



English

- ◆ **Present-tense verbs** are actions that are happening right now.
- ◆ **Conjunctions** are words that connect ideas in sentences.
- ◆ Common conjunctions are: **and**, **but**, and **so**.



WRITING

Practice writing today's sentences:

- I like drawing and coloring.*
- I like drawing, but not coloring.*
- I like drawing or coloring.*
- I like running and climbing.*
- I like climbing, but not running.*
- I like running or climbing.*

Write your own sentences using the stems below!

Sentence Stems

- I like _____ and _____.
- I like _____, but not _____.
- I like _____ or _____.



ARTS & MUSIC CONNECTION

Go around your house and collect some of your favorite things. Use conjunctions to talk about what you like to do, then do it! Challenge yourself by writing sentences about what you like to do.



Photo by Shirota Yuri on Unsplash



PHONICS TIP OF THE WEEK

Practice phoneme manipulation by playing word games with your child. For example, say, "Here is a cat. Change /c/ to /b/ and it's a new animal- bat!" Have children make up their own. Creating silly or nonsense words can make it fun.



English

- ♦ **Future-tense verbs** are actions that will happen in the future- one minute from now, one hour from now, tomorrow, next week, next year, etc.
- ♦ **Common future-tense phrases** are *I will*, *I want to*, and *I would like to*.



WRITING

Practice writing today's sentences!

I would like to meet new people.

I would like to try new food.

I will go to the museum.

I will visit the zoo.

I want to go swimming in the ocean.

I want to go shopping.

Sentence Stems

I would like to _____.

I will _____.

I want to _____.



ARTS & MUSIC CONNECTION

Write a paragraph about your dream vacation. Start by looking at a map and choosing a place to go- or make up your own place. Draw a picture of what you would like to do there. Then, write 3-5 sentences in the future tense about your dream vacation.



Photo by Santi Vedri on Unsplash



PHONICS TIP OF THE WEEK

Play segmenting games with your child. For example, "I see a dog! Let's segment the word dog on our fingers, /d/ /o/ /g/. That's three sounds!"

English Language Development

- ♦ **Singular nouns** are one person, place, thing, or animal.
- ♦ **Present-tense verbs** tell what the noun is doing right now.
- ♦ All sentences need a **noun** and a **verb**. The noun and the verb must agree.



WRITING

Practice writing today's sentences!

The dog jumps.

The cat naps.

The horse trots.

The sloth hangs.

The tiger hides.

The shark swims.

Write your own sentence using the following sentence stem:

The (animal) (present-tense verb).

VOCABULARY

Dog
Cat
Horse
Sloth
Tiger
Shark



ARTS & MUSIC CONNECTION

Do you know the song *Old MacDonald*? Act it out with stuffed animals, or draw your own! See if you can change the lyrics from the past-tense "had" to the present-tense "has."

*Old MacDonald **has** a farm*

E-I-E-I-O

*And on his farm he **has** a cow*

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo

There a moo

Everywhere a moo moo

*Old MacDonald **has** a farm*

E-I-E-I-O



PHONICS TIP OF THE WEEK:

Play word games with your friends and family! For example, "I spy with my little eye something that starts with the sound /t/."



English

▢ **Pronouns** take the place of nouns. *He, she, they, we, and it* are all pronouns.

▢ **Present-tense verbs** tell what the noun is doing right now.

▢ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

She is my mom.

He is my dad.

She is my grandma.

He is my grandpa.

She is my sister. They are my sisters.

He is my brother. They are my brothers.

She is my aunt.

He is my uncle.

They are my cousins.

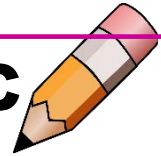
We are a family.

WORD BANK

She	Grandma
He	Grandpa
They	Sister
We	Brother
Mom	Aunt
Dad	Uncle
Family	Cousins



ARTS & MUSIC CONNECTION



Use crayons, markers, paint, or other art supplies to create a portrait of your family!

Photo by National Cancer Institute on Unsplash



PHONICS TIP OF THE WEEK

Write high-frequency words like *he, she, we, they, my, is, and are* on notecards. Have your child practice these words during commercial breaks while you watch TV.



English

- ▣ **Prepositions** are words that tell us where things are.
- ▣ **Present-tense verbs** tell what the noun is doing right now.
- ▣ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

It is to the left of me.

It is to the right of me.

It is above my head.

It is below my hand.

It is in front of me.

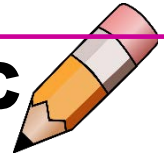
It is behind me.

WORD BANK

To the left of
To the right of
Above
Below
In front of
Behind



ARTS & MUSIC CONNECTION



Use art supplies to create your own treasure map! Write clues to where your treasure is using prepositions and complete sentences.

Photo by N. on Unsplash



PHONICS TIP OF THE WEEK

When having your child read aloud to you, give them a simple prompt the moment they read a word incorrectly. For example, "Go back and check the beginning sound." If they read it incorrectly a



English

- ▣ **Adjectives** describe nouns.
- ▣ **Present-tense verbs** tell what the noun is doing right now.
- ▣ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

Bananas are long and yellow.

These yellow bananas are long.

Popcorn is salty and white.

This white popcorn is salty.

Cherries are red and juicy.

These red cherries are juicy.

Spinach is green and crunchy.

This green spinach is crunchy.

Bread is soft and sweet.

This soft bread is sweet.

WORD BANK

Yellow	Green
Long	Crunchy
Salty	Soft
White	Sweet
Red	
Juicy	

ARTS & MUSIC CONNECTION

Find some food in your kitchen. Describe it in the present tense. Challenge yourself by writing a food review!



PHONICS TIP OF THE WEEK

Have conversations about what your child is learning and reading. After they finish a book, ask detailed questions about what they just read, such as, "Who are the main characters? What was your favorite part? Did you like the book?"



English

☐ **Comparative adjectives** tell similarities and differences between groups of objects. Most comparative adjectives end in -er.

