



**2020**

Erie Rise Leadership  
Academy Charter School

Parent Lesson Plan

# **[ PARENT LESSON PLAN ]**

1st Grade, Week of 4/20-4/24

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## INTRODUCTION

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Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,  
Mrs. Veronica Will

## **HELPFUL INFORMATION**

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### **Distribution Sites/Information**

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School  
1006 West 10<sup>th</sup> Street  
Erie, PA 16502

Tuesday and Friday from 10AM-12PM

### **Leadership Team**

Mr. Aubrey Favors, Interim CEO, HR: 814 812-3026

Mrs. Veronica Will, Principal: 814 873-5158

Mr. Kirk Paskell, Transportation: 814 566-0002

Mr. Homer Smith, PR: 814 392-3413

Mrs. Pearl Jeffries, Social Services: 814 722-5056

## DIGITAL LESSON PACING GUIDE

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### ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

### USATestPrep Instructions: Not used for first grade students.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

#### Digital Pacing Guide First Grade Girls

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELA/Writing</b>	Lesson: Girls- Unit 8 Lesson 2 Day 1 Assignment: Monday April 20	Lesson: Girls-Unit 8 Lesson 2 Day 2 Assignment: Tuesday April 21	Lesson: Girls- Unit 8 Lesson 2 Day 3 Assignment: Wednesday April 22	Lesson: Girls- Unit 8 Lesson 2 Day 4 Assignment: Thursday April 23	Lesson: Girls- Unit 8 Lesson 2 Day 5 Assignment: Friday April 24
<b>Math</b>	Lesson: Chapter 9 Lesson 5  Assignment: Monday April 20	Lesson: Chapter9 Lesson 6  Assignment: Tuesday April 21	Lesson: Chapter 9 Lesson 7  Assignment: Wednesday April 22	Lesson: Chapter 9 Check My Progress  Assignment: Thursday April 23	Lesson: Chapter 9 Lesson 8  Assignment: Friday April 24
<b>Science/ Social Studies</b>	Printed	Printed	Printed	Printed	Printed

## ELA Print Lesson- First Grade Girls

\*Parents read home connections page

### Monday, April 20

Blend, spell, and read words that contain /ow/ spelled ow. Complete skills practice pages 85-86.

Read and answer essential question, preview story, look at all the pictures, read story, revise your essential question answer to *Grow, Ladybug, Grow!*

Practice spelling words daily:

1. now
2. tower
3. flower
4. crowd
5. crown
6. loud
7. cloud
8. mouse
9. trout
10. scout
11. download
12. playground

### Tuesday, April 21

Blend, spell, and read words that contain /ow/ spelled ou\_. Complete skills practice pages 89-90.

Reread *Grow, Ladybug, Grow!* Answer all the comprehension questions at the end of the story. Review vocabulary by completing skills practice pages 91-92.

Practice spelling words daily.

### Wednesday, April 22

Blend, spell, and read words that contain /aw/ spelled au\_. Complete skills practice pages 95-96.

Practice spelling words /ow/ spelled ow and ou\_ by completing skills practice page 97.

### Thursday, April 23

Blend, spell, and read words that contain /aw/ spelled aw. Complete skills practice pages 99-100.

Read Grammar, Usage, and Mechanics cards for Synonyms and Antonyms. Complete skills practices 105-106.

### Friday, April 24

Reread *Grow, Ladybug, Grow!* review sound cards by blending /ow/ and /aw/ words, section vocabulary, and practice spelling words. Go back and complete any missing assignments from the week.

## ELA Print Lesson-First Grade Boys

### Monday, April 20

\*Complete Skills Practice 167-168 and 173-174

\*Have someone read over the Parent Communication letter. Work on the activities during the week.

### Tuesday, April 21

\*Complete Skills practice pages 171

\*Read Core Decodable Seven Pals

\*Circle all of the words that have /v/ sound.

\*Answer the following questions about Seven Pals in complete sentences.

1.How many pals met at ten?

2.What is the name of the kid at the van?

3.How many pals were there at eleven?

\*Read the Writing Instructions pages and do the activity at the end of each card.

### Wednesday, April 22

\*Read Core Decodable April's Bake.

\*Circle all of the long A words.

### Thursday, April 23

\*Complete Skills Practice pages 175-178.

### Friday, April 24

\*Complete Skills Practice pages 179-180

\*Read the Weather poem.

\*Answer the Essential Questions found at the top left of the page.

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## BOY AND GIRLS MATH PRINT MATERIALS

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**Monday:** My Math! Chapter 9 Lesson 5

Composite Shapes

-Homework

-Reteach

**Tuesday:** My Math! Chapter 9 Lesson 6

More Composite Shapes

-Homework

-Reteach

**Wednesday:** My Math! Chapter 9 Lesson 7

Problem-Solving Strategy: Use Logical Reasoning  
-Homework  
-Reteach

**Thursday:** My Math! Chapter 9  
-Check My Progress Quiz (Lessons 5-7)

**Friday:** My Math! Chapter 9 Lesson 8  
Equal Parts  
-Homework  
-Reteach

## SCIENCE/SOCIAL STUDIES PRINT MATERIAL

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### Girl's and Boy's Science Print Lessons-4/20-4/24

**Monday, April 20**  
Complete the Is It A Living Thing? worksheet.

**Wednesday, April 22**  
Complete the Is It Alive? Worksheet.

**Friday, April 24**  
Complete the Being Alive worksheet.

### ADDITIONAL RESOURCES (EDUCATIONAL)

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Included are a list of hand selected resources for students with internet to use at home.

**Khan Academy**

<https://www.khanacademy.org/>

password: riseup1g

-or-

password: riseup1b

**ConnectEd**

<https://connected.mcgraw-hill.com/connected/login.do>

Password: riseup1

<https://www.headsprout.com/>



ksteigmyer  
password: rise



Use the different sections of this letter to begin conversations with your child about what he or she is learning.

## Big Idea: Why do animal bodies have different features?

Ask your child how this week's reading selections help him or her answer this question.

### This week's reading selections:

#### *Grow, Ladybug, Grow!*

**Summary:** The stages of the life cycle of a ladybug are egg, larva, pupa, adult.

**Essential Question:** What types of physical changes happen as babies grow into adults?

▶ **ASK** your child to describe each stage of the life cycle of a ladybug.

#### *Just Like My Mother*

**Summary:** Tadpole is sad because all of the other animals in the pond look like their mothers, but Tadpole does not.

**Essential Question:** In what ways are you similar to the people in your family?

▶ **DISCUSS** with your child similarities and differences between your family members.

### Vocabulary

**Focus:** The words below appear in this week's reading selections.

harvest	noun	the amount of food or product that a farmer brings in
larva	noun	a very young insect that looks like a worm
lays	verb	places someone or something gently on a surface
leap	verb	to jump
pale	adjective	light in color
pests	noun	animals or insects that can cause problems for people or their farms
pupa	noun	an insect that is in the stage of development between larva and adult
someday	adverb	a day in the future

▶ **ADD** the vocabulary words to discussions about the selections and animals.

### Phonics

**Focus:** Your child will learn sounds and spellings for the /ow/ and /aw/ sounds.

#### Spelling Word List

- |           |          |                |
|-----------|----------|----------------|
| 1. now    | 5. crown | 9. trout       |
| 2. tower  | 6. loud  | 10. scout      |
| 3. flower | 7. cloud | 11. download   |
| 4. crowd  | 8. mouse | 12. playground |

▶ **HAVE** your child find words with these sound/spellings in children's books or magazines. Help your child read and define the words as needed.

### Language Arts

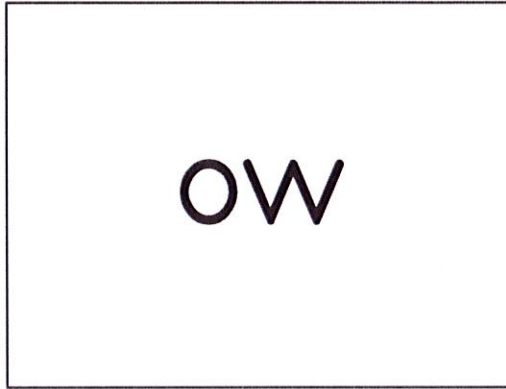
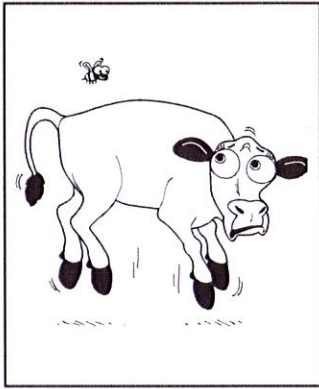
**Writing:** Your child will draft, revise, edit, and publish his or her opinion piece about the school dress code. In addition, your child will begin the prewriting step of another opinion piece about whom they should invite to talk to their class.

**Grammar:** Your child will learn that synonyms are words that have the same, or similar, meanings (*small/little, alike/same*), and antonyms are words that have opposite meanings (*hot/cold, tall/short*).

▶ **ASK** your child to name synonyms and antonyms for the words *big* and *happy*.

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

## Sounds and Spellings



**Practice** Write the words and the sentence in the spaces provided.

\_\_\_\_\_

how \_\_\_\_\_ now \_\_\_\_\_

1. Take a towel to the shower.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

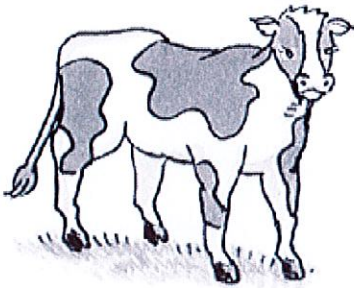
Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**Apply** Write the word that names each picture.

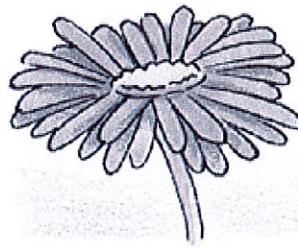
cat cow crow

shower tower flower

2.



3.



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towel howl bowl

vow town clown

4.



5.



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**Ge1** Explanatory Text

**Essential Question**

What types of physical changes happen as babies grow into adults?

# Grow, Ladybug, Grow!

by Ursula Cook

134-135

The ladybug is a small insect that is a big helper. It eats the pests that harm gardens and farm crops.



134

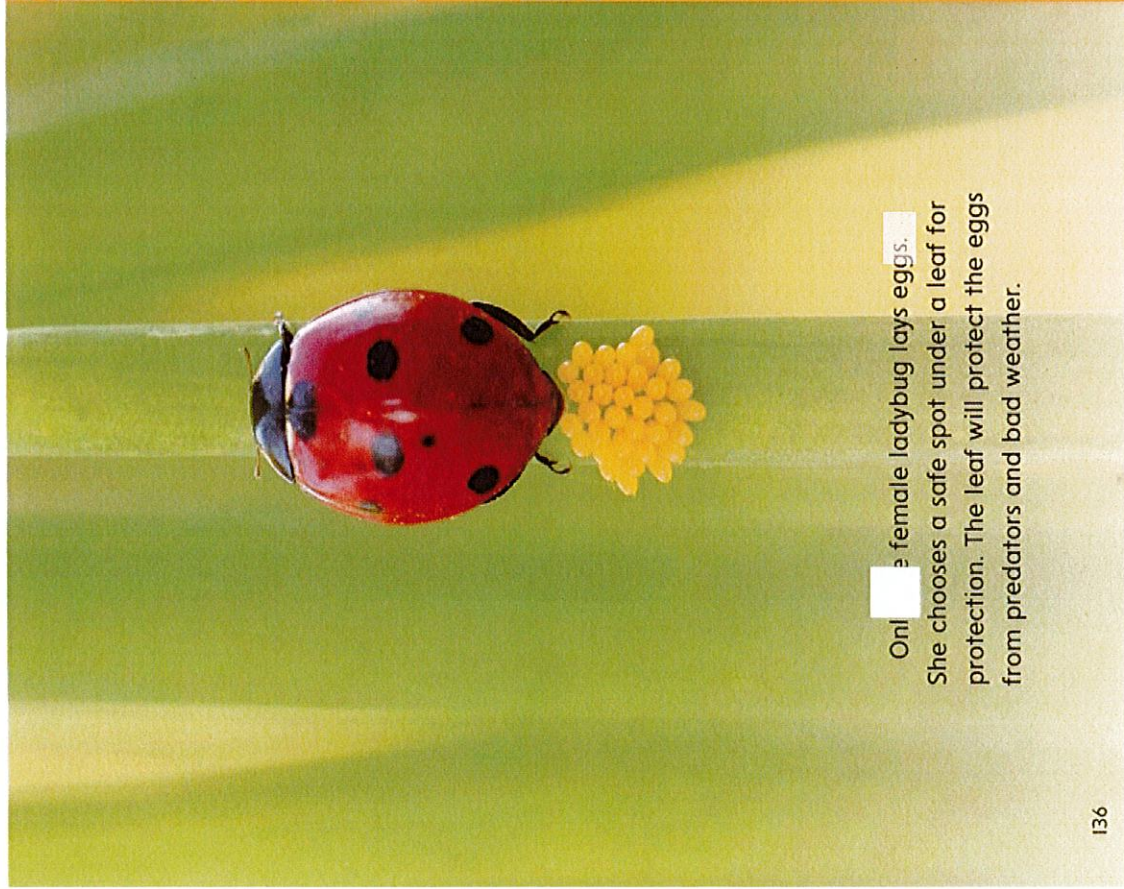
Farmers say ladybugs are lucky because they protect the farmers' harvest. Some ladybugs are male. But they are still called ladybugs.

