



Dear K-2 Grade Parents/Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



Reading (20 minutes) - Your student can use district online resources including [Lexia](#), [RAZ Kids](#), and [Imagine espanol](#). Help your student read everyday text around your home—cereal boxes, mail, lists, directions, and more. If you have books at home, encourage your student to read and read with them when you can. Reading Packet options are available [here](#).



Writing (20 minutes) - Your student can write cards, letters, and lists. They can write a [story](#) or write about something on which they are an expert. If you have online access, students can take a [Virtual Field Trip](#) and write about what they see and learn.



Math (30 minutes) - Your student can use [Imagine Math](#) for online learning. There are also many ways to practice math at home: counting, making patterns, and helping with recipes are some examples. Math Packet options are available [here](#).



Social Studies (20 minutes) - Your student can learn about social studies online using [BrainPOP Jr.](#) or [BrainPOP espanole](#). Discuss a current events or share stories from your childhood to help students learn about social studies.



Science (20 minutes) - Your student can learn about science online using [BrainPOP Jr.](#) or [BrainPOP espanole](#).



Exercise (60 minutes a day) - Regular exercise is important to do every day. Movement helps reduce stress and helps students be ready to learn. Link to [GoNoodle](#) for online videos for movement and mindfulness. Find daily fitness ideas on this calendar ([Eng](#), [Span](#)).



Art/Music (20 minutes) - Art and music help students exercise creativity and self-expression. [Link to online classes through Maywood Fine Arts Academy](#).



Playtime (20 minutes) - "Playing" helps students learn collaboration, communication and good citizenship.



Social Emotional Learning - Visit [Parent Toolkit](#) (English, Spanish) for information on child health, social emotional development, and academic topics. Talk with your student about what they are learning and feeling.



[Access D89 Online Learning Resources at Clever](#)

[Link to List of District Online Resources on Clever](#)

[Link to List of Additional Resources for Reading, Writing, Math, Science, Social Studies, Health](#)



Estimados padres / tutores de grados K-2,

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (20 minutos): su estudiante puede usar los recursos en línea del distrito, incluyendo [Lexia](#), [RAZ Kids](#), e [Imagine español](#). Ayude a su estudiante a textos cotidianos en su hogar: cajas de cereales, correo, listas, instrucciones y más. Si tienen libros en casa, anime a su estudiante a leer y leer con ellos cuando pueda. Las opciones del paquete de lectura están disponibles [aquí](#).



Escritura (20 minutos) - su estudiante puede escribir tarjetas, cartas y listas. Pueden escribir una [historia](#) escribir sobre algo en lo que son expertos. Si tienen acceso en línea, los estudiantes pueden hacer una [excursión virtual](#) y escribir sobre lo que ven y aprenden.



Matemáticas (30 minutos) - su estudiante puede usar Imagine Math para el aprendizaje en línea. También hay muchas maneras de practicar las matemáticas en casa: contar, hacer patrones y ayudar con las recetas son algunos ejemplos. Las opciones del paquete matemático están disponibles [aquí](#).



Estudios Sociales (20 minutos) – Estudios sociales (20 minutos): su estudiante puede aprender sobre estudios sociales en línea [utilizando BrainPOP Jr. o BrainPOP español](#). Discuta eventos actuales o comparta historias de su infancia para ayudar a los estudiantes a aprender sobre estudios sociales.



Ciencia (20 minutos): su estudiante puede aprender sobre ciencia en línea usando [BrainPOP Jr. o BrainPOP español](#).



Ejercicio (60 minutos al día): es importante hacer ejercicio regularmente todos los días. El movimiento ayuda a reducir el estrés y ayuda a los estudiantes a estar listos para aprender. Enlace a [GoNoodle](#) para videos en línea para movimiento y atención plena. Encuentra ideas de ejercicio diario en este calendario ([Eng](#), [Span](#)).



Arte / Música (20 minutos): el arte y la música ayudan a los estudiantes a ejercitar la creatividad y la autoexpresión. [Enlace a clases en línea a través de Maywood Fine Arts Academy](#).



Recreo (20 minutos) - "Jugar" ayuda a los estudiantes a aprender colaboración, comunicación y buena ciudadanía



Aprendizaje social y emocional– Visite [Parent Toolkit](#) (ingles, Español) para obtener información sobre salud infantil, desarrollo social y emocional y temas académicos. Hable con su estudiante sobre lo que está aprendiendo y sintiendo.










