

**Supplemental Resources May 18 - June 5**

May 18, 2020

Hello Parents,

Thank you for all of your hard work in helping to finish this school year with your child. We know many of you are balancing your own work requirements from home while helping to teach your children. We truly appreciate your partnership. In this final packet, you will find work for May 18th- June 5th. The packet is organized by week with a heading to divide each week. A choice board has been added for art, music, and P.E. We hope you will find these changes helpful. Your child's teacher will be providing activities to close out the school year for the last two days, June 8th and 9th.

Please remember, while we encourage engagement in the activities, they continue to be optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Recursos Suplementarios Mayo 18 - Junio 5

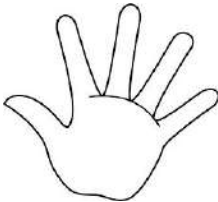
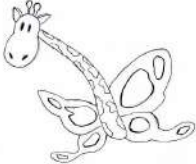
Estimados padres,

Gracias por todo su arduo trabajo ayudando a que su hijo termine este año escolar. Sabemos que muchos de ustedes están balanceando sus propios requisitos de trabajo desde casa, mientras ayudan a enseñar a sus hijos. Apreciamos su colaboración. En este paquete final, encontrará trabajo para las semanas del 18 de Mayo al 5 de Junio. El paquete está organizado por semanas, con un encabezado para dividir cada semana. Se ha agregado un tablero de opciones para arte, música y educación física. Esperamos que estos cambios sean útiles. El maestro de su hijo le proporcionará actividades para cerrar el año escolar durante los últimos dos días, 8 y 9 de Junio.

Por favor recuerde, si bien alentamos la participación en las actividades, estas continúan siendo opcionales y el trabajo que complete no debe ser devuelto a la escuela para su calificación o crédito. Si necesita más recursos, consulte el Portal familiar de UCPS EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

K-2 Art Choice Board

<u>Create It!</u> Create a thoughtful card for a family member. 	<u>Plan & Design It!</u> How many things can you find in your house that are the same color? Lay them out and count them. Bonus: Can you make a list of the colors of the rainbow...then count them?	<u>Imagine It!</u> Draw yourself as a superhero! What powers do you have? Do you have a sidekick? 
<u>Imagine It!</u> With parent permission, go outside and create a leaf person using sticks, rocks, and leaves. Bonus: Can you also create a leaf cat or dog? What about an entire leaf family?	<u>Create It!</u> Trace your hand, now fill your palm and each finger with a different pattern. 	<u>Plan & Design It!</u> Draw your favorite toy. Now draw a toy you would love to have or even design a new toy no one's thought of yet!
<u>Imagine It!</u> Make a scribble on a sheet of paper. Now give it arms, legs, and eyes...you made a Scribble Critter!	<u>Plan It & Design It!</u> Draw your favorite two animals but combine them into one animal! 	<u>Create It!</u> With parent permission, go outside and find a cool bug. Now draw it! 

ART ACTIVITY SPACE

(Use this page for your Art Choice Board writing/drawing activities.)

MUSIC CHOICE BOARD Grades K-2

Sing your favorite song to a stuffed animal or action figure audience.



Read your favorite book. Find things around your home to add sound effects to the story.



Choose a song and practice keeping a steady beat by clapping or stomping your feet while you listen.



Create an instrument out of recycled materials (like bottles, cans, boxes) Use your "new" instrument to play along with one of your favorite songs.



Have a parent, friend, or family member share one of their favorite childhood songs. Learn it then sing it together.



Listen to a song you've never heard before. Draw a picture or write a short story about how it makes you feel.

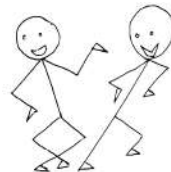


Go outside and listen. Make a list of everything you hear.



Can these sounds be sorted into groups?

Create a repeated rhythm pattern using body percussion such as claps, pats, snaps, and stomps.

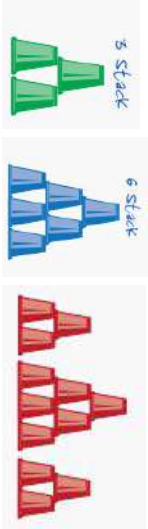
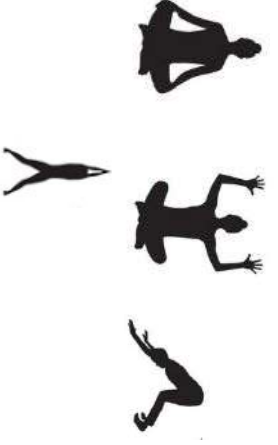


Play Freeze Dance with your family!



*(Use this page for your **Music Choice Board** writing/drawing activities)*

Pre-Kinderergarten - 2nd Grade Physical Education Choice Board

<u>Improve It</u> Day 1: Walk 9 Minutes, Jog 1 Day 2: Walk 8 Minutes, Jog 2 Day 3: Walk 7, Jog 3 Day 4: Walk 6, Jog 4 Day 5: Walk 5, Jog 5 (Pre-K - Feel free to make your own)	<u>Make It</u> Create these three cup towers and then make your own.  Speed Stack - Teacher Guide	<u>Play It</u> Play catch with a family member and see how many catches in a row you can get. Challenge: Increase your distance after 10 catches.
<u>Ask It</u> Ask each member of your family what their favorite activity or sport was when they were in elementary school.	<u>Breathe It</u> Complete the following poses for 30 seconds each.  www.freepngclipart.com	<u>Complete It</u> Complete the following workout 3x. 10 Jumping Jacks 5 Star Jumps 10 Sit-ups 10 Scissor Jumps 5 Frog Jumps
<u>Family Game</u> Play a game with your family. Examples: Board Game, Outside Game, Inside Game	<u>Eat It</u> Eat a meal with your family that includes at least three different food groups.  choosemyplate.gov	<u>Create It</u> Create your own game, don't forget the rules. Take a picture and have your parents share it by email to your school or on social media.

Supplemental Print Lessons

Week of May 18-22

Grade: **1st**

Subject: **Language Arts**

Week of: **May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT															
RL.1.3 Describe characters, settings, and major events in a story, using key details.	Reading <i>Readers describe characters in stories by naming the character and telling what the character did and said:</i> 1. Read <u>Baking Bread</u> (*Included in this packet) or fictional story you have at home. 2. Make a 3-column chart. Write the name of each character and list what the character did or said. <table border="1"> <thead> <tr> <th>Character</th><th>What the character did</th><th>What the character said</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> 3. Retell the story to a family member and describe each character. <u>*Optional Extension:</u> Draw your favorite part of the story. Add talking bubbles to show what the characters are saying.	Character	What the character did	What the character said													Students need to use important details from the text when they describe characters in a story. Questions to ask: • Who are the characters? • What happens to the characters in the story? • How would you describe the character(s)? • What more can you tell about the character?
Character	What the character did	What the character said															
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal	Writing Realistic Fiction is a story that is made up, but it COULD really happen. Today you will plan a realistic fiction story by thinking and drawing. 1. Think of a character that you could write about. Choose a boy or a girl about your own age. 2. Draw a picture of your character. 3. Name your character. 4. Draw a setting or place around your character. (school, home, playground, store) 5. Think about what kind of trouble your character might get into in this setting. Add	Students have written narrative stories this year, but these have been true stories from their lives. For realistic fiction, we typically ask students to think of a boy or girl about their own age, give that child a name, and imagine some type of trouble that character might get in. Here are some examples: • <i>A boy named Malik who doesn't know how to ride his new bike</i> • <i>A girl named Cara who gets lost</i>															

event order, and provide some sense of closure.	that to your picture. *Keep this plan. Later you will write a story to go with it.	• A girl named Emma who wants a pet • A boy named Tony who is afraid of the dark
RL.1.3 (Continued)	Reading <i>Readers describe story settings by telling about each setting in a story and the events that happened there.</i> 1. Read <u>Fox and Frog</u> (*Included in this packet) or fictional story you have at home. 2. Make a T-chart. Name the setting in the first column and an event that happened in that setting in the second column. 3. Retell the story to a family member and describe the setting. → <u>Optional Extension</u>: Create a map of the setting. Make a map key to help your reader understand the symbols that you used on your map.	Students need to use important details from the text when they describe settings in a story. Questions to ask: • What do you notice about the setting? How is that important to the story? • How would you describe the setting? • Does the setting change? • What more can you tell about the setting?
RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Study <i>The letters -ou and -ow make the sound you hear at the beginning of the word owl.</i> • Say the word “out.” The letters “ou” are making the /ou/ sound in “out.” • Say the word “cow.” the letters “ow” are making the /ou/ sound in “cow.” • Practice reading words with the /ou/ sound by playing the game <i>Follow the Path</i> (*Included in this packet). You also need a die or spinner from a game at home and counters to move along the game board. ○ Place a counter for each player on “start”. ○ Each player takes turns by ■ Rolling a die. ■ Moving his/her counter. ■ Reading the word. ○ The first player to reach the “finish” wins.	Students should <u>read</u> words that have -ou and -ow. Spelling background for parents: The /ou/ sound in initial or medial position is usually spelled “ou”. The /ou/ sound in the final position is often spelled “ow”. Advanced spellings: --“ow” before the er sound such as flower. --“ow” before the final l or n such as owl and down.

Baking Bread

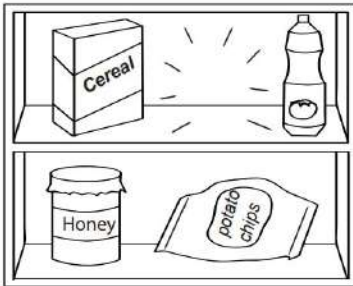
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1



One day Mother Bear wanted to bake some bread.

2



But there was no flour in the cupboard!