☐ **Demonstrative adjectives** like “these” and “those” name groups of objects. “These” describes a group of objects close to you and “those” describes a group of objects farther away.

☐ All sentences need a **noun** and a **verb**. The noun and the verb must agree.

WRITING

Practice writing today's sentences!

These sticks are short.

Those sticks are shorter.

These leaves are green.

Those leaves are greener.

These rocks are small.

Those rocks are smaller.

Try your own!

These _____ are _____.

Those _____ are _____-er.

WORD BANK

short	shorter
green	greener
small	smaller

ARTS & MUSIC CONNECTION

Find some rocks, sticks, leaves, or other pieces of nature outside. Use comparative adjectives to compare your groups of objects. Challenge yourself by writing sentences about the nature you found.

PHONICS TIP OF THE WEEK

Practice counting the syllables of the names of different people in your family with your child. Clap out the syllables, then count how many. Notice patterns. Do longer names have more syllables? What is each family member's syllable “number?”



English

- **Past-tense verbs** are actions that already happened.
- **Regular past-tense** verbs usually end in -ed.
- -Ed is a **past-tense ending**. It can say **three sounds**:
/ed/ as in rested, /d/, as in played, and /t/ as in jumped.

WRITING

Practice writing today's sentences!

We hunted for bugs.

We rested in the shade.

We played tag.

We laughed at jokes.

We kicked a soccer ball.

We jumped rope.

Or write your own!

We _____-ed at the park.

WORD BANK

hunted	rested
played	laughed
kicked	jumped



ARTS & MUSIC CONNECTION



Use art supplies around your house to design your dream playground. Label your playground with past tense verbs.



PHONICS TIP OF THE WEEK

Vowels can be challenging for beginning readers. Practice vowel sounds by repeating short simple words and asking, "Did you hear the long vowel or the short vowel?" For example, "Cat. Did you hear 'ah' or 'ay'?" Yes, you heard 'ah'."



English

- **Past-tense verbs** are actions that already happened.
- **Irregular past-tense verbs** do not end in the past-tense ending -ed.
- Some common irregular past-tense verbs are: saw, made, hit, sang, ate, and drank.

WRITING

Practice writing today's sentences!

We saw old friends.

We made party hats.

We hit a piñata.

We sang happy birthday.

We ate birthday cake.

We drank juice.

Or write your own!

We _____-at the birthday party.

WORD BANK

saw
made
hit
sang
ate
drank

ARTS & MUSIC CONNECTION





Write, draw, or act out a play about a birthday party. Invite your family members or use your toys to act out what happens. Be the narrator and use past tense verbs to describe what happened at the party.

PHONICS TIP OF THE WEEK

Practice spelling 3-sound words with your child by segmenting each sound and writing the corresponding letters. For example, "Dog. d-o-g." Use fun writing utensils like pens, markers, and whiteboards to increase engagement.



READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Main idea** is what the text is mostly about, or the point of the text. It can also be called **main topic**.
-  **Key details** support the main idea of a text. They give important information about the main idea.



WRITING

Today we read all about sea otters! What did you learn about sea otters? Use the word bank to tell facts that you learned about spiders. Here are some sentence starters you may want to use:

I learned many facts about sea otters. To begin...

Sea otters are interesting animals! First, I learned...

WORD BANK

mammals
waterproof
float
kelp
ocean



SCIENCE CONNECTION

Sea otters **float** on the surface of the water. The opposite of float is **sink**, which means to go below the surface. What things can float or sink? Fill a large bowl with water. Then, gather about 10 objects around your home that would be safe to put in water. Before you begin your experiment, make a **prediction**, or your best guess about whether they will sink or float! Then, drop them in the water. Were you correct? What do the things that sink have in common?







READING TIP OF THE WEEK

Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.



READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
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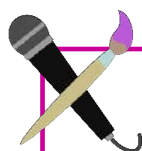
WRITING

Our text today had a caption with each photograph. **Captions** are a couple of words or a sentence that tell more about the photographs in a nonfiction text. Draw a picture of a shark. Then, write a caption to tell about it. Try using some of the vocabulary from our text in your sentence!

BONUS: Find a photograph in a magazine or newspaper. Can you write your own caption to tell about it?

WORD BANK

ocean
equator
cartilage
teeth
prey



ART & MUSIC CONNECTION

Toilet Paper Tube Shark Craft

Supplies

toilet paper tube
white paper
black marker
gray paint (or mix black & white)
scissors
paintbrush
glue
googly eyes (optional)

DIRECTIONS


- Make the "mouth" by cutting 2 triangles on one end of the toilet paper tube. Save the triangles for the fin and tail.
- Paint the tube, fin, and tail gray. Let dry.
- Make 2 rows of teeth with white paper.
- Glue tail, fin, and "teeth"! Use a marker to add eyes! (Or use googly eyes if you have them!)





READING

 **Genre** is the category, or type of text. **Fairy Tales** are stories that have been told for many years and often include elements that are make-believe.

 We **ask and answer questions** before reading, during reading, and after reading.

 **Characters, setting, problem, and solution** are story elements, or parts of a story.

Characters—the people or animals in a story

Setting—Where and when does the story take place?

Problem—What's wrong? What needs to be fixed?

Solution—how the problem is solved



WRITING

A talent is a special skill you have or something special you can do. In Rumpelstiltskin, the girl's father boasted (bragged) about a talent that his daughter did not really have. What talent do you have? Write sentences to tell about it. Then, draw a picture to match what you wrote!

BONUS: What talent do you wish you had?

WORD BANK

talent

boast

succeed



ART & MUSIC CONNECTION

At the end of Rumpelstiltskin, Rumpelstiltskin was so angry that the girl guessed his name and he stomped himself right into the ground! What makes you angry? What do you do to feel better or calm down? Let's draw about it!







Fold a piece of paper in half. On one half, use a RED crayon or colored pencil to draw something that makes you feel angry or upset.

