Student Name: ________________________________________________________________
School: ________________________________________________________________Teacher: ____________________________

For additional Support, visit the Fulton County Schools Curriculum Hub at https://safari.fultonschools.org/PORTAL.

**Monday**

No School – Teacher Workday

**Tuesday**

Check-in with your teacher.
Read for 30 minutes.
Write about what you did over winter break.

**Wednesday**

| **English Language Arts:** ELAGSE1RF3, ELAGSE1RL1, ELAGSE1RL3, ELAGSE1RL7, ELAGSE1W1, and ELAGSE1W8 |
| **Parent Information** |
| Phonics: Today you will need the *tch* word fluency page and a light crayon or highlighter. |
| Reading: A caregiver will need to follow the book assembly instructions for the book *Rabbit to the Rescue*. |
| Writing: You will need paper, a pencil, and crayons or colored pencils. |

**Math:** MGSE1.MD.1
Today we will begin Unit 4. This unit begins by building upon our knowledge of comparing the lengths of two objects to now comparing the lengths of 3 objects.

**Social Studies:** SS1H1a and SS1H1b
Students will be able to describe the life of George Washington Carver.

**Physical Education:** PE1.5c
Complete the **Wednesday Lesson** using the **Scavenger Hunt**.

**Thursday**

| **English Language Arts:** ELAGSE1RF3, ELAGSE1RL3, ELAGSE1RL6, and ELAGSE1RL7 |
| **Phonics:** Today you will need the *dge* word fluency page and a light crayon or highlighter. |
| Reading: You will need the book *Rabbit to the Rescue*. |

**Math:** MGSE1.MD.1
Today we will continue our work with comparing lengths of objects.

**Science:** S1P2a and S1P2b
**Lesson 1:** Students will ask questions about how magnets work.
**Lesson 2:** Students will create a 2-D model of how they think magnets can pick up nails.

**Music:** ESGM1.PR.3b
Students will identify sol, la, and mi patterns on the reduced staff.
### Friday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RL2, ELAGSE1W1, and ELAGSE1W8  
**Phonics:** Today you will need to cut out the *tch* and *dge words*, paper, and a pencil.  
**Reading:** You will need the book *Rabbit to the Rescue*.  
**Writing:** You will need your writing from earlier this week, paper, a pencil, and crayons or colored pencils.

**Math:** MGSE1.MD.1  
More work with comparing and ordering lengths of objects.

**Social Studies:** SS1H1a and SS1H1b  
Students will be able to describe the life of George Washington Carver.

**Social Emotional Learning/Health:**  
Having friends is very important. Friends are not only fun to play with, but can help us when we have a problem, and are good to talk to when we want to share our feelings. Take some time to think about the need for friendship.
English Language Arts
Parent Information

Phonics

What is a trigraph?
- A trigraph is three consonants that come together and form a new sound.
- The trigraphs tch and dge follow a short vowel sound and come at the end of the word.

Examples of trigraphs:
- fetch
- fudge

Parent Tips
This pattern provides students with the guidance they need to spell words correctly. The key is to recognize the short vowel sound. When your child is spelling, encourage him/her to segment the word into the individual sounds. He/she should record each sound heard with the letter(s) that make that sound. Then, your child can ask themselves: Is this how it would look in a book? Are there other ways to spell the sounds in the word?
**Phonics**

A trigraph is 3 consonants that are right next to each other and make a unique sound. One trigraph is *tch*.

- Use the *tch* word fluency page.
- On lines 1 and 2, highlight the first vowel.
- Now, read lines 1 and 2 aloud.
- Read lines 3 and 4 aloud.
- Which word means can be found in baseball and in music? [pitch]
- Which word means an error? [glitch]
- Read lines 5 and 6.
- Explain why the words end in *tch*.

**Reading**

Readers use the words in the text and the illustrations on the page to understand what is happening in a book. Readers read a page and then look over the illustrations. One of the things they think about is what the character is thinking. This helps them better understand the character.