3

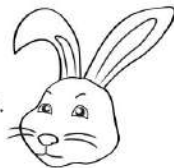


"Who will get some flour for me?" asked Mother Bear.

4



"Not I," said the fox.



"Not I," said the rabbit.



"Not I," said the mouse.

5

"Then I will do it myself," said Mother Bear. So she went to the store and bought a bag of flour.



6

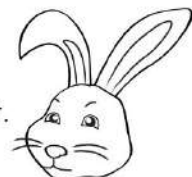


She mixed together flour, yeast and water. "Who will help me make the dough?" asked Mother Bear.

7



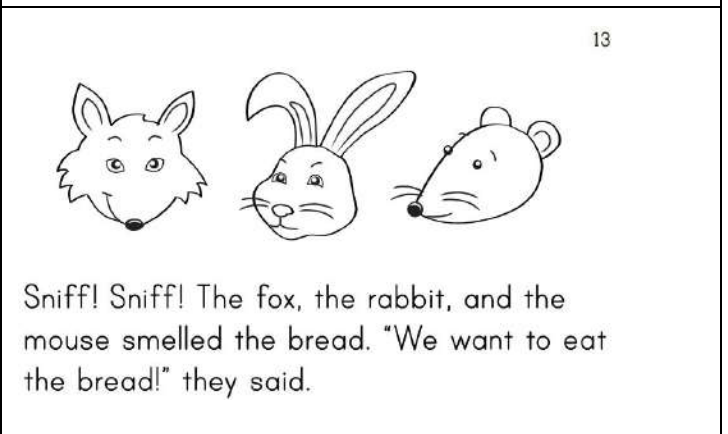
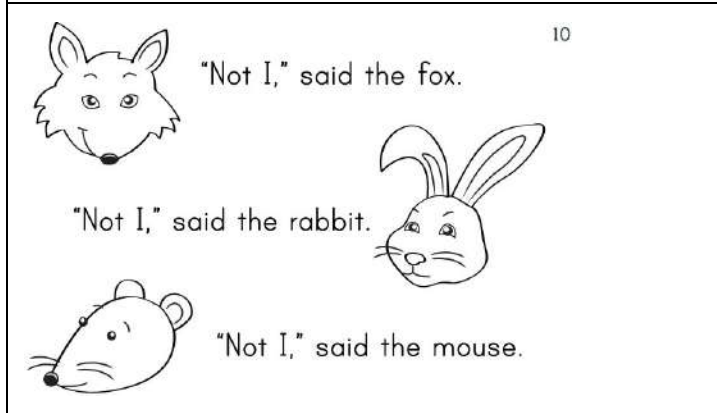
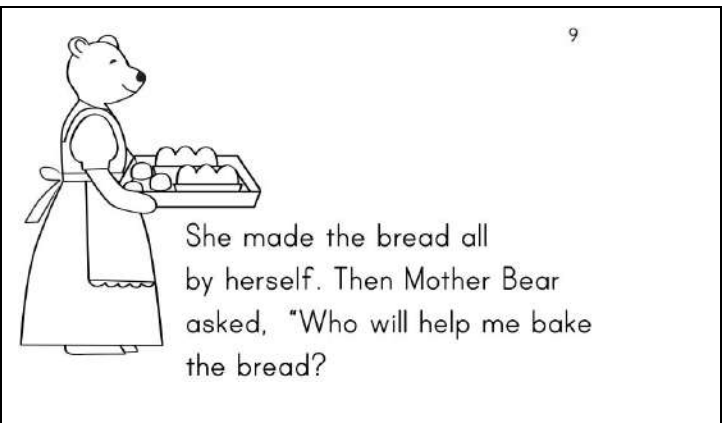
"Not I," said the fox.



"Not I," said the rabbit.



"Not I," said the mouse.



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"Stories." Kizclub.com. N. p., 2020. Web. 24 Apr. 2020.

Fox and Frog



Written by Joe Slade
Illustrated by Nora Voutas

www.readinga-z.com



Fred is a fox. A very furry fox.
Fred has a friend. Her name is Fran.
Fran is a frog. A very funny frog.
Fred and Fran live in the forest.



"I don't like the forest," says Fred.
"I want to live on the farm."
"The farm is very far," says Fran.
"The farm is four miles from here."



"We are fit.
We can get there fast," says the fox.
"If we don't fall or get in a fix,
we can get there by five or maybe six."



The fox and the frog set off to the farm.
They cross five fields of flowers.
They cross four fields of hay.
They must go fast to get there today.



They come to a river. It's flowing fast.
"I can hop across in a flash," says the frog.
"You, Mr. Fox, can crawl across that log."
Hoppity-hop, over the rocks.
The frog is across. Now for the fox.



The fox takes a few steps on the log.
He is halfway across.
His foot hits some moss.
He falls off the log.
He lands with a splash.



The fox is wet. He's freezing too.
He's tired. He's hungry.
He needs some food.



"Let's go back to the forest.

We can make a fire. We can fry a fish.

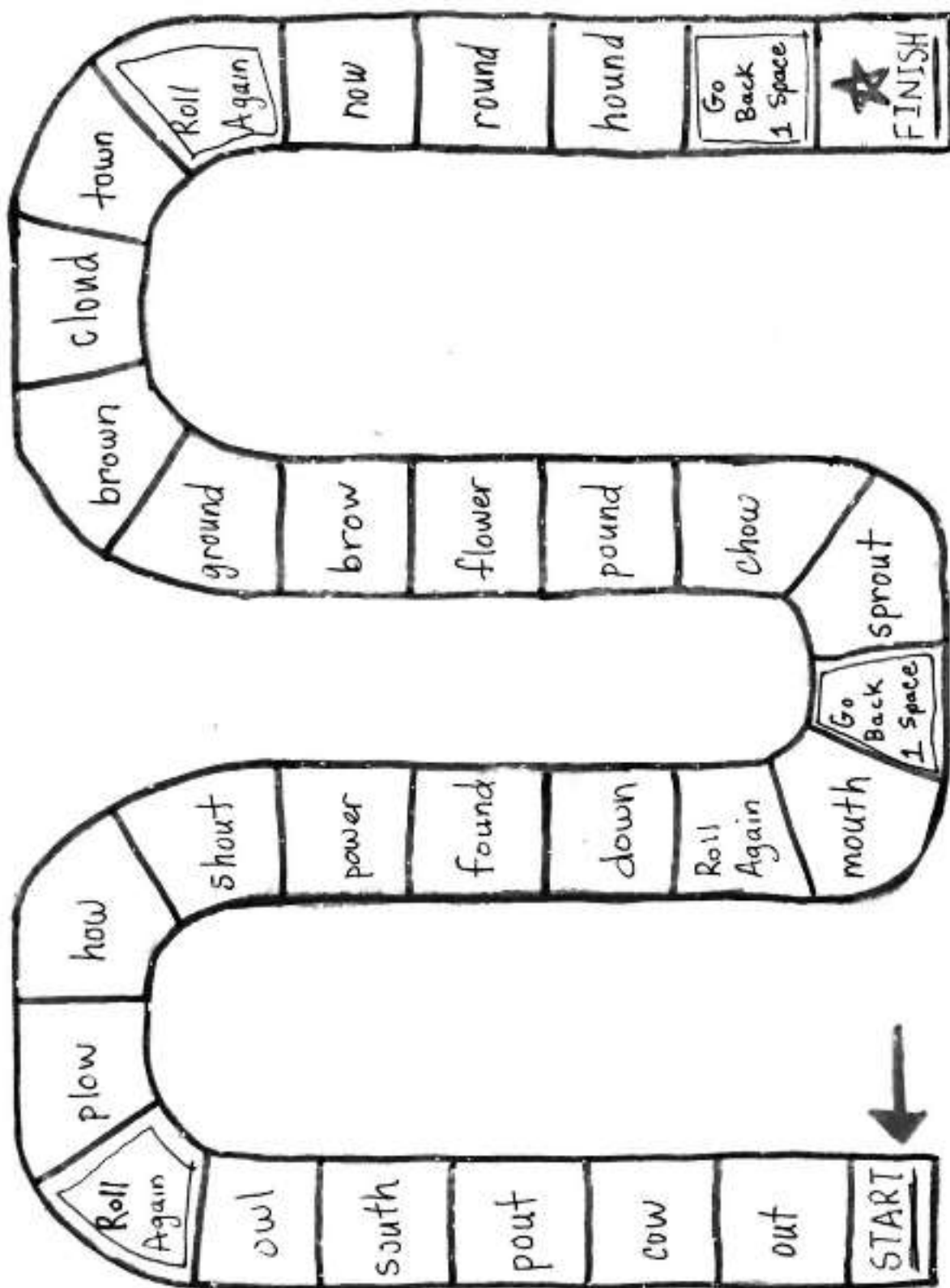
We can feed on fresh fruit.

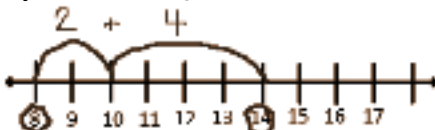
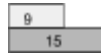
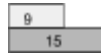
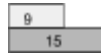
We can sleep all day. That's what I wish.

Forget the farm. The forest is fine."

"Reading A-Z: Phonics Samples | Reading A-Z."
Readinga-z.com. N. p., 2020. Web. 27 Apr. 2020.

