Monday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RL3, and ELAGSE1RL7 *Long U Anchor Chart*

**Phonics:** You will need the *long u word fluency page*.

**Reading:** A caregiver will need to follow the book assembly instructions for the book *Lime Ice is Nice*.

**Math:** MGSE1.NBT.2, MGSE1.NBT.3, MGSE1.NBT.5, and MGSE1.NBT.7

Today we will be doing a task called “Make a 10 and Move On.” This task uses multiple standards in our quest to get to 90!

**Science:** S1L1a, S1L1b, and S1L1c

Students will identify the parts of a plant that help it live and grow, then explain their thinking.

**Physical Education:** PE1.1n and PE1.1o

Complete Monday’s Lesson using the *Striking Activities*.

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Tuesday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RL2, ELAGSE1RL3, ELAGSE1RL7, and ELAGSE1W3

**Phonics:** You will need the *long u word fluency page*.

**Reading:** You will need the book *Lime Ice is Nice*.

**Writing:** You will need paper, a pencil, and crayons or colored pencils.

**Math:** MGSE1.NBT.2, MGSE1.NBT.5, and MGSE1.NBT.6

Today we review these three standards as we prepare for our end of unit performance assessment on Thursday!

**Social Studies:** SS1H1

Students will be introduced to Theodore Roosevelt and his history of volunteerism.

**Art:** VA1.CR.4c

What in the world is weaving? Let’s learn a little bit about weaving and its uses, as an art form and for everyday use. Do you think you have any woven items in your home?! Before we get started check out this book *Wild Rose’s Weaving* about a young girl who learns all about weaving from her grandmother. Then, follow along with the worksheet to learn more about weaving and create your own woven art out of paper! (Need a little help figuring out how to weave? Check out this *demo video* with a teacher that will walk you through the steps!)
**Wednesday**

**English Language Arts**: ELAGSE1RF3 and ELAGSE1RF4  
**Phonics**: You will need the *long u word fluency page*.  
**Reading**: You will need the book *Lime Ice is Nice*.  
**Writing**: You will need your writing from yesterday, a pencil, and crayons or colored pencils.  

**Math**: MGSE1.NBT.2, MGSE1.NBT.3, and MGSE1.NBT.4  
Today we review these three standards as we prepare for our end of unit performance assessment on Thursday!  

**Science**: Science: S1L1a, S1L1b, and S1L1c  
Students will make observations and ask questions about the lobster claw plant.  

**Physical Education**: PE1.1n and PE1.1o  
Complete [Wednesday’s Lesson](#) using the [Striking Activities](#).  

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**Thursday**

**English Language Arts**: ELAGSE1RF3, ELAGSE1RL2, ELAGSE1RL3, ELAGSE1RL7, and ELAGSE1W3  
**Phonics**: You will need to cut out the *long u word fluency page*.  
**Reading**: You will need the book *Lime Ice is Nice*.  
**Writing**: You will need the writing from earlier this week, paper, colored pencils or crayons, and a pencil.  

**Math**: MGSE1.NBT.2, MGSE1.NBT.3, MGSE1.NBT.4, MGSE1.NBT.5, MGSE1.NBT.6, and MGSE1.NBT.7  
Woo Hoo! We made it! Today we get to show how much we have learned this unit with a performance opportunity!  

**Social Studies**: SS1H1  
Students will be introduced to the national parks established by President Roosevelt.  

**Music**: ESGM1.RE.3a and ESGM1.RE.3b  
Students will perform and choreograph movement patterns.  

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**Friday**

**Teacher Workday - No School**
Phonics
You have learned several ways to make the long u sound. You have learned that an open syllable [a syllable that ends in a single u] and a silent e are two ways to make the long u sound. Today you are going to learn that another way to make the long u sound is with ‘ue’

<table>
<thead>
<tr>
<th>Open syllable</th>
<th>Silent e</th>
<th>ue</th>
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</thead>
<tbody>
<tr>
<td>tu/lip</td>
<td>cube</td>
<td>blue</td>
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<td>pu/pil</td>
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<td>su/per</td>
<td>dune</td>
<td>true</td>
</tr>
</tbody>
</table>

Use the Long u word fluency page.
- Read lines 1 – 3 aloud.
- Which words rhyme?

Reading
A caregiver will need to follow the directions to put together the book Lime Ice is Nice.

