

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 8). -Make set 9, day 1 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 9, day 1). -Make set 9, day 2 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 9, days 1 & 2). -Make set 9, day 3 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 9, days 1, 2, & 3). -Make set 9, day 4 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 9). How many words can you read in 3 minutes? 2 minutes? 1 minute?
8:30	<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member
9:30	<p>Language/ Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Making Compound Words -Writing Prompts Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Blend Compound Words -Writing Prompts Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Segment Compound Words -Writing Prompts Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Segment Compound Words -Writing Prompts Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Blend Compound Words -Writing Prompts Journal

1st Grade

Week 5



Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	Phonics -Hard Soft g worksheet -Read Decodable Text Hard Soft g words, Story 1	Phonics -Sound Sort 1 Hard Soft g -Reread Decodable Text Hard Soft g words, Story 1	Phonics -Sound Sort 2 Hard Soft g -Read Decodable Text Hard Soft g words, Story 2	Phonics -Sound Sort 3 Hard Soft g -Reread Decodable Text Hard Soft g words, Story 2	Phonics -Sound Sort 4 Hard Soft c & g -Read Decodable Text Hard Soft g words, Story 3
12:30	Math Activity: Interpret Picture Graphs (8.1 Reteach)	Math Activity: Interpret Picture Graphs (8.1 More Practice/Homework)	Math Activity: Represent Data with Picture Graphs (8.2 Reteach)	Math Activity: Represent Data with Picture Graphs (8.2 More Practice/Homework)	Math Activity: Interpret Tally Charts (8.3 Reteach)
1:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:00	Art Read about Grandma Moses	Music Roll-a-Rhythm & play homemade instruments	Art Create art inspired by Grandma Moses	Music Listen to Ragtime Music & read about Scott Joplin	Art Continue Photo Journal
2:30	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none">• Literacy• Math• Science• Social Studies• Art• Music	<p>Student Learning Kits</p> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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Additional Student Supports:

<p>Individual Supports</p>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<p>English Language Learners</p>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>

Please reach out to your child's school if you have any questions or need assistance with login information.



Online Learning:

Resource	Access Information
Imagine Learning – Literacy Online learning for literacy – 30 minutes daily (may replace portion of Reading block)	Accessible through Clever (Found on CMSD website student page)
Imagine Learning – Math Online learning for math - 30 minutes daily (may replace Math block)	Accessible through Clever (Found on CMSD website student page)
BrainPop Junior Online video clips that can be used for learning in all subject areas.	https://jr.brainpop.com/
Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.	http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford
ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	Accessible through Clever (Found on CMSD website student page)
Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.	https://kids.secondandseven.com/
Khan Academy Digital Math Instruction Videos – Free login	https://www.khanacademy.org/

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
<p>Go Noodle https://family.gonoodle.com/</p>	<p>Go for a Run or Walk (with an adult)</p>
<p>The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/</p>	<p>Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/</p>
<p>Mind Yeti https://www.mindyeti.com</p>	<p>Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/</p>
<p>Calm (app available also) https://www.calm.com/schools</p>	<p>Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/</p>

1st Grade



Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

Imagine Language & Literacy

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don't help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.



Imagine Math PreK-2

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don't help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

Imagine Math 3+ (3rd grade- Geometry)

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend



they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the **HELP tabs** to learn multiple strategies when they encounter a challenging problem and to access the **live teacher** who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- ✓ [Language Support for ELs in Imagine Math](#)
- ✓ [Meet the Live Teachers at Imagine Math](#)

Our Virtual Support Commitment to You

Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [Imagine Learning University](#) (teachers will need to create an account)
- [Pre-recorded Webinar- Getting Started with Imagine Language & Literacy](#)
- [Pre-recorded Webinar- Getting Started with Imagine Math \(PreK-2\)](#)
- [Pre-recorded Webinar – Getting Started with Imagine Math \(3+\)](#)
- [Live Webinars](#)
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- <https://www.imaginelearning.com/at-home-educator>
- <https://www.imaginelearning.com/at-home>

