

Week 2: March 23-27, 2020

Directions: Complete 2-3 pages a day for reading, math, science, and social studies- please read the directions to your child and model how to do the page if necessary, but allow them to do it themselves. Remember the packet is part of your child's final grade. Please reach out by e-mail or on Class Dojo if you need assistance.

7 Which word has the same beginning sound?

- A wash
- B shed
- C there
- D star



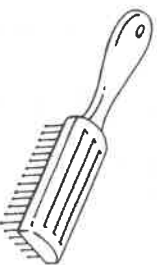
8 Which word has the same vowel team sound?

- A bat
- B treat
- C day
- D pan



9 Which word has the same ending sound?

- A sharp
- B brain
- C bus
- D fish



10 Which word has the same vowel team sound?

- A weed
- B bed
- C well
- D sand



Word Meanings

RI.1.4, RF.1.4, L.1.4

2

You are learning a lot of new words. Read a new word. Do you know what it means? Look for **context clues**. These clues are in the sentence. They help you find the meaning of a word.

Context Clues

You use context clues. You might not even know it. You try to figure out words from how they are used. Look at part of Robert Louis Stevenson's poem, "At the Seaside." Do you know what the underlined word means?

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

You probably do not know what a spade is. Look at the rest of the poem. The speaker is at the beach. Look at what he does with the spade. He digs in the sand. You can guess that a spade is a shovel.

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UNIT 1
Vocabulary Development

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In the poem, we found context clues from the other words. This is called **association**. There are other ways to find context clues. Look at the chart below.

Type of Clue	Unknown Word	Clue
Similar Words (synonyms)	The famous actor also has a well-known sister.	The word <u>well-known</u> means the same thing as <u>famous</u> .
Contrast	The outside of the house was <u>shabby</u> . But inside it was very clean.	The word <u>shabby</u> is contrasted with "very clean." You know that shabby must mean dirty.
Description	Our <u>neighbor</u> is the person who lives next door to us.	The word <u>neighbor</u> is described in the sentence.
Series	The book had photos, drawings, and <u>diagrams</u> .	You may not know exactly what <u>diagrams</u> are. But you can guess they are a type of picture.
Cause and Effect	The twins are <u>identical</u> . So no one can tell them apart.	You can guess that <u>identical</u> means they look the same.

Guided Practice

Write the word that would best fit the sentence.

Ladybugs give off a bad _____ to keep enemies away. (*smell, color, light*)

Did you guess smell? Use **cause and effect**. You may not know what enemies are. But ladybugs want to keep them away. So they are bad. If something smells bad, you would not go near it. Ladybugs keep their enemies away. They give off a bad smell.

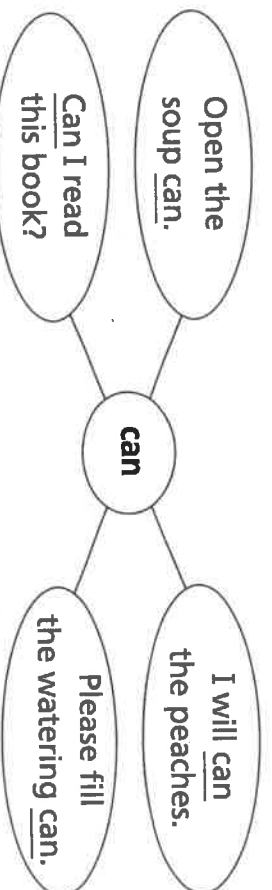
In chilly weather, ladybugs like to _____ in sunny areas. (*swim, rest, jump*)

Did you guess rest? You may not know what chilly means. Chilly is another word for cold or cool. You can guess that. Use a **contrast** clue. Contrast chilly and sunny. The ladybugs try to stay warm. They sit in sunny places.

Multiple-Meaning Words _____

Sometimes words have more than one meaning. This can be tricky. Sometimes you will think of one meaning. Look at the context. It might show you a different meaning. You have to think

about all the meanings. Then you can know which one is right. Look at the example below.



There are many words with multiple meanings.

Can you think of different meanings for these words?

ball bat bit trip pet jam pen cut

Guided Practice

Read each sentence. Find the sentence that uses the word exactly the same way it is used in the main sentence.

I will be right **back**.

- A Can you scratch my back?
- B I must back up the car.
- C When will you be back?
- D My dad hurt his back.

Choices A and D are a part of the body. Choice B is a direction. Choice C shows that someone is returning. Choice C is correct.

Please **hand** me a spoon.

- A Give a hand for the next singer!
- B You must hand me the book.
- C I have five fingers on my hand.
- D I need a hand to help lift this box.

