Grade 1 Week 9

(5/11/20- 5/15/20)

Welcome to our new and improved online learning template! 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.

***Please note:** Starting this week, **your child can attend 3 Zoom Sessions** with their teachers! Look for the times below. Don't forget to submit your photo challenge pictures through ClassDojo!*

Watch the following video from Ms. Reyes as she explains this new template: English Overview

<table>
<tr><td></td><td colspan="5">Weekly Photo Challenges - Send to your teacher's email or through the Class Dojo App
• A photo of you and your Shape Monster
• A photo of you completing the PE challenge this week</td></tr>
<tr><td></td><td colspan="5">Sing these songs daily:
• Singing Walrus Shape Song
• Jack Hartman Shapes</td></tr>
<tr><td></td><td>Monday
5/11/20</td><td>Tuesday
5/12/20</td><td>Wednesday
5/13/20</td><td>Thursday
5/14/20</td><td>Friday
5/15/20</td></tr>
<tr><td rowspan="4">Daily Content</td><td>1. Watch your teacher's Monday Youtube Video: check your email or ClassDoJo</td><td>1. Attend either the AM or PM Phonics Zoom Lesson for your class:

Gateway:
Gr1 AM: 11:00
Gr1 PM: 2:00

Prospect:
Gr1 AM: 10:00
Gr1 PM: 2:00

Webster:
Gr1 AM: 10:00
Gr1 PM: 1:30</td><td>1. Watch the Network Math Video from Ms. Corricelli: Grade 1 Math Video 2D Shapes</td><td>1. Attend either the AM or PM Math Zoom Lesson for your class:

Gateway:
Gr1 AM: 11:00
Gr1 PM: 2:00

Prospect:
Gr1 AM: 10:00
Gr1 PM: 2:00

Webster:
Gr1 AM: 10:00
Gr1 PM: 1:30</td><td>1. Attend the Culture Building Zoom session with your class:

Gateway:
Gr1 PM: 2:00

Prospect
Gr1 PM: 2:00

Webster:
Gr1 PM: 1:30</td></tr>
<tr><td>2. Watch the Network Phonics Video from Mrs. Waltner: Grade 1 Phonics Lesson</td><td>2. Complete the Writing Prompt: Would you rather live in Outerspace or deep in the ocean? Make sure to state your opinion and provide reasons why.</td><td>2. Complete the Writing Prompt: Would you rather be a bird or a fish? Make sure to state your opinion and provide reasons why.</td><td>2. Complete the Math Hidden Shape worksheet found below or visit this website: Geometry Games</td><td>2. Watch the Network PE Video from Mr. Shields: Throwing Challenge with Paper Towel</td></tr>
<tr><td>3. Watch the Network Spanish Video from Mrs. Melendez: Grade 1 Spanish Lesson</td><td>3. Math Fluency: practice the flash cards you've created using this link: Flashcards
or visit this website: Math Playground</td><td>3. Gather materials to create your Shape Monster (see below).</td><td>3. Watch Ms. Perkins' Science Video & complete the science Project: Grade 1 Science Lesson</td><td>3. Go on ST Math for 30 minutes.</td></tr>
<tr><td>4. Go on ST Math for 30 minutes.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Reading</td><td colspan="5">Read for 20 minutes every day and complete a reading log that can be found below. Choose a book from home or log on to Reading A-Z Raz KIDS. Please email your child's teachers for login information if needed. Practice reading & spelling your sight words: Sight Word Lists</td></tr>
</table>

Science	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 Science Video** from Mrs. Perkins: Grade 1 Science Lesson	Complete the **Light Hunt and Object Hunt** worksheet below from Mrs. Perkin's science video to share on your class' Zoom call today!
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 9

(5/11/20 – 5/15/20)

Bienvenido a nuestra nueva y mejorada plataforma de aprendizaje en línea! 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!*

Mire el siguiente video de la Srta. Reyes como explica esta nueva plataforma: Spanish Overview

	**Reto Semanal de Foto – Envie al correo de sus maestras o a través de ClassDojo App** ● Una foto de su hijo/a y su Monstruo de Figura ● Una foto de su hijo/a completando el reto de PE de esta semana.
	**Cante estas canciones diariamente:** ● Cante la cancion de la forma de una morsa ● Figuras de Jack Hartman

