

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading all sight word flash cards (set 7). -Cut out set 8, pg. 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. -Write the word on the back of the flashcard. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 8, pg.1). -Cut out set 8, pg. 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. -Write the word on the back of the flashcard. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 8, pages 1 & 2). -Cut out set 8, pg. 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. -Write the word on the back of the flashcard. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 8, pages 1, 2, & 3). -Cut out set 8, pg. 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. -Write the word on the back of the flashcard. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 8). 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 April Calendar and respond in the My First Composition Book -The Prefix un- -Writing Prompts Journal 	<p>Language/ Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book -The Prefix dis- -Writing Prompts Journal 	<p>Language/ Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book -Prefixes dis-, un- -Writing Prompts Journal 	<p>Language/ Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book -Suffixes -less, -ful -Writing Prompts Journal 	<p>Language/ Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book -Suffix -er -Writing Prompts Journal

1st Grade

Week 4



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 -Sound Sort Initial Hard & Soft c -Letter c with a Hard or Soft Sound Worksheet -Read Decodable Text - Hard/Soft c words Story 1	Phonics The Long i Sound with Hard & Soft c words -Reread Decodable Text - Hard/Soft c words Story 1	Phonics Sorting Out Hard & Soft c words -Read Decodable Text - Hard/Soft c words Story 2	Phonics -Sound Sort Hard & Soft c -Reread Decodable Text - Hard/Soft c words Story 2	Phonics -Read Decodable Text -Hard/Soft c words Story 3
12:30	Math Activity: Partition Shapes into Halves (16.3 Reteach)	Math Activity: Partition Shapes into Halves (16.3 More Practice/Homework)	Math Activity: Partition Shapes into Fourths (16.4 Reteach)	Math Activity: Partition Shapes into Fourths (16.4 More Practice/Homework)	Math Activity: Partition Shapes into Equal Shares and Describe the Shares
1:30	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
2:00	Art Work on Da Vinci worksheet	Music Roll a Rhythm & play homemade drum	Art Virtual visit to museum for Da Vinci	Music Make a Homemade Pan Flute	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

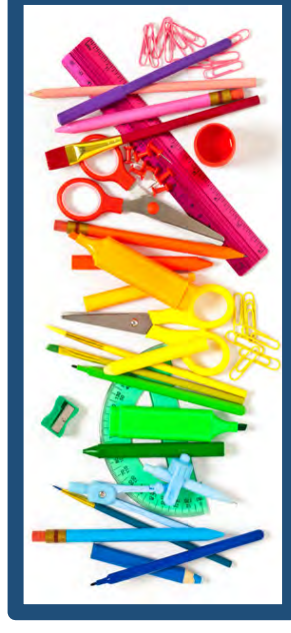
Family and Student Supports:

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

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



Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you!

1st Grade

Week 4: 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					



April Writing Prompts

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



1st Grade

Daily Writing Prompts

Dear Parents/Guardians,

Every day, your child will respond to a writing prompt from the **April 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. Your child may draw and color a picture if he/she chooses.

Organizing Written Responses





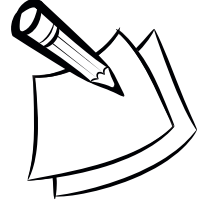
Notebook: Your child can use a notebook that was used in school to write his/her responses. Each response should be written on a separate page with the date written at the top.

OR

Notebook paper/Folder: Each response should be written on a separate paper with your child's name and date written at the top. Keep all papers in one folder.