Readers use the words and illustrations to understand what they are reading. One thing readers pay attention to is the setting. The setting is where and when a story takes place. When reading, readers picture the setting in their minds. This helps them make a picture in their heads as things happen in the book.

For example, on page 4 I see a sink and curtains. I notice the cat is sitting on a ledge but when I look closely, it looks like a window. I think that on this page, the setting is inside a kitchen.

- Read Lime Ice is Nice.
- Use the illustrations and the words to pay close attention to the setting.
- What do you picture in your mind on each page?
- How does the setting change throughout the book?
<table>
<thead>
<tr>
<th>Open syllable</th>
<th>Silent e</th>
<th>ue</th>
<th>ew</th>
<th>ui</th>
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<tbody>
<tr>
<td>tu/lip</td>
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<td>suit</td>
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<td>pu/pil</td>
<td>chute</td>
<td>glue</td>
<td>flew</td>
<td>juice</td>
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<td>su/per</td>
<td>dune</td>
<td>true</td>
<td>grew</td>
<td>fruit</td>
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<tr>
<td>1</td>
<td>due</td>
<td>hue</td>
<td>true</td>
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<tr>
<td>2</td>
<td>cue</td>
<td>clue</td>
<td>glue</td>
<td>untrue</td>
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<td>3</td>
<td>use</td>
<td>cube</td>
<td>rude</td>
<td>mute</td>
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<tr>
<td>4</td>
<td>few</td>
<td>dew</td>
<td>pew</td>
<td>stew</td>
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<tr>
<td>5</td>
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<td>knew</td>
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<td>7</td>
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<td>unicorn</td>
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<td>8</td>
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<td>fruit</td>
<td>juice</td>
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<td>9</td>
<td>swimsuit</td>
<td>suitcase</td>
<td>recruit</td>
<td>Andrew</td>
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<tr>
<td>10</td>
<td>crew</td>
<td>cruise</td>
<td>bruise</td>
<td>barbecue</td>
</tr>
<tr>
<td>11</td>
<td>cashew</td>
<td>jewel</td>
<td>statue</td>
<td>mildew</td>
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<tr>
<td>12</td>
<td>tulip</td>
<td>argue</td>
<td>bugle</td>
<td>student</td>
</tr>
<tr>
<td>13</td>
<td>drew</td>
<td>curfew</td>
<td>nephew</td>
<td>cashew</td>
</tr>
</tbody>
</table>
Keyword: Lime Ice Is Nice

Book Assembly Instructions:

• Step 1: Cut all pages along dotted cut lines.
• Step 2: Fold each page along black fold lines. Cut overage, if necessary.
• Step 3: Assemble each folded page with black fold lines on the right. Front cover and odd pages should face up.
• Step 4: Bind book by stapling 2-3 times along the left side. Cover staples with strip of tape (optional).

The lane.
Mice are her pals. They live down
Then, Dog, Cat, and the Three White
This is the home of Little Red
"Not I" says Cat.
A cake? she asks.
Sunshine. "Will you help me bake a cake?" she asks.
Little Red Hen sees Cat in the
Little Red Hen sees Dog with a bone. "Will you help me bake a cake?" she asks.
We will not say the Mice,

a cake? she asks.

Will you help me bake

Little Red Hen sees the Mice.

Have to bake the cake by myself.

Then, I could use help, now I will.

This is not nice, says Little Red.
8. "We will not! Say the Mice.
    Not I! Say Dog and Cat twice.
    Will you help me make Lime Ice?"

7. "I will ask my pals for help.
    I will make Lime Ice!" she says.
    Red Hen is very hot.
    By the time the cake bakes, little Lime Ice is Nice."
Lime Ice Is Nice

This is not nice," says Little Red Hen. "I could use help. Now I will have to make the ice by myself."

"This is very nice ice!" says Little Red Hen. "But it is not much fun to be by myself."
Lime Ice Is Nice

Little Red Hen: To come dine on cake and ice, says I will ask Dog, Cat, and the Mice.

Hello, Dog, Cat, and the Mice. Tell us your name at the tone. Three White Mice are not at home.

We will call you back.
Cat. "Then we will do the dishes."

"We have cones for the ice," says dog.

"Can I have a bite of cake?"

the Mice yell.

"Surprise!" dog, cat, and she sobs and sobs.