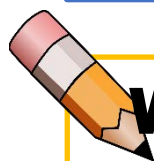
On the other half, use a YELLOW crayon to draw something that makes you feel better when you're angry.

Show your picture to an adult you trust and explain what you drew! Use words like "I feel angry when..." and "It makes me feel better when..."



READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  A **narrator** is the person who is telling a story.
-  **Key details** support the main idea of a text. They give important information about the main idea.

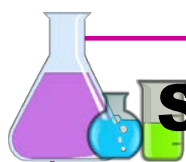


WRITING

Rattenborough taught us all about habitats and the four things that a habitat must have. He told us that his food comes from trash cans and the litter on the street; his water comes from the gutters, drains, and pipes; and his shelter is under some steps in the alley. Pretend that Rattenborough is visiting your "habitat." Write a story with Rattenborough as the narrator. He should tell where you get your food and your water. He should also describe your shelter. You can start your story with *"Rattenborough here, and I'm visiting the habitat of my friend _____."*

WORD BANK

habitat
food
water
shelter
space



SCIENCE CONNECTION

Scientists make observations to learn more information. Did you know there are habitats for animals and bugs in the space around you? Look around your yard or a nearby park. Make observations about where animals or bugs may find shelter, food, and water. Record your observations!







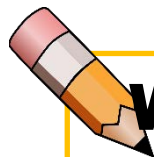
READING TIP OF THE WEEK

When your child is trying to read an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word, then check the picture for a clue. They can also spell it out to listen for any chunks of the word they may recognize (for example, the *SH* in *shark*). Let them try a couple of these strategies before just giving them the word.



READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Main idea** is what the text is mostly about, or the point of the text. It can also be called **main topic**.
-  **Key details** support the main idea of a text. They give important information about the main idea.



WRITING

We read about many interesting adaptations of animals in the Arctic. What animals did we read about? What adaptations do they have to survive the chilly, Arctic weather? Choose at least two Arctic animals to write about. Here are some ideas to start your sentences:

*Many Arctic animals have adaptations to survive. For example, ...
I know about adaptations of Arctic animals. To start, ...*

WORD BANK

Arctic
tundra
ocean
blubber
adapt



ART & MUSIC CONNECTION

Handprint Polar Bear

DIRECTIONS

- Trace your hand on a white paper. Cut it out.
- On white paper, draw an oval with two ears on top that's as big as your thumb. This will be the face! Add eyes, a nose, and a mouth.
- Glue your handprint cutout with the fingers down on a piece of blue paper. Add the head. (You can use a blue crayon if you don't have blue paper.) Add some snow or ice blocks!







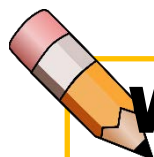
Supplies

white paper
blue paper (or crayon)
pencil
black crayon or marker
white crayon
glue



READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Cause** is *why* something happens. **Effect** is *what* happens.
-  **Captions** are nonfiction text features that give more information about a photograph.



WRITING

Water lilies are a plant in the freshwater habitat. Why are water lilies so important? Write sentences to tell why water lilies are important for a freshwater habitat. Here are some sentences to get you started:

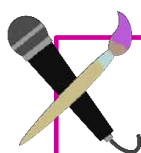
Water lilies are important in a freshwater habitat. One reason is ...

Do you know why water lilies are important? To begin,

BONUS: Make a list of animals that can be found in a freshwater habitat. Label your list "Animals in a Freshwater Habitat."

WORD BANK

water lily
cattail
predator
prey
carnivore



ART & MUSIC CONNECTION

Fingerprint Freshwater Scene

DIRECTIONS

- With a marker, color your thumb green. Stamp it on your paper. Do another thumbprint on top.
- Add eyes, a nose, a mouth, and legs. This is your frog! Repeat to make another frog.
- With a brown marker, color your pointer finger. Stamp it on your paper. Add a stem with your black marker. You made a cattail! Make some more!






Supplies

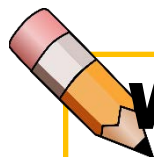
white paper
black marker (or
colored pencil)
green & brown
markers

BONUS: Can you add a pond? How about a water lily? Can you figure out how to make a fish using your fingerprint and an orange marker?



READING

-  **Genre** is the category, or type of text. **Fables** are short stories that teach a valuable lesson. That lesson is called a **moral**.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Plot** is what happens at the beginning, middle, and end of a story.



WRITING

Today we read learned some important lessons from our fables. First, we heard The Boy Who Cried Wolf and learned that you should always tell the truth. Think about a time you told the truth. How did it make you feel? Write about it!

We also read The Noisy, Crowded House. In that fable, the man learned to appreciate his family, even when things got a little louder or more crowded. Who is in your family? Tell about the people in your family and what makes each person special to you.

WORD BANK

truth
honest
special
family
appreciate



ART & MUSIC CONNECTION

Create your own sheep! You can use black and white paint, or you can get some cotton balls to make the body! Use a Q-Tip or your fingerprint to do the white body. Then, add the head and the legs! Every time you look at your sheep, remember to always tell the truth!








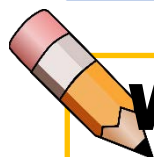
READING TIP OF THE WEEK

Play word games with your child while you go for a walk or drive. Give him/her a word and ask for a rhyming word. You can also give a word and ask him/her to count the number of syllables in the word. This will help with their phonemic awareness, or the ability to hear the individual sounds in a spoken word!



READING

-  **Genre** is the category, or type of text. **Fantasy** texts are made up stories that could not really happen.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Characters** are the people or animals in a story.
-  **Point of View** is what the character is thinking or feeling.
-  **Theme** is the message or lesson the author wants you to learn from the story.



WRITING

Today, we read about two groups of animals that became friends with each other. Choose one or two of the animals from today's story: Squirrel, Raccoon, Bird, Mouse, Hamster, and Cat. Write your own story to tell what these friends may do together! Here are some words to help you write your story:

One day,

Once upon a time...