[Access D89 Recursos en línea en Clever \(www.clever.com/in/maywood89\)](http://www.clever.com/in/maywood89)

Enlace a la lista de recursos en línea del distrito Clever








Enlace a la lista de recursos adicionales para lectura, escritura, matemáticas, ciencias, estudios sociales, salud









<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

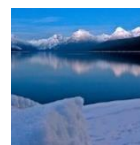
Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)
[Death Valley National Park](#)
[Denali National Park](#)
[Everglades National Park](#)
[Glacier National Park](#)
[Grand Canyon National Park](#)
[Great Smoky Mountain National Park](#)
[Redwood National and State Parks](#)
[Rocky Mountain National Park](#)
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)
[San Diego Zoo](#)
[Animal Planet Live](#)
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live
[Seattle Aquarium](#): YouTube virtual field trip and lesson
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)
[Splash Mountain](#)
[Test Track](#)
[Expedition Everest](#)
[Rock n Roller Coaster](#)
[Soarin'](#)
[Seven Dwarfs Mine Train](#)
[Rise of the Resistance](#)
[Mickey and Minnie's Runaway Railway](#)
[Slinky Dog Dash](#)
[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 6 – April 27 - 30

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Imagine Math/Mathia Reading packet Math packet Art project Science experiment Raz-Kids Lexia	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math/Mathia Writing Virtual Tour Read a book Jumped Rope/Burpees Compass Learning	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 6 del 27 de abril al 30 de abril

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Imagine Math/Mathia Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexia	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia	Imagine Math/Mathia Escritura Paseo Virtual Leer un libro musica Brincar la cuerda/sentadillas Lexia Compass Learning	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

The letters o, oa, ow, and oe can stand for the long o sound.

gocoallowdoe

Circle the word that describes the picture.
Write the word on the line.



cold cook



bat boat



crow crop



block bowl



toe top

Name _____

Circle the word that completes each sentence.

1. We will _____ our
hike here.

start warm



2. Let's hike _____ the hill!

find over



3. It is a _____ day.

warm more



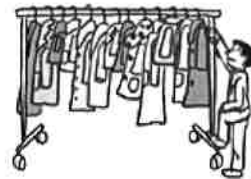
4. Rex needs _____.

start food



5. I can't _____ my coat.

find more



6. Jen has _____ books.

food more



Name _____

You can use the words **seek** and **search** to tell about looking for something.

Use **search** to tell about looking for something in a place.

I **search** for my dog. I **search** the park.

Use **seek** to tell about looking for something you want.

We **seek** the prize.

