Grade 1 Week 11

(5/25/20- 5/29/20)

The grid below displays the content for your child to complete daily. Below you will also find a parent letter explaining the content that will be taught and provides more information about some projects your child can work on this week, as well as additional resources your child can work on that will supplement their learning.

***Reminder:** your child can attend **3 Zoom Sessions** with their teachers! Look for the times below. Don't forget to submit your photo challenge pictures!* *Video link explaining this week: Week 1 Explanation*

<table>
<tr><td></td><td colspan="5">Weekly Photo Challenges - Send to your teacher's email or through the Class Dojo App
• Send in a picture of your child's "Measuring with Hands" project
• Social Studies: Send in a picture of your Leader Writing project & dress up as your character for Friday's Zoom
• PE challenge</td></tr>
<tr><td></td><td colspan="5">Sing these songs daily:
• The Polar Bear Length Song
• Longer or Shorter Song</td></tr>
<tr><td></td><td>Monday
5/25/20</td><td>Tuesday
5/26/20</td><td>Wednesday
5/27/20</td><td>Thursday
5/28/20</td><td>Friday
5/29/20</td></tr>
<tr><td rowspan="3">Daily Content</td><td rowspan="3">Memorial Day Holiday</td><td>1. Attend either the AM or PM Phonics Zoom Lesson for your class:

Gateway:
AM Session: 11:00
PM Session: 2:00

Prospect:
AM Session: 10:00
PM Session:2:00

Webster:
AM Session: 10:00
PM Session: 1:30</td><td>1. Watch the Network Phonics Video from Mrs. Waltner:
Grade 1 Phonics Lesson Week 11</td><td>1. Attend either the AM or PM Math Zoom Lesson for your class:

Gateway:
AM Session: 11:00
PM Session: 2:00

Prospect:
AM Session: 10:00
PM Session:2:00

Webster:
AM Session: 10:00
PM Session: 1:30</td><td>1. Attend the Culture Building Zoom Lesson for your class:

Gateway:
PM Session: 2:00

Prospect:
PM Session:2:00

Webster:
PM Session: 1:30</td></tr>
<tr><td>2. Watch your teacher's Tuesday Youtube Video through ClassDoJo.</td><td>2. Watch the Network Math Video from Ms. Corricelli:
Measurement Math Video

Link for how to create your Measuring Hands Project</td><td rowspan="2">2. Complete the Math Measurement Scavenger Hunt (see below) or visit this website:
measurement games</td><td>2. Watch the Network PE Video from Mr. Shields:
PE Get Your Bodies Jumping
Jump into Spring challenge (see below)</td></tr>
<tr><td>3. Watch Ms. Perkins Social Studies Video
Leader Project Video & complete the social studies project: find out what it means to be a great leader in today's video! Read about a few leaders and complete a research project about an influential leader. Four Influential leaders</td><td>3. Start Writing Prompt: work on your good leader writing for your social studies project. After reading about the four influential leaders, choose one to write about and color in the attached coloring page of the influential leader you wrote about! Dress up as the influential leader and share your report during Friday's Zoom Class. Please use this</td><td>3. Watch the Network Spanish Video from Mrs. Melendez:
Grade 1 Spanish Lesson</td></tr>
</table>

		can be found below. Dress up as the influential leader and share your report during Friday's Zoom Class. If you need help reading about the leaders click here: Inspirational Leaders - Read Aloud	link for additional support - biographies read aloud. Influential Leaders - Read Aloud		
		4. Go on ST Math for 30 Minutes.	4. Gather materials for the **Measuring Hands** project (see below).		4. Go on ST Math for 30 Minutes.
Reading	Read for 20 minutes every day and complete a reading log (Resources page 3). Choose a book from home or log on to Reading A-Z https://www.raz-plus.com/. *Email classroom teachers for login information if needed.* Practice reading & spelling your sight words: Sight Word Lists				
Science/ Social Studies	Check out these websites for kids and do some exploring on your own! https://www.exploratorium.edu/ https://kids.nationalgeographic.com/ https://www.thamesandkosmos.com/index.php/educators/scienceathome https://www.kiwico.com/blog/2020/03/14/activities-for-5-8-year-olds-at-home/ https://mysteryscience.com/school-closure-planning				
Enrichment	Keep your body moving and your creativity flowing with these additional resources: http://disneyjunior.disney.com.au/games https://www.funbrain.com/ http://www.nickjr.com/ https://www.virtualfieldtrips.org/video-library/videos-by-grade/ https://www.artforkidshub.com/ https://www.brainpop.com/artsandmusic/ https://www.gonoodle.com/ https://www.cosmickids.com/category/watch/ https://switchzoo.com/				

Grado 1 Semana 11

(5/25/20-5/29/20)

La siguiente tabla muestra el contenido que el alumno debe completar diariamente. Encontrará abajo una carta para los padres que explica el contenido que se enseñará y proporciona más información sobre algunos proyectos en los que su hijo/a puede trabajar esta semana, así como recursos adicionales en los que su hijo/a puede trabajar que complementarán su aprendizaje.

*Por favor note: ¡a partir de esta semana, **su hijo/a debe asistir a 3 Sesiones de Zoom** con sus profesores! Busque los horarios a continuación. ¡No olviden enviar sus fotos de su hijo/a's trabajo al el correo electrónico de la maestra o a ClassDojo!* Semana 11 Video

	**Reto semanal de foto – Envielas al correo electronico de sus maestras o a traves de Class Dojo App** ● Envie una foto de su hijo/a proyecto "Midiendo con las Manos" ● Estudios Sociales: Envíe una foto del proyecto de escritura de su líder & vístase como su personaje para la reunión zoom del Viernes ● Reto de EF (Educación Física)
	**Cante estas canciones diariamente** ● The Polar Bear Length Song ● Longer or Shorter Song

	Lunes 5/25/20	Martes 5/26/20	Miercoles 5/27/20	Jueves 5/28/20	Viernes 5/29/20
Contenido Diario	**Dia Commemorativo Feriado**	1. Atienda la **lección de fonética vía Zoom** de su salón: Gateway: Sesion AM: 11:00 Sesion PM: 2:00 Prospect: Sesion PM: 10:00 Sesion PM: 2:00 Webster: Sesion AM: 10:00 Sesion PM: 1:30	1. Vea el video de Fonética del grupo de la Sra. Waltner: Grade 1 Phonics Lesson Week 11	1. Atienda la **lección de Matematicas vía Zoom** de su salón: Gateway: Sesion AM: 11:00 Sesion PM: 2:00 Prospect: Sesion PM: 10:00 Sesion PM: 2:00 Webster: Sesion AM: 10:00 Sesion PM: 1:30	1. Atienda la **session Construyendo Cultura via Zoom** con su salon: Gateway: 2:00 Prospect: 2:00 Webster: 1:30 PM
		2. Vea el video del **Martes de sus maestras via Youtube** por ClassDoJo.	2. Vea el video de Matemáticas del Grupo de la Srta. Corricelli: Measurement Math Video Link for how to create your Measuring Hands Project	2. Complete la **Búsqueda del tesoro de Matemáticas** (ve abajo) o visite esta página web: measurement games	2. Vea el video de Sr. Shields: PE Get Your Bodies Jumping
		3. Vea el video de Estudios Sociales de la Sra. Perkins: Grade 1 S.S. Leaders y realice el proyecto de estudios sociales. Descubra que significa ser un gran líder en el video de hoy! Lea sobre algunos lideres y haga el proyecto de	3. **Comience su Tema de Escritura:** trabaje en la escritura para su proyecto de Estudios Sociales sobre un buen líder: Después de leer sobre cuatro líderes influénciales escriba sobre uno de ellos y coloree la página adjunta al líder sobre el que usted escribió!		3. Vea el **video de Español del Grupo** de la Sra. Melendez: Grade 1 Spanish Lesson

		investigación sobre un líder influecial. Cuatro líderes influénciales están incluidos en este plan de estudio. Vístase como el líder influencial y comparta su reporte durante la clase de Zoom del Viernes. If you need help reading about the leaders click here: Inspirational Leaders - Read Aloud	Vístase como el líder influencial y comparta su reporte durante la clase de Zoom del Viernes. Por favor use este enlace para ayuda adicional –biografías leídas en voz alta. Influential Leaders - Read Aloud		
		4. Vaya a ST Math por 30 minutos.	4. Recopile materiales para el proyecto de *Medir Manos* (vea a continuación)		4. Vaya a ST Math por 30 minutos.
Lectura	Lea por 20 minutos todos los días y complete el registro de lectura abajo. Escoja un libro de su casa o entre a Reading A-Z https://www.raz-plus.com/. Si necesita información de ingreso envíe un correo electrónico a sus maestras. Practique leer y deletrear sus palabras de vista: Sight Word Lists				
Ciencias/ Estudios Sociales	Visite estas páginas web para niños y explórenlas por si solo! https://www.exploratorium.edu/ https://kids.nationalgeographic.com/ https://www.thamesandkosmos.com/index.php/educators/scienceathome https://www.kiwico.com/blog/2020/03/14/activities-for-5-8-year-olds-at-home/ https://mysteryscience.com/school-closure-planning				
Enriquecimiento	Mantenga su cuerpo en movimiento y su creatividad fluyendo con estos recursos adicionales: http://disneyjunior.disney.com.au/games https://www.funbrain.com/ http://www.nickjr.com/ https://www.virtualfieldtrips.org/video-library/videos-by-grade/ https://www.artforkidshub.com/ https://www.brainpop.com/artsandmusic/ https://www.gonoodle.com/ https://www.cosmickids.com/category/watch/ https://switchzoo.com/				