Follow the Path: -ou, -ow Game



STANDARD	ACTIVITY	LESSON SUPPORT								
NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings and equations with a symbol for the unknown number to represent the problem, when solving: Compare - Difference Unknown	- Work together with your child to solve the Day 1 Explore It problem (below). Comparing two quantities and finding the difference between them is a new type of problem for 1st grade students. Be sure your child is talking about what s/he is thinking as you work. Follow these steps together: - Retell the situation. - Represent the problem on paper. - Solve to find the difference - using a number line. Plot both quantities then find the difference between them. Remember to use what is known about getting to ten. - Now have your child use the same problem and write an equation to match. - Repeat the process with the Practice problems. These can be done together with your child or you can have your child work independently then discuss them together.	This continues the work from the last lesson with <i>compare</i> word problems. Continue to encourage your child to use bar models to represent the problem while you now focus on using a number line to find the difference. Explore It - using number line to solve  Find both quantities on the number line. Then, how many jumps between the quantities? That gives you the difference. The equation many children will write is $14-8=?$ but $8+?=14$ is also correct. Practice Answers: <table><tr><td></td><td></td><td>$15-9=?$ $9+?=15$</td></tr><tr><td></td><td></td><td>$13-6=?$ $6+?=13$</td></tr></table>			$15-9=?$ $9+?=15$			$13-6=?$ $6+?=13$		
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		$13-6=?$ $6+?=13$								
NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings and equations with a symbol for the unknown number to represent the problem, when solving.	- Have your child write an equation for each one of the word problems for Day 2. Remind him or her the equation must represent the problem so pay close attention to any action in the problems. There must also be a symbol (such as ? or ☺ or △) in place of the unknown quantity. - If you would like your child to solve the problems as more practice (either today or at a different time), remember the following steps and encourage your child to do them every time s/he solves a word problem. - Retell the situation. - Represent the problem on paper. - Solve with a strategy of choice. - Write an equation to match the problem.	Children should be familiar with these problem types and also with writing equations. However, please read the problems aloud to your child. Solving word problems is a major skill so this will be good practice. As your child works, be sure to have her or him explain the equation to you and how it matches the word problem. If it does not match, ask questions to help your child recognize the error instead of just telling the correct equation. Examples are: “How many did we start with?” “What is the action of the story?” “What part of the problem do you not know from the story?” “What is the total or result?” Day 2 Answers: <table><tr><td>$7 + ? = 15$</td><td>8 flowers</td></tr><tr><td>$11 - 6 = ?$ fish $6 + ? = 11$</td><td>5 more large</td></tr><tr><td>$14 - ? = 3$</td><td>11 sandwiches</td></tr><tr><td>$9 + 8 = ?$</td><td>17 books</td></tr></table>	$7 + ? = 15$	8 flowers	$11 - 6 = ?$ fish $6 + ? = 11$	5 more large	$14 - ? = 3$	11 sandwiches	$9 + 8 = ?$	17 books
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$14 - ? = 3$	11 sandwiches									
$9 + 8 = ?$	17 books									

Day 1

Explore It

Ralph and Manuel were playing basketball. Ralph scored 8 points. Manuel scored 14 points. How many more points did Manuel score?

Practice

Mariah has read 15 books this month. Her little sister has read 9 books. How many fewer books has her sister read this month?

Represent with bar model	Solve with a number line	Equation to match

Farmer Meg had to put her goats in a pen to keep them safe. In the pen, there are six brown goats and 13 black goats. How many more black goats does Farmer Meg have?

Represent with bar model	Solve with a number line	Equation to match

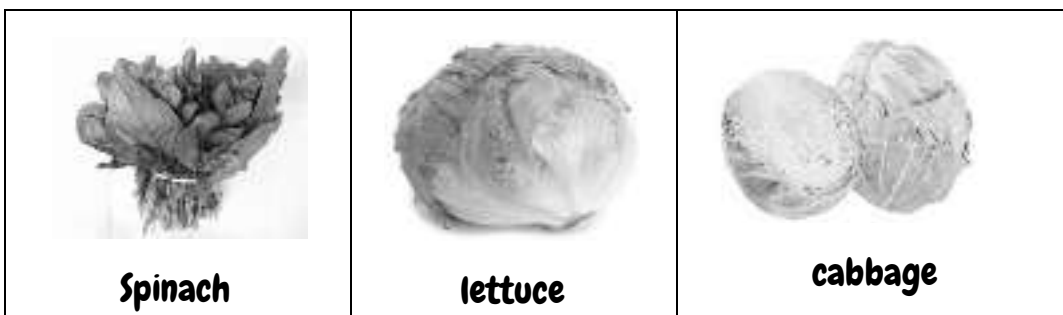
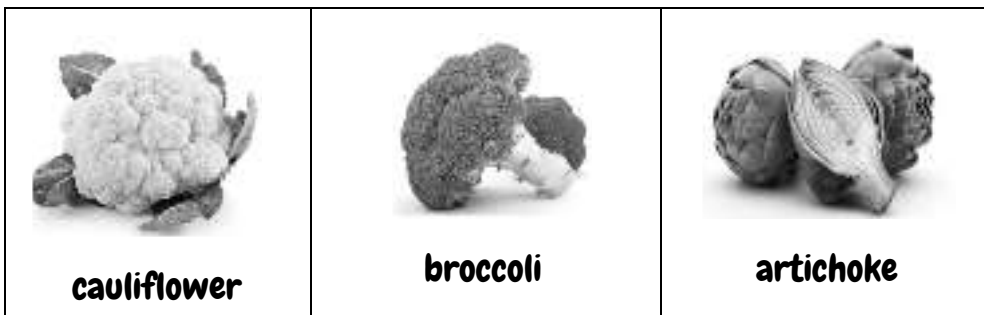
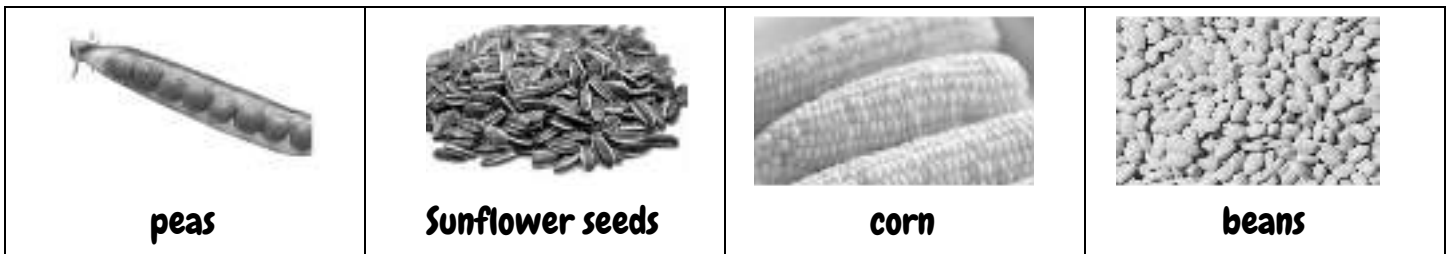
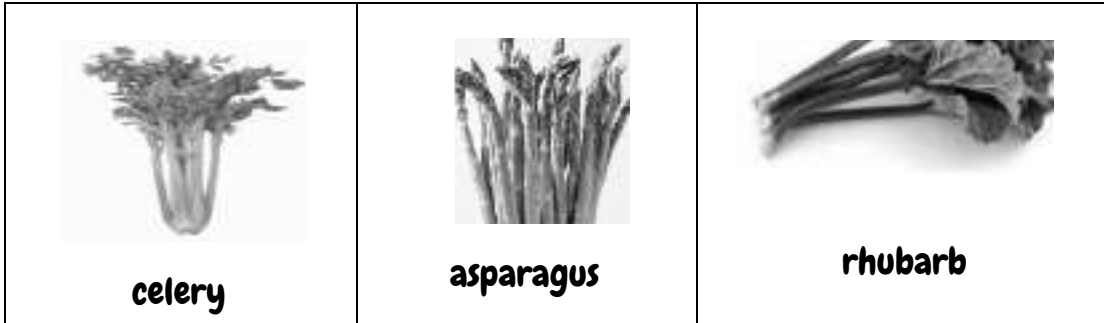
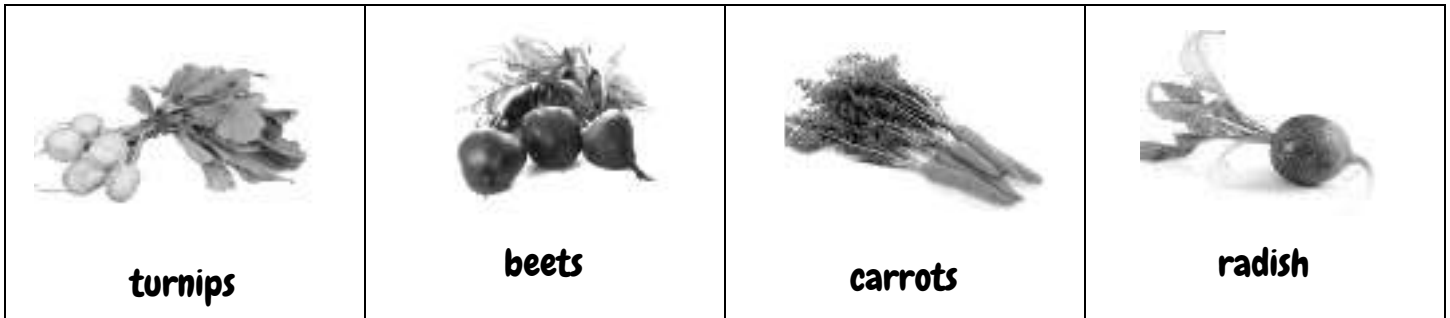
Day 2

Tess picked 7 flowers in the morning. In the afternoon she picked more flowers. If Tess picked 15 flowers in all, how many did she pick in the afternoon?
There are 11 large and 6 small fish in a tank. How many more large fish are there than small fish?
Jorge put 14 sandwiches on a plate for the party. Some sandwiches got eaten. Three sandwiches were left on the plate after the party. How many sandwiches got eaten?
Rhiana has many books and wants to share them with others. She gave nine books to her neighbor and eight books to her cousin. How many books did Rhiana share?