A. Circle the word that completes the sentence.
Write the word on the line.

1. I _____ my room for my lost book.
search seek

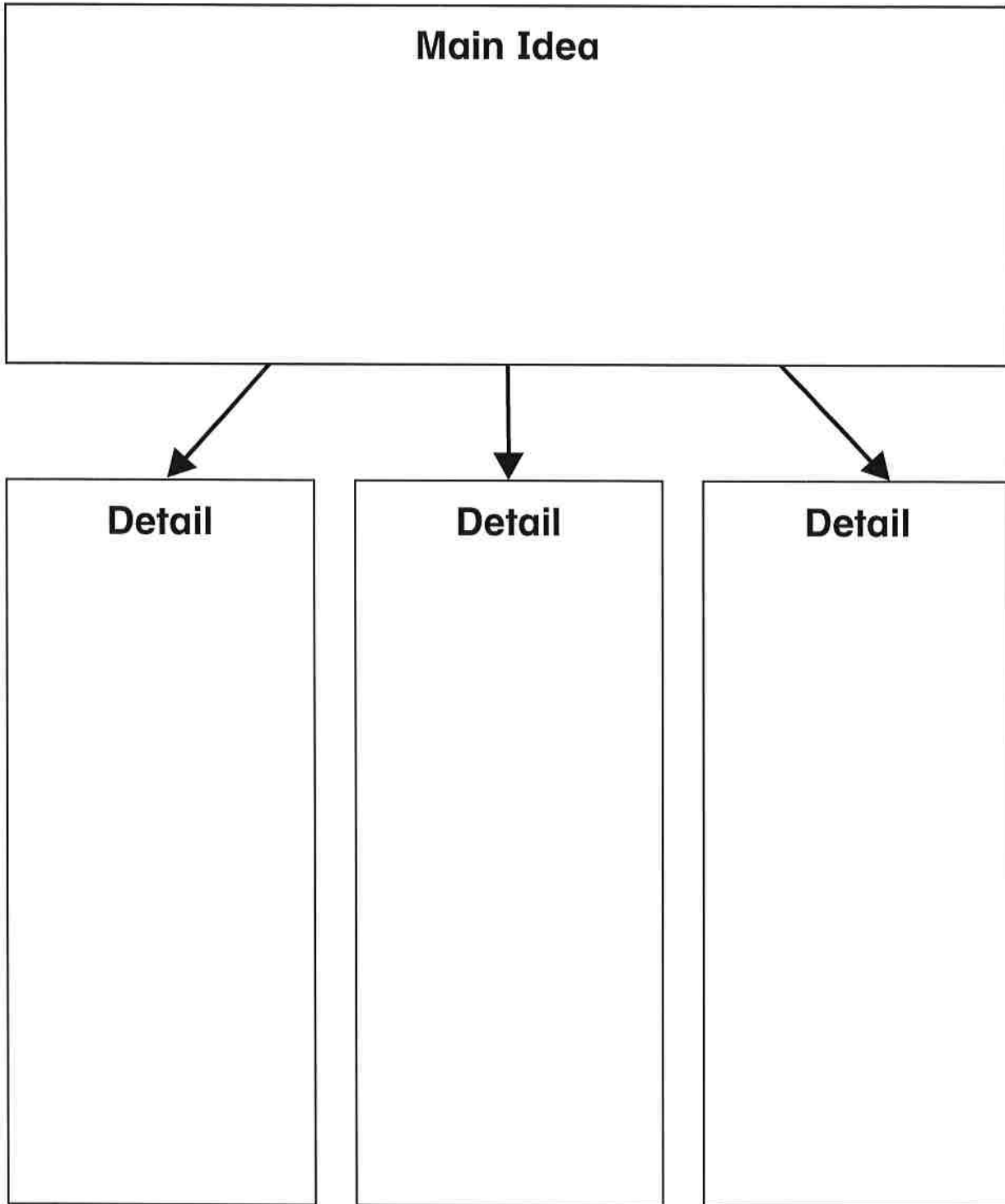
2. The prince will _____ a princess.
seek search

B. Write your own sentence. Use the word search.

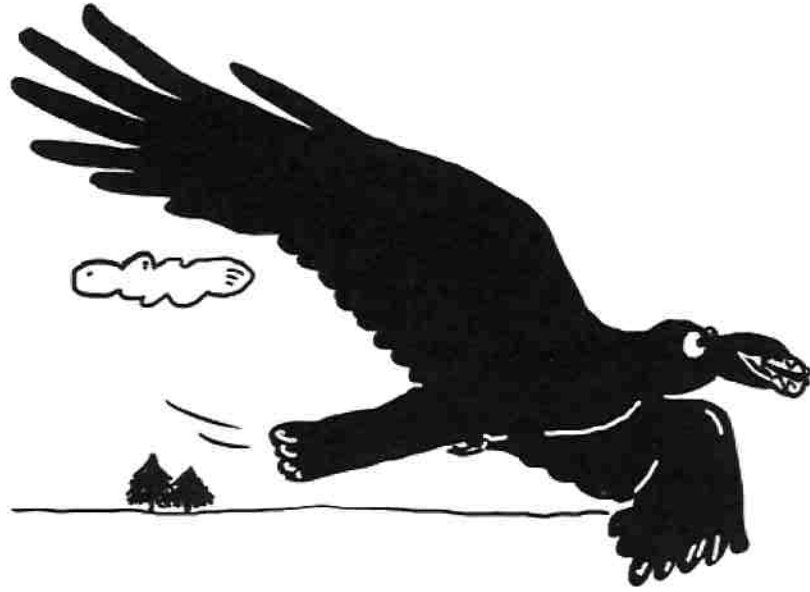
3. _____
- _____
-
- _____

Name _____

Fill in the Main Idea and Key Details Chart. Use words from the story.



Copyright © McGraw-Hill Education



Are crows bold?
Yes! A crow takes things.
It brings a shell to its nest.
Crows do a lot!

④

Crows



A crow is a big bird.
Most crows are black.
Crows live in many places.