The body of a ladybug goes through many changes as it grows over its life cycle.



135

136-137



Only the female ladybug lays eggs. She chooses a safe spot under a leaf for protection. The leaf will protect the eggs from predators and bad weather.

A ladybug can lay about 50 eggs in a day! About one week later, an egg hatches. The larva comes out. A larva is a baby ladybug.



138-139

The  ra does not look like its parents. It has six legs and a long, black, and spiky body with orange marks. The larva is very hungry. It eats lots and lots of tiny bugs.



The  ra grows so fast that it must shed its skin. The larva stage lasts about a month. Then the larva will attach to a leaf to grow into the pupa stage.





## 140-141

The pupa curls up and forms a case around itself. It does not need to eat because it has stored food in its body over the past month. The pupa does not move. It seems to be asleep, but it is not! The pupa is busy changing.



140

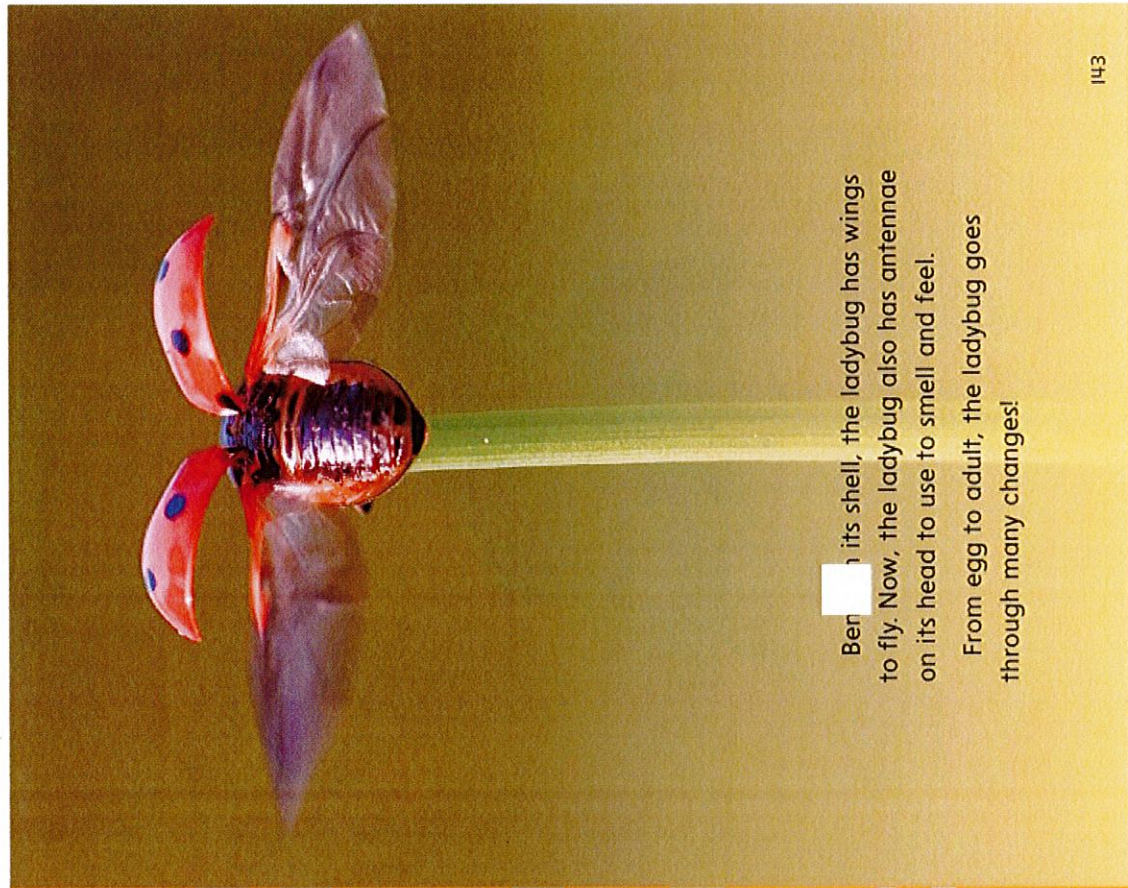
In the pupa stage, the ladybug's body grows rounded and develops wings and a shell. After one week, the skin of the pupa cracks open and a ladybug comes out. The ladybug is now an adult!



141

142-143

At 1 [ ] the shell is soft and pale. After a few hours it turns hard and gets more color. Most ladybugs will have bright red or orange shells with black spots. Other animals have learned that ladybugs taste bad, and the bright color is a sign to stay away.



Ben [ ] its shell, the ladybug has wings to fly. Now, the ladybug also has antennae on its head to use to smell and feel.

From egg to adult, the ladybug goes through many changes!

## Read

## Comprehension

You will answer the comprehension questions on these pages as a class.

### Text Connections

1. How many life stages does a ladybug go through? What are they?
2. How does a ladybug smell and feel?
3. How do farmers like having ladybugs near their crops?
4. How is a human's life cycle different from a ladybug's life cycle?
5. How long does the larva stage last in the life cycle of a ladybug? How long does the pupa stage last?
6. Which stage of its life cycle does a ladybug eat nothing?

### Did you Know?

Ladybugs are not poisonous, but they have a fluid inside that makes them taste bad. Their red color warns animals to not eat them.

### Loc Closer

#### Keys to Comprehension

1. How is it the main topic of this selection and what are the key details that help you identify it?
2. How is the connection between farmers and ladybugs?

### Writer's Craft

3. How do you think the larva is so hungry once it hatches from its egg?

### Content Development

4. How do the photos and the text in this selection help you understand that a key idea is to educate people about ladybugs?

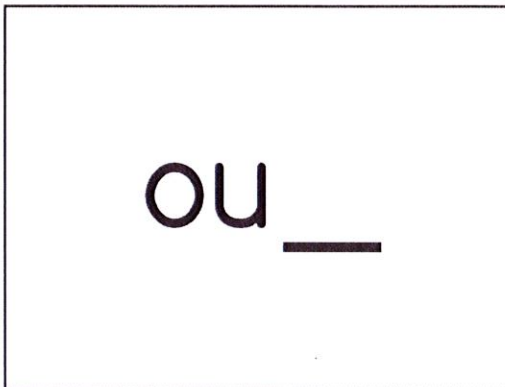
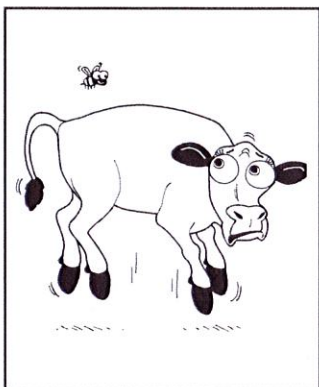
### Write

Picture a ladybug as a superhero who flies to a farmer's field to save him from the incoming army of aphids. Write about it.



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

## Sounds and Spellings



**Practice** Write the words and the sentences in the spaces provided.

\_\_\_\_\_

out \_\_\_\_\_ found \_\_\_\_\_

\_\_\_\_\_

sound \_\_\_\_\_

1. A mouse ran out.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The cloud is round.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Apply** Write the word that correctly completes each sentence.

count      found      proud

3. Jack \_\_\_\_\_ the ball he had lost.

4. Megan is \_\_\_\_\_ of her good grades.

5. Did you \_\_\_\_\_ the number of votes?

**Dictation**

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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## Vocabulary

harvest	lays	pests
larva	pale	pupa

**Practice** Write the word from the box that matches each definition.

- \_\_\_\_\_ young insect that looks like a worm
- \_\_\_\_\_ animals or insects that cause problems
- \_\_\_\_\_ food or product a farmer brings in
- \_\_\_\_\_ insect stage between larva and adult
- \_\_\_\_\_ light in color
- \_\_\_\_\_ places down gently

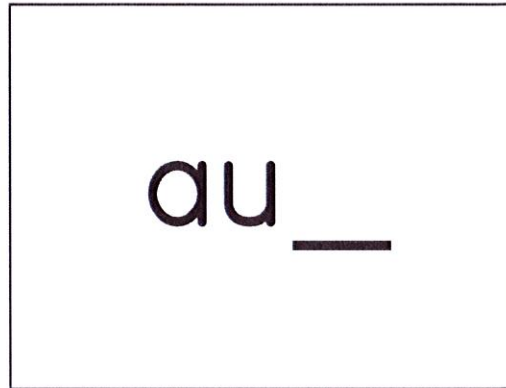
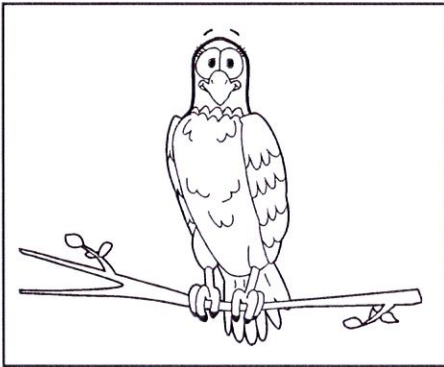
**Apply** Determine if the underlined word in the sentence matches the definition. Circle Yes or No.

7. The farmer enjoyed a good harvest.  
**animals or insects that cause problems** ..... Yes No
8. Our hen lays an egg every day.  
**places down gently** ..... Yes No
9. His face looked pale while he was ill.  
**light in color** ..... Yes No
10. The larva crawled on the leaf.  
**young insect that looks like a worm** ..... Yes No
11. The pupa will become an adult soon.  
**food or product a farmer brings in** ..... Yes No
12. There have not been many pests this year.  
**animals or insects that cause problems** ..... Yes No

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

## Sounds and Spellings



**Practice** Write the words and the sentence in the spaces provided.

haul

launch

auto

fault

1. The rocket will launch soon.



**Apply** Write the word that correctly completes each sentence.

saucer cause faucet sauce August

2. The \_\_\_\_\_ is dripping.

3. Paul made \_\_\_\_\_ for the pasta.

4. We go to the beach in \_\_\_\_\_.

5. Germs can \_\_\_\_\_ you to get sick.

6. The cup has a matching \_\_\_\_\_.

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

# /ow/ Spelled ow and ou\_

## Focus

### Rule

The /ow/ sound can be spelled *ow* and *ou\_*.