Then,

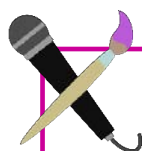
Suddenly,

Later on,

At last,

WORD BANK

tree house
club
animals
cheered
trap door






ART & MUSIC CONNECTION

- Use blocks or Legos to create a tree house. It should have a window and some way to get in and out.
- Get at least 12 toothpicks and 12 mini-marshmallows. Try to create a tree house structure using those toothpicks and marshmallows to connect them!
- The characters in our story made a sign that said "All Welcome" to put in their tree house. If you had a special club, what message would you create? Make a poster to share your message!





READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
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-  **Key details** support the main idea of a text. They give important information about the main idea.



WRITING

Today we read about minerals. All rocks have minerals that can be sorted by their **characteristics** such as shape, color, size, and texture. Think about an animal, but don't say which animal it is! Describe its characteristics and see if your friends or family can guess what animal you described!

Here is a website if you want to learn more about minerals or check out some photographs of minerals: <https://kidskiddle.co/Mineral>. You can describe the characteristics of those, too!

WORD BANK

characteristics
shape
color
texture



SCIENCE CONNECTION

GROW YOUR OWN CRYSTALS

- Bend the pipe cleaner into the shape you want. Tie a string to it. Attach the other end of the string to a pencil.
- Combine 1 cup of boiling water per 3 tablespoons of Borax. Stir until dissolved completely. You can add food coloring if you'd like.
- Drop the pipe cleaner into the Borax solution. Making sure that it is not touching the sides or bottom of the jar. Lay the pencil across the top of the jar.
- Let sit for at least 6 hours, or overnight. You will have sparkly crystals all over the pipe cleaner!
- Carefully remove the pipe cleaner from the Borax solution and place it on a paper towel to drain, then on wax paper to dry further.

Supplies

pipe cleaner
string
pencil
jar
water
borax






READING TIP OF THE WEEK

Writing and reading are connected. Have your child help you write the grocery list, thank you notes, or a couple of each sentences to tell about their day. As they write, focus more on appropriate letter and sound correspondence rather than correct spelling.



READING

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WRITING

We learned about three types of rocks: igneous, sedimentary, and metamorphic. Choose one of these rocks. Tell how it is formed.

CHALLENGE: Can you tell how all three are formed?

WORD BANK

time
heat
pressure



SCIENCE CONNECTION

ROCK OBSERVATIONS

Scientists often make observations of the things they find. This means they use their senses to describe their characteristics. For this experiment, you will need 5-6 different rocks and some paper to record your observations.






- First, draw your rock. What colors do you notice?
- **TEXTURE**: Write words to tell what your rock feels like. For example, it may be pointy, smooth, bump, or rough.
- **HARDNESS**: Rocks have different levels of hardness. Can it be scratched with your fingernail? How about a toothpick? A penny? Record your observations.
- **ABSORPTION**: Some rocks can soak up water! Put a couple of drops on the rock. Describe what you notice.
- **ACID TEST**: Some rocks, like limestone, are acidic. Drop a couple drops of vinegar on it. Do bubbles form? If they do, it is acidic!

Supplies

rocks
toothpick
penny
vinegar
water
paper
pencil
crayons



READING

-  **Genre** is the category, or type of text. **Realistic Fiction** is a made-up story that could really happen.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Characters** are the people or animals in a story. **Setting** is where and when the story takes place.
-  The **narrator** is the person who is telling the story.
-  When you **retell** a story, you tell the important parts of the story in order.



WRITING

Today, we read about Max and Kate going on a hike and discovering something new. Write your own story to tell something new that Max and Kate may do together! Here are some words to help you write your story:

One day,

Once upon a time...

Then,

Suddenly,

Later on,

At last,

WORD BANK

discover

fossil

hike

extinct

preserve



SCIENCE CONNECTION

SWEET EXCAVATION

When scientists remove fossils from the earth, they must take the earth apart piece by piece. This means the site gets destroyed and cannot be excavated again. This cookie excavation will help kids understand the care that must be taken while excavating in order not to damage the fragile artifacts—chocolate chips!




- Each child needs a chocolate chip cookie, a piece of paper, and two toothpicks.
- Keeping the cookie on the paper, begin to excavate cookies with the toothpicks by carefully chipping away at the dirt (cookie). Slowly reveal any hidden artifacts.
- Put each “artifact” (chocolate chips) found in its own pile. Keep the “dirt” (cookie crumbs) in its own pile.
- Eat the destroyed cookie!

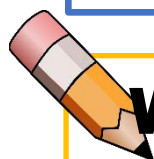
Supplies

chocolate chip
cookies
toothpick
paper



READING

-  **Genre** is the category, or type of text. **Fairy Tales** feature members of a royal family, characters with special powers, and/ or magical transformations or changes.
-  **Schema**: is our set of knowledge and experiences about a topic or idea; we also call these connections. Readers make text-to-text, text-to-self, and text-to-world connections.
-  **Sequence** is putting the events from a story in the correct order from the beginning to the end.



WRITING

Billy Beg was a kind man who helped others. He was also very brave, fighting the one-eyed giant and the dragon! What was your favorite part of the story? Write sentences to tell what happened in your favorite part. Don't forget to explain why you chose that part. Here are some ideas to get you started:

My favorite part of Billy Beg was when...

I liked the part of Billy Beg when...

It's my favorite part because...

I liked that part because...

WORD BANK

dragon
giant
princess
boot



ARTS & MUSIC CONNECTION

Billy Beg's best friend was the oldest bull in the herd. He left Billy with three magical gifts: a magic tablecloth, a stick, and a belt. The tablecloth could fill with delicious food and drink! If you had a magic tablecloth, what kinds of food would there be on it? Draw a picture of a magical tablecloth with all your favorite foods on it! Don't forget to add something to drink!







READING TIP OF THE WEEK

Good readers are always asking questions, even before they begin reading! Have your child generate questions before reading based on the title and the pictures. Pay attention emotions the characters are showing, explaining how the character is feeling and connecting it to your child's own emotions.