①



Crows eat lots of things.
They eat things they find.
They may eat crops,
seeds, bugs, or eggs.

②



Crows make nests.
This nest is made of sticks.
The top is open.

③

Name _____

A. Reread “Crows.” Circle the correct answer to each question.

1. The main idea tells what the selection is about. What is the main idea of “Crows”?

Crows fly day and night.

Crows do many things.

2. Key details tell about the main idea.

You can find them in the words and pictures.

What is a key detail you read?

Crows eat bugs.

Crows play all day.

3. What is one more key detail you read?

Crows live in nests.

Crows live at sea.

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

A **word category** is a group of words that are alike.
 Look at the picture. The people are all doing something.

Word Category: **Things People Do**

learn, eat, sleep, play

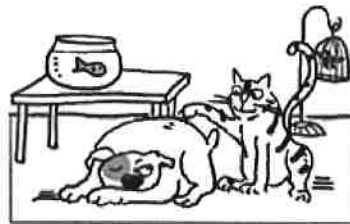


A. Reread “Crows.” Then cross out the word that does not fit in the category.

1. Things Crows Eat: eggs, nests, bugs, seeds
2. Things Crows Do: fly, make nests, eat, sticks

B. Match the words to a word category.

Word Category:



Kinds of Animals

3. wings, beak, legs, feet



Parts of a Crow

4. dogs, cats, birds, fish

Name _____

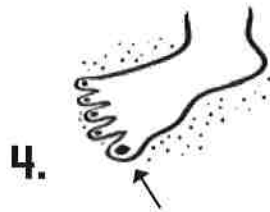
**Circle words in the box that have a long o sound.
Write a word from the box to tell about each
picture.**

book coat show toe top go









Name _____

An **open syllable** is a syllable that ends in a vowel.
It has a long vowel sound.

be/gin ba/sic

**Read the word. Draw a line between the syllables.
Write the syllable that ends in a long vowel sound.**

1. apron



2. bacon



3. robot



4. open



Name _____

Some words help readers see, hear, feel, taste or smell.
These words are called **sensory words**.

a dark nighta quiet tapa spicy meala sticky spilla sweet rose

Read the sentence. Underline the sensory word.

1. The day is sunny.



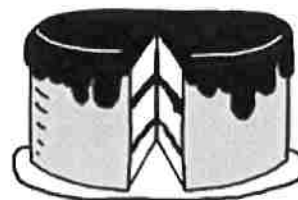
2. A loud truck went down the street.



3. I pat the fluffy chick.



4. The cake had sweet frosting.



Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

Songbirds fly to find food and look for seeds to eat. Dogs use their great noses to smell and find where the food is. Cats like to hunt for their food.

1. Does the writing tell about a topic?
2. What do the sentences tell about?
3. What sentence could you add to tell the topic?

B. Work with your partner. Talk about how you can add a sentence about the topic. Revise the draft on your own.

Name _____

Answer Key

The letters o, oa, ow, and oe can stand for the long o sound.

gocoallowdoe

Circle the word that describes the picture.
Write the word on the line.



cold

cold cook

boat

bat boat

crow

crow crop

bowl

block bowl

toe

toe top

Name Answer Key

Circle the word that completes each sentence.

1. We will _____ start _____ our
hike here.

start warm



2. Let's hike _____ over _____ the hill!

find over



3. It is a _____ warm _____ day.

warm more



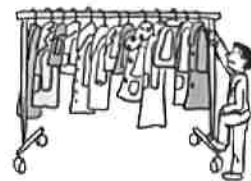
4. Rex needs _____ food _____.

start food



5. I can't _____ find _____ my coat.

find more



6. Jen has _____ more _____ books.

food more



Name _____

Answer Key

You can use the words **seek** and **search** to tell about looking for something.

Use **search** to tell about looking for something in a place.

I **search** for my dog. I **search** the park.

Use **seek** to tell about looking for something you want.

We **seek** the prize.

A. Circle the word that completes the sentence.

Write the word on the line.

- _____
-
1. I search my room for my lost book.
- (search) seek
- _____
-

2. The prince will seek a princess.
- (seek) search

B. Write your own sentence. Use the word search.

3. Responses will vary.
- _____
-
- _____
-
- _____

Name _____

Answer key

A. Reread “Crows.” Circle the correct answer to each question.

1. The main idea tells what the selection is about. What is the main idea of “Crows”?

Crows fly day and night.