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger

Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com



Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit [imaginelearning.com/at-home](https://www.imaginelearning.com/at-home) to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:



For Imagine Math, students should use Clever logins and then click on this tile:



**If needed upon first login, use this Site Code: 3904378.*

Clever Login Example:

Username: ccbiyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager

1st Grade

Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject area. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up					
Reading					
Language/ Writing					
Phonics					
Math					
Social Studies					
Art or Music					
Science					



1st Grade

Daily Literacy Assignments

Directions for all **Word Sorts** in the Packet:

With your guidance/support, your child should follow these steps:

1. **Read all the words** listed on the paper.
2. Cut & glue the categories at the top on a construction paper.
3. Cut out words.
4. **Read each word again**, then sort it under the correct category.
5. **Read all words** in the category and check if they belong in that category.
6. Glue words in place.
7. Have fun!

Reading a-z Word Sort Short /i/ Long /i/

Short /i/ Vowel Sound	Long /i/ Vowel Sound
slid	find
bike	bib
tide	mice
him	grin
light	drip
spine	smile
fill	pig

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Directions for how to use **Decodable Texts**:

1. With your child, read the Instructional Focus of the lesson at the top of the paper.
2. Your child highlights or circles the word patterns in the text.
3. Your child reads those words in isolation.
4. Your child reads the text 2 times.



Explicit Instruction for Phonics Intervention
Instructional Focus: Long Vowel a (cvce), Week 1

Story Number: 1

Kate and Jane

Kate baked a cake. She put the cake on a plate. Kate put a name on the top of the cake. The name was Jane. Jane likes grapes, so Kate spelled the name with grapes.

Kate gives the cake she made to Jane. Jane likes the cake Kate made for her. Jane likes the grapes on top of the cake. Jane is happy that Kate made her a cake.

Every day, your child should reread the decodable text that was assigned the day before, Then, he/she should begin the new decodable text. On days that do not include a new decodable text, your child should reread the text from the day before and self-select a second text to reread.

Thank you

A small calendar grid titled "May Writing Prompts" showing dates from May 1st to May 31st. Each date cell contains a small icon representing a writing prompt, such as a moon, a person, a gift, and a book.

1st Grade

Daily Writing Prompts

Dear Parents/Guardians,

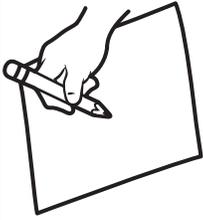
Every day, your child will respond to a writing prompt from the **May Writing Prompts Calendar**. This calendar is included in the work packet.

With your support, your child will complete the following tasks:

1. Locate the date on the calendar.
2. Read and discuss the prompt with you.
3. Write 3-4 sentences responding to the prompt.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Use sight word flash cards to support spelling.
6. Your child may draw and color a picture if he/she chooses.
7. Responses should be written in *My First Composition Book* with the date written at the top.

Thank you

May Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 The best game to play outside in the spring is...	2 To make the world a better place, I would...
3 Describe what your bedroom looks like right now.	4 It was supposed to be windy all day, but when I walked outside...	5 My friends and I were walking to the store when suddenly...	6 If you could be anyone else for one day, whom would you be and why?	7 The one thing I appreciate most about being in school is...	8 Write a story about a long-lost relative who suddenly shows up at your front door.	9 Imagine that you can stop time whenever you want. What are some things you would do?
10 Today is Mother's Day! Write a letter to your mom or grandma telling how you feel about her.	11 Describe your favorite place to collect your thoughts or to daydream.	12 Write a myth explaining why the moon changes shape.	13 You get to choose the last field trip of the year. Where will your class go and why?	14 The best way to show someone you care is...	15 I wish animals could talk because...	16 Write about someone you know who challenges you to do your best.
17 Make a list of all the healthy foods you ate this past week.	18 I used to be _____, but now I _____.	19 Write a tall tale about someone in your family. Use lots of detail!	20 Would you rather be known as funny or as smart?	21 If I could meet one person in the world, I would want to meet...	22 List five good things you can do this week.	23 Describe what you think makes a person (or animal) a hero.
24 Would you rather be invisible or able to read minds? Why?	25 In honor of Memorial Day, write a letter thanking a local veteran for his or her service.	26 If I were the president of the United States, I would...	27 Write a letter giving advice to the student who will sit in your desk or seat next year.	28 The best gift I ever received was...	29 If I could switch places with any character from a book or story I've read, I would switch places with...	30 Name three things you are looking forward to this summer.
31 The best thing that happened this month was...						