Thank you

April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 It's April Fool's Day! What joke have you played or would you play on your friends?	2 Spring is a time of new beginnings. What activity would you like to begin?
3 Write a story about a marshmallow bunny that comes to life.	4 Describe your favorite thing to do at recess.	5 Pretend you are an animal in the zoo. Write about the day you escape!	6 The best thing to do on a rainy day is...	7 If you could pick a new name for yourself, what would it be and why?	8 Pretend you are an umbrella! Write about your day in the rain.	9 Would you rather be as big as a giant or as small as a mouse?
10 If you could add a new school subject, what would it be and why?	11 In spring, I love the smell of...	12 Write a funny story about the day it rained chocolate chips!	13 If I could be a butterfly for a day...	14 If you could eat anything for breakfast, what would it be and why?	15 Imagine you move to a new city. How would you make new friends?	16 Tell about a time you felt proud of yourself or someone in your family.
17 Imagine you could be anyone else for one day! Who would it be and why?	18 Pretend you bumped into someone famous! Write a dialogue of your conversation.	19 List five things you like about your pet—or a pet you wish you had.	20 Write a poem about a rainy day.	21 Imagine you found an old treasure map. Where does it lead and what do you find there?	22 Today is Earth Day. What are three things you can do to help protect our planet?	23 One spring day, I hopped into a hot air balloon and floated off to...
24 If you were a tour guide for your city, where would you take visitors? Why?	25 Imagine you are building a giant tree house. What does it look like?	26 Make a list of 10 items you would need to take to a sleepover.	27 Imagine you found a golden key. What does it open and what do you see there?	28 My favorite memory of my class this year is...	29 In spring, I love the smell of...	30 If you could donate a million dollars to any charity, which would it be and why?
						

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

Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c, Week 1

Story Number: 1

The Small Cakes

Cal and Carl like cake. Cal drinks milk with his cake. Carl smells the scent of cakes as they cook. Cal and Carl sing a song about cakes. They cap the cakes with whipped cream. The whipped cream will make the cakes taste great.

Cal and Carl take the cakes in their lunch box to school. They share the cakes at lunch time at the cool place under the tree.

Most Common Words • Set 8

run

Reading A-Z

Most Common Words • Set 8

full

Reading A-Z



Most Common Words • Set 8

only

Reading A-Z

Most Common Words • Set 8

gave

Reading A-Z

Most Common Words • Set 8

hold

Reading A-Z

Most Common Words • Set 8

us

Reading A-Z

Initial Hard c

Initial Soft c

cider

circus

candy

ceiling

coach

city

cup

camp

celery

cat

circle

cake

Name _____



Letter c with a hard or soft sound

1. The letter C has two sounds.

Print the word with the hard c sound on the lines.

candy

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

3. Say the word clown. The C in clown has a hard sound.

4. Now say the word mice. The C in mice has a soft sound.

Print the word with the soft c sound on the lines.

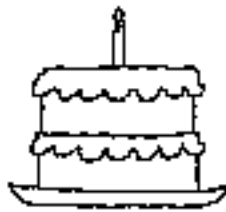
race

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

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



h s dice



h s cake



h s rice



h s clock



h s coat



h s mice

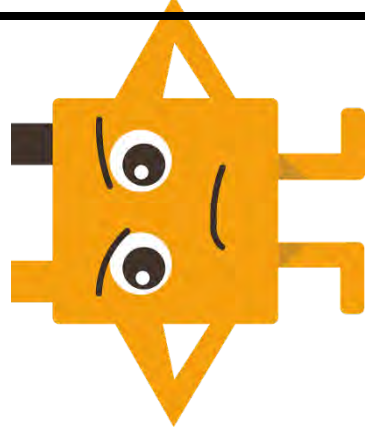
Name _____

Prefixes**The Prefix Un-**

The prefix un- means "not." The underlined word in each sentence below is incorrect; its opposite should be in its place. Help The Not correct each sentence by writing the correct word on the line. Use the prefix un-.

1. I am happy that you are here. _____
2. I am afraid to cross the street. _____
3. My shoe is tied. _____
4. The door is locked. _____
5. That man is very friendly. _____
6. That game is totally fair. _____
7. This day feels so real. _____
8. That yard is starting to ravel. _____
9. I think she is being completely reasonable. _____

I am
The Not, and this
sentence is **MINE** now!



Most Common Words • Set 8

buy

Reading A-Z

Most Common Words • Set 8

three

Reading A-Z



Most Common Words • Set 8

those

Reading A-Z

Most Common Words • Set 8

funny

Reading A-Z

Most Common Words • Set 8

open

Reading A-Z

Most Common Words • Set 8

done

Reading A-Z

The Long i Sound

Read the words in the word box.

Write four words from the word box that rhyme.

Draw a circle around each word you use.

Word Box

mice

ride

bike

nice

side

hike

write

rice

tide

dice

.....

.....

.....

.....

Write three words from the word box that rhyme.

Draw a circle around each word you use.

.....

.....

.....

.....

Write two words from the word box that rhyme.

