
	Sept. 8 - 11	DA:Cr2A.K	Dance-Get Your Move On	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.
	·			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
	Sept. 14 - 18	TH:Cn10.1.2	Theater- I Feel That Too	experience. Complete a Project Reflection. 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, "I've Been Working On the Railroad" to keep their heavy sledgehammers hitting the iron spikes at measured intervals. Injuries happened if a worker got off rhythm. Sing the song, "Row, Row, Row Your Boat." 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: >You were late to work? >You were enjoying the beautiful day? >You were tired? >Your boat was sinking? >Your boat was full of heavy fish?
Week of	Sept. 21 - 25	MU:Cn11A.Ka	Music - How Does Music Help Us Work?	>Dinner was ready on the other side of the lake? Complete a Project Reflection. Dance Party Choice Board - Choose any music that is available to you, then use one of the given movement
	Sept. 28 - Oct. 2	DA:Cr2.1.2	Dance - Dance Party Choice Board	options to get your body moving! Complete a Project Reflection.

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 - \leftrightarrow , Vertical \updownarrow , or Diagonal $\trianglerighteq \searrow$). You may use this card, or use the blank card to create your own customized Bingo card.



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

STUDENT NAME		Grade
Project Sounds	Bingo	

"	Excellent (4)	Good (3)	Satisfactory (2)	Needs
Following project directions	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
Use of creativity	You used your own ideas and imagination.	You used your own ideas most of the time	You used some imagination.	You did not use your own ideas or imagination.
Effort put into project	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

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

STUDENT NAME		Grade
Project Get	Your Move On	

	r			
,	Excellent (4)	Good (3)	Satisfactory (2)	Needs
				Improvement (1)
Following project directions	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
Use of creativity	You used your own ideas and imagination.	You used your own ideas most of the time	You used some imagination.	You did not use your own ideas or imagination.
Effort put into project	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

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

STUDENT NAM	IE	Grade
Project I	Feel That Too	

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following project directions	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
Use of creativity	You used your own ideas and imagination.	You used your own ideas most of the time	You used some imagination.	You did not use your own ideas or imagination.
Effort put into project	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

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

STUDENT NAM	ЛЕ	Grade
Project R	Row, Row, Row Your Boat	

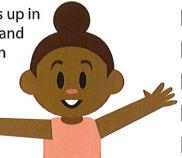
	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following project directions	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
Use of creativity	You used your own ideas and imagination.	You used your own ideas most of the time	You used some imagination.	You did not use your own ideas or imagination.
Effort put into project	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

Dance Party Choice Board

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

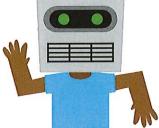


Join the ballet: Dress up in your fanciest clothes and become a ballerina on the stage.



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.



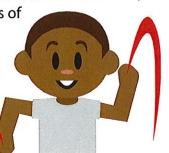
Jump to the beat: Put on some upbeat music

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.



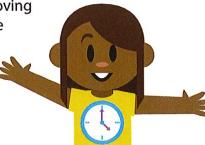
Animal dance: Turn on some lively

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.



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

STUDENT NAME			Grade
Project Dance	Party Choice	Board	

,	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following project directions	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
Use of creativity	You used your own ideas and imagination.	You used your own ideas most of the time	You used some imagination.	You did not use your own ideas or imagination.
Effort put into project	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

St. Louis Public School Performing Arts- Gr. 3-5 At Home Learning Packet



September 2020

Name		 	
- 1			
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?
 - o Which dynamics?
 - o Which Tempo?
 - o Would the melodies be mostly high or low?
 - o 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

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?
 - o Which instruments would you use?
 - o Which dynamics?
 - o Which Tempo?
 - o Would the melodies be mostly high or low?
 - o 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. 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.

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?
 - o Which instruments would you use?
 - o Which dynamics?
 - o Which Tempo?
 - o Would the melodies be mostly high or low?
 - o 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?

Visual Art Activities

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



St. Louis Public Schools Continuous Learning Plans PK- Grade 2 Visual Art

** Coloring in coloring books is also encouraged every week.**

Sept. WEEK	Activities: "What do I do?" What needs to be done in order to learn the material?	Resources: "What do I need to do it?" What print and electronic resources are available to support your learning? What materials are needed?	Examples: "What does it look like?"
	Create a paper mosaic portrait. 1. Draw a face large so it fills the page. 2. Cut up different colored construction paper into small pieces. 3. Place small dots of glue on the portrait. 4. Place the small pieces of construction paper on the dots of glue. Try to create patterns with the colors.	 Colored construction paper Pencil Scissors Glue 	
	Draw a large picture using cool colors (Blue, green, and purple) and warm colors (red, orange, and yellow). Use one group of colors in the foreground and one group of colors in the background.	 Blank white paper Crayons, markers, or colored pencils 	



St. Louis Public Schools Continuous Learning Plans PK- Grade 2 Visual Art

Sept. WEEK 2	Activities: "What do I do?" What needs to be done in order to learn the material?	Resources: "What do I need to do it?" What print and electronic resources are available to support your learning? What materials are needed?	Examples: "What does it look like?"
	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). 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.)	 Construction paper Scissors Glue Video: How to Create a Paper Line Sculpture https://www.youtube.com/watch?v=Z2z1wQzDVzs See line examples page attached. 	
	Practice creating different patterns, using differ 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	 Colored Pencil or Crayon Worksheet attached 	