STANDARD	ACTIVITY	LESSON SUPPORT
1.NPA.2.1 Classify the sources of a variety of foods	Day 1: Plant parts we eat <u>Activity:</u> -Discuss the picture cards. Each item is either a stem, seed, roots, leaves, or a flower. Looking at the pictures, can we tell which part of the plant the item belongs to? 1. Cut each of the squares apart. Sort the items according to which part of the plant they belong to. 2. Sort using the following categories: stems, seeds, roots, leaves, flowers 3. Additional sort options: plant parts they have eaten/not eaten <u>Discussion:</u> Which plant parts are your favorite? Why don't we eat an entire plant? Are there other plants that we eat that are not on the sort? <u>Extension ideas:</u> Make a salad using parts of the plant. Have your child describe the parts of the plant they are eating/using to make the salad.	<u>Prior to lesson start:</u> Discuss that we eat plants all the time. We don't eat the whole plant, only parts of the plant. <u>If your child needs additional support during the discussion:</u> Where do we find roots? (<i>They grow under the ground. They are attached to the stem</i>) What do they look like? (<i>They have string-like structures that get water for the plant.</i>) What does a stem look like? (<i>It is usually tall, the main part of the plant, etc</i>) What does it do? (<i>It brings water and nutrients to the leaves.</i>) Roots: turnips, beets, carrots, radish Stems: celery, asparagus, rhubarb Seeds: peas, corn, beans, sunflower seeds Flowers: cauliflower, broccoli, artichoke Leaves: lettuce, cabbage, spinach
1.NPA.2.1 Classify the sources of a variety of foods	Day 2: Where does food come from before the grocery store? 1. Discuss the question: Where does the food come from at the grocery store? 2. Look at the diagram of "How Chocolate is Made". 3. What can we learn by looking at the pictures? 4. Read the story, "How Milk is Made". 5. Do you know of any other foods that are made with milk? Looking at the story of milk, do you think the process is the same/similar? <u>Optional Activities:</u> Oranges to Orange Juice Materials: 3 medium size oranges, fork, bowl 1. Roll the oranges against a hard surface to soften the inside. 2. With the help of an adult, cut the orange in half. 3. Hold the orange over the bowl and use the fork to lightly poke holes inside the orange. 4. Then, twist the fork back and forth to help get the juice out. 5. You can squeeze at the end to remove the remaining juice. 6. Repeat the above steps with the remaining halves. 7. Remove any seeds, pour into a glass, and drink! Describe where foods in the home or at the grocery store came from on a shopping trip.	<u>Key ideas for this lesson:</u> • Some foods are purchased and eaten without processing (fresh fruits and vegetables); • Other foods are changed before they are ready to be eaten. Farms, ranches, and orchards are the sources of most foods. • Grocery stores also purchase foods from factories that create and package foods. <u>Answer key: How Milk is Made</u> 1. Cow 2. Parlor 3. Trucks 4. Factory 5. Grocery store Picture Order: 1, 5, 2, 3, 4

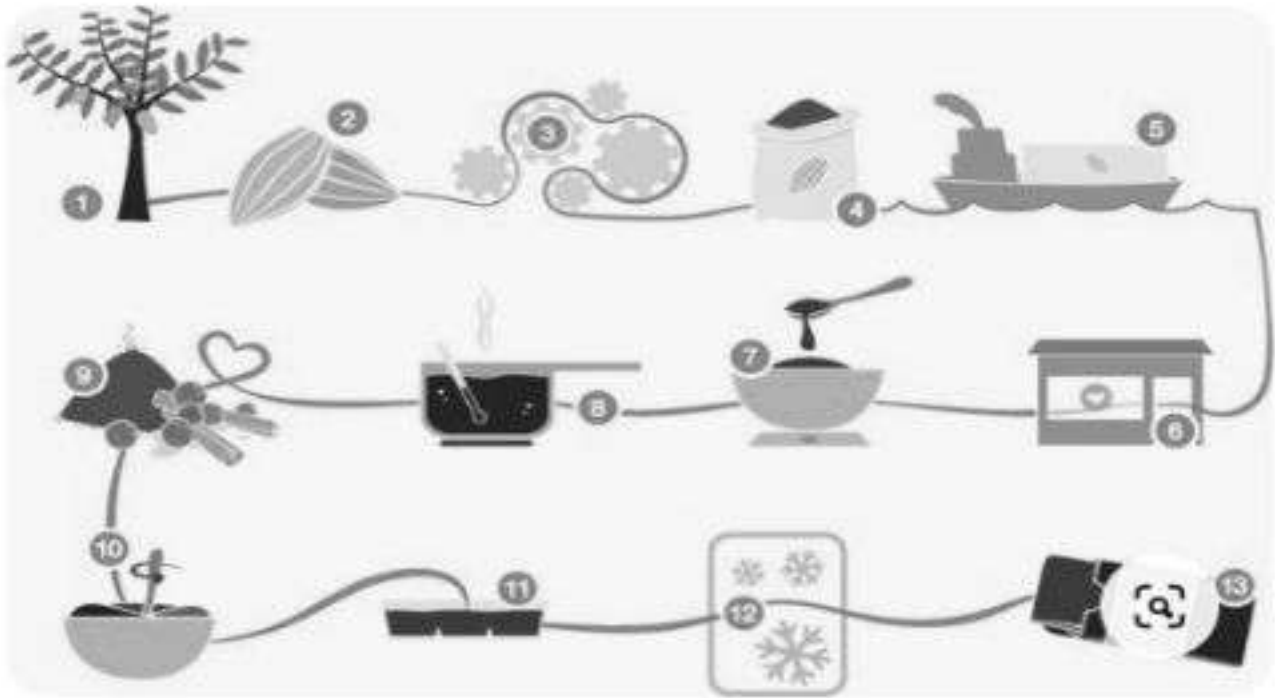
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Day 1- Plant Parts We Eat: Sort



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How Chocolate is Made panachocolate.com



The Story of Milk: From the Cow to the Cup

Moomilk.com

A _____
eats up to 8 times a
day and likes cereal,
chips, and cottonseed!

1

A _____
is where the cows are
milked. The cow's
udder holds the milk.

2

Special _____
keep the raw milk cold.

3

The _____
pasteurizes the milk so
we can drink it.

4

The milk is ready for us
to drink. We buy it at
the _____.

5

A. Use these words to fill in the blanks.

trucks grocery store
factory cow parlor

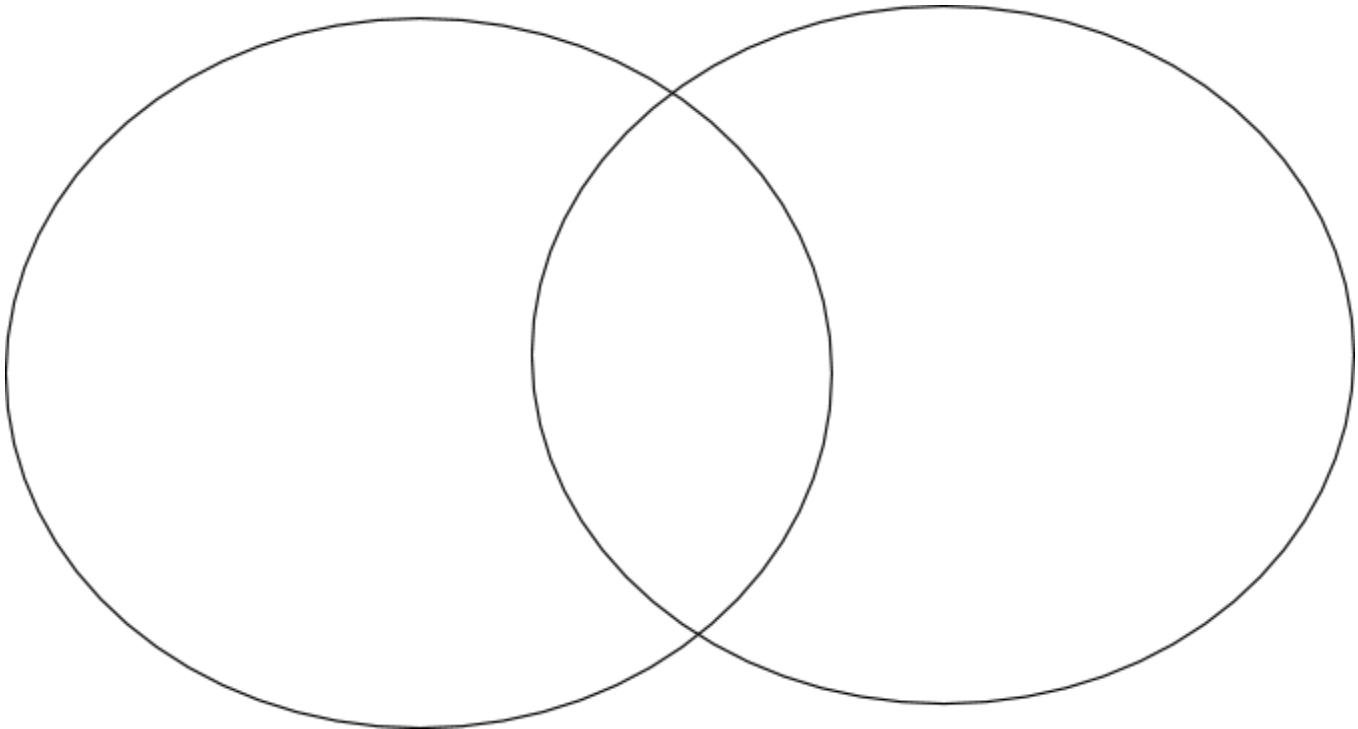
B. Number the pictures in the correct order.