### Examples

wow      frown  
out      house

### Word List

- |           |           |
|-----------|-----------|
| 1. now    | 6. loud   |
| 2. tower  | 7. cloud  |
| 3. flower | 8. mouse  |
| 4. crowd  | 9. trout  |
| 5. crown  | 10. scout |

### Challenge Words

- download
- playground

**Practice** Sort the spelling words under the correct heading.

/ow/ spelled ow

/ow/ spelled ou\_

1. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

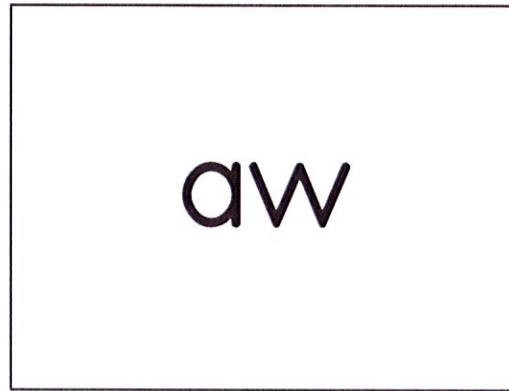
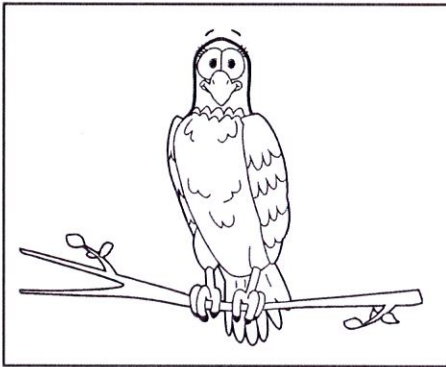
11. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

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

## Sounds and Spellings



**Practice** Write the words and the sentence in the spaces provided.

raw

fawn

bawl

draw

1. The baby crawls on the lawn.

**Apply** Write the word that completes each sentence.

2. He drinks from a \_\_\_\_\_.  
\_\_\_\_\_.  
\_\_\_\_\_.

straw

pause

3. The \_\_\_\_\_ has sharp claws.  
\_\_\_\_\_.

flaw

hawk

4. I \_\_\_\_\_ when I am tired.  
\_\_\_\_\_.

dawn

yawn

5. The dog has large \_\_\_\_\_.  
\_\_\_\_\_.

gnaw

paws

**Dictation**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Grammar, Usage, and Mechanics

### Synonyms

- ▶ The **little** dog plays with a ball.
- ▶ The **small** dog plays with a ball.
- ▶ The **big** dog plays with a ball.
- ▶ The words *little* and *small* mean the same. The word *big* does not mean the same.

## Grammar, Usage, and Mechanics

### Antonyms

▶ hot	cold
▶ clean	dirty
▶ open	shut
▶ day	night

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

## Synonyms and Antonyms

**Practice** Read each sentence. Write a synonym for the underlined word.

escapes   leaps   big   catch

1. Max is a large black cat.

---

---

---

2. He jumps when he sees a butterfly.

---

---

---

3. Max tried to grab it.

---

---

---

4. The butterfly flees.

---

---

---

**Apply** Read each sentence. Write the antonym for the underlined word.

cool      short      light      down

5. It was a warm summer day.

---

---

---

6. My family went for a long hike.

---

---

---

7. We hiked up a trail.

---

---

---

8. Each of us carried a heavy backpack.

---

---

---



# Blending

## Words

<b>1</b>	clown	loud	down	proud
<b>2</b>	dawn	cause	pause	fawn
<b>3</b>	frown	shawl	scowl	claw
<b>4</b>	counter	laundry	drawing	shower

## ELA Print Lessons-First Grade Boys-Reading

### **Monday, April 20**

\*Complete Skills Practice 167-168 and 173-174

\*Have someone read over the Parent Communication letter. Work on the activities during the week.

### **Tuesday, April 21**

\*Complete Skills practice pages 171

\*Read Core Decodable Seven Pals

\*Circle all of the words that have /v/ sound.

\*Answer the following questions about Seven Pals in complete sentences.

1.How many pals met at ten?

2.What is the name of the kid at the van?

3.How many pals were there at eleven?

\*Read the Writing Instructions pages and do the activity at the end of each card.

### **Wednesday, April 22**

\*Read Core Decodable April's Bake.

\*Circle all of the long A words.

### **Thursday, April 23**

\*Complete Skills Practice pages 175-178.

### **Friday, April 24**

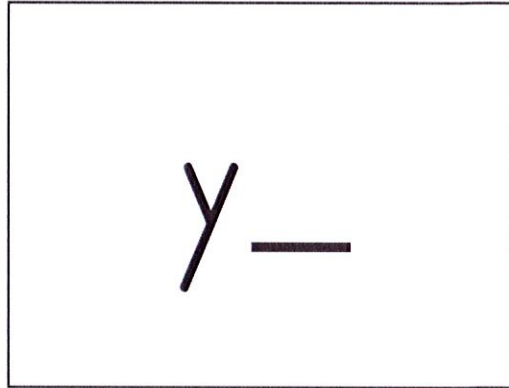
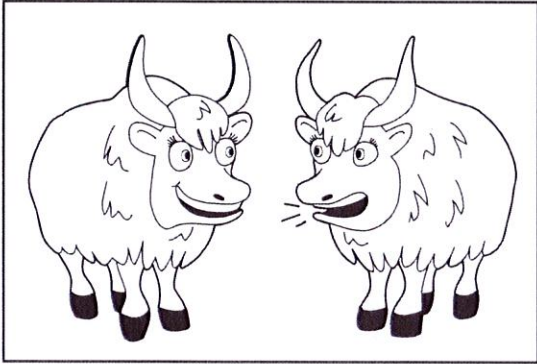
\*Complete Skills Practice pages 179-180

\*Read the Weather poem.

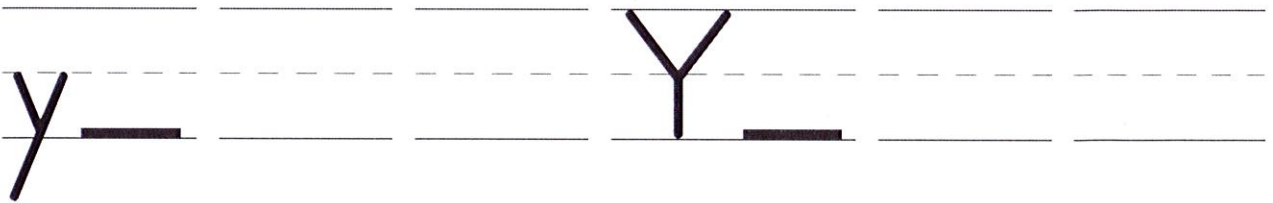
\*Answer the Essential Questions found at the top left of the page.

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

## Sounds and Spellings



### Practice



1. yell \_\_\_\_\_ 2. yard \_\_\_\_\_

3. Do they have yams?

\_\_\_\_\_

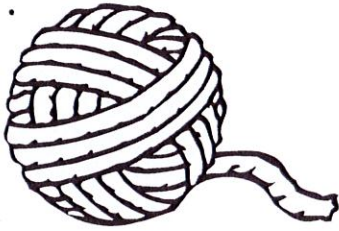
\_\_\_\_\_

\_\_\_\_\_

Directions: Practice writing *y* and *Y*. Write the words and the sentence in the space provided.

# Apply

4.



\_\_\_\_\_

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\_\_\_\_\_

5.



\_\_\_\_\_

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\_\_\_\_\_

6.



\_\_\_\_\_

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\_\_\_\_\_

# Dictation

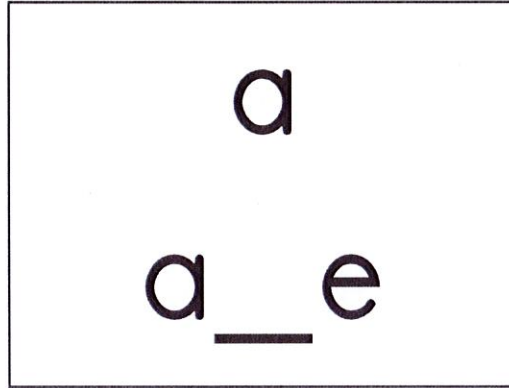
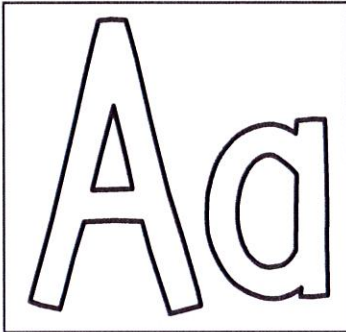
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_____	_____
_____	_____
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_____	_____
_____	_____
-----	-----
_____	_____

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Directions: Say the name of each picture. Write the letter *y* on the line if the word begins with the sound /y/.

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

## Sounds and Spellings



### Practice

whale \_\_\_\_\_ cave \_\_\_\_\_

April \_\_\_\_\_ sale \_\_\_\_\_

Jake will staple the papers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Write the words and the sentence on the lines.

# Apply

gate      game      brake

I am part of a car.  
I make the car stop.  
What am I?

\_\_\_\_\_

-----

\_\_\_\_\_

# Dictation

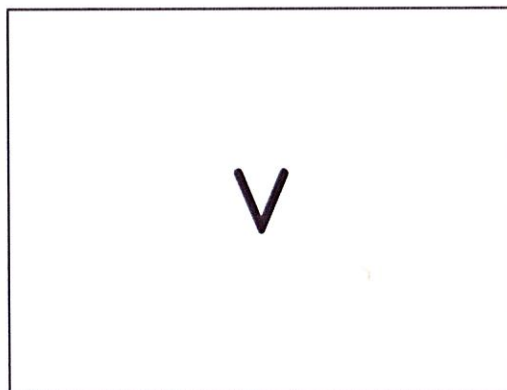
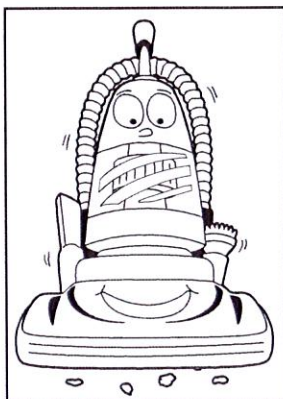
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_____	_____

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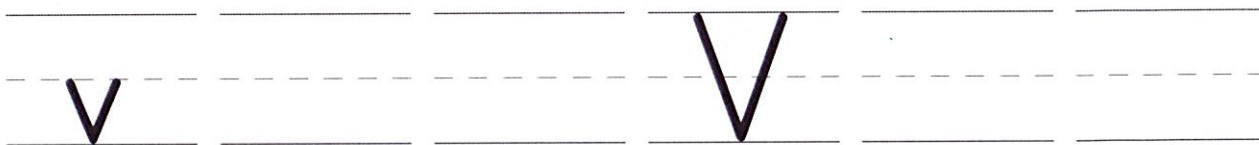
Directions: Read the riddle. Write the word that answers the riddle.

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

## Sounds and Spellings



### Practice



1. vet \_\_\_\_\_

2. van \_\_\_\_\_

3. Vince is seven.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Practice writing v and V. Write the words and the sentence in the spaces provided.

## Apply

vet    visit    vest    seven    van

4. Vic has a red \_\_\_\_\_.

5. The \_\_\_\_\_ is parked by the curb.

6. The dog went to the \_\_\_\_\_.

7. I will turn \_\_\_\_\_ in March.

8. Kevin will \_\_\_\_\_ his grandma.

Directions: Read the words in the box. Write a word on the line to complete each sentence.



