



Dear K-2 Grade Parents/Guardians,

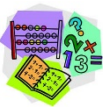
While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



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](#)

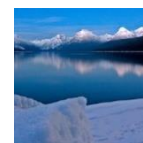
[Grand Canyon National Park](#)

[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 7 – May 4 – May 8

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

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

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 7 del 4 de mayo al 8 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

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

Firma de Padres _____ Fecha _____

Name _____

The long *i* sound is the sound you hear in the middle of **wild**. The letters **i**, **y**, **igh**, and **ie** can stand for the long *i* sound.

find**sky****night****tie**

Circle the long *i* word that completes each sentence. Write the word.

1. The baby will _____.

cry crib



2. The jet will _____.

flap fly

3. The sun is very _____.

bright bring



4. This _____ looks so good!

pea pie

5. The _____ is running.

chip child



Name _____

Circle the word that completes the sentence. Write the word.

1. He _____ a bug.

caught flew



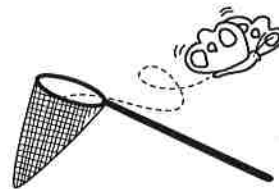
2. I _____ at jokes.

know laugh



3. The butterfly _____ away.

were flew



4. They _____ playing in mud.

know were



5. We must _____ in school.

listen know



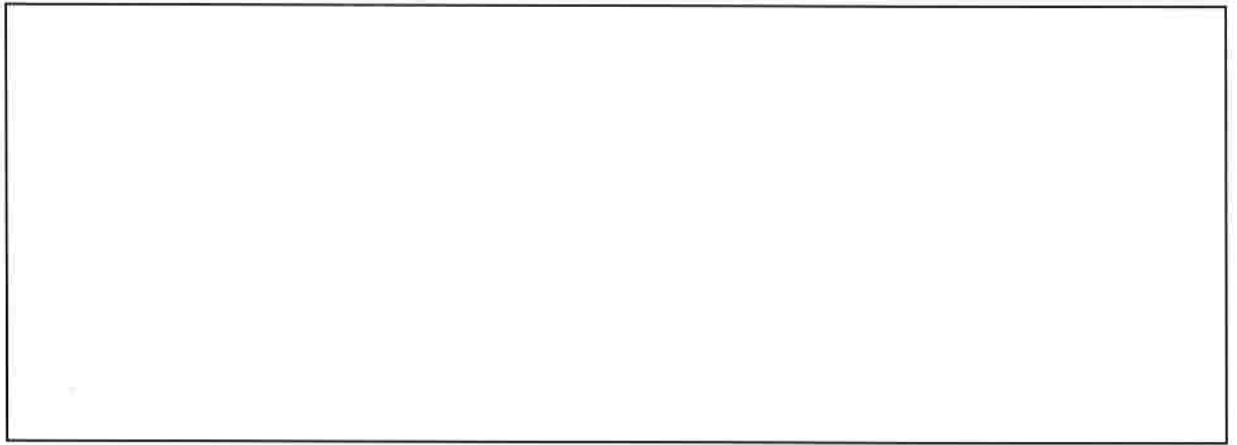
6. Do you _____ how to fix it?

caught know

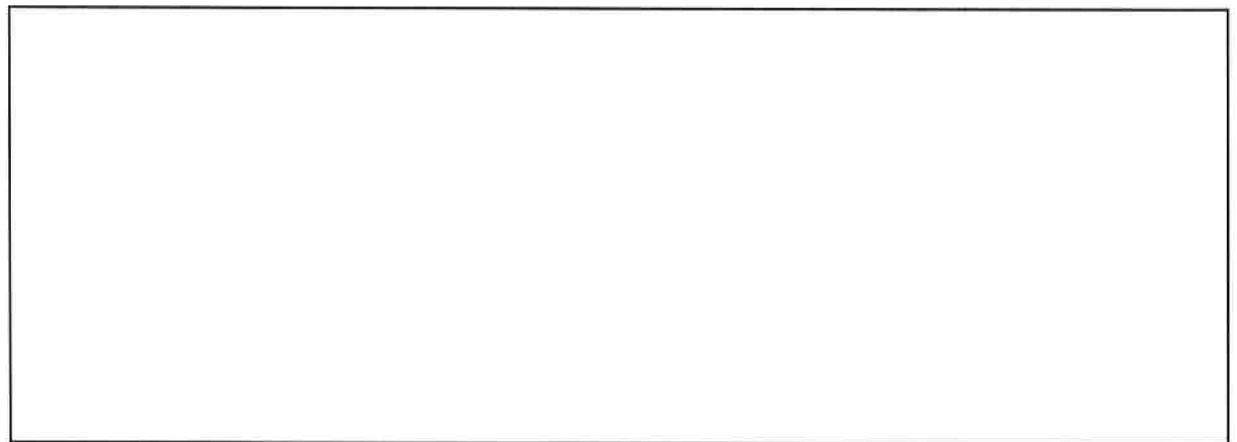


Name _____

A. Complete the sentence. Draw a picture to go with your sentence.

-----This is a **beautiful** _____.