	Lunes 5/11/20	Martes 5/12/20	Miercoles 5/13/20	Jueves 5/14/20	Viernes 5/15/20
Contenido Diario	1. Vea a sus maestras en el Video del Lunes en Youtube: vea su correo electronico o ClassDojo	1. Atienda la **Lección de Fonética via Zoom** de su clase ya sea en AM o PM: Gateway: Gr1 AM: 11:00 Gr1 PM: 2:00 Prospect: Gr1 AM: 10:00 Gr1 PM: 2:00 Webster: Gr1 AM: 10:00 Gr1 PM: 1:30	1. Vea el video de **Matemáticas** de Srta. Corricelli: Grade 1 Math Video 2D Shapes	1. Atienda la **Leccion de Matematicas via Zoom** de su clase ya sea en AM o PM: Gateway: Gr1 AM: 11:00 Gr1 PM: 2:00 Prospect: Gr1 AM: 10:00 Gr1 PM: 2:00 Webster: Gr1 AM: 10:00 Gr1 PM: 1:30	1. Atienda la sesión de **Edificación Cultural via Zoom** con su clase: Gateway: Gr1 PM: 2:00 Prospect Gr1 PM: 2:00 Webster: Gr1 PM: 1:30
	2. Vea el video de **Fonética** de la Sra. Waltner: Grade 1 Phonics Lesson	2. Complete el **Tema de Escritura**: *Deserias vivir en el Espacio o en el fondo del océano?* Asegúrese de dar su opinión y proveer las razones del por qué.	2. Complete el **Tema de Escritura:** *Preferirias ser un pájaro o un pez?* Asegúrese de expresar su opinión y dar las razones del por qué.	2. Complete la **hoja de trabajo de Matemáticas de la Figura escondida** abajo o visite el página web: Geometry Games	2. Vea el video de Educación Física del Sr. Shields: Throwing Challenge with Paper Towel
	3. Vea el Video de **Español** de la Sra. Melendez: Grade 1 Spanish Lesson	3. **Fluidez de Matemáticas:** practique las tarjetas que has creado, usando este enlace: Flashcards o visite la página web: Math Playground	3. Reúna materiales para crear su Monstruo de Figura (mire a continuación)	3. Vea el vídeo de Ciencias de la Sra. Perkins y complete el proyecto: Grade 1 Science Lesson	3. Vaya a ST Math por 30 minutos.
	4. Vaya a ST Math por 30 minutos.				

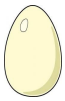
Lectura	Lea por 20 minutos todos los días y complete el registro de lectura abajo. Escoja un libro de casa o entre a Reading A-Z Raz KIDS. Envie un correo electrónico a las maestras si necesita la información de ingreso. Practique leer/deletrear sus palabras de vista: SightWordLists		
Ciencias	Revise estos sitios web para niños y explorarlos! 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 vídeo de **Ciencias** de la Sra. Perkins: Grade 1 Science Lesson	Haga su **Búsqueda de Luz y Busqueda de Objeto** hoja de trabajo abajo del video de ciencias de la Sra. Perkins para compartir con su clase via Zoom hoy!
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

Math: This week your child will be introduced to 2-Dimensional shapes. In first grade, your child will need to know the name of the shapes below and will also need to be able to identify how many sides and how many vertices or corners the shape has. Grade 1 students will learn about 3D shapes next week. Students need to understand that 2D & 3D shapes are different. In other words, a square is not the same thing as a cube or a box. 2D shapes are FLAT, which is why they are called 2-Dimensional (2D).

Matemáticas: Esta semana a su hijo/a se le presentara las figuras 2-Dimensionales. En primer grado, su hijo/a debe saber el nombre de las figuras que están a continuación y también tendrá que saber identificar cuantos lados y cuantos vértices o esquinas tienen las figuras. Los estudiantes en el primer grado aprenderán sobre las figuras 3D la siguiente semana. Los estudiantes tienen que entender que las figuras 2D & 3D son diferentes. En otras palabras, un cuadrado no es lo mismo que un cubo o una caja. Las figuras 2D son PLANAS, por lo que estas son llamadas 2-Dimensionales (2D).

Name of Shape/ Nombre de la Figura	Picture/ Imagen	Real World Shape/ Forma Real	How many sides? Cuantos lados?	How many vertices/corners? Cuantas esquinas/vertices?
Square/Cuadrado			4 equal sides 4 lados iguales	4 corners 4 esquinas
Triangle/ Triangulo			3 equal sides 3 lados iguales	3 corners 3 esquinas
Circle/Circulo			0 sides 0 lados	0 corners 0 esquinas
Rectangle/ Rectangulo			4 sides 4 lados	4 corners 4 esquinas
Rhombus/ Rombo			4 sides 4 lados	4 corners 4 esquinas
Elipse/Ovalo			0 sides 0 lados	0 corners 0 esquinas
Pentagon/ Pentagono			5 sides 5 lados	5 corners 5 esquinas
Hexagon/ Hexagono			6 sides 6 lados	6 corners 6 esquinas
Parallelogram/ Paralelogramo			4 sides 4 lados	4 corners 4 esquinas

