

Grade 1 Week 12

(6/1/20- 6/5/20)

The grid below displays the content for your student to complete daily. Below is the letter to the parent explaining the content that will be taught and provides more information about some projects your child can work on this week. We have included additional resources your child can work on that will supplement their learning.

Please note: this week, we will continue to offer your students chances to attend 3 Zoom Sessions with their teachers! Look for the times below. Don't forget to submit your photo challenge pictures!

	Weekly Photo Challenges - Send to your teacher's email or through the ClassDojo App: This week your child will get to create a data book. They have 3 choices. They can make a data book about Favorite Farm Animals, Favorite Sports, or Favorite Superheroes! Make sure to take a picture of your child's data book & send it into class Dojo!				
	Sing these songs daily: Graph Rap I Can Show Numbers In So Many Ways - Jack Hartmann Conjunction junction				
	Monday 6/1/20	Tuesday 6/2/20	Wednesday 6/3/20	Thursday 6/4/20	Friday 6/5/20
Daily Content	1. Watch your teacher's Monday YouTube Video - check your ClassDoJo.	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	1. Watch the Network Math Video from Ms. Corricelli: Grade 1 Math Data Lesson	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	NO SCHOOL FOR STUDENTS This is a Friday Professional Development Day for Teachers. There will be no Zoom on this day. Please see some fun PE options for your student below: Watch the Network PE Video from Mr. Shields: PE with Mr. Shields Shoe Tying Step-by-Step Video Shoe Tying Practice Video (shoe tying visuals below)
	2. Watch the Network Phonics Video from Mrs. Waltner: Grade 1 Phonics Lesson Week 12	2. Writing Prompt: Start to write an opinion piece about the candidate your child would vote for and make a campaign sign for their chosen candidate.	2. Writing Prompt: Continue working on the opinion writing piece about the candidate they would vote for and make a campaign sign for their chosen candidate.	2. Continue working on your Data Book and/ or visit this website: measurement games online	
	3. Watch the Network Spanish Video from Mrs. Melendez: Grade 1 Spanish Video	3. Math Fluency: practice the flash cards you've created, use this link: Flashcards//Flashcards2 or visit this website: Math Playground	3. Gather materials to create your Data books (see below).	3. Social Studies: Watch Mrs. Perkins video & complete the Social Studies/Writing Project: Social Studies Grade 1 Voting/Election	
	4. Go on ST Math for 30 minutes.		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 AZ https://www.raz-plus.com/ . Email classroom teachers for login information if needed. Practice reading & spelling your sight words: Sight Word Lists		
Social studies and Writing	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	Watch the Network Social Studies Video from Mrs. Perkins: Social Studies Grade 1 Voting/Election	Students will learn about voting and elections. They will write an opinion writing piece about the candidate they would vote for and make a campaign sign for their chosen candidate.
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 12

(6/1/20- 6/5/20)

La tabla posterior muestra el contenido para que su estudiante realice diariamente. A continuación esta la carta para los padres explicando el contenido que será enseñado y provee más información sobre algunos proyectos que su estudiante podrá trabajar esta semana. Hemos incluido recursos adicionales que su estudiante puede trabajar y le ayudaran a suplementar su aprendizaje.

Por favor tome nota: esta semana, continuaremos ofreciendo a los estudiantes la oportunidad de **atender 3 sesiones vía Zoom** con sus maestras! Vean las horas a continuación. No se olvide de **enviar su foto para el reto de fotografía!**

	Reto semanal de fotos – Envíelas al correo electrónico de su maestra o a través de ClassDojo App: Esta semana su hijo/a podrá crear un libro de registro de datos. Ellos tienen 3 opciones. Pueden hacer el libro sobre su animal favorito de la granja, deporte favorito, o héroe favorito! Asegúrese de tomar una foto del libro de registro & enviarla por ClassDojo!				
	Cante estas canciones diariamente: Graph Rap I Can Show Numbers In So Many Ways - Jack Hartmann Conjunction junction				
	Lunes 6/1/20	Martes 6/2/20	Miércoles 6/3/20	Jueves 6/4/20	Viernes 6/5/20
Contenido Diario	1. Vea el video del Lunes de su maestra via You Tube – revise su ClassDojo.	1. Atienda la lección de fonética vía Zoom de su salón: Gateway: Sesión AM: 11:00 Sesión PM: 2:00 Prospect: Sesión AM: 10:00 Sesión PM: 2:00 Webster: Sesión AM: 10:00 Sesión PM: 1:30	1. Vea el video del Grupo de Matemáticas de la Srta. Corricelli: Grade 1 Math Data Lesson	1. Atienda la sesión de Matemáticas de su clase vía Zoom ya sea en AM o PM Gateway: Sesión AM: 11:00 Sesión PM: 2:00 Prospect: Sesión AM: 10:00 Sesión PM: 2:00 Webster: Sesión AM: 10:00 Sesión PM: 1:30	NO HAY ESCUELA Este es un viernes de Día de Desarrollo Profesional para Maestras. No habrá Zoom en este día. Vea algunas opciones divertidas de educación física para su estudiante a continuación: Vea el video del Grupo del Sr. Shields: PE with Mr. Shields Video de como amarrar los cordones paso a paso. Shoe Tying Practice Video
	2. Vea el Video de Fonética del Grupo de la Sra. Waltner: Grade 1 Phonics Lesson Week 12	2. Guía de Escritura: Empiece escribiendo una opinión sobre el candidato de que a su estudiante le gustaría votar y haga un cartelón de campaña del candidato de su elección.	2. Guía de Escritura: Continúe trabajando en la opinión sobre el candidato que le gustaría votar y hagan un letrero de campaña del candidato de su elección.	2. Continúe trabajando en el Libro de Datos y/o visite esta página web: measurement games online	
	3. Vea el Video del Grupo de Español de la Sra. Melendez. Grade 1 Spanish Video	3. Fluidez de Matemáticas: practique las tarjetas de estudio que han creado usando este enlace: Flashcards/Flashcards2 o visite esta página: Math Playground	3. Reuna materiales para crear su Libro de Datos.	3. Estudios Sociales: Vea el video de la Sra. Perkins y realice el Proyecto de Escritura de Estudios Sociales: Social Studies Grade 1 Voting/Election	
	4. Vaya a ST Math por 30 minutos.		4. Vaya a ST Math por 30 minutos.		

Lectura	Lea por 20 minutos todos los días y complete el registro de lectura (Recursos página 3). Escoja un libro de su casa o entre a Reading AZ 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		
Estudios Sociales y Escritura	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	Vea el Video de Estudios Sociales del Grupo de la Sra. Perkins.	Los estudiantes aprenderán sobre las elecciones y las votaciones. Ellos escribirán una opinión sobre el candidato que les gustaría votar y hagan un cartelón del candidato de su candidato.
Enriquecimiento	Mantengan 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 para los Padres Explicando el Contenido de Esta Semana

Note that this week on Friday, June 5th, there is no school for students. Teachers will be attending professional development and will not be having zoom sessions on Friday June 5th. Your student will still have their Tuesday and Thursday Zoom sessions in the morning and afternoon like normal.

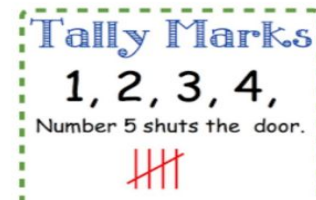
Tenga en cuenta que esta semana, el viernes 5 de junio, no hay escuela para los estudiantes. Los maestros asistirán al desarrollo profesional y no tendrán sesiones de zoom el viernes 5 de junio. Su estudiante todavía tendrá sus sesiones de Zoom martes y jueves en la mañana y la tarde como de costumbre.

Math

This week students will learn how to transfer and interpret data on a graph. In first grade, students learn about three different types of charts/graphs: tally charts, picture graphs, and bar graphs. The goal is that students will be able to interpret the data presented on any given graph as well as collect and transfer information into their own graph.

Matemáticas

Esta semana los estudiantes aprenderán como transferir e interpretar datos en gráficos. En primer grado, los estudiantes aprenderán sobre tres tipos diferentes de papelografos/gráficos: papelógrafos de cuenta, figura de gráficos, y gráficos de barra. El objetivo es que los estudiantes puedan interpretar la información presentada en cualquier grafico dado así como también recoger y transferir información en su propio gráfico.



Graphing/Grafico

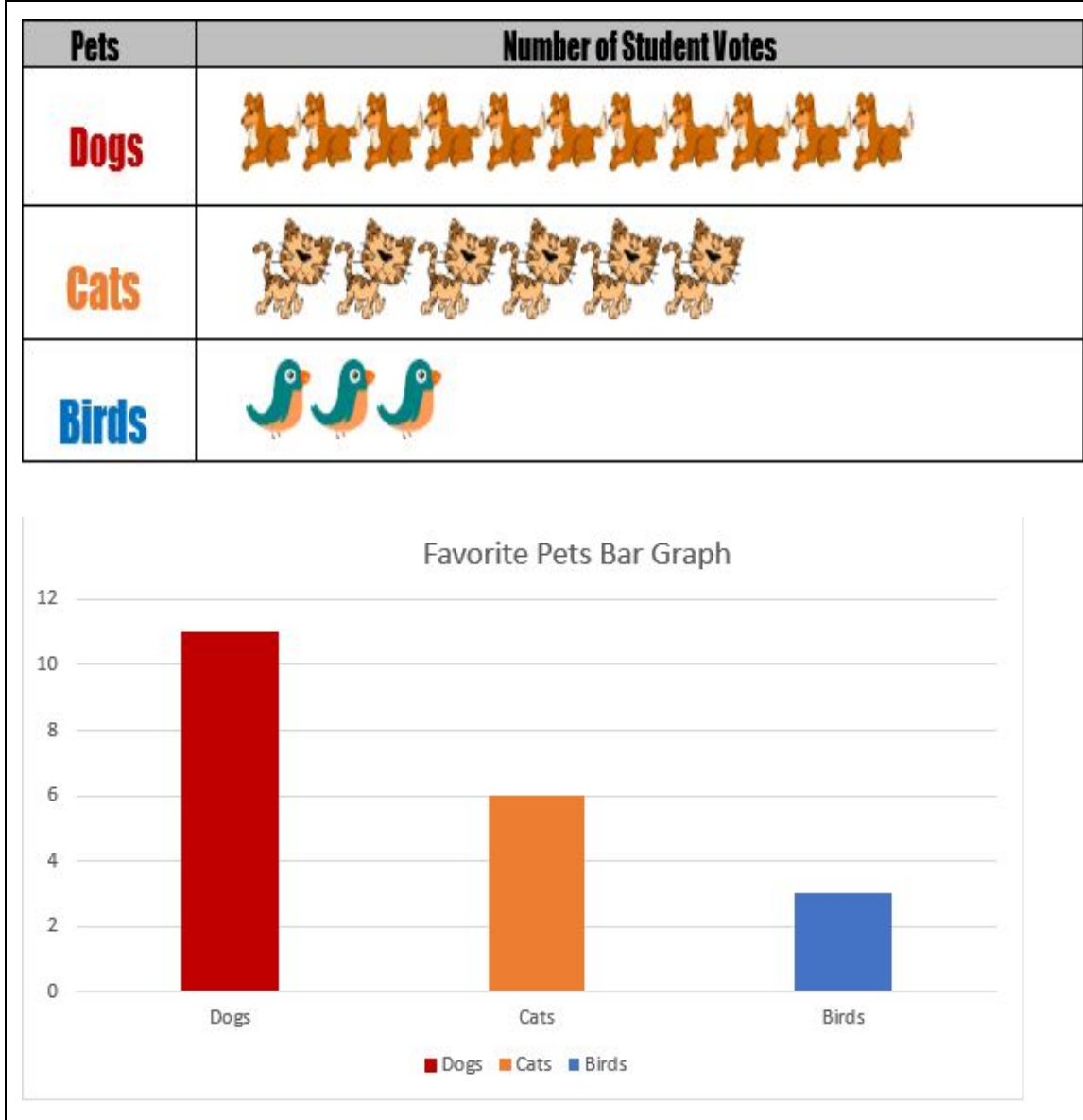
Collect Data /Colección de Datos

FAVORITE PETS/MASCOTAS



Graph It Out/Grafiquelo

PICTURE GRAPH/GRAFICO DE FIGURA



Math Zoom Meetings and Assignments

Reunión de Matemáticas vía Zoom y Asignaciones

In this week's network video and zoom lesson students will learn about 3 types of charts/graphs mathematicians use to collect data: tally charts, bar graphs, and picture graphs. Teachers will model how to collect and transfer information by displaying examples and posing questions to the students. This week's assignment requires students to complete a data book of their choice (favorite sports, favorite superheroes, or favorite farm animals) and record the information they gathered. ***If you do not have access to a printer at home, you can may draw in order to recreate the graphs.**

En el video de grupo de esta semana y las lecciones via zoom los estudiantes aprenderán sobre 3 tipos de tablas/gráficos que los matemáticos usan para la recolección de datos: tablas de conteo, gráficos de barra, y gráficos de imagen. Las maestras modelaran como recolectar y transferir información mostrando ejemplos y planteando preguntas a los estudiantes. La asignación de esta semana requiere que los estudiantes completen un libro de datos de sus elección (deporte favorito, supeheroe favorito, o animal favorito de la granja) y registrar la información que ellos recopilaron. ***Si no tienen acceso a una impresora en casa, pueden dibujar para poder crear los gráficos.**

Here are some questions you can ask your student:

Aquí algunas preguntas que usted puede realizar a su estudiante:

- What information are you collecting? What is the information in this graph about?
Que información estas recolectando? De que se trata la información de este grafico?
- How can you show the number ___ using tally marks?

- Como puedes mostrar el numero ___ usando rayitas de conteo?
- How many votes did (category) get? How do you know?
Cuantos votos la (categoría) tuvo? Como lo sabes?
- How can you show the information on a picture graph/bar graph?
Como puedes mostrar la información en un gráfico de imagen/gráficos de barra?
- Which has the most/least votes? How do you know?
Que tiene la mayor/menor cantidad de votos? Como lo sabes?
- How many more votes did (category) get than (category)? (Exemplar Answer: I know that dogs got 5 more votes than cats. I know this because $11-6=5$).
Cuantos votos mas tiene (categoría) que la (categoría)? (Respuesta de ejemplo: Yo se que los perros tuvieron 5 votos más que los gatos. Lo se porque $11-6=5$)

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 student.

Hemos provisto algunos enlaces y algún trabajo para la fluidez de suma y resta! Su hijo/a puede crear tarjetas de matemáticas y practicar diciendo sus tablas con velocidad! Esta puede ser una actividad diaria para realizar con su estudiante.

- Here is a link to some online [Flashcards](#)//[Flashcards2](#)
Aquí un enlace de algunas tarjetas en línea [Flashcards](#)//[Flashcards2](#)
- Here is a link to online math games [Math Playground](#)
Aquí un enlace de algunos juegos de matemáticas [Math Playground](#)
- Here is the link to an online graphing game [Color Bar Graph Game](#)
Aquí un enlace de un juego grafico en línea [Color Bar Graph Game](#)

Studies/Estudios Sociales

Last week students learned about what makes a great leader and they wrote about an influential leader. This week students will learn about elections and voting. Students will learn the vocabulary words - government, voting, election, ballot, and candidate. Students will listen to a few pages of each of the following books *My Teacher for President* and *Grace for President* after listening to both stories students will choose one character (candidate) that they would want for president. I will be reading a few pages from each book, if your child is interested in hearing the rest of both stories please use the following links to access the read alouds on YouTube - [My Teacher for President](#) and [Grace for President](#) Students will plan out their opinion writing and then write an opinion writing piece, there is a chart below that will help your student with writing details about the candidate to add to their planning page. After writing your opinion writing piece students will create a campaign sign for the candidate they want to vote for. Please see the examples below for campaign sign ideas. I will also show a model of a campaign sign in the video. Candidates use campaign signs to get attention and to try to get more votes. Be creative! How would you persuade people to vote for the candidate you like?/La semana pasada los estudiantes aprendieron sobre que hace a un gran líder y ellos escribieron sobre un líder influyente.

Esta semana los estudiantes aprenderán sobre elecciones y votaciones. Los estudiantes aprenderán palabras de vocabulario –gobierno, votación, elección, papeletas de votación y candidatos. Los estudiantes escucharán algunas páginas de cada uno de los siguientes libros *My Teacher for President* y *Grace for President* después de escuchar ambas historias los estudiantes escogerán un personaje (candidato) que ellos quieran para presidente. Estaré leyendo algunas páginas de cada libro, si su estudiante está interesado en escuchar el resto de ambas historias por favor usen los siguientes enlaces para acceder los libros en altavoz en YouTube – [My Teacher for President](#) y [Grace for President](#) Los estudiantes planearán su opinión por escrito realizando una pieza escrita, hay una tabla a continuación que ayudara a su estudiante con detalles de escritura sobre el candidato para añadir a su página de planeación. Después de realizar su opinión escrita los estudiantes crearan un cartelón de campaña para el candidato por el que ellos quieran votar. Por favor vea los ejemplos a continuación para ideas de los cartelones de campaña. También mostrare un modelo de un cartelón de campaña en el video. Los candidatos usan cartelones de campaña para tomar la atención y tratar de obtener más votos. Sean creativos! Como puedes convencer a la gente que vote por el candidato de tu gusto?



Please use the following chart for the Opinion Writing/Leadership Project. Please remember that the planning page does not need complete sentences, but the finished writing project does. Don't forget uppercase letters for the first letter in the sentence and punctuation at the end of the sentence.

Por favor use la siguiente tabla para el proyecto de Opinión Escrita/Proyecto de Liderazgo. Por favor recuerde que la página de planeación no necesita oraciones completas, pero el proyecto final sí. No se olvide de usar letras mayúsculas para la primera letra en una oración y puntuación al final de la oración.

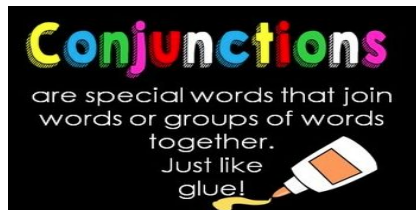
<u><i>Teacher for President/Mi Maestra para Presidente</i></u>	<u><i>Grace for President/Grace para Presidente</i></u>
People Respect Her	Listens to Others
Thoughtful	Concerned for the Safety of Others
Listens to Others	Cares about the School Community
Thinks of the Needs of Others	Cares for Others
Quick Thinking	Determined
Problem Solver	Wants to do the Right Thing
Peacemaker	Thoughtful

ELA/Arte del Lenguaje Ingles

Grammar Concepts/Conceptos Gramaticales

Students will be introduced to conjunctions this week.

Esta semana los estudiantes aprenderan sobre las conjunciones.



Teachers will be introducing this grammar concept in the network video and in their classroom zoom videos. One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence or phrase to another.

Las maestras enseñaran este concepto gramatical en el video del grupo y en sus videos de zoom del salón de clases. Una manera de expandir oraciones y hacerlas más largas es usando pequeñas palabras llamadas conjunciones para conectar una oración o frase a otra.

Common conjunctions are: and, but, or, because, and so. See examples below:

Las conjunciones comunes son: and, but, or, because, y so. Vea los ejemplos a continuación:

and	Tim cleaned his room, and then played outside. I like butter and salt on my popcorn.
but	He ate dinner, but is still hungry.
or	I can wear my blue hat or my red hat.
because	Sam likes the wintertime because she likes snow.
so	It is Jill's birthday, so I got her a present.

Students will also be reviewing noun-verb agreement, which was learned last week.

Los estudiantes también revisaran el acuerdo verbo-sustantivo, lo cual fue aprendido la semana pasada.

Students need to know the following sight words: [Sight Word Lists](#) To make it fun practice by playing sight word [swat](#). Write sight words on index cards or use your index cards from hide and seek. Grab a fly swatter or any other utensil you want. Call out one of the words. As quickly as possible, your child SWATS the word with the fly swatter. Silly fun! If your child is struggling with ALL of the words, just start with 2-3 words. Add a few more words as they become more familiar with the words.

Los estudiantes deben saber las siguientes palabras de vista: Sight Word Lists Para hacer la práctica divertida háganlo con el **golpe** de palabras de vista. Escriba una palabra de vista en una tarjeta index o uses sus tarjetas para mostrar y esconder. Coja un matamoscas o cualquier otro utensilio que usted prefiera. Diga una de las palabras. Tan pronto le sea posible, su estudiante GOLPEA la palabra con el matamoscas. Diversión graciosa! Si su estudiante tiene dificultad con TODAS las palabras, comience con 2-3 palabras. Agregue unas cuantas palabras más mientras se familiarizan con las palabras.



Materials needed for this week's lessons

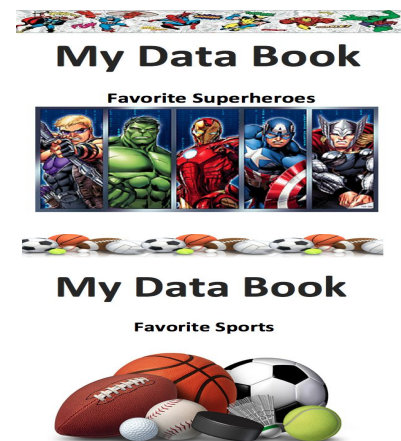
Materiales necesarios para la lección de esta semana

Materials needed for "My Data Book"/Materiales necesarios para "My Data Book"

- Data Book of their choice (printables below)
Libro de Datos de su elección (impresos a continuación)
- Writing utensil
Utensilio de escritura
- Crayons/Colored Pencils/Markers
Crayones/Lápices de color/marcadores
- At least 12 different people (or stuffed animals) to vote
Al menos 12 personas diferentes (o muñecos de peluche) para votar

The instructions for the "My Data Book" project can be found below.

Las instrucciones del proyecto "My Data Book" se vea abajo.



Materials for sight word swat/Materiales para el golpe de las palabras

- Fly swatter or any other utensil/Mata mosquito o cualquier otro utensilio
- Sight words written on index cards or paper/Palabra de vista escrita en tarjetas index o papel
- A flat surface (table or the floor)/Superficie plana (mesa o piso)

Instructions listed above.

Las instrucciones están listadas arriba.



Additional Resources/Recursos Adicionales

Reading Log/Registro de Libros

<i>Date/Fecha</i>	<i>Title of Book Read/ Titulo del libro leído</i>	<i>Time Reading/ Tiempo de Lectura</i>	<i>Family Signature/ Firma del Representante</i>
Monday/Lunes			
Tuesday/Martes			
Wednesday/Miercoles			
Thursday/Jueves			
Friday/Viernes			

My Data Book/MI Libro de Datos

Instructions/Instrucciones



My Data Book

Favorite Superheroes



My Data Book

Favorite Sports



My Data Book

Favorite Farm Animals in



Instructions: Students will complete **ONE** of the three data booklets. They will ask 12 people to vote on their favorite superhero, sport, or farm animal. Once they have collected their data they will record the information into a tally chart, picture graph, and bar graph. *If students do not have access to a printer may draw to recreate the booklet.

Instrucciones: Los estudiantes realizarán **UNO** de los tres folletos de datos. Ellos le preguntarán a 12 personas que voten por su superhéroe, deporte, o animal favorito de la granja. Una vez que ellos hayan recolectado la información la registrarán en un gráfico de cuenta, gráfico de imagen, y gráfico de barra. Si los estudiantes no tienen acceso a una impresora puede dibujar o hacer el folleto.

Step 1: Select one of the data booklets (print outs below).

Paso 1: Selecciones uno de los folletos de datos (impresos abajo)

Step 2: Ask 12 people about their favorite superhero, sport, or farm animal and record.

Paso 2: Pregunte a 12 personas sobre su superheroe, deportista o animal favorito y registrelo.

Step 3: Create a tally chart of the Information.

Paso 3: Cree una tabla de conteo de la información.

Step 4: Create a picture graph using cut outs found at the end of the booklet.

Paso 4: Cree un gráfico de imagen usando la información al final del folleto.

Step 5: Create a bar graph.

Paso 5: Cree un gráfico de barra.

Step 6: Analyze the data and record answers.

Paso 6: Analice los datos y registre sus respuestas.



My Data Book

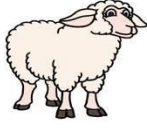
Favorite Farm Animals

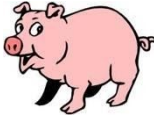


Name: _____

Favorite Farm Animals

Step 1: Brainstorm 12 People to ask the question “What is your

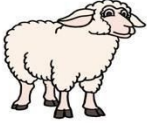
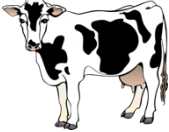
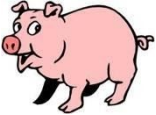
favorite farm animal? Is it a horse  , a sheep  ,

a cow  , or a pig  ?

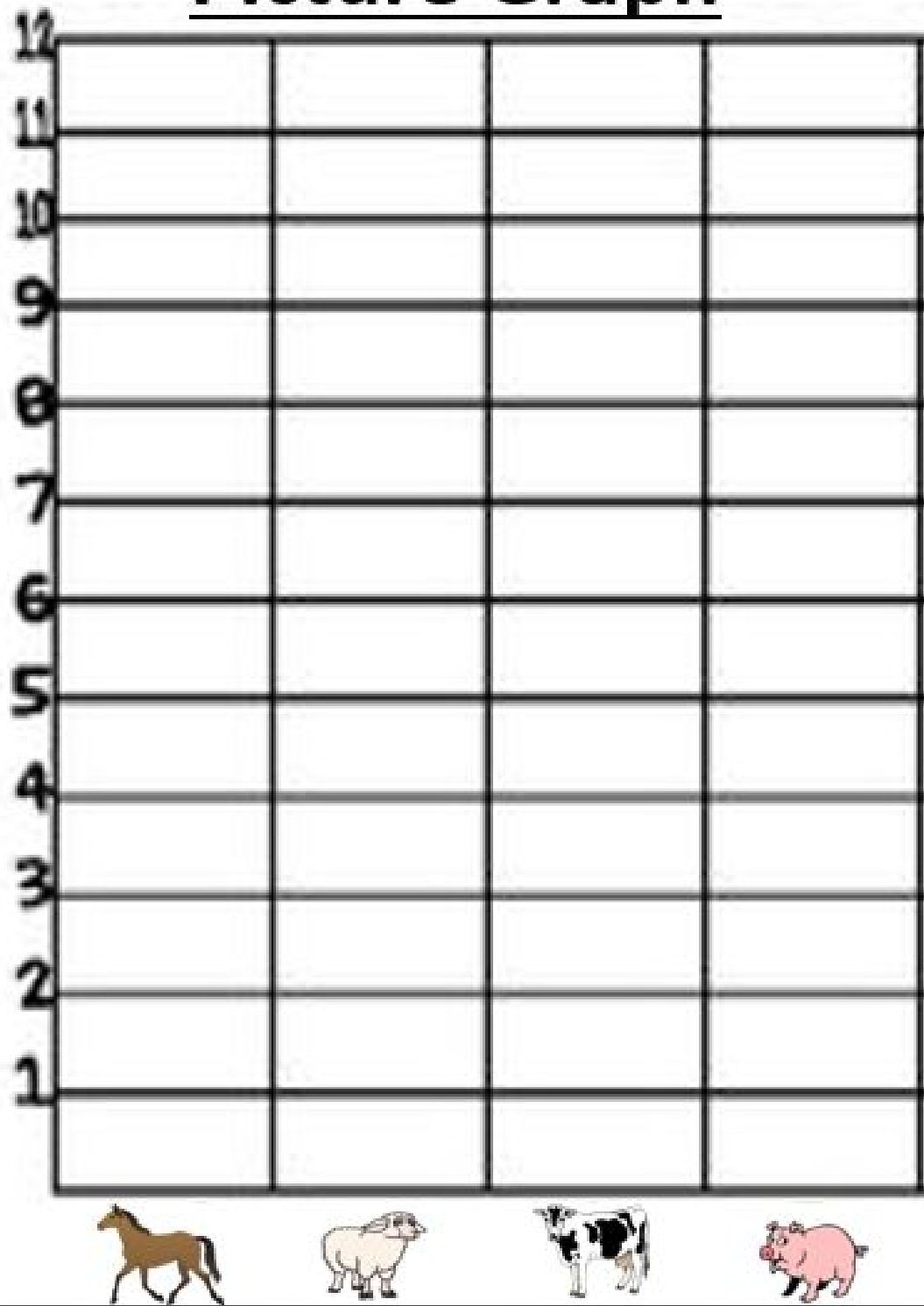
Person:	Person:	Person:	Person:	Person:	Person:
Favorite Farm Animal:	Favorite Farm Animal:	Favorite Farm Animal:	Favorite Farm Animal:	Favorite Farm Animal:	Favorite Farm Animal:
Person:	Person:	Person:	Person:	Person:	Person:
Farm Animal:	Farm Animal:	Farm Animal:	Farm Animal:	Farm Animal:	Farm Animal:

If your child does not have enough people to vote have them watch this video/
 Si su hijo/a no tiene suficientes personas para votar, pídale que vean este video
[Teacher Votes Farm Animals](#)

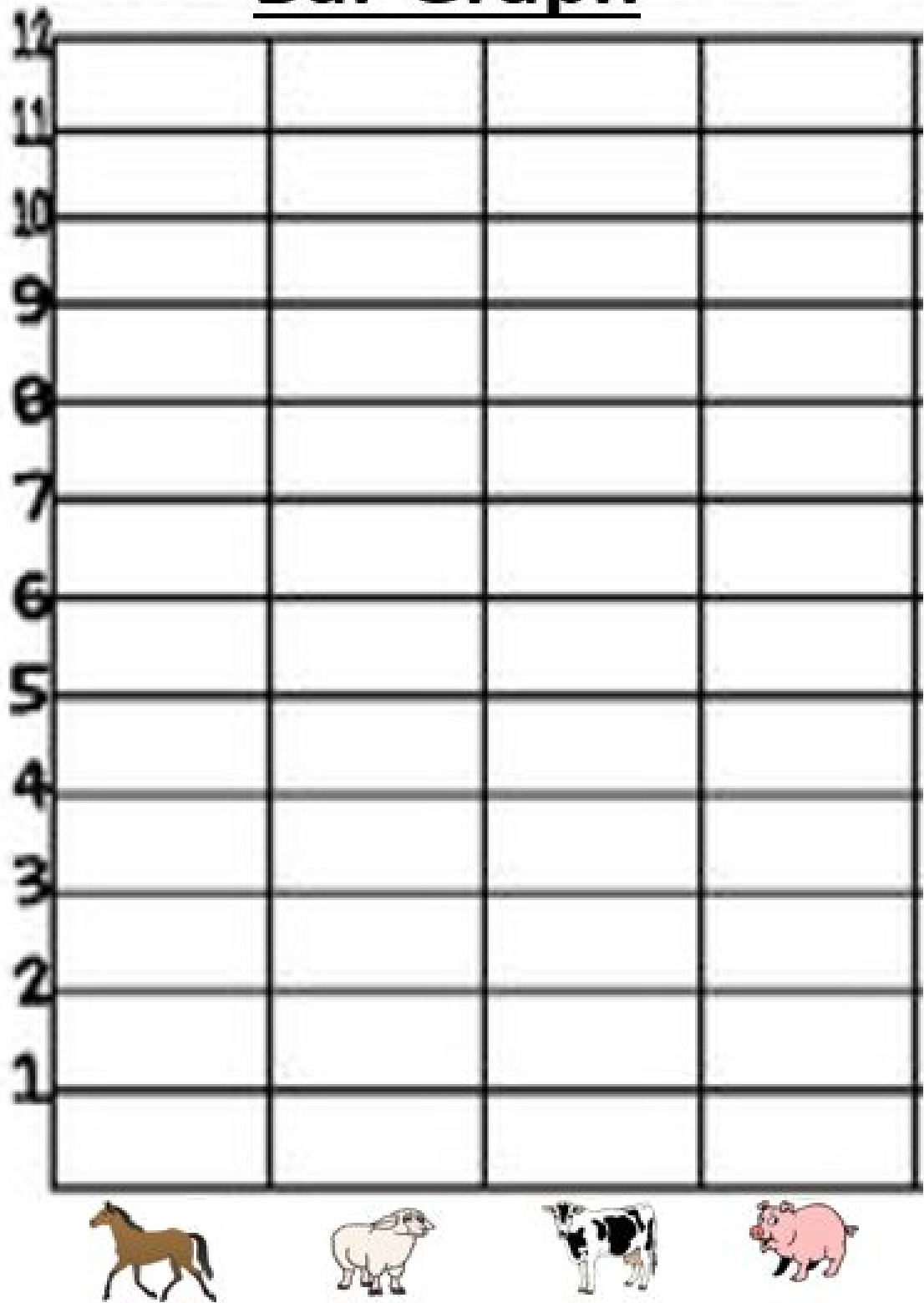
Create a Tally Chart

Farm Animal	Tally Marks	Total
Horse 		
Sheep 		
Cow 		
Pig 		

Picture Graph



Bar Graph



Data Analysis

1. How many people were asked in total? _____ people
2. How many people chose horses? _____ people
3. How many people chose sheep? _____ people
4. How many people chose cows? _____ people
5. How many people chose pigs? _____ people
6. Which animal did the people like the most? _____
7. Which animal did the people like the least? _____
8. How many more people liked _____ than _____?
_____ more people
9. How many fewer people liked _____ than _____?
_____ fewer people
10. How many people liked sheep and horses in total?
_____ people

11. How many people liked cows and pigs in total?

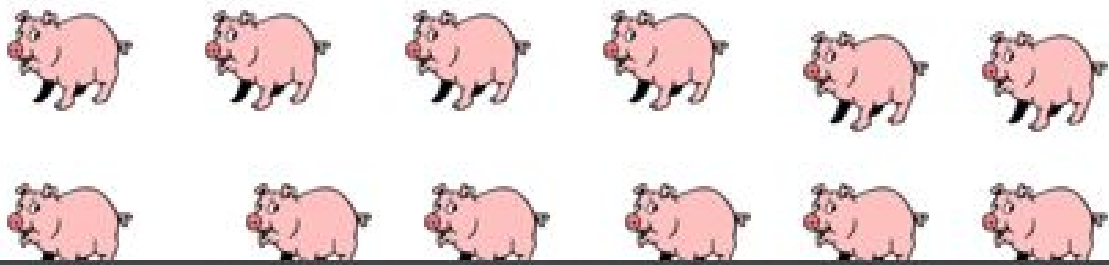
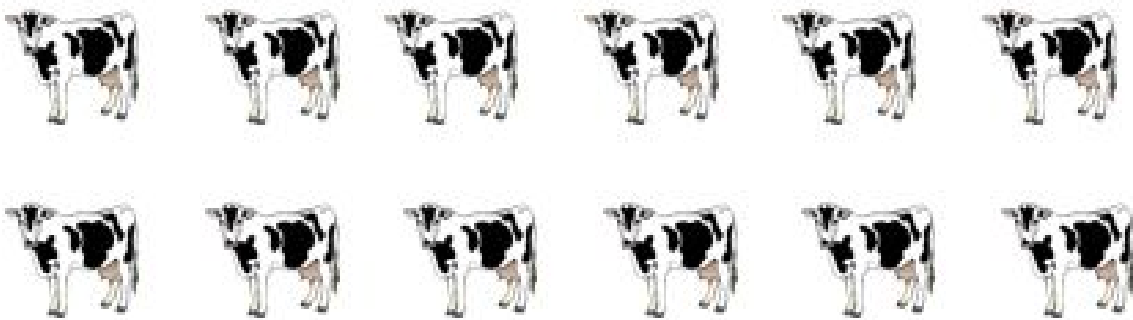
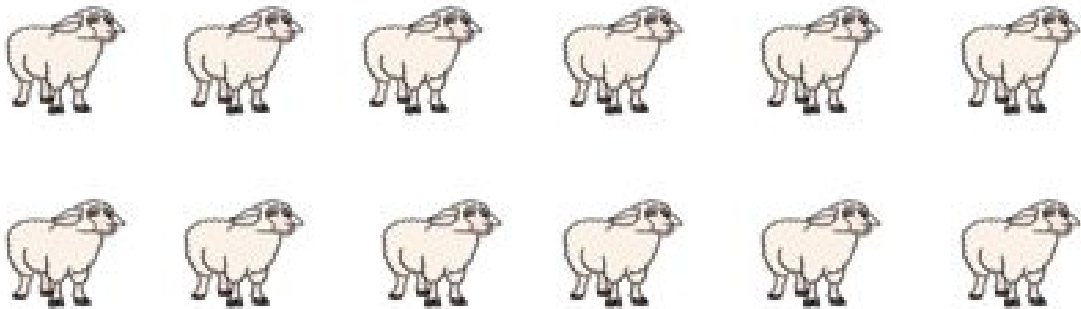
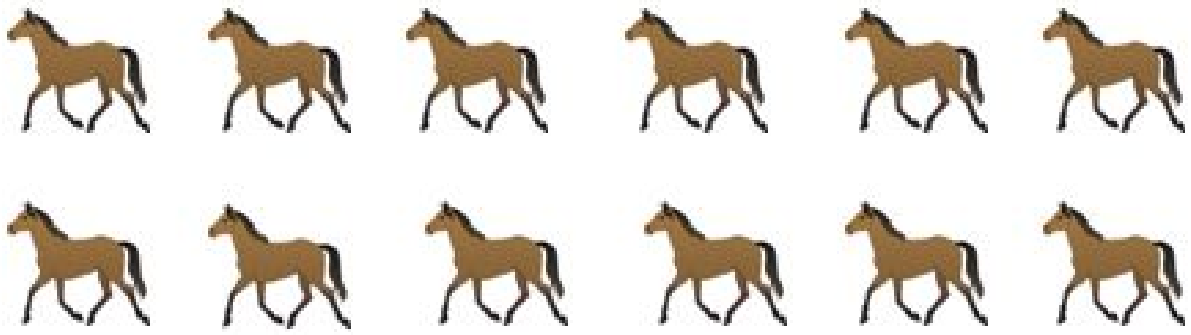
_____ people

12. What surprised you about the data?

13. What was your favorite part of collecting data and why?

14. What question would you like to ask your classmates next time?

15. What would the categories be?





My Data Book

Favorite Sports



Name: _____



Favorite Sports

Step 1: Brainstorm 12 People to ask the question “What is your favorite

sport is it basketball  , baseball  , soccer  , football  ?”

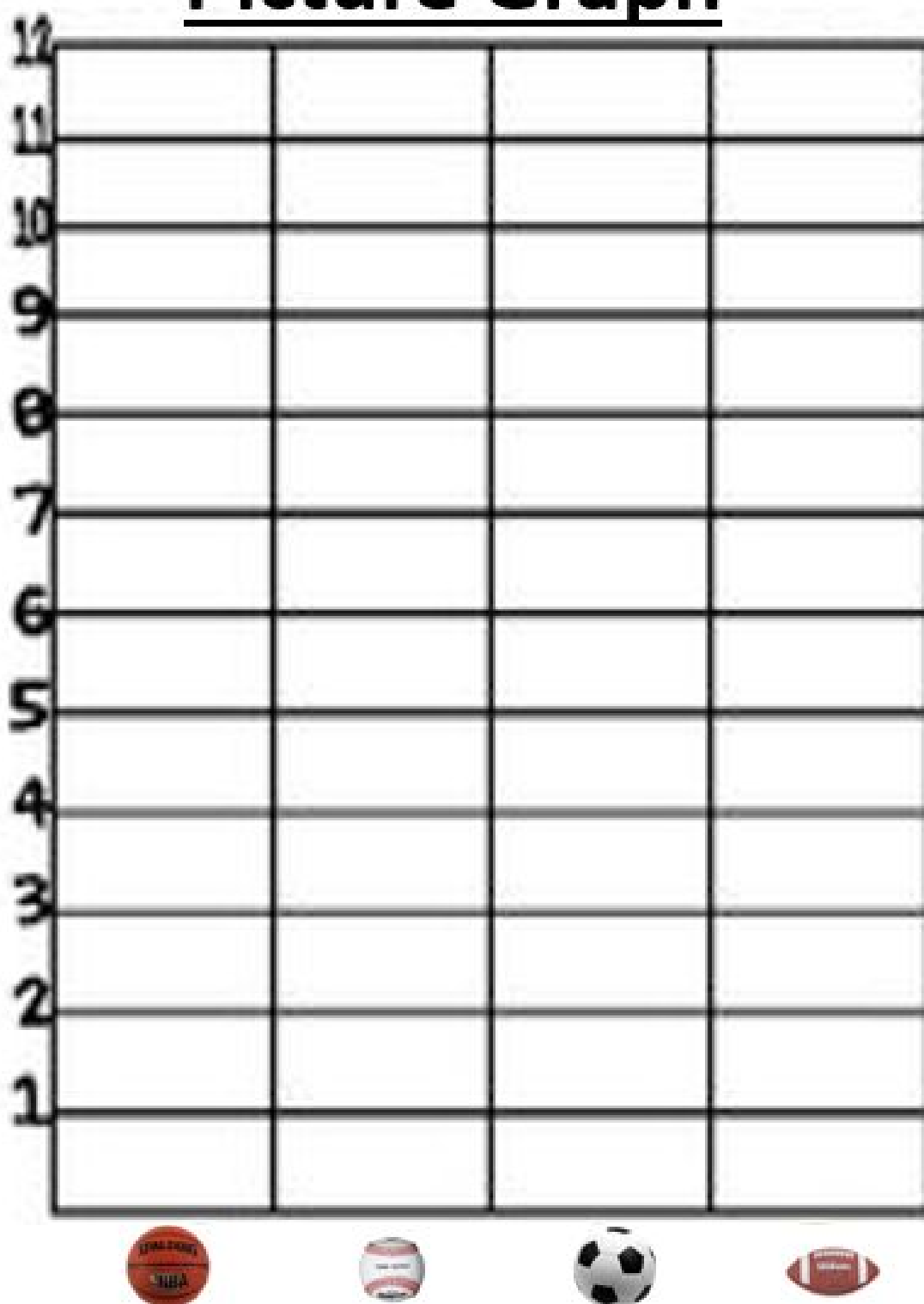
Person:	Person:	Person:	Person:	Person:	Person:
Favorite Sport:	Favorite Sport:	Favorite Sport:	Favorite Sport:	Favorite Sport:	Favorite Sport:
Person:	Person:	Person:	Person:	Person:	Person:
Favorite Sport:	Favorite Sport:	Favorite Sport:	Favorite Sport:	Favorite Sport:	Favorite Sport:

If your child doesn't have enough votes have them watch this video/Si su hijo/a no tiene suficientes personas para votar, pídale que vean este video: [Teacher Votes Sports](#)

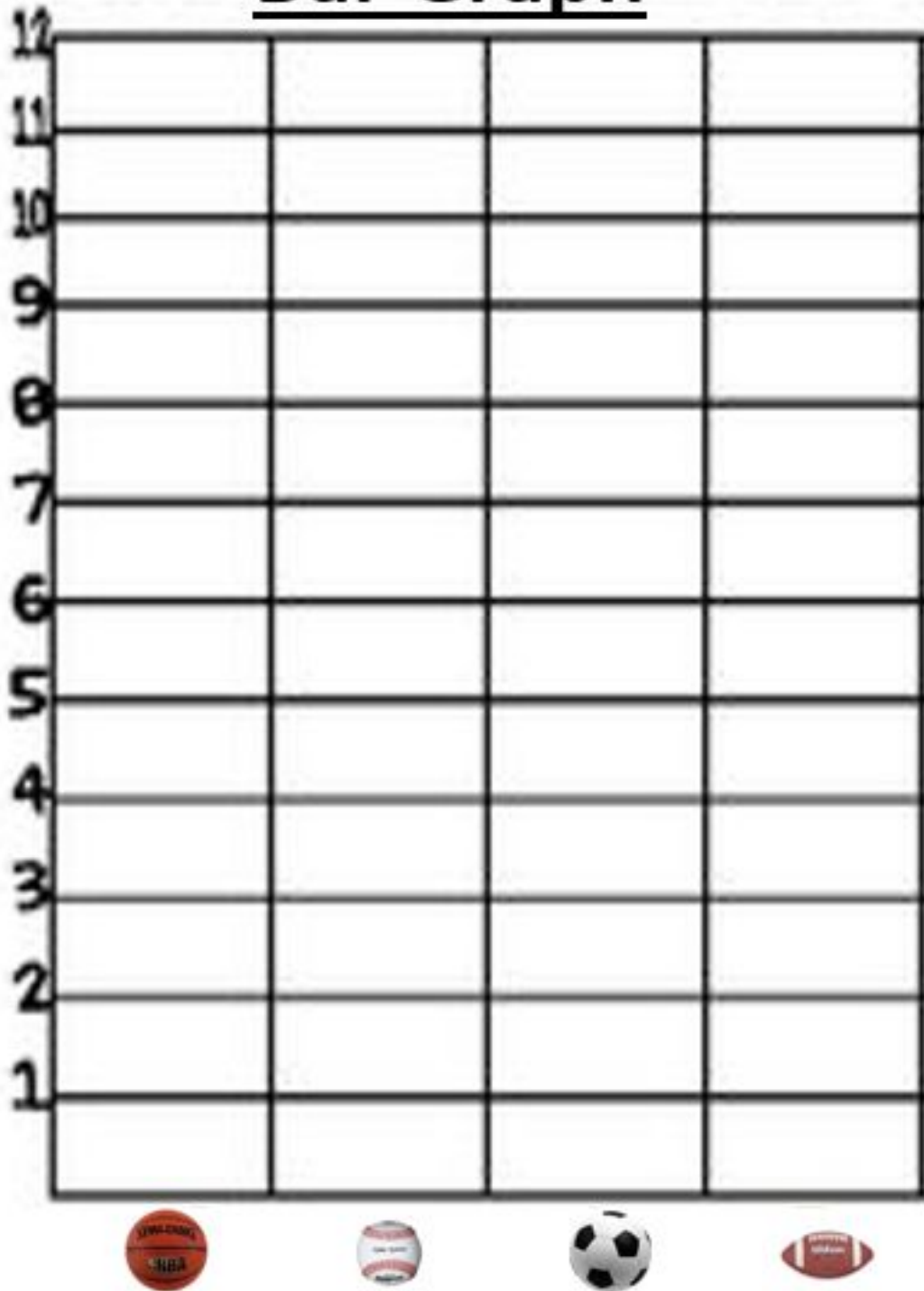
Create A Tally Chart

Sport	Tally Marks	Total
Basketball 		
Baseball 		
Soccer 		
Football 		

Picture Graph



Bar Graph



Data Analysis

1. How many people were asked in total? _____ people
2. How many people chose basketball? _____ people
3. How many people chose baseball? _____ people
4. How many people chose soccer? _____ people
5. How many people chose football? _____ people
6. Which sport did the people like the most? _____
7. Which sport did the people like the least? _____
8. How many more people liked _____ than _____?
_____ more people
9. How many fewer people liked _____ than _____?
_____ fewer people
10. How many people liked baseball and basketball in total?
_____ people

11. How many people liked soccer and football in total?

_____ people

12. What surprised you about the data?

13. What was your favorite part of collecting data and why?

14. What question would you like to ask your classmates next time?

15. What would the categories be?





My Data Book

Favorite Superheroes



Name: _____



Favorite Superheroes

Step 1: Brainstorm 12 People to ask the question “Who is your favorite

superhero is it Spiderman  , Iron Man  , The Hulk  , or
Captain America  ?”

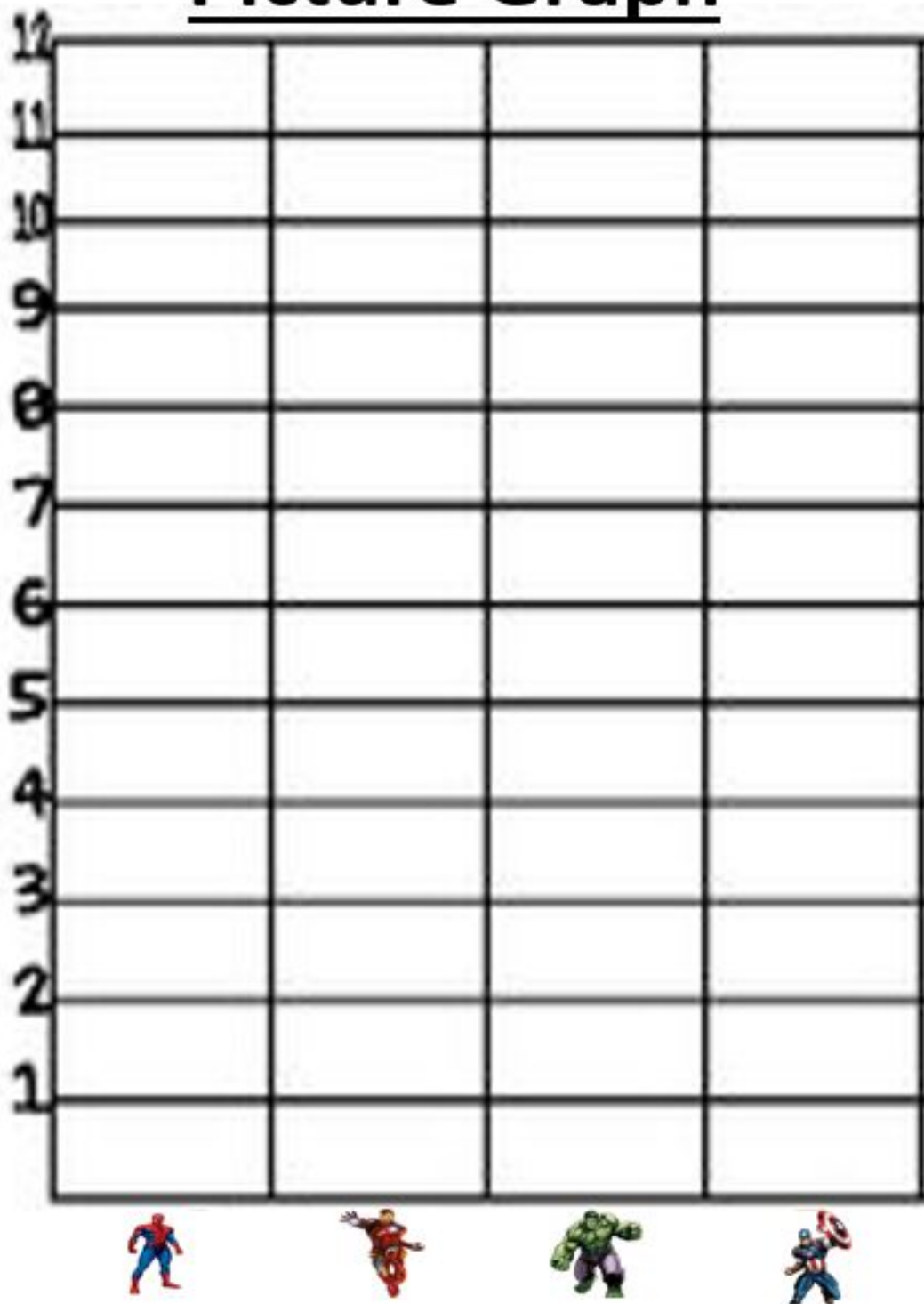
Person:	Person:	Person:	Person:	Person:	Person:
Favorite hero:	Favorite hero:	Favorite hero:	Favorite hero:	Favorite hero:	Favorite hero:
Person:	Person:	Person:	Person:	Person:	Person:
Favorite hero:	Favorite hero:	Favorite hero:	Favorite hero:	Favorite hero:	Favorite hero:

If your child doesn't have enough people to vote have them watch this video/
Si su hijo/a no tiene suficientes personas para votar, haga que vean este video
[Teacher Votes Superheros](#)

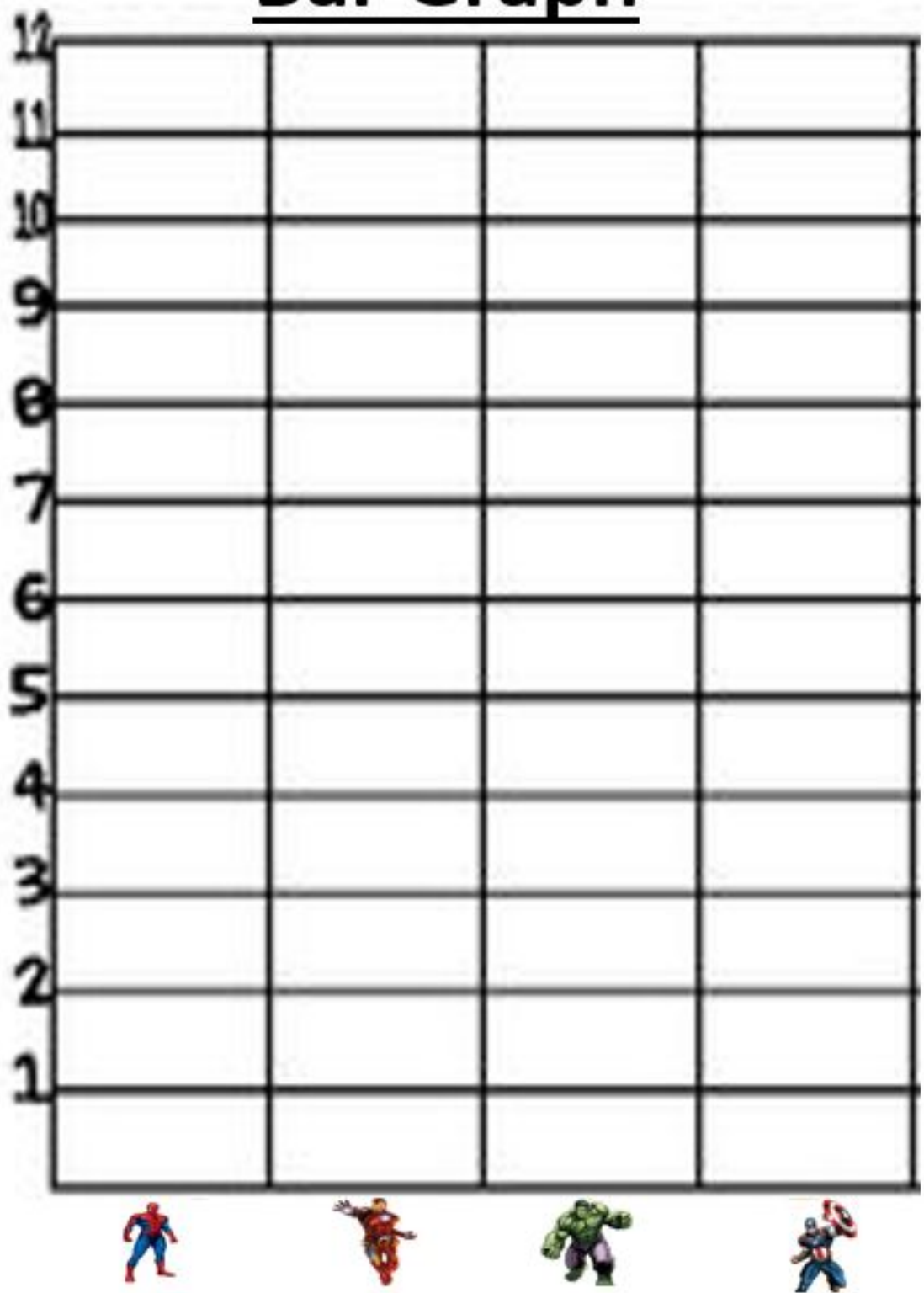
Create a Tally Chart

Superhero	Tally Marks	Total
Spiderman 		
Ironman 		
Hulk 		
Cpt. America 		

Picture Graph



Bar Graph



Data Analysis

1. How many people were asked in total? _____ people
2. How many people chose Spiderman? _____ people
3. How many people chose Ironman? _____ people
4. How many people chose the Hulk? _____ people
5. How many people chose Cpt. America? _____ people
6. Which hero did the people like the most? _____
7. Which hero did the people like the least? _____
8. How many more people liked _____ than _____?
_____ more people
9. How many fewer people liked _____ than _____?
_____ fewer people
10. How many people liked Spiderman and the Hulk in total?
_____ people

11. How many people liked Ironman and Cpt. America in total?

_____ people

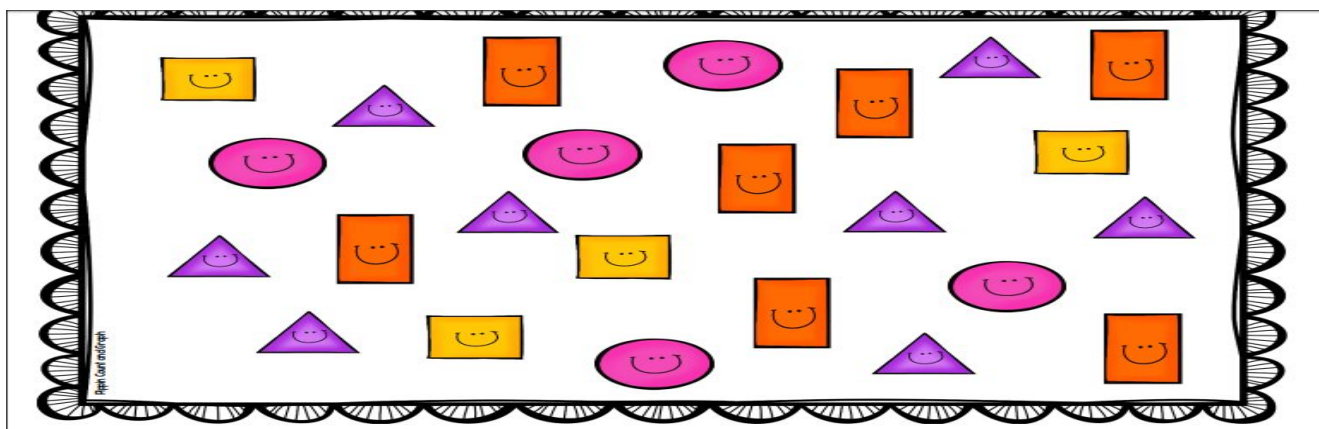
12. What surprised you about the data?

13. What was your favorite part of collecting data and why?

14. What question would you like to ask your classmates next time?

15. What would the categories be?





2D figures

Name: _____

Use the pictures to fill in the chart below.

	Number of objects
circle	
square	
rectangle	
triangle	

Use your data to create a bar graph.

12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

circle
square
rectangle
triangle

Which one has the most? _____

Which one has the least? _____

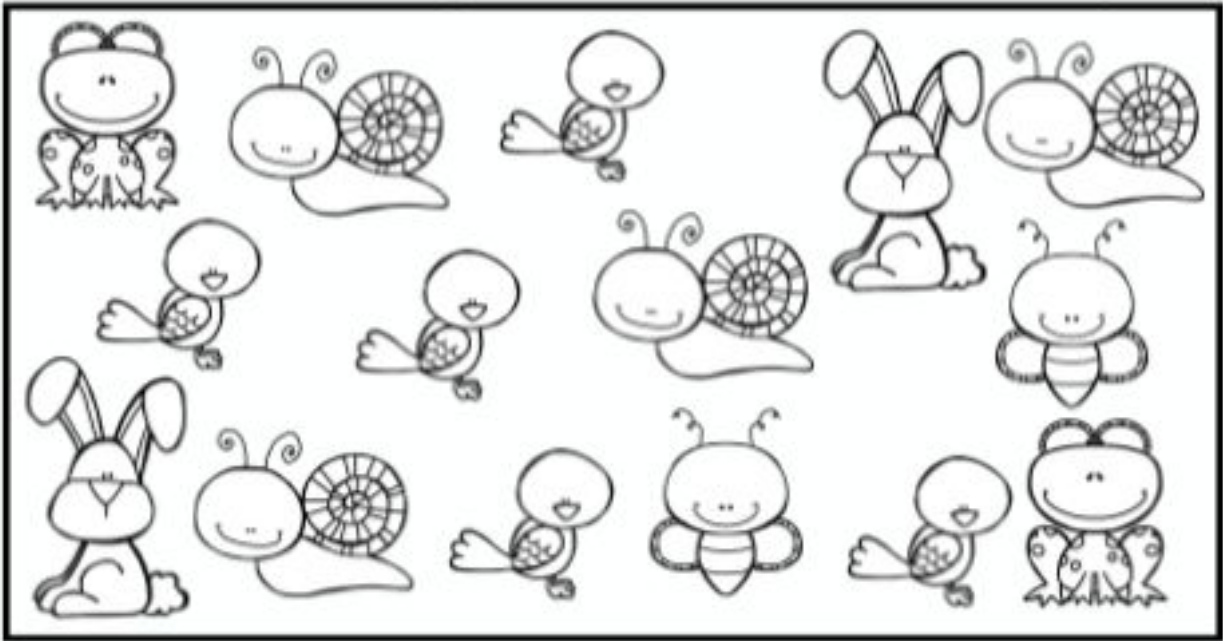
How many figures do you have with four vertices?

How many more triangles than circles are there?

Pippin Count and Graph

Name _____

Count the pictures and Graph



5					
4					
3					
2					
1					
					

Name _____

Use the Graph you created to answer the questions below.

How many rabbits? _____

How many frogs? _____

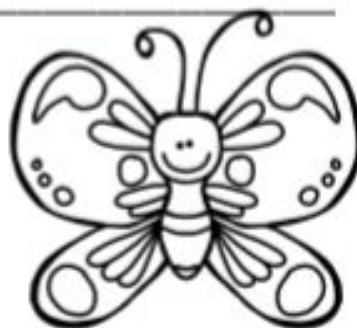
How many snails? _____

How many birds? _____

How many bees? _____

Which has the most? _____

Which has the least? _____



Name:

Date:

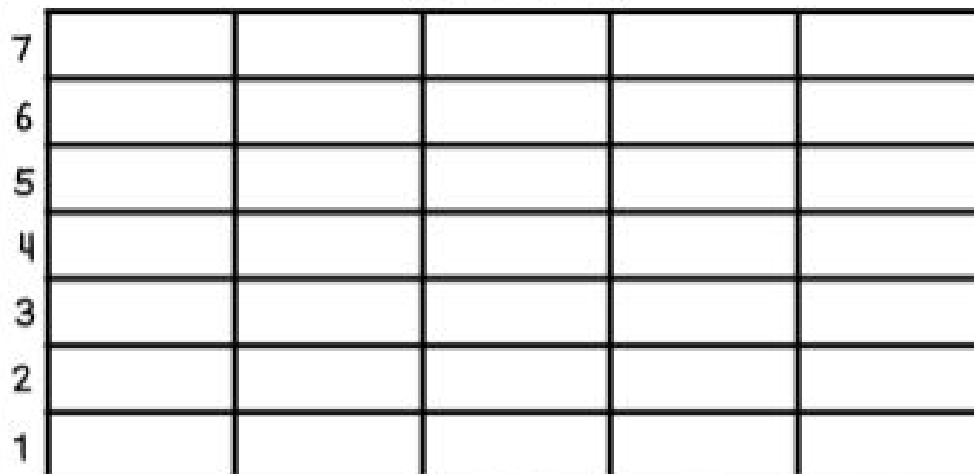
Count and Graph.

Sort and count the toys. Complete the tally and bar graphs.



Toy	Tally
	
	
	
	
	

Bar Graph.



Grammar Resources

The dog _____ to
the park.
(run/runs)

1

We _____ at
school.
(play/plays)

2

My mom _____
dinner.
(cook/cooks)

3

I _____ to sing.
(like/likes)

4

Bob _____ with
his dog.
(play/plays)

5

Ben _____ lunch.
(eat/eats)

6

I _____ high.
(jump/jumps)

7

She _____ a cake.
(bake/bakes)

8

Name: _____ Date: _____

Popping Up Conjunctions

Directions: Read the sentence.
Color the conjunction that best fits the sentence.
Write the conjunction on the lines.



1. I like butter _____ salt on my popcorn.

but

and

2. The popcorn is salty, _____ I need something to drink.

so

or

3. The movie ticket is not in my pocket _____ my wallet.

or

and

4. Tim _____ Jan went to the movies at 2:00.

but

and

5. Did Mark go alone _____ with Jenny?

so

or

6. Tom _____ I thought the movie was funny.

or

and

7. The early show is at 10:00, _____ the late show is at 6:00.

but

so

8. The tickets are all sold out, _____ we can't see the movie.

but

so

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Conjunctions: Complete the Sentences

Directions: Complete each sentence by writing the correct set of words from each cloud. Write the rest of the sentence on the lines.

so Kim took
her umbrella.

or take the
bus?

but he does
not like peas.

or is he short?

or is it a
surprise?

so she
thanked me.

but he never
rides it.

and went
to bed.

1. I helped Jenny clean her room,

2. Is your brother tall,

3. It was raining outside,

4. Jim likes broccoli,

5. Does Jen know about the party,

6. Noah has a skateboard,

7. Sam brushed his teeth

8. Do you ride your bike to school

The following stories are the stories that your child will read during their lesson this week. Have them re-read the stories for fluency and answer the comprehension questions.

Las siguientes historias son las historias que su hijo/a leerán durante sus lección esta semana. Haga que ellos vuelvan a leer las historias por fluidez y respondan las preguntas de comprensión.

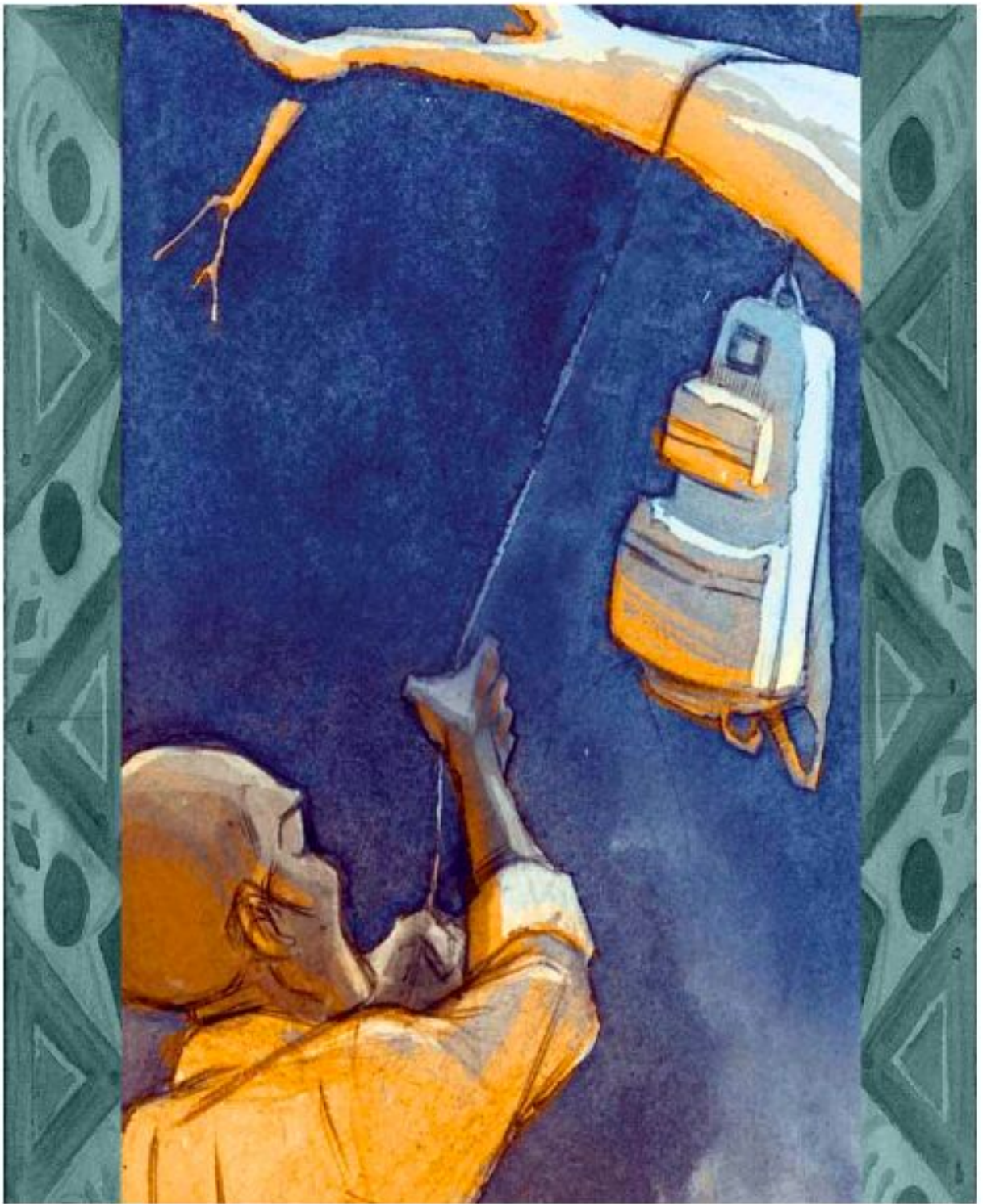
The Visit

After telling us the tale, Jack said, "It's time to pack up the food."

We stuffed the food into a large pack with a rope on it. Jack tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off of the ground.

"Paw-paw," said Max, "why do we have to keep the food up in the tree?"

"Be·cause it will keep the food safe from foxes and raccoons that would like to snack on it," Jack said.



After that, we crawled in to the tents,
flipped off our lanterns, and went to sleep.

Nan and I slept well until a loud clatter
outside woke us up.

"What was that?" I asked.

"I can't tell," said Nan, as she hugged me
close to her.

34



35

Jack ran outside with his lantern and yelled,
“Get out of here! Scram! Get lost!”

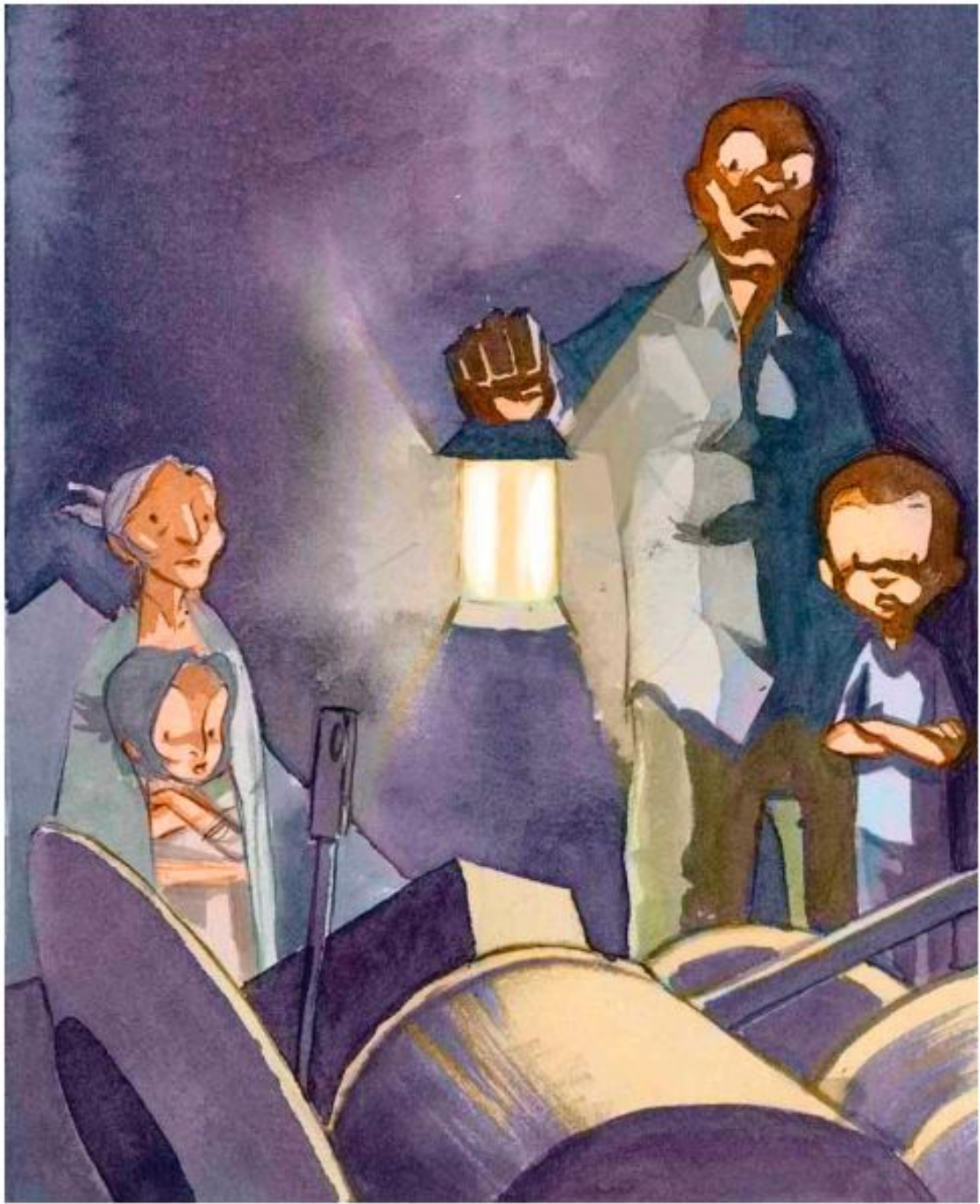
When we went out, we saw Jack and Max standing there. Jack had his lantern.