Draw a circle around each word you use.

.....

.....

Write the word that has not been circled.

.....

The Long i Sound

Read the words in the word box.

Write four words from the word box that rhyme.

Draw a circle around each word you use.

mice

nice

rice

dice

Write three words from the word box that rhyme.

Draw a circle around each word you use.

ride

side

tide

Write two words from the word box that rhyme.

Draw a circle around each word you use.

bike

hike

Write the word that has not been circled.

write

Word Box

mice

ride

bike

nice

side

hike

write

rice

tide

dice

Name _____

Prefixes

The Prefix Dis-

The prefix dis- means "not."



Mr. Potter does not like bees.

Mr. Potter dislikes bees.



The bird does not agree.

The bird disagrees.

DIRECTIONS: Write a single word that contains the prefix dis- to complete each sentence.

1. Paula never _____ her parents.

does not obey

2. Scientists have _____ that theory.

proved it is not true

3. That old barn is in a state of _____.

not being repaired

4. Kim has recently become _____.

not able

5. Elaine stared at us in _____.

not belief

Most Common Words • Set 8

use

Reading A-Z

Most Common Words • Set 8

under

Reading A-Z



Most Common Words • Set 8

hurt

Reading A-Z

Most Common Words • Set 8

fast

Reading A-Z

Most Common Words • Set 8

sit

Reading A-Z

Most Common Words • Set 8

pull



Reading A-Z


Name : _____

SORTING OUT

The letter c has a soft sound /s/when followed by e, i, or y.

Cut, sort, and glue the words in the correct column.

cent (Soft C) - C says /S/ 	cat (Hard C) - C says /K/ 



juice	candy	cone	face	rice
cat	car	cent	coin	city
carpet	cow	mice	ice	race

Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c, Week 1

Story Number: 2

Space Cakes

June, Pam and Cal once had to do school work about space. Since they love to cook they chose to bake cakes to be each star. The sun was the big cake and more small cakes were the stars around it. They were scared to take the cakes to school on the bus. They rode in Mom's car to school. The car crashed into the fence and the cakes flew out the car door onto the road. Each kid tried to grab a piece, but it was too late!

Name _____ Date _____

Prefixes



Add the prefix **dis** to each word.
Print the new word on the line.
Do you know what the new word means?

- | | |
|------------------|------------------|
| 1. like _____ | 5. allow _____ |
| 2. agree _____ | 6. appoint _____ |
| 3. order _____ | 7. respect _____ |
| 4. connect _____ | 8. taste _____ |



Add the prefix **un** to each word.
Print the new word on the line.
Do you know what the new word means?

- | | |
|----------------|-----------------|
| 1. happy _____ | 5. do _____ |
| 2. lock _____ | 6. tie _____ |
| 3. zip _____ | 7. button _____ |
| 4. pack _____ | 8. dress _____ |

Most Common Words • Set 8

which

Reading A-Z

Most Common Words • Set 8

cut

Reading A-Z



Most Common Words • Set 8

read

Reading A-Z

Most Common Words • Set 8

fall

Reading A-Z

Most Common Words • Set 8

say

Reading A-Z

Most Common Words • Set 8

why

Reading A-Z

Name: _____

Date: _____

Suffixes -less and -ful

- A suffix is a word part that is added to the end of a root word.
- A suffix changes the meaning of a word.
- Some suffixes have the same meaning.

The suffix **-less** means *without*

She felt without hope. → She felt hopeless.

The suffix **-ful** means *full of*

My sister Candice is full of beauty → My sister Candice is beautiful.

Write a single word to using the suffix **-less** or **-ful** to match each description.

1) to be full of care _____

2) without worth _____

3) to be full of grace _____

Write a single word with the suffix **-less** or **-ful** to complete each sentence.

4) My best friend's German Shepherd is _____.
(without harm)

5) I am so _____ for my loving family and friends.
(full of thanks)

6) Charlie saw a _____ Cat wandering the street.
(without a home)

Name _____



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

Hard CSoft C

car

dice

pencil

face

cow

cookie

ice

corn

carrot

fence

scissors

cone

Name: _____

Date: _____

Suffix -er Worksheet

A suffix is a group of letters added to the end of a word.

The suffix -er means “a person who.”

teach+er=teacher- the suffix is “er” and the base word is “teach.”