Crows do many things.

2. Key details tell about the main idea.

You can find them in the words and pictures.

What is a key detail you read?

Crows eat bugs.

Crows play all day.

3. What is one more key detail you read?

Crows live in nests.

Crows live at sea.

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Answer key

A **word category** is a group of words that are alike.
Look at the picture. The people are all doing something.

Word Category: **Things People Do**

learn, eat, sleep, play



A. Reread “Crows.” Then cross out the word that does not fit in the category.

1. Things Crows Eat: eggs, ~~nests~~, bugs, seeds

2. Things Crows Do: fly, make nests, eat, ~~sticks~~

B. Match the words to a word category.

Word Category:



Kinds of Animals

3. wings, beak, legs, feet



Parts of a Crow

4. dogs, cats, birds, fish

Name Am. Swerkey

**Circle words in the box that have a long o sound.
Write a word from the box to tell about each picture.**

book

coat

show

toe

top

go

1.



show

2.



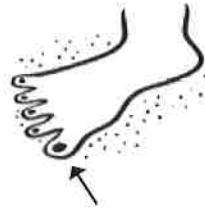
go

3.



coat

4.



toe

Name _____

Answer Key

An **open syllable** is a syllable that ends in a vowel.
It has a long vowel sound.

be/gin ba/sic

**Read the word. Draw a line between the syllables.
Write the syllable that ends in a long vowel sound.**

1. a|pron

a



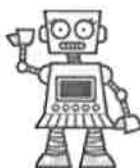
2. ba|con

ba



3. ro|bot

ro



4. o|pen

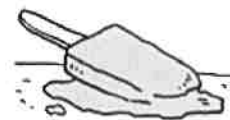
o



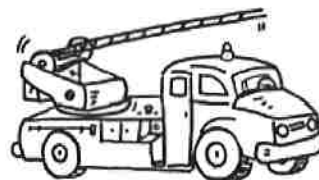
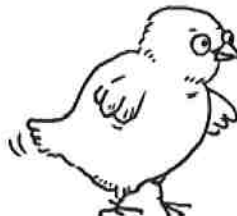
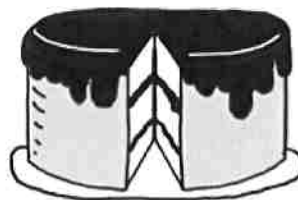
Name _____

Answer Key

Some words help readers see, hear, feel, taste or smell. These words are called **sensory words**.

a dark nighta quiet tapa spicy meala sticky spilla sweet rose

Read the sentence. Underline the sensory word.

1. The day is sunny.2. A loud truck went down the street.3. I pat the fluffy chick.4. The cake had sweet frosting.

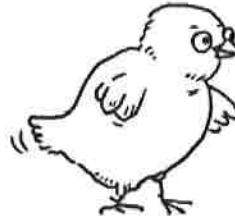
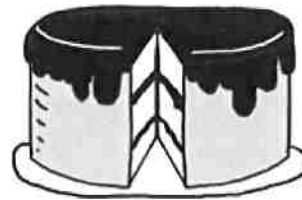
Name _____

Answer key

Some words help readers see, hear, feel, taste or smell. These words are called **sensory words**.

a dark nighta quiet tapa spicy meala sticky spilla sweet rose

Read the sentence. Underline the sensory word.

1. The day is sunny.2. A loud truck went down the street.3. I pat the fluffy chick.4. The cake had sweet frosting.

Name _____

Answer Key

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

Songbirds fly to find food and look for seeds to eat. Dogs use their great noses to smell and find where the food is. Cats like to hunt for their food.

1. Does the writing tell about a topic?
2. What do the sentences tell about?
3. What sentence could you add to tell the topic?

B. Work with your partner. Talk about how you can add a sentence about the topic. Revise the draft on your own.

Answers will vary but should include a sentence that

tells the topic such as, *Animals find food in different*

ways.

HOW TO USE THIS BOOK

180 Days of Math for First Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every first-grade practice page provides 8 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	Number Sense	Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Addition	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates; Develops and uses strategies for whole-number computations, with a focus on addition and subtraction
3	Subtraction	
4	Algebraic Thinking	Understands patterns, relations, and functions; Models situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols
5	Geometry	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships; Describes attributes and parts of two- and three-dimensional shapes
6	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Recognizes the attributes of length, volume, weight, area, and time
7	Data Analysis	Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them
8	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Solves problems that arise in mathematics and in other contexts

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS Solve each problem.