1st Grade

How to Make Sight Word Flash Cards Day 1

1. Fold a piece of paper into 3rds, then in half.
Now, your paper will be divided into six equal parts.
2. In each section, write a sight word listed below.

light

kind

carry

own

pick

both

3. Cut out the words on the folded lines.
You will have 6 sight word flash cards.



Letter g with a hard or soft sound

1. The letter g has two sounds.

2. Sometimes the letter g has a hard sound and sometimes it has a soft sound.

3. Say the word gate. The g in gate has a hard sound.

4. Now say the word giant. The g in giant has a soft sound.

5. The letter g usually has a soft sound when the letters e, i, or y follow it.

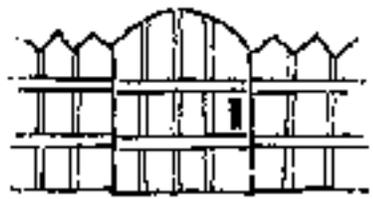
Print the words with the soft g sound.

cage

Print the words with the hard g sound.

game

Circle the **s** if the picture has a soft g sound.
Circle the **h** if the picture has a hard g sound.

 h s gate	 h s giant	 h s page
 h s goat	 h s game	 h s cage

Explicit Instruction for Phonics Intervention

Instructional Focus: Complex Consonant - Hard and Soft g, Week 1

Story Number: 1

Page on Stage

Page was on the stage in the gym. She gazed at the large crowd in front of the stage. Page had a song to sing but was on the verge of tears. Page had stage fright, but she smiled and gave her best show. Page did so well on stage that she took a bow in front of the large crowd. As she left the gym, Page had to dodge the large crowd. Page did so well when she sang her song on the stage her boss paid her nice wage!

Name: _____

Date: _____

Making Compound Words Worksheet

A compound word is made up of two words that come together to make one new word. Ex. some+where= somewhere

Directions: Read each sentence below and circle the compound word or words.

Example A: base + ball=

Answer: baseball

1. basket + ball=

6. rain + check=

2. after + noon=

7. spokes + person=

3. back + bone=

8. to + day=

4. mean + while=

9. super + star=

5. ham + burger=

10. under + dog=

1st Grade

How to Make Sight Word Flash Cards Day 2

1. Fold a piece of paper into 3rds, then in half.
Now, your paper will be divided into six equal parts.
2. In each section, write a sight word listed below.

small

found

wash

live

upon

thank

3. Cut out the words on the folded lines.
You will have 6 sight word flash cards.

Name _____ Date _____

Compound Words

Add the two words together to make one word. Write

rain + coat = _____



fire + man = _____



pan + cakes = _____



cup + cake = _____



butter + fly = _____



Gum or Giraffe?

Directions: Sort and write words with hard 'g' and soft 'g' sound in the correct columns.



gum



giraffe

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Word Bank

gym

gate

germ

age

game

guitar

ginger

goal

gentle

gas

giant

cage

gift

girl

1st Grade

How to Make Sight Word Flash Cards Day 3

1. Fold a piece of paper into 3rds, then in half.
Now, your paper will be divided into six equal parts.
2. In each section, write a sight word listed below.

show

draw

these

wish

hot

clean

3. Cut out words on the folded lines.
You will have 6 sight word flash cards.

Name : _____

GATE OR GIRAFFE

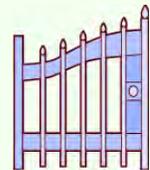
The letter **g** has a soft sound /j/when followed by e, i, or y.
 The sound of hard **g** is usually followed by a consonant or an a, u, or o.