Directions: Read each sentence. Underline the base word and add the suffix “-er” to answer the sentence prompt.

Example A: I love to teach kids. Who am I?

Answer: teacher

1. I work on a farm. Who am I? _____

2. I sing for a living. Who am I? _____

3. I paint homes. Who am I? _____

4. I pitch a baseball. Who am I? _____

5. I like to drive. Who am I? _____

6. I like to write all the time. Who am I? _____

7. I love to read many books. Who am I? _____

8. I work all the time. Who am I? _____

Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c, Week 1

Story Number: 3

The Race

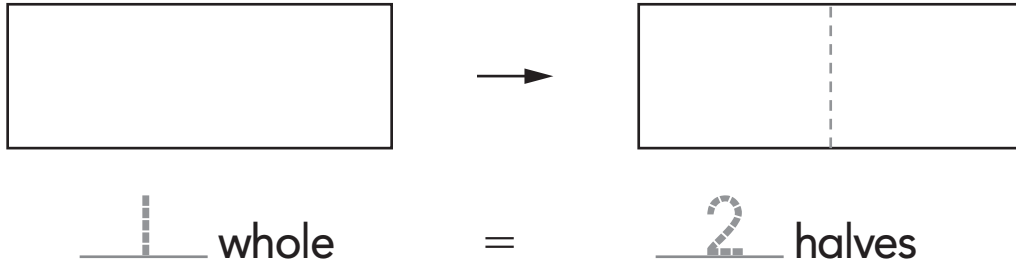
Carl called Cliff and asked him to race to the creek. Since it would be cool at the creek, Cliff wore a coat. Carl wore his red cap.

Carl and Cliff made it to the creek. Cliff made it to the creek first. Carl called out to Cliff, "Good Job!" The prize for the first place was a nice slice of spiced pie with ice cream. Cliff shared the slice of pie and ice cream with Carl.

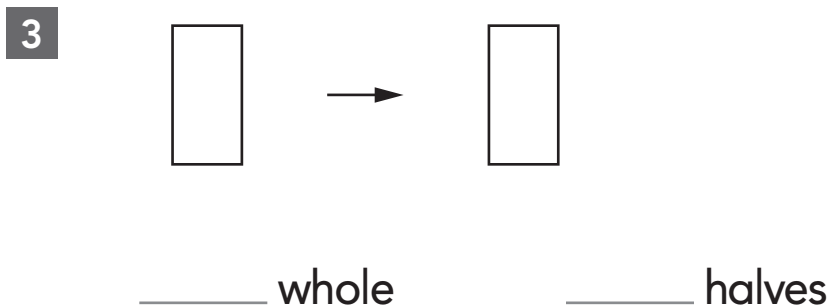
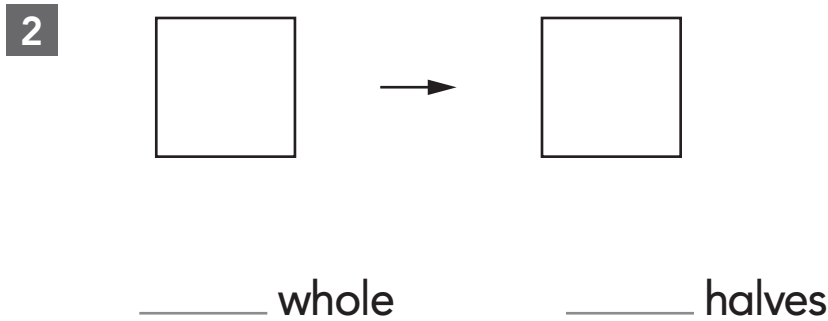
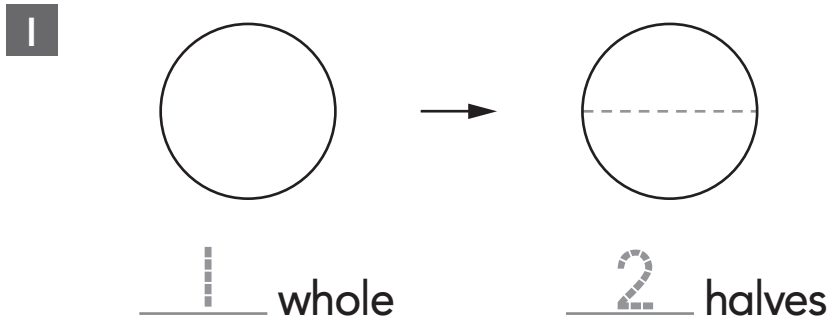
Name _____

Partition Shapes into Halves

You can make 2 equal shares to show halves.