Choice A means to clap for someone. Choice C is a part of the body. Choice D means help. Choice B means to give something to someone. Choice B is the correct answer.

Prefixes, Suffixes, and Roots

Words can have prefixes and suffixes. A **prefix** is added to the beginning of a word. It changes the meaning of a word. A **suffix** is added to the end of the word. Look at the word unhelpful. It has a prefix and a suffix. Un- is the prefix. It means "not." The suffix -ful means "full of." Unhelpful means "not full of help."

Look at the charts below. You will see some common prefixes and suffixes.

Prefix Chart

Prefix	Meaning	Root for New Word	New Word
re-	again, back	turn	<u>return</u>
un-	not	fair	<u>unfair</u>

Suffix Chart

Suffix	Meaning	Root for New Word	New Word
-ed	past tense verb	hop	hopped <u>ed</u>
-ful	full of	wonder	wonder <u>ful</u>
-ing	present participle verb	run	runn <u>ing</u>
-ly	having qualities	friend	friendl <u>ly</u>
-s, -es	more than one	boy, box	boys, boxes

Guided Practice

Read each sentence. Then tell whether the underlined word has a prefix or a suffix. Circle prefix or suffix.

Laura had to untie her shoelace. prefix suffix

Hyo asked for another cookie. prefix suffix

The new kitten was very playful. prefix suffix

Did you get them all right? The first sentence has a prefix. The other sentences have suffixes.

What words do you know that start with a prefix?
What words do you know that end with a suffix?
Make a list.

These are some words with prefixes: *unhappy, redo, unhurt, regrow*. These are some words with suffixes: *gladly, beds, careful, beaches, jumping*. Did you have any of these words on your list?

Test Yourself

Read the paragraph. Then answer the questions.

Ann and her family were going on a long journey. They left early in the morning. They walked to the train station. Then they got on the train. The train went from the city to the country. The ride was bumpy. Ann could feel the whole train tremble as it moved along. She looked out the window. The towns and villages were flying past.



1 Read these two sentences.

The ride was bumpy. Ann could feel the whole train tremble as it moved along.

Use cause and effect context clues. What does tremble mean?

- A shake
- B move
- C jump
- D hold

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UNIT 1
Vocabulary Development

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2 Which sentence uses the word long as it is used in the first sentence of the paragraph?

- A How long until we eat?
- B That is a long piece of string.
- C She has very long hair.
- D This is a long movie.

3 Read this sentence.

The towns and villages were flying past.

Use a similar word for a context clue. Tell what villages means.

4 Which word means almost the same as journey?

- A morning
- B trip
- C station
- D city

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Vocabulary Development

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Vocabulary Development

Read the story. Then answer the questions.

World's Fastest Man

What is faster than a lightning bolt? Maybe Usain Bolt. Usain Bolt is the world's fastest man.

Bolt grew up in Jamaica. It is a small island. He loved to play sports. He could run very fast. He decided to just practice running.

He worked very hard. His coach helped him. In 2008, he went to the Olympics. The Olympics are games for the best athletes. People from different countries come.

They play many sports. They all want to be the best. They all want to win a gold medal. Bolt was hopeful. He wanted to win.

The 100-meter race is short. You have to start fast. And you have to stay fast. The winner is named "World's Fastest Man."

Bolt ran faster than everyone else. There was no one near him. He even slowed down a bit at the end. He still won! He set a record, too. He ran the race in 9.69 seconds. And his shoe was untied.

Bolt is not finished. He is still running. And he is having fun, too. Just look at his smile.



5 Read this sentence from the story.

The Olympics are games for the best athletes.

Use context clues. What does athletes mean?

- A people who run
- B people who win
- C people who play sports
- D people who are from Jamaica

6 What does untied mean?

- A tied again
- B not tied
- C tied tightly
- D tied twice

Check What You Know**Addition and Subtraction Through 10**

Add or subtract. Draw a picture to show your thinking.

1.
$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

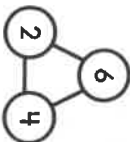
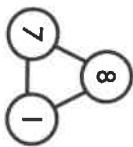
2.
$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

Add or subtract. Use a number line to show your thinking.

3.
$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

5. Write the number sentences for each fact family given.

**Check What You Know****Addition and Subtraction Through 10**

Solve the problem below and show your work.

6. Jenny has 6 pennies. Her brother gives her 2 more pennies. When Jenny goes to the store, she wants to buy a juice box that costs 7 cents. Will Jenny be able to buy the juice box? Explain how you know. Draw a picture to help you solve.

Solve to find out how much more money is needed. Draw a picture to show your thinking.