For example, in *Rabbit to the Rescue*, I read page 2 and then I look at the illustrations. I think:

![Illustration of chicken and chicks]

The mom chicken seems like she is thinking that her chicks will not be able to play soccer. She didn’t bring any supplies, but she needs them.

- Read *Rabbit to the Rescue*.
- Stop after reading each page and use the illustrations to help you understand what the characters might be thinking.

**Writing**

Writers share their opinions with others. To share an opinion, writers begin with a topic they feel strongly about.

- Think about the books that you have read. These do not have to be books from this year – think of all the books you have heard in Kindergarten, Pre-Kindergarten, at home, or with friends.
- Which was your favorite character from a book?
- Now think about the reasons.
- Use several sheets of paper. On each sheet, jot down 1 reason why this character is your favorite.
<table>
<thead>
<tr>
<th></th>
<th>badge</th>
<th>budge</th>
<th>bridge</th>
<th>ridge</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>fudge</td>
<td>nudge</td>
<td>grudge</td>
<td>smudge</td>
</tr>
<tr>
<td>3</td>
<td>hedge</td>
<td>wedge</td>
<td>ledge</td>
<td>sledge</td>
</tr>
<tr>
<td>4</td>
<td>dodge</td>
<td>lodge</td>
<td>ridge</td>
<td>pledge</td>
</tr>
<tr>
<td>5</td>
<td>budget</td>
<td>fidget</td>
<td>gadget</td>
<td>midget</td>
</tr>
</tbody>
</table>
QUICK, Coach Rabbit!
My chicks want to play!
I need 10 soccer balls.
I need 10 bottles of water.
Relax, Chicken.
I can help you solve this problem.
Here are the 20 objects you need.

QUICK, Coach Rabbit!
My chicks are so hungry!
I need 10 cheese sticks.
I need 10 carrot muffins.
I need 10 thick fruit smoothies.
Relax, Chicken.
Don’t get so upset.
I told you, I can help.
Here are the 30 objects you need.

QUICK, Coach Rabbit!
My chicks are so dirty!
I need 10 full tubs.
I need 10 bars of soap.
I need 10 bath toys.
I need 10 towels.
Relax, Chicken.
Getting upset won't solve the problem.
I told you, I can help.
Here are the 40 objects you need.

QUICK, Coach Rabbit!
My chicks want to read!
I have 10 books.
Shhhh! Quiet, Chicken.
That's a problem.
Your chicks are asleep.
Dear Parents,

We want to make sure that you have an understanding of the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit Four. Each standard is in bold print and underlined and below it is an explanation with student examples. Your child is not learning math the way we did when we were in school, so hopefully this will assist you when you help your child at home. Please let your teacher know if you have any questions.

MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
This standard calls for students to indirectly measure objects by comparing the length of two objects by using a third object as a measuring tool.

Example:
Which is longer: the height of the bookshelf or the height of a desk?

Student 1:
I used a pencil to measure the height of the bookshelf and it was 6 pencils long. I used the same pencil to measure the height of the desk and the desk was 4 pencils long. Therefore, the bookshelf is taller than the desk.

Student 2:
I used a book to measure the bookshelf and it was 3 books long. I used the same book to measure the height of the desk and it was a little less than 2 books long. Therefore, the bookshelf is taller than the desk.

It is beneficial to use informal units for beginning measurement activities at all grade levels because they allow students to focus on the attributes being measured. The units need to correspond to standard units of measurement and this relationship should always be expressed by the teacher.

MGSE1.MD.2 Express the length of an object as a whole number of length units, by lying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (Iteration)

This standard asks students to use multiple copies of one object to measure a larger object. This concept is referred to as iteration. Through numerous experiences and careful questioning by the teacher, students will recognize the importance of making sure that there are not any gaps or overlaps in order to get an accurate measurement.

Example:
How long is the paper in terms of paper clips?

MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
This standard calls for students to read both analog and digital clocks and then orally tell and write the time. Times should be limited to the hour and the half-hour. Students need experiences exploring the idea that when
the time is at the half-hour the hour hand is between numbers and not on a number. Further, the hour is the number before where the hour hand is. For example, in the clock at the right, the time is 8:30. The hour hand is between the 8 and 9, but the hour is 8 since it is not yet on the 9.

MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

This standard is taught throughout the first grade year.

This standard calls for students to work with categorical data by organizing, representing and interpreting data. Students should have experiences posing a question with 3 possible responses and then work with the data that they collect. For example:

Students pose a question and the 3 possible responses: Which is your favorite flavor of ice cream? Chocolate, vanilla or strawberry? Students collect their data by using tallies or another way of keeping track. Students organize their data by totaling each category in a chart or table. Picture and bar graphs are introduced in 2nd Grade.

<table>
<thead>
<tr>
<th>What is your favorite flavor of ice cream?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
</tr>
<tr>
<td>Vanilla</td>
</tr>
<tr>
<td>Strawberry</td>
</tr>
</tbody>
</table>

Students interpret the data by comparing categories. Examples of comparisons:

- What does the data tell us? Does it answer our question?
- More people like chocolate than the other two flavors.
- Only 5 people liked vanilla.
- Six people liked Strawberry.
- 7 more people liked Chocolate than Vanilla.
- The number of people that liked Vanilla was 1 less than the number of people who liked Strawberry.
- The number of people who liked either Vanilla or Strawberry was 1 less than the number of people who liked chocolate.
- 23 people answered this question.
Three dogs with collars.
Which collar is the longest?

Model It
Compare lengths.
Lay the collars on a table.
Line up one end.
Put them in order from shortest to longest.

The ____________ collar is the longest.
The ____________ collar is the shortest.
Ron puts books on a shelf. He wants to order them from shortest to tallest. Which book is shortest?

**Model It**  
Order the books from shortest to tallest.

Stand the books on a shelf. Circle the shortest. Put an X on the tallest.

**Talk About It**  
Do you agree? Why or why not?

Boom says the red flower is the shortest.
Order Objects by Length

Color the worm that is the shortest. The middle worm is longest. The top worm is shorter than the bottom worm.

1. Draw lines to show which pencil is longest and which is shortest.

2. Read the clues. Then color the dogs.
   - The red dog is longest.
   - The blue dog is shorter than the yellow dog.
Order Objects by Length

3. Read the clues. Then color the bats.
   - The green bat is shortest.
   - The red bat is longer than the blue bat.

4. Circle the word that makes the sentence true.
   - The green balloon is shorter / longer than the orange balloon.

5. Draw a line that is taller than both rectangles.
Step 1: Tell your student, “Before we left for Winter Break, we began talking about Dr. George Washington Carver. You may remember that he created different ways to use the peanut. He discovered ways to use the peanut to create milk, butter, cheese, soap, glue, and paint. The different uses for the peanut allowed farmers to make more money. Another thing that Dr. Carver did that helped farmers was crop rotation. This is when farmers plant different crops each year in one place to help save the soil. Let’s look at the diagram below.”

Step 2: Look at the crop rotation diagram below. Tell your student, “The farmer has different beds where she is growing different plants. The farmer would move the plants from one bed to another to help the soil from being over used in one place.”

![Crop Rotation Diagram](image)

Step 3: Let’s look at the two tables below to determine which plants a farmer would plant in each bed for Year 2. A farmer plants celery, tomato, and cabbage in Year 1 in different beds. Help the farmer determine which bed she would plant the crops in Year 2.

<table>
<thead>
<tr>
<th></th>
<th>Bed #1</th>
<th>Bed #2</th>
<th>Bed #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Celery</td>
<td>Tomato</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to parents: The farmer would plant the following plants in Year 2:
<table>
<thead>
<tr>
<th>Year</th>
<th>Bed #1</th>
<th>Bed #2</th>
<th>Bed #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Celery</td>
<td>Tomato</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Year 2</td>
<td>Cabbage</td>
<td>Celery</td>
<td>Tomato</td>
</tr>
</tbody>
</table>
Physical Education – Wednesday

Standard: PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. c. Describes positive feelings that result from physical activities.