READING

-  **Genre** is the category, or type of text. A **folktale** is a story that someone made up long ago and that has been told again and again.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  **Characters** are the people or animals in a story. **Events** are the things that happen in a story.
-  When you **retell** a story, you tell the important parts of the story in order, or **sequence**.



WRITING

When Issun Boshi made a wish for on the Oni's hammer, he wishes to be as tall as other people. What would you have wished for? Why?

Here are some ideas to get you started:

If I could make one wish, I ...

If I made a wish on the Oni's hammer, I would...

WORD BANK

wish
hammer
brave
mighty
strong



SCIENCE CONNECTION

FOIL RAFT

Issun Boshi used a teacup to float down the river. His teacup got a crack and he needs a new boat quickly! Can you help him?

- Get a piece of foil no larger than 12"x12".
- Using foil (and tape if you have it), fold your foil to make a boat. You can use scissors to cut the foil if that is easier. There are many ways to do this!
- Put your boat in water (a small pool or sink filled with water).
- Place 5 pennies in your boat to see if it floats!

What other boat designs can you make? Can you create a boat that holds 10 pennies using the same amount of foil??




Supplies

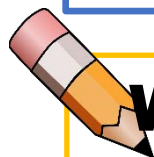
foil
pennies
water
tape (optional)





READING

-  **Genre** is the category, or type of text. **Nonfiction** texts give information about a topic.
-  We **ask and answer questions** before reading, during reading, and after reading.
-  When you **retell** a story, you tell the important parts of the story in order, or **sequence**.



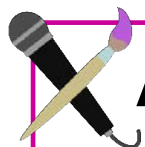
WRITING

Today we read about people who had courage. Because they were so brave, they were able to change the world! If you could meet one of these people, who would you like to meet? Why? Write three questions that you would like to ask that person to learn more!

Cesar Chavez Martin Luther King Jr. Jackie Robinson
Rosa Parks Mary McLeod Bethune Eleanor Roosevelt
Susan B. Anthony

WORD BANK

leader
brave
courage
equal
respect



ARTS & MUSIC CONNECTION

WATERCOLOR WONDER

1. Put some watercolor paints on a sheet of paper.
2. Have children use water bottles to spray the sheet.
3. Let them watch as all of the colors run and blend together.
4. Let the artwork dry before proudly displaying it!

Talk to your children about how everyone is different but they all blend together in work and play to make the world wonderful.

Supplies

paper
paintbrush
watercolors
spray bottle with water



FOR MORE INFORMATION

Children are never too young to learn about diversity. Though the topic may be tough, we must be honest, specific, and trustworthy. For tips and resources to help you have a meaningful conversation with young children about race and racism, please visit:

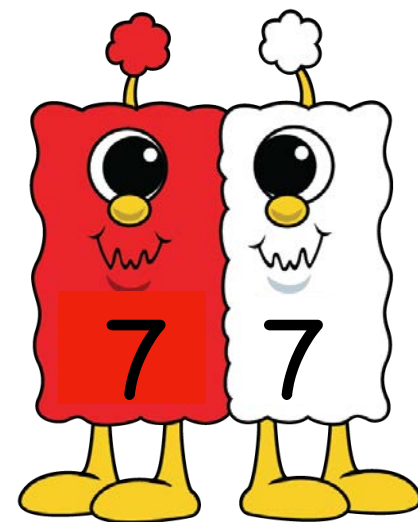
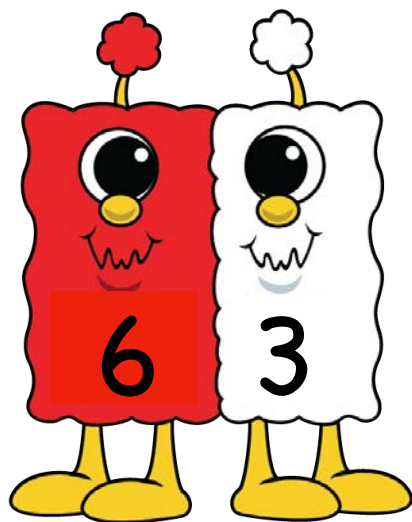
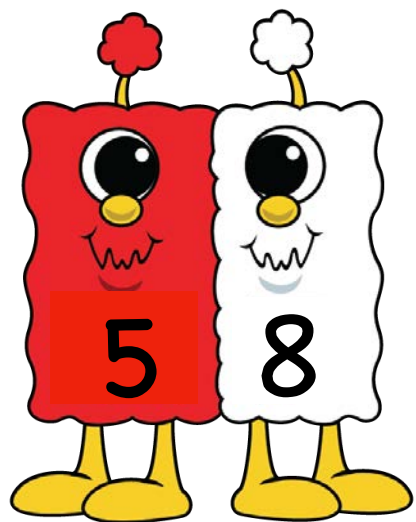
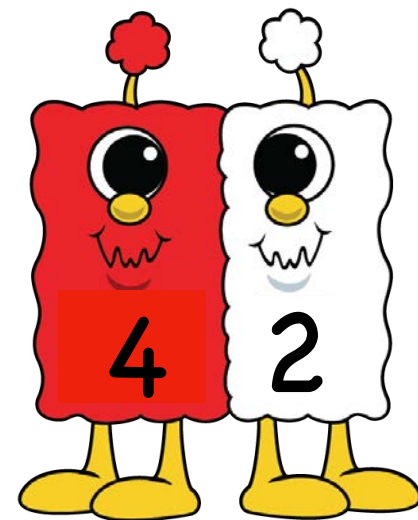
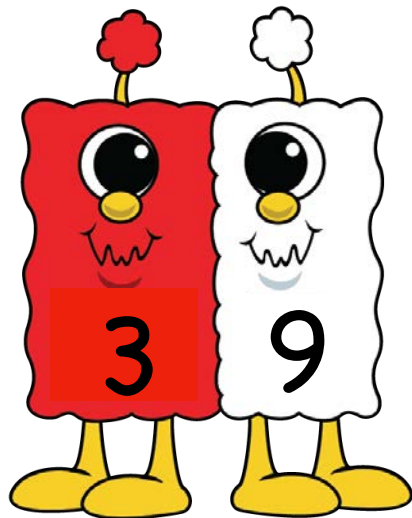
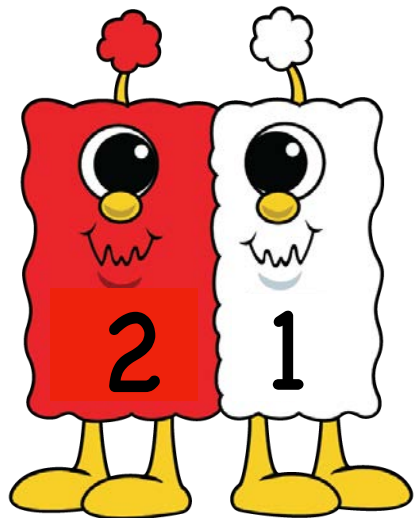
<https://www.pbs.org/parents/talking-about-racism>