7.  + _____ = 4 cents

8.  + _____ = 9 cents

Solve. Write the addition problem used and draw a picture to help you.

9. $7 - 2 = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Lesson 1.1 Using Pictures to Add

To add $4 + 2$, start by drawing four objects. Then, draw two more objects. Count the objects you have drawn altogether. The number you count is the total.



$$4 + 2 = 6$$

Add. Draw a picture to show your thinking.

$$2 + 1 =$$

$$2 + 2 =$$

$$1 + 5 =$$

$$3 + 0 =$$

Lesson 1.2 Using Pictures to Subtract

To subtract $5 - 2$, start by drawing five objects. Then, cross out the number of objects you are subtracting. Count the objects you have not crossed out. The number you have left is the difference.



$$5 - 2 = 3$$

Subtract. Draw a picture to show your thinking.

$$2 - 1 =$$

$$4 - 3 =$$

$$5 - 2 =$$

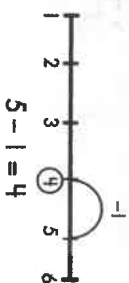
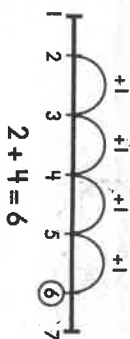
$$3 - 1 =$$

Lesson 1.3 Using a Number Line to Add and Subtract

You can use a number line to add and subtract.

$2 + 4 = ?$

$5 - 1 = ?$



Add or subtract. Use a number line to show your thinking.

$1 + 3 =$

$2 + 2 =$

$3 - 2 =$

$1 - 0 =$

Lesson 1.4 Fact Families

A fact family is a collection of related addition or subtraction facts made from the same numbers.

You can use objects or drawings to help solve the problems.



$+ \frac{2}{3}$

$+ \frac{3}{2}$

$- \frac{5}{3}$

$- \frac{3}{2}$

Add or subtract. Draw a picture to show your thinking.

$+ \frac{3}{1}$

$+ \frac{1}{3}$

$- \frac{4}{3}$

$- \frac{4}{1}$

$+ \frac{1}{2}$

$+ \frac{2}{1}$

$- \frac{3}{1}$

$- \frac{2}{3}$

$+ \frac{4}{1}$

$+ \frac{1}{4}$

$- \frac{5}{4}$

$- \frac{5}{1}$

$+ \frac{5}{1}$

$+ \frac{1}{5}$

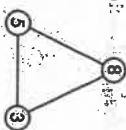
$- \frac{6}{5}$

$- \frac{1}{6}$

Lesson 1.4 Fact Families

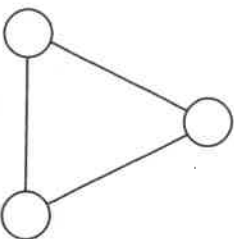
You can create your own fact family. Choose two numbers to add together. Then, you can write four number sentences that are true for that fact family.

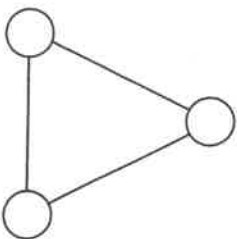
$$\begin{array}{r} 8 - 3 = 5 \\ 8 - 5 = 3 \end{array} \rightarrow$$



$$\leftarrow \begin{cases} 5 + 3 = 8 \\ 3 + 5 = 8 \end{cases}$$

Create your own fact family triangles. Write the addition and subtraction sentences that go with each family.





Lesson 1.5 Addition in the Real World

When reading a problem, look for these keywords that tell you to add.

Addition Keywords
add altogether both more all total sum

Solve the problems and show your work. Circle the keywords in the problem that tell you to add.

Fuji has 4 dolls. Ana has 3 dolls. They can only fit 6 dolls in their doll carriage. Will all the dolls fit?

Betsy has 6 pink flowers. Drew has 1 pink flower. If Drew picks 1 more flower, will they have enough to make a bouquet with a total of 10 pink flowers?

Lesson 1.6 Subtraction in the Real World

When reading a problem, look for these keywords that tell you to subtract.

Subtraction Keywords

difference fewer how many/much more left less minus remains away

Solve the problems and show your work. Circle the keywords in the problem that tell you to subtract.

There are 8 cars in the parking lot. 2 cars drive away. Then, 5 more drive away. How many cars are left in the parking lot?

Tia and Dante bought 10 apples to make an apple cobbler. Tia peeled 5 of the apples. Dante peeled 2. How many apples are left to peel?