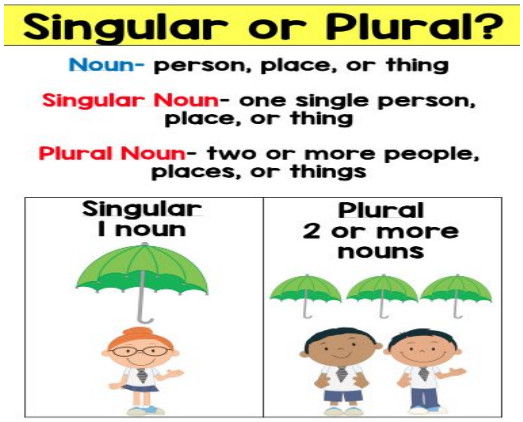
In this week's Network Math Video & Zoom session, your child will get to go on a Scavenger Hunt for shapes in their homes! You can find a Scavenger Hunt page in the resources below. Encourage your child to find shapes at home and in the world all around them. Students will also be asked to create a Shape Monster as a fun project (see resources below).
En esta semana las sesiones de video de Matemáticas y las de Zoom, su hijo/a irán a una Búsqueda y Casería de formas en sus casas! Usted puede encontrar una página de Búsqueda y Casería en los recursos abajo. Anime a su estudiante a encontrar las formas en casa y en el mundo alrededor de ellos. Se les pedirá a los estudiantes crear un Monstruo de Formas como un proyecto de diversión (vea los recursos a continuación).

Here are some questions you can ask your child:
Aquí les damos algunas preguntas que le puede hacer a su hijo/a:

- What shape is that? How do you know? Que figura es esa? Como lo sabes?
- How many sides does that shape have? Cuantos lados tiene la figura?
- How many corners/vertices does that shape have? Count them. Cuantas esquinas/vértices tiene esa figura? Cuéntalas.
- Ask your child to draw the shapes from memory Pidale a su hijo/a dibujar las figuras de memoria.

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. Here is a link to some online **Flashcards.**
También les hemos provistos algunos enlaces y trabajos para la fluidez de suma y resta! Su hijo/a creara tarjetas de matemáticas y practicara completando sus tablas con velocidad! Esta puede ser una actividad diaria que usted haga con su estudiante. Aquí esta el enlace de algunas tarjetas en línea **Flashcards.**

Grammar Concepts: Students will be learning how to tell the difference between singular & plural nouns. Singular nouns name **one person, place, or thing**. Plural nouns name **more than one person, place or thing.**
Conceptos de Gramática: Los estudiantes aprenderán como decir diferencias entre sustantivos singulares & plurales. Sustantivos singulares nombran **una persona, lugar, o cosa**. Sustantivos plurales nombran **más de una persona, lugar, o cosa.**



For example a singular noun would be one cat. When we have more than one cat, it is a plural noun and we say “three cat**s**”. The simple English rule is that you add an **s** to the end of the word to make it plural.
Por ejemplo un sustantivo singular sería un gato. Cuando tenemos más de un gato, es un sustantivo plural y decimos “tres gato**s**”. La regla simple en Ingles es que añada la **s** al final de la palabra para hacerla plural:

Singular	**Plural**
Cat	Cat**s**
tree	tree**s**
The exceptions to the rule, are when the word ends in **sh, ch, x, or s** then you need to add an **es** to the end of the word. Las excepciones a la regla, son cuando la palabra termina en **sh, ch, x, o s** luego tiene que añadir **es** al final de la palabra. For example box → box**es** or church → church**es**	

Teachers will describe singular & plural noun rules in their video & on their zoom session this week. At home, you can quiz your child by asking **“How do I say more than one____.”** For example **“How do I say more than one book? books**! You made the noun plural! You can also find practice pages below.
Las maestras describirán los sustantivos singulares & plurales en sus video llamadas & en sus llamadas zoom esta semana. En casa, usted puede preguntar a sus estudiantes **“Como digo más que uno____.”** Por ejemplo **“Como digo más de un libro? libros!** Hicistes el sustantivo plural! También puede encontrar páginas de práctica abajo.

Students will also be learning about the difference between a statement and a question. Students need to know that a statement is when you are telling someone something, and a question is when you are asking someone something. Statements end in periods, and questions end with a question mark.
Los estudiantes aprenderán sobre la diferencia entre una declaración y una pregunta. Los estudiantes deben saber que una declaración es cuando están diciendo algo, y una pregunta es cuando están preguntado algo a alguien. Las declaraciones terminan en puntos, y las preguntas con un signo de interrogación.
For example, you might say “I went to the park” is that a statement or a question? It is a statement.
“Can I eat a cookie” Is that a statement or a question? It is a question. You can then ask your child to describe what punctuation they need to place at the end, either a question mark or a period.
Por ejemplo, tu puedes decir “I went to the park” es eso es una declaración o una pregunta? Es una declaración.
“Can I eat a cookie” Es una declaración o una pregunta. Es una pregunta. Usted puede pedir al su hijo/a describir que puntuación deben colocar al final, ya sea un signo de interrogación o un punto.

Students need to know the following sight words: Sight Word Lists To make it fun to practice have your child practice spelling their sight words by spraying shaving cream on a cookie sheet. Students can write their sight words into the shaving cream saying the letters as they go. For example, “t-h-e” spells the.
Los estudiantes necesitan saber las siguientes palabras de vista: **Sight Word Lists** Para hacer divertido la práctica haga que su hijo/a practique el deletreo de las palabras de vista roseando crema de afeitar en una bandeja de hornear. Los estudiantes pueden escribir sus palabras de vista en la crema de afeitar diciendo las letras mientras lo hacen. Por ejemplo, “t-h-e” se deletrea the.