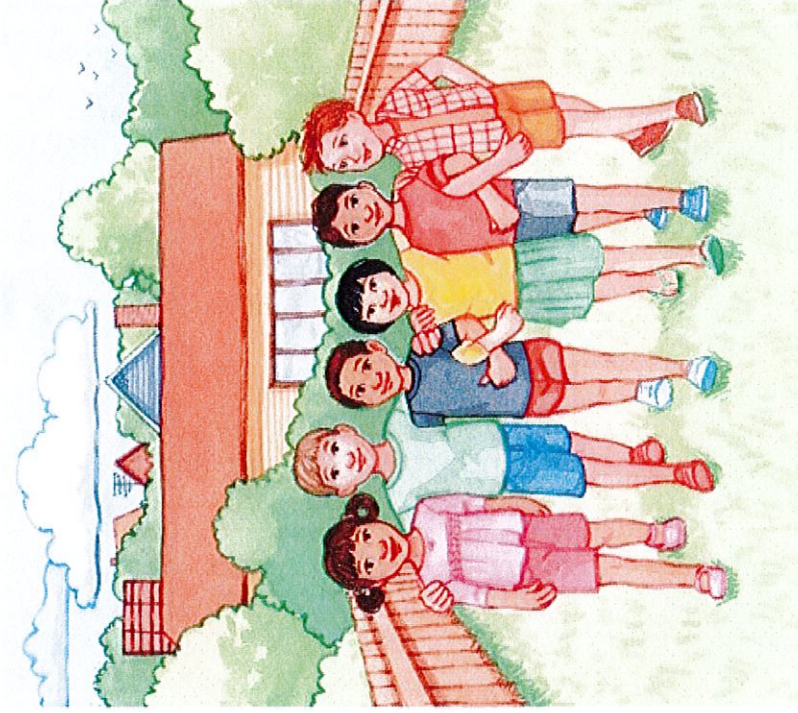
# Seven Pals

by Greg Frazier  
illustrated by Jennifer Emery

Core Decodable 60



Bohler, WA • Chicago, IL • Columbus, OH • New York, NY



Six pals met at ten.  
All were best pals.

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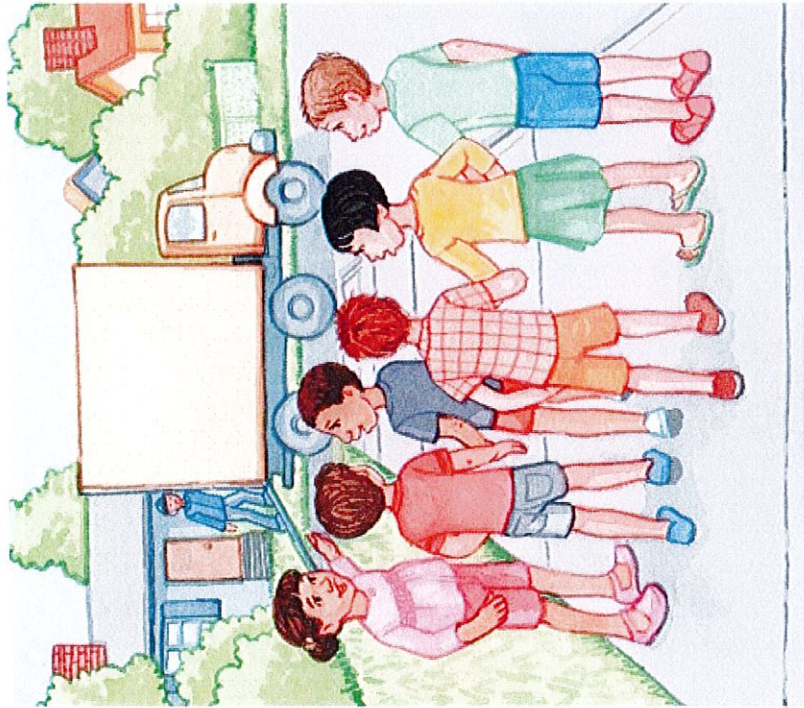
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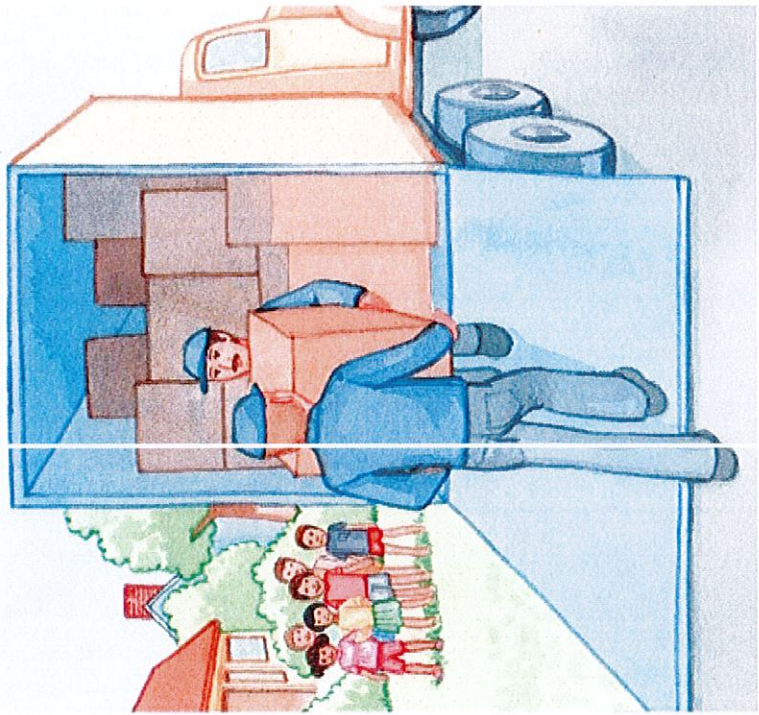
ISBN: 978-0-02-145083-1  
MHID: 0-02-145083-8

Printed in the United States of America.

1 2 3 4 5 6 7 8 9 DOC 20 19 18 17 16 15 14



"A big van!" said Val.  
All six pals spotted it.



Men were on the van's ramp.  
"Let's visit that van," said Vick.



A kid was at the van.  
 The pals had never met him.  
 "I am Kevin," he said.



All six pals talked.  
 Kevin talked.



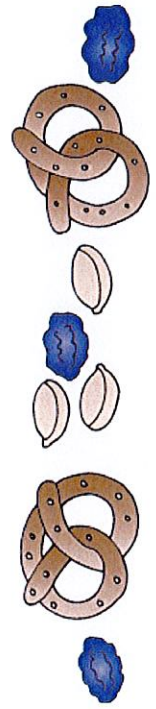
At ten, there were six best pals.

At eleven, there were seven!

# Writing Instructions

Graham wanted to tell his friend how to make a snack. First he made a plan.

First	
pretzels	
Then	
peanuts	
Next	
raisins	
Finally	
mix	



**Try It!**

How many steps are in Graham's plan?

## Writing Instructions

Next Graham used his plan to help him write sentences.

First put one cup of pretzels in a big bowl.

Next put two cups of razens in the bowl.

Then put one cup of peanuts in the bowl.

Last use a spoon to mix it together.

### Try It!

Read the words that tell the order the steps are done in the process.



# Writing Instructions

Next Graham used his plan to help him write sentences.

First put one cup of pretzels in a big bowl.

Next put two cups of razens in the bowl.

Then put one cup of peanuts in the bowl.

Last use a spoon to mix it together.

## Try It!

Read the words that tell the order the steps are done in the process.





## Writing Instructions

Then Graham revised his writing. He changed or added some words to make it clearer and easier to understand. Graham also checked his writing. He corrected his spelling. He added missing capital letters and end marks.



First put one cup of <sup>small</sup>pretzels in a big bowl.  
 next put two cups of <sup>raisins</sup>~~fazeens~~ in the bowl.  
 Then put one cup of peanuts in the bowl.  
 last use a spoon to mix it together.

### Try It!

What did Graham change in his writing?



## Writing Instructions

Graham shared his writing.  
He wrote a title. He wrote sentences to show all of the steps.

### Make a Quick Snack

First pour one cup of small pretzels in a big bowl.

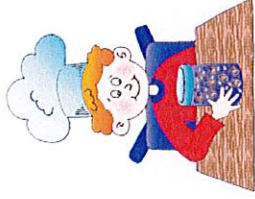
Next pour two cups of raisins in the bowl.

Then pour one cup of peanuts in the bowl.

Last use a spoon to stir it together.

### Try It!

Read the sentence that tells about each step.



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

## Writing Instructions

### Think

**Audience: Who** will follow the instructions?

---

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**Purpose: What** do you want the instructions to do?

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### Prewriting

Use the organizer below to plan the instructions.

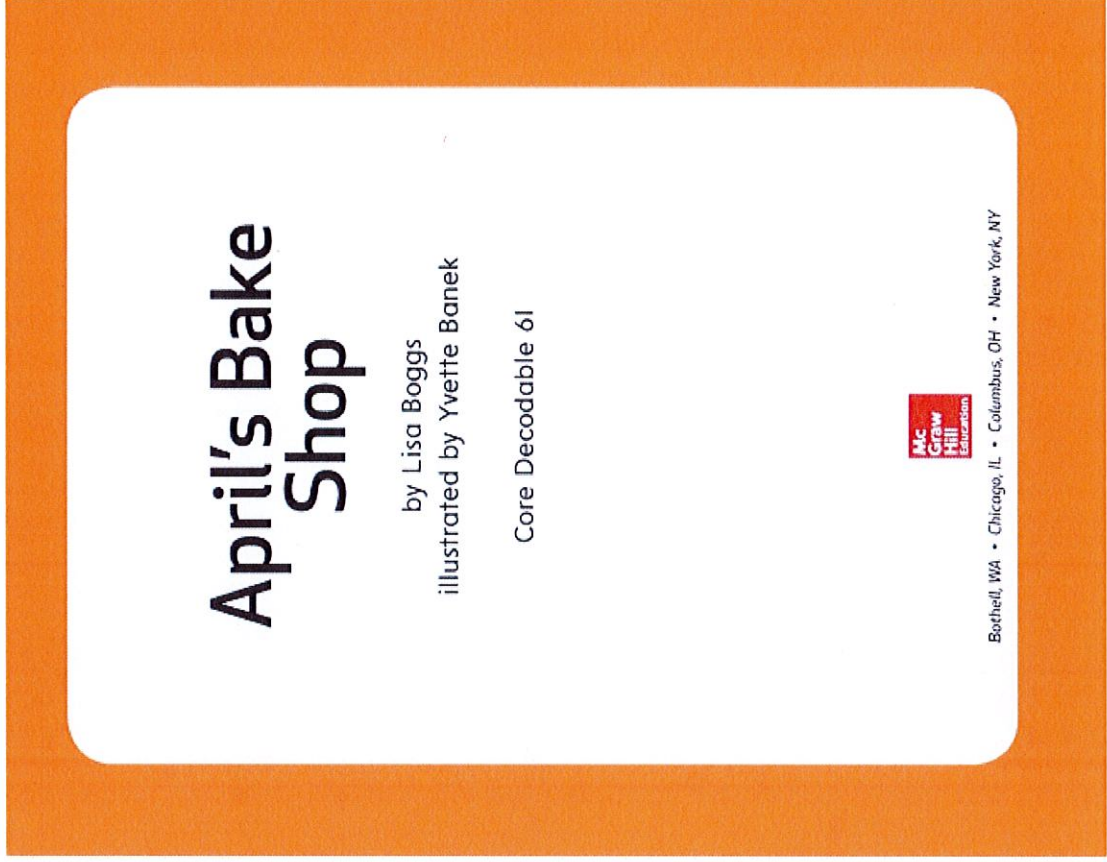
**First**

**Next**

**Then**

**Last**

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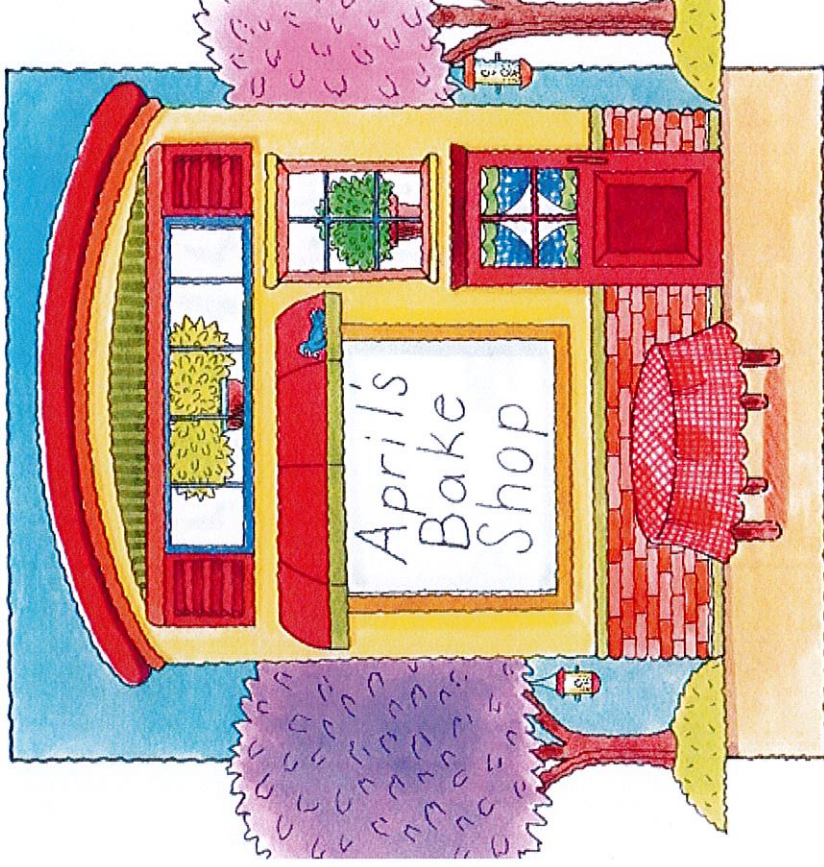
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1 2 3 4 5 6 7 8 9 DOC 20 19 18 17 16 15 14