Lesson 1.7 Adding with Coins

1 penny



1 nickel



1 dime



1¢

5¢

10¢

5 pennies
5 cents



Add the amounts together and write how much money. Draw the coins to show your thinking.

2 pennies, 1 nickel

_____ cents

2 nickels

_____ cents

1 nickel, 3 pennies

_____ cents

Lesson 2.2 Counting with Ones and Tens

Draw each number with ones and tens blocks.

77

93

39

50

21

46

Lesson 2.3 Counting Forward

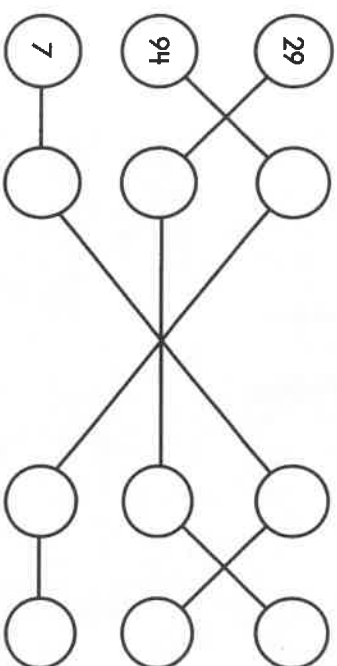
To count forward from 15, count on 1 apple to get 16. Keep counting on 1 for each apple.



Count forward from 78. Label each peach with a number.



Follow the path to count forward. Write the correct number in each circle.



F

Rainforest

Name _____

Vocabulary

☐ plants

☐ animals

☐ insects

☐ rainforest

Many living things make the rainforest their home. In the rainforest, you'll find plants, animals, and insects moving all around. Plants grow well in the rainforest. They get a lot of rainwater. Insects like the plants in the rainforest. Spiders spin webs



in the plants. Butterflies drink from the plants. Animals like the plants in the rainforest, too. Monkeys swing in the trees. Birds and sloths hang out in the trees, too. Leopards and crocodiles move across the ground. The rainforest is one big home!



① Why do plants grow well in the rainforest?

② Which animal enjoys the trees? ☐ crocodiles ☐ sloths

F

S'mores

Name

Vocabulary ☐ graham crackers ☐ chocolate ☐ marshmallow ☐ oven ☐ spatula

Do you know how to make s'mores? You will need

graham crackers, chocolate bars, marshmallows, and a baking sheet. First, break the graham crackers into squares. Break the chocolate into squares. Next, put a piece of chocolate on each graham cracker. Put them



on the baking sheet. Add a big marshmallow on top of each. Ask an adult to put the baking sheet in the oven for you. When the marshmallows are golden brown, take them out. Use a spatula to take the s'mores off the pan. Finally, add another square graham cracker on top of each. Your s'more is ready to eat!



① Why do you need an adult to help you make s'mores?

② What shape is in the story?

☐ rectangle

☐ square

F

Musicians

Name

Vocabulary

☐ instrument

☐ sheet music

☐ piano

☐ clarinet

A musician is someone who plays an instrument.

Musicians read sheet music just like we read books.

The sheet music tells the musician what to play to

make a song. Kent is a musician. Kent plays the

piano. He has a piano teacher. Kent can read sheet



music. Kim plays the clarinet. Kim uses her mouth to play the clarinet. She

uses her fingers, too. Kim's clarinet teacher is teaching her to read music. Do

you know any musicians?



① What is a musician?

② What instrument do you use your mouth to play? ☐ clarinet ☐ drums

Why Don't We See Stars in the Daytime?