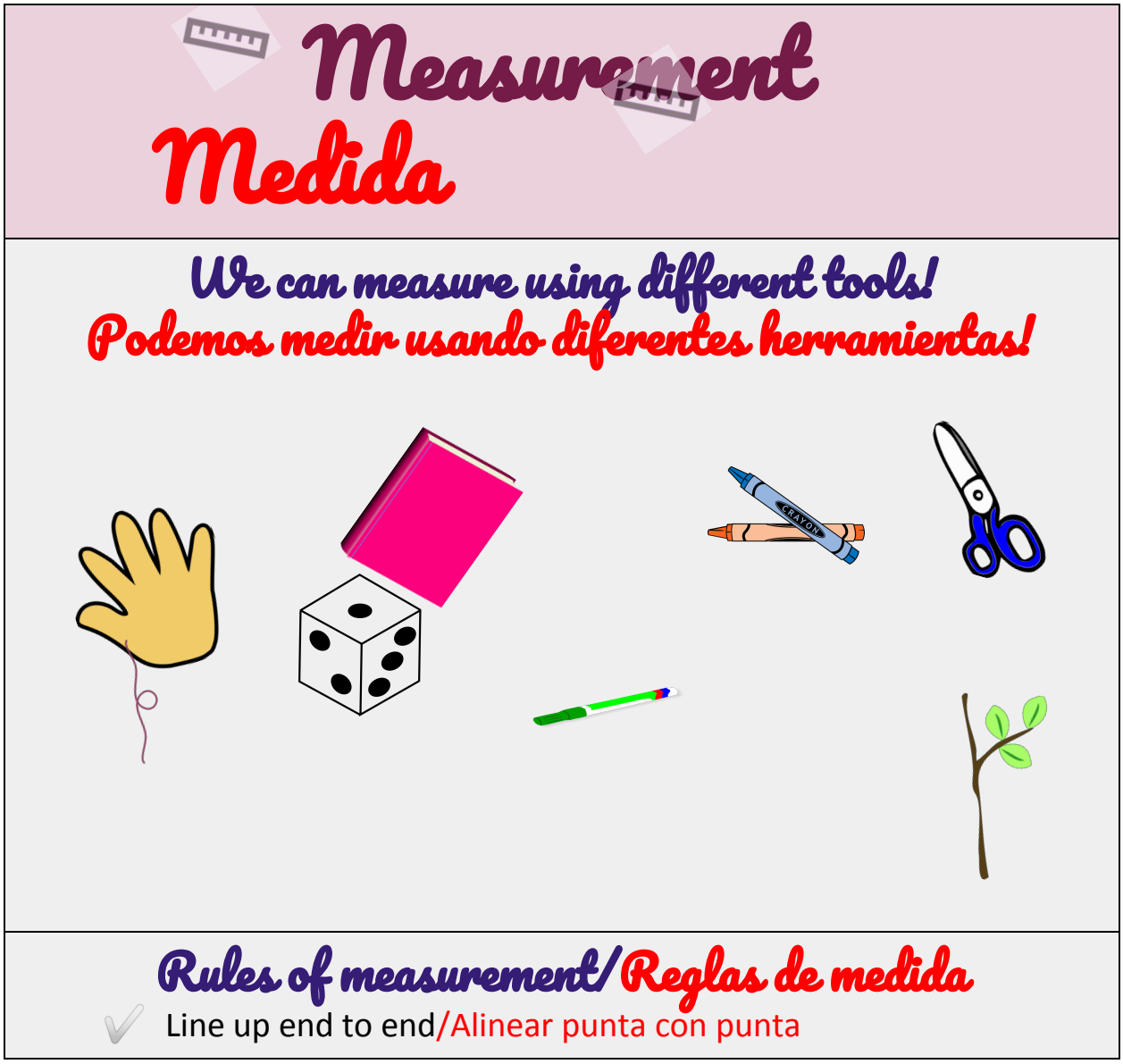
Letter to Parents Explaining This Week's Content
Carta a los Padres Explicando el contenido de esta Semana

Monday is a Holiday, Memorial day. Students will not be asked to do work on this day.
Lunes es Feriado, Dia de los Caidos. Los estudiantes no tendrán que realizar tareas en este dia.

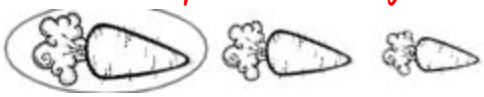
MATH/MATEMÁTICAS

This week students will be exploring non-standard units of measurement. In first grade, students will be able to order objects by comparing the length (shortest - longest) or height (shortest - tallest). Students will also be able to express the length of an object as a number of units, using non-standard measurement (i.e. the string is # paperclips long/the couch is # books long).

Esta semana los estudiantes exploraran las unidades no estándares de medidas. En primer grado, los estudiantes podrán ordenar objetos comparando su longitud (mas corto-mas largo) o altura (más pequeño – más grande). Los estudiantes también podrán expresar la longitud de un objeto como un numero de unidad, usando las medidas no estándares (ej. la piola es # clips de longitud//el sofá es # libros de longitud.



- ✔ No overlapping & no gaps/No espacios o sobre posición
- ✔ Use the same object/Use el mismo objeto
- ✔ Straight line/Linea recta

shortest **mas corto** *Having the least length when comparing 3 or more objects* *El que tiene menos longitud cuando se compara 3 o más objetos* 	**longest** **mas largo** *Having the most length when comparing 3 or more objects* *El que tiene la mayor longitud cuando se compara 3 o más objetos* 
shortest **mas pequeño** *Having the least height when comparing 3 or more objects* El que tiene la menor altura cuando se compara 3 o más objetos 	**tallest** **mas grande** *Having the most height when comparing 3 or more objects* *El que tiene la mayor altura cuando se compara 3 o más objetos* 
unit **unidad**	**nonstandard** **no estandard** *Using objects that are not typically meant to*

What is used to measure Que se uso para medir	measure Usando objetos que no son típicamente diseñados para medir
	

Math Zoom Meeting and Assignments
Reuniones de Matemáticas vía Zoom y Tareas

In this week's network video and math zoom session, students will be asked to measure assigned objects around the house. Students will need to come to the meeting with the prepared items their teachers have assigned. You can find a scavenger hunt page in the resources below. Encourage your child to measure various objects using items you have at home (i.e. cheerios, pencils, string, legos). This week's project, "Measuring Hands", will require students to cut a tracing of their hands to measure themselves (see below).
En el video de grupo de esta semana y las sesiones de matemáticas vía zoom, se le pedirá a los estudiantes que midan objetos asignados alrededor de la casa. Los estudiantes deberán atender la reunión con los artículos listos que sus maestros han asignado. Pueden encontrar la página de búsqueda de tesoro en los recursos abajo. Anime a su hijo/a a medir varios objetos usando artículos que usted tiene en casa (ej. cheerios, lápices, piola, legos). El proyecto de esta semana "Midiendo Manos", requerirá que los estudiantes corten y tracen sus manos para medirse ellos mismos (vea abajo).

Here are some questions you can ask your student
Aqui estan algunas preguntas para que le haga a su estudiante

- How can you organize the objects in order by length or height?/Como puedes organizar los objetos de largo o altura?
- How do you know (object) is the shortest/longest/tallest?/Como sabes (que el objeto) es el más corto/más largo/más alto?
- How many units is the (object measured)?/Cuántas unidades es el (objeto medido)?
- Did you have to use more (unit to measure) or (unit to measure) to measure items? How do you know? (ex: did you have to use more pencils or cheerios to measure the book? A: I had to use more cheerios. I know because cheerios are smaller than pencils)/Tuvistes que usar más (unidad para medir) o (unidad para medir) para medir los artículos? Como lo sabes? (ej. Tuvistes que usar más lápices o cheerios para medir el libro? A: Tuve que usar más cheerios. Lo sé porque los cheerios son más pequeños que los lápices).

Flashcards and Additional Resources/Tarjetas de Estudio y Recursos Adicionales
We also have provided some links and some work on addition and subtraction fluency! Your child should create math flashcards and practice completing their facts with speed! This can be a daily activity you complete with your child.
Hemos provisto algunos enlaces y algunos trabajos para la fluidez de suma y resta! Su hijo/a debe crear tarjetas de estudio de matemáticas y practicar completando sus tablas con velocidad! Esta puede ser una actividad diaria que usted realice con su hijo/a.

- Here are some links to some online/Enlaces para algunas tarjetas en linea
  Flashcards // Flashcards2
- Here is a link to online math games/Enlace para juegos de matematicas en linea
  Math Playground
- Here is a link to an online measurement game/Enlace para un juego de medidas en linea
  Splash Learn Measurement Games

Social Studies Corner/Esquina de Estudios Sociales

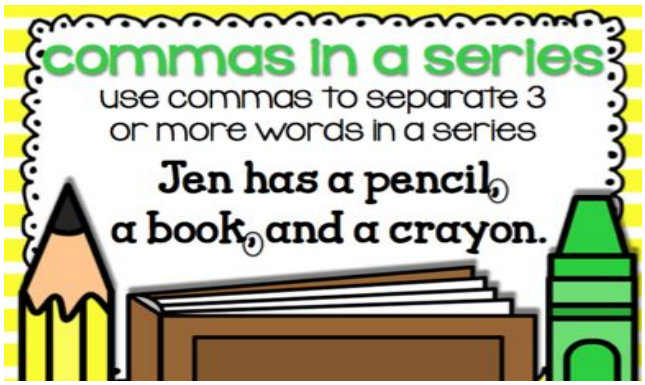
In this week's network video students will learn about what it means to be a leader and what qualities make someone a great leader! Students will have an opportunity to read about four inspirational leaders and complete a research project about one of the leaders. Students will write two facts and state why that person is an inspirational leader. Students will color the provided coloring page for their inspirational leader or they can draw their own picture of their inspirational leader. Please share your child's work with their teachers on Class Dojo. On Friday, students will dress up as one of the inspirational leaders they wrote about and share one fact with the class at their culture building zoom meeting! All biographies are listed at the end of this document. Please use this link if you would like to listen to the read aloud Biographies online

En el video de grupo de esta semana los estudiantes aprenderán sobre lo que significa ser un líder y que cualidades hacen a alguien ser un gran líder! Los estudiantes tendrán la oportunidad de leer sobre cuatro líderes inspiracionales y completar un proyecto de investigación sobre un de los líderes. Los estudiantes escribirán dos hechos y decir por qué esa persona es un líder inspiracional. Los estudiantes colorearan la página dada para su líder inspiracional o ellos puede dibujar su propia imagen de su líder inspiracional. Por favor comparte el trabajo de su estudiante con sus maestras en Class Dojo. El Viernes, los estudiantes se vestirán como uno de sus líderes inspiracionales sobre el que escribieron y compartirán un hecho con su clase en la reunión de cultura vía zoom! Todas las biografías están listadas al final de este documento. Por favor use este enlace si le gustaría escuchar y leer en voz alta Biographies online

ELA/LECTURA

Grammar Concepts/Conceptos Gramaticales

Students will be learning about how to put commas in a series.
Los estudiantes aprenderán como poner comas en una serie.



Teachers will be introducing this grammar concept in the network video and in their classroom zoom videos. The comma goes after each thing listed in the sentence. See examples below.
Las maestras ensenaran este concepto de gramática en el video de grupo y en los videos de su salón de clases vía zoom. La coma va después de cada cosa listada en una oración. Vea los ejemplos a continuación.

I ate apples, carrots, and cheese.
She has two dogs, one fish, four birds, and one hamster as pets.