Materials needed for this week's lessons/Materiales necesarios para la lección de esta semana



Materials to Make your Shape Monster/
Materiales para Hacer su Monstruo de Figuras

- Paper /Papel
- Crayons/Crayones
- Glue/Goma
- Scissors/Tijeras

Shape Monster Instructions are below/Los instrucciones del Monstruo de Figura es abajo



Practice Sight Words or Drawing Shapes in Shaving Cream/
Practique las Palabras de Vista o Dibuje Figuras en Crema de Afeitar

- Shaving Cream/Crema de afeitar
- Cookie Sheet /Bandeja de hornear

Have your child spell their sight words out loud as they write them in shaving cream! You can also have them draw their shapes in the shaving cream too!/Haga que su hijo/a deletree sus palabras de vista en voz alta mientras las escriben en la crema de afeitar! Puede hacer que ellos dibuje sus figuras en la crema de afeitar también!

Practice writing sight words or creating shapes with playdough/Practique escribiendo las palabras de vista o creando figuras con plastilina.





- Playdough/Plastilina
- No Playdough? Here is a simple playdough recipe: Simple Playdough Recipe
  No tiene plastilina? Aqui encontrara una simple receta de plastilina: Simple Playdough Recipe

Students can spell their sight words or create shapes with the playdough! This is a really good way to reinforce the concepts they learn this week! /Los estudiantes pueden deletrear sus palabras de vista o crear figuras con la plastilina! Esta es una buena manera de reforzar los conceptos que ellos aprenden esta semana!

Additional Resources/Recursos Adicionales

Reading Log/*Registro de Libros*

Date/*Fecha*	Title of Book Read/ *Titulo de libro leido*	Time Reading/ *Tiempo deLeyendo*	Family Signature/ *Firma de Familia*
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 find with the following shapes
Si no tiene impresora, cree esta tabla en una hoja de papel/recorte los objetos que encuentre con las siguentes figuras

Name of Shape Nombre de las Figuras	Picture Figura	Find as many shapes like this as you can at your house! Draw a picture or write time the items you find. Encuentre las figuras que más pueda en su casa! Dibuje una figura o escriba los artículos que encontré.
Square Cuadrado		
Triangle Triangulo		
Circle Circulo		
Rectangle Rectangulo		
Rhombus Rombo		
Elipse Ovalo		
Pentagon Pentagono		
Hexagon Hexagono		
Parallelogram Paralelogramo		

shape monster

Instructions/Instrucciones



Step 1: Build your shape monster
Paso 1: Contruya su Monstruo de Figuras

Cut out shapes from either white paper, or construction paper. Then place these shapes together to make your very own monster. Try to include as many of the 2D shapes that you have learned this week as you can (square, circle, triangle, rhombus, rectangle, elipse, pentagon, hexagon, parallelogram).
Corte las figuras ya sea de papel blanco, o papel de construccion. Luego coloque estas figuras juntas para hacer su propio monstruo. Trate de incluir la mayor cantidad de figuras 2D que ha aprendido esta semana (cuadrado, circulo, triangulo, rombo, rectángulo, ovalo, pentágono, hexágono, paralelogramo).

Step 2: Record what shapes you used to create your shape monster in the recording sheet below.
Paso 2: Registre que figuras uso para crear su mostro de figura en el hoja abajo.

Step 3: Write a story about your shape Monster.
Paso 3: Escriba una historia sobre su monstruo de figuras.

Step 4 CHALLENGE: As a challenge you can count the total number of sides and the total number of corners on your Shape Monster.
Paso 4 RETO: Como un reto puede contar el numero total de los lados y el numero total de las esquinas de sus Monstro de Figuras.