STANDARD	ACTIVITY	LESSON SUPPORT
1.H.1.1 Explain how and why neighborhoods and communities change over time.	See Activity #3	See Lesson Support #3
1.H.1.1 Explain how and why neighborhoods and communities change over time.	Journal: <i>I can be a volunteer in my community by _____. This will help make my community better because _____.</i> Draw a picture to go with your journal entry.	Refer back to the discussion and Venn Diagram from the previous lesson.

Lesson Support # 3 Explain that depending on which community or neighborhood you are in, you may make different choices about how you can best support that community. One choice people make within different community environments is to volunteer. Groups of people within various communities might choose different ways to volunteer to meet the needs of the community they live in.

Activity #3 Fill out the Venn Diagram below. On one side write “Volunteering in my school community” on the other side write “Volunteering at Home”. Remind your child that both environments are communities that they are part of. Ask your child to give examples of ways they could choose to volunteer in their school community and fill in responses within that circle. Then ask for examples of ways they could choose to volunteer at home and list those responses.



Supplemental Print Lessons

Week of May 26-29

Monday, May 25th is a holiday

Grade: 1st

Subject: Language Arts

Week of: May 26th

STANDARD	ACTIVITY	LESSON SUPPORT						
RL.1.3 Describe characters, settings, and major events in a story, using key details. (Continued from last week) RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Reading <i>Readers describe events by saying the important events that happened in the beginning, middle, and end of a story.</i> 1. Read <u>Monty and Stella Save the Day</u> (*Included in this packet) or fictional story you have at home. 2. Make a 3-column chart. Write the important events from the beginning, middle, and end of the story. <table border="1"> <thead> <tr> <th>Beginning</th><th>Middle</th><th>End</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table> 3. Retell the story to a family member by describing the important events from the beginning, middle, and end of the story. <u>*Optional Extension:</u> Act out your favorite part of the story.	Beginning	Middle	End				Students need to use important details from the text when they describe important events in a story. Questions to ask: • What are the events of the story? • Which events are most important? Students should be able to explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations.
Beginning	Middle	End						
RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Study The letters -ew and -ue can make the sound you hear in the middle of the word moon.  The letters -ew and -ue can also make the sound you hear in the middle of the word cube. 	Spellings -ew and -ue can make the sounds like in moon or cube. Students have learned the vowel sound in the word <i>moon</i> can be spelled with -oo. More spellings for the vowel sound in the word moon are -ew and -ue. Students have learned the vowel sound in cube can be spelled with u and a silent e at the end (u-e). More spellings for the long vowel sound are -ew and -ue.						

	Go to the page “-ew & -ue” (*Included in this packet) to practice building and reading words with these letters.	
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Monty and Stella Save the Day

"It's a very nice day. Let's take the dogs for a long walk in the woods," says Dora to her brother.

"We'll bring a bag of seeds with us and drop them as we walk. Then we won't get lost."

Dora and Dev walk into the woods. They drop seeds as they go. Monty and Stella follow close behind.

After a while, Dev turns around. All the seeds are gone! Monty and Stella have been eating them as they walk.

"Oh no!" cries Dora. "How will we find our way back?"

The two dogs jump in front of Dora and Dev. They start to walk and lead them right home.

"Thanks Stella. Thanks Monty," says Dev. "We can't be mad at you for eating the seeds. You saved the day and showed us the way home!"

Solutions, Courseware. "Monty And Stella Save The Day" *Wordville.com*. N. p., 2020. Web. 24 Apr. 2020.

-ew & -ue



The letters **-ew** and **-ue** can make the sound you hear in the middle of the word **moon**.

The letters **-ew** and **-ue** can also make the sound you hear in the middle of the word **cube**.



Build words with -ew and -ue. **Write** each word. **Read** each word.

n	+	ew
ch		
fl		
dr		
cr		
st		
f		

gl	+	ue
bl		
tr		
cl		
s		

Circle the **-ew** or **-ue** in each word. **Read** each word.

chewing

clues

glued

news

threw

screwed

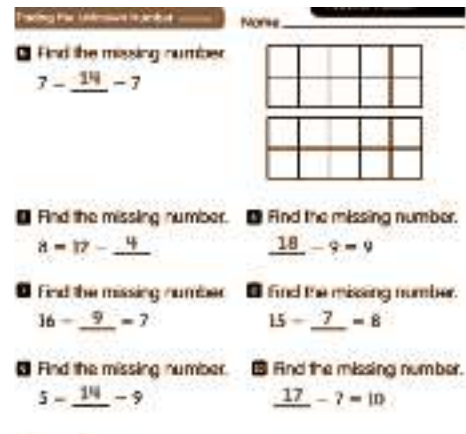
clues

argue

rescue

→ **Challenge:**

Write three sentences using words with -ew or -ue.

STANDARD	ACTIVITY	LESSON SUPPORT
NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	- In the last lessons, you worked on writing equations for word problems and solving to find the unknown number. Now try the opposite; show your child the following equation and ask him or her to tell a story problem to match the equation. $11 - ? = 4$ - Remind your child the question mark (or any symbol) stands for an unknown number or quantity. Write the following equations for your child, one at a time and have him/her tell the meaning of the equation, including what is not known. For example, with the equation $? = 4 + 8$ you could say "We don't know what number has the same value as 4 and 8 put together." OR "Some number has the same value as 4 joined with 8." $? + 3 = 12$ $7 = 9 - ?$ $? = 14 - 6$ $10 = ? - 3$ - Play the What is the Missing Number? game with your child (see below).	<i>Story problems will vary but must match what the equation represents.</i> It is extremely important children understand the meaning of the equal sign (=, the same value) and can use words to explain numbers & symbols in equations. - Be sure your child looks closely at the equations; when the = and the ? move around, children often get mixed up. <i>Possible Answers:</i> - a number joined with 3 is the same value as 12 7 has the same value as when you remove a number from 9 - a number is equal to when you separate 6 from a group of 14 10 has the same value as when you start with a number then take 3 away
NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	- Continue working with equations where there is an unknown quantity, or number. For this lesson you will want your child to again tell the meaning of the equations then move to solving them to find the unknown. - Complete the Finding the Unknown Number activity (below). Follow these steps: - Ask your child to look at the equation and explain it using words, just as in the last lesson. - Have your child determine the unknown number by solving the equation. Remind him/her to use known facts and making 10 (as practiced previously) or a number line as the strategy for solving. If more support is needed or your child gets stuck on one of the equations, use the ten frames and objects (included in a previous lesson) as tools for solving.	Some of the equations in the activity will be tricky for children. Use questioning to help your student instead of leading him or her to the answer. Examples are: - What number are you trying to find? (<i>Answers: the total before taking any away, how many are left after subtracting, the amount I need to subtract</i>) - Do you know any facts related to this equation? How can that help you solve? 

Day 1 What is the Missing Number?

What You Do

1. Take turns. Take a Number Card and count out that many counters.
2. Place the cup over some of the counters. Count how many counters are not under the cup.
3. Write an equation on the **Recording Sheet** that shows the problem.
4. Your partner finds the missing number and completes the equation.
5. Lift the cup to check. Repeat the steps until the **Recording Sheet** is full.

Example

14



$14 - ? = 6$
 or
 $6 + ? = 14$

$14 - 8 = 6$
 or
 $6 + 8 = 14$



Instead of taking a number card, just choose a number between 10 and 20!

Equations

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

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

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

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

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

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

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

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

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

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

Finding the Unknown Number *continued*

Name _____

- 4**
- Find the missing number.

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

- 5**
- Find the missing number.

$$8 = 12 - \underline{\quad}$$

- 6**
- Find the missing number.

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

- 7**
- Find the missing number.

$$16 - \underline{\quad} = 7$$

- 8**
- Find the missing number.

$$15 - \underline{\quad} = 8$$

- 9**
- Find the missing number.

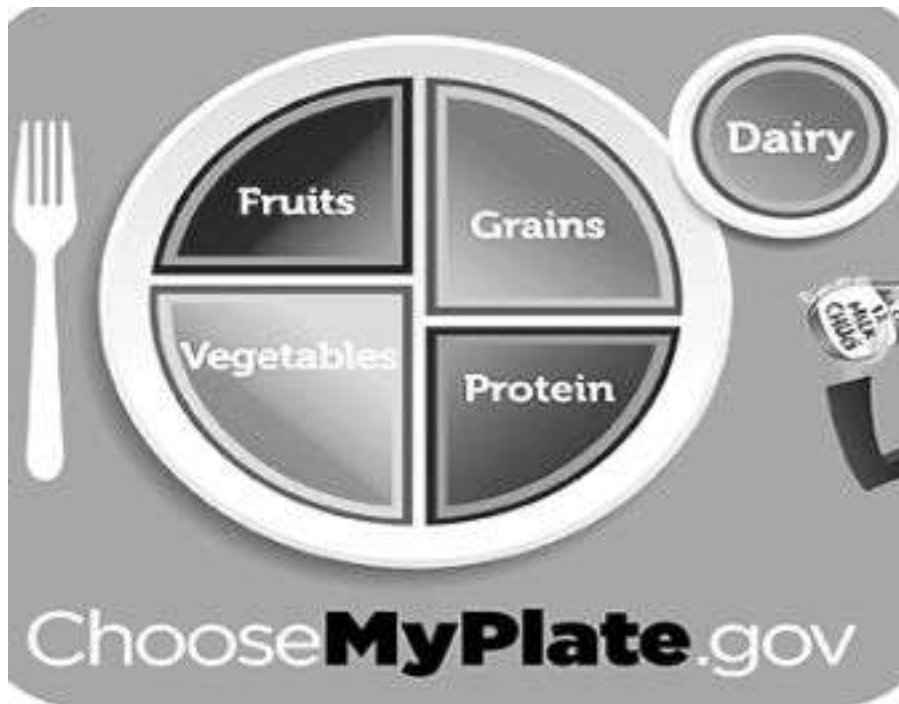
$$5 = \underline{\quad} - 9$$

- 10**
- Find the missing number.