Read the words below. Determine if the word has a hard g or soft g sound. Cut and paste them in the correct column.

'g' in 'giraffe' is soft



'g' in 'gate' is hard



gold

badge

genius

grandma

giraffe

give

glass

page

ghost

goose

stage

huge

Explicit Instruction for Phonics Intervention

Instructional Focus: Complex Consonant - Hard and Soft g, Week 1

Story Number: 2

Gene's Cage

Gene had to take a huge cage to the school gym. It was for the dog show at noon. He was told to leave the cage in the gym and keep it very clean for the show.

On his way to the large gym he had to get gas near a huge bridge. After Gene got his gas, he had to dodge the mud that was on the bridge. As Gene drove over the bridge a truck splashed the mud all over the huge cage!

Gene was in a rage when he got back to the gym. Now he had to clean the huge cage! Gene worked and worked to get the mud off the huge cage. It took until noon to clean the cage. When it was time for the dog show Gene gazed at the huge cage with a smile. He had it clean in time for the show.

Name _____ Date _____

Compound Words

Each word can be divided into two words. Write the two words on the lines.

mailbox



snowman



rainbow



doghouse



goldfish



1st Grade

How to Make Sight Word Flash Cards Day 4

1. Fold a piece of paper into 3rds, then in half.
Now, your paper will be divided into six equal parts.
2. In each section, write a sight word listed below.

sing

many

because

grow

together

shall

3. Cut out the words on the folded lines.
You will have 6 sight word flash cards.

Name _____ Date _____



Compound Words

A compound word is two words combined to make one word.

EXAMPLE: snow + ball = snowball

Print the compound word on the lines as two separate words.

1. storybook

2. birdbath

3. seashore

4. sidewalk

5. baseball

6. bareback

7. earache

8. fireproof

9. haystack

10. fishnet

11. rowboat

12. spotlight

Name _____



Directions: Cut the words on the dotted lines. Say the words aloud and listen for a hard or soft "g" sound. Glue the word in the correct box.

Hard G

Soft G

giraffe

germ

girl

guitar

leg

pigeon

grape

grass

orange

fudge

eagle

frog

Name _____ Date _____



Compound Words

A compound word is two words combined to make one word.

EXAMPLE: out + side = outside Two of the words in each number can be combined to form a compound word. Print the compound word on the line.

1. sea wave ocean shells

2. plane dive sky jet

3. flake winter cold snow

4. tired bed time sleep

5. yard back rake fence

6. wing feather seed bird

7. farm corn kernel meal

8. ball sock shoe foot

9. pan dust broom floor

10. water boat wave sail

11. tea coffee cup drink

12. drop cold snow rain

Explicit Instruction for Phonics Intervention

Instructional Focus: Complex Consonant - Hard and Soft g, Week 1

Story Number: 3

Gage's Golf Guide

Gage liked to play golf, but his golf guide goofed around too much. Gage's golf balls rolled in the pond when his golf guide goofed up and dropped his golf bag.

Gee whiz! What a mess! Gage hoped the guide would leave his job so he would not goof up Gage's game again.

When the golf game came to an end, Gage had a huge thirst. His golf guide gave him a glass of milk. The glass was full of germs. Gage had a gulp of the milk and the germs made him sick. The next day he fired his golf guide.

Name _____



Letter c with a hard or soft sound

Print the words with the soft c sound in the column labeled soft.
Print the words with the hard c sound in the column labeled hard.

candy

face

case

rice

fleece

come

dice

cake

soft**hard**

Letter g with a hard or soft sound

Print the words with the soft g sound in the column labeled soft.
Print the words with the hard g sound in the column labeled hard.