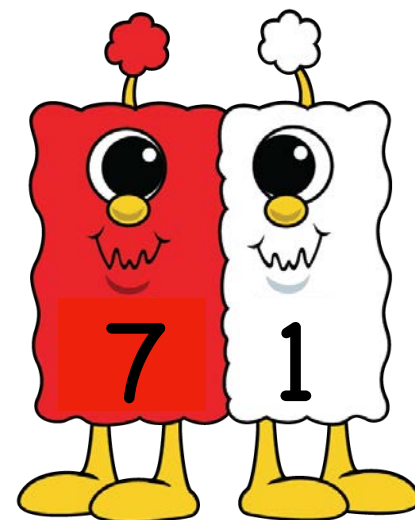
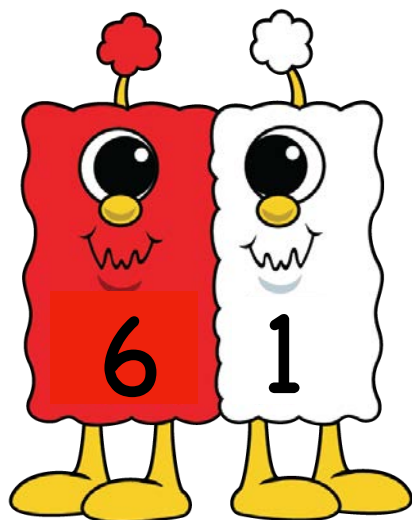
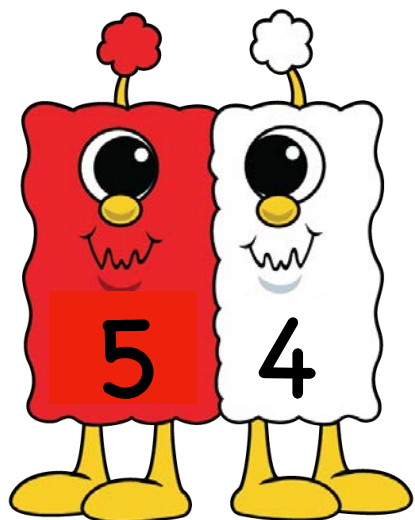
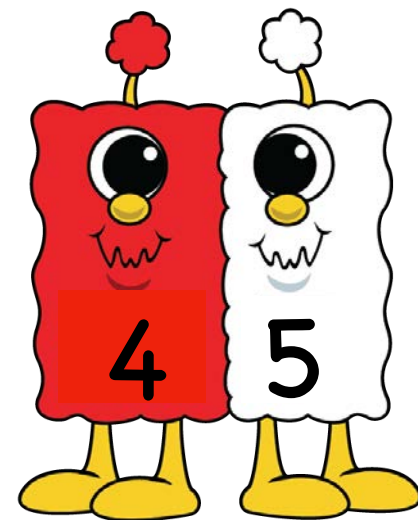
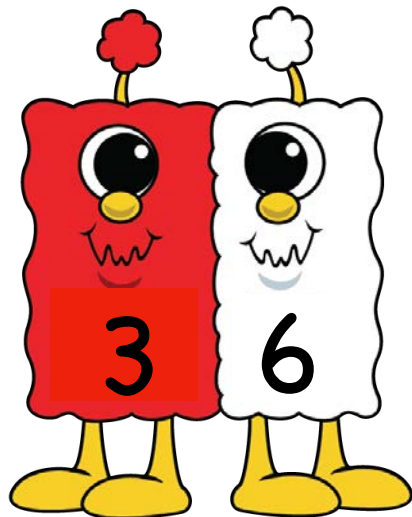
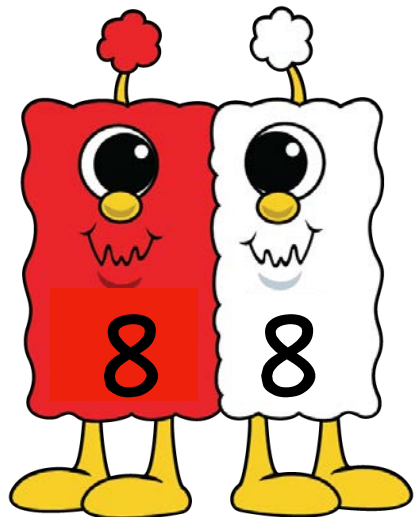
Place Value Concentration with the Value Pak