$$\underline{\quad} - 7 = 10$$

STANDARD	ACTIVITY	LESSON SUPPORT
1.NPA.1.1 Select a variety of foods based on MyPlate. 1.NPA.1.2 Contrast nutrient-dense foods with empty calorie or calorie-dense foods	Day 1: Exploring Food Groups <u>Discussion:</u> We have 4 main food groups. Looking at the picture of “My Plate”, what do you notice? - Chart: You can use the pictures next to each section to help you complete the chart. You may also choose to look around your home or the grocery store on a shopping trip. <u>Choice Activities: (Choose one you can try out!)</u> - Menu: Create a healthy menu for 1 day. (breakfast, lunch, snack, dinner) making sure that they are healthy meals with a balance of the different food groups. - Create healthy snacks from the “Snack Tips for Kids”	<u>My Plate Key Understandings:</u> - Four food groups are represented on the plate. - A balanced and healthy meal consists of: vegetables, fruits, grains and meats/proteins. - Dairy is shown as a glass of milk or perhaps a bowl of yogurt above the plate. - Notice that the vegetable and grain sections of the plate are larger than the protein and fruit because people should eat more vegetables and grain than fruit and protein servings.
1.NPA. 3.1 Recognize the benefits of physical activity. 1.NPA. 3.2 Recall fitness and recreation activities that can be used during out-of-school hours.	Day 2: Energy & Exercise <u>Discussion:</u> Why do we need exercise? <u>Activity:</u> Make sure you are sitting calmly. - Place two fingers over the inside of your wrist. - Count the number of beats you feel in 1 minute. (60 seconds) - Record the number. - Run or jog in place for 1 minute. - Repeat steps 2-4. - Compare the numbers. <u>Discussion:</u> What did you notice after you exercised? Why is exercise important for our bodies? Use the resources below to create a schedule of 60 minutes of daily exercise. - Be a Fit Kid - Indoor Activity Board - Yoga Poses	<u>Key Understandings</u> Before/after activity: Our heart is beating faster after we exercise. If we place our hand on our chest, we can also feel the rise/fall of our chest. Our lungs are working harder too. - Regular exercise has many health benefits: -Help to maintain a healthy weight, build stronger bones & muscles, and create better sleep habits -Our heart and lungs will operate more effectively - Turning off the television and screen time will have a positive effect on the child’s health behaviors in the future and is essential to the improvement of a child’s health.

Day 1: Exploring Food Groups



Fruits:

Vegetables:

Grains:

Proteins:

Dairy:

MyPlate Kids' MyPlate snack tips for kids



10 tips for making great tasting snacks

If you're a budding chef, it's easy to create a great tasting snack! Below are some quick ideas that you can make on your own.

1 create a yogurt sundae!
Top plain, low-fat or fat-free yogurt with fresh, frozen, or canned fruit, like bananas, strawberries, or peaches. Sprinkle whole-grain cereal on top for crunch.



6 pack an afterschool snack
For a healthy afterschool snack, keep a fruit cup packed in 100% juice or water in your bag. Some fresh fruit, like bananas and oranges, are also easy to pack and eat any time.



2 make pita pockets
Stuff a small whole-wheat pita with sliced bell peppers, salsa, and a slice of low-fat cheese. Melt in the microwave for 15-20 seconds.

7 try a piece of cheesy toast!
Toast a slice of whole-wheat bread and top with a slice of your favorite low-fat cheese.

3 jazz up your favorite cereal
Make a trail mix! Stir 1/4 cup of unsalted nuts, 1/4 cup of dried raisins or cranberries, and 1/4 cup of whole-grain cereal together.



8 freeze your fruit
For a frozen treat on hot days, try freezing grapes or bananas! Don't forget to peel bananas and pull grapes from the stem before freezing.

4 make a fruit sandwich
Cut an apple into thin slices. Spread peanut butter or almond butter between two slices to create "apple sandwiches."

9 power up with 'roll-ups'
Roll a slice of low-salt deli turkey or ham around an apple wedge or around a slice of low-fat cheese.

5 dip your veggies
Create veggie treats by dipping slices of cucumbers, peppers, and carrots in a low-fat salad dressing or hummus.

10 build a fruit salad
Mix your favorite sliced fruits such as pineapple, grapes, and melon.



MyPlate Kids' Place

be a fit kid

10 tips for being active every day



Fit kids are physically active and play for at least 1 hour every day. Look for ways to make physical activity a part of your day. Do activities that build your muscles, get your heart pumping, and make you feel good about yourself.

1 tie up your laces and walk

Go for a walk around your neighborhood or walk to your friend's house instead of taking the bus or asking for a ride. Forget the elevator and take the stairs every chance you get! Remember to be safe by using sidewalks and crosswalks.

2 turn up the music

Shake, rattle, and roll to your favorite songs. Turn on some hip hop, country, salsa, or pop music and move your body. Dancing is a great way to get some physical activity.



3 ride a bike

Grab your helmet and safety gear and go for a bike ride. Ride your bike to school or grab your friends and enjoy a ride in the neighborhood.

4 join a team

Show your team spirit and join a sport at your school or community center. There are tons of fun teams such as basketball, baseball, gymnastics, dancing, soccer, swimming, and tennis. Choose an activity that you like and have fun!

5 go out and play

Turn the TV and go outside with friends, family, and even your pet! Walk your dog. Mow a lawn. Fly a kite. Have a hide-a-hoop contest. Play basketball with friends. Try jumping rope. Or simply play a game of tag.



6 dive right in!

Go to your local indoor or outdoor pool and swim. Swim laps, play water games with friends, or have diving contests for fun.

7 get paid to be fit

Earn extra cash by mowing lawns, washing cars, shoveling snow, or walking dogs for your family or for your neighbors. Listen to music while you work to keep you going.

8 try skating or skateboarding

Grab your friends and go to a local park or indoor skating rink! It's easy to learn and a great way to be active while still having fun! Remember to wear your helmet and safety pads.



9 plant a garden

Plant and grow flowers, fruits, and vegetables with your family, or even with your friends! Creating a garden is tough work and a good way to keep fit. Be sure to check on your plants and water them every day!

10 stuck inside?

Play a game of hide-and-seek or plan a scavenger hunt in your house with friends and family. Another great way to stay active indoors is by doing crunches and jumping jacks—see how many you can complete!



Indoor Activity Board - (Try each activity for 45 seconds)

Pushups (against the wall, on your knees or full pushups)	Step-ups (either with a "step" or up and down the stairs)	Circle jumps (small rings or hula hoops or tape marks)
Balance on one leg	Ball toss (with a partner)	Hop on one leg (hop on the other)
Situps	Jump rope	Jumping jacks



STANDARD	ACTIVITY	LESSON SUPPORT
1.G.2.2 Explain how people use natural resources in the community.	Activity #4: Draw a line to match the item we use to the resource from which it is made.	See Lesson Support #4

Lesson Support #4 Discuss the meaning of a “resource”, which is anything people can use. Our Earth has many resources, called “natural resources”. Natural resources are important to people. Natural resources that we use include soil, trees, oil and gas, and water.

Activity #4

bricks



clothes



washing



gasoline



meat



plants



soil



fossil fuels



animals



water



Supplemental Print Lessons

Week of June 1-5

Grade: **1st**

Subject: **Language Arts**

Week of: **June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. (Continued from last week)	Reading <i>Readers use details from the words and illustrations to retell stories by describing the characters, setting, and events from the beginning, middle, and end of the story.</i> 1. Read <u>The Three Little Pigs</u> (*Included in this packet) or fictional story you have at home. 2. Reread the story paying close attention to what is happening in the words and the pictures. 3. Retell the story using a “5 Finger Retell”.  → <u>Optional Extension</u>: Pretend you are one of the pigs. Think about how you would build your house. Draw or use materials around your home to show what your house would look like.	Students should be able to explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations. Questions to ask: • What do you notice in this illustration? How does that help you understand the setting/character/events? • What new information does this illustration give you about ____? (character/setting/important event) • What did you learn about the character/setting/events by reading this page? • Use details from the illustration(s) to describe the ____. (character/setting/important event)
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	Writing Today you will write a realistic fiction story to go with the drawing you made. Remember, you drew a character, named your character, drew a setting, and imagined trouble your character might get into. Now it is time to write your story. 1. Get a few sheets of paper and make a book. 2. Plan your story. Look at your drawing and use the 5-Finger retell to say your story. 3. Touch and tell your story across pages. 4. Draw quick sketches on each page. 5. Write your words across the pages.	

RL.1.9 (Continued)	Reading <i>Readers use details from the words and illustrations to retell stories by describing the characters, setting, and events from the beginning, middle, and end of the story.</i> 1. Read <u>The Enormous Carrot</u> (*Included in this packet) or fictional story you have at home. 2. Retell the story using a “5 Finger Retell”. → <u>Optional Extension:</u> Reread <u>Baking Bread</u> and <u>The Enormous Carrot</u>. Think about the setting, characters and events. Find at least 2 ways they are similar and 2 ways they are different.	Students should be able to explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations. Questions to ask: • What do you notice in this illustration? How does that help you understand the setting/character/events? • What new information does this illustration give you about ____? (character/setting/important event) • What did you learn about the character/setting/events by reading this page? • Use details from the illustration(s) to describe the ____. (character/setting/important event)
RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Study <i>The letters -au and -aw make the sound you hear at the end of the word paw.</i> Go to the page -au & -aw to practice reading words with these letters.	Students should <u>read</u> words that have -au and -aw. Spelling background for parents: The /au/ sound in initial or medial position is usually spelled “au”. The /au/ sound in the initial or medial position of a one-syllable base word before l is usually spelled “a”. (salt, ball). The /au/ sound in the final position is usually spelled “aw.”