gate

huge

geese

wage

give

age

gaze

cage

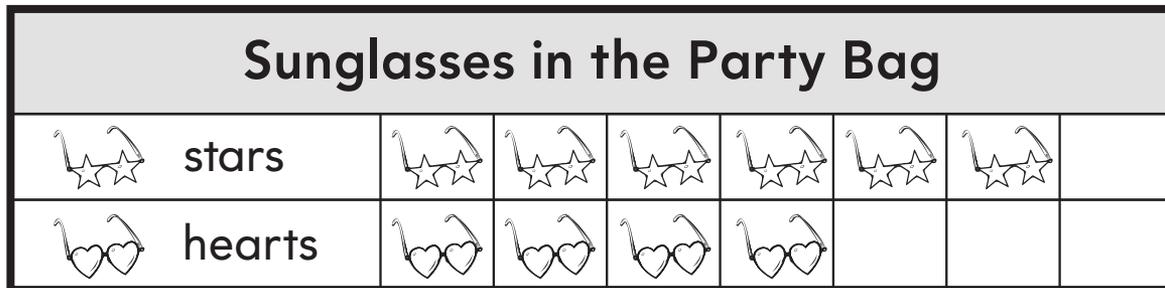
soft**hard**

Name _____

Interpret Picture Graphs

A picture graph uses pictures to show how many.

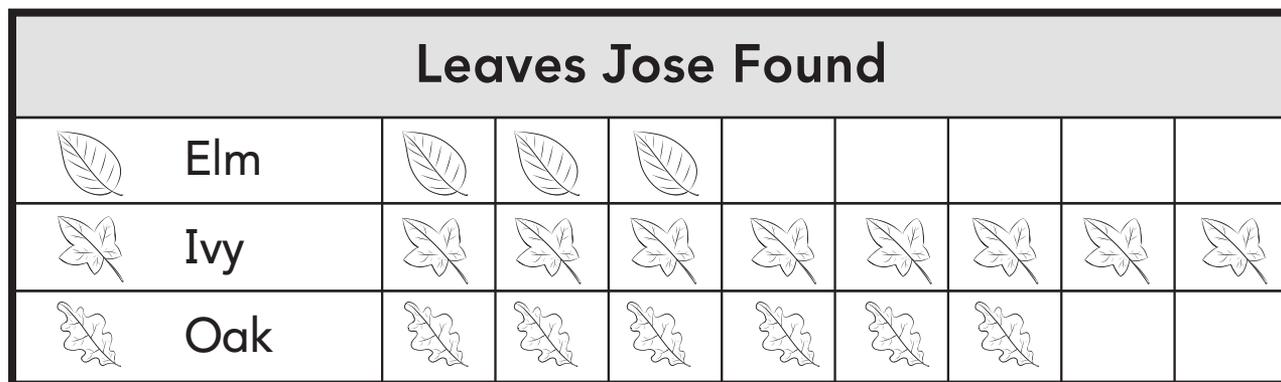
Count the pictures in each row.



There are 6 pairs of .

There are 4 pairs of .

Use the picture graph to answer the questions.



1 How many  does Jose find? 6

2 How many more  than  does Jose find? _____

Name _____



Interpret Picture Graphs

Use the picture graph to answer the questions.

Objects in the Sand										
shell										
starfish										
crab										

1 How many are there? _____

2 **(MP) Attend to Precision** How many and are there?

_____ and

3 **(MP) Reason** How many more are there than ? Write an equation to show how you know.

_____ - _____ = _____

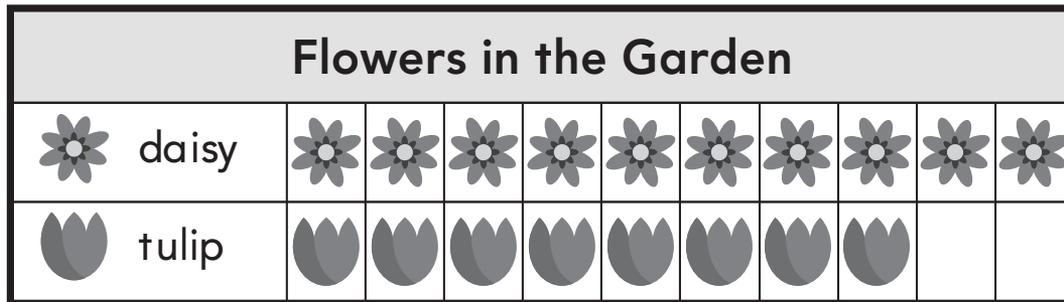
_____ more

4 **(MP) Reason** How many fewer are there than ?

_____ fewer

Test Prep

Use the picture graph to answer the questions.
Fill in the bubble next to the correct answer.



5 How many  are there?

- 18 10 8
-

6 How many more  are there than .

- 2 more 8 more 10 more
-

Spiral Review

Write an equation to solve.

7 There are 7 rabbits and 6 chipmunks in the grass. How many animals are in the grass?

Equation: _____

_____ animals

8 There are 11 frogs at the pond. 7 frogs hop away. How many frogs are still at the pond?

Equation: _____

_____ frogs

Represent Data with Picture Graphs

How many more bushes are in the yard than trees?

Cross out each object as you draw it in the graph.



Trees and Bushes									
	tree								
	bush								

Use your picture graph to answer the questions.

1 How many  are there?

7 

2 How many more  are in the yard than ? _____ more

Name _____



Represent Data with Picture Graphs

- 1**  **Use Tools** Ray has 3 circles, 4 triangles, and 5 squares. Make a picture graph to show his shapes.

Use your picture graph to answer the questions.

- 2** How many circles and triangles are there?

_____ circles and triangles

- 3**  **Attend to Precision** Are there more squares or triangles?

How many more? _____ more

- 4**  **Attend to Precision** Are there fewer circles or squares?

How many fewer? _____ fewer

Test Prep

Fill in the bubble next to the correct answer.

Animals in the Animal Park									
 zebra									
 giraffe									
 hippo									

5 How many  are there?

3

6

19

6 How many more  are there than ?

5 more

3 more

2 more

Spiral Review

Add or subtract.

7
$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

8
$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

9
$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

10
$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

11
$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

12
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

13
$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

14
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

Interpret Tally Charts

A tally chart uses tally marks to show how many.

Some children named easy letters to write.

Fill in the totals to complete the tally chart.

Easy Letters to Write		Total
L	 5	5
V	 1 2 3	3
X	 5 6 7	7

Complete the tally chart. Then use the chart to answer the questions.

Can You Swim?		Total
No		7
Yes		

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1 How many children can swim? _____ children

2 How many children cannot swim? _____ children

3 Did more children answer Yes or No? _____

Art M-W:

Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Grandma Moses and look at the example of her art on the page, and visit <https://www.wikiart.org/en/grandma-moses> for more examples.

Ask yourself:

1. What do I notice?
2. What do I see?
3. How does it make me feel?

Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Wed: Use the Folk Art Building guides to create your own artwork in the style of Grandma Moses

Fri: Photo Journal by taking pictures that show what missing means to you. Write how missing people and places makes you feel. Where is the first place you want to go when this is over? Why?

Music T-Th:

Listen to any song of your choice. Use your hands and feet to find the beat!

Tue: Play "Roll a Rhythm" and clap or count together the rhythm you created! Use your home made drum to play the beat you create.

Thu: Listen to Ragtime Music! Read about Scott Joplin.

<https://www.youtube.com/watch?v=rBInnwV21DM> Scott Joplin *Maple Leaf Rag*

<https://www.youtube.com/watch?v=TSoXBkF832I> Scott Joplin *The Entertainer*

Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

Daily Schedule week 5

Monday	Tuesday	Wednesday	Thursday	Fri
Art Grandma Moses	Music Roll a rhythm & drumming	Art Grandma Moses Build a Building packet	Music Ragtime & Scott Joplin	Art Photo Journal

Hey Kids, Meet **Scott Joplin**

American Musician and Composer (1867 or 1868-1917)



Scott Joplin, the second of six children, was born sometime between June 1867 and January 1868 in Eastern Texas. His father was a slave, while his mother was born a free black woman. After 1871 Joplin and his family moved to Texarkana, Texas. It was then that young Scott taught himself music on a piano in a home where his mother worked.