by ReadWorks

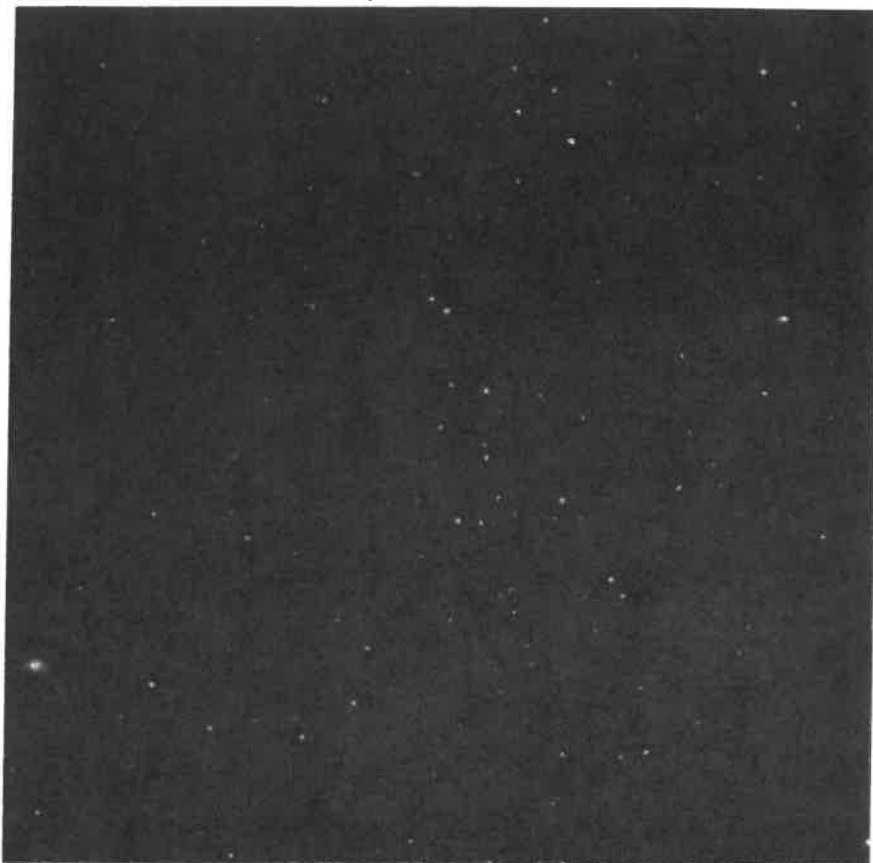


Photo Credit: ESA Hubble NASA

At night, we see many stars in the sky. Those stars are made of burning gases. They are hot, and they shine. But stars are in the sky both day and night. So why do we only see stars at night?

In the daytime we see the sun shine. Our sun is a very bright star. The sun's bright light blocks out other stars. It blocks out stars that are not as bright.

When evening comes, we cannot see the sun. Its bright light goes away. We see a dark night sky. That lets us see the lights of other stars.

Name: _____ Date: _____

1. When are stars in the sky?

- A. during the day
- B. at night
- C. during both the day and at night

2. How does the passage describe stars?

- A. They are hot and they shine.
- B. They are cold and dark.
- C. They are made of electricity.

3. We can't see stars during the day because of the sun.

Which information from the passage shows this is true?

- A. Stars are made of burning gases.
- B. Stars are in the sky both day and night.
- C. The sun's bright light blocks out other stars.

4. What is "Why Don't We See Stars in the Daytime?" mainly about?

- A. how bright the sun is
- B. why we don't see stars in the daytime
- C. what stars are made of

5. What star can we see during the day?

6. What did you learn from "Why Don't We See Stars in the Daytime"?

7. Class Discussion Question: Compare and contrast the stars we see at night and the sun. Then explain why we can see only the sun and not the other stars in the sky during the daytime.

8. Draw a picture of the sun's light blocking out other stars.

Civics for All: Children Solving Problems

Objective

Read about a young person who solved a problem in their community.

Resources/Materials

- *Problem Solver Profile: Amariyana “Mari” Copeny, “Little Miss Flint”*

Activity

- Read *Problem Solver Profile: Amariyana “Mari” Copeny, “Little Miss Flint”* and answer the following questions about key ideas and details in the text:
 - What problem was Mari trying to solve?
 - How did Mari go about addressing the problem?
 - What can we learn about problem solving from Mari?
- Discuss your answers to the questions above and point to the places in the *Problem Solver Profile* that you used to find the answers to the questions.
- Think about the following questions:
 - What do Mari’s actions tell us about the importance of people trying to help their communities?
 - What are some problems that you see that you would like to solve?

Additional Resources

- ACLU: A Supreme Court Fight For Students’ Free Speech Rights
https://www.youtube.com/watch?time_continue=10&v=go63SCNT6OQ&feature=emb_logo

Playground Problem

Problem: The local children's playground is full of trash and broken equipment. Playground money is being put aside to build a new tennis park for adults. The people who work in the playground are not being paid much, and so they have said they will only work on weekends, and will get a better job somewhere else on the weekdays. If this happens, the playground will only be open on the weekends.

What would you promise to do if you wanted to be elected as a new city leader?

[illegible]

Why Do We Need Rules?

by ReadWorks



It may seem like there are a lot of rules, but rules are important. There are rules everywhere. There are rules at home. There are rules at school. There are rules at the park.

Why do we need rules? Rules keep us safe. Without rules, children could run in the halls. That would not be safe. Someone might get hurt.

Rules keep things fair. Without rules, a friend might not get a turn in a game. That would not be fair. Without rules, the world would not be safe or fair.