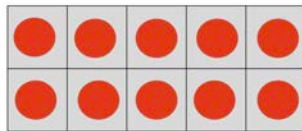
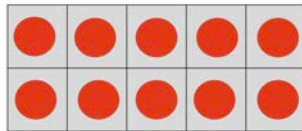
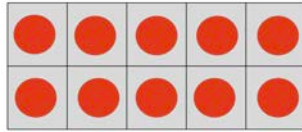
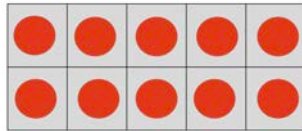
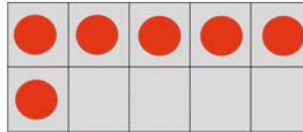
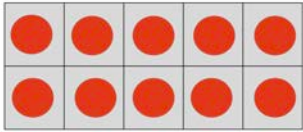
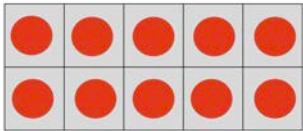
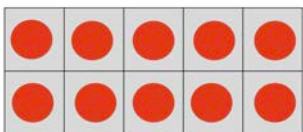
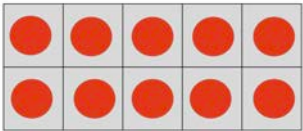
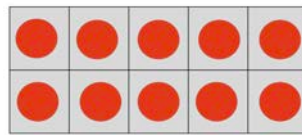
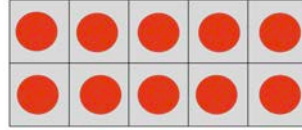
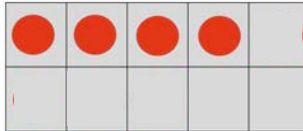
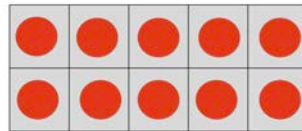
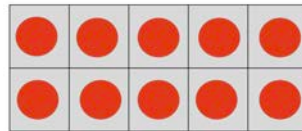
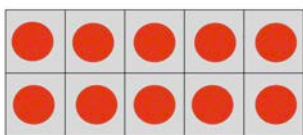
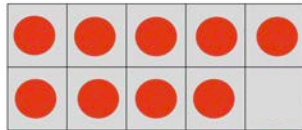
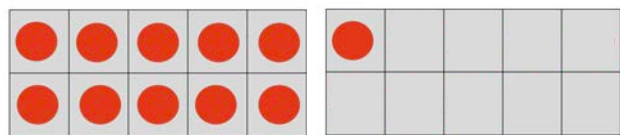
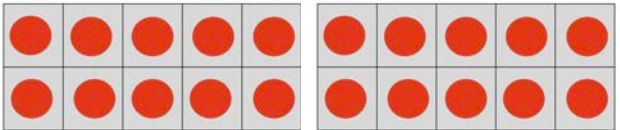
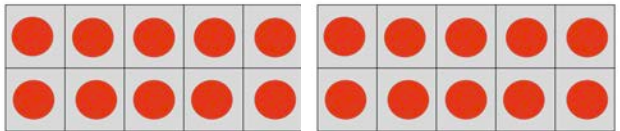
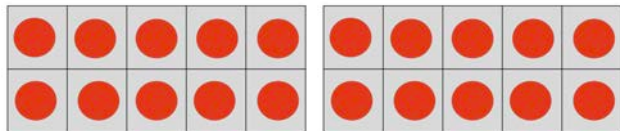
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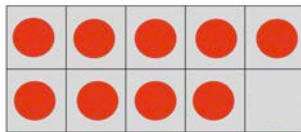
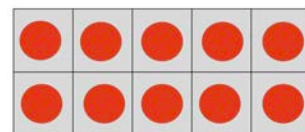
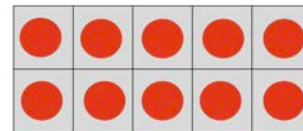
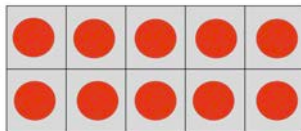
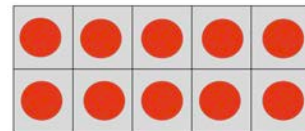
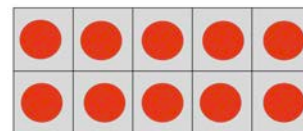
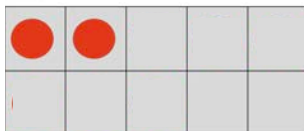
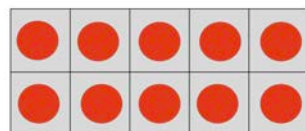
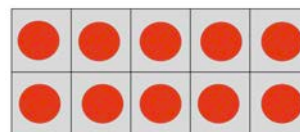
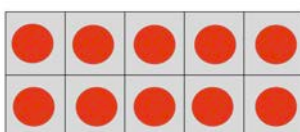
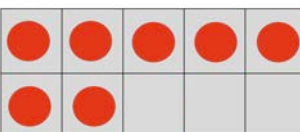
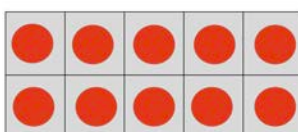
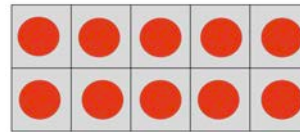
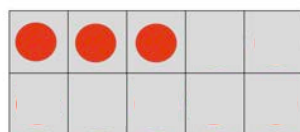
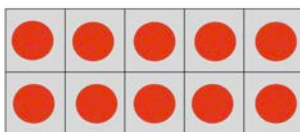
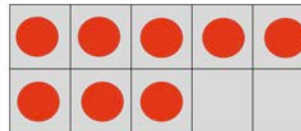
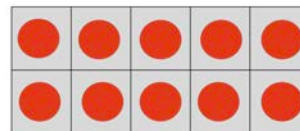
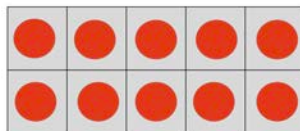
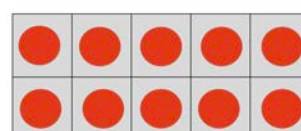
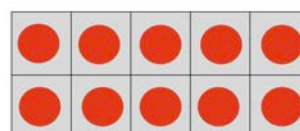
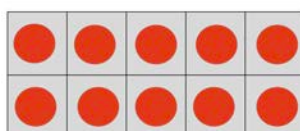
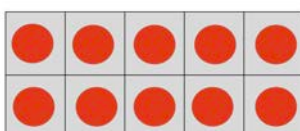
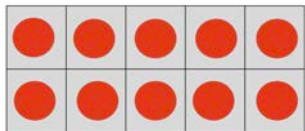
1. Work with a partner. Place the Base 10 Concentration cards facedown on the table.
2. Player 1: Turn over one card. Tell your partner what you need to turn over next to have a matching card.
3. Player 1: Turn over a second card. If your two cards match keep them. If the cards do not match turn them facedown again.
4. Player 2: Complete steps 2-3.
5. Keep taking turns until all pairs of cards have been found.