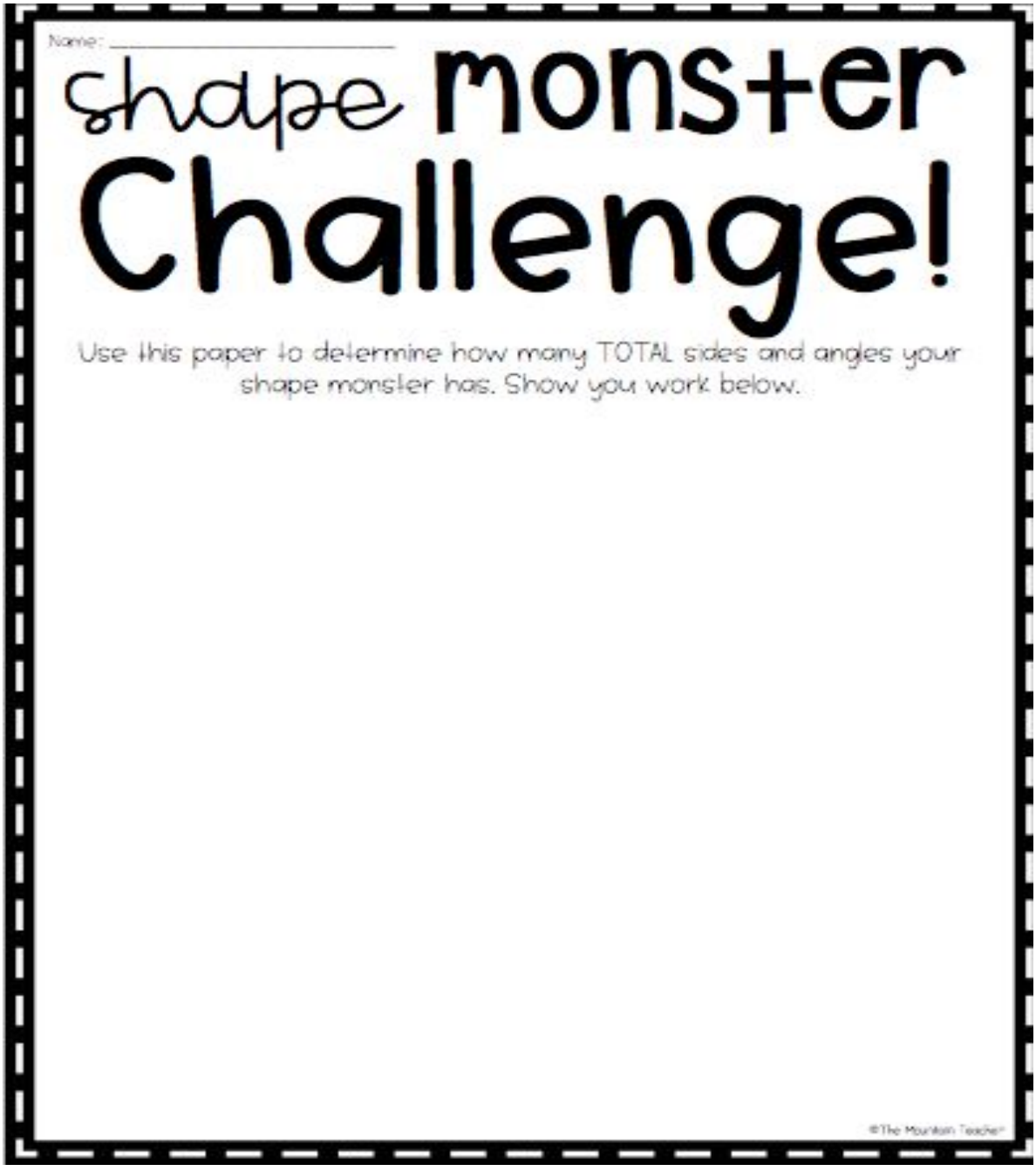
Name: _____

shape monster

On my shape monster I used..

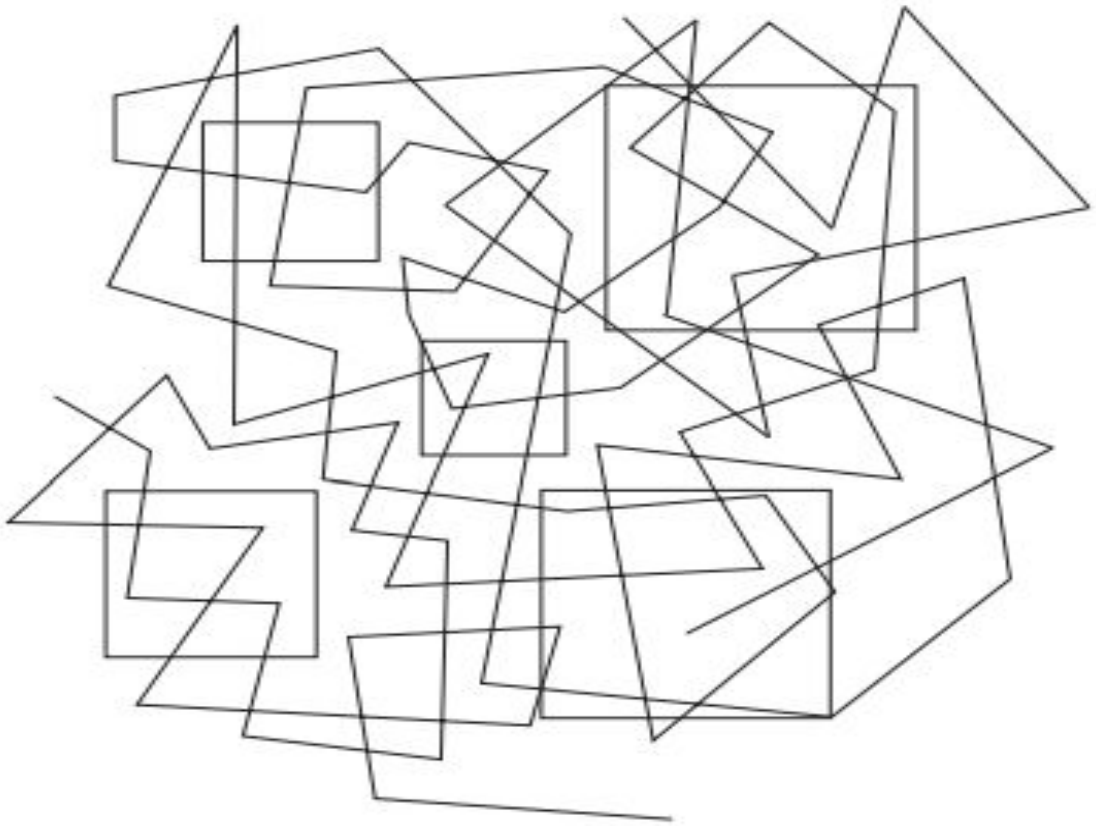
Shape Name Nombre de la Figura	Number of Sides Numero de Lados	Number of Corners Numero de Esquinas	How many I used Cuantas use