1. Write the number that comes after 34.

2.

$$\begin{array}{r} 1 \\ 0 \\ + 5 \\ \hline \square \end{array}$$

3.

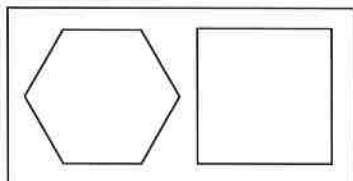
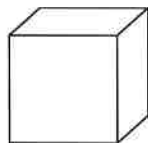
$17 - 0 = \square$

4.

$6 + 5 = 11 + \square$

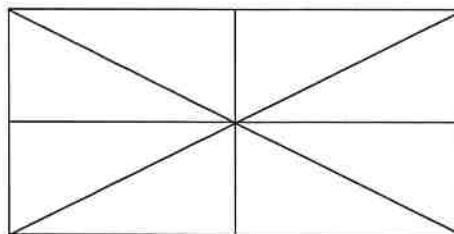
5.

Color the shape that you would see from the top.



6.

Record the area.



_____ triangles

7.

Favorite Animal

Cats	Dogs	Birds	Lizards
7	9	4	5

How many more people like dogs than birds?

8.

A pack of gum has 6 pieces in it. Mom chews one piece of gum each day. How many days will it take her to eat the whole pack of gum?

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

___ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

1. Write the number word for 72.

2. 😊 😐

2. $5 + 5 + 0 = \square$

3. 😊 😐

3.
$$\begin{array}{r} 19 \\ - 10 \\ \hline \square \end{array}$$

4. 😊 😐

4. True or false?
 $7 + 0 = 6 + 1$

6. 😊 😐

5. Draw a bat near the baseball.

7. 😊 😐



8. 😊 😐

6. Is the animal longer than your pencil?

Circle: yes no



7. Favorite Activity on the Weekend

Play Video Games	
Read	
Play with Toys	

Two more children were asked their favorite activities. One said reading and one said playing with toys. Now how many children prefer reading?

8. Meg picked 67 blueberries. Then she picked 10 more. How many blueberries did Meg pick in all?

___ / 8
Total

NAME: _____

DIRECTIONS Solve each problem.

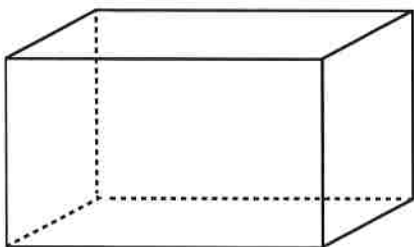
1. 99 has _____ tens
and _____ ones.

2.
$$\begin{array}{r} 6 \\ 1 \\ + 1 \\ \hline \square \end{array}$$

3. $17 - 9 = \square$

4. Complete the
pattern.
52 50 48 _____ 44

5. How many curved
surfaces does the
object have?



6. Circle the months
that have 31 days.

June

July

August

7. Number of Students

Mrs. Garcia	23
Mr. Ream	21
Mrs. Stein	24
Mr. Miller	22

How many more
students are in Mrs.
Garcia's class than
in Mr. Miller's class?

8. Write one addition
number sentence
and one subtraction
number sentence
with the numbers
1, 6, and 7.

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

5. 😊 😞

6. 😊 😞

7. 😊 😞

8. 😊 😞

____ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

1. Fill in the circle with $<$, $>$, or $=$.

52 ○ 52

2. 😊 😐

3. 😊 😐

2. $6 + 5 + 2 = \square$

4. 😊 😐

3.
$$\begin{array}{r} 18 \\ - 8 \\ \hline \square \end{array}$$

5. 😊 😐

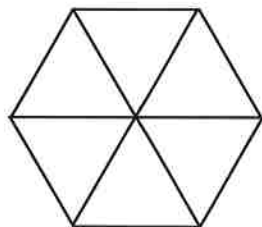
6. 😊 😐

4. Write the missing number.

$16 - \square = 7$

7. 😊 😐

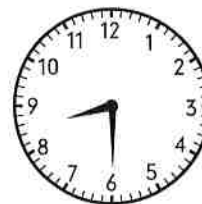
5. What smaller shapes make this hexagon?