Little Red Hen is very sad.

"Lime Ice Is Nice"
Red Hen with a smile: 
"And so are you," says little lime ice is quite nice!"
Constructing Task: Make a 10 and Move On

STANDARDS FOR MATHEMATICAL CONTENT

Understand place value.

MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a “ten.”
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)

BACKGROUND KNOWLEDGE

This task is bringing back MGSE1.NBT.7 as a representation of both money and ones and tens. They must recognize that the word ten may represent a single entity (1 ten) or ten separate units (10 ones) and that these representations are interchangeable.
ESSENTIAL QUESTIONS

- What is an efficient way to count pennies and dimes?

MATERIALS

- Make a Ten and Move On game board
- 10 pennies and 9 dimes (handout included with paper coins, but real coins preferred)
- 6 sided dice

GROUPING

Partner

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

Part I
Each student has a game board and they take turns rolling the dice.

Students add the number of pennies to their mat that matches each roll. Because each player will have only 10 pennies they will be unable to count past ten without trading for a dime. Encourage student observation of the connection between 10 pennies traded for a dime and 10 cubes traded for a stick of ten.

At the end of each turn the player must state what they have on their mat as units and say the total. (Example: I have 1 dime and 5 more which makes 15 cents). First player to reach or go beyond 90 cents wins.

Part II
Play the same way as part one except players roll 4 times then compare to see which player has the greater number.

FORMATIVE ASSESSMENT QUESTIONS

- What is an efficient way to count larger numbers?
- How many pennies are needed to make a dime?
- Who rolled the greater amount? How do you know?
- What is the greatest/least amount you could roll?
Make a 10 and Move On

Making My Ten
group 10 ones into 1 group of ten

My Ten and Some More
Make a 10 and Move On

Making My Ten

group 10 ones into 1 group of ten

My Ten and Some More
Parts of Plants

Plant Parts

Circle the parts of a plant that help it live and grow.

Roots   Stem   Seeds

Flower   Leaf   Fruit

Explain your thinking.

___________________________

___________________________

___________________________

___________________________

___________________________
Physical Education – Monday

**Standard:** PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. (n.) Volleys an object upward with an open hand. (o.) Strikes an object with a short-handled implement using a proper grip.

**Warm-up:**
1. Jog in place for 1 minute.
2. 4 Wall Workout: Face each wall in a room and do a different exercise for 30 seconds.
   - side shuffle
   - grapevine to left then right
   - wide stance punches
   - vertical jumps

   ![Side Shuffle](image1)

3. Fish Pose: Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds.

   ![Fish Pose](image2)

**How to hold a paddle or racquet:**
1. Hold paddle with a handshake grip
2. Keep wrist firm

**Materials:** paddle/racquet, balloon, small ball, and a family member/partner

**Activity:** Please see the Striking Activities worksheet for activity directions.

**Variation:** Add music for some extra motivation or play with a family member.

**Questions:**
1. Did you enjoy the partner striking activities? Why or why not?
2. Beat Your Best! What was your highest score from the activities? Try the activities again and attempt to beat your best score!
Using a paddle or racket, volley a ball back and forth with a partner. See how many times you can keep it going.

Using a paddle or racket, volley a balloon back and forth with a partner. See how many times you can keep it going.
**Phonics**

Yesterday you learned that there are more ways to make the long u sound. Today you are going to learn that another way to make the long u sound is ‘ew’.

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Use the Long u word fluency page.
- Read lines 4 - 7 aloud.

**Reading**

Readers pay attention to the characters in their books. To truly understand the character, readers pay close attention how the characters act, things the character says, ways the characters speak, and what the character thinks. Then they think: What does all of this tell me about the character?

For example, on page 4 I read that the Little Red Hen is asking the Cat to help. The cat says ‘no’ and he is laying in the window. I think that the cat is acting lazy because instead of helping, he continues to relax.

**Writing**

You have been writing narrative stories based on events in your own life. You have been working on ideas for stories to write about by thinking about people in your life and times that you spent with them. Readers work hard to make their stories come to life. One way they do this is by painting a picture for the reader. They do this be providing a lot of description about either the people, the setting, or the events. For example, if I am writing a story about the time that my niece and I made cookies, I might brainstorm like this:

- **We decided to make cookies.**
- **We went to the grocery and bought the ingredients.**
- **We used the mixer, and the flour went all over the kitchen.**
- **While the cookies were baking in the oven, we had to clean up the kitchen!**
- **When the cookies came out of the oven, we each ate one. YUM!**
Then, I will decide on one part of the story, and add details to that part so that the reader can not only picture it in their mind, but then feel like they are in the scene.