Sept.	Activities: "What do I do?"	Resources: "What do I need to do it?"	Examples: "What does it look like?"
WEEKS	What needs to be done in order to learn the material?	What print and electronic resources are available to support your learning? What materials are needed?	
3 and 4	Trace your hand on a piece of paper in different positions (bunny ears, all fingers spread out, etc.) 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 	crocodile The crocodile Suims down the Nile Hiver.
	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	

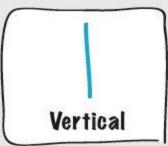




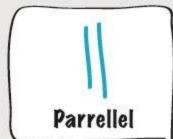
By Alex Kolbo



Horizontal

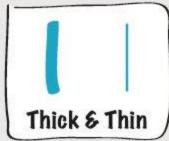


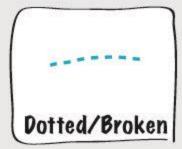


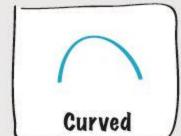




Perpendicular









Spiral/Swirl



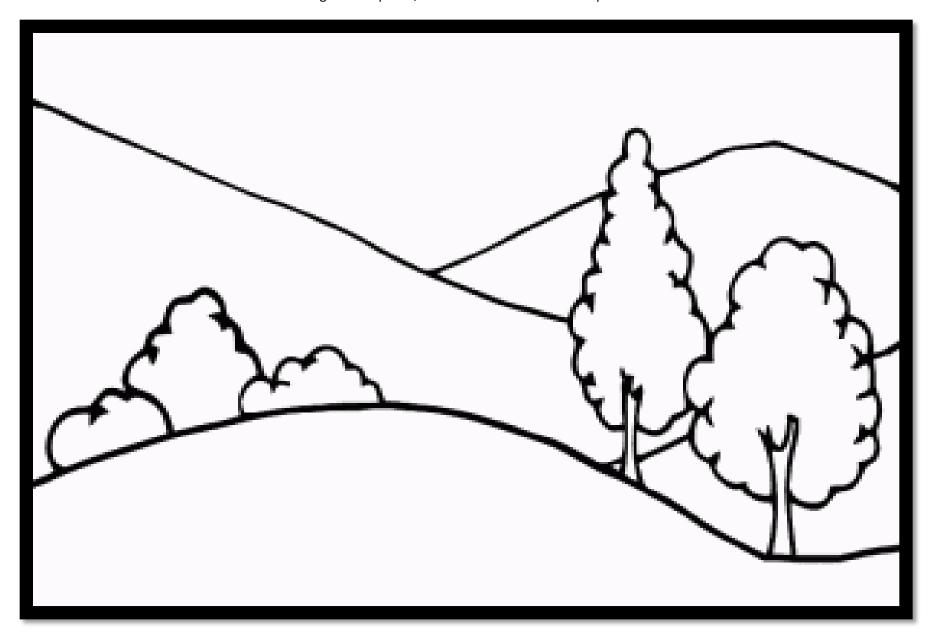
Varied



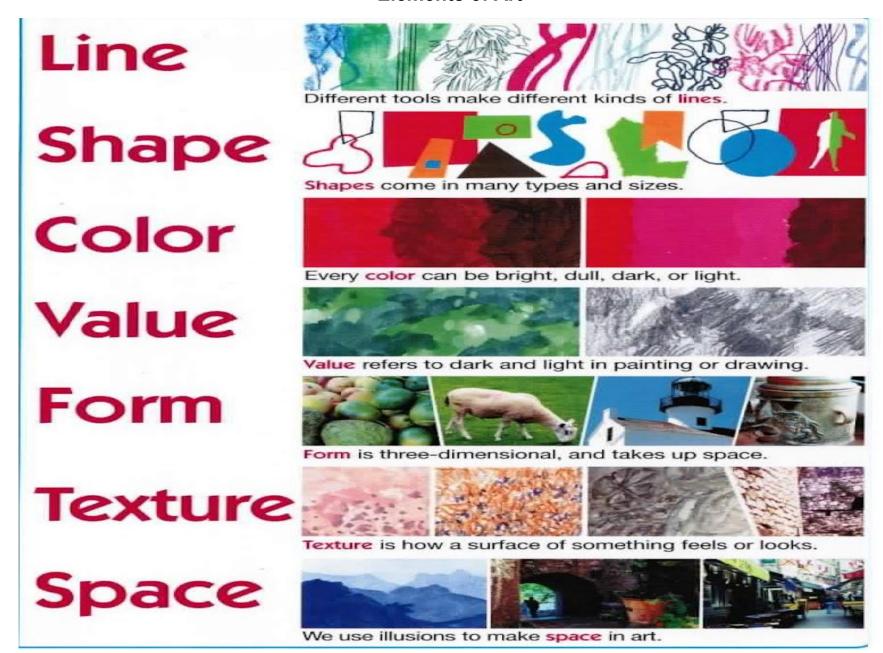
Wavy/Curly



Zig Zag/Jagged



Elements of Art



Balance Contrast **Emphasis** Movement Pattern Rhythm Unity

Principles of 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.

Coloring Pages