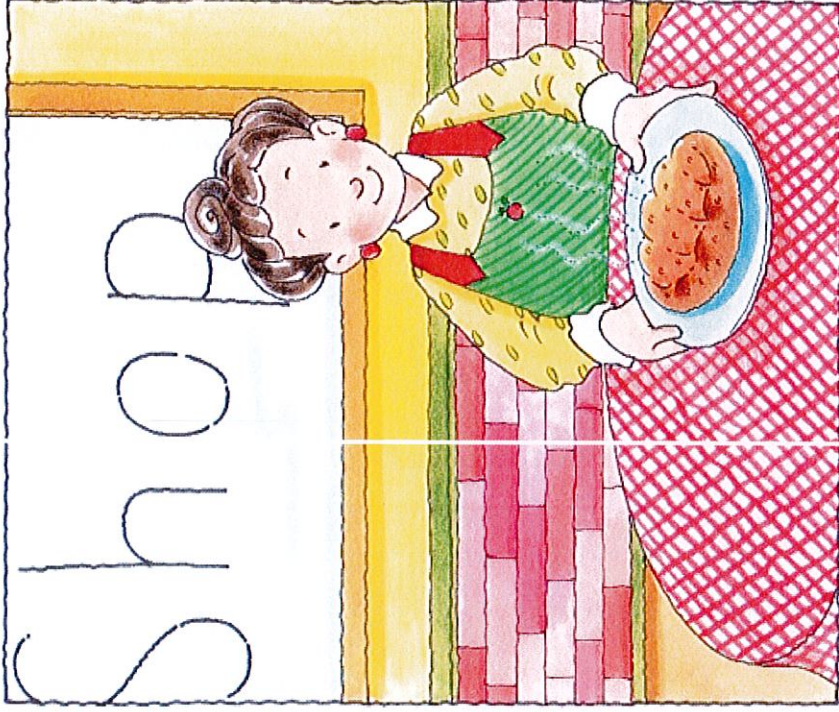


Down the block is a shop.  
It's April's Bake Shop.



April bakes bread.

She sets it on a plate.



She takes her plate out.

She sets it on a table.



April prints a paper label.  
 She marks "Bread for Sale."



There is her table.  
 There is her plate.  
 What happened to her bread?



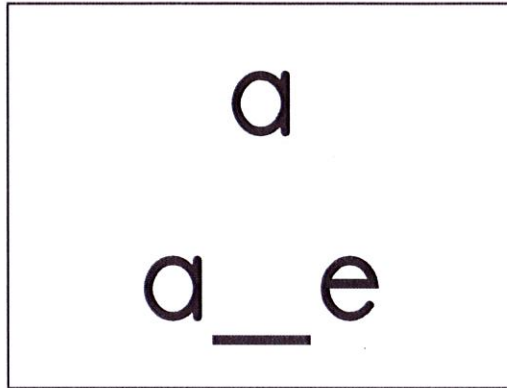
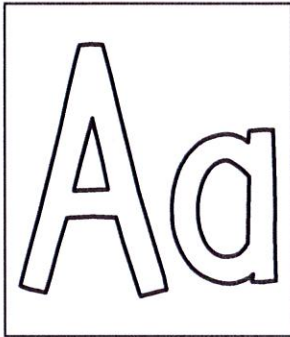
Birds sit on top of her shop.

Birds ate her bread!



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

## Sounds and Spellings



### Practice

\_\_\_\_\_

cable \_\_\_\_\_ late \_\_\_\_\_

\_\_\_\_\_

radar \_\_\_\_\_ plane \_\_\_\_\_

\_\_\_\_\_

mate \_\_\_\_\_ bacon \_\_\_\_\_

\_\_\_\_\_

Dave is able to skate.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

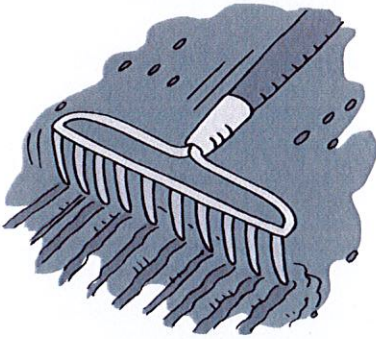
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Directions: Write the words and the sentence on the lines provided.

# Apply

tape rake ape plane

1.

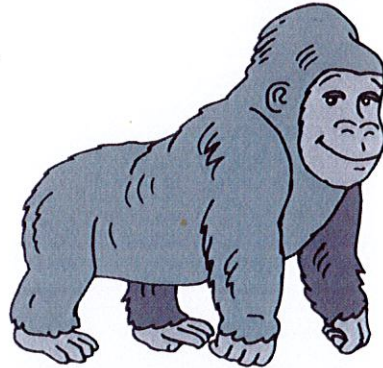


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2.

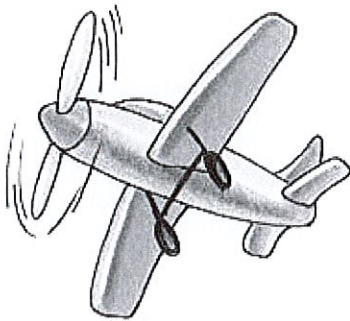


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3.

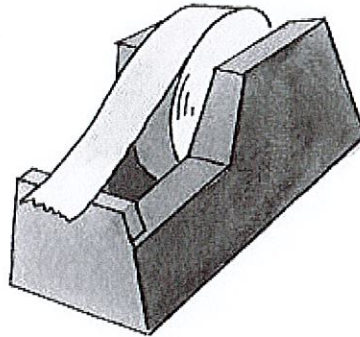


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4.



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Directions: Write the word that names each picture on the line.

**Essential Questions** What s does rain make?  
 How do other kinds of weather sound the same  
 or different?

# Weather

by Eve Merriam  
 illustrated by Stephanie Dehennin

Dot a dot dot a dot dot  
 Spotting the windowpane.  
 Spack a spack speck flick a flack fleck  
 Freckling the windowpane.  
 A spatter a scatter a wet cat a clatter  
 A splatter a rumble outside.

Umbrella umbrella u umbrella umbrella  
 Bumbershoot barrel of rain.  
 Slosh a galosh slosh a galosh  
 Slither and slather a glide  
 A puddle a jump a puddle a jump  
 A puddle a jump puddle splosh  
 A juddle a pump a luddle a dump  
 A pudmuddle jump in and slide!





Use the different sections of this letter to begin conversations with your child about what he or she is learning.

**Big Idea:** How do you experience light and sound?

Ask your child how this week's reading selections help him or her answer this question.

## This week's reading selections:

### *Just Listen*

**Summary:** Sounds are made by vibrations. These vibrations travel through the air, water, and solid things such as wood, to your ears.

**Essential Questions:** What sounds do you hear outside? What sounds do you hear inside?

► **LISTEN** to sounds in your neighborhood with your child. Ask your child to describe what he or she hears.

### Vocabulary

**Focus:** The words below appear in this week's reading selections.

<b>bounce</b>	<i>verb</i>	to hit a surface and move in a different direction
<b>contagious</b>	<i>adjective</i>	easily shared with others
<b>forget</b>	<i>verb</i>	to not remember
<b>however</b>	<i>adverb</i>	different from
<b>ray</b>	<i>noun</i>	one of the lines of light that you can see coming from an object
<b>signals</b>	<i>noun</i>	messages
<b>sounds</b>	<i>noun</i>	things that are heard
<b>vibrating</b>	<i>verb</i>	moving back and forth or side to side with short, quick movements

► **ADD** the vocabulary words to discussions about the selections, light, and sound.

### Phonics

**Focus:** Your child will learn the following sounds and spellings: /y/ spelled *y*, /v/ spelled *v*, and /ā/ spelled *a* and *a\_e*.

Words to practice blending with your child include *yes, yard, verb, seven, table, April, ate, and gave*.

► **HAVE** your child write a word that contains each new sound/spelling and draw a picture of it.

**High-Frequency Words:** Have your child practice reading the following words: *were* and *yes*.

### *The Tale of Lightning and Thunder*

**Summary:** Twins Eliora and Samuel were afraid of storms until their parents told them funny stories. The stories made Eliora smile like a flash of lightning and Samuel laugh like a boom of thunder.

**Essential Question:** How does this author use his imagination to describe lightning and thunder?

► **ASK** your child to use descriptive words to describe different weather conditions.

### Language Arts

**Writing:** Your child will complete each step of the writing process as he or she writes instructions on how to play a game.

**Grammar:** Your child will learn what determiners are. Determiners tell more information about nouns. Articles, such as *a*, *an*, and *the*, are special kinds of determiners.

► **HAVE** your child find examples of the articles *a*, *an*, and *the* in picture books.

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

# Sounds and Spellings Review

vase



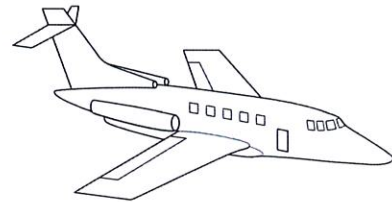
cake



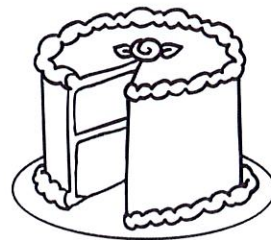
table



plane



yell



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Directions: Read the words. Then connect each word to its picture.

# Sounds and Spellings Review

1. We see fish in the \_\_\_\_\_.

scale lake

2. Pat is \_\_\_\_\_ to help.

apple able

3. Tate ate a \_\_\_\_\_.

grape gap

## Dictation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Complete each sentence with the correct word.

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Name .....