Warm-up:

1. Jog in place for 1 minute.
2. Home Locomotor Challenge: Touch every wall in your home. For each wall, use a different locomotor skill (run, skip, hop, leap, etc.)

3. Stretch Time! Cat Pose: On all fours round your back pulling your spine towards the ceiling while looking at the ground. Hold for 15 seconds, rest, then repeat 2 times.

Activity: At Home Scavenger Hunt
Directions: Please see lesson #1 worksheet for activity directions.
Variation: Add music for some extra motivation or play with a family member.
Questions:
1. Did you travel safely during the scavenger hunt? What does travelling safely look like?
2. Which item was the easiest to find? Most difficult?
**PE At Home Scavenger Hunt**

**Directions:** This activity can be done independently or with a family member. Select an amount of time to play (___ minutes) and designate an area where each participant will put his or her scavenger hunt items. When you say “Go”, each participant will travel **SAFELY** through the house to find the items in the scavenger hunt below. Once an item has been found, it must be brought back to the designated area before going to get the next item. Therefore, you may not get more than one item per trip. Once time has ended, add up your points to see who wins! If someone gets all 25 items before time expires, they automatically win. If you are playing by yourself, time yourself for 10 minutes to see how many points you can earn. Then, share your score with a family member. Have fun!

<table>
<thead>
<tr>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band Aid</td>
<td>Tape Measure</td>
<td>Cookie Cutter</td>
<td>Flashlight</td>
<td>Piece of Candy</td>
</tr>
<tr>
<td>Mismatched Socks</td>
<td>A Toy with Wheels</td>
<td>Something with Your Name On It</td>
<td>Vegetable (Any Kind)</td>
<td>Musical Instrument</td>
</tr>
<tr>
<td>Ball (Any Kind)</td>
<td>Hat</td>
<td>A Penny Made Before the Year You Were Born</td>
<td>Something to Recycle</td>
<td>Stuffed Animal</td>
</tr>
<tr>
<td>Fruit (Any Kind)</td>
<td>Sunscreen</td>
<td>Dr. Seuss Book</td>
<td>Sunglasses</td>
<td>Key</td>
</tr>
<tr>
<td>Water Bottle</td>
<td>Floss</td>
<td>Button</td>
<td>Wooden Spoon</td>
<td>Clothes Hanger</td>
</tr>
</tbody>
</table>
**Phonics**

Another trigraph is dge.

<table>
<thead>
<tr>
<th>badge</th>
<th>dodge</th>
</tr>
</thead>
<tbody>
<tr>
<td>pledge</td>
<td>smudge</td>
</tr>
<tr>
<td>bridge</td>
<td></td>
</tr>
</tbody>
</table>

On the dge word fluency page:
- On lines 1 and 2, use a highlighter or crayon and highlight the vowels.
- Read lines 1 and 2 aloud. Say why the /j/ sound is spelled with dge.
- Now read lines 3 – 4 aloud.

**Reading**

Narrative texts may have more than one character. When you read a text with more than one character, it is important to keep track of who is talking. Reading using different tones and voices will help you keep track of who is speaking.
- Reread *Rabbit to the Rescue*.
- Choose one voice to use for the coach and a different voice to use for the mom.
- Make sure that you change your voice as you are reading!
<table>
<thead>
<tr>
<th></th>
<th>batch</th>
<th>hatch</th>
<th>patch</th>
<th>latch</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>match</td>
<td>catch</td>
<td>watch</td>
<td>swatch</td>
</tr>
<tr>
<td>3</td>
<td>ditch</td>
<td>hitch</td>
<td>glitch</td>
<td>Mitch</td>
</tr>
<tr>
<td>4</td>
<td>itch</td>
<td>stitch</td>
<td>witch</td>
<td>pitch</td>
</tr>
<tr>
<td>5</td>
<td>fetch</td>
<td>hutch</td>
<td>crutch</td>
<td>clutch</td>
</tr>
<tr>
<td>6</td>
<td>stretch</td>
<td>scratch</td>
<td>snatch</td>
<td>sketch</td>
</tr>
</tbody>
</table>
Lesson 31  Order Objects by Length

Look at the Example. Then solve.