Students will also be introduced to noun-verb agreement:
Se le ensenara a los estudiantes el acuerdo sustantivo-verbo:

***Add the letter s to most verbs when the noun before it tells about one** ***Añada la letra s a la mayor cuando el sustantivo anterior a este le diga sobre uno**	***Do not add the letter s to the verb when the noun before tells about I, you, or more than one** ***No añada la letra s al verbo cuando el sustantivo anterior a este hable sobre I, you, o más de uno**
Example/Ejemplo: ● The boy plays soccer. ● ~~The boy play soccer.~~ ● My dog runs fast. ● ~~My dog run fast.~~	Example/Ejemplo: ● Jose and Mary sing all the time. ● ~~Jose and Mary sings all the time.~~ ● I love my cat. ● ~~I loves my cat.~~ ● You swim in the pool. ● ~~You swims in the pool.~~

Students need to know the following sight words: Sight Word Lists

Los estudiantes deben saber las siguientes palabras de vista: Sight Word Lists

Continue to play Sight word memory with your child at home with online sight word memory or using paper and pencils. To make it even more fun play sight word hide and seek. Write sight words on sticky notes or pieces of paper. When your child is not looking, hide the words all over the house! After you hide the words, let your child loose to go find all of the hidden words. For extra practice, your child can write the words after he or she finds them. This game is so easy and endless fun! Tip: collect words on a clipboard or in a notebook.

Continúe practicando el juego de memorización de las palabras de vista en casa con: online sight word memory o usando lápices y papel. Para hacerlo aún más divertido juegue a la búsqueda de las palabras de vista escondidas. Escriba palabras de vista en notitas adhesivas o en piezas de papel. Cuando su estudiante no este mirando, esconda las palabras alrededor de toda la casa! Después que esconda las palabras, deje que su estudiante las busque y encuentre todas las palabras escondidas. Para una práctica adicional, sus estudiante puede escribir estas palabras después de que las encuentre. Este juego es muy fácil y es una diversión sin límite! Consejo: reúna las palabras en una tablilla o en un cuaderno.





Materials needed for this week's lessons
Materiales necesarios para las lecciones de esta semana

Materials you need for "Measuring Hands"
Materiales necesarios para "Medir con Manos"

- Paper/Papel
- Writing utensil/Algo para escribir
- Scissors/Tijeras







Below are the instructions for the "Measuring Hands" project
Puedes encontrar el instrucciones para el proyecto de "Medición con Manos" abajo

Materials for sight word game at home
Materiales para el juego de palabras de vista en casa
Hide and seek/Esconda y Busque :

- Paper(ripped into pieces) or post it notes / Papel(cortado en pedazos) o notas adhesivas
- Pencils or writing utensil/ Lapices o algo para escribir
- Clipboard or notebook/Tablilla o cuaderno

(Directions listed above/Las instrucciones se muestran arriba)



Additional Resources/Recursos Adicionales

Reading Log/*Registro de Libros*

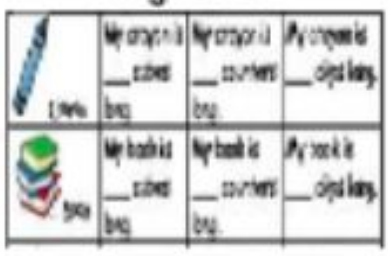
Date/*Fecha*	Title of Book Read/ *Titulo del libro leido*	Time Reading *Tiempo de Lectura*	Family Signature *Firma del representante familiar*
Monday Lunes			
Tuesday Martes			
Wednesday Miercoles			
Thursday Jueves			
Friday Viernes			

Math Scavenger Hunt/Busqueda del Tesoro de Matematicas

If you don't have a printer, create this chart on a blank piece of paper & record the objects you measure.
SI usted no tiene impresora, cree esta cuadricula en una hoja de papel & registre los objetos que mide.

MEDIDA

Measurement

Measure your bedroom with your feet. 	Throw a ball from a line. Measure how many steps to get to the ball. 	Use small objects to measure the length or height of your toys. 
Tell the rules of measurement. 	What can you use to measure? 	Choose 3 objects. Compare their height. Compare their length. 
Get 3 fruits or vegetables. Put them in order by length. Explain. 	Choose Something to measure. Measure the length with different objects. 	Put 3 objects in order by height and length. Explain how you ordered objects. 

Name: _____

measurement scavenger hunt



Directions: Work with your partner to complete each of the scavenger hunt tasks below.

TASK 1:

Find something longer than 4 paper clips long in your house.

_____

is **longer** than 4 paper clips.

TASK 2:

Find something shorter than 20 paper clips long.

_____

is **shorter** than 20 paper clips.

TASK 3:

Find something taller than you.

_____

is **taller** than me



Measuring Hands



Instructions: Students will draw and cut out traces of their hands to measure themselves. On each cut out hand, students will write an act of kindness they performed during the week. Students will lay on the ground or floor and measure how many hands tall they are.
Instrucciones: Los estudiantes dibujaran y cortaran rasgos de sus manos para medirse ellos mismos. En cada mano de papel cortada, los estudiantes escribirán actos de bondad que ellos hacen durante la semana. Los estudiantes se acostaran en el piso y medirán cuantas manos de alto son.



Step 1: Trace the child's hand on pieces of paper
Paso 1: Trace la mano del estudiante en una hoja de papel

Step 2: Cut out the hands
Paso 2: Corte la mano de papel



Step 3: Write acts of kindness on each hand
Paso 3: Escriba actos de bondad

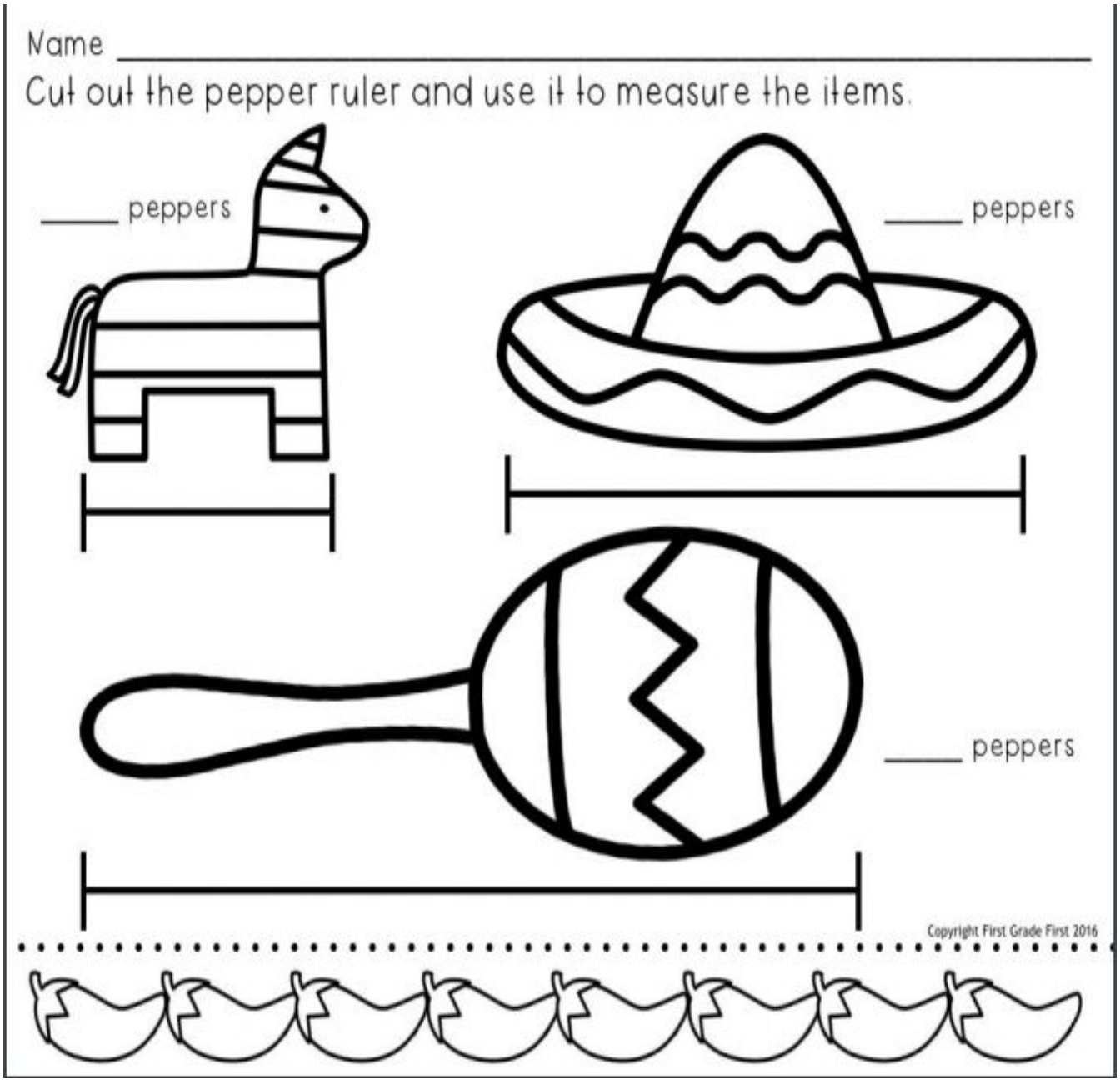
Step 4: Line up hands next to your child on the floor
Paso 4: Alinee manos junto al su hijo/a en el piso

Step 5: Record how many hands tall
Paso 5: Registre cuantas manos de alto es

Extension: include your family by measuring other members of the family and record how many hands tall they are.
Extensión: para incluir la familia midiendo a otros miembros y registrando cuantas manos de alto son.

How many hands am I? Cuantas manos mido?	How many hands is Mom? Cuantas manos mide mi mama?	How many hands is Dad? Cuantas manos mide mi papa?	How many hands is my sibling? Cuantas manos mide mi hermana/o?
_____ hands/manos	_____ hands/manos	_____ hands/manos	_____ hands/manos

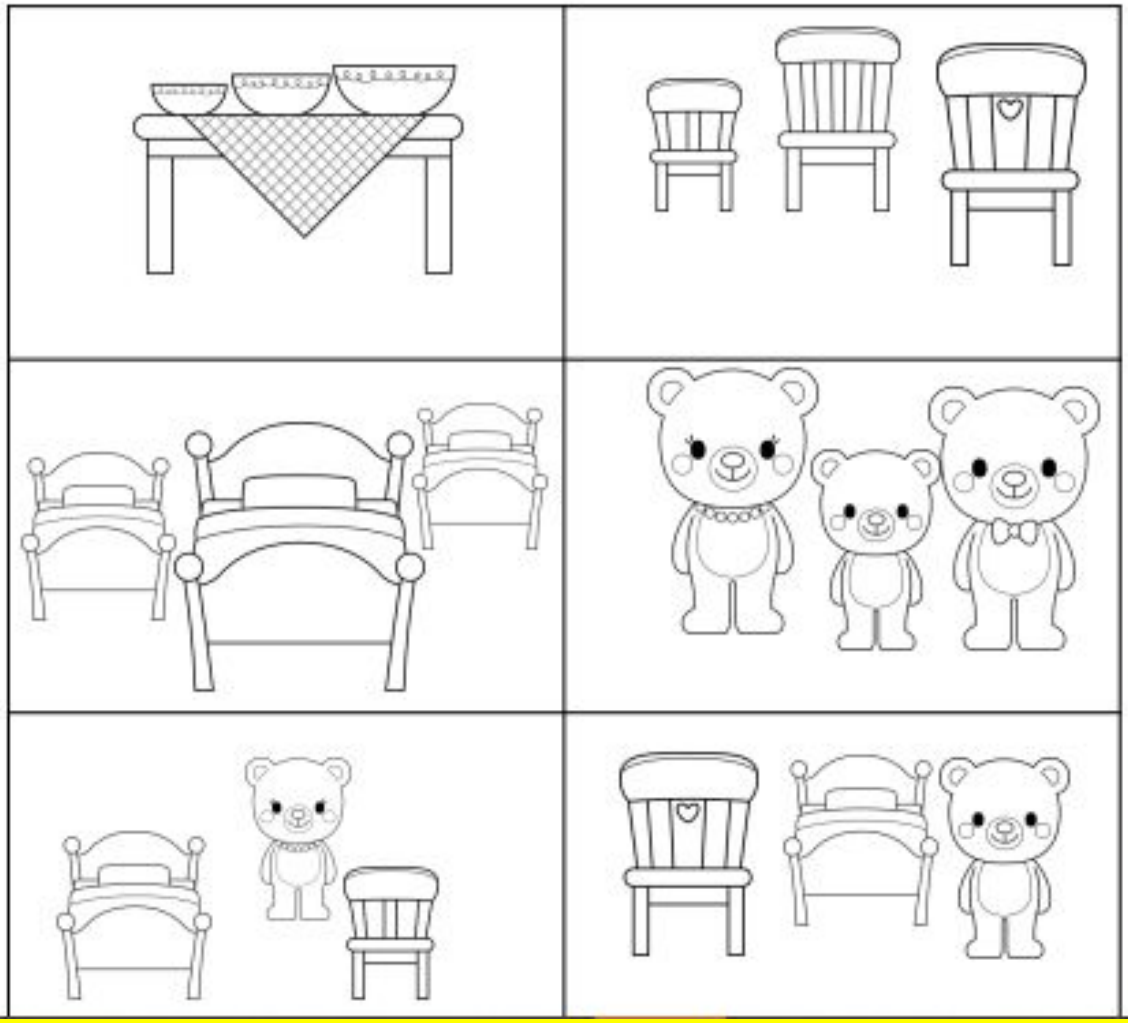
Website source/Fuente de informacion: Rainy Day Mum Measuring Hands


Name _____
Cut out the pepper ruler and use it to measure the items.
_____ peppers
_____ peppers
_____ peppers
Copyright First Grade First 2016

Name: _____

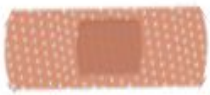


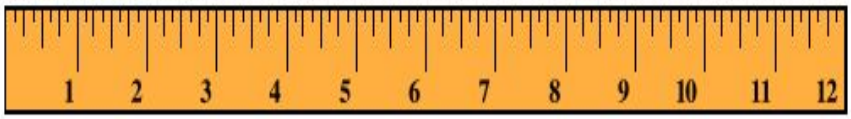
Help Goldilocks choose which items to use by colouring in the tallest object in each box, and circling the shortest object!



Name: _____

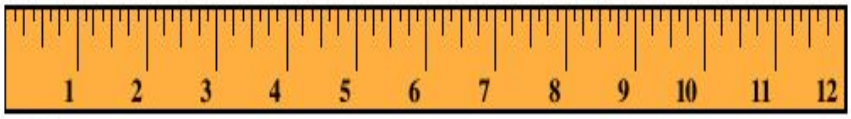
Directions: Write how many inches for each item.





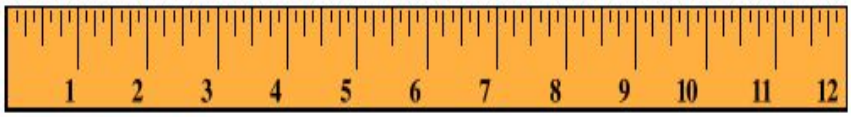
_____ inches





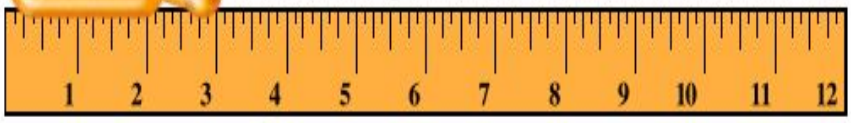
_____ inches





_____ inches





_____ inches





_____ inches

Name:_____

Commas in a Series #1



Directions: Use a comma in between words in a list.

EXAMPLE:

My favorite animals are cats, dogs, horses, and birds.

I like to play soccer baseball football and basketball.

At the beach we saw shells birds and people.

She went on the swing slide and monkey bars.

My favorite colors are red blue green and orange.

At the farm we saw pigs cows chickens and horses.

I like to ride my bike skateboard and scooter.

At the zoo they saw zebras gorillas and monkeys.

Name:_____

Fill in the Blanks #1



Directions: Write words to complete the sentence. Use a comma in between words in a list.

EXAMPLE: I see a ☐ ☐ and ☐.

I see a desk, chair, and books.

I ate ☐ ☐ and ☐.

I saw ☐ ☐ and ☐.

I played ☐ ☐ and ☐.

I like ☐ ☐ and ☐.

I want ☐ ☐ and ☐.

I visited the ☐ ☐ and ☐.

I put on ☐ ☐ and ☐.

NOUN/VERB AGREEMENT

Circle the correct verb that matches the noun.

1. Emma _____ to the store for a book. (runs run)
2. Will you _____ me the salt? (pass passes)
3. Bill _____ me a letter every day. (writes write)
4. Sal will _____ a song at the play tonight. (sings sing)
5. I _____ to play at recess. (plays play)
6. The teacher _____ the students are great! (say says)
7. Mark _____ out of the car! (jump jumps)
8. The boys _____ at the joke. (laugh laughs)
9. We _____ on the floor for math time. (sit sits)
10. The girls _____ to the playground. (skip skips)

ELA Resources/Recursos de ELA

The following stories are the stories that your child will read during their lessons this week. Have your child reread the stories for fluency and answer the comprehension questions.

Las siguientes historias son cuentos que su hijo/a leeran durante sus lecciones esta semana. Haga que su hijo/a relea las historias para fluidez y responda las preguntas de comprensión.

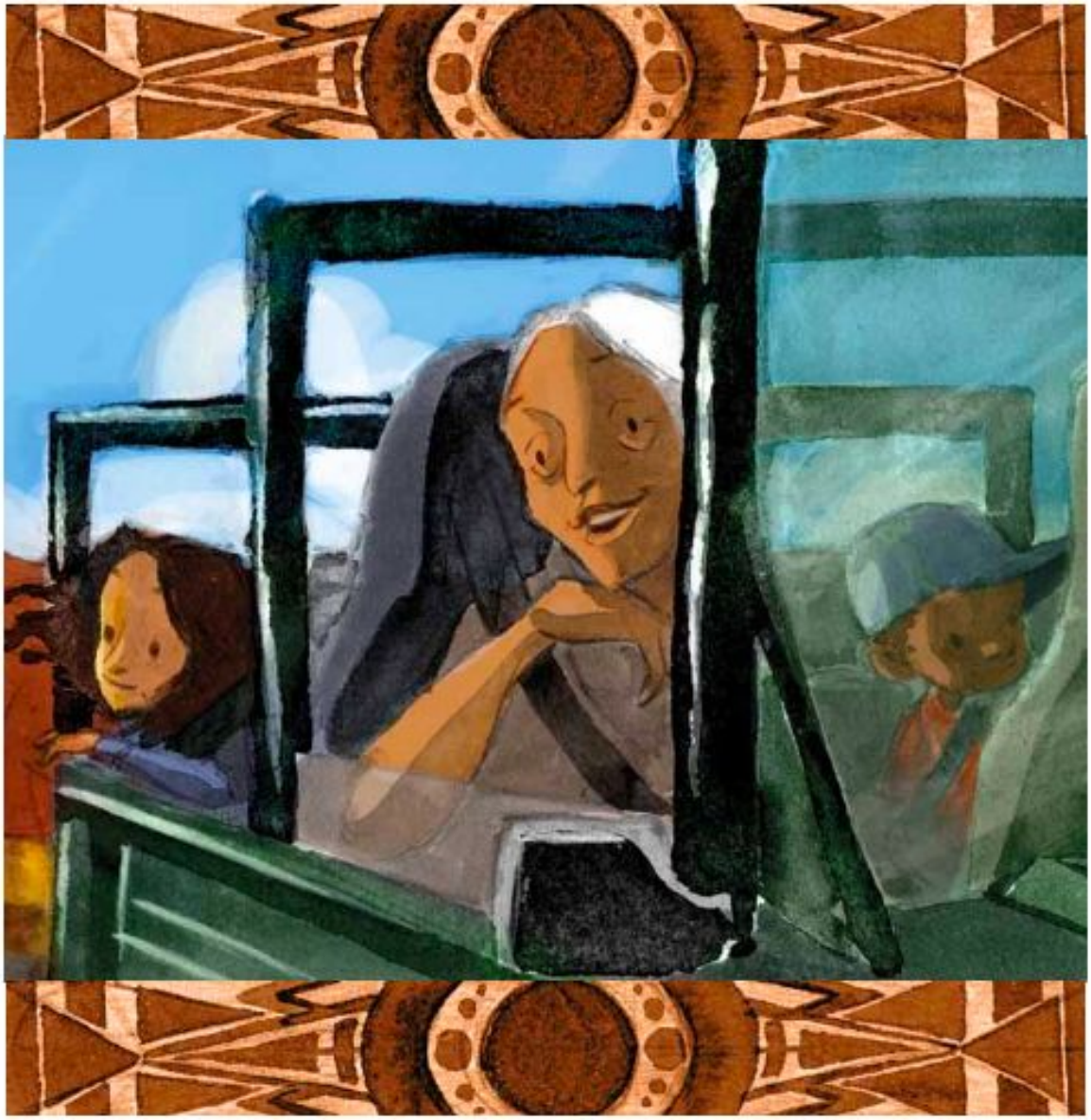
The Campsite

Jack came and picked us up in his truck. We drove to a camp·site in the Bad·lands.