Draw a line to show halves. Write the numbers.



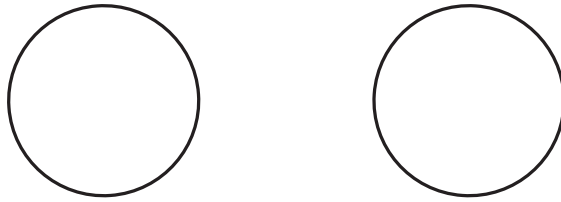


Name _____

Partition Shapes into Halves

MP Use Structure Draw a line to show halves. Color half of each shape.

1 Rae sees a half moon in the sky. Show two different ways the moon could show halves.



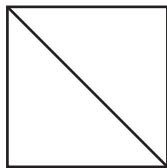
2 Show half of the rectangle.



3 Show half of the square.



4 **Math on the Spot** Use the picture.
Write numbers to solve.



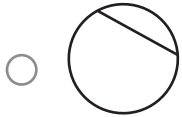
The picture shows _____ halves.

The _____ equal shares make _____ whole.

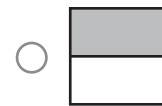
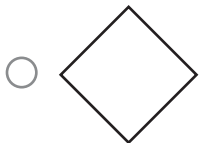
Test Prep

Fill in the bubble next to the correct answer.

5 Which shape shows halves?



6 Which shows half of a square?



Spiral Review

Some children were asked which shape they like best.

Shapes We Like							
	triangle						
	circle						
	square						

Use the picture graph to answer the questions.

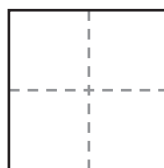
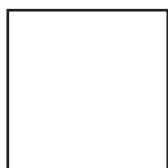
7 How many children chose ? _____ children

8 How many more children chose than ? _____ more

Name _____

Partition Shapes into Fourths

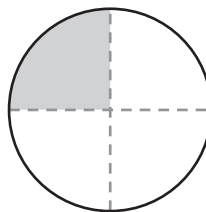
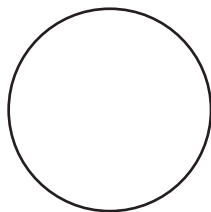
You can make 4 equal shares to show fourths.



1 whole = 4 fourths or 4 quarters

Draw lines to show fourths. Write the numbers. Color one quarter of the shape.

1



1 whole = 4 fourths

2



_____ whole = _____ quarters



Name _____

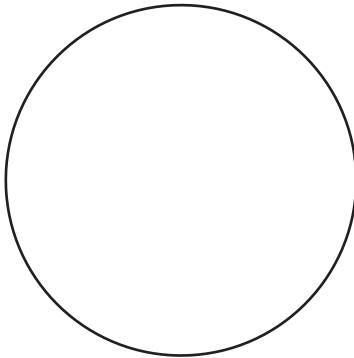
Partition Shapes into Fourths

MP **Attend to Precision** Draw lines to show fourths. Color one quarter of the shape.

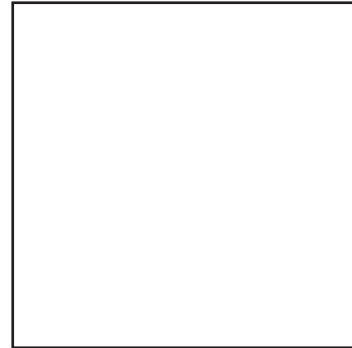
1



2



3



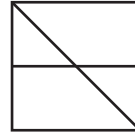
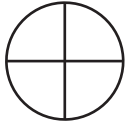
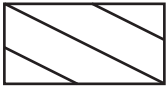
4 Math on the Spot Circle the shape that shows quarters.



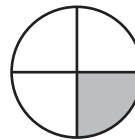
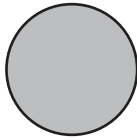
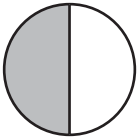
Test Prep

Fill in the bubble next to the correct answer.