Name: _____ Date: _____

1. Where are there rules?

- A. only at home
- B. everywhere
- C. only at school

2. This passage explains why rules are important. What is one reason why rules are important?

- A. Rules are fun to follow.
- B. Rules are unfair.
- C. Rules keep us safe.

3. Without rules, children could run in the halls. Without rules, a friend might not get a turn in a game. What does this show about rules?

- A. There are rules at the park.
- B. We need rules.
- C. We do not need rules.

4. What is the lesson in "Why Do We Need Rules?"

- A. Without rules, children could run in the halls.
- B. Rules are annoying and we don't really need them.
- C. Rules keep the world safe and fair.

5. Why is running in the halls at school not safe?

6. What did you learn from "Why Do We Need Rules?"

7. Class Discussion Question: Explain why rules are important. Use examples from the passage to support your ideas.

8. Draw a picture of children following the rules in school.

A Loud Concert

by ReadWorks

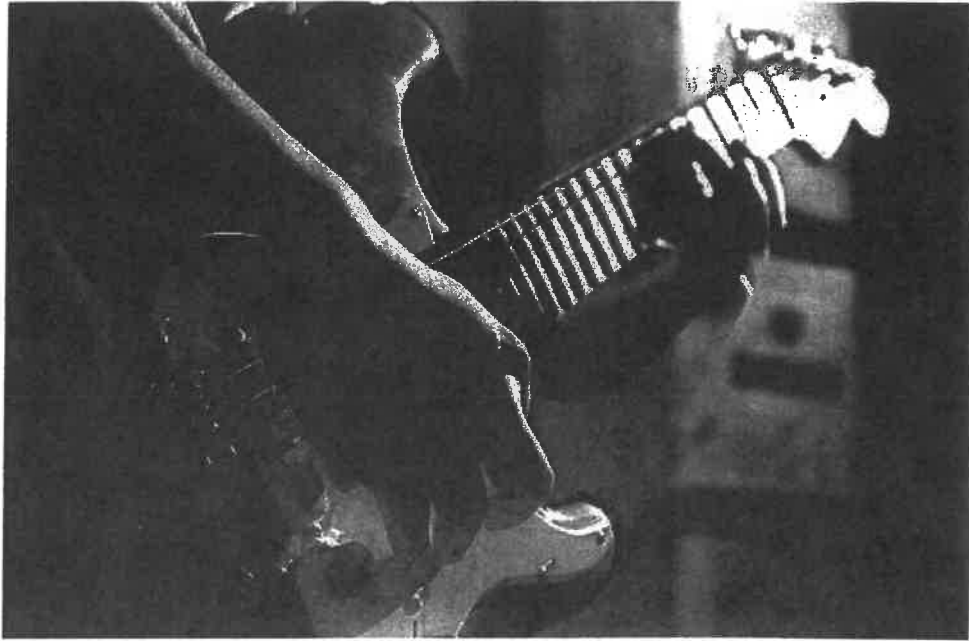


Photo Credit: B.E. Merrill

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.

Name: _____ Date: _____

1. Where is Sam going?

- A. band practice
- B. a concert
- C. school

2. First, Sam hears his brother play the guitar. Then what instrument does Sam hear?

- A. guitar
- B. piano
- C. drums

3. When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

- A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.
- B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.
- C. Sam's eardrum creates sound waves that allows him to hear music.

4. What is "A Loud Concert" mostly about?

- A. Sam's brother playing guitar
- B. Sam and his family enjoying his brother's concert
- C. why loud music and soft music are different

5. What does Sam use when the music gets too loud?

6. What did you learn from "A Loud Concert"?

7. Class Discussion Question: Describe the problem that Sam has at the concert and how he solves his problem.

8. Draw a picture of Sam at the concert.

Passport to Social Studies: Protecting the Environment

Objective

Identify what people do, the environment, the consequences of those actions, and consider a solution to a common environmental problem.

Resources/Materials

- *Environmental Problems and Alternatives/Solutions Cards*

Activity

- Responsible citizens can protect the environment. We learned about communities and how people's needs are met. These are important things to help us survive. For example, planting trees is good for the environment. The environment is the area in which we live. Sometimes our actions can affect the environment in ways that we didn't plan. For example, sometimes we cut down trees to make room for gardens and farms. This has both **positive** and **negative** impacts. The environment is a complicated part of any community." Invite students to suggest other actions that hurt the environment. There are other alternatives, or other ideas, to help solve the problem. We still want to be able to use the environment to meet our needs but want to protect it, too.
- For example, air pollution is an environmental problem. Cars, trucks, and buses are the main causes of air pollution. The more we use cars, the more air pollution increases. The invention of the car was positive in our lives, but it is causing negative effects on our lives too. Every action to reduce the use of cars helps a lot. Air pollution is a health hazard and bad for the earth. Some of the alternatives or other things people can do besides using cars for travel people can walk or bicycle to work or school.
- Carefully look at each of the *Environmental Problems and Alternatives/Solutions Card*.
- As you look at each card, think about the following questions:
 - What is the environmental problem being shown on the card?
 - What are some of the possible alternatives or ideas that can help protect the environment?
- Answer the question, "What can we do?" in the appropriate section of each card.