___ / 8

Total

6. Write the time.



_____ : _____

7. What question would you ask to find out about the color of your friend's bike?

8. Write the children in order. Will is second. Trish is before Will. Mark is not before Trish.

1. _____
2. _____
3. _____

ANSWER KEY *(cont.)*


Day 152

1. There should be 6 tens rods and 2 ones cubes drawn.
2. 6
3. 7
4. 5
5. 6 angles
6. a thermometer
7. There should be 21 tally marks drawn.
8. 86

Day 153

1. The 5th car should be circled.
2. 8
3. 10
4. 17
5. no
6. Answers will vary.
7. 5 more green pencils
8. 23 children

Day 154

1. 16
2. 3
3. 10
4. 4
5. 

6. January
7. 5 students
8. 8 mittens

Day 155

1. 35
2. 6
3. 17
4. 0
5. The square should be colored.
6. 8
7. 5 more people
8. 6 days

Day 156

1. seventy-two
2. 10
3. 9
4. true
5. There should be a bat drawn near the baseball.
6. no
7. 9 children
8. 77 blueberries

Day 157

1. 9, 9
2. 8
3. 8
4. 46
5. 0
6. July and August should be circled.
7. 1 more student
8. $1 + 6 = 7$ or $6 + 1 = 7$;
 $7 - 6 = 1$ or $7 - 1 = 6$

Day 158

1. =
2. 13
3. 10
4. 9
5. triangles
6. 8:30
7. Answers will vary. Possible answer: What color is your bike?
8. 1. Trish
2. Will
3. Mark

Day 159

1. 20
2. 12
3. 20
4. 2
5. An octagon should be drawn.
6. 4
7. Paul
8. 6 years old

Day 160

1. 54, 55
2. 19
3. 17
4. 8
5. A road should be drawn below the car.
6. taller
7. Tom: 5
Tony: 9
Jacqueline: 8
Nikki: 14
8. August

Day 161

1. 76, 79, 81
2. 17
3. 8
4. +
5. The circle should be colored.
6. 9:30
7. 31
8. 4 cups

Day 162

1. 93 should be circled.
2. 12
3. 12
4. 3
5. 0 angles
6. August
7. There should be 41 tally marks drawn.
8. 28

Day 163

1. 7th
2. 14
3. 7
4. 9
5. yes
6. a ruler
7. 22 children
8. 82 rocks

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.

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?

Running in the halls at school is not safe because someone might *get hurt*.

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

Answers may vary and should be supported by the passage.