The Three Little Pigs



Written by Alyse Sweeney
Illustrated by Roberta Collier-Morales

www.readinga-z.com



Once upon a time, there lived three little pigs.
One day the pigs left home.
It was time for them to build homes of their own.

The Three Little Pigs • Level 1

3



The first little pig built a straw house.
When he was done, he sat down to eat lunch.
He happily slurped and chewed until . . .

4



Suddenly, he heard a knock on the door.
It was a wolf!

The Three Little Pigs • Level 1

5



"Little pig, little pig, let me come in," said the wolf.

"Not by the hair of my chinny, chin, chin!" said the little pig.

"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.

6



The wolf huffed and puffed and puffed and huffed and blew the house in.

Whoosh!

The house became a haystack.

The little pig ran to his brother's house.

The Three Little Pigs - Level 1

7



The second little pig built his house out of sticks.

The first little pig told his brother about the wolf.

"Sticks are stronger than straw," said the second little pig, unafraid.

8



That's when they heard a knock on the door.

The Three Little Pigs - Level 1

9



"Little pigs, little pigs, let me come in," said the wolf.

"Not by the hairs of our chinny, chin, chins!" answered the little pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.

10



The wolf huffed and puffed and puffed and huffed and blew the house in.

The little pigs ran all the way to their brother's house.

The Three Little Pigs - (cont.)

11



The third little pig built a brick house. He was baking pies when his brothers burst in, crying about the wolf. "Let's see the wolf blow down this house," said the third little pig.

12



Knock. Knock. Knock. The three little pigs looked at the door.

The Three Little Pigs - (cont.)

13



"Little pigs, little pigs, let me come in," yelled the wolf.

"Not by the hairs of our chinny, chin, chins!" shouted the little pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.

14



The wolf huffed and puffed and puffed and huffed and—

The Three Little Pigs v Level 1

15



—fell over.

The wolf lay on the ground, out of breath.

The three little pigs lived happily ever after—baking pies in the strong brick house.

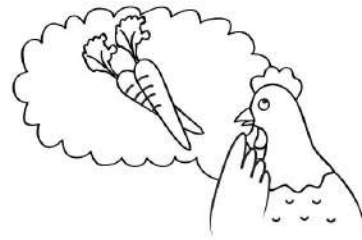
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"Reading A-Z: Leveled Reading Samples | Reading A-Z." *Readinga-z.com*. N. p., 2020. Web. 24 Apr. 2020.

The Enormous Carrot

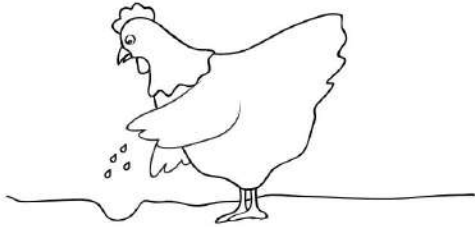
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1



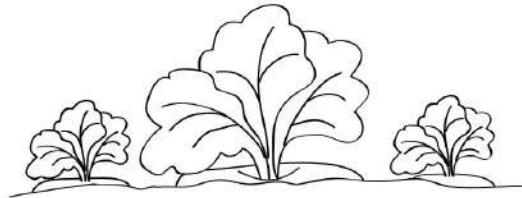
Once upon a time there was a hen who wanted to grow carrots.

2



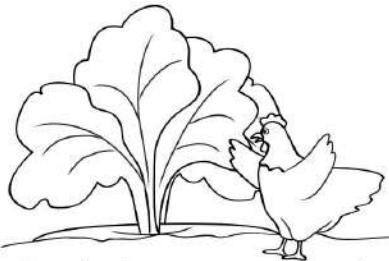
So she planted some carrot seeds on her garden.

3



The carrot seeds grew and grew.
They grew and grew and grew.

4



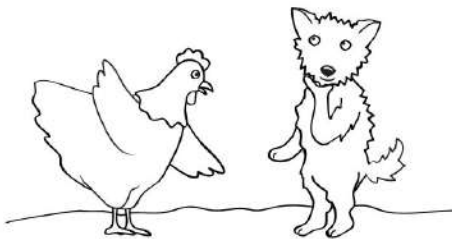
One day the hen went out to check her carrots. She could not believe her eyes. There was an enormous carrot!

5



The hen pulled and pulled it again. But she could not pull up the enormous carrot.

6

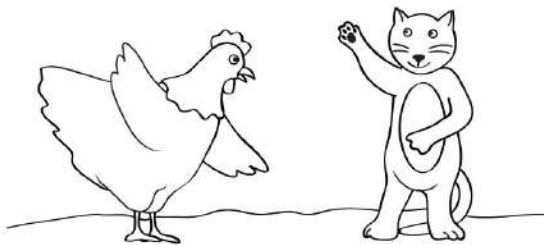


So she went to the dog.
"Help me pull up that enormous carrot," she said. "I will help you," said the dog.

7



The hen and the dog pulled and pulled it together. But they still could not pull it up.



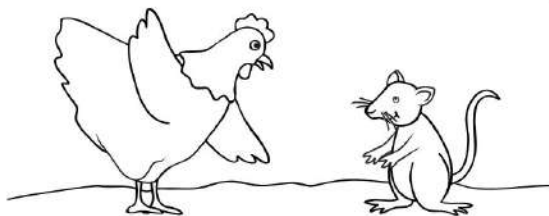
8

So the hen went to the cat.
"Help us pull up that enormous carrot," she said. "I will help you," said the cat.



9

All three of them pulled and pulled it together. But the carrot wouldn't still come out of the ground.



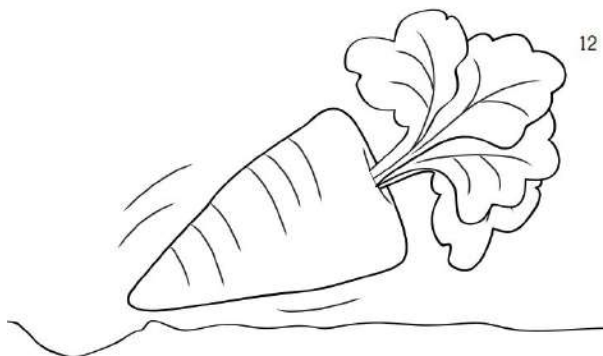
10

So the hen went to the mouse.
"Help us pull up that enormous carrot," she said. "I will help you," said the mouse.



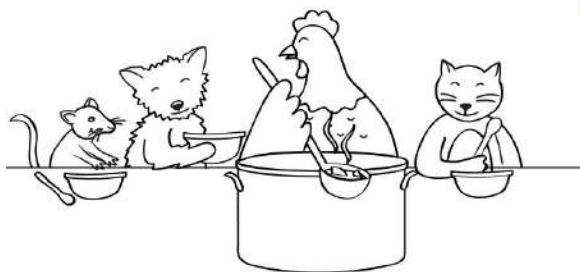
11

The hen, dog, cat, and mouse pulled and pulled it together.



12

Up came the enormous carrot!



13

That evening they cooked the enormous carrot and ate it all together.

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"Stories." Kizclub.com. N. p., 2020. Web. 24 Apr. 2020.

-au & -aw

The letters -au and -aw make the sound you hear at the end of the word paw.



Roll and Read

Materials:

- 1 die from a game you have at home
- Handful of pennies or cereal pieces to use as counters.

Directions:

1. Roll a die.
2. Find the number you rolled.
3. Read a word column above the number.
4. Cover the word with a counter.
5. Roll again.

clawing	outlaw	thawing	seesaw	drawing	caused
slaw	thaw	straw	flaw	claw	paws
because	launch	August	pause	cause	haunt
raw	paw	law	draw	jaw	saw
●	● ●	● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

→ **Challenge:**

Write three sentences using words with -au or -aw.

Grade: **1st**

Subject: **Math**

Week of: **June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	- Follow the steps of the Telling Time to the Hour activity (below) with your child. Be sure to discuss the difference between the hour and minute hands (the hour hand is shorter and moves slower; the minute hand is longer and moves faster than the hour hand). - After completing Step 2 of the activity, explain to your child how the minute hand moves from the 12 when a new hour starts all the way around the circle of the clock. When it gets back to the 12 at the top, a new hour starts. - Be sure your child understands how to write time. After completing the activity, say a time on the hour or show it on an analog clock. Ask your child to write what the time would look like with numbers and symbols. (For example if you say or show 2 o'clock, your child would write 2:00.)	If you do not have an analog clock where you can move the hands, use the blank clock pictures below the activity directions and draw the hour and minute hands to match the activity. First grade children do not have to draw hands on a clock face to show the time, but they should know and be able to write how time looks using numbers and symbols. Ask your child to explain 10:00 to make sure he/she understands!
NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	- Complete the Telling Time to the Half Hour activity (below) with your child. Make sure to emphasize the minute hand moving halfway around the circle of the clock. This is why we refer to it as "half hour"; it is half of the whole hour. - After completing the Check for Understanding section, redo any of the steps from this lesson or the previous lesson to make sure your child is understanding clocks and time. - Have your child complete the Practice tasks and discuss each one with him or her. When talking together, encourage your child to use correct terms, such as "hour hand" instead of "the short hand" or "the smaller line".	It is not necessary to discuss the numbers around the clock and how they each show 5 minutes. 1st grade students just need to understand how a clock and time works and be familiar with the hands of the clock. Counting by fives and relating that to numbers on the clock that do not look the same as the numbers we say when we count by 5 is confusing to young children. They will learn about the numbers on a clock in 2nd grade! Practice Answers: Circle the clock that shows 1:30.  Jay eats dinner at 6:00. Circle the clock that shows when Jay eats dinner. 