5 Which shape shows quarters?

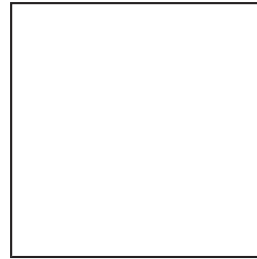


6 Which shape shows one fourth of a circle?



Spiral Review

7 Draw a line to show 2 shapes that are the same size.



Add or subtract.

8
$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

9
$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

10
$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

11
$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

12
$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

13
$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

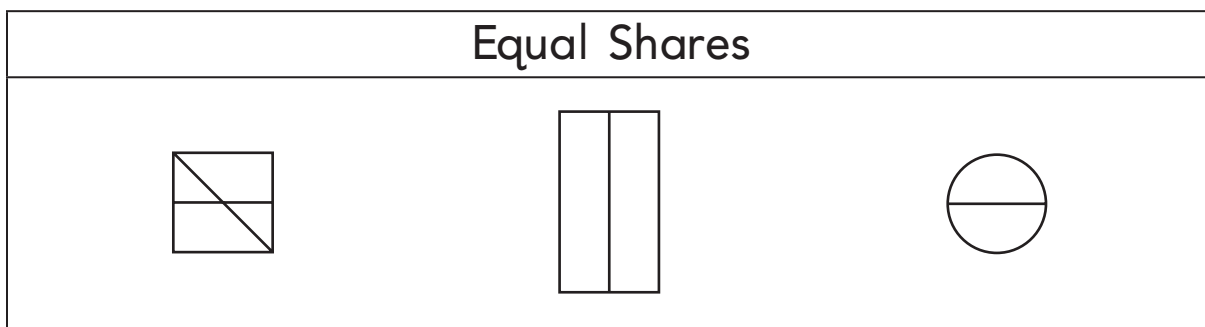
14
$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$

15
$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

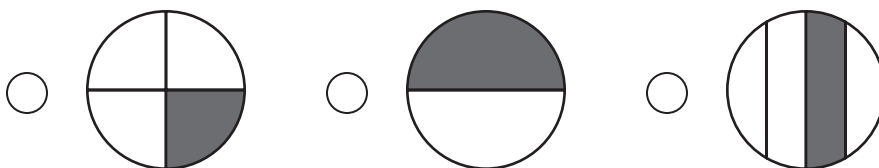
Name _____

1 Which shapes show equal shares?

Circle the 2 correct shapes.

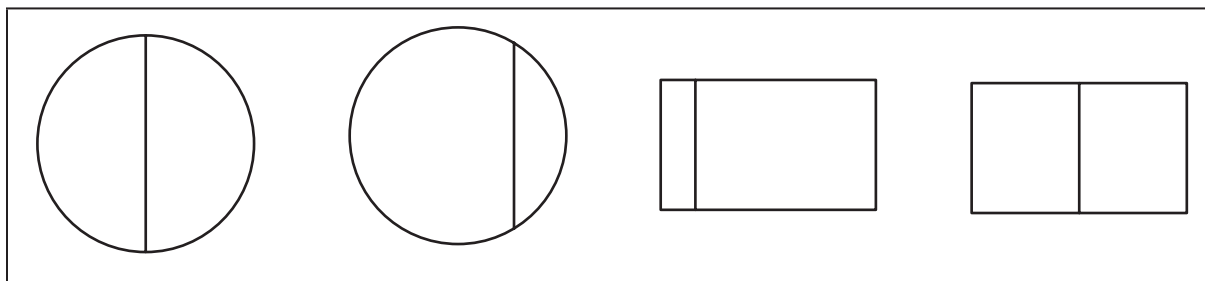


2 Which shows a quarter shaded?

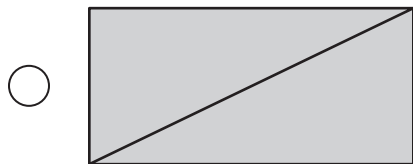
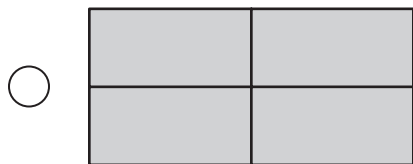