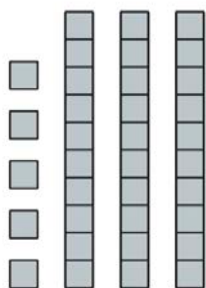






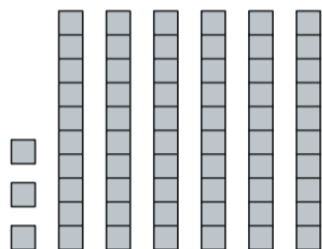
Name: _____

Directions: 1.) Count the blocks 2.) Show how many tens & one 3.) Write in addition sentence 4.) Write in the number



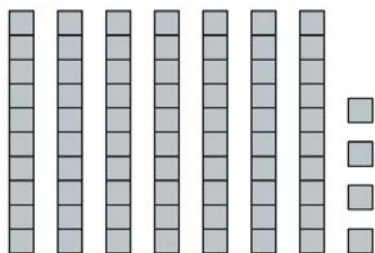
_____ tens and _____ ones _____ + _____ = _____

Number:



_____ tens and _____ ones _____ + _____ = _____

Number:



_____ tens and _____ ones _____ + _____ = _____

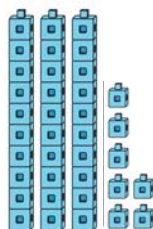
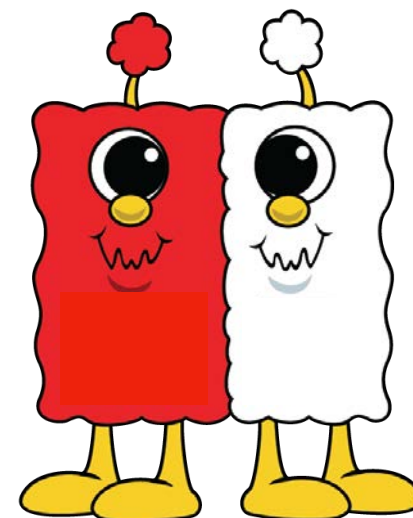
Number:

Adding with Value Pak

Materials: base ten blocks or snap cubes (or pencil and paper to draw the cubes), equation cards

Directions:

1. Cut out the cards and place them in a pile face down.
2. Work with a partner. Take turns to flip over the top card in the pile.
3. Build each number that is shown on the card with snap cubes or base ten blocks (or do a drawing). Record the equation and compare your answers.
4. Repeat until all the cards have been turned over.



$$37 + 20 =$$



$38 + 50 =$	$45 + 20 =$	$41 + 40 =$
$31 + 20 =$	$24 + 30 =$	$16 + 50 =$
$15 + 30 =$	$46 + 50 =$	$32 + 30 =$

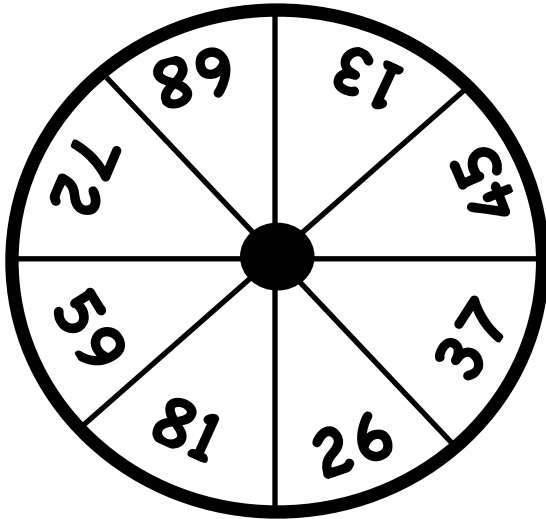
$35 + 20 =$	$27 + 40 =$	$18 + 40 =$
$22 + 20 =$	$19 + 30 =$	$51 + 20 =$
$11 + 60 =$	$29 + 70 =$	$38 + 30 =$

Ten More Ten Less

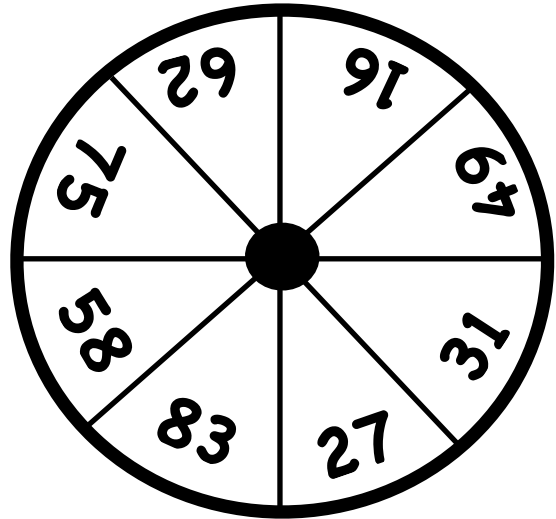
Directions:

1. Work with a partner.
2. Player 1: Spin the spinner (using a paperclip and pencil) and write the number on the chart in the middle column and shades in that number on their spinner.
3. Player 1: Write what is ten more and ten less.
4. Player 2: Repeat steps 2-3.
5. Keep taking turns until one player has all of their numbers shaded on the spinner.

Player 1



Player 2



10 Less	Number	10 More

10 Less	Number	10 More