Reto del Monstruo de Figuras. Use este papel para determinar el Total de lados y angulos que tiene su Monstruo de Figuras. Muestre su trabajo abajo.



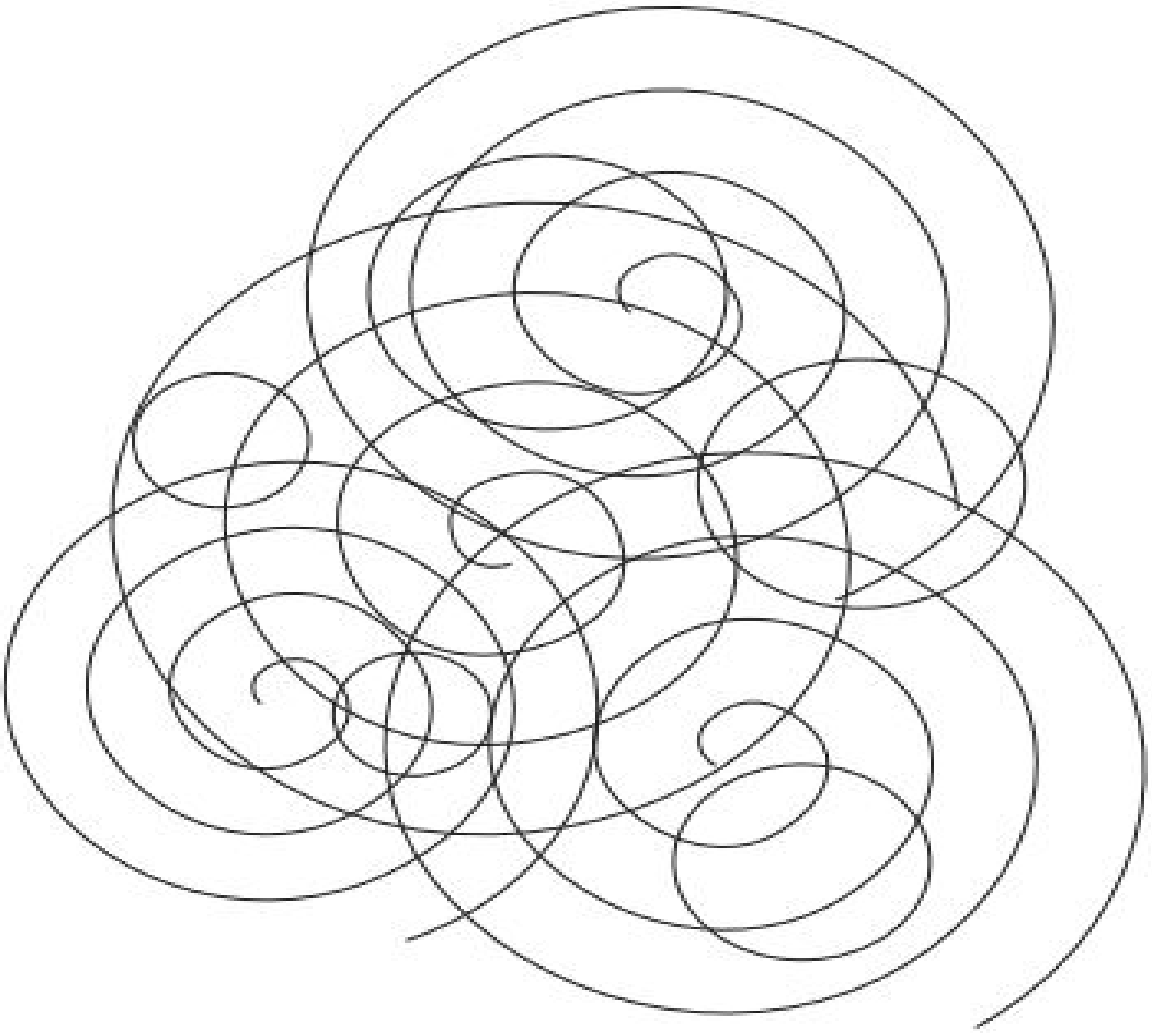
Trate de encontrar 3 cuadrados escondidos y marquelos con un lapiz de color.

