

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Learning Warm-Up Using Sight Words in Sentences -Read sight words at the top of the page at least 2 times -Write sentences using the sight words and underline them	Learning Warm-Up Using Sight Words in Sentences -Read sight words at the top of the page at least 2 times -Write sentences using the sight words and underline them	Learning Warm-Up Using Sight Words in Sentences -Read sight words at the top of the page at least 2 times -Write sentences using the sight words and underline them	Learning Warm-Up Using Sight Words in Sentences -Read sight words at the top of the page at least 2 times -Write sentences using the sight words and underline them	Learning Warm-Up Finding Sight Words in a Book Activity
8:30	Reading --Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member	Reading --Daily Reading Comprehension Practice Journal--Read book independently for 15 minutes; Retell the Story to a friend or family member	Reading -- Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member	Reading -- Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member	Reading -- Daily Reading Comprehension Practice Journal---Read book independently for 15 minutes; Retell the Story to a friend or family member
9:30	Language/ Writing -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Punctuation/Capital Letters Worksheet -Writing Prompts Journal	Language/Writing -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Dates & Capital Letters Worksheet -Writing Prompts Journal	Language/Writing -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Jumbled Sentences Worksheet -Writing Prompts Journal	Language/Writing -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Complete Sentences: Missing Subjects Worksheet -Writing Prompts Journal	Language/Writing -Daily Writing Prompt Choose a writing prompt from the May Calendar and respond in My First Composition Book -Complete Sentences: Missing Verbs Worksheet -Writing Prompts Journal

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 -Consonant Digraph th Worksheet -Read Decodable Text; Words with th	Phonics -Consonant Digraph sh Worksheet -Read Decodable Text; Words with sh	Phonics -Consonant Digraph ch Word Search -Read Decodable Text; Words with ch	Phonics -Consonant Digraph wh Worksheet -Consonant Digraph wh Unscramble Words Worksheet	Phonics -Consonant Digraph ck Word Search -Read Decodable Text; Words with ck
12:30	Math Activity: Represent Data with Bar Graphs (8.6 Reteach)	Math Activity: Represent Data with Bar Graphs (8.6 More Practice/Homework)	Math Activity: Use Data to Solve Problems (8.7 Reteach)	Math Activity: Use Data to Solve Problems (8.7 Additional Practice)	Math Activity: Use Data to Solve Problems (8.7 More Practice/Homework)
1:30	Social Studies -Read & discuss vocabulary words & examples; Read the text, <i>Oceans Around the World</i>	Social Studies -Review vocabulary words; Reread the text, <i>Oceans Around the World</i> and answer questions 1-4	Social Studies -Reread the text, <i>Oceans Around the World</i> and answer questions 5 & 6	Social Studies -Reread the text, <i>Oceans Around the World</i> and answer questions 7 & 8	Social Studies -Reread the text, <i>Oceans Around the World</i>
2:00	Art Learn about African masks with info sheet or website	Music Play Roll a rhythm & drumming with homemade drum	Art Use mirror image African mask page or create your own design	Music Read, listen & respond to Hip Hop & Rapper's Delight	Art Work on 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

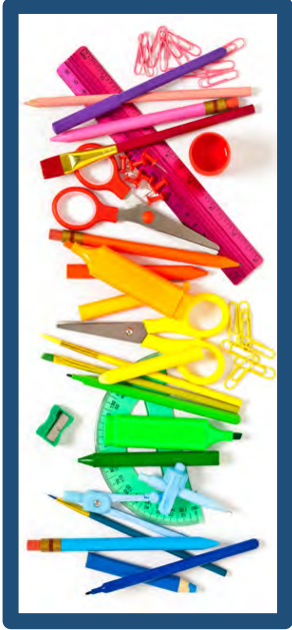
Family and Student Supports:

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

Additional Student Supports:

Individual Supports	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.
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.