Geometry

I.G.2

**Lesson 5**

**Composite Shapes**

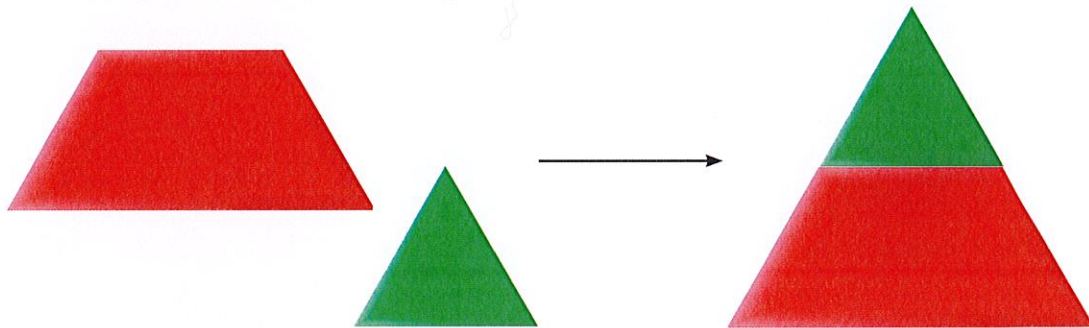
# My Homework

## Homework Helper



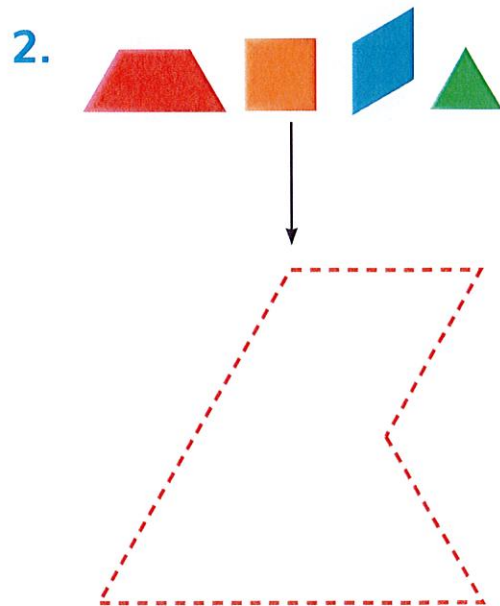
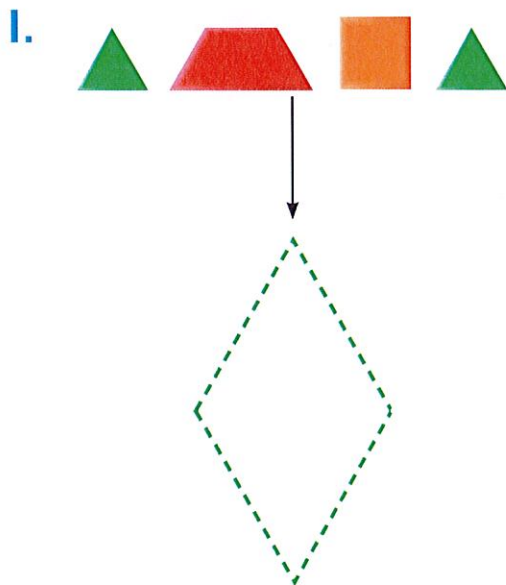
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You can put shapes together to make a new shape.



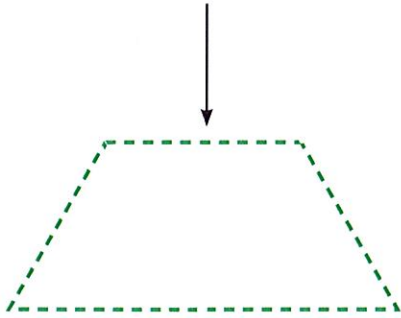
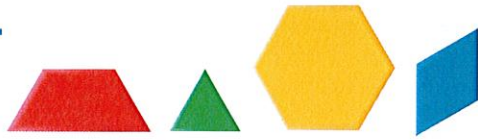
## Practice

Use two pattern blocks to make each shape. Draw a line to show your model. Circle the blocks you use.

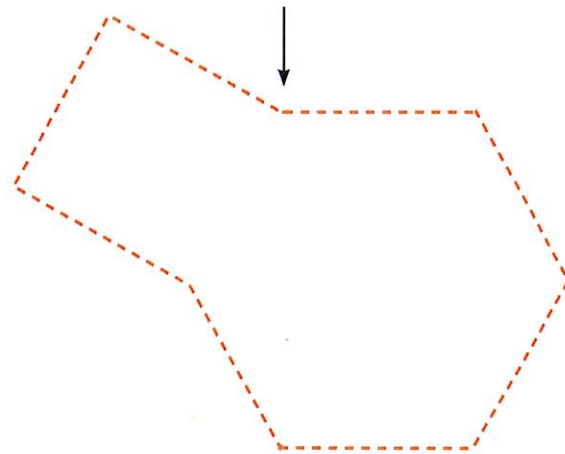
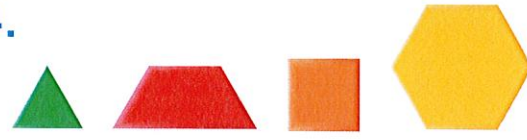


Use two pattern blocks to make each shape. Draw a line to show your model. Circle the blocks you use.

3.



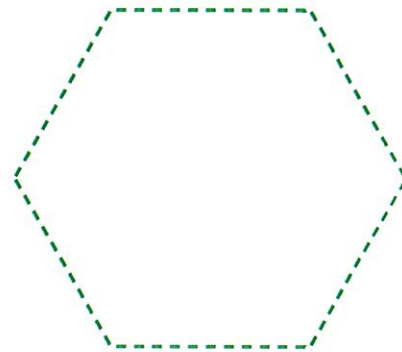
4.



## Brain Builders

5. How many  does it take to make  ?

\_\_\_\_\_ 



What other shape could you use to

make  ? \_\_\_\_\_ 

6. **Test Practice** Elan put together the two shapes shown. What new shape did he make?



square



rectangle



triangle



trapezoid



**Math at Home** Ask your child to tell you how to compose a rectangle using two other shapes.



Name \_\_\_\_\_

## Lesson 5 Reteach

### Composite Shapes

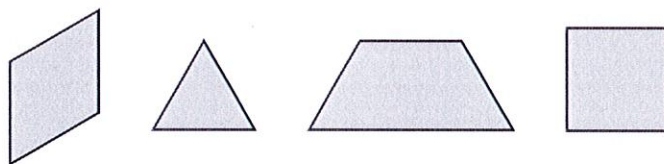
You can use two-dimensional shapes to make other two-dimensional shapes.



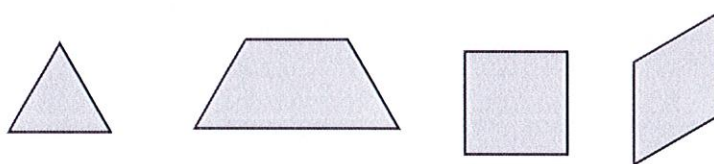
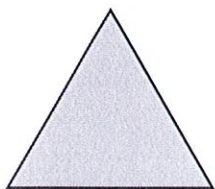
Two squares make a rectangle. Draw a line to show your model.

**Circle the two pattern blocks used to make the shape. Draw a line to show your model.**

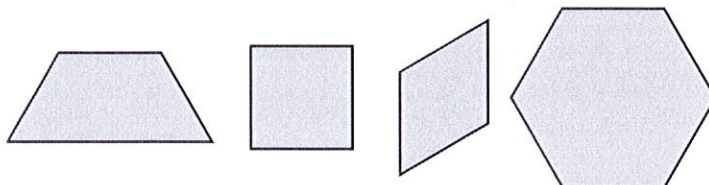
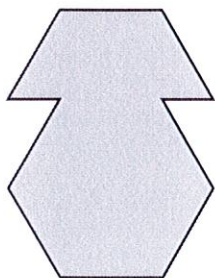
1.



2.



3.



Name .....

Geometry

I.G.2

**Lesson 6**

**More Composite Shapes**

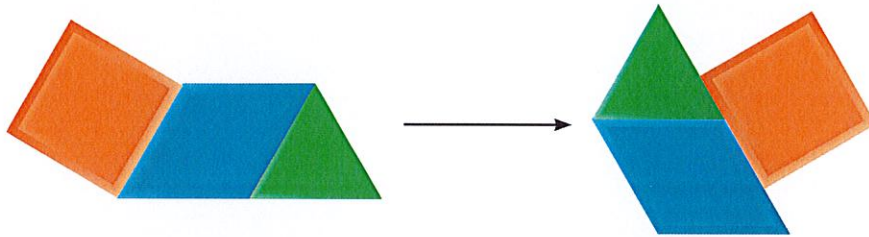
# My Homework

## Homework Helper

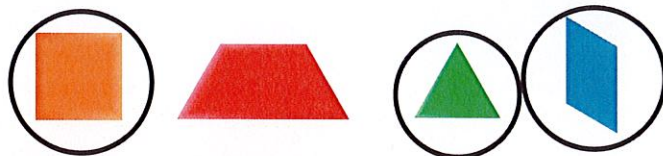


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You can move shapes around to make different shapes.



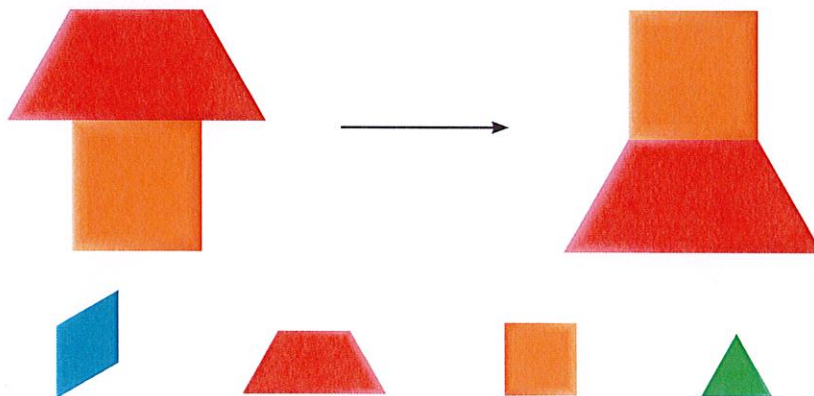
Which 3 shapes were used to make the shape above?



## Practice

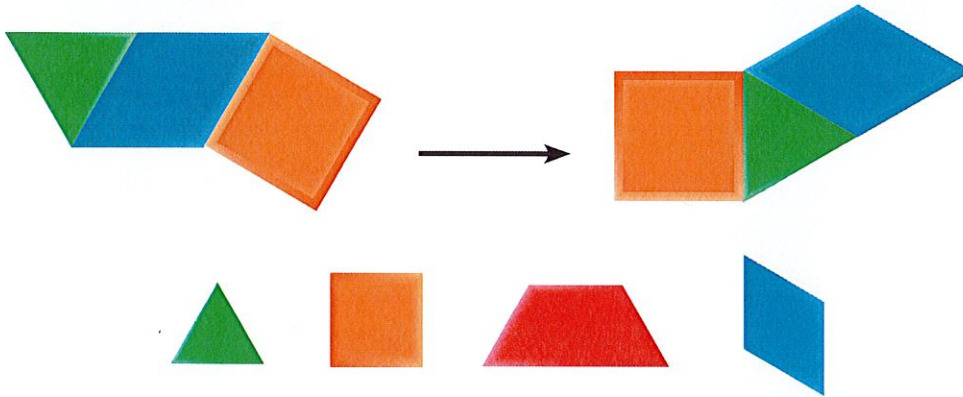
Circle the pattern blocks used to make the shape.

1.



Circle the pattern blocks used to make the shape.

2.

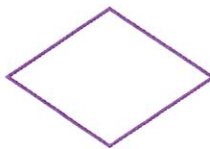


### Brain Builders

3. Everet used square pattern blocks to make a larger square. How many square pattern blocks did he use? Draw a picture.

\_\_\_\_\_

4. **Test Practice** Sarai joined two shapes together. She made the following shape. What 2 shapes did Sarai join together?



2 triangles



2 squares



2 circles



2 trapezoids



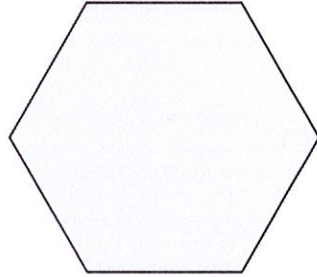
**Math at Home** Cut out some triangles, squares, and rectangles from construction paper. Have your child put the shapes together to create new shapes.

Name \_\_\_\_\_

## Lesson 6 Reteach

### More Composite Shapes

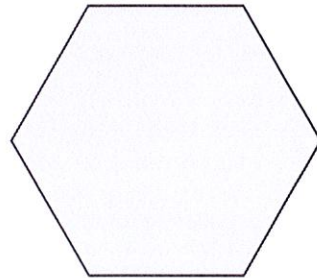
1. Use  to make the  below.


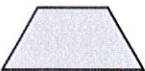



  make a .

---

2. Use  and  to make the  below.



 and  make a .

Name .....

Geometry

I.G.2

## Lesson 7

**Problem Solving:**  
Use Logical Reasoning

# My Homework

**Homework Helper**



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Mikey made the composite shape below.