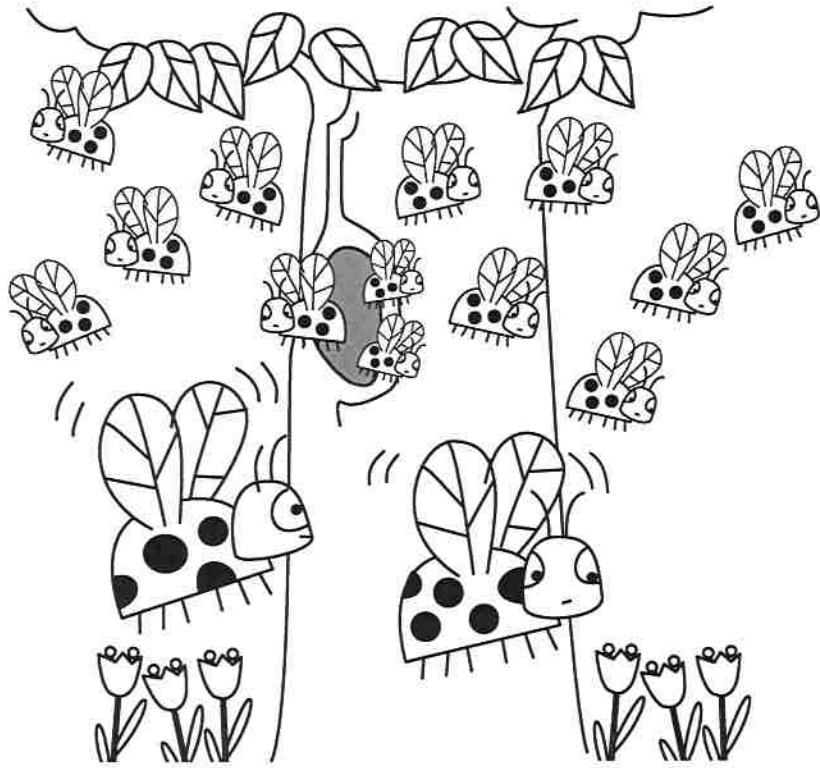
B. Complete the sentence. Draw a picture to go with your sentence.

-----I wish I had a **fancy** _____.

Name _____

Fill in the Point of View Chart. Use details from the story.

Character	Clue	Point of View



Eve and Pete slept.
Then spring came.
All the bugs woke up.
Then they flew away!