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

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 Biding

Area Partnership Manager | Eastern Ohio

☎ 216.401.3963

Kristen.biding@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 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: ccbyu001

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

May Writing Prompts

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
May 1st	May 2nd	May 3rd	May 4th	May 5th	May 6th	May 7th
May 8th	May 9th	May 10th	May 11th	May 12th	May 13th	May 14th
May 15th	May 16th	May 17th	May 18th	May 19th	May 20th	May 21st
May 22nd	May 23rd	May 24th	May 25th	May 26th	May 27th	May 28th
May 29th	May 30th	May 31st				



1st Grade

Daily Writing Prompts

Dear Parents/Guardians,


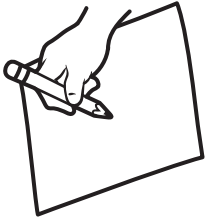


Every day, your child will respond to a writing prompt from the **May Writing Prompts Calendar**. This calendar is included in the work packet.

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...						

Print your name.

Directions: Using the sight words, write 3 or more sentences.
Make sure you use all the words below and underline them.

can and my am you

Name : _____

Date: _____

Week 7: Literacy

Consonant Digraphs - **th**

Write **th** in the blanks to complete the words. Then match the words with the correct picture.



_____under



_____umb



_____ird



mou_____



too_____

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph th, Week 1

Story Number: 1

Math and a Bath

Seth was in Mr. Smith's math class. Seth did not like math. Seth was glad when school was over and she was out of Mr. Smith's math class. Beth does not like to think.

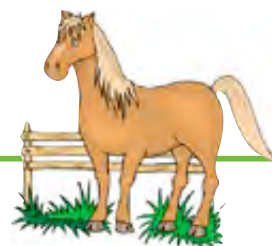
On the way home from school Beth fell in some mud. Seth made a big mess! Seth's Dad made him take a bath.

Seth did not like baths. Seth did not like baths or math class. Seth thinks this day stinks!

Name _____ Date _____

Punctuation - Capital Letters

Find the word that needs a capital letter in each sentence.
Write the word on the line.



Use a capital letter at the beginning of
a sentence and for the pronoun I.

- | | |
|-------------------------------------|-----------|
| 1. jan and I planted pumpkin seeds. | 1. _____ |
| 2. mrs. Alston is eating cake. | 2. _____ |
| 3. Mary and i saw a fire. | 3. _____ |
| 4. the car ride was fast. | 4. _____ |
| 5. how many birds do you see? | 5. _____ |
| 6. the store is on First Avenue. | 6. _____ |
| 7. Jan and i went skiing. | 7. _____ |
| 8. we saw six tigers at the zoo. | 8. _____ |
| 9. canada is our neighbor. | 9. _____ |
| 10. my friend went to the movies. | 10. _____ |
| 11. i saw a horse. | 11. _____ |
| 12. lee ate two butter sandwiches. | 12. _____ |



Name : _____

Date: _____

Consonant Digraphs- **sh**

Write **sh** in the blanks to complete the words. Then match the words with the correct picture.

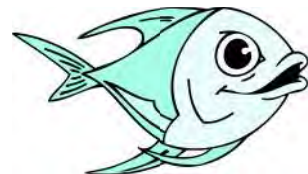
_____ark



_____ip



_____ell



_____eep



fi_____





Dates and Capital Letters

The days of the week and the months start with capital letters.

Example:

Days of the week: Tuesday

Months: September, January

Below are words that need their capital letters. Rewrite each one so it is correct.

1) monday _____

2) june _____

3) friday _____

4) march _____

5) wednesday _____

6) november _____

7) thursday _____

8) february _____

Explicit Instruction for Phonics Intervention
Instructional Focus: Digraph – sh, week 1

Story Number: 1

The Red Shell

Ash got her stash of cash. She went to the shop to get a mesh net. The net will help Ash get a fresh fish.

Ash got on a ship to find the fresh fish. When Ash went out on her ship, four fresh fish shot into her mesh net. One fish had a red shell in his fin. Ash held the fish with the shell. She got the shell away from the fish and put it with her stash of cash.

Print your name.