3 Which shapes show halves?

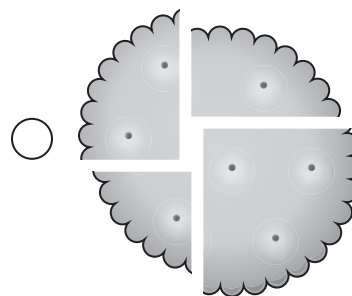
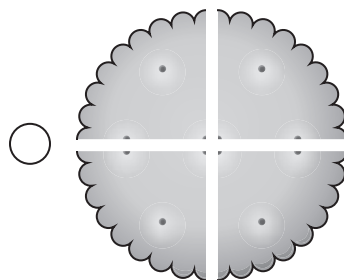
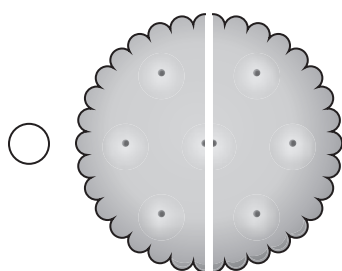
Circle the 2 correct shapes.



4 Which picture shows shares called halves?

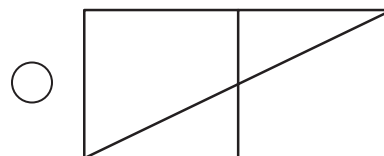
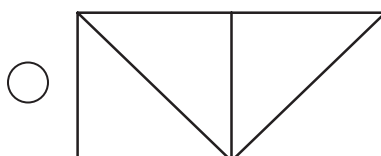
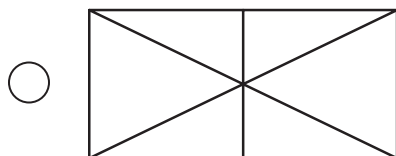


5 Marvin cut his cracker into quarters. Which of these is Marvin's cracker?



6 How many pieces will there be when a piece of paper is cut in half?

7 Which shape shows shares called fourths?



Name _____

TAKE A SECOND LOOK



Describe the painting
in your own words

Name _____

CHARACTER TRAITS

Use adjectives to describe this character. Write the adjectives on the boxes next to the character.