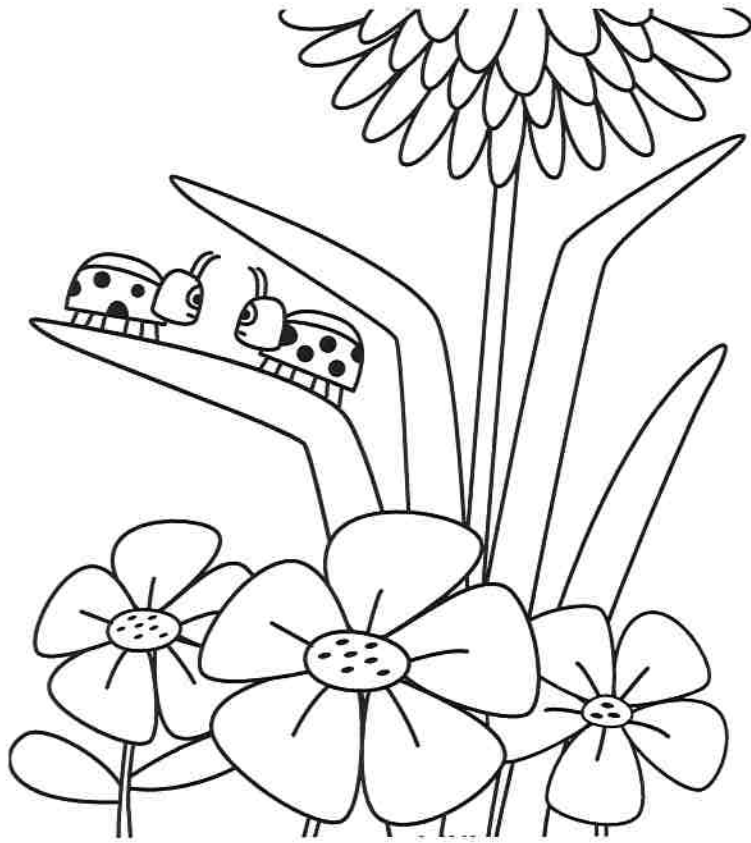
4

Eve and Pete



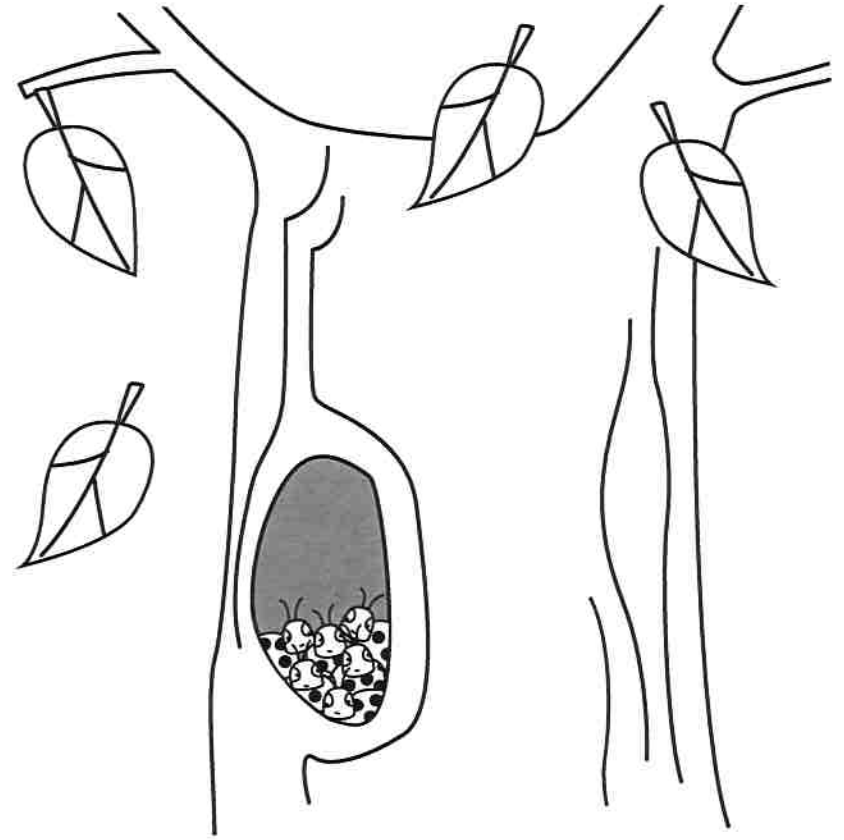
Eve and Pete are pals.
They like to fly.
They have fun together.

1



One day, Pete said, "It's cold."
Eve said, "We need to find a tree.
We need to sleep until spring."

2

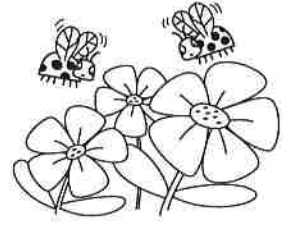


They spotted a tree.
Many bugs were inside.
The bugs said, "Come in!"
Pete and Eve did.

3

Name _____

A. Reread “Eve and Pete.” Circle the words that answer each question. Write the words.



1. The story characters are _____.

bugs trees

2. Eve and Pete needed to _____.

sleep play

3. Eve and Pete found a huge _____.

bug tree

4. When spring came, they _____.

slept flew away

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 _____

Context clues are words that help you figure out the meaning of a new word. Look for words that you know to help you figure out a new word's meaning. Look in the same sentence or in nearby sentences.

Use the **underlined** clue to figure out the meaning of the word in **bold**. Fill in the circle next to the word's meaning.

1. My boots are still **damp** from the rain.

wet

dry



2. The **wailing** baby wants some milk.

crying

sleeping



3. **Grip** the string tightly so it doesn't fly away!

try to cut

hold on to



Name _____

The long **i** sound is the sound you hear in the middle of **find**. The letters **i**, **y**, **igh**, and **ie** can stand for the long **i** sound.