Directions: Using the sight words, write 3 or more sentences.
Make sure you use all the sight words below and underline them.

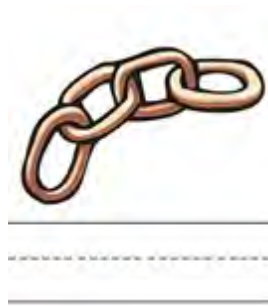
it have do she they

CH Word Search

Write the words from the word bank under the correct pictures then find them in the grid below.

Word Bank

chain	chat	check	chick
chilly	chin	chip	chop



Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph – ch, Week 1

Story Number: 1

Chet and Chad

Chet and Chad have a dog. His name is Chip. Chip is a pup. Chip seems as small as an inch! Chip is black and brown. Chet and Chad pet the small dog.

Chet and Chad run with Chip. Chet and Chad chat about Chip. Chet and Chad have lunch with Chip. Chip chomps his lunch inch by inch. He has such fun with his chums! They love Chip very much.

Jumbled sentences

Grade 1 Grammar Worksheet

Put the words in the correct order.

- 1) dog catches stick the The.



- 2) cat to park the walked The.

- 3) a student chair sat The on.



- 4) The reads story teacher students the to a.

- 5) toys Please, away your put.

- 6) lamp on turned the Mom.



Name: _____

Complete Sentences: Missing Subjects

Below are parts of sentences that are missing their subjects. Add a subject to each phrase to make a complete sentence.



1. _____ ran down the hill.

2. _____ jumped into the lake.

3. _____ rode a pony.

4. _____ ate dinner.

5. _____ sleeps a long time.

6. _____ fell off the table.

7. _____ grew in the garden.

8. _____ flew over the trees.

Name _____

Consonant Diagraphs

Complete each word by filling in the missing diagraph. Write the word.

o

at

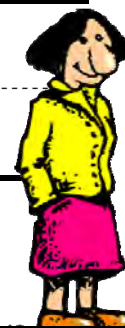
ere

en

y

ose

ile



Name _____

Date _____

Beginning Consonant Digraph wh

Unscrambel each word.
Print the word on the line.

1. hnew

1.

2. whcih

2.

3. hpiw

3.

4. hyw

4.

5. wtah

5.

6. wehre

6.

Print your name.

Directions: Using the sight words, write 3 or more sentences.
Make sure you use all the words below and underline them.

not, are, on, was, for, be, do, first

Name: _____

Complete Sentences: Missing Verbs

Below are parts of sentences that are missing their verbs. Add verbs to each phrase to make a complete sentence.



1. My pretty sister _____



2. The big brown truck _____

3. The red apple _____

4. The children _____



5. Spots the funny cat _____



6. The fluffy clouds _____

7. Today her mother _____

8. The toy store _____

Write the words from the word bank under the correct pictures then find them in the grid below.

Word Bank

check	duck	neck	sick
chick	lick	rock	sock

















C	Z	S	D	Q	T	R	C	H	I	C	K
H	Z	S	E	X	F	O	D	U	C	K	L
E	W	I	T	B	D	C	L	F	Y	P	W
C	N	C	M	M	L	K	G	M	J	I	W
K	W	K	E	Y	I	F	E	M	G	J	K
N	E	C	K	N	C	O	X	D	W	T	N
D	N	U	P	H	K	K	A	S	O	C	K

Explicit Instruction for Phonics Intervention

Instructional Focus: Consonant Digraph ck, Week 1

Story Number: 1

Nick and His Sock

Nick had a sock that gave him good luck. Nick lost his good luck sock. He had to find the sock. Nick fell in the slick muck and his Mom took his sock. He has to find that sock.

Nick checks in his back pack. No, sock. Nick runs to the shack to check for his sock. Nick sees the sock in the shack. What luck!

Nick gets his sock and puts it on. Now he will have good luck as he plays with his friends.

Name _____ Date _____

Finding Sight Words in a Book



Directions: Choose your favorite book. Try to find at least 6 of the following sight words in the book. Write them as you find them.