Name _____

FAMOUS QUOTES

Tears come from
the heart and not
from the brain

The natural desire
of good men is
knowledge

Learning never
exhausts the
mind

A well-spent day
brings happy sleep

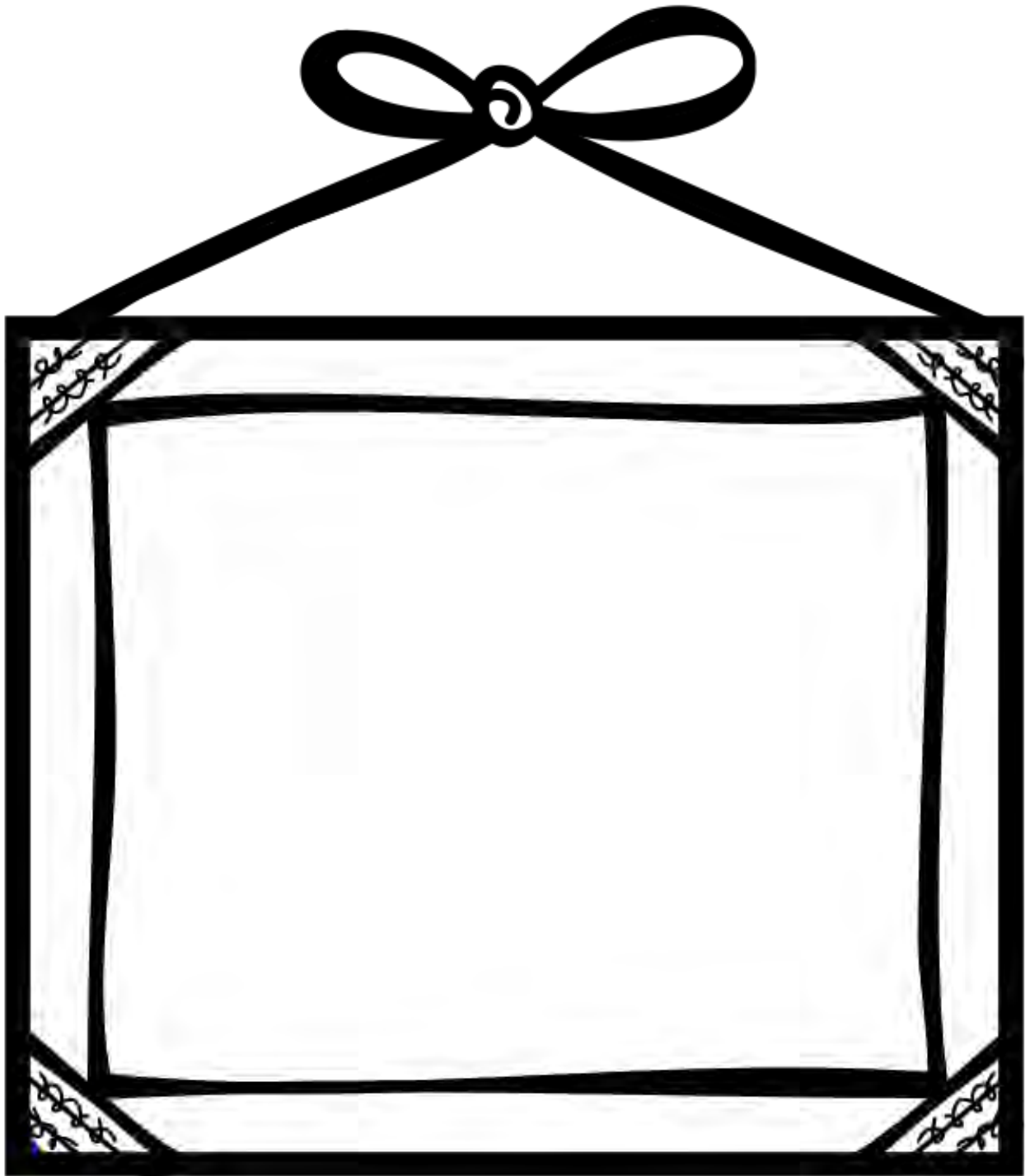


Which is your
favorite quote?

Pick one to
write about
in your
notebook.

Name _____

DESIGN YOUR OWN DA VINCI



Gr1W4D4 Music

Music is a great creative outlet for kids — as well as an easy way to keep them occupied — but you don't have to buy expensive instruments to encourage your little Mozart to make music. From kids' instruments like paper plate tambourines to DIY instruments like musical spoons, learn and play with homemade instruments by using what you already have in your cupboards.

Paper plate tambourine

What you'll need:

- 2 heavy-duty paper plates
- Hole punch
- String or yarn
- Jingle bells, beads—anything that can make noise
- Markers or crayons

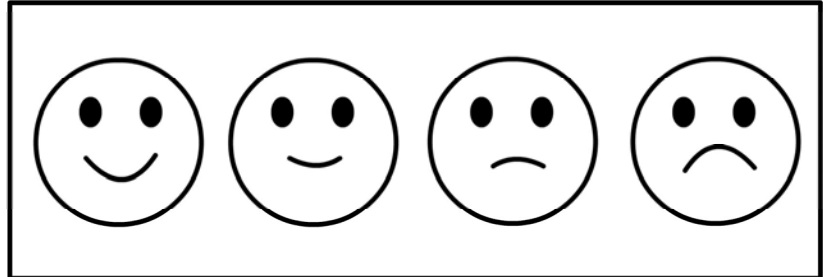
What you'll do:

1. Hold two paper plates face to face and punch holes around the perimeter of the plates about an inch and a half apart to string your yarn.
2. Take your length of yarn and weave it up through a hole, around the outside and back up the same hole again and tie a knot to secure the plates together. Then, string a jingle bell through your yarn and continue weaving your plate. Alternate your jingle bells or beads every other hole or more, depending on how many bells you have.
3. When you get back to the hole in which you started, tie off your yarn again and let your child decorate his DIY instrument to make it his own. Then, shake to play and your kid's instrument is ready for the big show!

Name: _____

Feelings Check-In

How am I feeling?



My Favorite New Activity

Inside:

Outside:

I Really Miss

1.

2.

3.

Things I'm looking forward to:

1.

2.

3.

Today I will do this because it brings me joy: