

Dear Caretakers,

**Children are learning wherever they are!** In this packet, you will find resources to help them grow and learn while they are not at school.

**Home Links** with different kinds of activities connected to what first graders are now learning about in school—Resources in Our Communities.

**Word cards** with images, definitions, more information, and questions to discuss. Cut them apart and use them however you want!

**Books and other texts** with questions for discussion, drawing, and writing

**Literacy activities**, including prompts for discussion, reading practice, and word practice

**Writing** prompts and paper. In first grade, writing includes drawing!

As children are playing, as always, you can **support learning by talking** with them about what they are doing.

*Tell me what you are working on.*

*How did you decide to do that?*

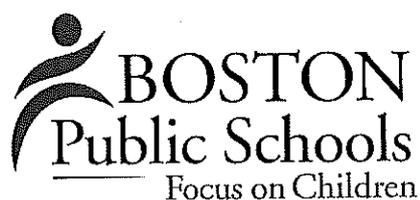
*What else could you use?*

*Can you try that in a different way?*

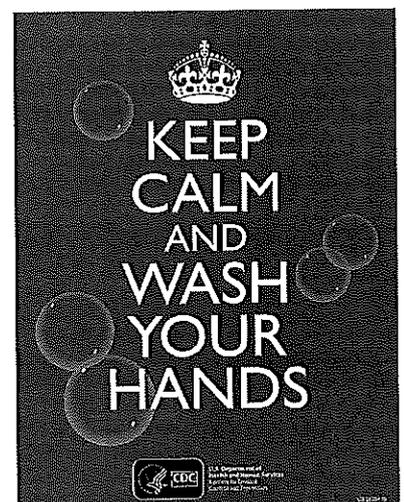
**Collect materials around your home**, such as food containers, packing materials, twist ties and string, paper scraps, loose buttons, sticks and leaves... all of these can be used for building and making things. Then you and your children can tell stories and draw about what you made.

You may be receiving packets from more than one grade.

**Encourage children of different ages to read, work, and explore together!**



Department of  
Early Childhood



Estimados todos y todas,

**¡Los niños y niñas aprenden en todos lados!** Es por eso que en estas páginas les enviamos recursos para ayudarlos a que sigan creciendo y aprendiendo mientras no están en la escuela.

**Home Links** tiene distintos tipos de actividades relacionadas a la unidad que están aprendiendo en la escuela: Recursos en nuestras comunidades.

**Tarjetas de palabras** con imágenes, definiciones y preguntas para conversar entre ustedes. Pueden cortarlas y usarlas en el orden que deseen.

**Libros y otros textos** con preguntas para que sigan conversando, dibujen y escriban sobre lo que leyeron y escucharon

**Varias actividades de alfabetización**, incluyendo más preguntas para conversar, práctica de lectura y escritura y lectura de palabras

**Escritura y papel para escribir.** En primer grado dibujar es parte de la escritura también!

Mientras los niños y niñas juegan es bueno conversar sobre lo que hacen:

*Dime lo que estás haciendo.*

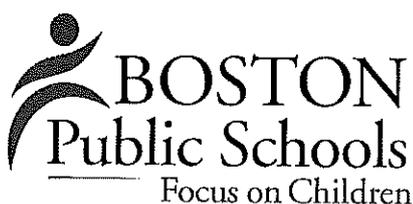
*¿Cómo decidiste hacer eso?*

*¿Qué otra cosa podrías usar?*

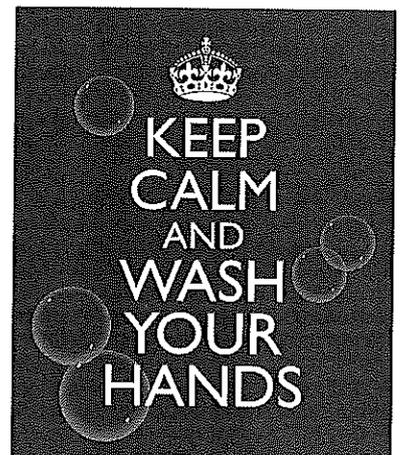
*¿Puedes probar eso de otro modo?*

**Junten materiales reciclables en sus hogares** desde cajas de comida a botones e inviten a que los niños y niñas creen y construyan con ellos. Luego juntos pueden inventar historias sobre lo creado.

Tal vez reciban materiales para niños y niñas de distintas edades. **¡Estimúlenlos a que trabajen y exploren juntos!**



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Fanmi yo,

**Ti moun ap kontinie apran nenpòt kote yo ye!** Nan pakèt sa, wap jwen risous pou ou ede timoun yo grandi epi apran pandan pa gen lekòl.

**Home Links** avèk diferan aktivite ki konekte avèk sa timoun yo ap apran nan premye ane. Risous nan kominote nou—Resources in Our Communities.

**Word cards** avèk imaj, definisyon, enfomasyon, epi kestyon pou nou ka diskite. Koupe yo epi sèvi avèk yo nenpòt jan nou vle!

**Books and other texts** avèk kestyon pou nou ka diskite, desine, avèk ekri.

**Literacy activities**, gen sipò avèk kestyon pou nou ka diskite, tèks pou nou li, mo pou nou pratike

**Writing** sipò avèk papye. Nan premye ane, desine fè pati de ekri tou!

Pandan tout tan ke ti moun yo ap jwe, nou ka sipòte konesans yo : **fè ti pale** avèk yo, mande yo ki sa yap fè, epi fè yo esplike nou sa yap fè.

*Sak ki fè ou deside fè sa pito?*

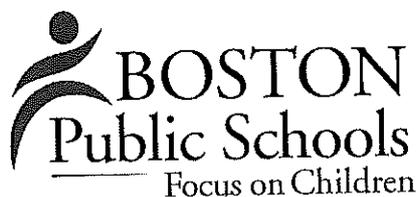
*Ki sa ankò ou ka sèvi pou ou te fè sa?*

*Eske ou ka eseye fè sa youn lò jan?*

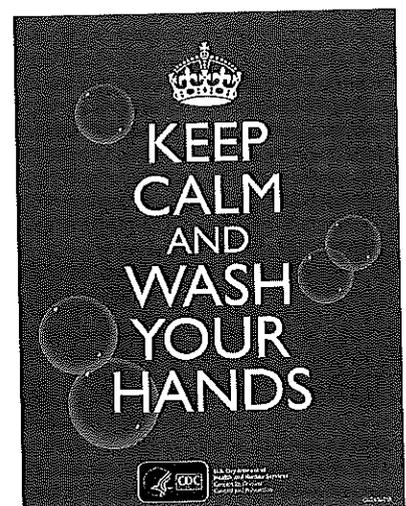
**Kolekte materyèl lan tout kay lan**, tankou kontenè ke te gan manje, materyèl you sèvi pou ambalaj, lasèt, moso papye, vye bouton, bout bwa, fèy... tout bagay ke nou ka sèvi pou nou fè konstriksyon lòt bagay. Apre, ou menm avèk pitit ou ka rakonte istwa epi desine bagay nou fè - bati yo.

Ou ka ap resevwa pake de plizyè klas, si ou gen pitit nan diferan klas. **Ankouraje ti moun yo pou yo travay ansanm, li ansanm, explore ansanm!**

RETE KALM EPI KONTINYE LAVE MEEN NOU



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### Unit 3: Resources in Our Communities

## Week 5: How do resources get from where they come from to the people who use them?

Dear Families,

This week we are continuing to think about the resources we use, where they come from, and how they get to us. Try to do one of the activities *with your child* each day of the week. Each activity will take about twenty to thirty minutes. Remember to make time for reading, too! Please help your child return the sheet to school at the end of the week. We hope you enjoy learning with your child!

<p><b>Go outside or look out the window</b> <input type="checkbox"/></p> <p>Do you see any goods being transported? What might be in the trucks that travel along the streets in Boston? Where are they coming from and where are they going?</p>	<p><b>Talk about...</b> <input type="checkbox"/></p> <p>... how a favorite item might have gotten to you. Look at the tag or label to see where it came from. If you can, look online to see what you can find out about how goods travel from that place to Boston.</p>	
<p><b>Tell a story</b> <input type="checkbox"/></p> <p>Think of a good that is important to you. Imagine the journey it takes along the supply chain from producer to you. Do some research to add steps to your story.</p>	<p><b>Read together!</b></p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p><b>Play with math ideas</b> <input type="checkbox"/></p> <p>Play How many tens? How many ones? Practice decomposing (breaking apart) numbers. Choose one number and represent it with groups of tens and ones.</p>
<p><b>Explore science and engineering</b> <input type="checkbox"/></p> <p>Some plants can grow from parts of other plants. Cut a carrot in half and let it sit in some soil with the leaf end up. Put the bottom of an onion or garlic clove in some water or soil. Record what you notice!</p>	<p><b>Play with words; grow a reader</b> <input type="checkbox"/></p> <p>Our Weekly Words are <b>ship, transport, deliver, load, container, and purchase.</b></p> <p>Which of these words has to do with moving goods from one place to another? Use each one in a sentence.</p>	

Child's name \_\_\_\_\_ Adult's name \_\_\_\_\_

*This week we are reading...*



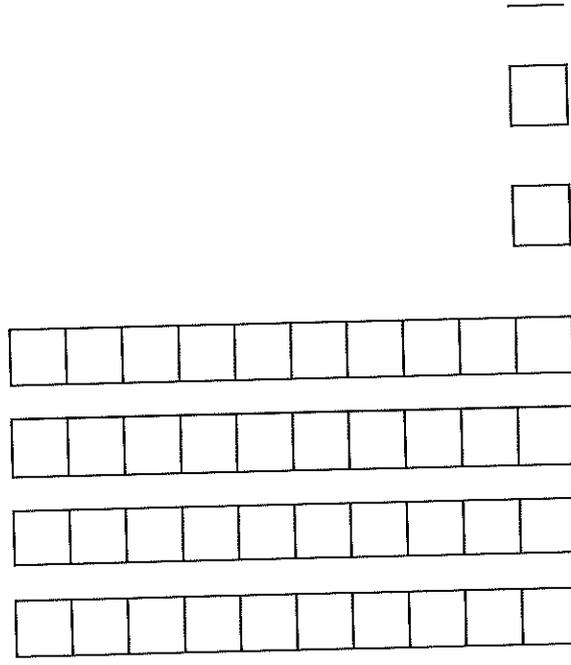
## How many tens? How many ones?

Decomposing (breaking apart) Numbers

Choose a number. Show how many tens (strips) and how many ones (cubes).

63	79	47	35	98	21	99	71
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For example: I choose the number **42**. I break it into these parts: **10 + 10 + 10 + 10 + 1 + 1** (4 tens and 2 ones).





**Tens and Ones** Cut out units of ten and units of one.

There are ten identical horizontal bars arranged vertically. Each bar is a long rectangle divided into ten equal-width segments by solid vertical lines. The entire bar is enclosed in a dashed-line border, indicating it is a template to be cut out.

A vertical bar divided into two columns of five segments each. The segments are separated by solid vertical lines. The entire bar is enclosed in a dashed-line border, indicating it is a template to be cut out.



## **Delivery**

By Anastasia Suen

A new day is on its way.

Papers come one by one.

Boxes and cans come in trucks and vans.

Unwrap it all for shelves on the wall.

Wheels and wings carry many things.

High and low, we come and go.

Trucks on roads carry loads.

Trains speed by. Hello! Goodbye!

Containers wait at number eight.

A new day is on its way.

Delivery!



## How did your clementine get in your lunchbox?

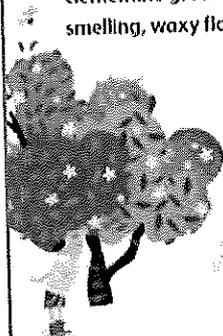
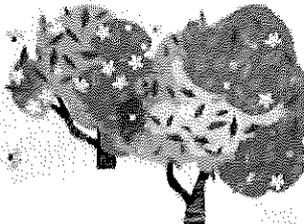
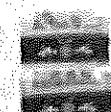
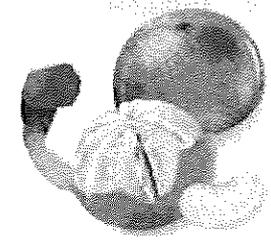
Early in the summer, the trees in the clementine grove were full of sweet smelling, waxy flowers.



As the flowers died, a tiny green clementine berry began to grow out of each one. By the time cooler winter weather arrived, the clementines had turned orange.

1. Pickers climbed ladders to reach them.
2. They washed them and packed them.
3. The grower sent the bodes in trucks to the marker

Peel a clementine and pop a juicy piece into your mouth!

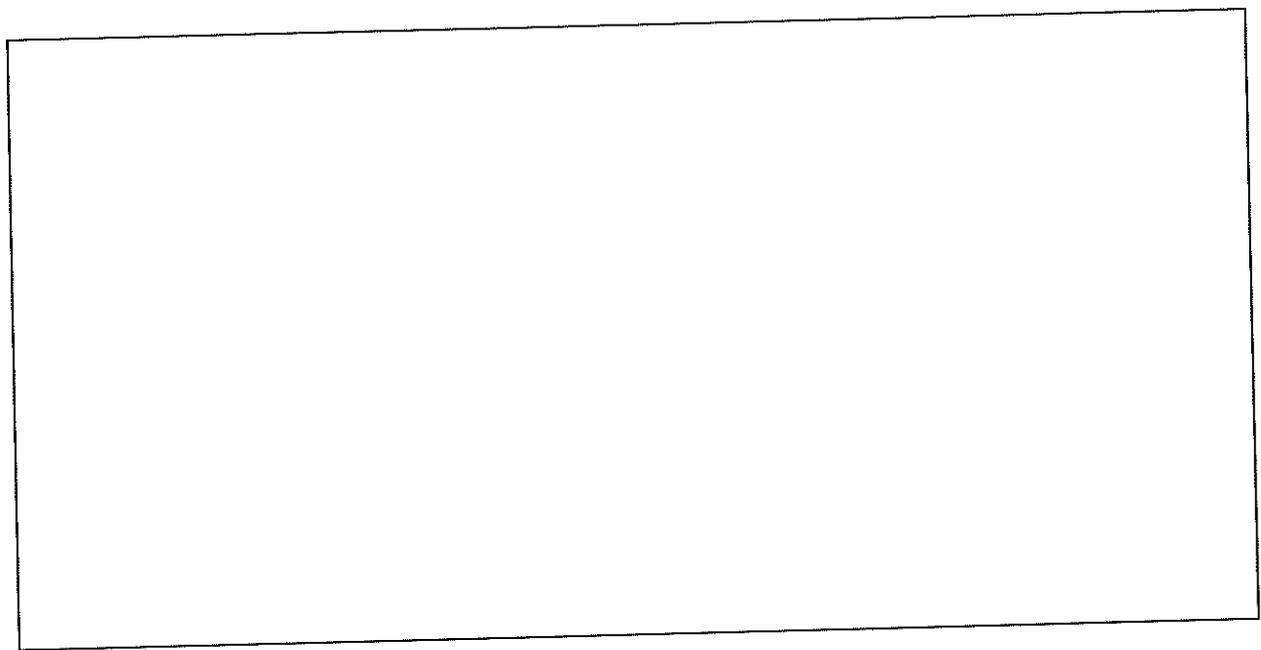
<p><b>How did your clementine get in your lunchbox?</b></p> <p>Early in summer, the trees in the clementine grove were full of sweet smelling, waxy flowers.</p>   	    <ol style="list-style-type: none"><li>1. Pickers climbed ladders to reach them.</li><li>2. They washed them and packed them.</li><li>3. The grower sent the boxes in trucks to the market.</li></ol> <p>Peel a clementine and pop a <b>JUICY</b> piece in your mouth!</p>
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Text Talk U3 W5 D2



Name \_\_\_\_\_ Date \_\_\_\_\_

What jobs are needed to get clementines into your lunch?  
Use details from the text to support your ideas.



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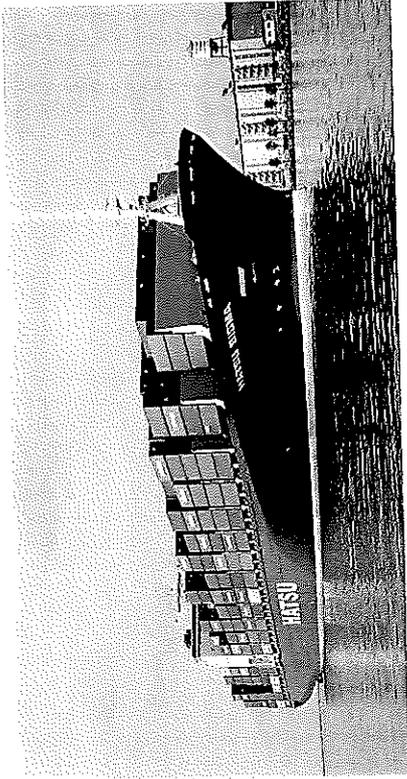
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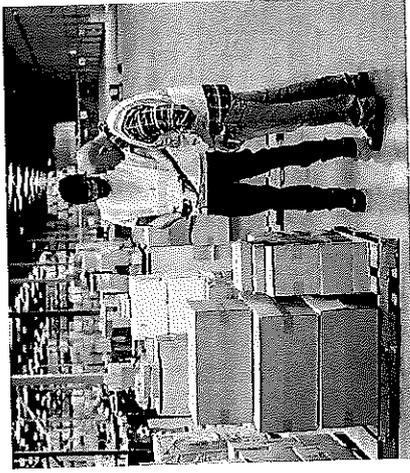
# transport

to take or carry people or goods from one place to another by vehicle, airplane, or boat

Goods from Massachusetts, the United States, or the world might be carried, or transported, in trucks, planes, trains, or ships.

*What do you think might be the best way to transport medicine to a hospital in a rural area? Why?*

<https://www.trucks.com/2018/04/26/freightos-shipping-goods-uber/>



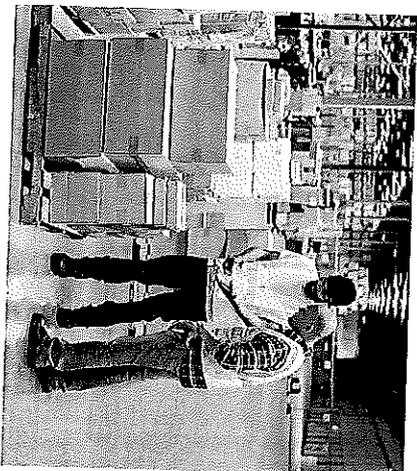
# ship

to send goods from one place to another

We know that a ship is a boat—a thing, a noun. It is also an action, a verb. The action is to send something from one place to another. For example, wood to build a house is shipped in trucks from the lumber yard to the construction site. These people are getting boxes of goods ready to ship from a warehouse.

*What do you think might be the best way to ship bananas from Colombia, where they are grown, to the United States, where we can eat them?*

<https://www.junglescout.com/blog/shipping-your-amazon-product/>



# enviar

mandar bienes de un lugar a otro

Para construir casas se necesita madera. Los trabajadores envían la madera del aserradero al sitio de construcción. Las personas en la foto están chequeando cajas para enviar del depósito al sitio de construcción.

*Colombia produce bananas. ¿Cuál te parece es el mejor modo de enviar bananas de Colombia a los Estados Unidos para que podamos consumirlas?*

<https://www.junglescout.com/blog/shipping-your-amazon-product/>



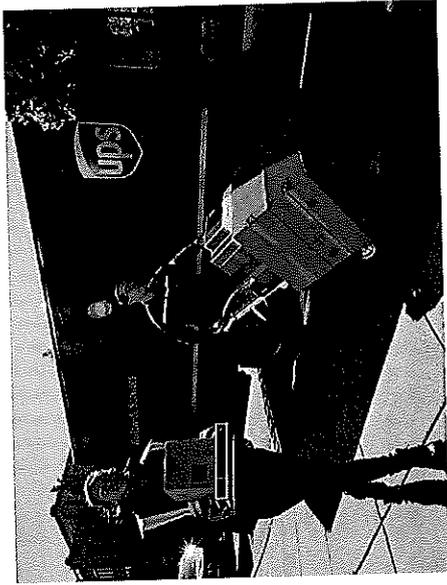
# transportar

Llevar personas o bienes de un lugar a otro en automóvil, barco, ferrocarril, o avión

Bienes que se producen en los Estados Unidos o en otras partes del mundo se transportan en camiones, ferrocarril, barco o avión.

*¿Cuál te parece que es el mejor modo de transportar medicina de un hospital a una zona rural? ¿Qué te hace pensar eso?*

<https://www.trucks.com/2018/04/26/freights-shipping-goods-uber/>



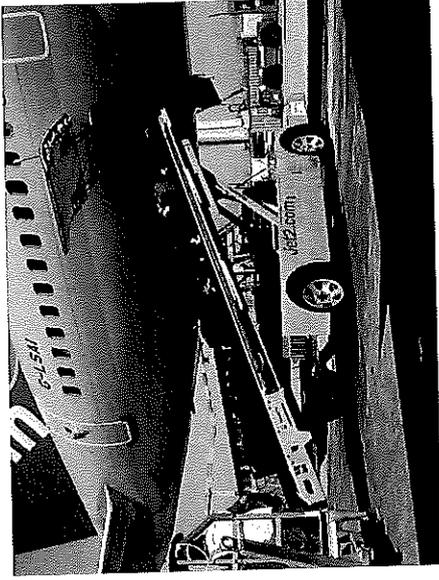
# deliver

to bring something to a specific address

United Postal Service, or UPS, workers deliver goods to our homes. If we've been waiting for a while, we probably feel happy when they arrive! Many people depend on UPS to deliver goods they need and want.

*Have you had something delivered to your home? Why did your family ask for it to be delivered?*

<https://www.pressroom.ups.com/pressroom/Home.page?countrylang=US-English>



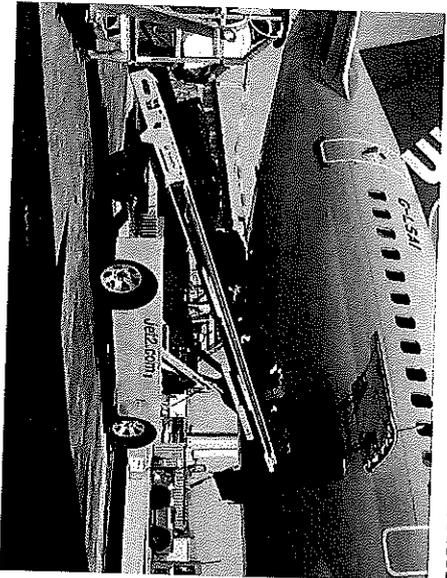
# load

to put a large amount of something in a container or on a vehicle

When people travel by plane, the airport workers use a conveyor belt to load the suitcases into the airplane. That part of the airplane is called the cargo hold.

*Have you helped load a car when going for an outing or on vacation?*

<https://www.quora.com/What-does-the-baggage-compartment-of-an-airplane-look-like-Are-bags-there-at-need-to-transfer-organized-together>



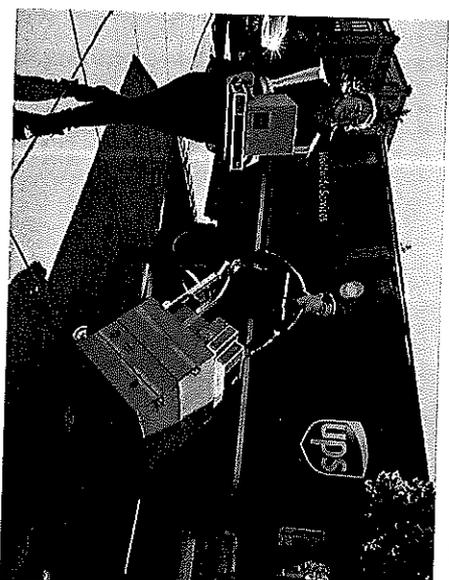
# cargar

poner muchas cosas encima de alguien o un recipiente o un vehículo

When people travel by plane, the airport workers use a conveyor belt to load the suitcases into the airplane. That part of the airplane is called the cargo hold.

*¿Ayudaste a cargar un automóvil cuando te fuiste de picnic o de viaje?*

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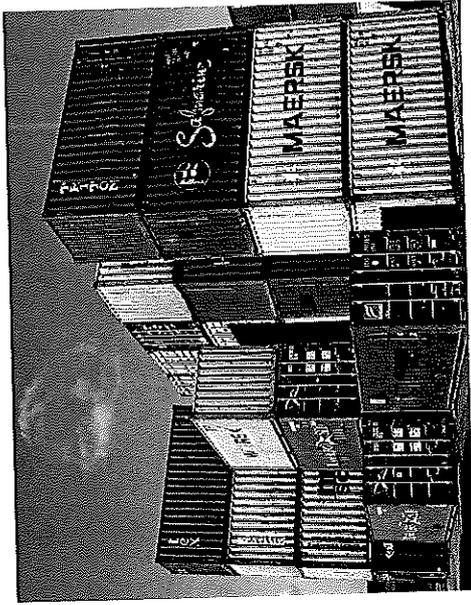
# entregar

llevar bienes hasta un domicilio

Los trabajadores del correo entregan bienes a domicilio. Si estuvimos esperando la llegada de una entrega probablemente nos sintamos muy felices de recibirla. Mucha gente depende del correo para recibir lo que quieren y necesitan.

*¿Recibiste una entrega en tu casa? ¿Por qué la pidió tu familia?*

<https://www.pressroom.ups.com/pressroom/Home.page?country/lang=US-English>



# container

an object used to transport or carry something

Containers come in all different sizes and shapes. Some containers are small, and others are large, almost as large as a house. Those containers are very strong and carry large quantities of goods to far away places.

*Think about containers you use in your daily life. What do you use them for?*

<https://medium.com/swlh/lxd-lxc-a-quick-introduction-to-the-linux-containers-a1ec79cc008f>



# purchase

to buy

People all around the world purchase fruits and vegetables to make meals at home.

*What is a good you or your family purchased recently?*

<https://footage.framepool.com/en/shot/354028403-bean-vegetables-food-shop-supermarket-paying>



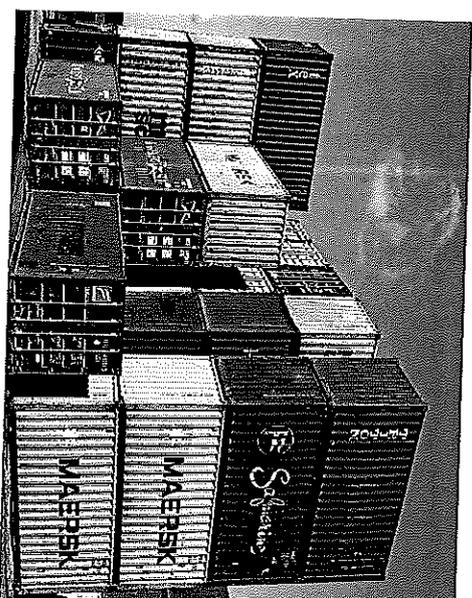
# adquirir

comprar

Alrededor del mundo la gente adquiere frutas y vegetales para cocinar en sus casas.

*¿Qué bien adquirió tu familia recientemente?*

<https://footaqe.framepool.com/en/shot/354028403-bean-vegetables-food-shop-supermarket-payimg>



# contenedor

bienes

objetos que se utilizan para transportar o cargar

Los contenedores transportan grandes cantidades de bienes a todas partes del mundo.

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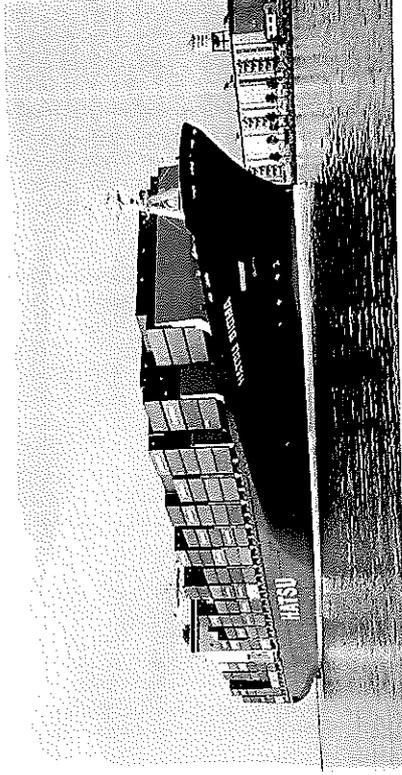
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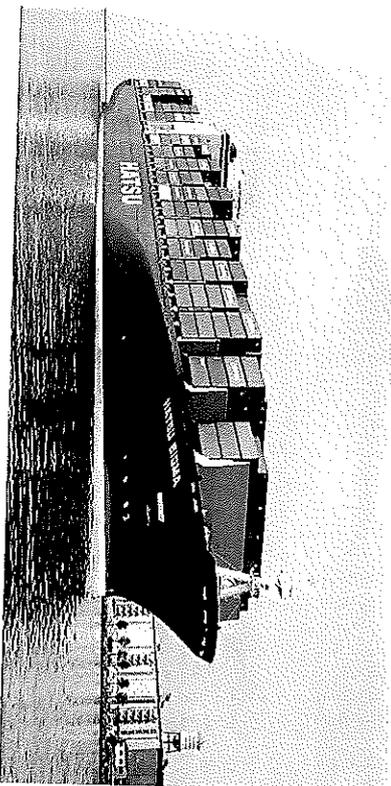
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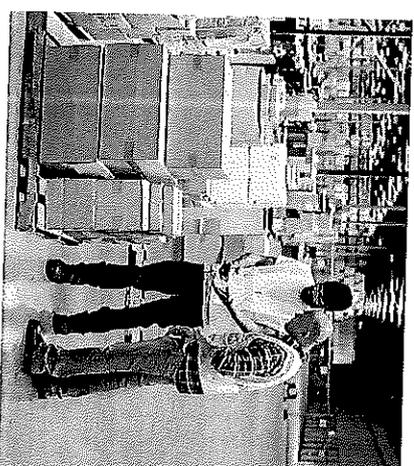
# transport

to take or carry people or goods from one place to another by vehicle, airplane, or boat  
Pou pote/ transpòte moun ou machandiz de you kote a you lòt swa pa machine, bisikèt, avyon, ou bato.

Massachusetts, Etazini, ou le mond antye ka **transported** machandiz pa kamyon, avyon, tren, ou bato.

*Ki sa ou panse ki pi bon jan nou ka transpòte medikaman nan lopital an deyò? Pou kisa?*

<https://www.junglescout.com/blog/shipping-your-amazon-product/>



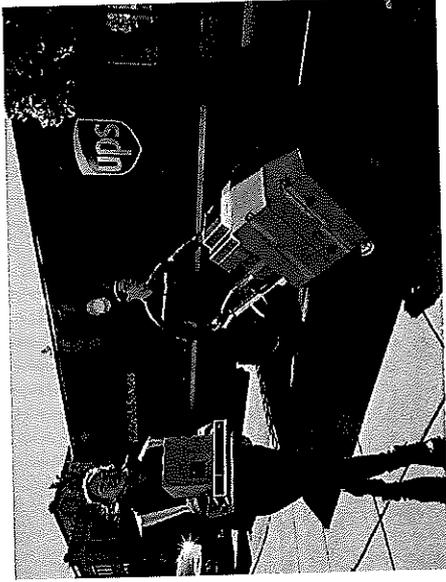
# ship

to send goods from one place to another  
Voye machandiz de lakay a lot kote

Nou konnen ke **ship** se you bato- youn bagay, youn non. Li se you aksyon, you vèb tou. Se aksyon pou ou voye youn bagay sot ou kote poul ale lòt kote. Pa ezamp, bwa pou bati youn kay, ou **shipped** li nan kamyon de kote you koupe bwa a kote konstriksyon an ap fèt. Nan poto an, moun sa yo ap retire bwat machandiz nan depo and ki pare pou yo **ship** lòt kote.

*Ki sa ou panse ki ka pi bon jan pou yo **ship** fig mi de Colombie, kote yo kiltive, a Etazini, kote nou manje yo?*

<https://www.trucks.com/2018/04/26/freightos-shipping-goods-uber/>



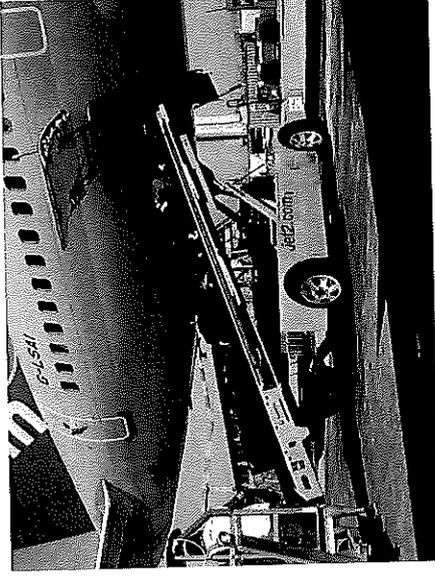
# deliver

to bring something to a specific address

United Postal Service, or UPS, workers deliver goods to our homes. If we've been waiting for a while, we probably feel happy when they arrive! Many people depend on UPS to deliver goods they need and want.

*Have you had something delivered to your home? Why did your family ask for it to be delivered?*

<https://www.pressroom.ups.com/pressroom/Home.page?countrylang=US-English>



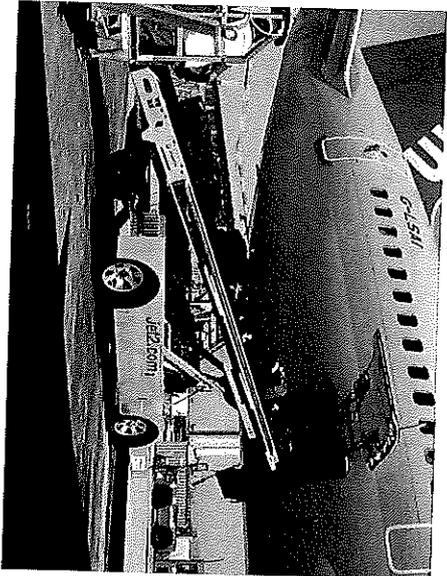
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to put a large amount of something in a container  
or on a vehicle

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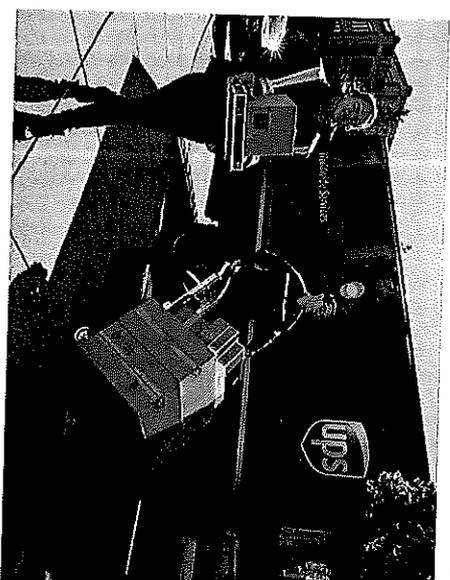
to put a large amount of something in a container  
or on a vehicle

Pou mete you gwo kantite bagay nan you kotenè  
ou machin

Le moun vwajè pa avyon, amplywaye na epòt lan sevi avèk tapi  
roulan pou **load** malèt lan avyon an. Pati nan avyon sa rele kago

*Eske ou janm ede **load** your machin lè ou pral youn kote ou byen  
an vakans?*

[https://www.quora.com/What-does-the-baggage-compartment-of-an-airplane-look-like-Are-bags-t  
hat-need-to-transfer-organized-together](https://www.quora.com/What-does-the-baggage-compartment-of-an-airplane-look-like-Are-bags-that-need-to-transfer-organized-together)



# deliver

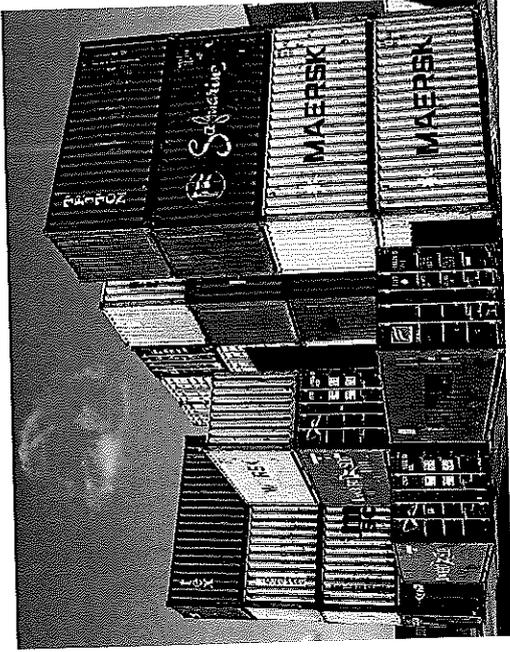
to bring something to a specific address

Pou pote youn bagay nan you adrès spesifik

United Postal Service, or UPS, employe yo deliver (**deliver**)  
machandiz lakay nou. Si nou tap tan pou youn ti tan, nou siman  
kontan lè machandiz nou an rive. Anpil moun depann sou UPS pou  
delivre (**deliver**) machandiz ke yo beswen ou vle.

*Eske ou te gen youn bagay ke yo te deliver (**deliver**) lakay ou? Pou  
ki sa fanni ou te mande pou yo deliver (**deliver**) li?*

<https://www.pressroom.ups.com/pressroom/home.page?countrylang=US-English>



# container

an object used to transport or carry something

Containers come in all different sizes and shapes. Some containers are small, and others are large, almost as large as a house. Those containers are very strong and carry large quantities of goods to far away places.

*Think about containers you use in your daily life. What do you use them for?*

<https://medium.com/swlh/lxd-lxc-a-quick-introduction-to-the-linux-containers-a1ec79cc008f>



# purchase

to buy

People all around the world purchase fruits and vegetables to make meals at home.

*What is a good you or your family purchased recently?*

<https://footage.framepool.com/en/shot/354028403-bean-vegetables-food-shop-supermarket-paying>



# purchase

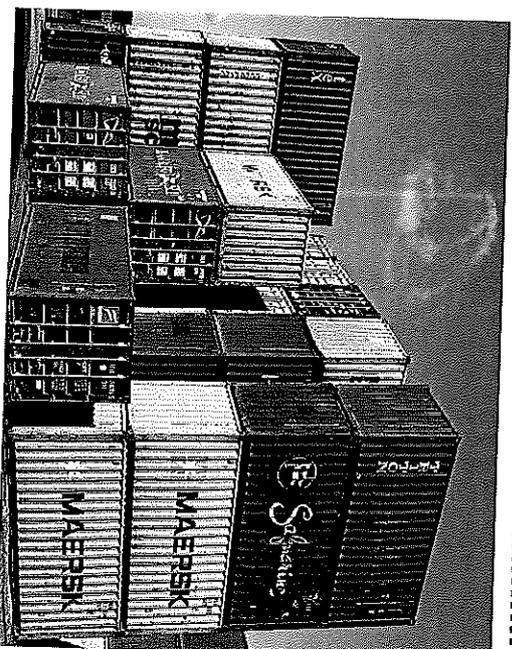
to buy

Pou achte

Moun nan mond antye achte fwi avèk legim pou fè manje lakay yo.

*Ki machandiz ou menm ou fannmi ou achte resaman?*

<https://footage.framepool.com/eri/shot/354028403-bean-vegetables-food-shop-supermarket-pavilng>



# container

an object used to transport or carry something

You bagay ke yo sèvi pou transpòte ou pote machandiz

Kontenè (**container**) vini nan diferan gwose avèk fom. Gen kontenè (**container**) ki piti , genyen ki gwo, gen lòt ki menm laje ak youn kay. Kote nè (**container**) sa yo solid, epi yo ka pote youn gwo kantite machandiz ki sòti ou prale lwen.

*Panse a youn kotenè (**container**) ou sevi lan vi ou chak jou. Pou kisa youn sevi avèk li?*

<https://medium.com/swlh/kd-kc-a-quick-introduction-to-the-linux-containers-a1ec79cc008f>

Name \_\_\_\_\_

Date \_\_\_\_\_

## ***Before We Eat: From Farm to Table***

by Pat Brisson

- 1 As we sit around this table  
let's give thanks as we are able  
to all the folks we'll never meet  
who helped provide this food we eat.
  
- 2 They plowed the ground and planted seeds,  
tended fields, removed the weeds.  
They picked the food at harvest time,  
working in the heat and grime.
  
- 3 They grazed the cattle, fed the sows,  
gathered eggs, and milked the cows.  
They fished from boats out on the seas;  
raised wheat and nuts and honey bees.
  
- 4 Thank the ones who packed the crates,  
sorted boxes, checked the weights.  
Thank the drivers on the roads  
in their trucks with heavy loads.

Text Talk U3 W5 D5

5 And all the clerks at all the stores  
who did the grocery-selling chores.  
Thank the ones who bought this food,  
the ones who teach me gratitude.

6 Sitting at this meal we share,  
we are grateful and aware,  
sending thanks upon the air...  
to those workers everywhere.

*Before We Eat: From Farm to Table* Conversation Prompts: Cut apart and provide with text and audio recording.

**Question 1**

Describe some of the work that has to happen before vegetables are ready for the market.

*Before We Eat: From Farm to Table*

**Question 2**

Why does the author remind readers to be thankful as we sit down to eat a meal?

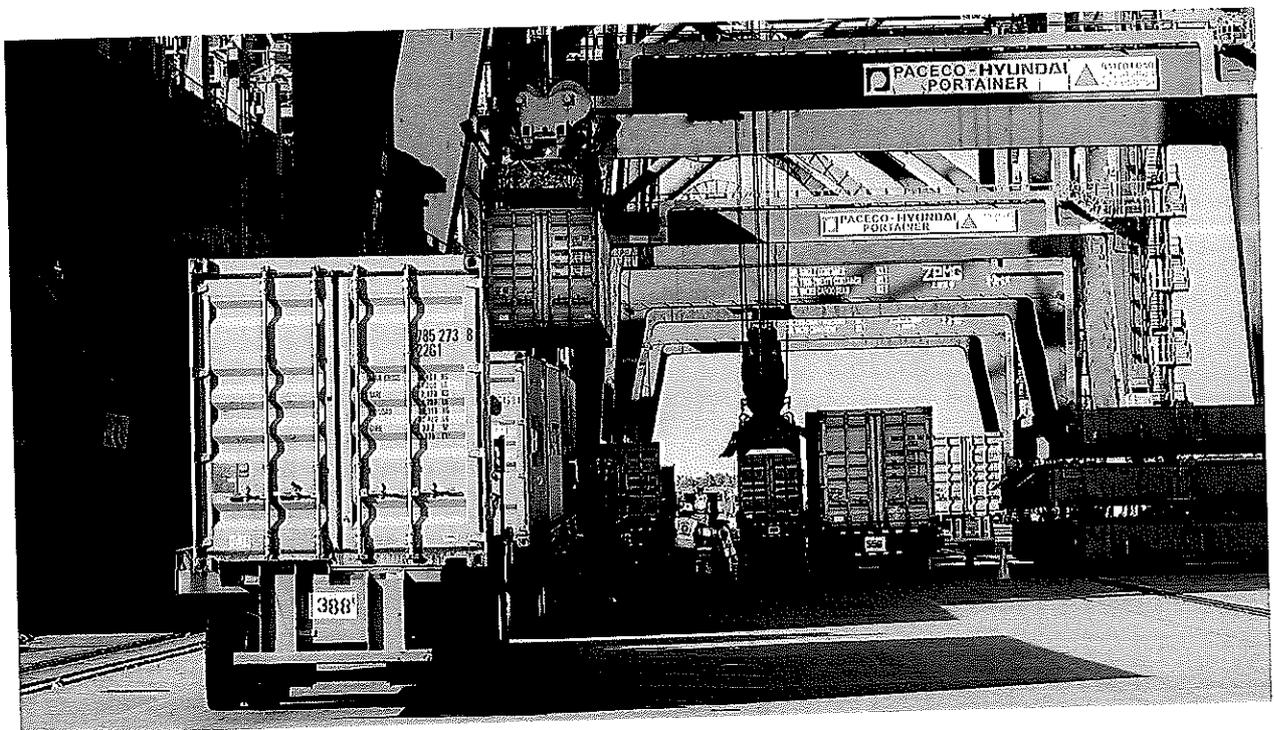
*Before We Eat: From Farm to Table*



Talk, Draw, Talk Week 5



<https://www.ttnews.com/articles/industry-groups-object-new-chassis-fees-taking-effect-ports>



<https://www.ttnews.com/articles/industry-groups-object-new-chassis-fees-taking-effect-ports>

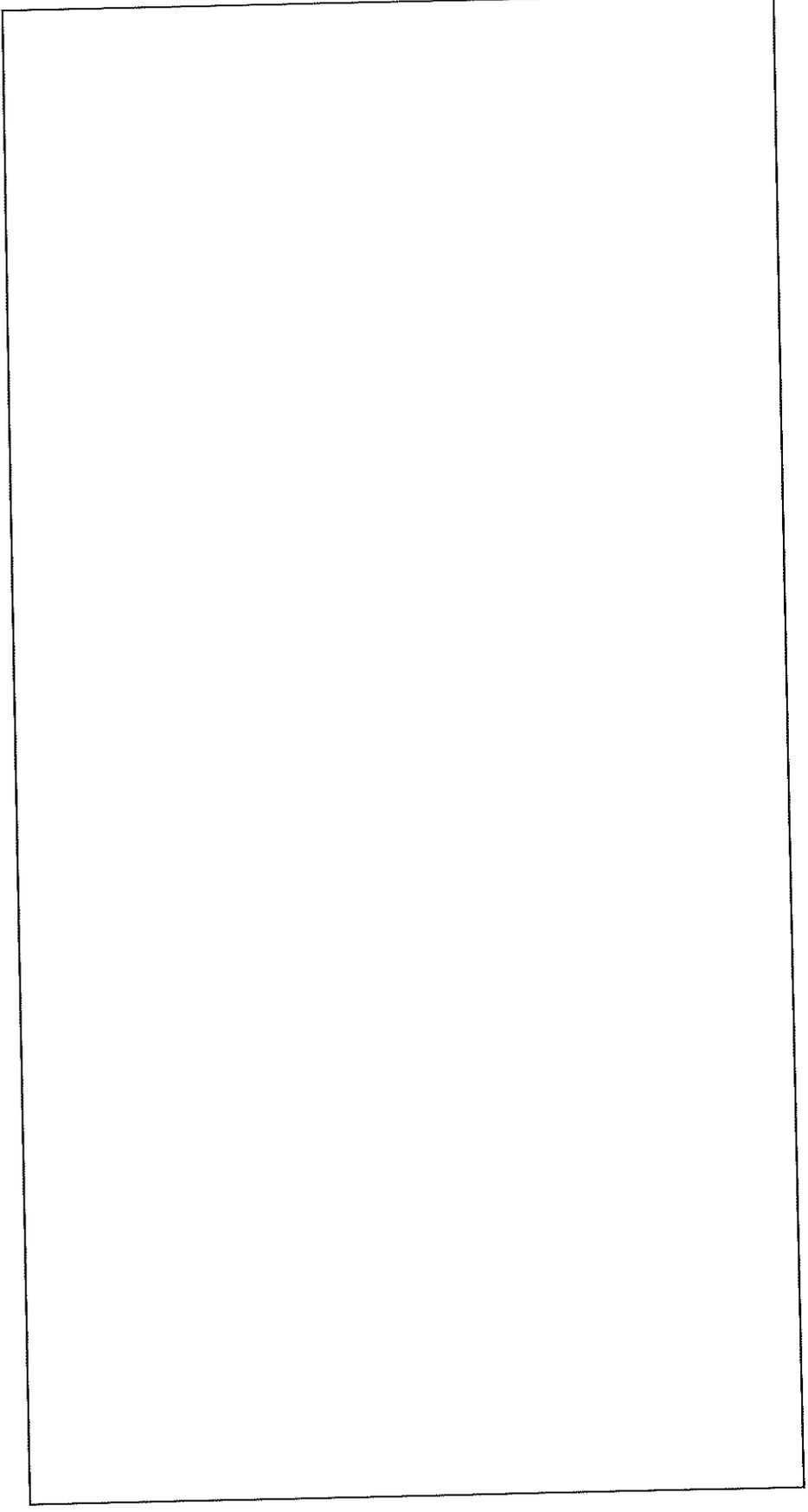
Listening & Speaking U3 W5.1



## Talk Draw Talk

Name: \_\_\_\_\_

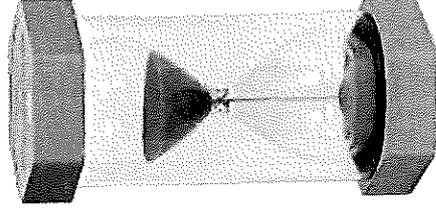
Look carefully at the image. Talk with your partner about what you think is happening. After you talk, make your own drawing with containers being loaded or stacked onto ships or trucks. Then talk with your partner about your drawings.

A large, empty rectangular box with a thin black border, intended for a student to draw their own illustration based on the instructions provided.



Name: \_\_\_\_\_

Fluent Reader's Challenge



I got **a** chill **from** that bad draft.

Peg swept **the** rug with **the** brush.

Did **you** have **any** shrimp?

**He** slept in **the** tent.

**She** has **many** red plants.

I will print on **the** pad.

Jack felt **his** leg twist.

Brad will blend **that** drink.

Russ slept on **the** cot.

**We** must stand **to** sing **many** songs.

**The** blimp did not go fast at all.

Minutes:

Fundations Unit 10, Week 1

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.



Name: \_\_\_\_\_

Look	Cover	Write	Check ✓
------	-------	-------	---------

each	<hr/> <hr/> <hr/>	
between	<hr/> <hr/> <hr/>	
any	<hr/> <hr/> <hr/>	
many	<hr/> <hr/> <hr/>	
see	<hr/> <hr/> <hr/>	
says	<hr/> <hr/> <hr/>	

Fundations Unit 10, Week 1

**RF.1.3g.** Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W5

Use it in a Sentence

each

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between

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any

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many

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see

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says

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Name: \_\_\_\_\_

Blend Sort

Read the words. Write the words in the correct columns according to their beginning blends.

bl	sc / sk	cr

Fundations Unit 10, Week 1

**RF.1.2c.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Word Work Station U3 W5

Focus on First | Boston Public Schools Department of Early Childhood P-2

br	fl	pr

<b>Word Bank</b>	block	crag	flag	skate	prick
	branch	plum	brick	broom	flute
	blimp	press	blink	crown	skirt
	skunk	print	crib		

Dear Family:

This is a wonderful year of learning for your child. The help and support you have given are making a big difference.

We shall continue to work with short vowel words, however, we are now ready to add **consonant blends**.

A blend is two consonants together that each make a sound, as in the word "**s t o p**" - the /s/ and the /t/ each make a sound.

A blend is different from a digraph which has two letters but only one sound, such as in the word "**sh o p**" - the /sh/ makes only one sound.

Blends can come at the beginning of a word, such as "**s t o p**", or at the end of a word, like "**p e s t**".

Remember, in a blend each sound will get a separate tap.

Here we go!

Sincerely,





## Homework Guide

Review **consonant blends** with your child during the next 3 weeks.

### Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is extremely important. Each sound must be tapped on a

different finger. The word "stop" will have four taps. Do not tap trick words.

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. Remember, it is helpful if you say the letters as your child writes.

### WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	sock	jean	whirl
On Tuesday Dictate	Current Words →	flip	camp	test
On Wednesday Dictate	Trick Words	some	could	want
On Thursday Dictate	Sentence →	Did Beth step on that frog?		

### WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	pack	wines	dabs
On Tuesday Dictate	Current Words →	block	squish	ranch
On Wednesday Dictate	Trick Words	say	do	first
On Thursday Dictate	Sentence →	This clock is the best gift!		

### WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	mitt	hal	haul
On Tuesday Dictate	Current Words →	clams	vests	shrubs
On Wednesday Dictate	Trick Words	my	roy	ow
On Thursday Dictate	Sentence →	Bill must dump the trash.		



## Do the "Match Blend Search" Activity

Have your child match a **word beginning** with a **word ending** to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

Word Beginnings	Word Endings
br	it
sk	all
sm	ip
sn	ap
sp	ing



WEEK 1

some

could

want

WEEK 2

say

do

first

WEEK 3

any

my

now

- **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these.  
2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.



# Writing Grid for Word and Sentence Homework

Writing grid consisting of 12 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The grid is decorated with cartoon illustrations of a sun, a bird, a worm, and a frog at the ends of the lines.



## Writing

Each week, choose one of the prompts below to guide your writing.

### **Personal Recount**

Write a story about a time you had a problem and how it was resolved.

Write a poem about a time you had a problem and how it was resolved.

Write a story about a special day you experienced. Include what happened and why it was special.

Write a poem about a special day you experienced. Include what happened and why it was special.

### **Procedure**

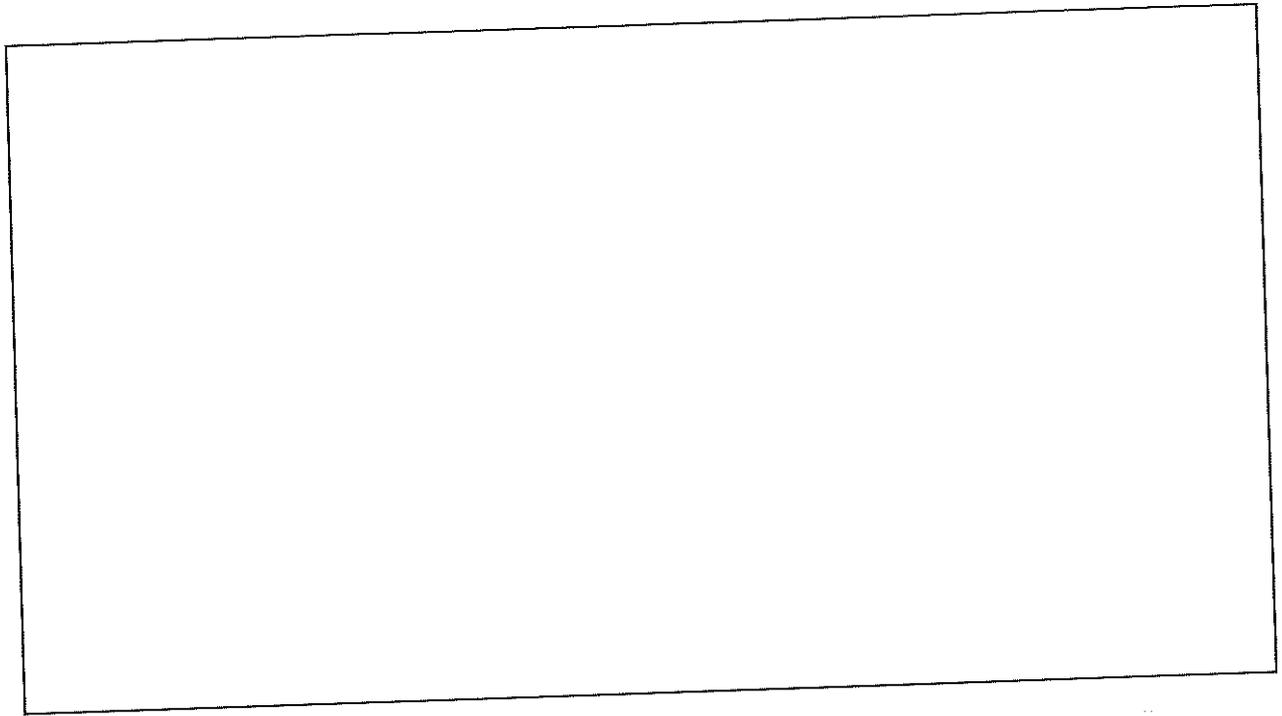
Write a procedure for how to cook something.

Write a procedure for how to play a game.

Write a procedure for how to do something that you are really good at.



Name \_\_\_\_\_ Date \_\_\_\_\_



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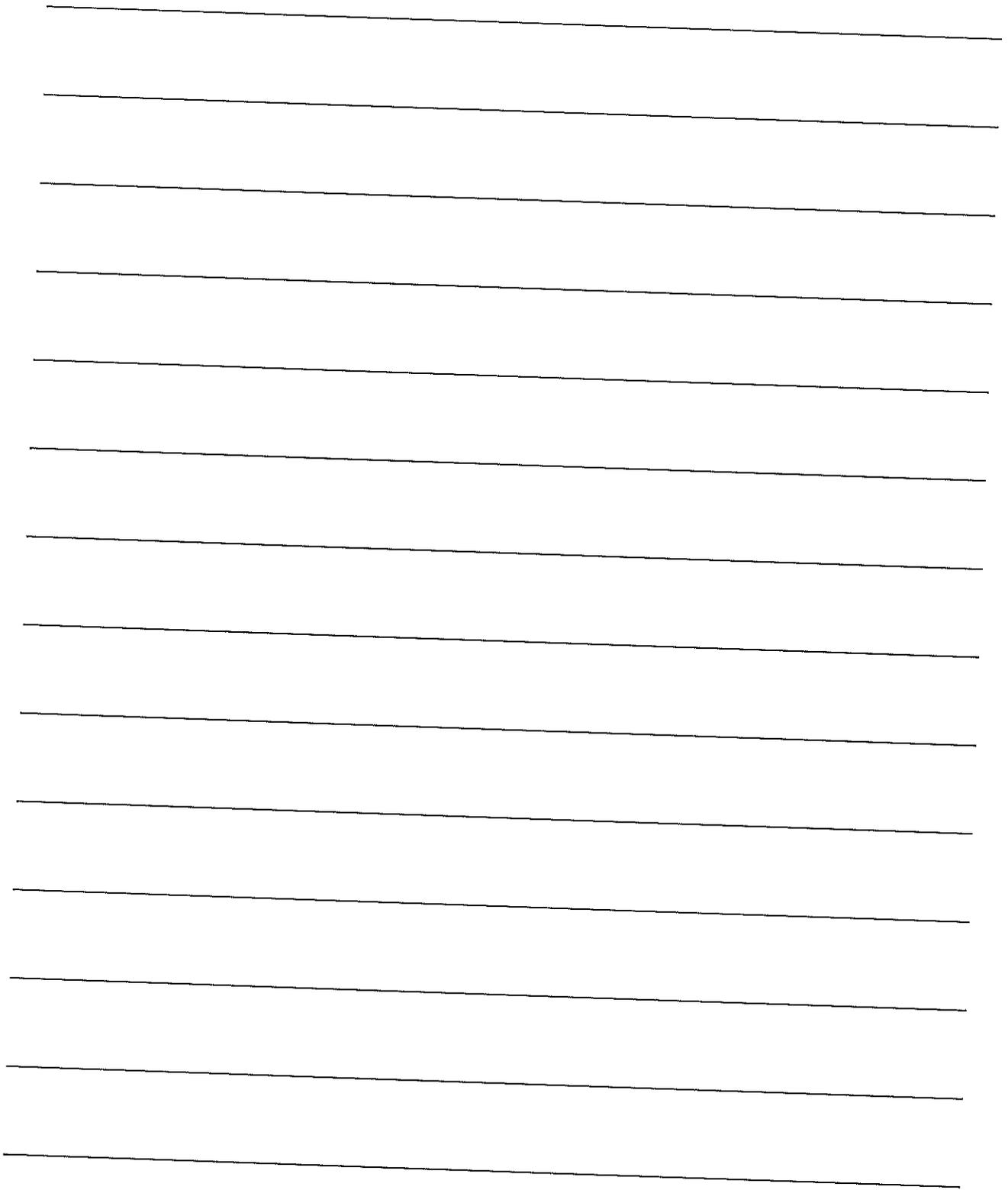
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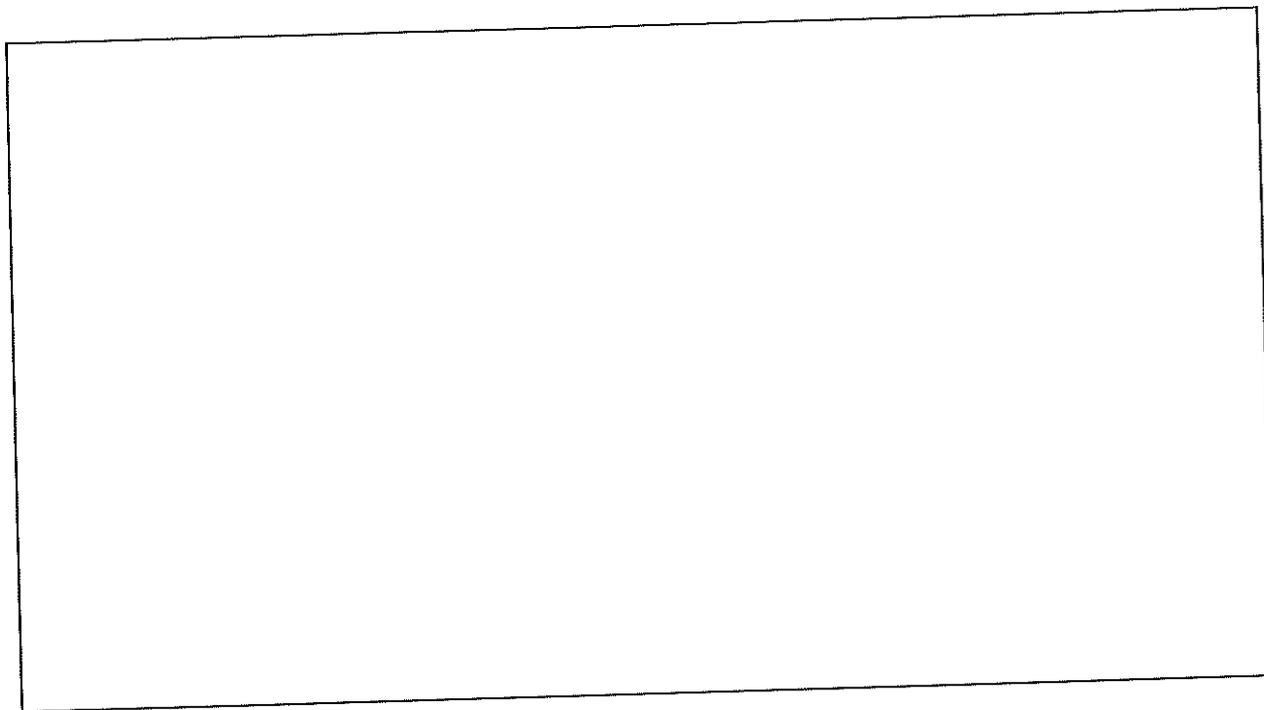
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Name \_\_\_\_\_ Date \_\_\_\_\_



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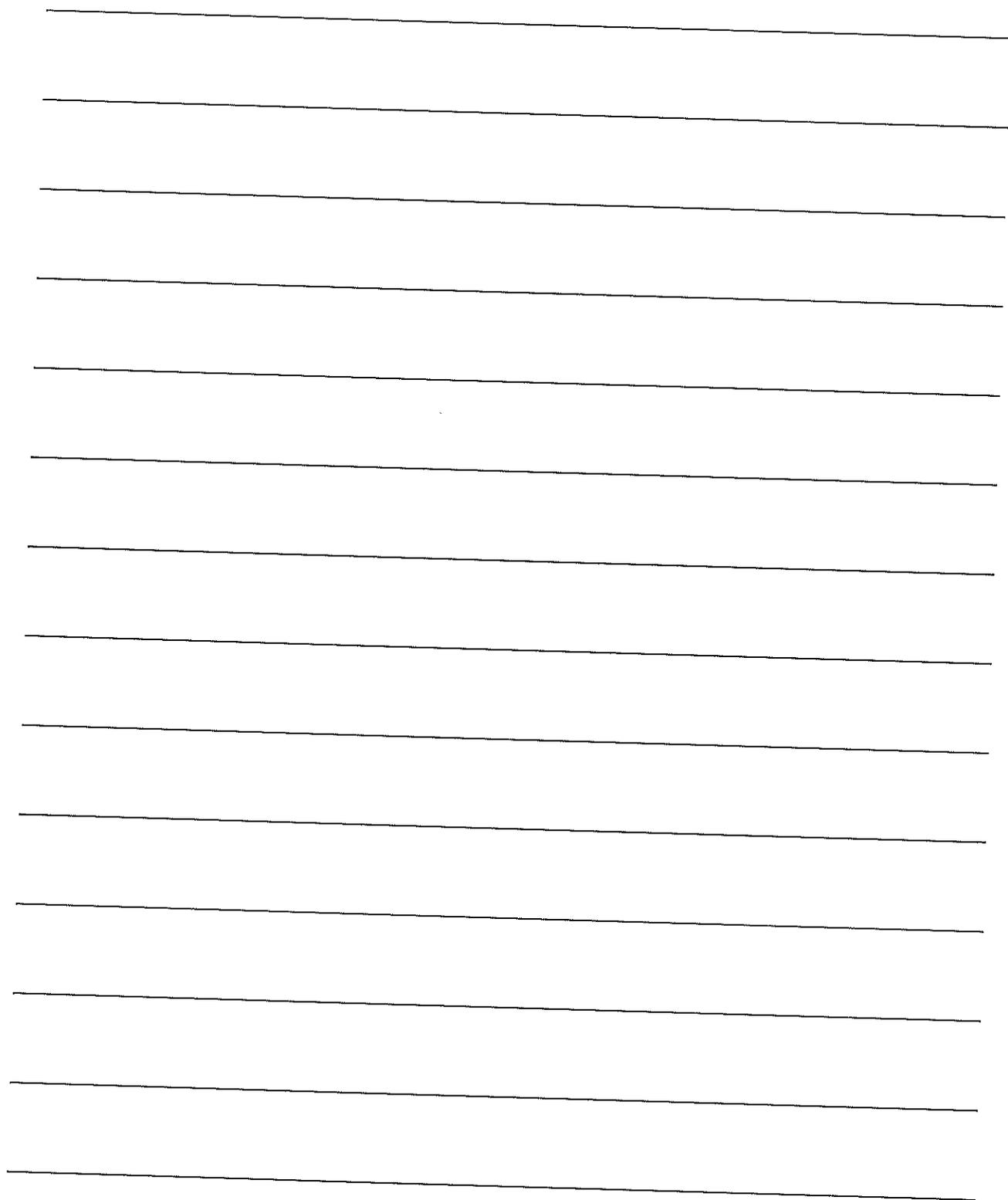
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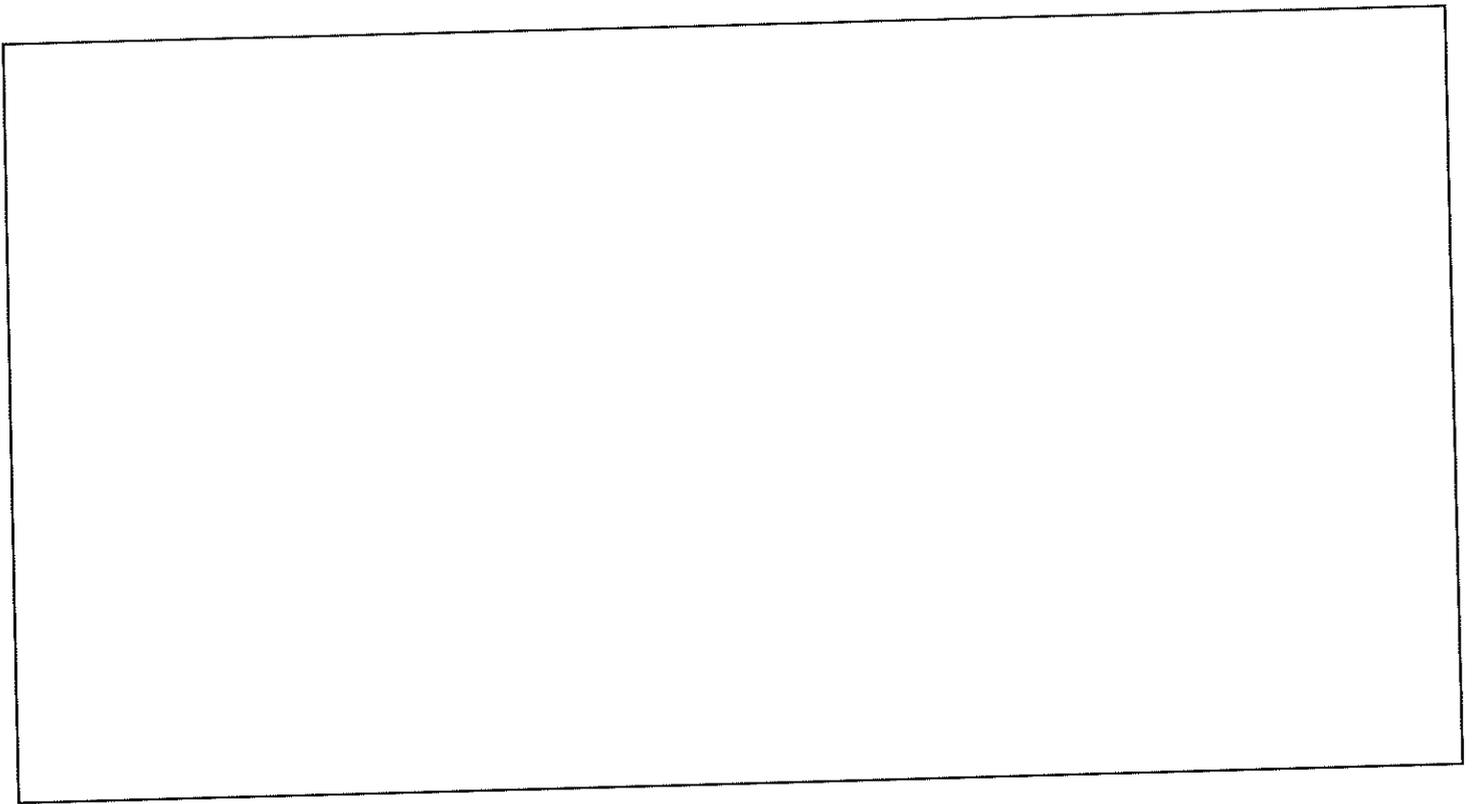
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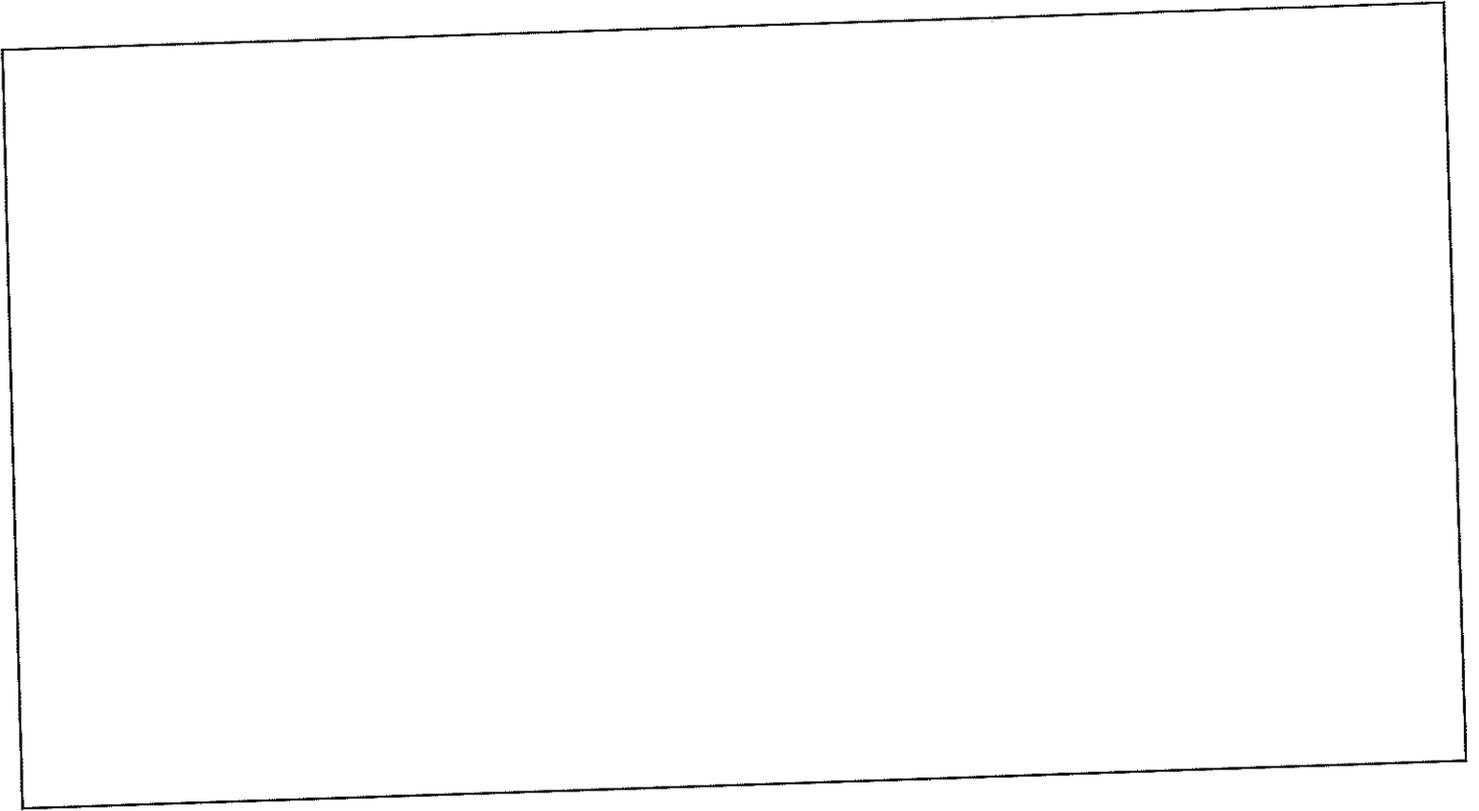




Name: \_\_\_\_\_

Date: \_\_\_\_\_





Name: \_\_\_\_\_

Date: \_\_\_\_\_



Name: \_\_\_\_\_

**Materials:**

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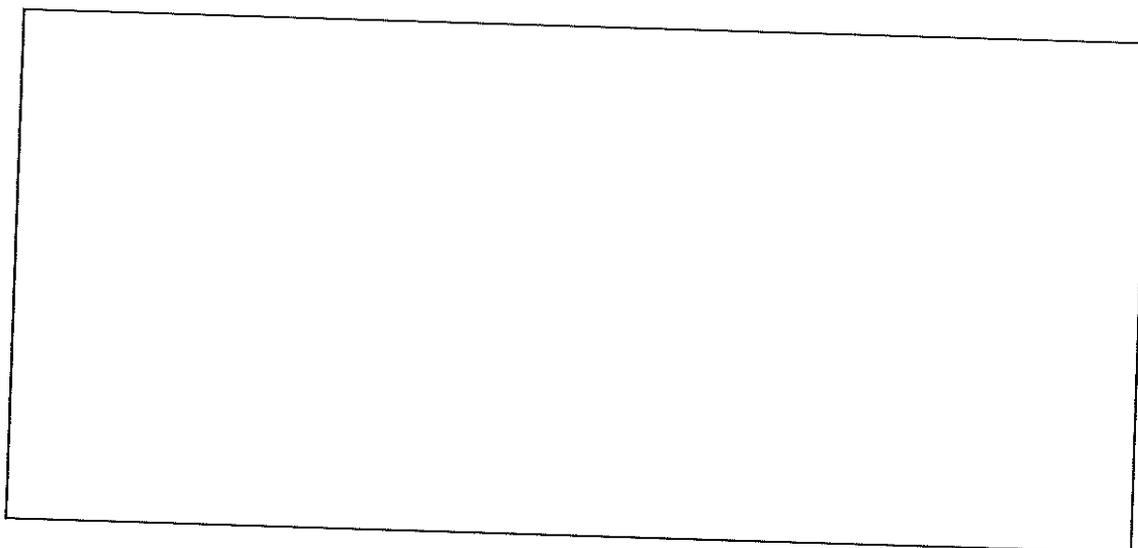
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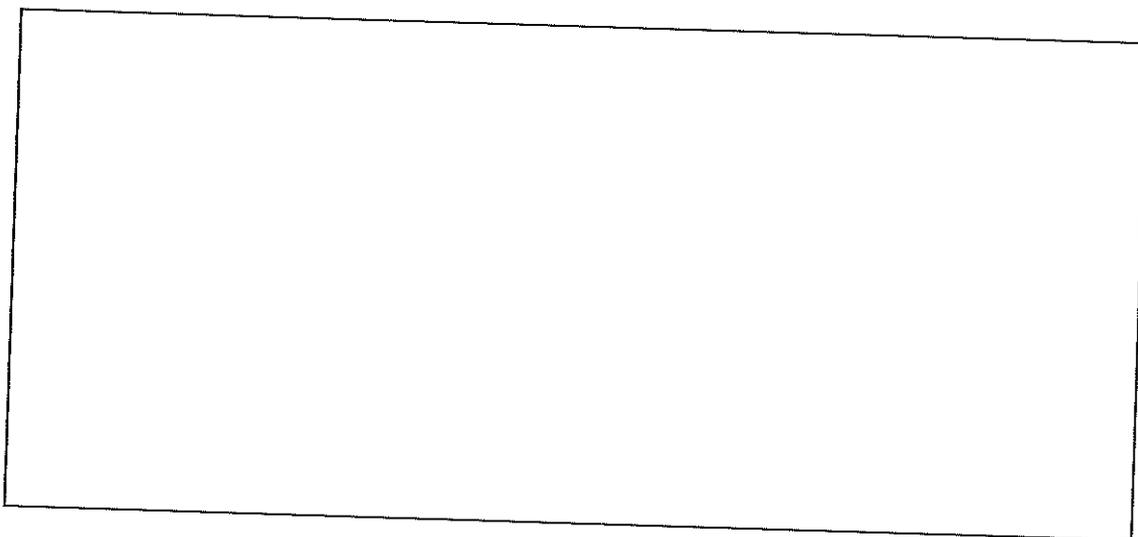
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Steps:



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**Steps:**

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**Steps:**

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Can You Make This Equation True?

Write the number that makes the equation true.

1

$$9 = 2 + \underline{\quad}$$

2

$$6 + \underline{\quad} = 9$$

3

$$7 - \underline{\quad} = 5$$

4

$$6 = 8 - \underline{\quad}$$

5

$$4 + \underline{\quad} = 6$$

6

$$8 = 9 - \underline{\quad}$$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Sam's Penny Jar

Solve the problem. Show your work.

Sam had 7 pennies in his jar.

He took some out.

Then he had 3 pennies in his jar.

How many pennies did Sam take out?

**NOTE**

Students solve a problem about an unknown change.

**EXAMPLE** The Penny Jar: Unknown Start/Change

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# True or False?

Circle the word to show whether the equation is true or false.

1	$6 = 2 + 4$	True	False
2	$6 - 2 = 4$	True	False
3	$6 + 2 = 4$	True	False

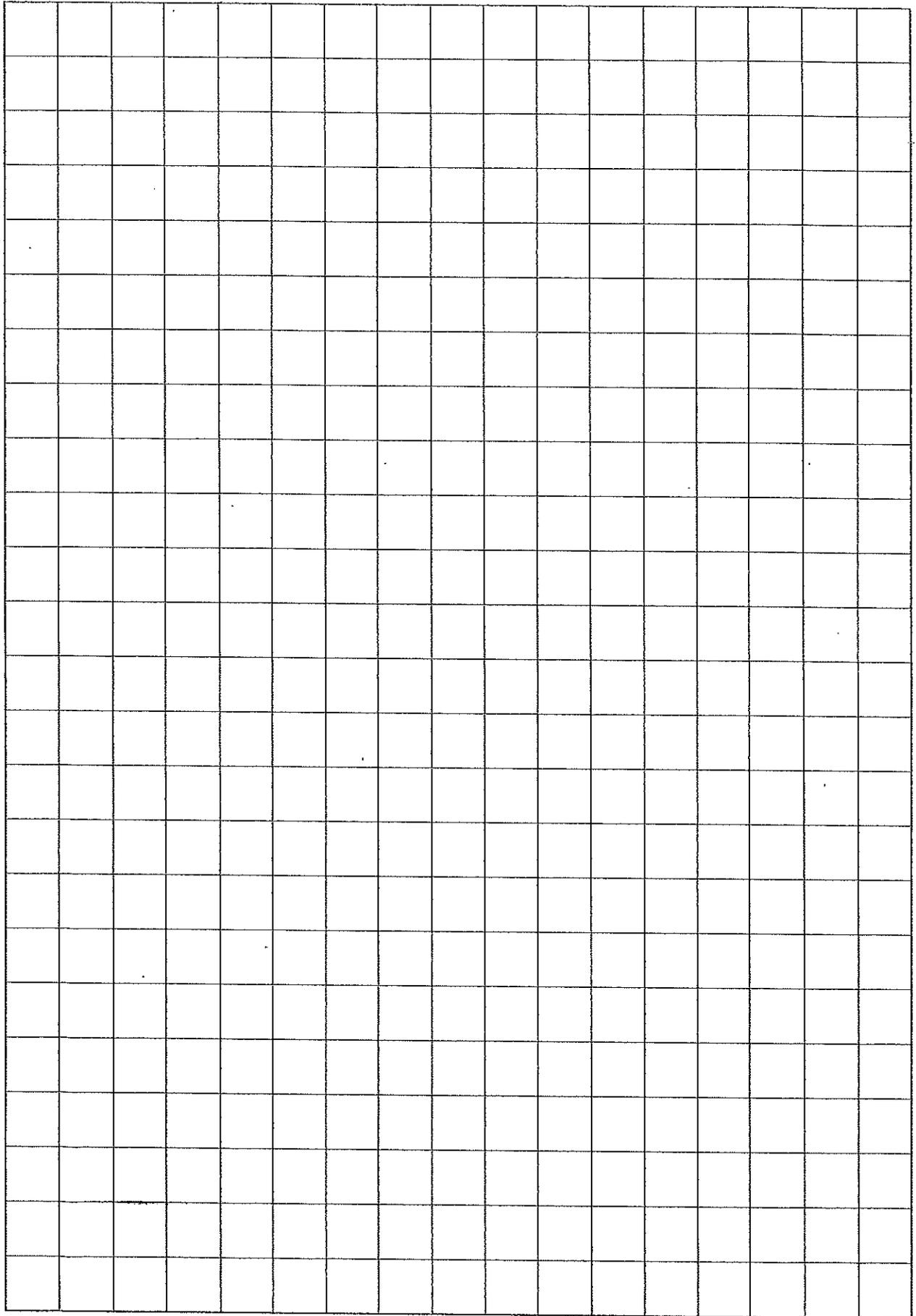
Write the number that makes the equation true.

4	$5 + \square = 7$
5	$3 + \square = 8$
6	$8 - \square = 3$

**NOTE**

Students determine whether the equations are true or false and then they complete each equation by filling in the missing number.

**MAVE** Equations





NAME \_\_\_\_\_

DATE \_\_\_\_\_

## More True or False

Circle the word to show whether the equation is true or false.

1

$9 = 5 + 4$

True

False

2

$9 - 5 = 4$

True

False

3

$9 + 5 = 4$

True

False

Write the number that makes the equation true.

4

$9 - \square = 6$

5

$7 + \square = 8$

6

$5 - \square = 3$

**NOTE**

Students determine whether an equation is true or false and then complete equations to make them true.

**1.M1** Equations

NAME \_\_\_\_\_

DATE \_\_\_\_\_

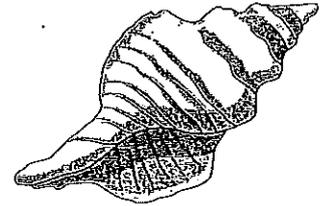
(PAGE 1 OF 2)

# Story Problems about Unknown Change

Solve the problems. Show your work.

1

Rosa had 4 shells in her pail.  
She found more shells.  
Now she has 6 shells in her pail.  
How many shells did Rosa find?



2

Max had 7 pencils in his desk.  
He gave some of the pencils away.  
Then Max had 4 pencils left in his desk.  
How many pencils did Max give away?





NAME \_\_\_\_\_

DATE \_\_\_\_\_

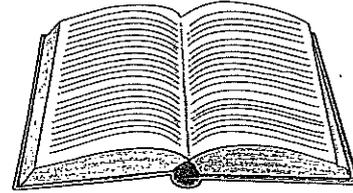
(PAGE 2 OF 2)

# Story Problems about Unknown Change

Solve each problem. Show your work.

3

Sam had 5 books.  
Max gave him some more books.  
Then Sam had 7 books.  
How many books did Max  
give Sam?



4

There were 10 birds in a tree.  
Some of the birds flew away.  
3 birds were left in the tree.  
How many birds flew away?



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Can You Make This Equation True? 2

Write the number that makes the equation true.

<p>1</p> $3 + \underline{\quad\quad} = 8$	<p>2</p> $6 + \underline{\quad\quad} = 9$
<p>3</p> $9 - \underline{\quad\quad} = 5$	<p>4</p> $6 = 8 - \underline{\quad\quad}$
<p>5</p> $8 = 6 + \underline{\quad\quad}$	<p>6</p> $7 = 4 + \underline{\quad\quad}$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Kim's Stickers

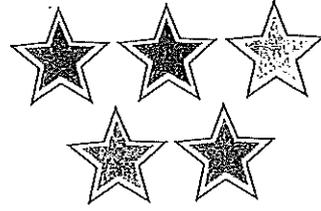
Solve the problem. Show your work.

Kim had 5 stickers.

Sam gave her some more stickers.

Then Kim had 9 stickers.

How many stickers did Sam give Kim?



### NOTE

Students solve a problem about an unknown change.

**VIEW** The Penny Jar: Unknown Start/Change

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Can You Make This Equation True? 3

Write the number that makes the equation true.

 $9 - \underline{\quad\quad\quad} = 2$	 $3 + \underline{\quad\quad\quad} = 9$
 $2 + \underline{\quad\quad\quad} = 5$	 $5 = 4 + \underline{\quad\quad\quad}$
 $5 = 8 - \underline{\quad\quad\quad}$	 $4 = 7 - \underline{\quad\quad\quad}$



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Frogs!

Solve the problem. Show your work.

There were 7 frogs in a pond.  
Some hopped away.

Then there were 2 frogs in the pond.  
How many frogs hopped away?



**NOTE**

Students solve a problem about an unknown change.

**M1W1** The Penny Jar: Unknown Start/Change



NAME \_\_\_\_\_

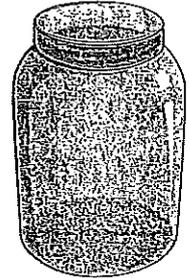
DATE \_\_\_\_\_

# Penny Jar Problems

Solve each problem. Show your work.

**1**

Kim had 2 pennies in her jar.  
She added some more.  
Then she had 9 pennies in her jar.  
How many pennies did Kim add?

**2**

Sam had 5 pennies in his jar.  
He took some out.  
Then he had 2 pennies in his jar.  
How many pennies did Sam take out?

**NOTE**

Students solve two story problems about pennies. Encourage your child to record his or her work. You may want to give your child some pennies to act out the stories.

**MW** The Penny Jar: Unknown Start/Change

NAME \_\_\_\_\_

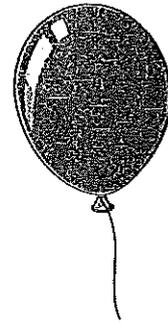
DATE \_\_\_\_\_

## Story Problems 4

Solve the problems. Show your work.

1

Rosa is holding 8 balloons.  
Max gave her some more balloons.  
Now Rosa has 12 balloons.  
How many balloons did Max give her?



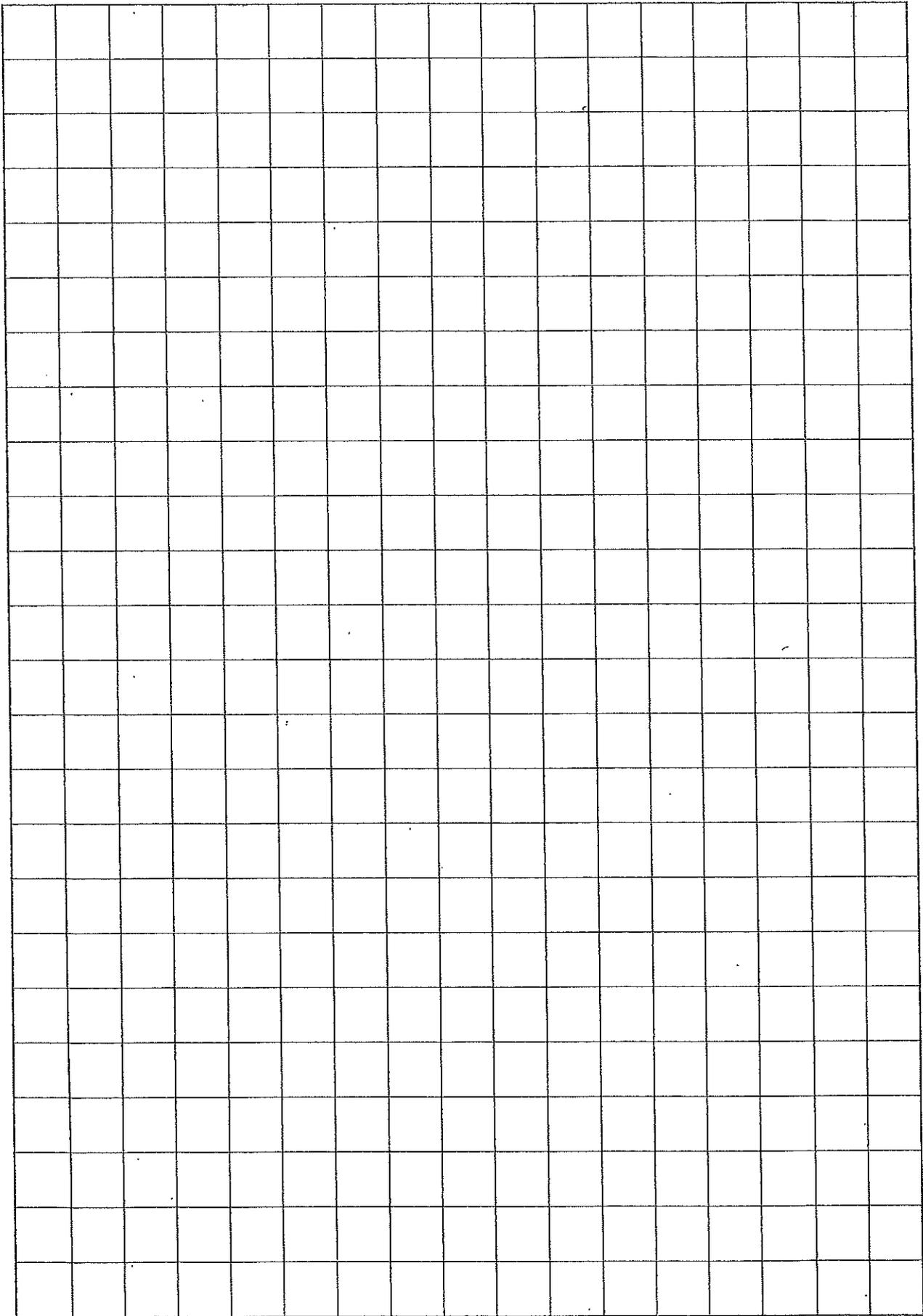
2

Kim made 8 muffins.  
She gave some of the muffins  
to friends.  
There are 3 muffins left.  
How many muffins did Kim give away?

**NOTE**

Students solve problems about an unknown change.

**MM** The Penny Jar: Unknown Start/Change



BPS Elementary Music Packet  
Week 1

Scan the QR code or go to:

<https://www.youtube.com/watch?v=yh5cQLyTw5o>



**John the Rabbit**

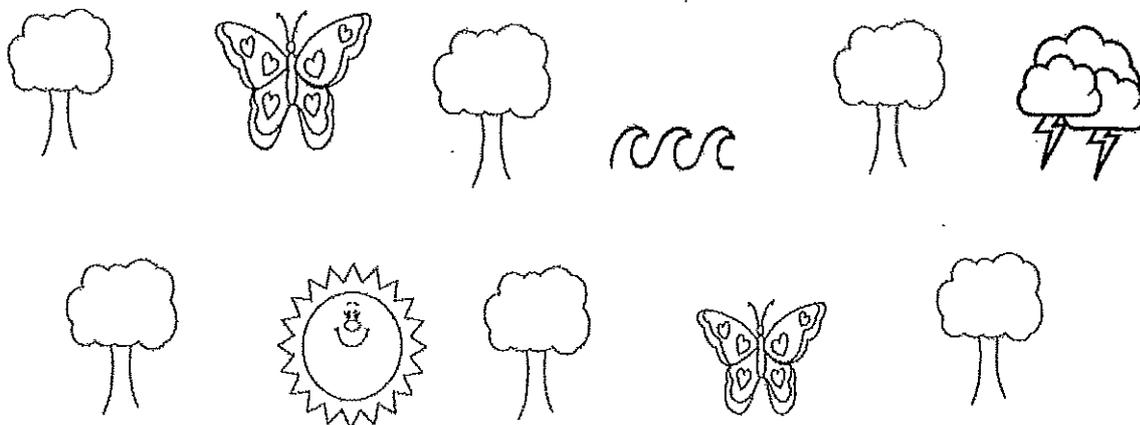
Oh John the rabbit, yes ma'am  
Got a mighty habit, yes ma'am  
Jumping in my garden, yes ma'am  
Cutting down my cabbage, yes ma'am  
My sweet potatoes, yes ma'am  
My fresh tomatoes, yes ma'am  
And If i live, yes ma'am  
To see next fall, yes ma'am  
I ain't gonna have, yes ma'am  
No garden at all, yes ma'am  
NO ma'am!



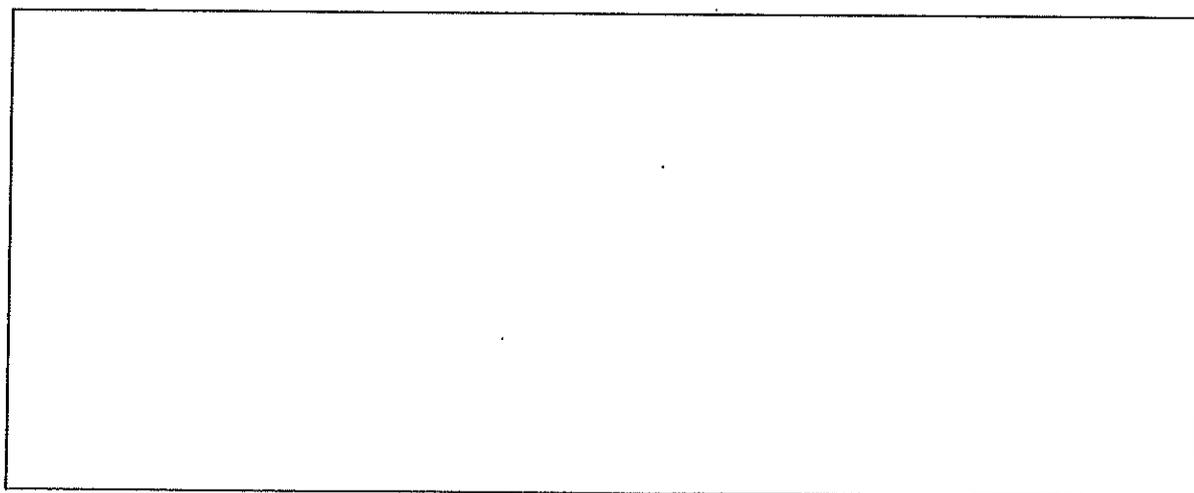
# Listening map!

Listen to the music and color the story!

[https://www.youtube.com/watch?v=mFWQgxXM\\_b8](https://www.youtube.com/watch?v=mFWQgxXM_b8)

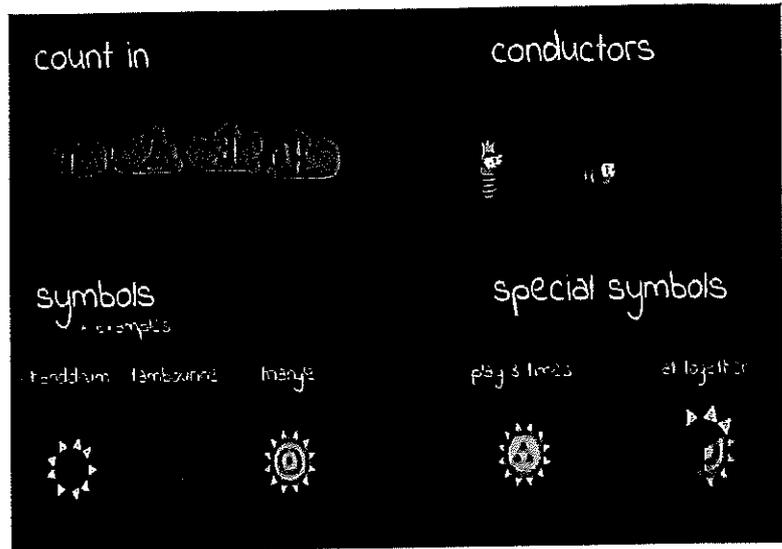
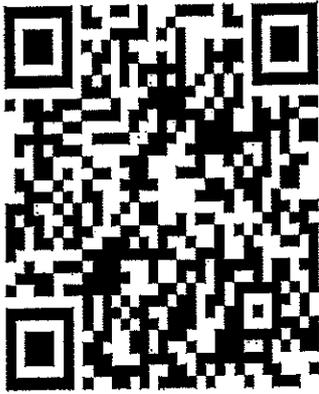


Draw your favorite instrument!

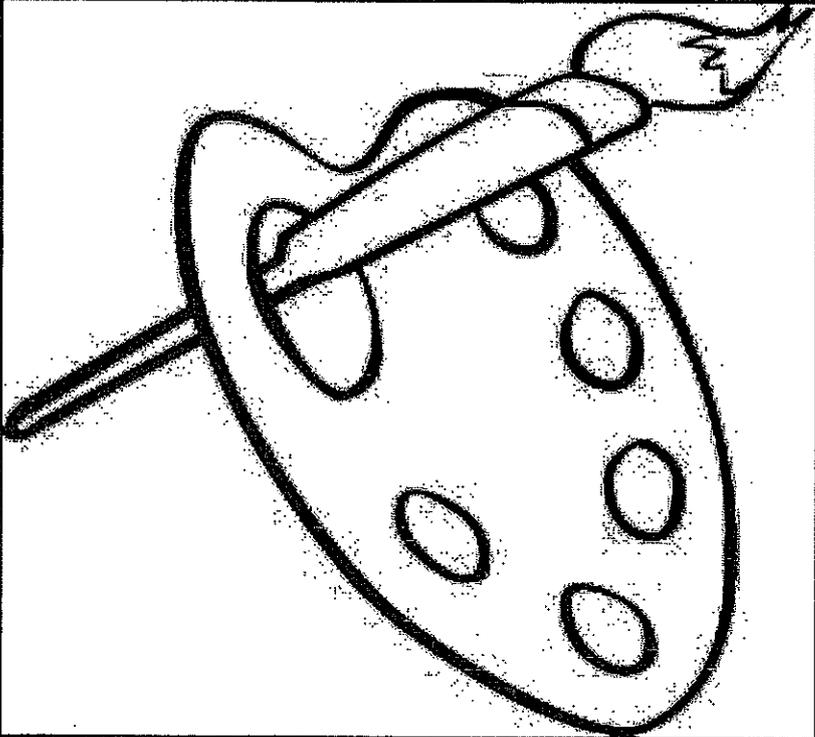


Waltz of the flowers! Find small instruments or ask your parents for spoons and other materials to play along!

<https://www.youtube.com/watch?v=bOXFrgB083A>



Thank you to Edison K8 music educator Ms. Maria Doreste for constructing this packet.



**BPS Arts**  
**Take Home Art**  
**Pack**  
**Week 1**

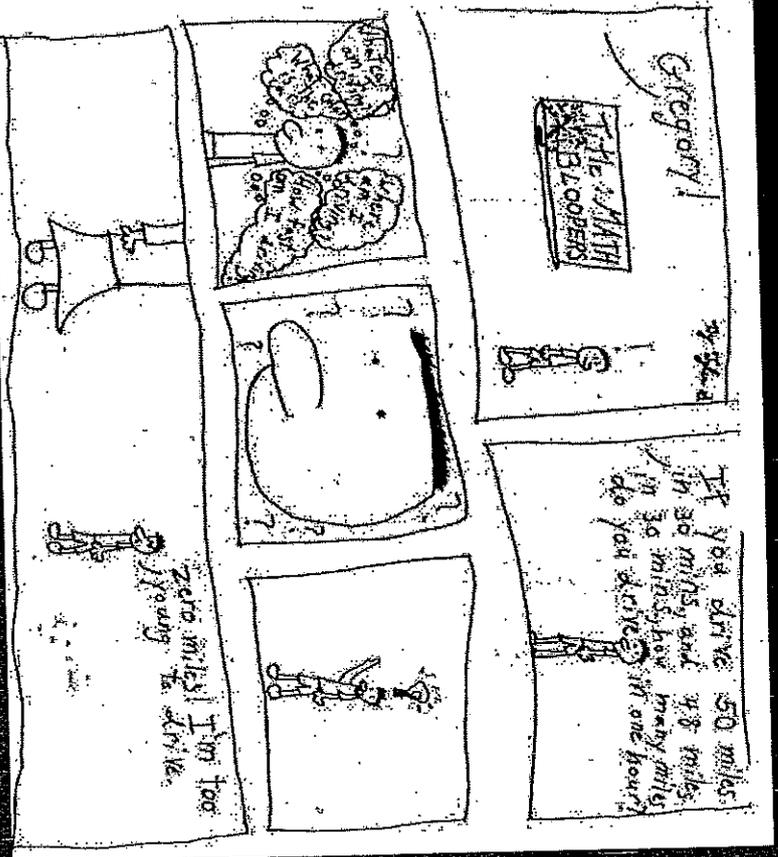
# BPS Arts Bring JOY

Current Events Comic Strip Grades: K-12

Art is a way to communicate ideas. Choose a topic of interest and illustrate a comic strip about it. Use the checklist to guide you.

**Materials:** Comic Strip Template, checklist, pencil

**Tips/Tricks:** Does it make sense? Add speech bubbles and captions to help explain your pictures.



## CREATE

Generate and conceptualize artistic ideas and work

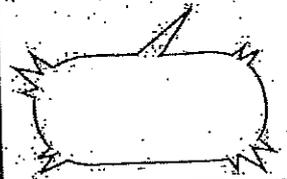
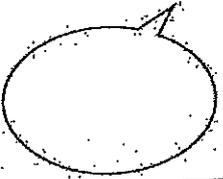
Students will be able to:

- Create from observation and imagination
- Practice using a specific material

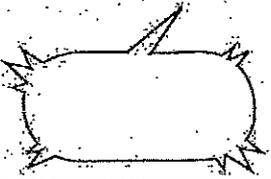
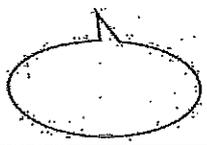
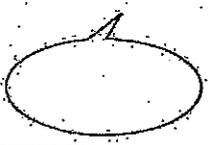
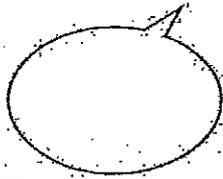
# COMIC STRIP CHECKLIST

- Beginning: Who are the characters?
- Middle: What is the conflict/drama?
  - End: What is the resolution?
    - Does it make sense?
    - Have someone else read it.
  - At least 4 frames long

**CREATE A COMIC STRIP!** Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

by: _____			
			
by: _____			

**CREATE A COMIC STRIP!** Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

<i>by:</i>			
			
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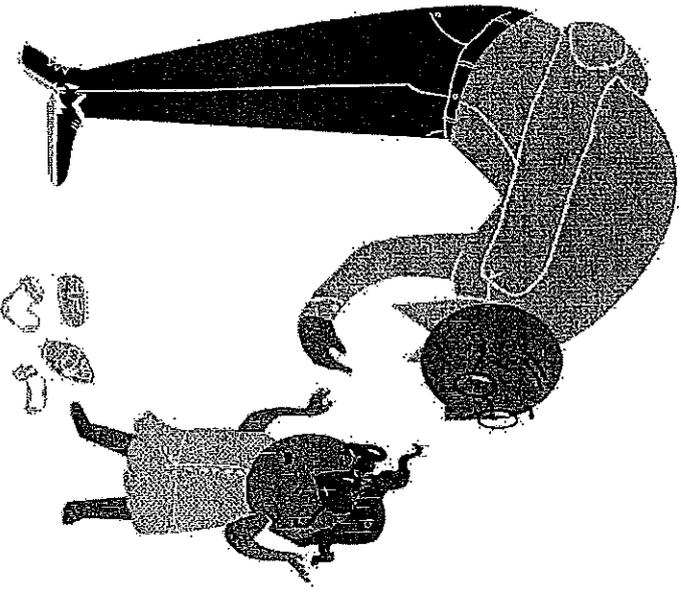
# BPS Arts Bring JOY

## Art Interview of a Family Member Member Grades: K-12

Have you ever asked your family members about the role that art has played in their lives? Pick someone in your family to interview. Did they have art when they were growing up? What was it like? What did they like about art? What didn't they like? What would they like to learn more about? Do they have a favorite artist, painting, color? Make up your own questions to ask and record answers.

**Materials:** Interview sheet, pencil, paper

**Tips/Tricks:** For younger students, a family member can record responses while the student draws a picture, but be sure to talk about the questions and the drawings out loud



**CONNECT** Synthesize and relate knowledge and personal experiences to make art

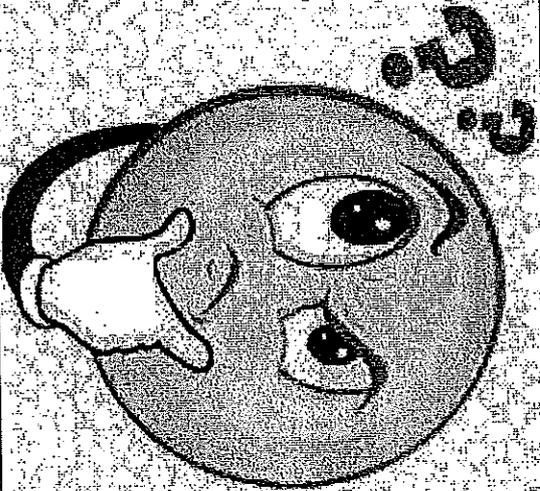
Students will be able to:

- demonstrate use of subject matter and symbols to communicate ideas in art
- discuss similarities and differences of individuals and cultures

# Family Interview Questions

- What was art like when you were a kid \_\_\_\_\_
- What is your favorite kind of art \_\_\_\_\_
- Why do you think people care about art \_\_\_\_\_
- What would you want to learn more about in art \_\_\_\_\_

# BPS Arts Bring JOY



## What's Going on in Art Class Reflection Sheet

Grades: K-12

Amidst the busy hustle and bustle of **CREATING** in the art studio we don't always get a chance to pause and be reflective about what we've done. Take this opportunity to look back on a project that we've worked on.

**Materials:** Reflection sheet, pencil, paper

**Tips/Tricks:** For younger students, a family member can record responses while the student draws a picture, but be sure to talk about the questions and the drawings out loud

## RESPOND

Perceive and analyze artistic work.

Students will be able to:

- Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.

# What's Going on in art class?

Pick a project to reflect on

- Right now we are learning about \_\_\_\_\_
- Which makes me wonder \_\_\_\_\_
- I really enjoyed \_\_\_\_\_
- I struggled a little with \_\_\_\_\_
- I'm most proud of \_\_\_\_\_
- Some things I didn't know before but I do now \_\_\_\_\_

# BPS Arts Bring JOY

## My First Solo Exhibit

Grades: K-12

You've been working hard in the art studio, now it's time to share your talents with the world! You don't need to worry about signing with a fancy gallery, because you can create your own right in your home. Gather 5-10 pieces of work and start curating your own art show. Invite family members to look at your work, ask you questions about your work, and give feedback/critique. If you don't have a body of work to choose from, start creating!

**Materials:** Collection of Artwork

**Tips/Tricks:** When choosing work, think about why you like it. Maybe choose a collection of work that all have to do with a theme.



**PRESENT** Select, analyze, and interpret artistic work for presentation

Students will be able to:

- Talk about artistic intent, process, and thought about their own work with others



Date \_\_\_\_\_

Spring 2020

\_\_\_\_\_ 's

Science Work Packet

Sound and Light

## LETTER TO FAMILY

.....

*Cut here and paste onto school letterhead before making copies.*

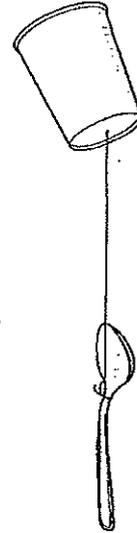
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### Science News

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Dear Family,

Our class is beginning a study of sound and light. Students will be looking for evidence that sound comes from vibrations. They will be identifying different kinds of sounds and the information those sounds convey. They will be exploring a number of musical instruments to find out how to change volume (how loud and soft a sound is) and pitch (how low or high a sound is). Through their firsthand explorations with a xylophone, one-string guitar, table bass fiddle, spoon gong, and kalimba, students will explore how to manipulate sound and develop simple models for how sound travels from a source to the receiver.

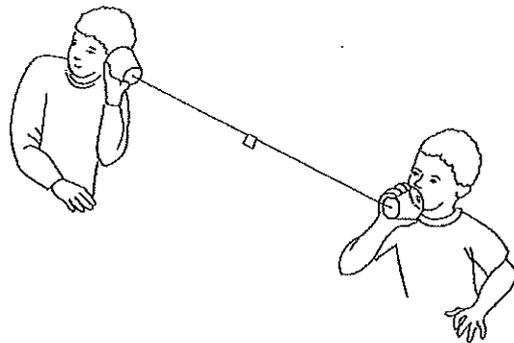


Then, we will explore light and find out what happens when materials with different properties are placed in a beam of light, either a flashlight or sunlight. Some materials block all of the light and others block some of the light. We can use these materials to create interesting shadows. Other materials are transparent and allow light to shine through. We will also work with mirrors to see how light reflects from one place to another.

You can help your child learn more about sound and light at home with the Home/School Connections. If you have a musical instrument at home, work with your child to find out what vibrates to make sounds and how those sounds can be changed. Use a lamp and screen to create shadow puppets, or go outdoors on a sunny day and create shadow challenges to solve.

We are looking forward to exploring science and engineering practices with sound and light. You can get more information on this module by going to [www.FOSSweb.com](http://www.FOSSweb.com).

Sincerely,



Date \_\_\_\_\_

What do you already know about  
sound and light?

What do you want to know about  
sound and light?

## HOME/SCHOOL CONNECTION

---

### Investigation 1: Sound and Vibrations

There are many words that describe sounds.

Ding, growl, and pop are a few of the words to describe sounds.

Sometimes, when you say a word for a sound, it imitates the sound itself. Bang, hoot, peep, and splat are words that imitate the sound they describe.

Ask your friends and family to help you make a list of words that describe sounds.

Write them down.

Talk about what makes those sounds.

Date \_\_\_\_\_

What do you know about sound?  
(please write and draw your answer)

Name \_\_\_\_\_ Date \_\_\_\_\_

## **MATH EXTENSION A**

### Investigation 1: Sound and Vibrations

A girl counted the number of ears in her family.  
Her family has eight ears.

Her cousin lives with his mother, father, and two brothers.

Who has more ears in their family, the girl or her cousin?

## HOME/SCHOOL CONNECTION

### Investigation 2: Changing Sound

Make good vibrations. Put together a tinker's band with family and friends. Make as many different kinds of sounds and as many pitches as you can with everyday objects around the house. Try to make a diatonic scale.

*do, re, mi, fa, so, la, ti, do*

Here is a list of things to try out for the band.

- Bottles, with and without water
- Bowls, glasses, and pitchers
- Tin cans
- Cook pots and fry pans
- Lids for cook pots and fry pans
- Bolts or pieces of pipe hanging from strings
- Pieces of wood
- Strings, wires, or ropes pulled tight

Make a list of the items you used to make each sound.

Play some tunes, either solo or in a combo with friends and family. Turn on the radio or some recorded music and play along. Make a sound recording of your own musical efforts. Bring the recording to class. Have other students listen to the different sounds and record them on a chart.

Date \_\_\_\_\_

How do you make sounds change?

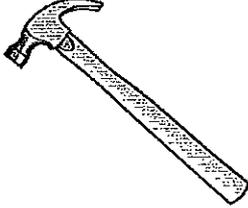
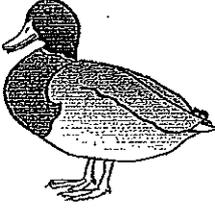
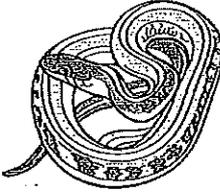
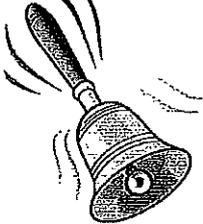
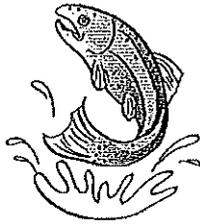
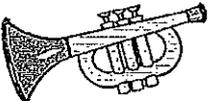
Can you make them louder or softer?

Can you make them high pitched or  
low pitched?

(Please write and draw your answer)

## SORTING SOUNDS BY VOLUME

Make two columns in your notebook. Label the columns **Loud** and **Soft**.  
Cut these pictures apart. Sort them by volume and glue them in your notebook. Use the blank boxes to make your own pictures and sounds.

<p><b>bang</b></p>  <p>hammer</p>	<p><b>quack</b></p>  <p>duck</p>	<p><b>hiss</b></p>  <p>snake</p>	<p><b>snap</b></p>  <p>fingers</p>
<p><b>ring</b></p>  <p>bell</p>	<p><b>tick-tock</b></p>  <p>clock</p>	<p><b>jingle</b></p>  <p>keys</p>	<p><b>splash</b></p>  <p>fish</p>
<p><b>boom</b></p>  <p>volcano</p>	<p><b>sizzle</b></p>  <p>fry pan</p>	<p><b>buzz</b></p>  <p>bee</p>	<p><b>toot</b></p>  <p>horn</p>

## HOME/SCHOOL CONNECTION

### Investigation 3: Light and Shadows

Use a flashlight to test objects at home.

Find out if they are opaque, translucent, or transparent.

Make a list of the objects you try.

opaque no light goes through	translucent some light goes through	transparent light goes through

## SUN AND SHADOW CHALLENGES

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1. Make a wide shadow and a narrow shadow.
2. Hide your shadow.
3. Find a small stick to put on the ground. Make a circle around it with your shadow.
4. Make a shadow with three arms. With four arms. With six arms.
5. Shake hands with your partner and look at the shadow. Now, figure out how to make a shadow look like you're shaking hands without actually touching your partner's hand.
6. Make your shadow jump.
7. Make a shadow on the wall and the ground at the same time.
8. Find an object that makes an interesting shadow. Turn the object in some way to make a different shadow.
9. Find a natural shadow on the playground.
10. Make up a shadow challenge for your partner.

Date \_\_\_\_\_

What makes a shadow? (Please write and draw your answer)

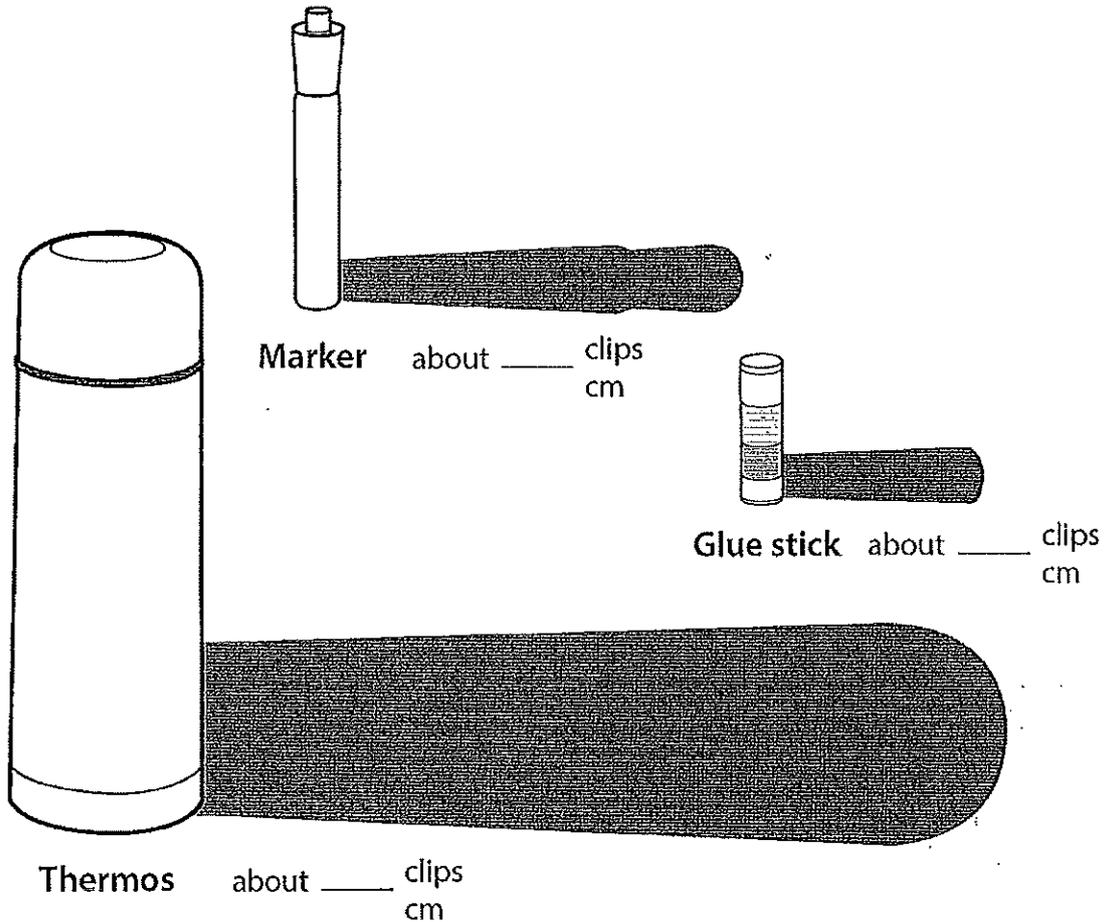
Name \_\_\_\_\_ Date \_\_\_\_\_

## MATH EXTENSION

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### Investigation 3: Light and Shadows

A student took three objects outside to look at their shadows. He had a marker, a glue stick, and a metal thermos.



Which shadow is longer than the marker's shadow?

Which shadow is shorter than the marker's shadow?

How long is each shadow? Write the number next to the shadow.

## HOME/SCHOOL CONNECTION

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### Investigation 4: Light and Mirrors

Find a mirror at home. If it is not a hanging mirror, work with an adult to position it at about eye height on a wall.

Here are some things to do.

1. Stand close to the mirror, right in front of it.
  - How much of your body can you see?
  - What do you have to do to see more of your body?
  - Do you move closer or farther away?
  - Does it matter where you stand?
  
2. Stand a little bit off to one side with your face close to the mirror.
  - Look at the scene you can see in the mirror.
  - Move back from the mirror.
  - What happens to the scene?
  - Can you see more or less?
  - What do you have to do to see more in the mirror?

Date \_\_\_\_\_

What can you do with a mirror? (Please write and draw your answer)

Date \_\_\_\_\_

What are 3 things you learned about sound and light?

1.

2.

3.

Date \_\_\_\_\_

What are 2 questions you have about sound and light?

1.

2.

Date \_\_\_\_\_

What is one thing you are wondering about sound and light?

Date \_\_\_\_\_