"Nan," I said, "what's up with that name—the Bad·lands?"

"Well," said Nan, "leg·end has it that a long time back, farm·ers came out here look·ing for farm·land. When they saw all of the rocks and sand and stone, they said, 'This is bad land! We can't plant crops here!' And the name Bad·lands just sort of stuck."

"It's bad land for farm·ing," said Jack. "But it's good land for camp·ing!"



23

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, ma**tch**·es, and lots of food. We lugged it all to the camp·site.

Jack chose a spot to set up camp. Max and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Max gave me one of his.

That was when I said to my·self, "Max is OK!"



25

Name _____ **10.2**

The Campsite

Directions: Have students read the story and answer the questions.

1. Jack picked Kate and Nan up in his . . .

   ○ car.

   ○ cab.

   ○ truck.

Page _____

2. The Bad·lands are good for . . .

   ○ camp·ing.

   ○ farm·ing.

   ○ swimm·ing.

Page _____

3. What did Kate un·pack at the camp·site?

   ○ She un·packed sleep·ing bags and tents.

   ○ She un·packed tents and games.

   ○ She un·packed sleeping bags and games.

Page _____

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Directions: Have student retell the end of the story or copy his or her favorite sentence from the end of the story.



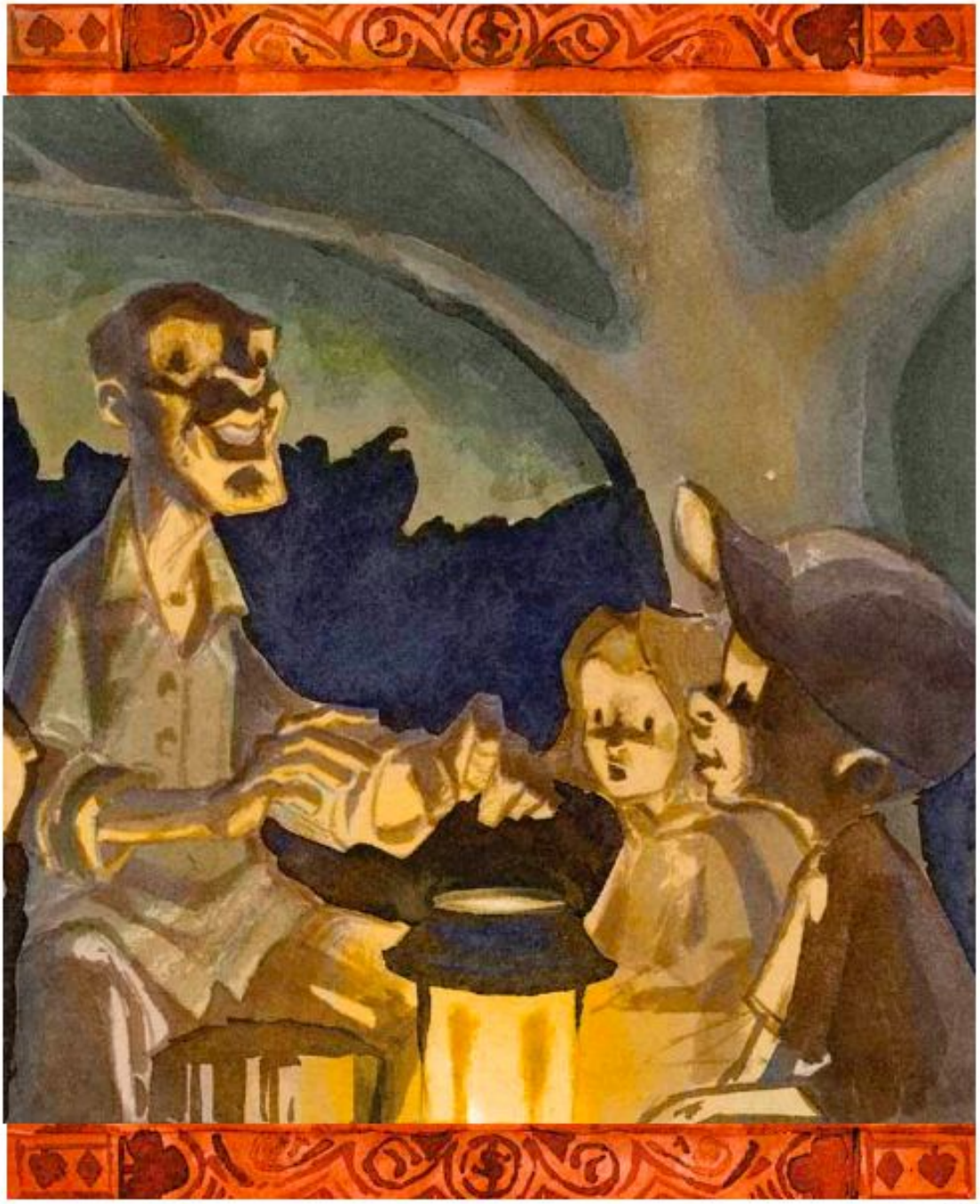
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Jack's Tale

Af·ter dinn·er we munched on some **g**in·**g**er snaps. Then Jack shared an out·law tale.

"This happ·ened out here in the West a long time back," said Jack, "in an a**g**e when there were no cars and no planes. Back then, if you had to send a lett·er, you sent it by sta**g**e·coach."

"The sta**g**e·coach was sort of like a car, but it was drawn by hors·es. There was a place where men could sit in·side. But the man who drove the sta**g**e·coach sat out·side up on top."

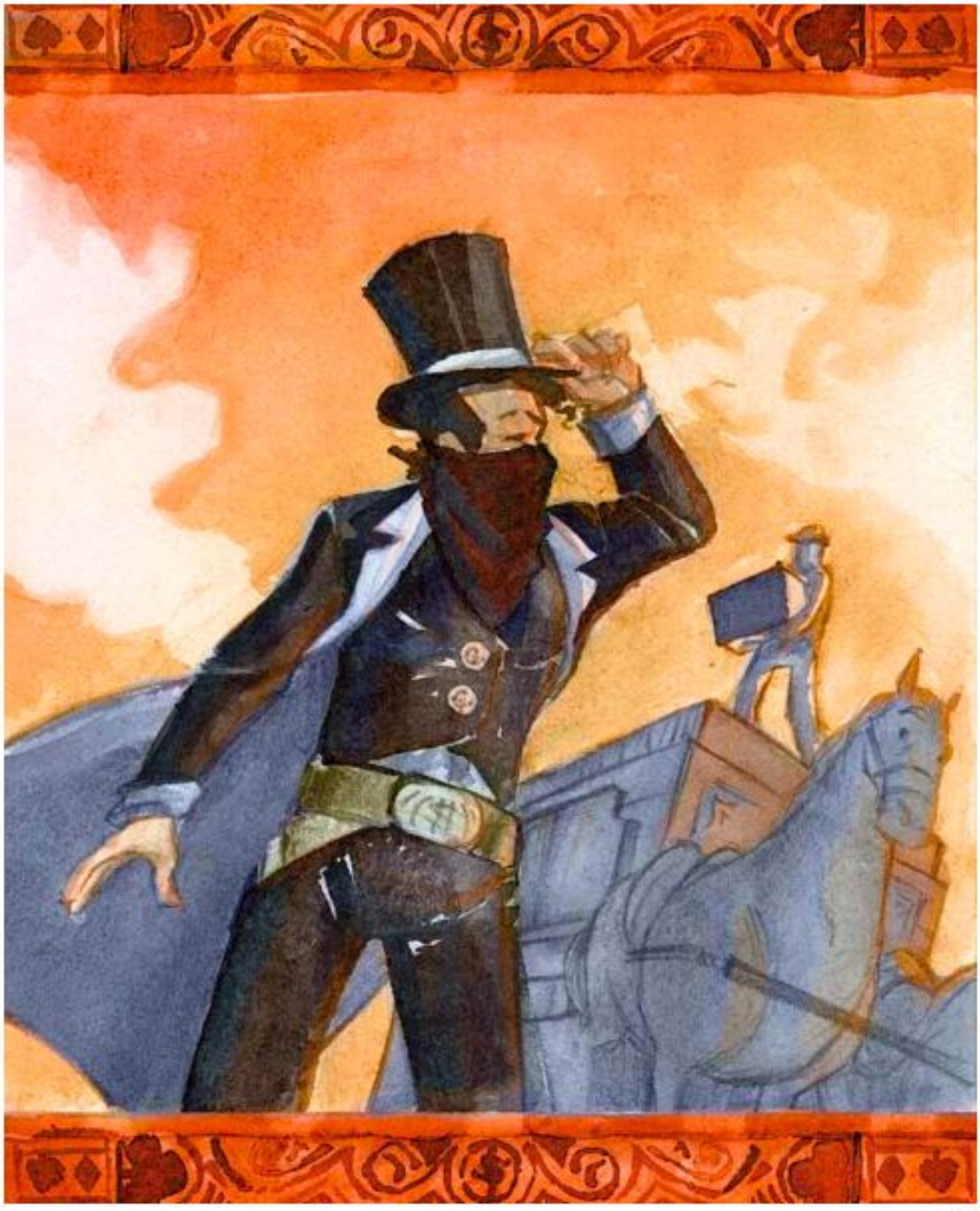


27

"The man who drove the sta**g**e·coach kept the strong·box next to him. The strong·box was a locked box where he kept the cash."

"Some·times out·laws would rob the sta**g**e·coach. Those out·laws were bad men. But there was one who some said was a bit bett·er than the rest. His name was Bart."

"Bart was a sharp dress·er. He did his robb·ing in a jack·et and a black top hat. He had the best mann·ers you ev·er saw. When he robbed, he did not yell and shout at the men he was robb·ing. Not Bart! He tipped his hat."



29

"Then he said, 'Ex·cuse me, **g**ents. Would you be so fine as to pass down the strong·box with the cash in it?'"

"No!" said Nan.

"Yes!" said Jack. "It's not just a le**g**·end. It's a fact. You can look it up!"

"Did they catch him?" Max asked.

"Nope," said Jack, "he came back and robbed the stage·coach lots of times."

"Did they ev·er ca**tch** him?" I asked.

"Yes, af·ter a long hunt, they nabbed him. They char**ge**d him with theft and locked him up for a long time. He did his time. Then they let him back out."

"Then what happ·ened?" I asked.

Jack said, "Bart shaped up in the end. When they let him out, he said he was fin·ished with crime."

"That's cool!" said Max.



Name _____ **12.2**

Jack's Tale

1. What did Jack do af·ter dinn·er?

   ○ Jack went to bed af·ter dinn·er.

   ○ Jack shared a tale af·ter dinn·er.

   ○ Jack went home af·ter dinn·er.

Page _____

2. Who was Bart?

   ○ Bart was a robb·er who took hors·es.

   ○ Bart was a robb·er who took cars.

   ○ Bart was a robb·er who robbed the stage·coach.

Page _____

3. What sort of mann·ers did Bart have?

   ○ Bart had bad mann·ers.

   ○ Bart had so-so mann·ers.

   ○ Bart had good mann·ers.

Page _____

Directions: Have students reread the story and answer the questions.

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4. What is a strong·box?

Page _____

5. What happ·ened to Bart af·ter he was nabbed?

Page _____

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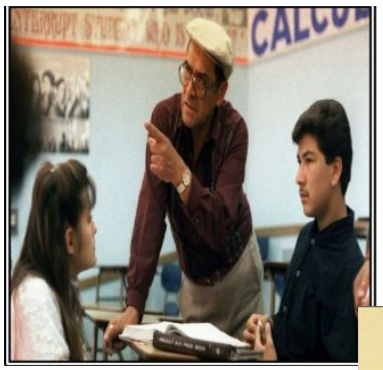
Your student should choose 1 Leader to read about below. If they need a little help reading the passages click on this link to hear Ms. Perkins Read all of the Leader Passages aloud:
Inspirational Leaders - Read Aloud

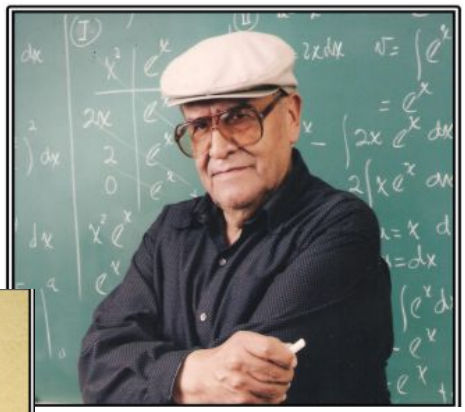
Social Studies Materials/Material de Estudios Sociales

Jamie Escalante

Jamie was born in La Paz, Bolivia on December 31, 1930. Jamie's parents were teachers and he decided he wanted to be a teacher when he grew up. He went to college and got his college degree in teaching and math. Jamie was a teacher in Bolivia for ten years. Then he moved to the United States. Jamie worked as a teacher in California. Jamie worked hard to help his students pass their math classes. Jamie believed that all students should have a great education. Throughout his life he continued to teach math and inspire students and other educators. Jamie was inducted into the National Teachers Hall of Fame and received other awards for his hard work and dedication. He is remembered for his hard work and dedication.

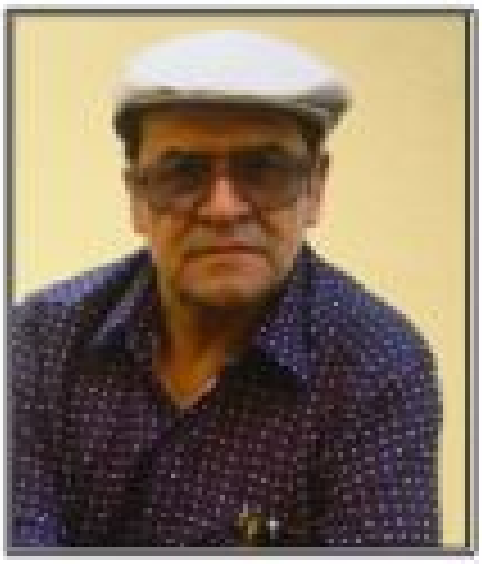
Jamie nació en La Paz, Bolivia el 31 de Diciembre de 1930. Los padres de Jamie eran maestros y el decidió que quería maestro cuando sea grande. El fue a la universidad y obtuvo su título universitario en enseñanza y matemáticas. Jamie fue maestro en Bolivia por 10 años. Luego se mudó a los Estados Unidos. Jamie trabajo como maestro en California. Jamie trabajó arduamente para ayudar a sus estudiantes pasar sus clases de matemáticas. Jamie creía que todos los estudiantes deberían tener una gran educación. Durante toda su vida el continuo ensenando matemáticas e inspiro a estudiantes y otros educadores. Jamie fue investido en el National Teachers Hall of Fame y recibió otros reconocimientos por su arduo trabajo y dedicación.







Name:_____ Date:_____



Name:_____

_____

Birthday:_____

_____

Write 2 facts you learned about this influential leader:

1. _____

_____

2. _____

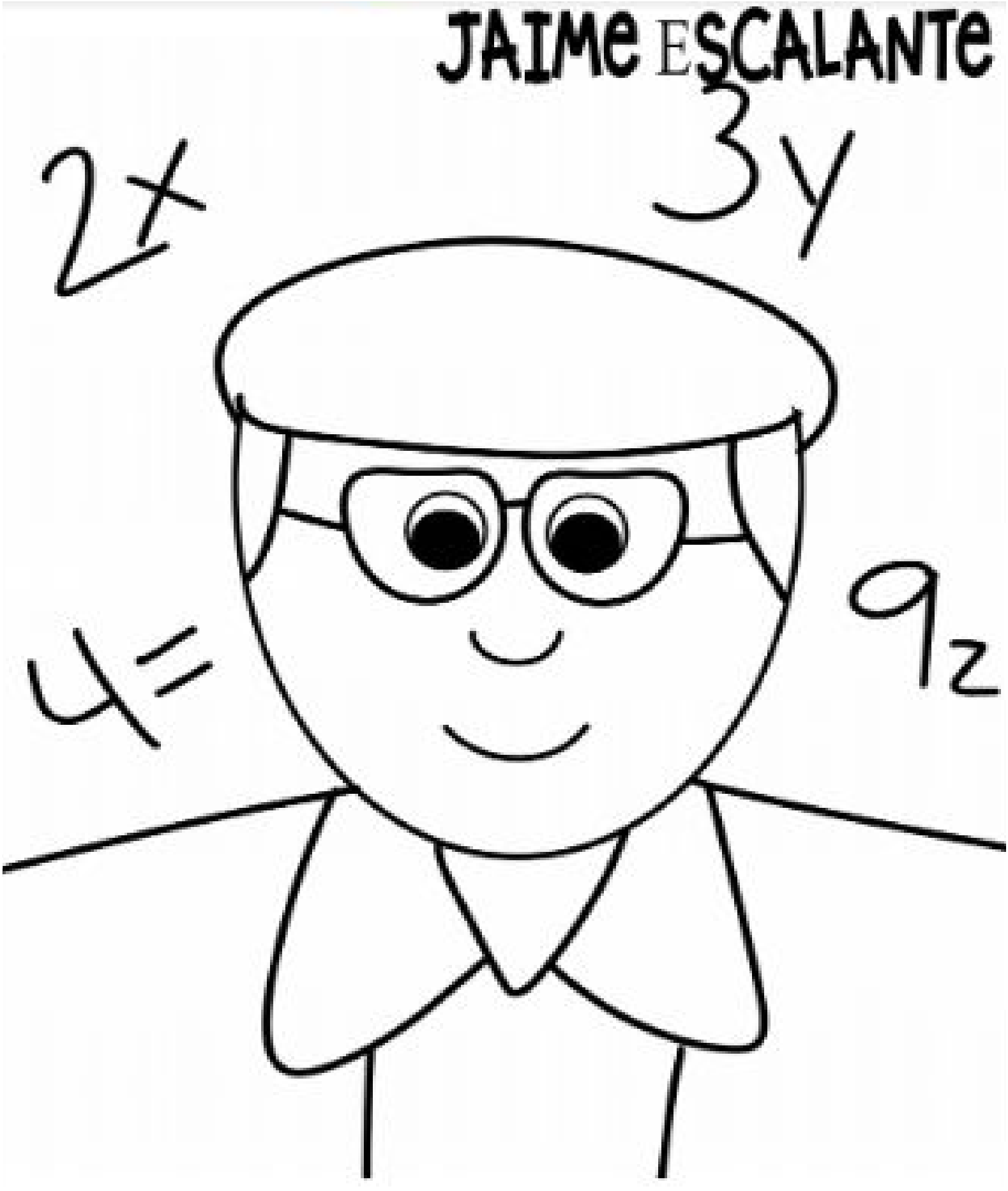
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What did this leader do that was important?

_____

_____

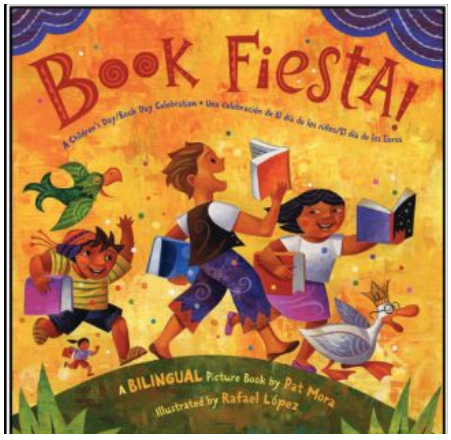
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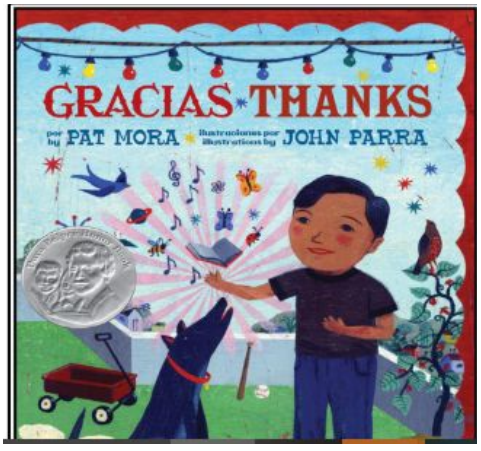

JAIME ESCALANTE
2x
3y
4=
9z

Pat Mora was born in El Paso, Texas on January 19, 1942. As a child Pat learned how to speak both English and Spanish. When she was a child she loved reading books. Pat grew up to become a writer and writes poems and children books. She enjoys writing about the desert where she grew up and her family. Pat is very proud of her Hispanic culture and uses her books and writing to display that. Pat has won many awards for her work and speaks to people about writing and multicultural literature. She is a literacy advocate; in 1996, she founded Children's Book Day and is now celebrated across the country each year on April 30.

Pat Mora nació en El Paso, Texas en Enero, 19 de 1942. De niño Pat aprendió como hablar tanto en Ingles como en Español. Ella fue una niña que le encantaba leer libros. Pat creció para convertirse en escritora y escribió poemas y libros de niños. Ella disfruta escribiendo sobre el desierto que en el que ella creció y sobre su familia. Pat es muy orgullosa de su cultura hispana y usa sus libros y escritura para demostrarlo. Pat ha ganado muchos premios por su trabajo y habla con la gente sobre escritura y literatura multicultural. Ella es un defensora de la literatura, en 1996, ella fundo el Día de los Libros de Niños y ahora es celebrado a través del país cada ano el 30 de Abril.







Name:_____ Date:_____



Name:_____

_____

Birthday:_____

_____

Write 2 facts you learned about this influential leader:

1. _____

_____

2. _____

_____

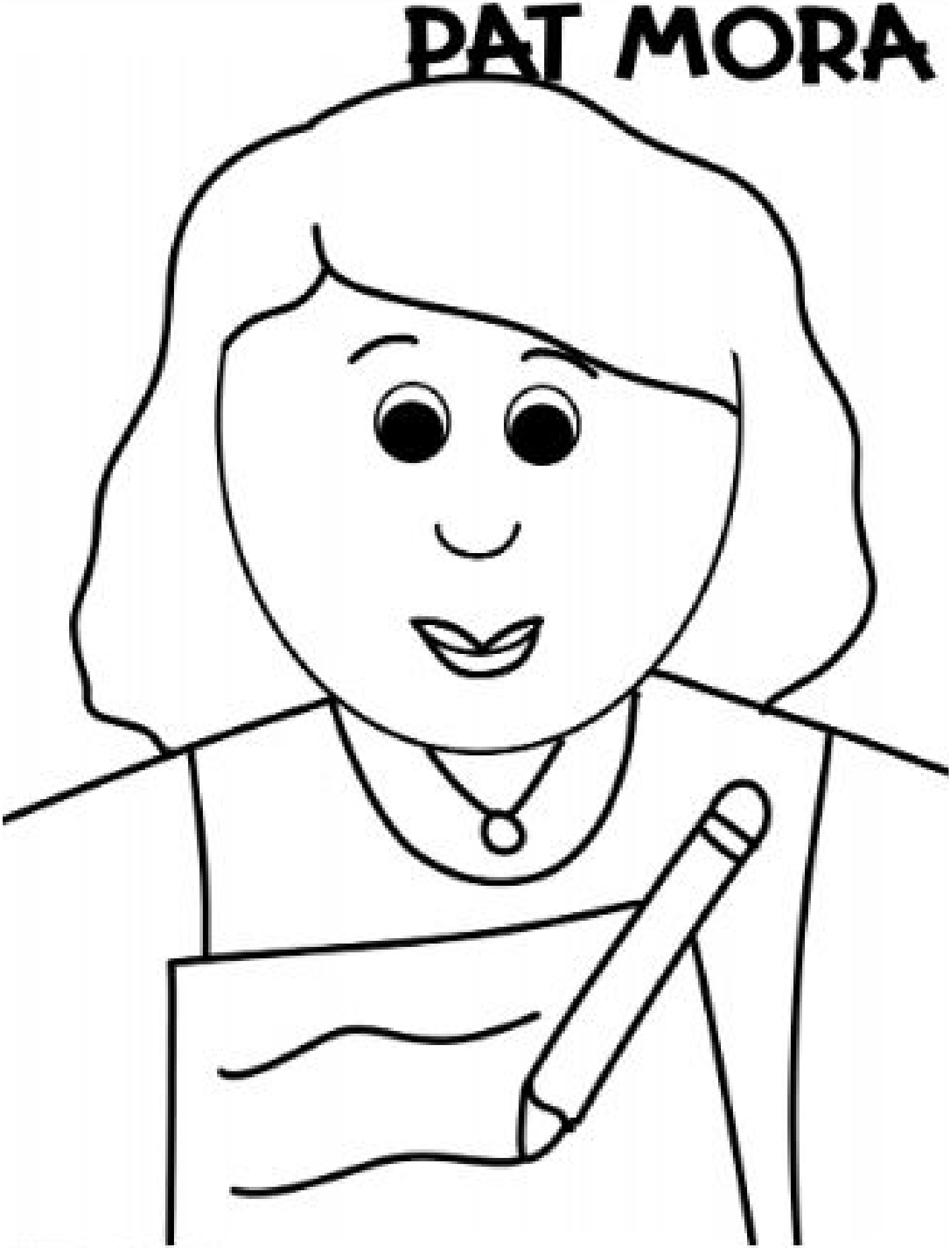
What did this leader do that was important?

_____

_____

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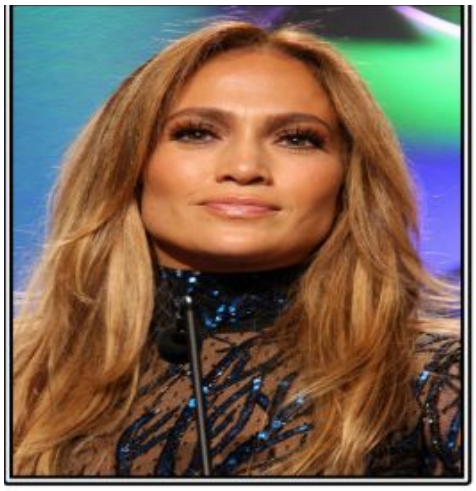
PAT MORA



Jennifer Lopez

Jennifer Lopez was born in the Bronx, New York on July 24, 1969. Jennifer always took singing and dancing classes as a child. After high school Jennifer pursued her life dream of becoming a movie star and left her hometown. Jennifer's talent was noticed in a dance competition that she won and earned herself a spot as a dancer on a television show! After playing in a variety of movies and television shows Jennifer began recording music and produced hit songs. Today Jennifer still works hard as a singer, dancer and actor. She has won many awards for her work and inspires others to work hard to achieve their dreams in life. Jennifer has also donated money to the Puerto Rico relief funds after the devastation from hurricanes Irma and Maria.

Jennifer López nació en el Bronx, New York el 24 de Julio de 1969. Jennifer siempre tomo clases de baile y canto cuando era pequeña. Después de la secundaria Jennifer siguió el sueño de su vida de convertirse en una estrella de cine y se fue de su ciudad natal. El talento de Jennifer fue notado en una competencia de baile que ella gano y se ganó por sí misma un lugar como bailarina en un programa de televisión! Después de participar en una variedad de películas y programas de televisión Jennifer empezó a producir y grabar canciones con exitosas. Hoy Jennifer todavía trabaja arduamente como una cantante, bailarina y actriz. Ella ha ganado muchos reconocimientos por su trabajo e inspira a otros a trabajar fuerte para lograr sus sueños en la vida. Jennifer también ha donado dinero al fondo de ayuda de Puerto Rico después de la devastación de los huracanes Irma y María.





Name:_____ Date:_____



Name:_____

_____

Birthday:_____

_____

Write 2 facts you learned about this influential leader:

1. _____

_____

2. _____

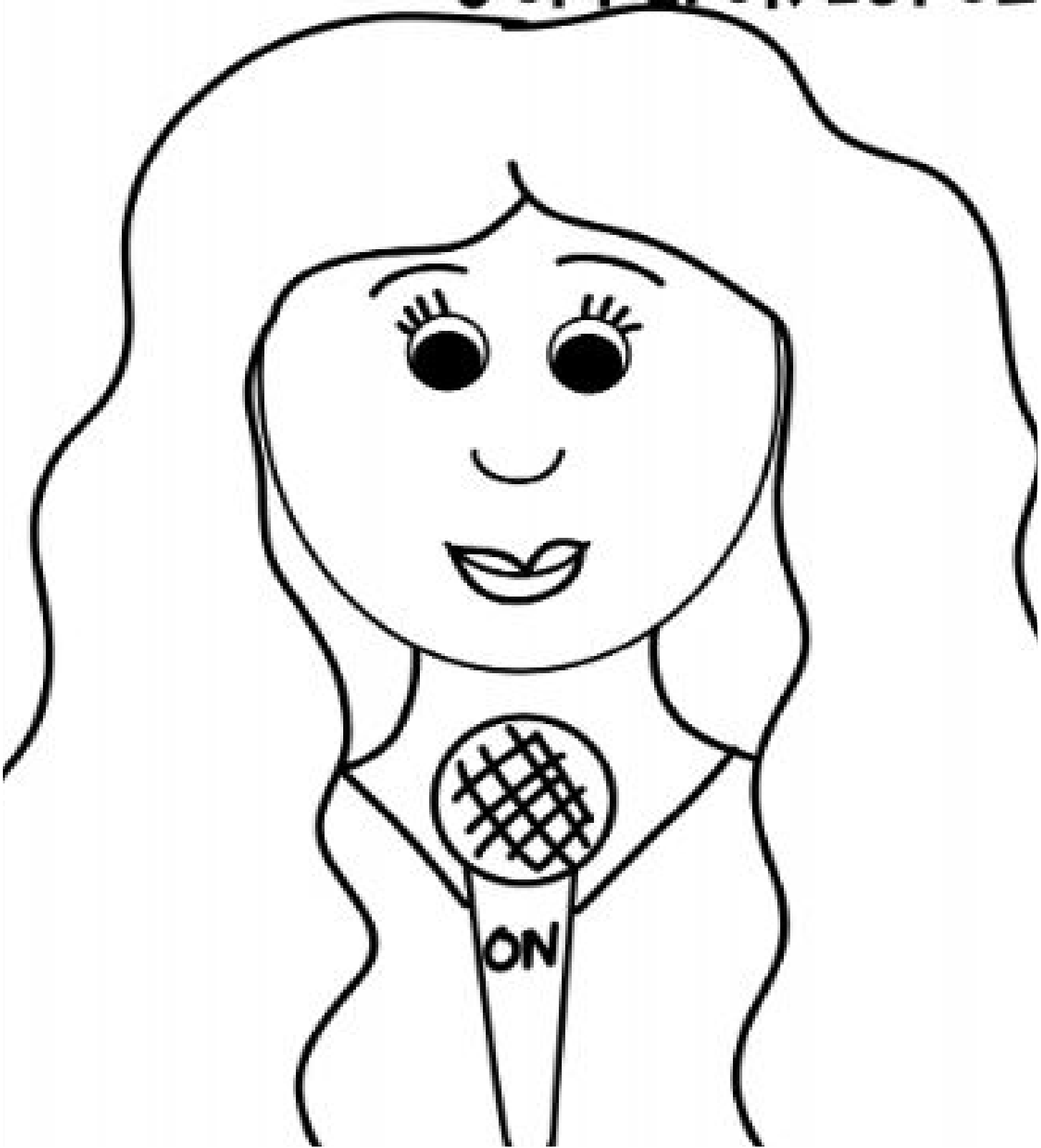
_____

What did this leader do that was important?