“Jack,” Nan asked, “who came to visit?”

“I did not see it,” said Jack, “but I’m betting it was a fox who was looking for some scraps of food. He bumped into the pots and pans. The clatter of the pots and pans must have scared him off.”

“Is that why we hoisted the food pack up in the tree?” Max asked.

“That’s why!” said Jack.



The Visit

Fill in the _____ with words from the box.

tree

pots and pans

~~pack~~

tents

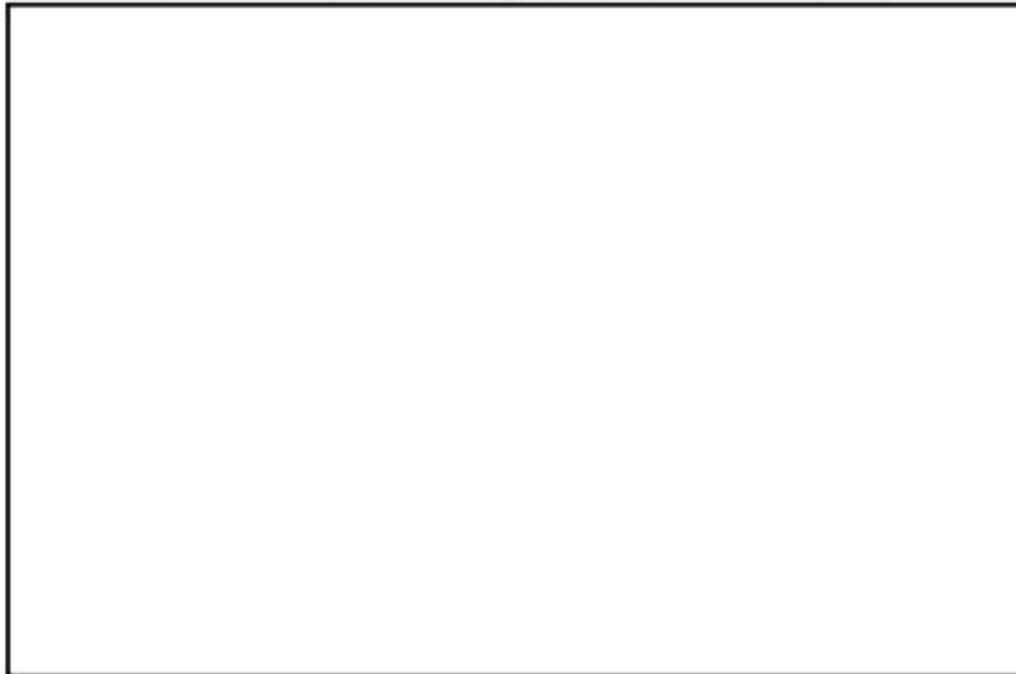
lan·tern

1. They stuffed the food in·to a large **pack** .
2. They kept the food pack up in a .
3. They all went to sleep in their .
4. The loud clatt·er of _____ woke them up.
5. To see in the dark, they used a .

6. Why did Jack hoist the food up in the tree?

Page _____

7. Draw one of the parts of "The Visit."



The Hike

The next morning, we went on a hike. After a bit, we stopped for lunch.

When Max finished his lunch, he asked, "Can Kate and I look for rocks?"

Jack said OK.

"Kate," Max said to me, "bring your fork. We can use it to dig up rocks."

I grabbed my fork, and we went off to look for rocks.



Max pointed at a bump on the side of a cliff and said, "Let's dig that rock out!"

The rock did not look all that **large**. But when we started digging, we soon saw that it was **larger** than it had seemed.

After a bit, Max said, "**Gee!** It must be two feet long! We need to keep **scratch**ing in order to **carve** it out of the side of the cliff."

We went on **scratch**ing with our forks.

"Let's tug on it!" Max said. "I bet we can get it out by our **selves**."



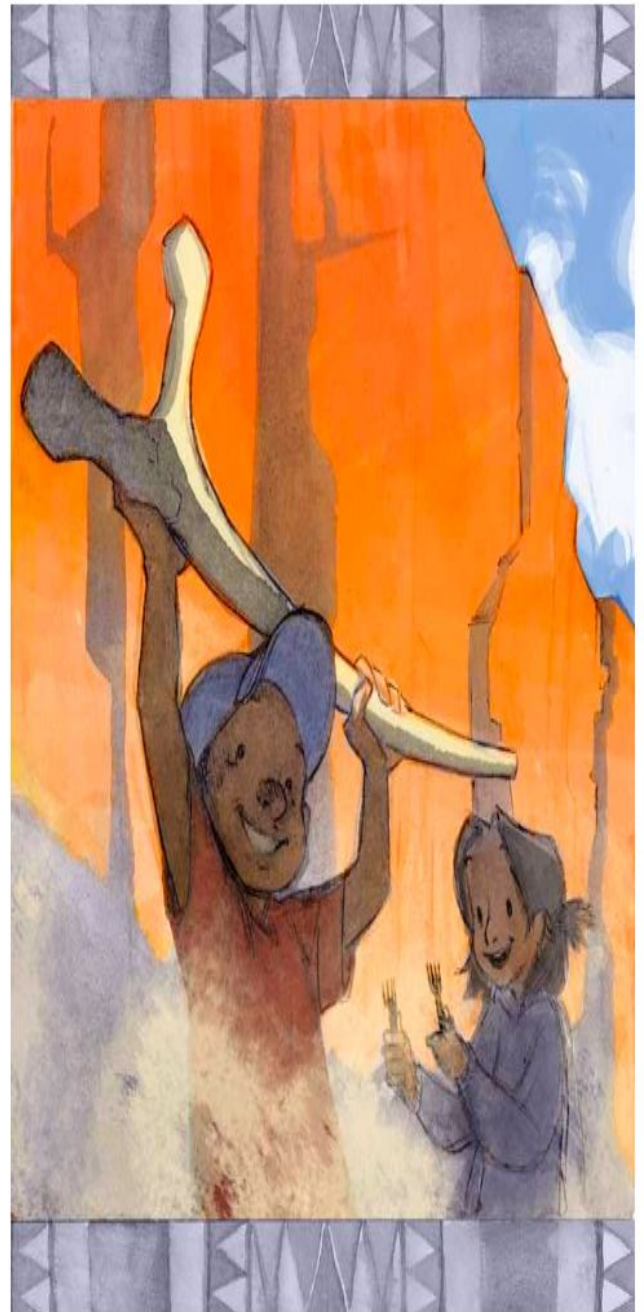
We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Max and I fell down.

Once the dust and sand had drifted off, I saw Max standing there with the thing in his hands.

"It's not a rock!" he yelled. "It's a bone!"

It was the biggest bone I had ever seen. It was three feet long!



Jack and Nan came running.

"Goodness!" said Nan. "That is one large bone! Where did you get it?"

Max pointed to the spot where we found it.

Jack set the bone on the ground. Then he took a pic:ture of the bone and said, "We need to get an expert to look at this bone and tell us what sort of bone it is."



The Hike

1. When did Max and Kate dig up the bone?
- ☐ Max and Kate dug up the bone in the morning.
 - ☐ Max and Kate dug up the bone after lunch.
 - ☐ Max and Kate dug up the bone after dinner.

Page _____

2. What did Max and Kate use to dig out the bone?
- ☐ Max and Kate used forks.
 - ☐ Max and Kate used spoons.
 - ☐ Max and Kate used hammers.

Page _____

3. How long was the bone?
- ☐ The bone was one foot long.
 - ☐ The bone was two feet long.
 - ☐ The bone was three feet long.

Page _____

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

4. Who needs to look at the bone to tell Max and Kate the sort of bone it is?

Page _____

name: _____

Opinion Planner

My Opinion (main idea):

Reason #1 (detail):

Reason #2 (detail):

Reason #3 (detail):

Ending Sentence:

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Handwriting practice paper with a decorative wavy border and 10 sets of primary ruled lines (solid top and bottom lines with a dashed midline).

Voting Ballot



Check off one box for the candidate you want to vote for.

☐	Teacher for President
☐	Grace for President

PE Shoe Tying strategies/Marando los teniz

Standard Knot

1

Tie a Left-over-Right starting knot. Make the right (blue) end into a "loop" by doubling it back onto itself

2

Take the left (yellow) end and pass it around to the right, going behind the right loop

3

Continue the left (yellow) end around the right loop to end up in front

4

Start to feed the left (yellow) lace into the "hole" that has just been made

5

With the left (yellow) lace now through the "hole", grab hold of both loops and start to pull the knot tight

6

Continue pulling on the loops until the knot is firmly tied

Bunny Ears

1

Tie a Left-over-Right starting knot. Make both ends into "loops" by doubling them back onto themselves

2

Cross the two loops over each other so that the right (blue) loop ends up in front and the left (yellow) loop ends up behind

3

Begin to wrap the right (yellow) loop around the left (blue) loop to end up in front

4

Feed the right (yellow) loop into the "hole" that has just been made

5

With the right (yellow) loop now through the "hole", grab hold of both loops and start to pull

6

Continue pulling on the loops until the knot is firmly tied

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