- every
- give
- once
- her
- has
- live

- walk
- take
- of
- as
- any
- him

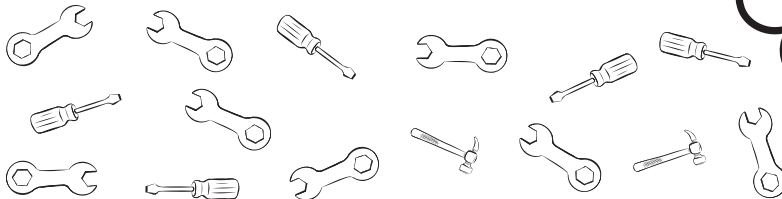
- how
- had
- may
- some
- walk
- then

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Bonus: Write at least one sentence using one or more of the sight words you found.

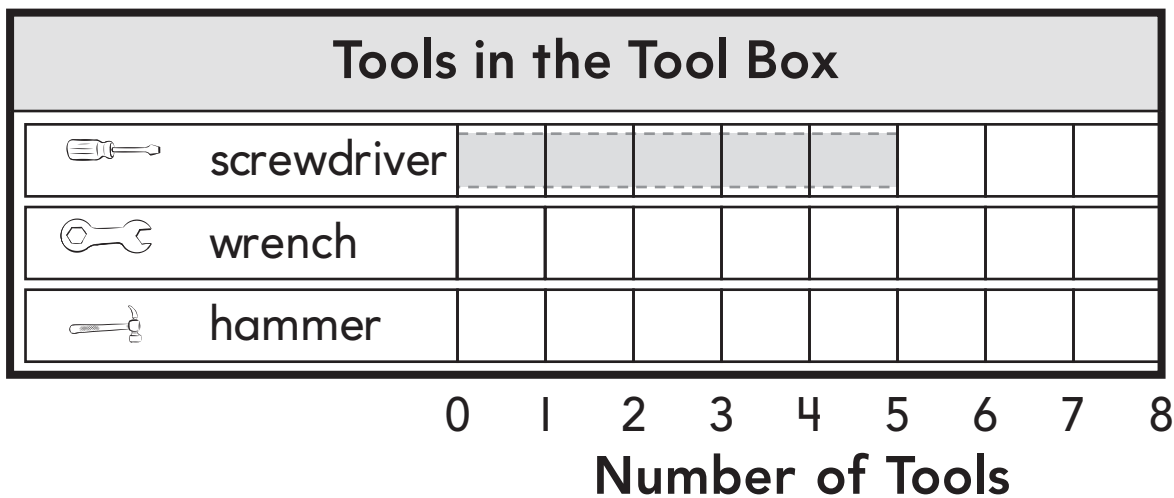
Represent Data with Bar Graphs

Count the tools to complete the bar graph.



Cross out each tool as you show it in the graph.

Kinds of Tools



Use your bar graph to answer the questions.

1 How many are there? 8

2 Are there more or ?
Circle your answer.

3 How many tools are there? _____ tools
Write an equation to explain.

_____ + _____ + _____ = _____



Represent Data with Bar Graphs

- 1** **(MP) Attend to Precision** Make a bar graph to show the following data.

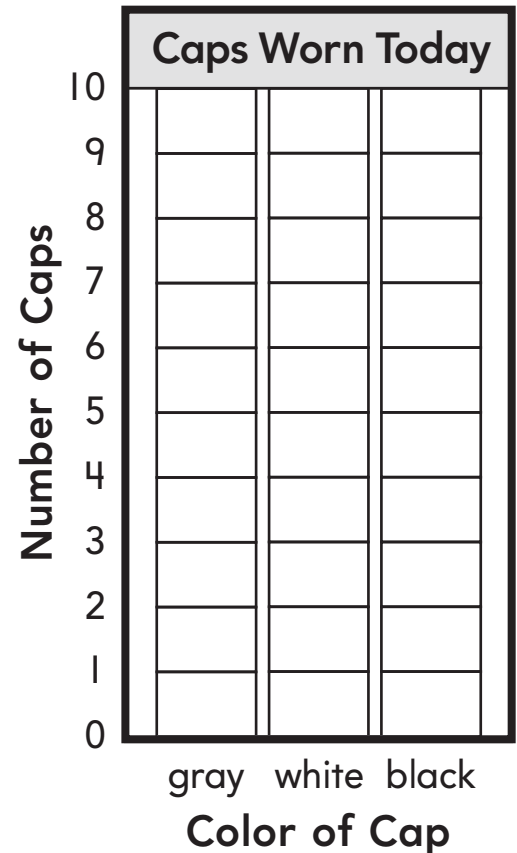
Some children wore caps to school today.

- 3 gray caps
- 4 white caps
- 1 black cap

Use your bar graph to answer the questions.

- 2** How many caps were worn today?

_____ caps



- 3** **(MP) Model with Mathematics** How many more children would need to wear black caps to have the same number as white caps? Write an equation to explain.

Equation: _____

_____ children

Test Prep

Use the bar graph to answer the questions.

- 4 How many children chose swings or slide?

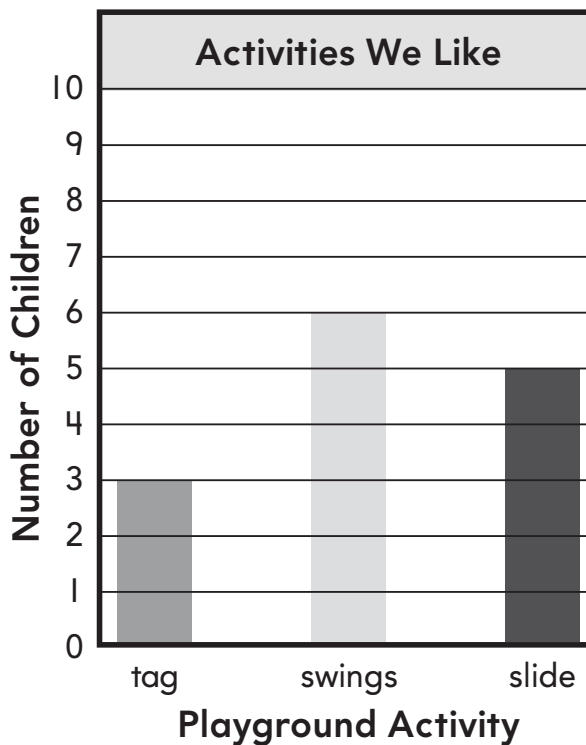
_____ children

- 5 How many more children chose swings than tag?

_____ more

- 6 How many fewer children chose tag than slide?

_____ fewer



Spiral Review

Solve two ways. Circle the addends you add first.

7 $3 + 4 + 1 = \square$

_____ + _____ = _____

$3 + 4 + 1 = \square$

_____ + _____ = _____

8 $2 + 3 + 4 = \square$

_____ + _____ = _____

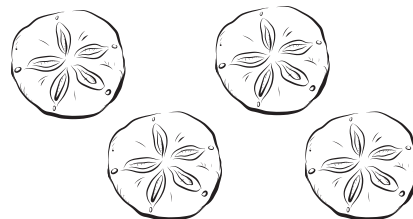
$2 + 3 + 4 = \square$

_____ + _____ = _____

Use Data to Solve Problems

Leo found these sand dollars on the beach.

He found 2 more scallop shells than sand dollars. He found 3 fewer conch shells than sand dollars.



How many shells did Leo find?

What do I need to find?

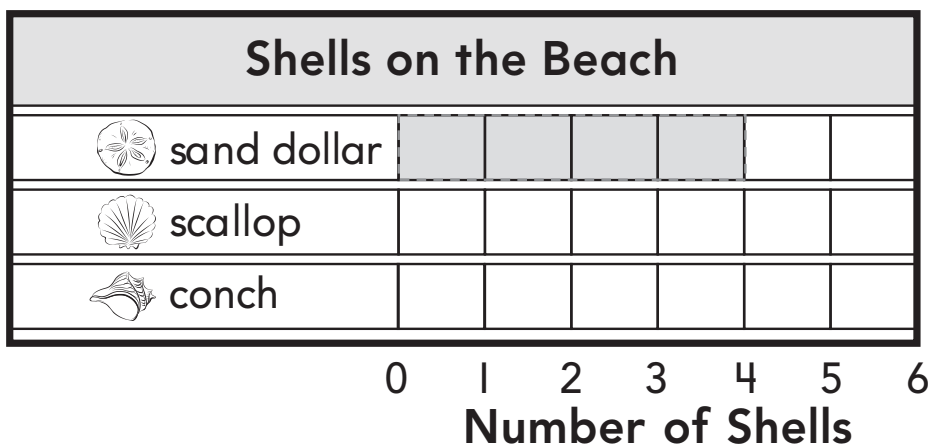
How many shells
Leo found

How can I solve the problem?

Draw a bar graph.

First, color the bar to show how many sand dollars he found.

Kind of Shell





I 4  +  +  =

Leo found shells.

Use Data to Solve Problems

Make a tally chart to show the information.
Then use the tally chart to solve the problem.

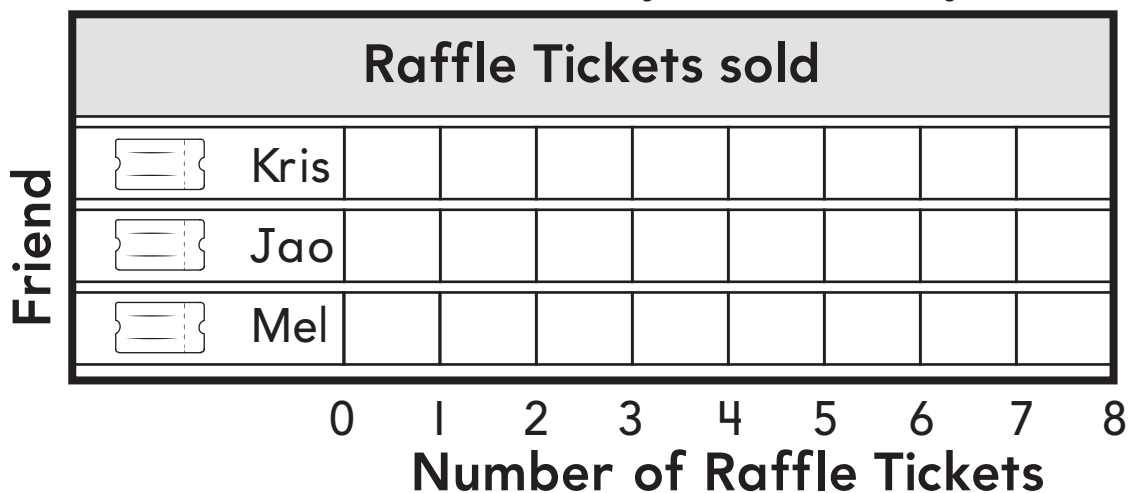
- 1** Jin and Alice are getting wood for a campfire. Jin gets 5 pieces of wood. Together, they get 13 pieces of wood. How many pieces of wood does Alice get?

Pieces of wood		Total
 Jin		
 Alice		

Alice gets _____ pieces of .

Make a bar graph to solve the problem.

- 2** Kris, Jao, and Mel sold raffle tickets. Kris sold 4 tickets. Jao sold the same number of tickets as Kris. Mel sold 3 more tickets than Kris. How many tickets did they sell?