_____

_____

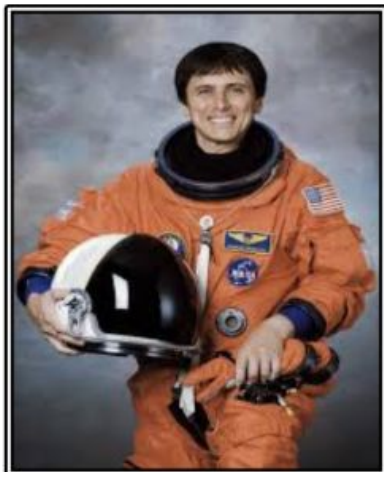
JENNIFER LOPEZ

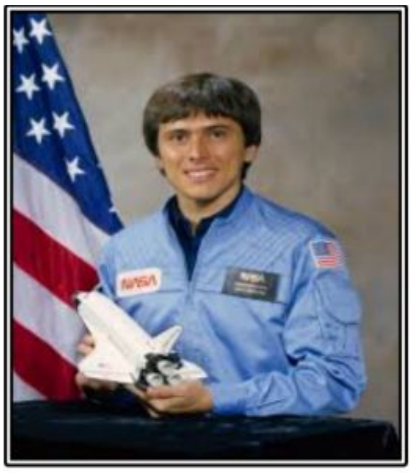


Franklin Chang-Diaz

Franklin Chang–Diaz was born in San José, Costa Rica on April 5, 1950. When he graduated he moved to the United States to pursue his dream, he wanted to be an astronaut! When he arrived in the U.S he enrolled in high school to learn English for one year. Once he learned English, he went to college and studied engineering. Franklin was selected by NASA to join the space program. This was an exciting opportunity for Franklin! During his time with NASA he completed seven space missions. Franklin Chang-Diaz was the first Hispanic-American astronaut. After working for NASA Franklin began developing space technology and also teaches astronomy and physics to college students. In 2012 Franklin was inducted into the NASA Astronaut Hall of Fame.

Franklin Chang-Díaz nació en San José, Costa Rica el 5 de Abril de 1950. Cuando él se graduó se mudó a los Estados Unidos para seguir su sueño, él quería ser un astronauta! Cuando llego a E.U. se matriculo en la secundaria para aprender inglés por un ano. Una vez que el aprendió Ingles, fue a la universidad y estudio ingeniería. Franklin fue seleccionado por la NASA para formar parte del programa espacial. Esta fue una oportunidad muy emocionante para Franklin! Durante su tiempo con la NASA el completo siete misiones espaciales. Franklin Chang-Díaz fue el primer astronauta hispano-americano. Después de trabajar para la NASA Franklin empezó a desarrollar tecnología espacial y también ensena astronomía y física a estudiantes universitarios. En 2012 Franklin fue investido en el NASA Astronaut Hall of Fame.





Name:_____ Date:_____



Name:_____

_____

Birthday:_____

_____

Write 2 facts you learned about this influential leader:

1. _____

_____

2. _____

_____

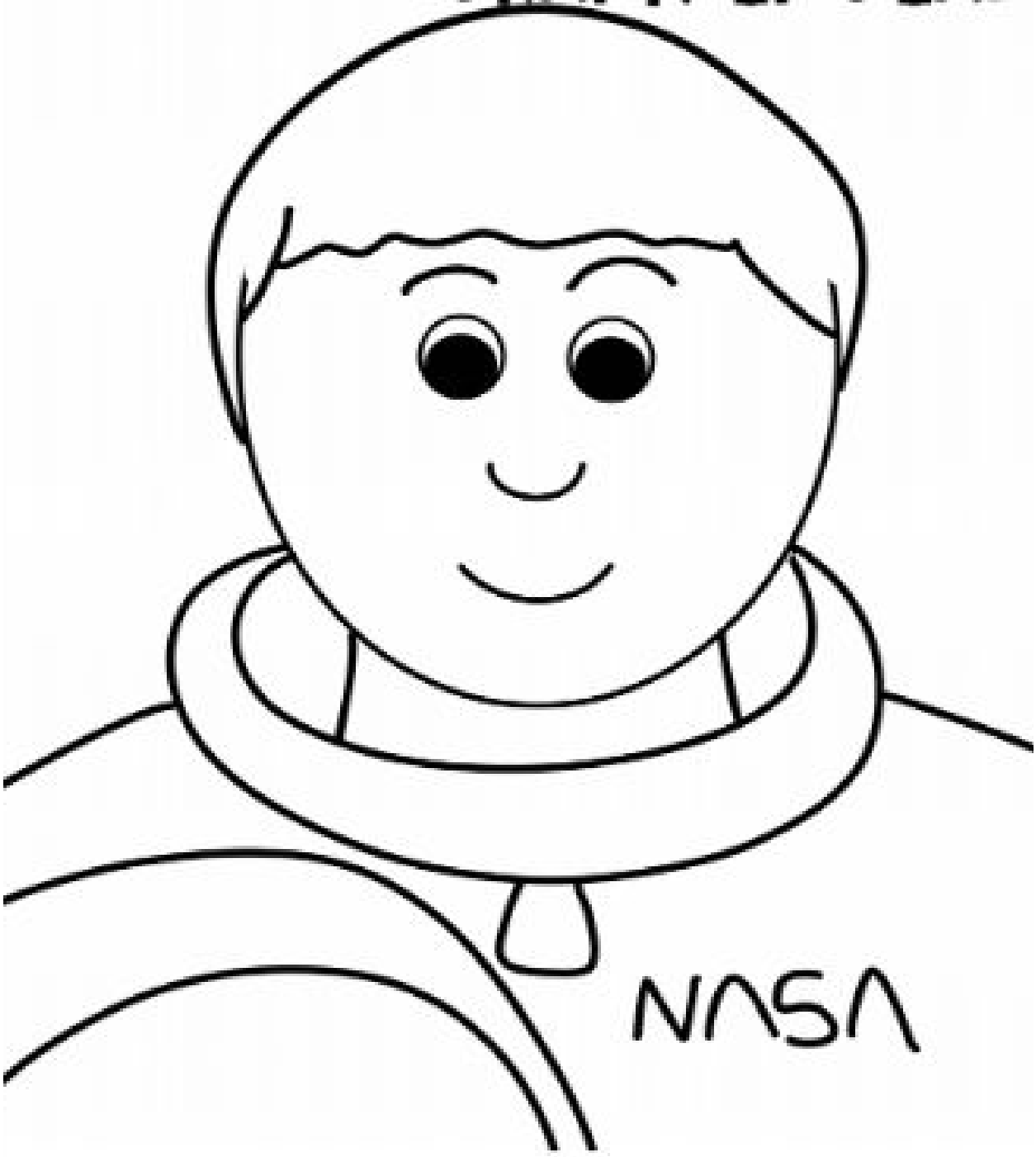
What did this leader do that was important?

_____

_____

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FRANKLIN DIAZ



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Jump into Spring PE challenge/

Reto de EF(Educacion Fisica) Saltando a la Primavera

Registro Diario

Minute Challenge/Minutos del reto/Jumps/Saltos/Rest/Descanso



Jump! Into Spring

Daily Tracker

1 25 Jumps + 1-Minute Challenge:	2 30 Jumps + 1-Minute Challenge:	3 35 Jumps + 1-Minute Challenge:	4 40 Jumps + 1-Minute Challenge:	5 45 Jumps + 1-Minute Challenge:	6 REST	7 50 Jumps + 1-Minute Challenge:
8 55 Jumps + 1-Minute Challenge:	9 60 Jumps + 1-Minute Challenge:	10 65 Jumps + 1-Minute Challenge:	11 70 Jumps + 1-Minute Challenge:	12 REST	13 75 Jumps + 1-Minute Challenge:	14 80 Jumps + 1-Minute Challenge:
15 85 Jumps + 1-Minute Challenge:	16 90 Jumps + 1-Minute Challenge:	17 95 Jumps + 1-Minute Challenge:	18 REST	19 100 Jumps + 1-Minute Challenge:	20 105 Jumps + 1-Minute Challenge:	21 110 Jumps + 1-Minute Challenge:
22 115 Jumps + 1-Minute Challenge:	23 120 Jumps + 1-Minute Challenge:	24 REST	25 125 Jumps + 1-Minute Challenge:	26 130 Jumps + 1-Minute Challenge:	27 135 Jumps + 1-Minute Challenge:	28 140 Jumps + 1-Minute Challenge:
29 150 Jumps + 1-Minute Challenge:	30 REST	Feel free to continue jumping after the 1-minute challenge. Can you perform any jump rope tricks?				



KeepingKidsInMotion.com

Pueden continuar saltando después del reto de 1-minuto.

Pueden ustedes hacer algún truco saltando cuerda?



Jump! Into Spring



What is the goal of the Jump! into Spring Fitness Challenge?

This challenge has multiple goals. The first is to improve cardiovascular endurance. Secondly, jump rope will improve dynamic balance and coordination, reflexes, bone density and muscular endurance.

The 1-minute Speed Rope Challenge

Count how many times you can successfully jump your rope in one minute.
Jumps **do not** need to be consecutive. Calculate your daily total on the jump rope log.

What if I don't have a jump rope?

No problem at all! Simply perform the challenge by jumping with an *invisible* rope. Pretend to turn the rope as you jump.

What if I'm unable to jump rope YET?

Try to perform the number of jumps listed on the JUMP into Spring Daily Tracker *with* the rope. For the 1-minute challenge, stretch the rope out on the ground. Count how many times you can jump back and forth over the rope in one minute. Don't worry! With practice, you'll be jumping rope soon.

Choose a level that's comfortable yet challenging for you:

Level 1 – Perform the number of jumps listed each day followed by the 1-minute speed rope challenge.

Level 2 - *Double* the number of jumps listed each day followed by the 1-minute speed rope challenge.

Level 3 - *Triple* the number of jumps listed each day followed by the 1-minute speed rope challenge.