Additional Resources

- Tutlediary: Science Video for Kids: How to Care for the Environment
<https://www.youtube.com/watch?v=V0IQ3Ijil4Q>
- Periwinkle: What is Environment and How to Keep it Clean? Environmental Studies for Kids Vid # 1
<https://www.youtube.com/watch?v=gEk6JLJNgOU>

New York City Transportation Map



Many of New York's boroughs are on islands!

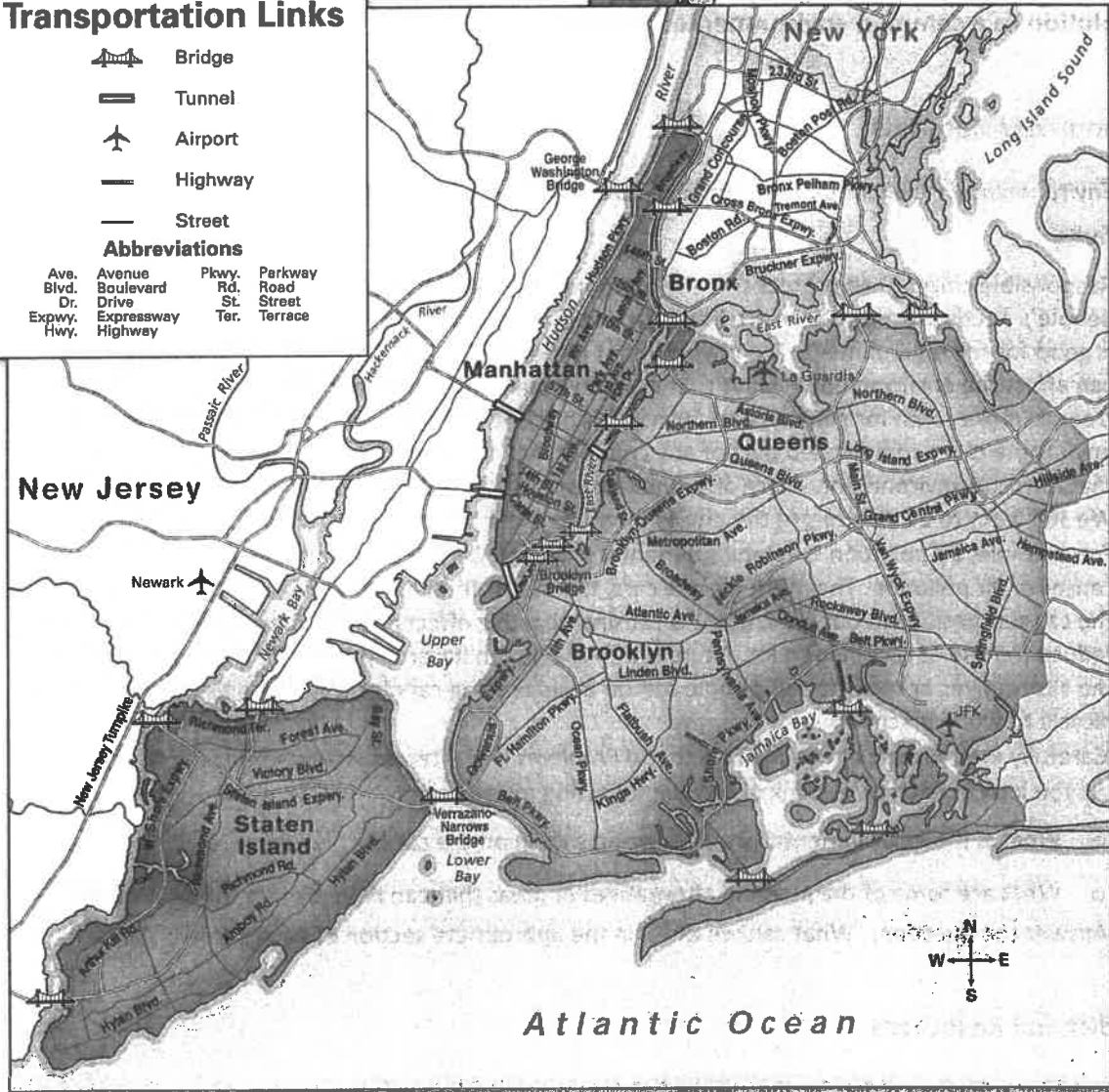
Bridges, tunnels, ferries, and trams connect New York City's many islands.