We decided to make cookies. We went to the grocery and bought the ingredients. We used the mixer, and the flour went all over the kitchen. We tried to pour the flour into the bowl, but we accidentally turned on the mixer. The beaters when spinning so fast – it all happened before we realized what was going on. We were covered in white flour! Worse though, the entire counter looked like a snowstorm had come into the room! We knew we had to get this cleaned up.

While the cookies were baking in the oven, we had to clean up the kitchen! When the cookies came out of the oven, we each ate one. YUM!

- Decide on the story that you want to write about.
- Now you will rehearse the story out loud. You can tell the story to a person, to a pet, or to a stuffed animal. As you tell the story, remember to think about all the details and say them out loud.
- Next, sketch out your story. In each sketch, remember to include all the details.
- Now, write your story. Remember to use all the details from each picture to write about that part of the story.
- NOW choose one aspect and add details to make that part of the story come to life.
Unit 4 Review

Solve the problems.

2. 52 paper clips. 10 are in a box. How many are not in the box?

\[
\begin{array}{cccccccccc}
41 & 42 & 43 & 44 & 45 & 46 & 47 & 48 & 49 & 50 \\
51 & 52 & 53 & 54 & 55 & 56 & 57 & 58 & 59 & 60 \\
61 & 62 & 63 & 64 & 65 & 66 & 67 & 68 & 69 & 70 \\
\end{array}
\]

\[52 - 10 = \underline{\phantom{00}}\]

3. \[86 + 10 = \underline{\phantom{00}}\]

4. \[\underline{\phantom{00}} = 80 - 10\]
6 The number of birds is the same as 6 tens.

Draw 6 tens.

6 tens is ____ groups of 10. 6 tens is ____ ones.

There are ____ birds.

7 Jo has 24 markers.

24 is ____ tens and ____ ones.

Bo has 10 more than Jo. Mo has 10 fewer than Jo.

____ = 24 + 10

24 − 10 = ____

Bo has ____ markers. Mo has ____ markers.
8 Subtract tens.

Draw 5, 6, 7, 8, or 9 tens. Complete the problem using your number.

There are ____ shapes. 30 of them are squares. The rest are circles. How many are circles? Show your work.

____ shapes are circles.
Step 1 (Optional): If student has access to a device, consider viewing a short YouTube video on Theodore Roosevelt. The chosen video was selected because it is kid-friendly and appropriate for a 1st grader.

**Topic: Theodore Roosevelt Biography**

https://www.youtube.com/watch?v=v_5yNiTEfVw

Step 2: Now, read the passage about President Roosevelt.

The United States went to war with Spain in 1898. Theodore Roosevelt quit his job. He joined a volunteer army that traveled on horseback. They were called the "Rough Riders."

Theodore led the Rough Riders in a famous battle. The battle was in the country of Cuba. The Rough Riders won! Theodore and all the Rough Riders became heroes in America.

**Words to Know:**

**volunteer:** a person who willingly offers to do something without being required to
Step 3: Next, look at the map below. Color the country of Cuba Red. Is Cuba in North America?

Step 4: According to the map, what direction is Cuba in relation to United States?

*Note to Parents:* A compass rose is a tool on the map that shows cardinal directions (north, east, south, and west).
**WEAVING**

What in the World is Weaving?

Weaving is a process of connecting threads or other material perpendicular to each other. An example of perpendicular lines is a vertical line on top of a horizontal line. Weaving is most often done with some kind of string or yarn, but today you are going to learn how to weave with paper, like in the images below!

![Weaving with paper](image)

**Weaving Words to Know**

Did you hear any of these weaving words in the story? A **loom** holds one set of threads to help you weave! Looms can be made out of anything and be any size! Check out the different looms below! See how they all hold the threads that go up and down? Those threads are called the **warp**, they are the vertical strings that the looms hold nice and tight so that the colored pieces can be woven through!

![Looms](image)

The colored pieces of string you see in the pictures are called the **weft**. Strings for the weft are woven through the warp strings to make patterns and pictures!
Weaving Guided Instructions

1. Fold your loom paper in half. If you have colored paper that you want to use as a loom fold it in half too and put inside.