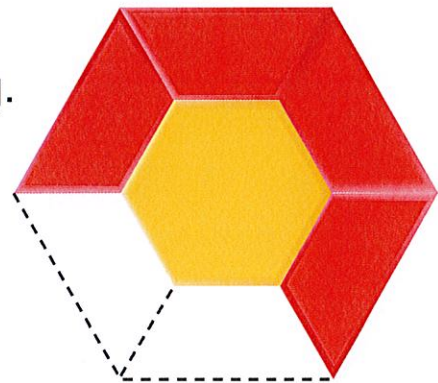
What blocks are missing?

**1 Understand** Underline what you know.  
Circle the question.

**2 Plan** How will I solve the problem?

**3 Solve** I will use logical reasoning.

Two trapezoids are missing.



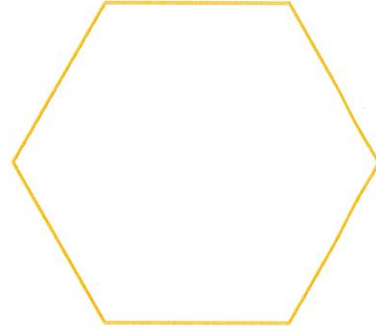
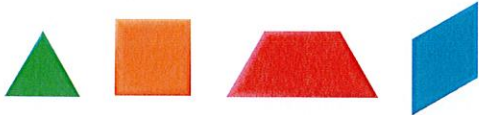
**4 Check** Is my answer reasonable?



## Problem Solving

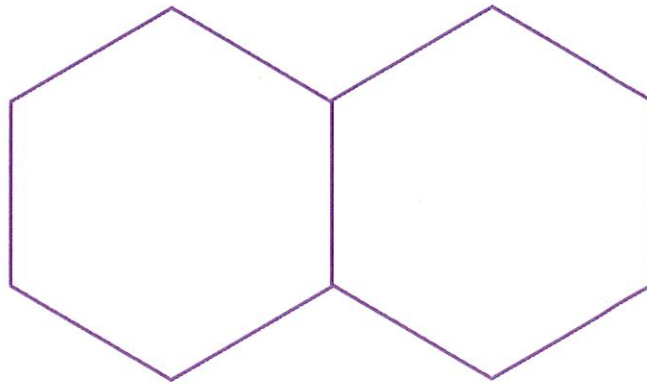
Underline what you know. Circle what you need to find. Use logical reasoning to solve.

- Rashad covered the pattern block with the same three blocks. Circle which blocks he used.



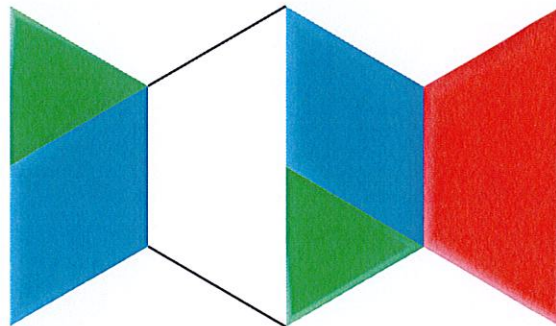
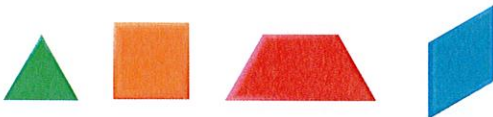
## Brain Builders

- How many trapezoids would you need to make this shape? Draw lines to show how you know.



\_\_\_\_\_ trapezoids

- Kristen made this shape. Kristen said there are 2 blocks missing. Circle the blocks that are missing.



**Math at Home** Have your child build a shape out of construction paper squares, triangles, and trapezoids. Then, take some shapes away. Have your child figure out what shapes are missing.

Name \_\_\_\_\_

## Lesson 7 Reteach (I)

*Problem Solving*

*STRATEGY: Use Logical Reasoning*

Millie covered the trapezoid with the same 3 blocks. Which blocks did she use?



**Step 1**

**Understand**

**What do you know?**

Millie covered the trapezoid with the same 3 blocks.

**What do you need to find?**

The type of blocks she used.

**Step 2**

**Plan**

**How will I solve the problem?**

**Step 3**

**Solve**

I will use logical reasoning.



Millie used 3 triangles.

**Step 4**

**Check**

Is my answer reasonable? Explain.

\_\_\_\_\_

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Name \_\_\_\_\_

## Lesson 7 Reteach (2)

*Problem Solving*

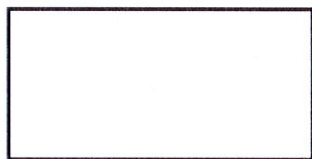
*STRATEGY: Use Logical Reasoning*

1. I have 0 sides and 0 vertices. What am I?

I am a \_\_\_\_\_.

---

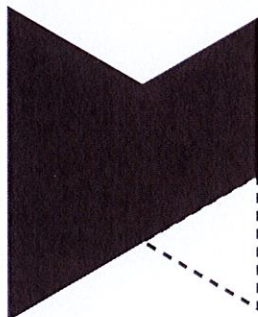
2. Connor covered the pattern block with the same 2 blocks. Which blocks did he use to cover the rectangle?



2 \_\_\_\_\_

---

3. Kelly used pattern blocks to make the shape below. Which block is missing from Kelly's shape?



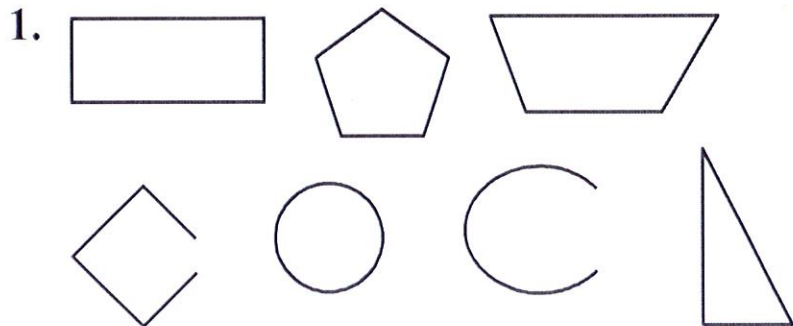
A \_\_\_\_\_ is missing.



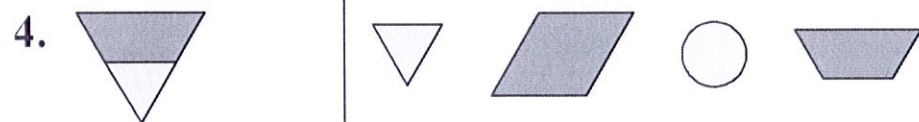
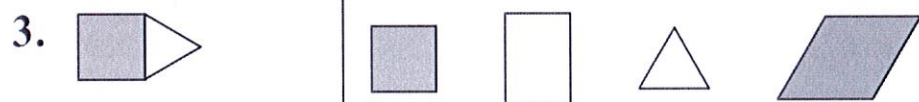
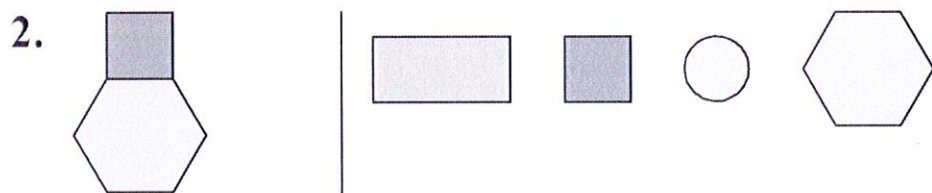
Name \_\_\_\_\_

## Check My Progress *(Lessons 5 through 7)*

Color all the closed shapes.



Circle the pattern blocks used to make the shape.



Name .....

Geometry

I.G.3

**Lesson 8**

**Equal Parts**

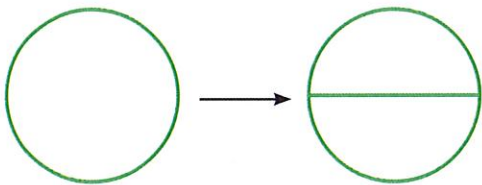
# My Homework

## Homework Helper

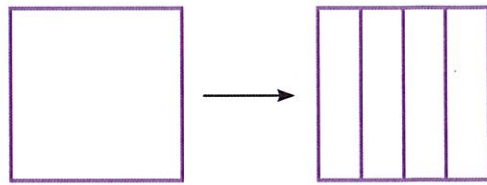


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A whole can be separated into equal parts.  
Equal parts of the whole are the same size.



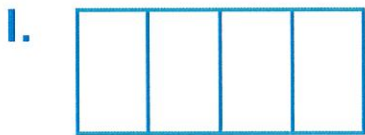
2 equal parts



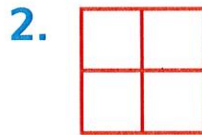
4 equal parts

## Practice

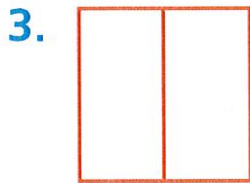
Write how many equal parts.



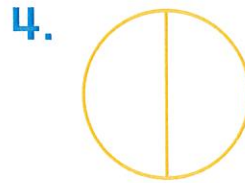
\_\_\_\_\_ equal parts



\_\_\_\_\_ equal parts



\_\_\_\_\_ equal parts



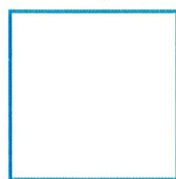
\_\_\_\_\_ equal parts

Draw lines to show equal parts.

5. 4 equal parts

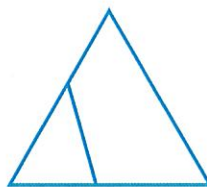
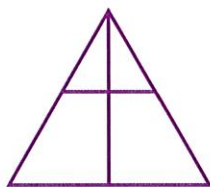
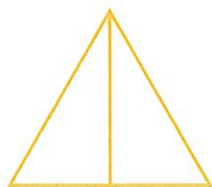


6. 2 equal parts



## Brain Builders

7. Circle the shape that shows equal parts. Draw a line on it to show equal parts in another way.



8. Liz and Koto cut one sheet of paper one time. Each gets an equal share of the whole. How many equal parts do they have? \_\_\_\_\_ equal parts  
They each cut their shares into 2 equal parts. How many equal parts do they have now?

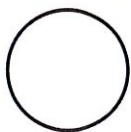
## Vocabulary Check



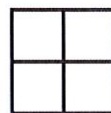
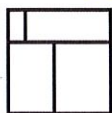
\_\_\_\_\_ equal parts

Circle the correct answers.

9. whole



10. equal parts



**Math at Home** Have your child separate a piece of toast into 2 and then 4 equal parts.

Name \_\_\_\_\_

## Lesson 8 Reteach

### Equal Parts

Equal parts make a whole.

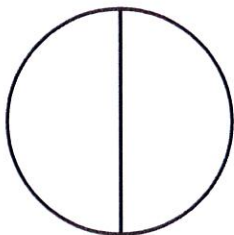


This shape has 2 *equal* parts.

Look at the shapes. Count the equal parts.

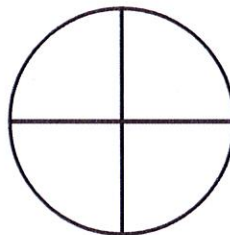
Write the number.

1.



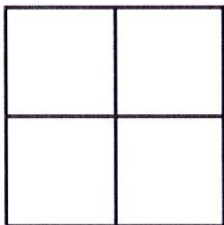
\_\_\_\_\_ equal parts

2.



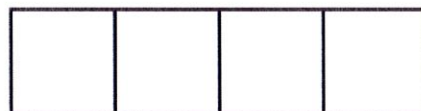
\_\_\_\_\_ equal parts

3.



\_\_\_\_\_ equal parts

4.