**Example**

The pencils are lined up at one end. They are ordered by length.

The *black* pencil is the shortest.

The *gray* pencil is the longest.

1. The _______ dog is the shortest.
   The _______ dog is the longest.

2. The _______ ribbon is the shortest.
   The _______ ribbon is the longest.
3. The _________ paintbrush is the longest.
The _________ paintbrush is the shortest.

4. The _________ collar is the longest.
The _________ collar is the shortest.

5. Draw a red line that is shorter than this line.
Draw a blue line that is longer than this line.
Look at the Example. Then solve.

**Example**

The bats are ordered from shortest to tallest.

A circle is around the shortest bat. An X is on the tallest bat.

1. Circle the shortest balloon. 
   Put an X on the tallest balloon.

2. Circle the shortest flower. 
   Put an X on the tallest flower.
3. Circle the shortest rectangle.
Put an X on the tallest rectangle.

4. Circle the pencils that are in order from tallest to shortest.

5. Buzz says the black ribbon is the shortest.
   Boom says the gray ribbon is the shortest.
   Who is right? Circle.
   Buzz       Boom
Name ______________________________

**Look at the Example. Then solve.**

**Example**  Circle the crayon that is the longest.
The middle crayon is shortest.
The top crayon is longer than the bottom crayon.

1. Color the tallest rectangle red.
   Color the shortest rectangle blue.

2. Circle the shortest paintbrush.
   Put an X on the longest paintbrush.
3. Draw lines to show which book is tallest and which is shortest.

4. Draw lines to show which fork is longest and which is shortest.

5. Read the clues. Then color the boats.
   The blue boat is shortest.
   The red boat is longer than the yellow boat.
Magnets

Science in My World
Look at the picture of the magnet. Magnets can move objects. Magnets can push and they can pull. What questions do you have about how magnets work?

Key Vocabulary
Look and listen for these words as you learn about magnets.

- attract
- magnet
- magnetic force
- poles
- repel
Maya works with tools. She sometimes uses a hammer and nails. She spilled some nails on the floor. Maya wonders if a magnet can help her pick up the nails. Show how you think a magnet can help pick up nails.

Science and Engineering Practices

I will plan an investigation.
I will carry out an investigation.
Melody Unit Review

Here are the notes we have learned in our melody unit.

These are their Curwen Hand Signs.

Sol: Take your hand and put it in front of your face, palm facing your face.

La: Take your hand and arch it like an eyebrow right by your eye.

Mi: Place your facing downward palms facing the floor.
Reading and Writing Pitches

*Remember:* If *sol* lives on the top line, then *mi* will always be on the line below and *la* will always be in the space above *sol*.

Fill in the names of the Solfege notes for this short song.

| Sol |  |  |  |  |  |

Draw the note for each Solfege syllable.

| Sol |  |  |  |  |  |

Compose your own song using the Solfege pitches *sol*, *la*, and *mi*.

Say your song to a family member while using your hand signs! **Bonus:** If you know how to sing your pitches, sing your song while using your hand signs.
Phonics
Today you will practice spelling 10 words. Remember to:
- A caregiver will need to cut out the words from the dge and tch pages.
- Pick a word.
- Read the word aloud.
- Turn the card over so you cannot see the spelling.
- Write the word using the correct spelling.
- Check to see if you spelled the word correctly.
- Spell 10 words in this same manner.