2. With the fold at the bottom, cut along the dotted lines. Stop at the end of the line before you reach the end of the paper!

3. If you did it right your strips will be attached at the top and bottom. One piece of paper with slices in it!

4. Time to cut your weft pieces. Use the attached sheet to cut short strips. Can you make your weft in 2 colors??

5. Take a weft strip and begin at the bottom of the loom starting under the first warp and go over the second.

6. Your second piece starts the opposite. See how the red weft goes over the first warp and under the second one.

7. Continue adding your weft strips going under, over, under, over the warp. You can glue/tape down the edges at the end.

8. Ta-da! This is what it should look like finished! Does it look like a checkerboard?? Then its right!
Cut your Weft Pieces

Use this paper or grab some construction paper if you have it. The weft is usually the colored part of a weaving so you can use pencil or color to add lines or patterns to your paper to create more interest!!! Cut or tear your paper into strips about an inch thick. Use the guidelines below to help!
Phonics
You have learned several ways to make the long u sound. Today you are going to learn that ‘ui’ also makes the long u sound.

<table>
<thead>
<tr>
<th>Ways to make the long ‘u’ sound</th>
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</thead>
<tbody>
<tr>
<td>Open syllable</td>
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<tr>
<td>tu/lip</td>
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<tr>
<td>pu/pil</td>
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<tr>
<td>su/per</td>
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</tbody>
</table>

Use the Long u word fluency page.
Read lines 98 - 13 aloud.

Reading
Readers reread to help read with fluency. The first time reading a text, the reader is paying attention to the words and making sure that the words are said accurately. Readers then reread the text, making sure they are scooping words into phrases that make sense. In some books, the phrase may go across more than one line. Readers scoop the phrase and read the phrase fluently. Readers ALSO read with expression. To do this, they use everything they know about the characters and read the dialogue as if they are the character talking. They notice the dialogue by the quotation marks.

- Reread Lime Ice is Nice.
- Remember to scoop the phrases so that the book makes sense.
- Practice reading the dialogue with expression.

Writing
Yesterday you brought one part of your writing to life. Today, you are going to bring another part of your story to life. Choose a part and think deeply about how you can describe it in a way that the reader feels like they are with you in the moment. Then, begin writing!

| We decided to make cookies. | We went to the grocery and bought the ingredients. | We used the mixer, and the flour went all over the kitchen. We tried to pour the flour into the bowl, but we accidentally turned on the mixer. The beaters when spinning so fast – it all happened before we realized what was going on. We were covered with in | While the cookies were baking in the oven, we had | When the cookies came out of the oven, we each ate one. The cookies were golden. They smelled like the bakery area at the |
white flour! Worse though, the entire counter looked like a snowstorm had come into the room! We knew we had to get this cleaned up.

to clean up the kitchen!
grocery store. As we watched, the chocolate chips were gently melting and looked like little puddles of chocolate. We couldn’t wait any longer. We had to taste them. YUM!
Unit 5 Review

Solve the problems.

1. Ali picks 73 pears. Greg picks 37 pears. Who picks more pears?
   
   73 〇 37
   
   ________ picks more pears.

2. 25 pink shells. 34 brown shells. How many shells in all?
   
   25 〇 34 = ____

3. Circle ways to show 38.
   
   3 tens 8 ones  30 + 8
   
   80 + 3  2 tens 18 ones

4. 20 + 51 = ____

5. Write <, >, or = in the circle.
   
   54 〇 56  19 〇 19

6. ____ = 45 + 23
7 42 red birds. 46 blue birds.
Are there fewer red birds or blue birds?
Write the tens and ones.
Then write <, >, or = in the circle.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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42 〇 46

There are _________ red birds than blue birds.

8 27 circles and 29 triangles.
How many shapes in all?

2 tens 7 ones
+ 2 tens 9 ones

_____ tens _____ ones

_____ = 27 + 29

There are ____ shapes in all.
9 **Add two numbers.**

Use the digits 5 and 7 to write a number. Add your number to 28. Show your work.
Science in My World

Look at the photo of the lobster claw plant. What do you observe about the parts of the plant? What questions do you have?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

? Essential Question

How do different parts of a plant help it live?

Science and Engineering Practices

I will construct an explanation.