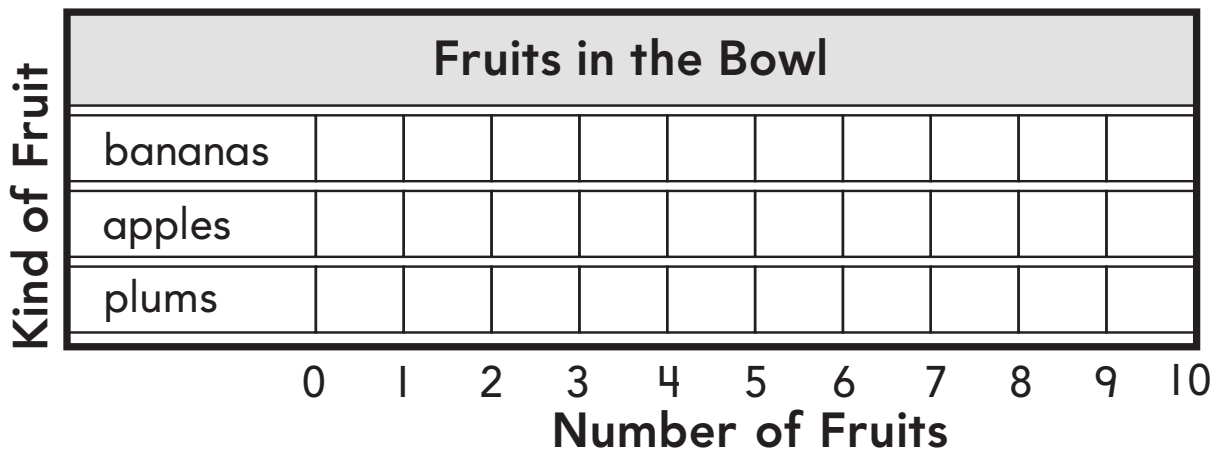
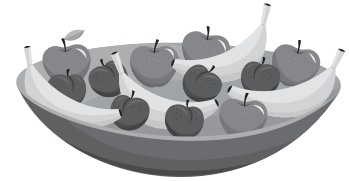
They sold _____ raffle tickets.



Using Data to Solve Problems

- 1** **MP Attend to Precision** Make a bar graph to show the problem. Then use the graph to solve the problem.

There are 15 pieces of fruit in a bowl.
There are 4 bananas. There are 2 more
plums than bananas. The rest are
apples. How many apples are there?





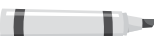


There are _____ apples.

- 2** **MP Construct Arguments** Explain how you found the number of apples.

Test Prep

- 3** The tally chart shows the problem.
Use the tally chart to solve the problem.

There are 3 paintbrushes in the classroom. There are 5 more crayons than paintbrushes. There are 4 fewer markers than crayons. How many markers are there?

Art Supplies in the Classroom			Total
	paintbrush		3
	crayon	 	8
	marker		

There are _____ markers.

Spiral Review

Write an equation to solve.

- 4** There are 4 bunnies. 8 bunnies join them.
How many bunnies are there now?

Equation: _____

_____ bunnies

Add or subtract.

5 6
+ 2

6 9
- 3

7 7
- 7

8 1
+ 9

9 3
+ 4

Oceans Around the World



United States Central Intelligence Agency's World Factbook

World Map

Take a look at a map of the world. What does all that blue stand for?

That blue space is water! Most of the earth is covered in water. The huge body of water that covers most of the earth is called the world ocean. But this is made up of five main oceans.

Two of the main oceans are the Pacific and the Atlantic. These are the two biggest oceans. They both touch North and South America. The Pacific is to the west of these continents. The Atlantic is to the east.

The third biggest ocean is the Indian Ocean. It stretches between Africa and Australia.

The smallest ocean is the Arctic Ocean. It is by the North Pole.

The Southern Ocean is the last ocean. It has no real edges, so it's hard to say how big it is. It is made up of the water near Antarctica.

Name: _____ Date: _____

1. What does the blue on a map stand for?

- A. land
- B. mountains
- C. water

2. This text lists Earth's five oceans. Which of the oceans is the smallest?

- A. the Arctic Ocean
- B. the Southern Ocean
- C. the Pacific Ocean

3. Read these sentences about our earth's oceans:

"The huge body of water that covers most of the earth is called the world ocean. But this is made up of five main oceans."