		Draw lines to match the clocks that show the same time. 
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Day 1

Telling Time to the Hour

Objective Use analog and digital clocks to tell time to the hour and to the half hour.

Materials Analog clock or watch, digital clock or watch, (analog) demonstration clock

Learning how to tell time on both analog and digital clocks presents students with several challenges. Interpreting the positions of the clock hands relative to each other is one obvious challenge. Students need to differentiate between the minute hand and the hour hand and understand how each hand works. It is not uncommon for students to confuse the hands and have difficulty reading times such as 12:00, 12:30, 6:00, and 6:30. Some students struggle to realize that analog and digital clocks represent the exact same time, but in different ways. Once students are able to tell time to the nearest hour and half hour, they will be ready to learn about telling time to the nearest five minutes.

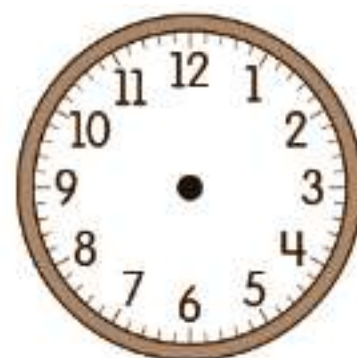
Step by Step 30–45 minutes

1 Introduce “real” clocks.

- Synchronize an analog and digital clock and make sure that the student can see both.
- Identify the digital and analog clocks using their names. Also introduce an analog clock as a clock “with hands.”
- Say: *Both clocks show exactly the same time.*
- Identify the hour hand and the minute hand on the analog clock. Ask the student to describe how to tell the two hands apart. (The minute hand is longer than the hour hand.)

2 Identify an on-the-hour time.

- Set the demonstration clock to show 3:00, for example. Explain that the hour hand points to 3, to show that it is 3 o’clock. Explain that the minute hand always points to the top of the clock (12) at the start of the hour.
- Write “3:00” on the board. Explain that the “3” indicates that it is 3 o’clock and the two zeros show that there are no minutes after 3. Show 3:00 on the digital clock, and discuss the similarities to the written time.



Telling Time to the Half Hour

Identify a half-hour time.

- Slowly move the demonstration clock from 3:00 to 3:30. Explain that the hour hand is now between 3 and the next hour, and the minute hand has gone halfway around the clock.
- Write "3:30" on the board. Read the time aloud as "three thirty." Explain that the "3" indicates that it is 3 o'clock and that "30" shows that the time is 30 minutes, or half an hour, after 3 o'clock. Show 3:30 on the digital clock.

Identify other on-the-hour and half-hour times.

- Give the student other times, such as 8:00, 8:30, 12:00, and 12:30. Ask the student to show each time on the demonstration clock, and then write the time as it would appear on the digital clock.

Check for Understanding

Set the demonstration clock to 9:00. Ask: *What time does the clock tell?* (9:00) Then move the minute hand on the demonstration clock slowly until the clock shows 9:30. Ask: *What time does the clock show now?* (9:30) Have the student set the clock hands to an on-the-hour time and then an on-the-half-hour time of her choice and to say the time for each.

Practice

Circle the clock that shows 1:30.



Jay eats dinner at 6:00.

Circle the clock that shows when Jay eats dinner.



Draw lines to match the clocks that show the same times.



STANDARD	ACTIVITY	LESSON SUPPORT
1. L.2.2 Students know animals are living things that grow and have basic needs for energy, air, and water. Animals depend on plants to provide them with energy directly or indirectly. Animals take in plants or other animals as an energy source.	Day 1: Where do plants and animals live? Discussion: - Explain that an animal's needs are met in their environment by the water source, plant life and other animals. This is why certain animals and plants live in different habitats. Activity: - There are five habitat images with a variety of animals and plants. - The students will sort the animals and plants in the correct habitat. - The student can choose one animal or plant in one habitat and explain why it lives there.	- Guiding Question: Why do plants and animals live in certain places? - Ex: A camel lives in the desert because it can survive for days without having water because it stores water in its hump. - Ex: A cactus grows and survives in the desert because it doesn't need as much water as other plants. A cactus stores water for a long period of time.
1. L.2.2 Students know animals are living things that grow and have basic needs for energy, air, and water. Animals depend on plants to provide them with energy directly or indirectly. Animals take in plants or other animals as an energy source.	Day 2: Exploring Food Chains Discussion: How do animals meet their needs in their environment? - Animals need food to survive. - Animals have different kinds of diets. Some animals are herbivores (plant eaters), carnivores (meat eaters) and others animals are omnivores (both plant and meat eaters). - Explain the food chain below to show who eats who which demonstrates how animals survive.  Activity: - Students will cut and paste the pictures to show the order of the food chain. (food chain on water and land) - Have the student choose one animal and state what it eats in the food chain.	- Guiding Question: How does a food chain work? - Students will understand that animals eat plants and/or other animals in their environment = food chain. - Refer to the image and discuss how the grasshopper eats the grass, the toad eats the grasshopper, the snake eats the toad and the eagle eats the snake. Any time an animal eats another animal they would be considered the predator and what is being eaten is the prey. Vocabulary: food chain - straight line from predator to prey food web - shows several predators for the prey Answer key for food chain cut out- On water- algae, fish, seal, shark On land- leaf, worm, chicken, hawk

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Day 1: Where do plants and animals live? Sort

Habitats

Mountain Ranges



Desert



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Ocean

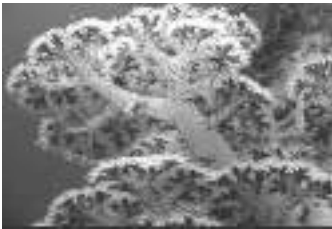


Forest



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Animals and Plants - cut out and sort in the correct habitat

			
squirrel	snail	snake	raccoon
			
tropical fish	Cardinal bird	Fox	house cat
			
Cactus	Orange Tree Leaves	Snow and Trees	Green Clover
			
green wooded area	white flower	desert	dolphins
			
red coral	mountains & grass	blue coral	Scorpion in the desert

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Day 2: Exploring Food Chains

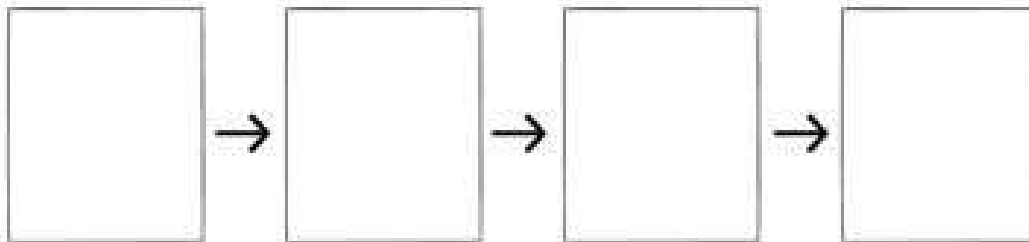
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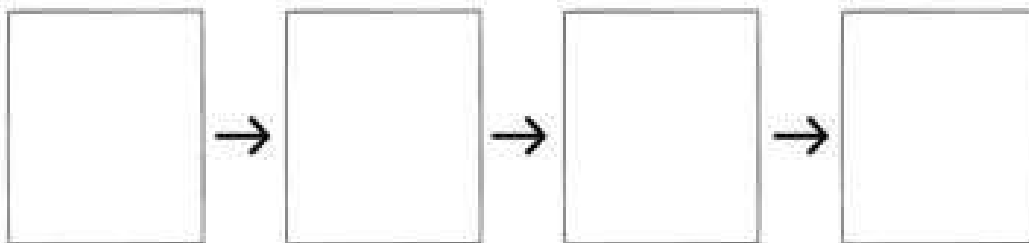
Food Chains

Cut and paste the pictures to show the flow of energy in the food chains.

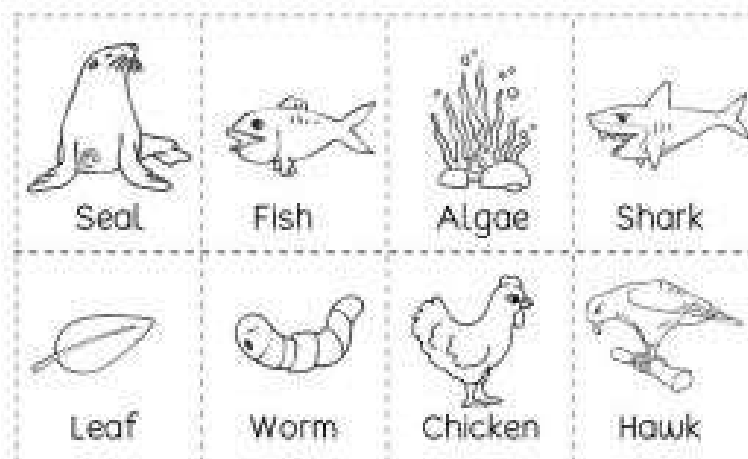
Food chain in water



Food chain on land



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STANDARD	ACTIVITY	LESSON SUPPORT
1.E.1.2 Identify examples of goods and services in the home, school and community.	Make a list of 5 goods in your house.	Review the definition of goods : Something you use, usually something you can touch. You may want to model a few examples of doing this before allowing your child to make a list.
1.E.1.2 Identify examples of goods and services in the home, school and community.	Option 1: Cut the cards out on the following page. Sort into which ones are goods and which ones are services. Option 2: There are many types of community helpers who do things for our community. Make a list of 10 community helpers and tell how they help us.	See Lesson Support #5

Lesson Support #5 Begin the lesson by acting out the following. Have your child try and guess what you are acting out. Some suggestions would be:

- Pretending to be cooking for people
- Pretending to be a hairstylist
- Pretending to be a doctor doing a health check

Once students have guessed each activity, explain that each activity you were acting out is a service. A **service** is defined as the action of doing work for someone.

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