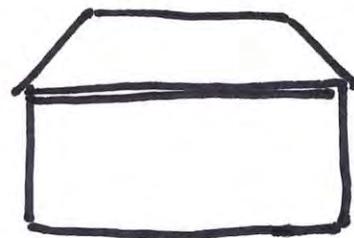
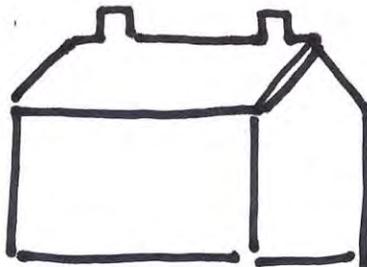
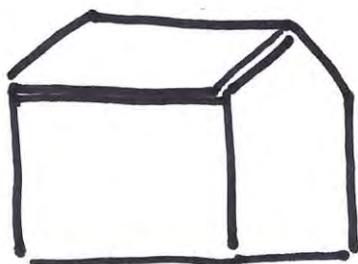
Exhibiting musical ability at an early age, Joplin received free music lessons from a local German music teacher. His teacher not only trained him to play the piano well, but also gave him a well-rounded knowledge of classical music form. It was this training in classical form that served him in later years in developing his compositional style.

In the late 1880's Joplin left home to pursue his musical career. By 1898 Joplin had sold six pieces for the piano. By 1889 he had published his most celebrated composition, *Maple Leaf Rag* which placed Joplin at the top of the list of ragtime performers and established ragtime as an important musical form. In the early 1900's, Joplin and his new wife, Belle, moved to St. Louis, Missouri. While living there, he composed some of his best-known works including *The Entertainer* and *Elite Syncopations*.

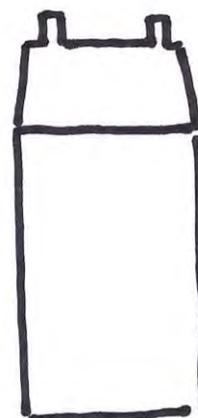
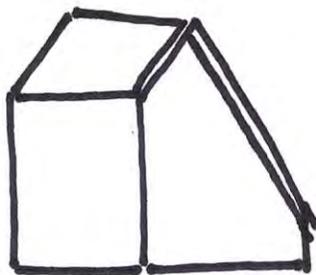
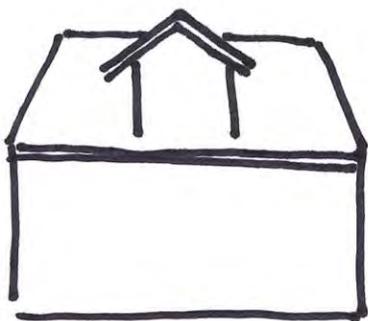
Scott Joplin died April 1, 1917. He remains the best-known ragtime composer and performer. He also is regarded as one of the three most important composers of classic ragtime.



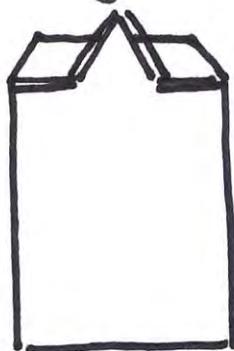
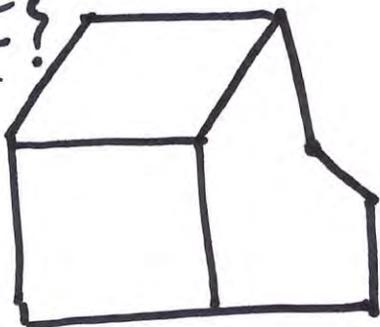
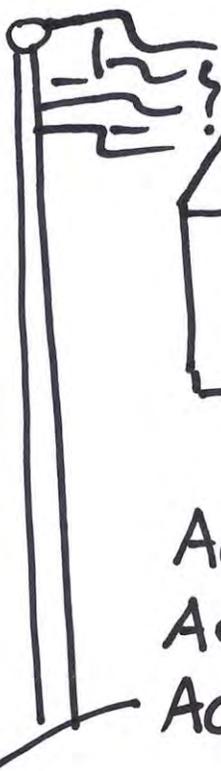
AMERICAN FOLK ART