Transportation Links

- Bridge
- Tunnel
- Airport
- Highway
- Street

Abbreviations

Ave.	Avenue	Pkwy.	Parkway
Bld.	Boulevard	Rd.	Road
Dr.	Drive	St.	Street
Expwy.	Expressway	Ter.	Terrace
Hwy.	Highway		



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Explorer's Map Task Card: New York City Transportation Map

Welcome Explorers!

This is a transportation map of New York City.
It tells you the different ways you can travel around the city.

On the big map:

1. ☐ Find a bridge and mark it with a red circle.
2. ☐ Find a tunnel and mark it with a blue circle.
3. Use your map key to find other ways to travel.

_____ and _____

4. If you are in Staten Island and you want to go to Brooklyn, how would you travel there?

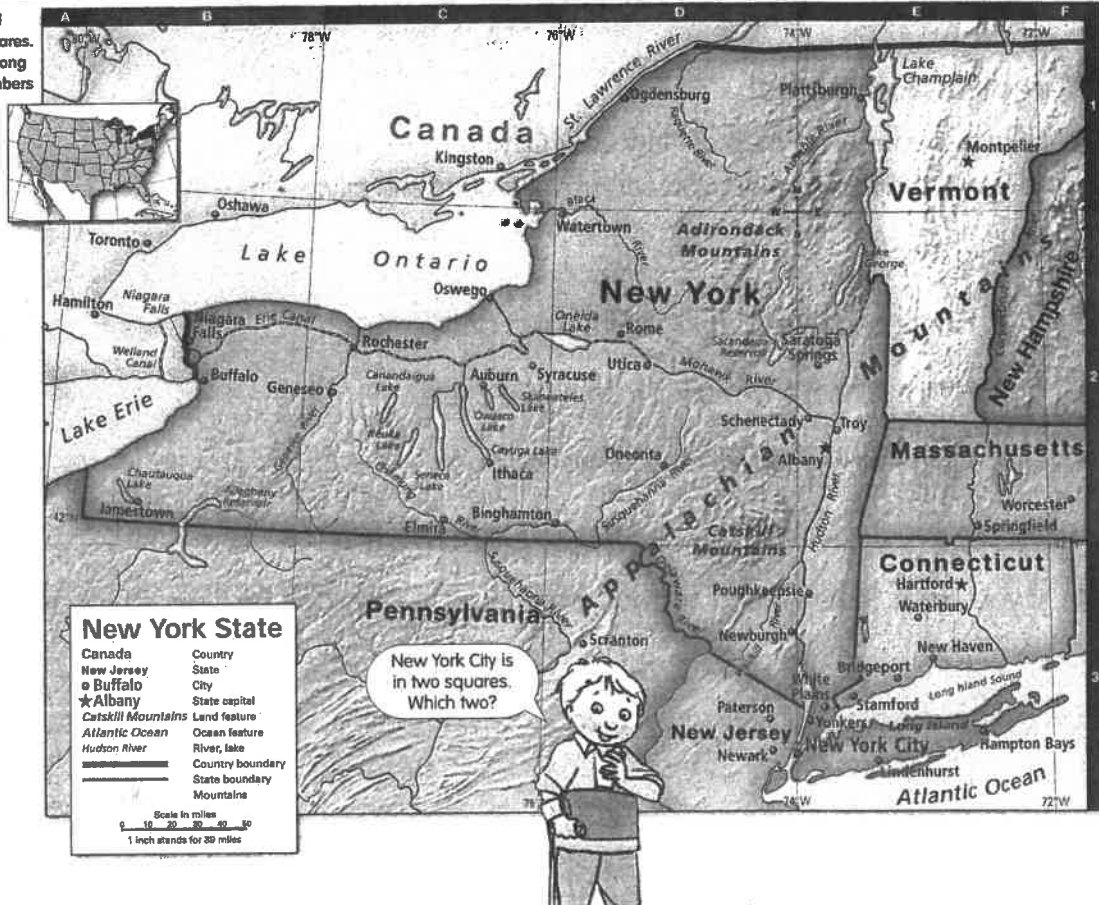
5. Write a sentence that explains what you can learn about New York City from this map.



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New York State Political and Physical Map

This map is divided into imaginary squares. There are letters along one edge and numbers along another.



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