I love to learn about plants. I wonder how different parts of a plant help it stay alive!

KAYLA
Landscape Architect

Online Content at: connected.megraw-hill.com

Lesson 1  Parts of Plants  125
Physical Education – Wednesday

Standard: PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. (n.) Volleys an object upward with an open hand. (o.) Strikes an object with a short-handled implement using a proper grip.

Warm-up:
1. Jog in place for 1 minute.
2. Wild Arms: As fast as you can complete:
   • 10 Arm Circles front & back
   • 10 Forward punches
   • 10 Raise the Roof’s Repeat 3x


How to hold a paddle or racquet:
1. Hold paddle with a handshake grip
2. Keep wrist firm

Materials: paddle/racquet, birdie or small ball, beach ball, and a family member/partner

Activity: Please see the Striking Activities worksheet for activity directions.

Variation: Add music for some extra motivation or play with a family member.

Questions:
1. Did you enjoy the partner striking activities? Why or why not?
2. Beat Your Best! What was your highest score from the activities? Try the activities again and attempt to beat your best score!
PARTNER VOLLEY
BEACH BALL

Hit it back and forth

SEE HOW LONG YOU CAN KEEP IT UP

1 MINUTE

Using a paddle or racket, volley a beach ball back and forth with a partner. See how many times you can keep it going.

17 STRIKING IMPLEMENTS

PARTNER VOLLEY
BIRDIE

Hit it back and forth

SEE HOW LONG YOU CAN KEEP IT UP

1 MINUTE

Using a paddle or racket, volley a birdie back and forth with a partner. See how many times you can keep it going.

18 STRIKING IMPLEMENTS
Cut out the word cards from the long u word fluency page. You will be sorting the cards.

To sort the cards:
- Choose a card.
- Read the word aloud.
- Put it in a category.
- Once you have at least 3 words in each category, read the words aloud, mix them all up, and choose a different category. Possible ways to sort the cards are below:

<table>
<thead>
<tr>
<th>Sort the cards based on the vowel patterns.</th>
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<tbody>
<tr>
<td>Sort the cards based on the number of sounds or syllables in each word.</td>
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<tr>
<td>Sort the cards based on whether phonics patterns, for example if it has a blend (2 or more consonants that are right next to each other and you hear each sound) or digraph (2 letters, only 1 unique sound).</td>
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</tbody>
</table>

**Reading**

Readers retell a story in the order that it happens. Readers can look at the pages in the book to help remember the order of events. Then, they retell the story by using words like ‘and then’, ‘next’, and ‘also’. This helps them connect the pages to one another.

- Read aloud *Lime Ice is Nice*.
- Look carefully at the illustrations on each page.
- When the book is finished, retell the story by using the pictures on each page. Remember to use the language like first, and then, next, also.
Solve the problems.

1 Fill in the blanks.
What is 10 more than 53?
What is 10 less than 53?

_____ is 10 more than 53.

_____ is 10 less than 53.

2 Tim has 40 blue fish.
Kal has 30 yellow fish.
How many more fish does Tim have?

40 - 30 = _____

Use pictures, numbers, or words to show your thinking.
3. Find $50 - 20$. Use addition.

$$20 + _____ = 50$$

$$50 - 20 = _____$$

4. Shade blocks to show 80.

______ tens
5. Eric has 40 tennis balls. Alicia gives Eric 20 more tennis balls. How many tennis balls does Eric have now?

\[40 + 20 = \boxed{60}\]

Use pictures, numbers, or words to show how you know.

6. Fill in the blanks.

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<td>118</td>
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</tbody>
</table>
7  Sally says 10 less than 72 is 71.
    Is Sally right?
    Use pictures, numbers, or words to show your thinking.

8  Circle groups of 10.

    Fill in the blanks.
    How many groups of 10? ______
    How many moons? ______
9 Draw 3 tens and 10 more ones.
   How many tens in all?

   ______ tens

10 Use the chart. Fill in the blanks.

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</tbody>
</table>

   ______ is 2 more than 45.

   46 is ______ more than 45.

   ______ is 5 more than 45.
Buzz says 10 less than 30 is 40.
Boom says 10 less than 30 is 20.

Who is right? Circle.
Buzz            Boom

Use pictures, numbers, or words to show your thinking.
Solve the problems.