Try to find 5 hidden squares and outline them in a colour pencil.



Trate de encontrar 5 circulos escondidos y marquelos con un lapiz de color.

Try to find 5 hidden circles and outline them in a colour pencil.



ELA Resources:

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 las lecciones de esta semana. Haga que su hijo/a relean las historias para fluidez y respondan las preguntas de comprensión.

In the Cave

When I went to vis·it with Nan, I was sad. I missed Mom and Dad. But Nan cheered me up and made things fun.

Nan took me on hikes. The land I saw in the West was not at all like the land I am used to. Where I am from, things are green in the summ·er, and there are lots of trees. Out in the West, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Nan and I were on a hike when it start·ed to storm. Nan and I went in·to a cave so that we would not get wet.



As we were stand·ing there, I saw some·thing shimm·er in the dark.

"Nan," I said, point·ing at the spot, "what's that?"

"Well," said Nan, "let's have a look."

We looked and saw some·thing stuck in a crack in the rock. I grabbed it.

"It's a coin!" I said.

"Well, I'll be!" said Nan.



I said, "What sort of coin is it?"

Nan said, "I can't tell. It looks like it could be made of sil·ver."

Then she said, "I have a pal, Jack, who is an ex·pert on coins. We can bring it to him to·morr·ow, and he will tell us what sort of coin it is."

I dropped the coin in my pock·et, and we went on with our hike.



Directions: Answer the questions after reading the story three times. If you don't have a printer, you can write the answers down on a blank piece of paper

Instrucciones: Responda a las preguntas despues de lee el historia tres veces. Si no tiene una impresora, puede escribir las respuestas en una hoja de papel.

In the Cave

1. What is the land Kate sees out West like?
   - ○ It is green.
   - ○ It has lots of trees.
   - ○ It has hills and red rocks.

Page _____

2. What was it that Kate and Nan found in the cave?
   - ○ Nan and Kate found a coin.
   - ○ Nan and Kate found a critt·er.
   - ○ Nan and Kate found a rock.

Page _____

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

3. What could the coin be made of?

Page _____

4. What did Nan tell Kate they should do with the coin?

Page _____

The Coin Shop

Nan drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Jack.

"Jack," Nan said, "this is Kate Skipp·er. I'm Kate's nan. She's out here for the summ·er. We went for a hike, and Kate found a coin in a cave."

"Well, Miss Skipp·er," Jack said, "let's have a look at it!"

I hand·ed him the coin.

Jack set it un·der a look·ing glass and swi**tch**ed on a lamp. "Let's see," he said. "It's got some scra**tch**·es on it. But I can tell that it's a Span·ish coin. It's made of sil·ver, too."



"When was it made?" asked Nan.

"There's no date on the coin," said Jack. "But I'll bet it dates back to the six·teen hun·dreds. The Span·ish mint·ed a big **batch** of coins like this one back then."

"Good·ness!" said Nan.

"Is that a long time back in the past?" I asked.

"Yes," said Jack. "Let me run and **fetch** my book on Span·ish coins."

When Jack came back, he said, "There's just one thing I need you to tell me, Miss Skipp·er."



"What's that?" I asked.

"Are there a lot of coins like this one in that cave?"

"No," I said, "we found just this one."

"That's a shame," Jack said.

"Why?" I asked.

"If there were a lot of coins, you and your Nan would be rich!" said Jack. "I could sell a coin like this for three hun·dred bucks!"

"Three hun·dred bucks?" said Nan.

Jack nodd·ed.

"Yipp·ee!" I shout·ed. "I'm rich!"



Preguntas para la historia "The Coin Shop"

1.) Who is the narrator, or the person telling the story?

a. Kate
b. Nan
c. Jack

2.) What does the coin look like?

a. The coin is silver and has some scratches on it
b. Gold and shiny
c. Brown and dull

3.) Why would Jack want to look at the coin under a looking glass?

_____

_____

4. **Jack says that the Spanish *minted* coins like Kate's coin. What does *minted* mean?**

a. Ate the coin
b. Cleaned the coin
c. Made the coin

5. **How much could Jack sell a Spanish coin for?**

a. 5 dollars
b. 50 cents
c. Three hundred bucks

Grammar Resources/Recursos de Gramatica
Directions: Have your child pick the correct noun to complete the sentence and write down the complete sentence on a sheet of paper.
Instrucciones: Haga que su hijo/a escojan el sustantivo correcto para completar la oración y escriba la oración completa en una hoja de papel.

NAME: _____ DATE: _____

Singular & Plural Nouns 1

Directions: Pick the correct noun to complete the sentence.