--- Houses ---



--- Buildings ---



Add windows and doors
Add chimney or steeple
Add a bell for a school

Barns →

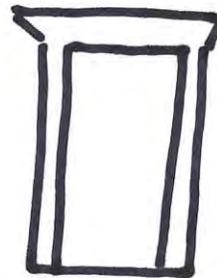
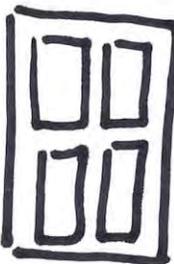
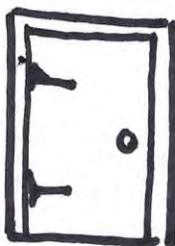




-- Doors -----



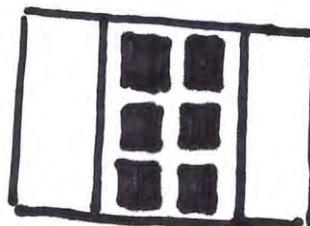
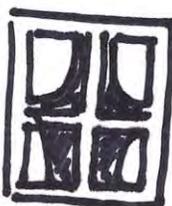
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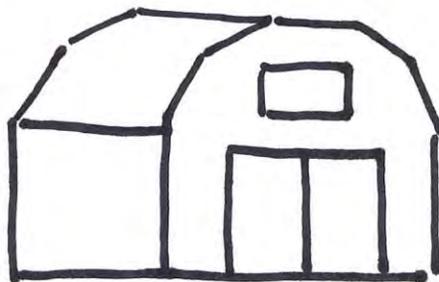
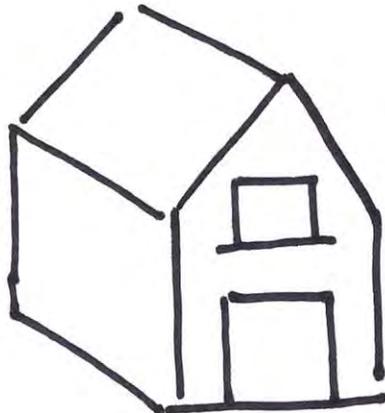
-- Windows -----



Solid Black or



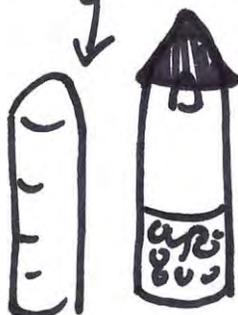
BARN S



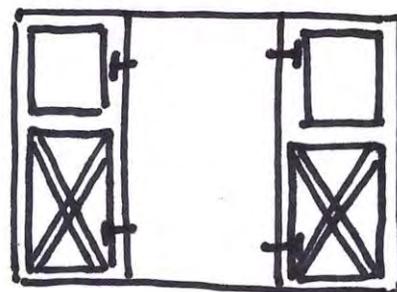
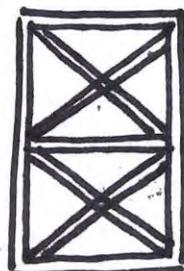
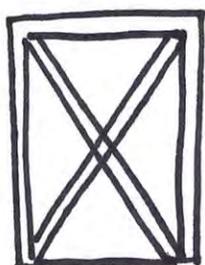
add hay



Silos)



Barn doors



Anna Mary Robertson Moses, or Grandma Moses, was born to a farmer and his wife in New York state. At the age of 12, she left home to work as a hired girl on a neighboring farm. She later married a farm hand and they began farming themselves. Anna helped by milking a cow and churning butter to sell. She raised five children and worked hard all her life.

She made pictures using needlecraft, but when she got older, arthritis made the handwork too difficult. Her sister suggested she try painting the pictures instead. So at the age of 76, Anna first began to paint.

Even though she began painting at an old age, Grandma Moses painted over 1000 canvases, and she rarely missed a day painting.

Christmas at Home by Grandma Moses