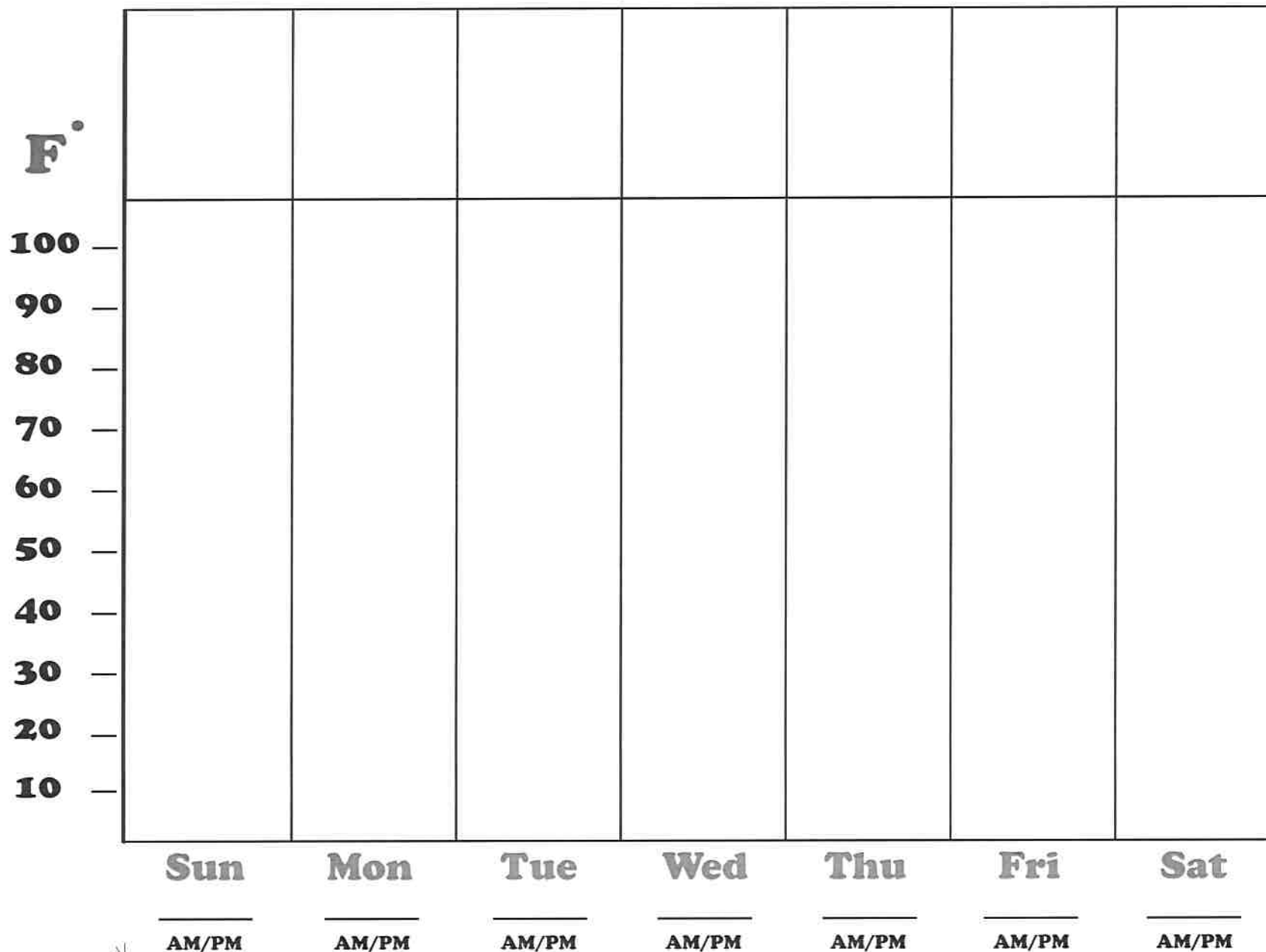
7. **Class Discussion Question:** Explain why rules are important. Use examples from the passage to support your ideas.

Answers may vary but students should explain that rules are important because they keep us safe and they keep things fair. For example, a school rule is no running in the hallway. Running in the hallway is dangerous because someone might get hurt. The rule keeps everyone safe. Another example is that rules keep things fair. The rules for a game tell us when everyone gets a turn. Without the rules, we might not know when it is time to give the next person a turn and a friend might be skipped. That is not fair, so the rules keep things fair.

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

Students' pictures may vary but could include students walking in the hall. Your students could also draw any other school/classroom rules they know (wait in line for a drink, raise a quiet hand when you want to say something, no talking in the hallway, etc.).

Weather Log: Choose a time of day and record the temperature in the bar graph below! Make sure to record the temperature at the same time, every day of the week. Use the space above the graph to draw what the weather looks like that day! Is the weather sunny, rainy, cloudy, or something else?



Use the back of each postcard to tell a friend about what the weather is like where you live. Write about the kind of things you see this time of year: snow, blooming flowers, falling leaves, or sunny skies. When you're done, you can ask an adult to help you cut out each card and mail them!

How's the
Weather?
POSTCARD



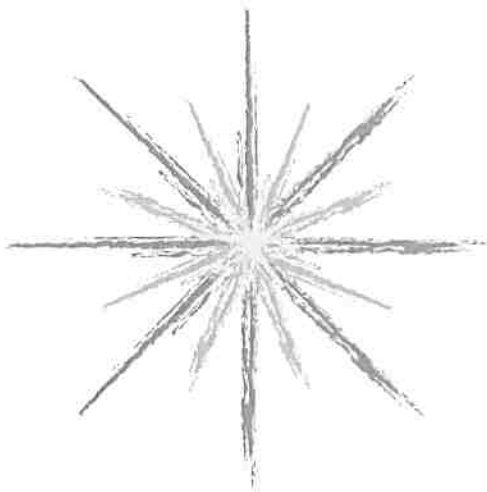
Seasonal
Variety

How's the
Weather?
POSTCARD



Seasonal
Variety

How's the
Weather?
POSTCARD



Seasonal
Variety

How's the
Weather?
POSTCARD



Seasonal
Variety