Reading
You have learned that readers retell what they read by talking about the details.
- Reread *Rabbit to the Rescue*.
- Think about the details from the story.
- Use your hand and for each finger, talk about one detail.

Writing
Earlier this week you brainstormed your favorite book character. You thought of reasons why this is your favorite character. Today, you will turn your ideas into a piece of writing.
- Begin by introducing your character. Who is the character? What book or books is the character in?
- Each reason will then have its own page of writing. This is so that you can elaborate next week.
- For each reason, write a sentence describing that reason on a page.
**Homework Helper**

You can compare the lengths of objects.

The carrot is longer than the pea pod.
The pea pod is longer than the apple.

Is the carrot longer than or shorter than the apple?

- longer than
- shorter than

**Practice**

Compare the objects. Circle the correct answer.

1. The juice pop is shorter than the corn cob. The cracker is shorter than the juice pop.

Is the cracker longer than or shorter than the corn cob?

- longer than
- shorter than
Compare the objects. Circle the correct answer.

2. The piece of candy is shorter than the sandwich. The sandwich is shorter than the celery.

Is the celery longer than or shorter than the piece of candy?

longer than  shorter than

3. A grape is shorter than a potato. The potato is shorter than a hot dog. Is a grape longer than or shorter than a hot dog?

longer than  shorter than

Vocabulary Check

Draw lines to match.

4. longer

5. shorter

Math at Home Give your child three objects of various lengths. Ask him or her to compare the lengths of the objects.
Lesson 2
Compare and Order Lengths

Homework Helper

You can compare and order the lengths of objects.

Helpful Hint
The objects are ordered by length. 1 shows the long object, 2 shows the longer object, and 3 shows the longest object.

Practice

Compare. Circle the shorter object.

1.

2.

3. Order the objects by length. Write 1 for short, 2 for shorter, and 3 for shortest.
Compare. Circle the longer object.

4. [Image of xylophone and mallet]

5. [Image of keyboard and drumstick]

6. Order the objects by length. Write 1 for long, 2 for longer, and 3 for longest.

[Image of bell, piano, and violin]


[Image of music book and recorder]

Test Practice

8. Which is shorter than this instrument?

[Image of various musical instruments]

Math at Home Find two objects in the kitchen. Have your child describe them by comparing their lengths.
Step 1: Tell your student, “Sometimes when we study people in history, we forget they were once boys or girls. Today, we are going to learn more about Dr. George Washington Carver, and we are going to describe how his life is similar to or different from our lives in the present.”

Step 2: Let’s learn a little bit about the life of Dr. George Washington Carver as a boy.

“George Washington Carver was the son of slaves. He never knew for sure when his birthday was. Some people believe he was born in 1861 in Missouri.

George got sick often as a child. He was not strong enough to work in the field as other slaves, so he worked in the house and did easy chores in the yard. He left his home when he was 10 years old to attend a one-room school. He worked hard to get his education.”

Step 3: When we think about historical figures as people similar to us, we begin to see them in a different way. Think about the statements in the diagram below.

Note to parents: Students will circle which person would say the statement – George as a boy or a student today.

How are you like George Washington Carver when he was young? How are you different? Circle the picture of who might say each sentence. You can circle both pictures sometimes.

1. “I go to school.”
   - George as a boy
   - Student Today

2. “My school has one room.”
   - George as a boy
   - Student Today

3. “I like to play video games.”
   - George as a boy
   - Student Today

4. “I like to spend time outside.”
   - George as a boy
   - Student Today
Friendship

Having friends is very important. Friends are not only fun to play with, but can help us when we have a problem, and are good to talk to when we want to share our feelings. It has also been shown that people with many friends live longer and are able to handle pain better than others. The best way to make friends is to say and do nice things for others. Take some time to think about the need for friendship.

Directions: Write or discuss the following with an adult, friend, or sibling.

What are the names of some of your friends?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

What do you like to do with your friends?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Write a very short story about two strangers who became friends.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

What are some reasons why friendship is important?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________