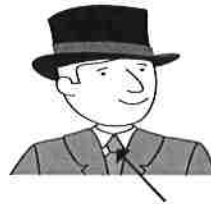
kind**fry****sigh****pie**

Circle the word that names the picture.

1. child chill chip



2. tip tie ten



3. note nip night



4. play fling fly



5. bright bring bits



Name _____

To add the endings **-es** or **-ed** to a word that ends with long **i** spelled **y**, first change the **y** to **i**.

dry + es = dries **dry + ed = dried**

Do not change the **y** to **i** when adding **-ing**.

dry + ing = drying

Add the ending to the word. Use a word from the box to write the new word.

tries

cried

fried

spying

1. spy + ing = _____

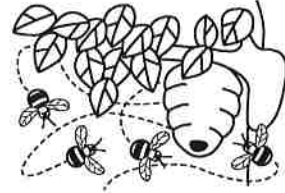
2. cry + ed = _____

3. try + es = _____

4. fry + ed = _____

Name _____

A **heading** tells readers what information is in a section of a text.

A. Read the text.**Honeybees****In a Bee Hive**

Honeybees live in a hive.
There are many rooms in the hive.
The rooms are made from wax.

Worker Bees

Most bees in the hive are worker bees.
Worker bees fly to flowers.
They get sweet nectar.
They eat some. They make the rest into honey.

B. Circle the answer to each question.

1. What is the article about?

spiders honeybees insects

2. Circle the headings in the text.

3. What is the second part of the text about?

Worker Bees Bee Keepers The Queen Bee

Name _____

A. Read the draft model. Use the questions to help you add a concluding statement.

Draft Model

Ants are small but they are strong. They work together to build hills around their tunnels. A team of ants can move a large bug or leaf.

1. What is the topic of the writing?
2. What details tell about the topic?
3. What information could you include in a concluding statement?

B. Work with your partner. Talk about how you can add a strong conclusion to sum up the writing and tell the main idea. Revise the draft on your own.

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. Put the numbers in order from least to greatest.

79 76 81

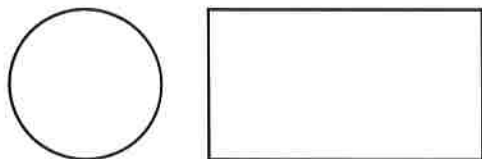
2.
$$\begin{array}{r} 5 \\ 6 \\ + 6 \\ \hline \square \end{array}$$

3. $18 - 10 = \square$

4. Write the missing sign.

$$\begin{array}{r} 9 \\ \square 7 \\ \hline 16 \end{array}$$

5. Color the shape with curved sides.

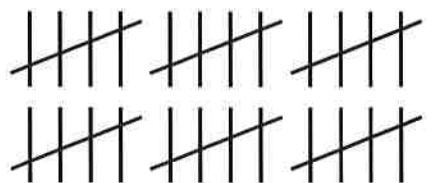


6. Write the time.



_____ : _____

7. How many tally marks are there?



8. Mom wants to double a recipe that calls for 2 cups of sugar. How many cups of sugar does she need?

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😞

1. Circle the larger number.

83 93

6. What is the 8th month of the year?

2. 😊 😞

2. $4 + 4 + 4 = \square$

7. Make 41 tally marks.

3. 😊 😞

3.
$$\begin{array}{r} 19 \\ - 7 \\ \hline \square \end{array}$$

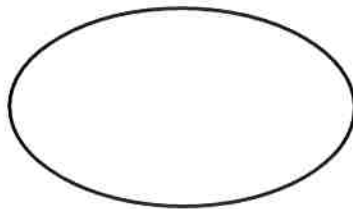
4. 😊 😞

4. $10 - 4 = 3 + \square$

8. I have 8 in the ones place and 2 in the tens place. What number am I?

5. 😊 😞

5. Count the angles.



6. 😊 😞

7. 😊 😞

8. 😊 😞

____ / 8
Total

NAME: _____

DIRECTIONS Solve each problem.

1. Write the ordinal number.



The marked bone is

_____.

2.
$$\begin{array}{r} 7 \\ 2 \\ + 5 \\ \hline \square \end{array}$$

3. $17 - 10 = \square$

4. $\square + 9 = 8 + 10$

5. Will the object stack?



6. Would you use a ruler or a thermometer to measure the length of a book?

7. Favorite Activity

Swings	Slide	Monkey Bars	Balance Beam
8	5	7	2

How many children were surveyed?

8. Dawn has a rock collection with 72 rocks. A friend gives her 10 more rocks. How many rocks are in Dawn's collection now?

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

___ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

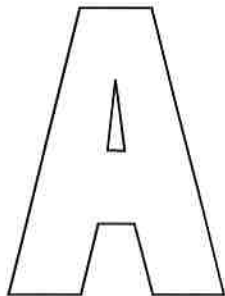
1. What is the largest number that can be made with the numerals 7 and 4?

2. $6 + 7 + 3 = \square$

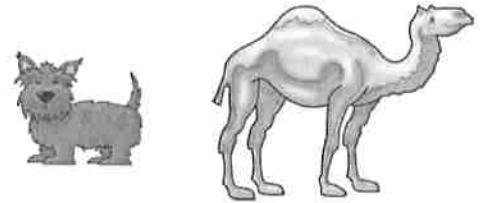
3.
$$\begin{array}{r} 18 \\ - 0 \\ \hline \square \end{array}$$

4. Complete the pattern.
81 79 77 _____ 73

5. Draw a line of symmetry.



6. Circle the object that is taller than you.



7. Devon has 30 toy cars, Marshall has 23 toy cars, and Travis has 27 toy cars. Make a tally chart with the data.

Toy Cars in a Collection

Devon	
Marshall	
Travis	

8. Sally sees 6 bluebirds, 4 seagulls, and 5 pigeons. How many birds does she see in all?

NAME: _____

DIRECTIONS Solve each problem.

1. Draw tens rods and ones cubes to show the number 42.

2.

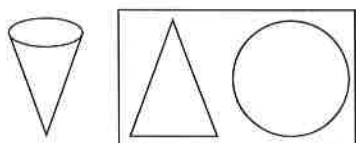
$$\begin{array}{r} 6 \\ 6 \\ + 7 \\ \hline \square \end{array}$$

3. $13 - 8 = \square$

4.

$$\begin{array}{r} 17 \\ \square \\ - \square \\ \hline 8 \end{array}$$

5. Color the shape that you see on the base of the cone.



6. Write the time you went to bed last night.
- _____

7. Record the data in the chart.

- Three children like colored pencils.
- Two more children like clay than colored pencils.
- The number of children who like paints equals the total number of children who like clay and colored pencils.

Favorite Art Material

Paints	
Clay	
Colored Pencils	

8. Mom bought a dozen eggs. She uses 2 eggs for a cake. How many eggs are left?
- _____

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

ANSWER KEY *(cont.)*

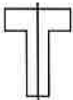
Day 152

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

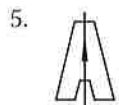
Day 163

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

ANSWER KEY *(cont.)*

Day 164

- 74
- 16
- 18
- 75



- The camel should be circled.
- Devon: 30 tally marks
Marshall: 23 tally marks
Travis: 27 tally marks
- 15 birds

Day 165

- Drawing should show 4 tens rods and 2 ones cubes.
- 19
- 5
- 9
- The circle should be colored.
- Answers will vary.
- Paints: 8
Clay: 5
Colored Pencils: 3
- 10 eggs

Day 166

- forty-three
- 13
- 9
- 10
- A hat should be drawn on the bear.
- 3:30
- 12 students
- 8 pieces of candy

Day 167

- 6, 5
- 10
- 9
- 80
- yes
- 21
- 3 more children
- $2 + 7 = 9$
 $7 + 2 = 9$
 $9 - 2 = 7$
 $9 - 7 = 2$

Day 168

- >
- 14
- 5
- 7
- There should be an oval drawn with a line through the center of it, either vertically or horizontally.
- yes
- 17 children
- 67

Day 169

- 53
- 10
- 6
- 9
- Drawing should be of a shape with less than 4 sides (a triangle, circle, or oval).
- February
- 3 more boys
- 14 markers and colored pencils

Day 170

- 2 rows of 3 bananas in each row should be drawn;
6 bananas
- 15
- 7
- 15
- A circle should be drawn to the left of the triangle.
- 2 or two
- Answers will vary. Possible answer: 1 more child walks than comes by car.
- a rock

Day 171

- 88, 89, 91
- 13
- 5
- 13
- The rectangle should be colored.
- February should be circled.
- 6 children
- 13 toys

Day 172

- 63
- 16
- 9
- 6
- 8 angles
- 15
- There should be 10 tally marks.
- 52

Day 173

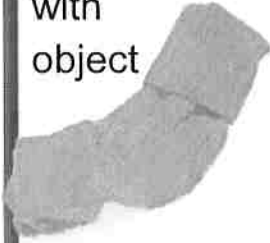
- The 4th tree should be circled.
- 18
- 8
- 94
- yes
- 10:30
- 4 more students
- 11 hats

How do you use your senses to identify objects?


Scientists observe to find out about objects.

Materials

sock
with
object



crayons



Inquiry Skill You can use what you observe to help you infer.

- 1. Observe** Feel the object in the sock. Do not look!
- 2. Record** what it feels like.



- 3. Infer** Draw the object.



Explain Your Results

- 4. Look at the object.**

What do you see that you did not feel?



How We Are the Same

People come to America from many different countries, or nations, from around the world. We all have the same basic needs. We all need food, shelter, and love to grow and stay safe.

- 1. **READING CHECK** **Main Idea and Details** Highlight the things all people need.



How We Are Different

When people came to America, they brought things that were important. These things make up their culture. Culture is the way a group of people live.

People brought their music, food, and dance. They brought their language. They brought their beliefs, or things they thought were true, too. There are many different cultures in the United States today.

- 2. **READING CHECK** **Look** at the pictures of the two boys and the girl. **Tell** a partner how their traditional clothing is different.



In My Class

Look around your classroom. Your friends and their parents might be from different countries.

Some classes are made up of people from all over the world. Children can learn about different cultures and ways of thinking. Think about how many languages you could hear if you had friends from Mexico, Korea, and India!

Quest Connections

How many languages do you hear when you are at home?

3. **READING CHECK** Turn and talk. Tell what makes your class special.

In My Neighborhood

In some neighborhoods, people from all over the world live together on the same street.

On this street, there are families from Korea, Mexico, and the Philippines. They eat, sing, and play games together. They share their cultures with each other.



Lesson 1 Check

4. Tell a partner two things that make up a person's culture.
5. **Compare and Contrast** Write how people are the same. How are they different?

All people have the same _____.

They do not have the same _____.

Notebook

6. Understand the **Quest Connections** Ask your friends what languages they speak. Find out how to say "hello" in another language!

1 What Is Culture?

Unleash
The **BIG**
Question

I will know
what culture
means.

INTERACTIVITY
Participate in a class discussion to preview the content of this lesson.

Vocabulary

countries
culture
beliefs

Jumpstart Activity

Turn and talk to a partner. Make a list of things all people need.

How We Are the Same

People come to America from many different **countries**, or nations, from around the world. We all have the same basic needs. We all need **food**, **shelter**, and **love** to grow and stay safe.

- Reading Check** Main Idea and Details Circle the things all people need.



146 Chapter 5 • Our Nation, Many People

How We Are Different

When people came to America, they brought things that were important. These things make up their **culture**. Culture is the way a group of people lives.

People brought their music, food, and dance. They brought their language. They brought their **beliefs**, or things they thought were true, too. There are many different cultures in the United States today.

- Reading Check** Look at the pictures of the two boys and the girl. Tell a partner how their traditional clothing is different.



Possible answer:
The boys wear special head covering. The girl wears a loose dress.

Lesson 1 • What Is Culture? 147



In My Class

Look around your classroom. Your friends and their parents might be from different countries. Some classes are made up of people from all over the world. Children can learn about different cultures and ways of thinking. Think about how many languages you could hear if you had friends from Mexico, Korea, and India!

Quest Connection

How many languages do you hear when you are at home?

INTERACTIVITY
Explore and practice different languages.

Answers will vary, but children should understand that different cultures, languages, foods, and nationalities make their class special.

- Reading Check** Turn and Talk Tell what makes your class special.

148 Chapter 5 • Our Nation, Many People

In My Neighborhood

In some neighborhoods, people from all over the world live together on the same street. On this street, there are families from Korea, Mexico, and the Philippines. They eat, sing, and play games together. They share their cultures with each other.



Lesson 1 Check

- Tell a partner two things that make up a person's culture. Possible answers: language, music, dance, food
- Compare and Contrast Write** how people are the same. How are they different?

All people have the same **needs** _____.

They do not have the same **cultures; beliefs**.

- Understand the Quest Connection** Ask your friends what languages they speak. Find out how to say "hello" in another language!

INTERACTIVITY
Check your understanding of the key check of this lesson.

Lesson 1 • What Is Culture? 149