1. Lee has 30 red balls and 42 green balls. How many balls does Lee have in all?

   Fill in the number bond.

   \[ 30 + 42 = \square \]

2. Ken says 8 tens and 2 ones = 82.
   Jessica says 7 tens + 12 ones = 82.
   Who is correct? Circle one.
   Ken  Jessica  Both

   Use pictures, numbers, or words to show your thinking.
3. Sophia finds 53 shells. Sam finds 26 shells. How many shells do Sophia and Sam find in all?

Break up each number to add.

53 + 26 = _____

4. David has 24 plants. Jeff has 27 plants. Who has more plants?

Fill in the circle with <, >, or =.

24  27

_____ has more plants.
5. 23 birds sit.
   36 birds fly.
   How many birds are there in all?

   ______ = 23 + 36

   Use pictures, numbers, or words to show your thinking.

6. Tim has 36 apples.
   Tina has 37 apples.

   How many apples do Tim and Tina have in all?

   36 + 37 = ______
7 Find $64 + 20$.
Use a drawing to show your thinking.

$64 + 20 = \underline{}$

8 Boom says $64 + 27 = 91$.
Buzz says $64 + 27 = 81$.

Who is correct? Circle one.

Boom  Buzz

Use pictures, numbers, or words to show your thinking.
Step 1: Today we are going to learn about President Theodore Roosevelt. First, read the passage about President Roosevelt.

Theodore Roosevelt was our country’s 26th president. Theodore, also known as Teddy, was very concerned with protecting our environment. A person who does this is known as a “conservationist.” They want to conserve (protect) our nation’s land and resources.

Roosevelt felt that nature and all its resources existed to benefit mankind. What are some ways we benefit from nature and our natural surroundings?

During Roosevelt’s presidency, he helped to establish and protect 150 national forests, five national parks, and 18 national monuments—two very famous ones being the Grand Canyon and Yellowstone National Park. Do you know in which states these parks can be found? Hint: Yellowstone National Park is in three different states and the Grand Canyon is in one!

Step 2: On the map below, identify Georgia by coloring it Yellow. Write how you were able to determine Georgia on the line below.
**Step 3:** On the map above, identify the states in which President Roosevelt established a national park by coloring accordingly:

<table>
<thead>
<tr>
<th>National Parks Created by President Theodore Roosevelt</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Crater Lake, Oregon- <strong>Red</strong></td>
</tr>
<tr>
<td>• Wind Cave, South Dakota- <strong>Blue</strong></td>
</tr>
<tr>
<td>• Sullys Hill, North Dakota- <strong>Green</strong></td>
</tr>
<tr>
<td>• Mesa Verde, Colorado- <strong>Orange</strong></td>
</tr>
<tr>
<td>• Platt, Oklahoma - <strong>Purple</strong></td>
</tr>
</tbody>
</table>

**Step 4:** Using the map, identify the location of the national parks in relation to Georgia. Use the compass rose to assist in identifying the location.

*Note to Parents:* A compass rose is a tool on the map that shows cardinal directions (north, east, south, and west).

A. Crater Lake, Oregon- __________________________________________

B. Wind Cave, South Dakota- ________________________________

C. Sullys Hill, North Dakota- ________________________________

D. Mesa Verde, Colorado- ________________________________

E. Platt, Oklahoma - ________________________________
Creative Movement

A person who writes the sequence of steps for a dance is called a Choreographer. Today you are going to become a choreographer.

You will be creating your own dance!

In order to be a great choreographer, you need to use different types of movements.

We have already learned about locomotor and non-locomotor movements.

Another thing to think about when you choreograph a dance is the levels of the movements you choose to be part of your dance. Some movements should be high, some low, and some in the middle.

Here are some examples of movements using levels. Practice each movement!

High Level Movements

Middle Level Movements
Low Level Movements

Can you perform these mixed level movement patterns?

1. a. Crawl  b. Wave your hands in the air  c. Wiggle your hips

2. a. Roll across the floor  b. Clap your hands above your head  
   c. Run with your arms out like airplane wings

3. a. Squat down and walk like a duck  b. Flick your fingers up high  
   c. Roll your arms together

Become a choreographer!

Now it is your turn to become a choreographer.

Draw stick figures or write words in each box that match the movement levels.

Listen to your favorite song and perform your movements!
Challenge: Teach someone else your new dance!!!