1. I like to eat _____.	apple	apples
2. They fall off of _____.	tree	trees
3. We use _____ to hold them.	basket	baskets
4. My family made a _____ with them.	pie	pies
5. We put it in a _____ to mix.	bowl	bowls
6. Then, the mix goes in a _____.	pan	pans
7. Our _____ taste great.	pie	pies
8. I drink _____ with my pie.	milk	milks
9. My _____ drink water.	sister	sisters
10. We play _____ after we eat.	game	games

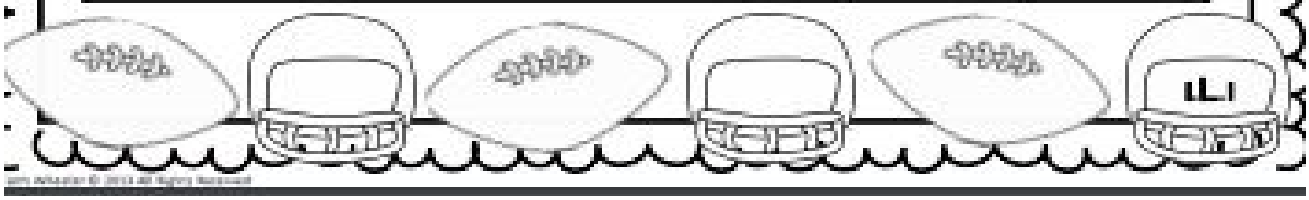


NAME: _____ DATE: _____

Singular & Plural Nouns 2

Directions: Pick the correct noun to complete the sentence.

1. The _____ like to play in leaves.	boy	boys
2. The _____ fall off the trees.	leaf	leaves
3. We ate a _____.	pie	pies
4. Then, we threw a _____.	football	footballs
5. My _____ like to play football.	friend	friends
6. The _____ is very big.	field	fields
7. My _____ plays with them, too.	brother	brothers
8. A _____ ran across the field.	dog	dogs
9. I throw a _____ for it to catch.	stick	sticks
10. The _____ quit playing the game.	boy	boys



Directions: Grab a piece of paper and rewrite the sentences correctly. Make sure to add capital letters and the correct punctuation. “Think, do I need a period or a question mark?”
Instrucciones: Coja una hoja de papel y rescriba las oraciones correctamente. Asegúrese de añadir letras mayúsculas y la puntuación correcta.

NAME: _____ DATE: _____

Sentences I

Directions: Rewrite the sentences correctly.

1. did you see the pumpkin

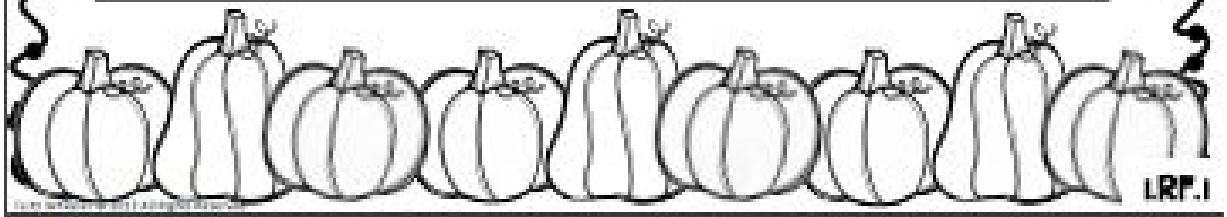
2. the pumpkin was big

3. we carved the pumpkin

4. what should we do with it

5. my mom and I make a pie

6. the pie tastes good



LRF.1

NAME: _____ DATE: _____

Sentences 2

Directions: Rewrite the sentences correctly.

1. zack plays football

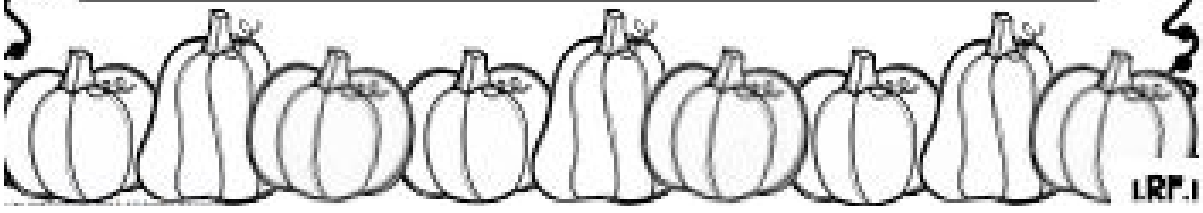
2. did you watch him

3. he wears purple and gold

4. he caught the ball

5. who won the game

6. my team won the game



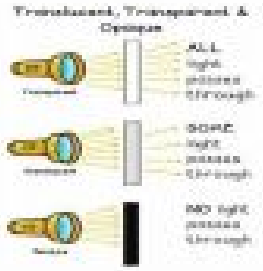
LRF.1

Name _____

Shine Bright

Does the light pass through the object? Draw your object and then make a prediction. Then see if your prediction is correct.





Object Write the object name or draw a picture.	**Prediction** Write your prediction - is the object transparent, translucent, or opaque.	**Transparent** **All** light passes through.	**Translucent** **Some** light passes through.	**Opaque** **No** light goes through.
 Aluminum foil	**transparent**			

Write a sentence about one of the objects:
Ex. The aluminum foil is opaque because no light passes through the object.

The _____ is _____ because _____ passes through the object.