\_\_\_\_\_ equal parts

# Is it a living thing?

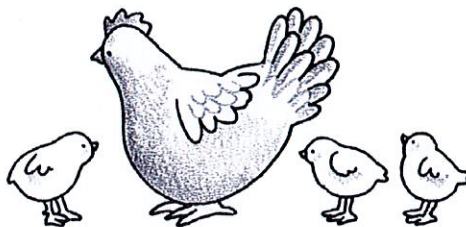
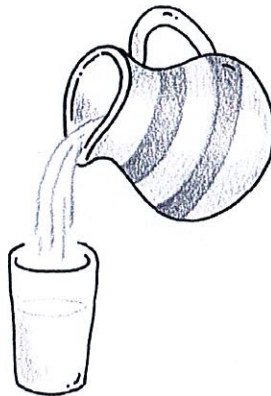
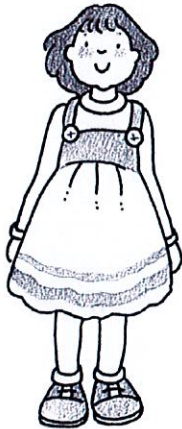


## Observations

*Living things* can move, eat, and grow. Living things can make more living things. They have babies. Things that are not alive cannot do any of these things.

## Science activity

Draw a circle around each living thing that is alive.



## Science exploration

Name some living things in your house.



# Is it a living thing?

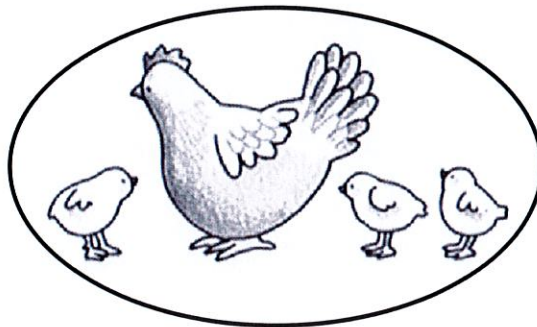
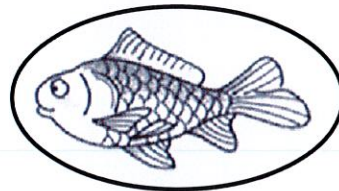


## Observations

Living things can move, eat, and grow. Living things can make more living things. They have babies. Things that are not alive cannot do any of these things.

## Science activity

Draw a circle around each living thing that is alive.



## Science exploration

The concept of living and non-living things is introduced. The child will often say something is alive because it moves. Discuss things that move but are not alive, such as rolling balls. Help the child develop the idea that living things can move on their own.



# Is it alive?

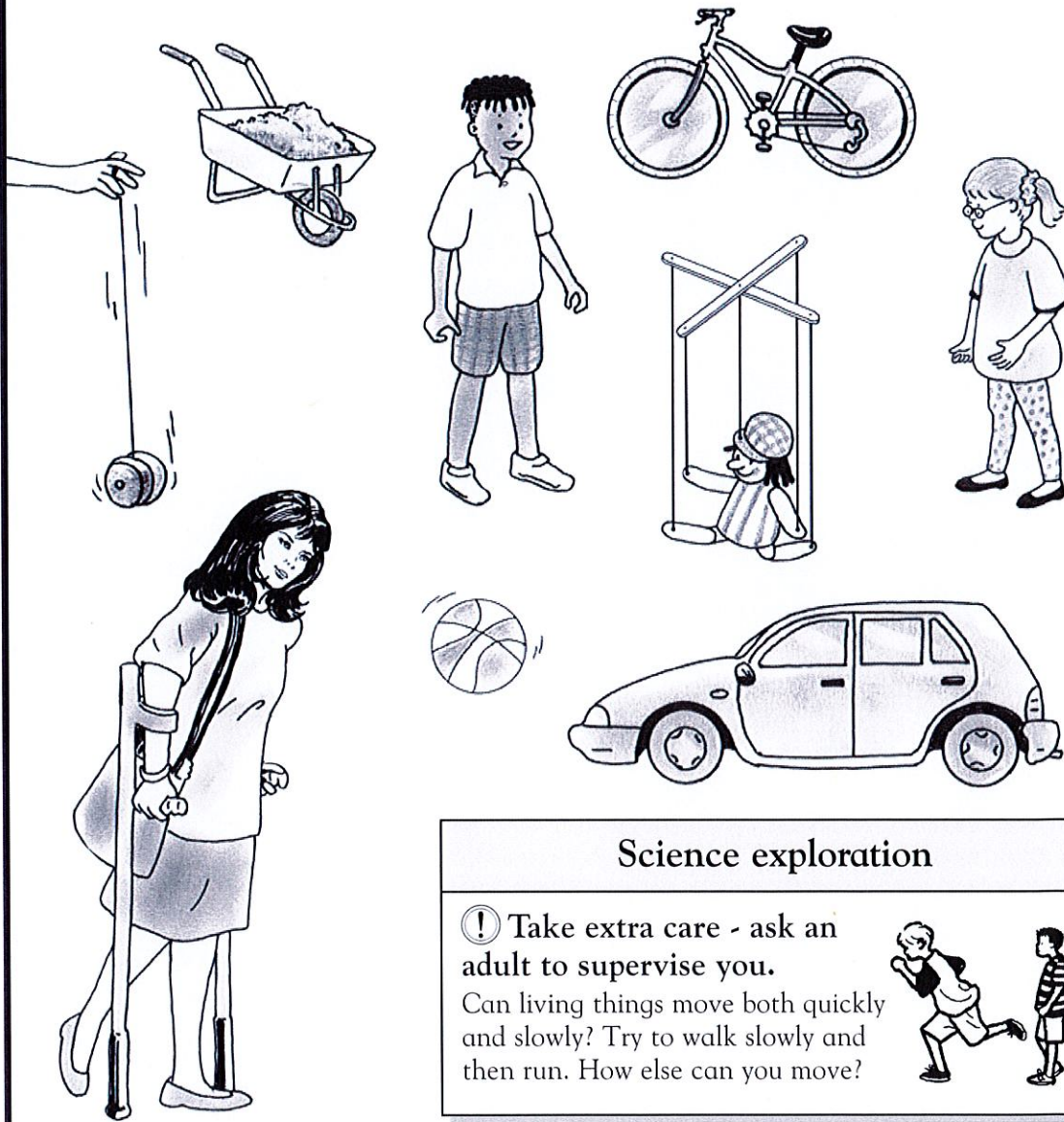


## Observations

You know that things are alive when you see them move by themselves. They can move without being pushed or driven, and they do not need batteries or engines.

## Science activity

Draw a circle around each thing that moves by itself.



## Science exploration

⚠ Take extra care - ask an adult to supervise you.

Can living things move both quickly and slowly? Try to walk slowly and then run. How else can you move?



# Is it alive?

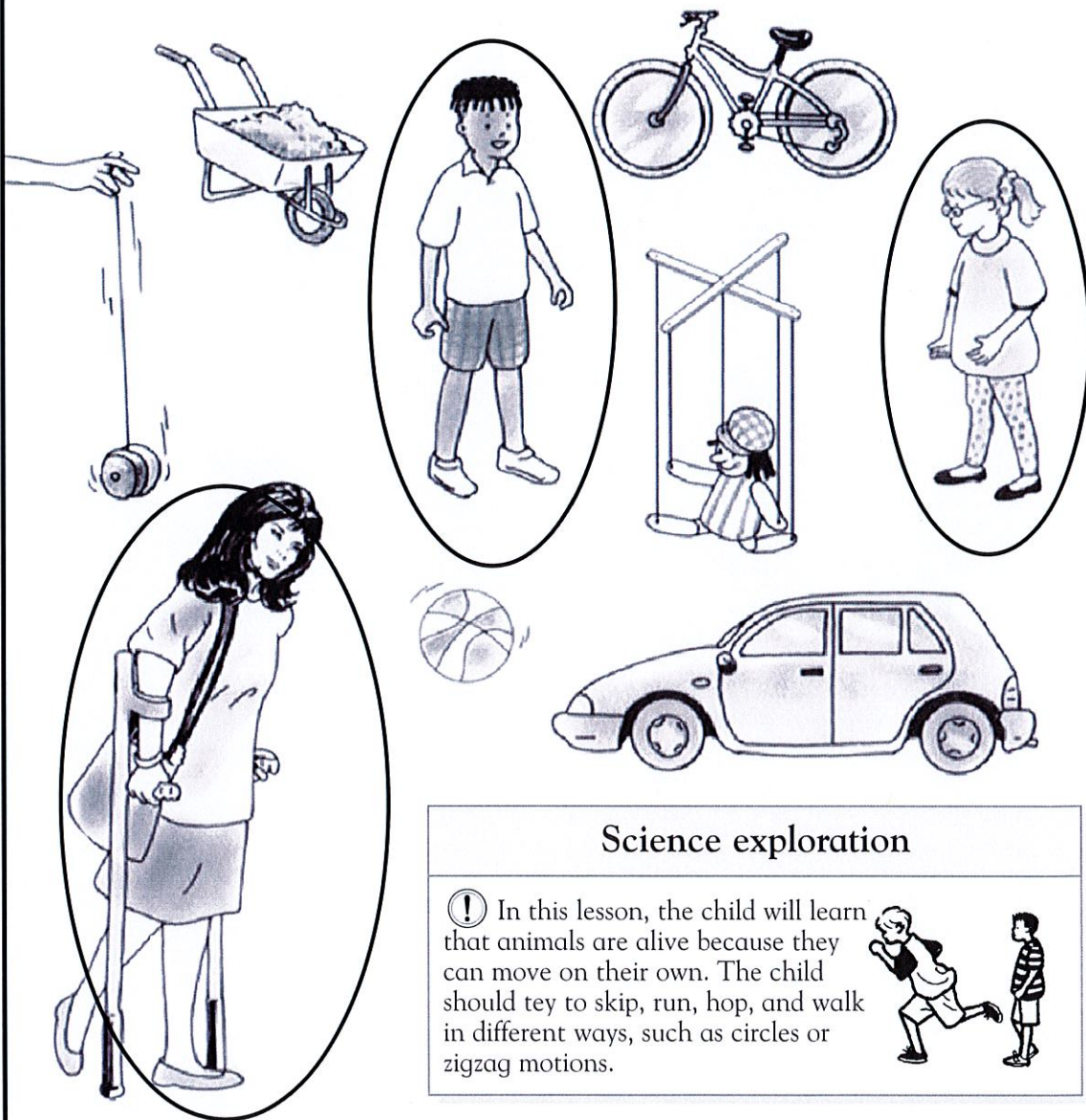


## Observations

You know that things are alive when you see them move by themselves. They can move without being pushed or driven, and they do not need batteries or engines.

## Science activity

Draw a circle around each thing that moves by itself.



### Science exploration

ⓘ In this lesson, the child will learn that animals are alive because they can move on their own. The child should try to skip, run, hop, and walk in different ways, such as circles or zigzag motions.





# Being alive



## Observations

You can tell that something is alive if it can move by itself without being pushed or pulled. Living things eat food. Feeding helps living things to grow and stay healthy. Only living things can *reproduce* (produce offspring). Living things can use their senses of taste, smell, sight, and hearing to react to the world around them.

## Science activity

What is each of these living things doing that tells you it is alive? Use one of the words in the box below to complete each sentence.

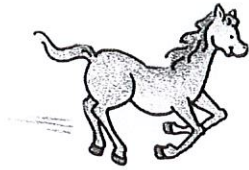
reproduces

moves

feeds

reacts

grows



I know this horse is alive because it .....

I know this bird is alive because it .....



I know this boy is alive because he .....

I know this caterpillar is alive because it .....



I know this cat is alive because it .....



## Science exploration

⚠ Take extra care - ask an adult to supervise you.

Feed a land snail or slug lettuce. How does it move? →



# Being alive



## Observations

You can tell that something is alive if it can move by itself without being pushed or pulled. Living things eat food. Feeding helps living things to grow and stay healthy. Only living things can *reproduce* (produce offspring). Living things can use their senses of taste, smell, sight, and hearing to react to the world around them.

## Science activity

What is each of these living things doing that tells you it is alive? Use one of the words in the box below to complete each sentence.

reproduces

moves

feeds

reacts

grows



I know this horse is alive because it moves.

I know this bird is alive because it reproduces.



I know this boy is alive because he reacts.

I know this caterpillar is alive because it feeds.



I know this cat is alive because it grows.



## Science exploration

! The child will learn that living things move, eat, grow, sense things, and reproduce. A snail or slug is an excellent specimen to observe feeding, moving, and sensing things. Point out that a snail's eyes are located on the stalks of each of its antenna.