- A. The five main oceans are all separate.
- B. The five main oceans are all connected.
- C. The five main oceans are very small.

4. What is "Oceans Around the World" mostly about?

- A. the borders of the five main oceans
- B. the blue space on a map
- C. the size of the Pacific Ocean

5. What do we call the huge body of water that covers most of the earth?

The huge body of water that covers most of the earth is called the _____.

6. What did you learn from "Oceans Around the World"?

7. Class Discussion Question: Discuss the borders of the world's five oceans. Use information from the text to support your answer.

8. Draw a picture of one of the world's oceans.

Art & Music Gr1 week 7

Art M-W-F:

Free Draw-Paint-Build (10 minutes)

Mon: Read the information sheet for African masks or visit

<https://kids.britannica.com/kids/article/African-mask/602131> and look at the 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 African Mask mirror image worksheet to create your own mask, or use whatever supplies you have to create your own mask in the style of African Masks

. Finish your Photo Journal by taking pictures that show what summer vacation means to you.

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 Hip Hop Music!. Read about Hip Hop with the background sheet.

<https://www.youtube.com/watch?v=sLf4i078eDc> Rapper's Delight

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

Monday	Tuesday	Wednesday	Thursday	Fri
Art Learn about African masks with info sheet or website	Music Play Roll a rhythm & drumming with homemade drum	Art Use mirror image African mask page or create your own design	Music Read, listen & respond to Hip Hop & Rapper's Delight	Work on Photo Journal

Gr1W7D1 art AFRICAN MASKS BACKGROUND

A mask is a covering for the face or the head. In many cultures, masks are an important part of traditional rituals. For thousands of years, African peoples have used masks in ceremonies. Every African mask is unique.

In many African groups, masks are worn by dancers. Masked dancers often participate in ceremonies that include songs and prayers. Different ceremonies honor children's coming of age, harvests, funerals, and other events. The person who wears the mask knows exactly what he or she must do.

There are many types of masks in Africa. One type of mask covers the face. Another type looks like a helmet that covers the entire head. Still another type is worn on top of the head, like a flat hat. Each mask tells a different story. The shapes, colors, and sizes of African masks have special meanings for different cultures. Masks that represent animals are popular. For example, the Bwa and Nuna peoples in Burkina Faso make crocodile, eagle, and buffalo masks.

Artists use various materials to make African masks. Leather, metal, fabric, and wood are the most common. Artists often decorate the masks with paint, shells, glass, fibers, horns, or other items.

African masks are shown in museums and galleries all over the world. African masks also may be sold at local markets and overseas. The masks for sale are usually copies of original masks. Most original African masks are passed from one generation to the next.



Gr 1 W7 D4 Music Learn about Hip Hop!

Hip hop is a music, art, and style of dressing that started in the 1970s. It began in in some of the larger cities of the United States. Hip hop uses a style of singing called rapping. The singer or group chants or says words with a rhythm that rhymes. The lyrics of hip hop songs are often about the life of people in the big cities. Hip hop music also uses musical styles from pop music such as disco and reggae.

In the 2000s, hip hop music and hip hop culture are very popular in the United States and Canada.

Hip Hop has Five Elements:

Emcee: stands for the Master of Ceremonies. Emcees began as hosts at hip-hop parties who would prompt the breakers to dance.

DJ: The DJ existed before hip-hop. But the hip-hop DJ took it to the next level by making record spinning into an art form called turntablism.

Breaking: The dance element of hip-hop, performed by dancers called B-Girls or B-Boys.. B-Girls and BBoys got their name because they danced over the DJ's "breaks" at hip-hop parties in the Bronx.

Graffiti: hip-hop's visual element. The modern form of graffiti or "graff" actually began before hip-hop music and dance, but it quickly became a part of the culture as many graffiti artists grew up in the same area as other hip-hop artists.

Beatboxing: The ability to make a beat with one's mouth instead of drums or drum machines.