



At Home Learning Resources

Grade 1 - Week 11

Get Counted
2020 Census

The Census starts in April
More info | www.2020census.gov | Job opportunities

How to take the 2020 Census

Online Phone Mail

Why it matters

Federal funding For local programs and organizations	Better planning For roads, schools, healthcare and emergency services
Determines representation In Congress and the state legislature	Helps businesses Locate factories and stores, recruit employees and conduct market research

Shape your future
Your community, your voice

<https://2020census.gov/>

Grade 1 ELA Week 11

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797>

This week continues a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on word endings this week.

Reading: Students need to read each day. They can read the text included in this packet and/or read any of fiction or story books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.



Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will continue working on narrative stories for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 1 Narrative Writing Choice Board](#). This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 narrative story and work to refine it throughout, or might write multiple stories, getting better each time.

Phonics/Word Work: Students can practice working on their word endings. These include -s, -ed, and -ing. Students will also review the 3 sounds of -ed: /d/, /t/, /id/

Base word stays the same	-ing Happening Now	Base word + ing
Base word changes		Base word + ing Rules: Double last consonant, drop e
Word Endings		
Base word stays the same	-ed Already Happened	Base word + ed
Base word changes		Base word + ed Rules: Double last consonant, drop e, change y to i

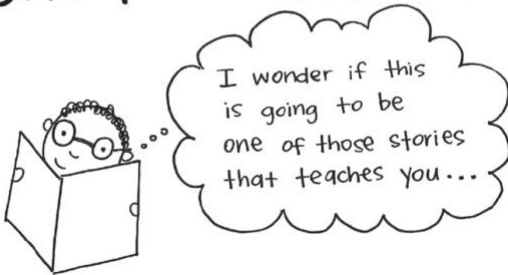
PRONUNCIATION OF -ED ENDINGS

<p>voiced /d/</p> <p>/b/ robbed /dʒ/ judged /g/ plugged /l/ pulled /m/ named /n/ cleaned /ŋ/ banged /r/ offered /ð/ breathed /v/ loved /z/ closed</p> <p>words ending in a vowel sound allow, play, show, try use the /d/ sound: allowed played showed tried</p>	<p>unvoiced /t/</p> <p>/tʃ/ watched /f/ laughed /k/ talked /p/ dropped /s/ missed /ʃ/ pushed</p>	<p>/ɪd/</p> <p>/t/ wanted /d/ ended</p>
<p>voiced sounds involve a strong vibration of the vocal chords clean, love, close, name, pull - feel the vibration of the vocal chords in your throat</p> 		
<p>unvoiced sounds less vibration of the vocal chords watch, laugh, talk, kiss, ask - sounds are made closer to the mouth</p> 		

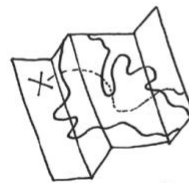
When reading fiction texts, think about the following. Talk about books and write what you learned.

Readers Learn Lessons

Predict the lesson
right from the start



Keep track of
WHERE and WHEN.

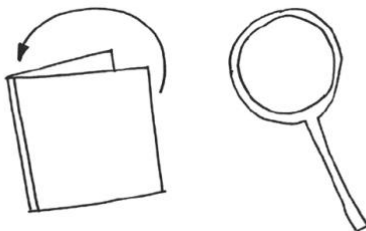


On the schoolbus...
At the park,
... went to the kitchen.

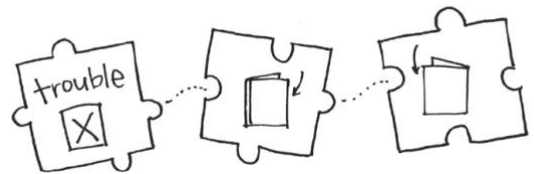


That night,
The next day...
Meanwhile,
On Saturday,

Reread to notice
MORE.



Connect parts of
the story together.



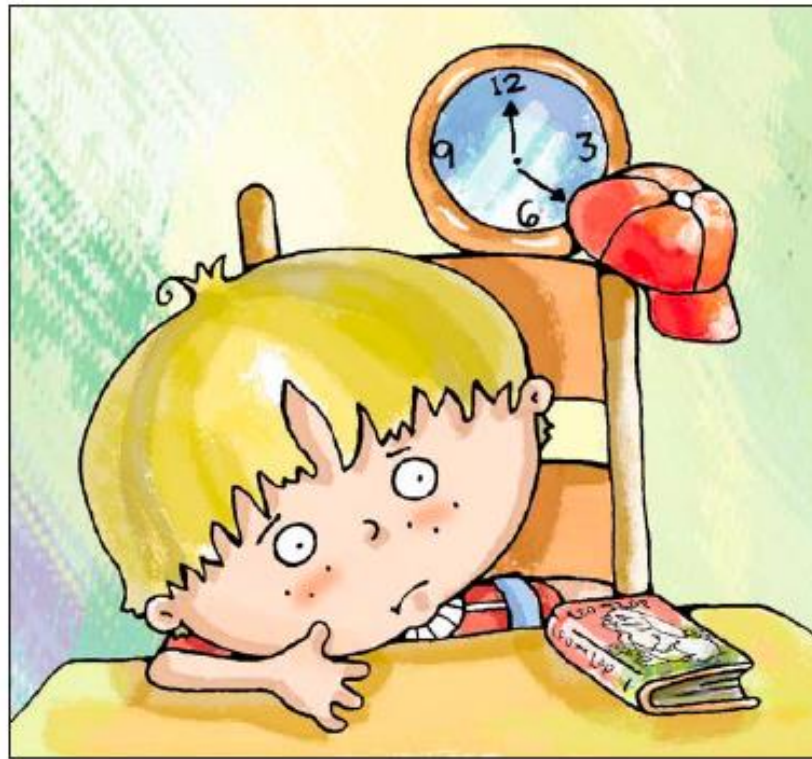
Think, "what did the
character
realize or learn?"



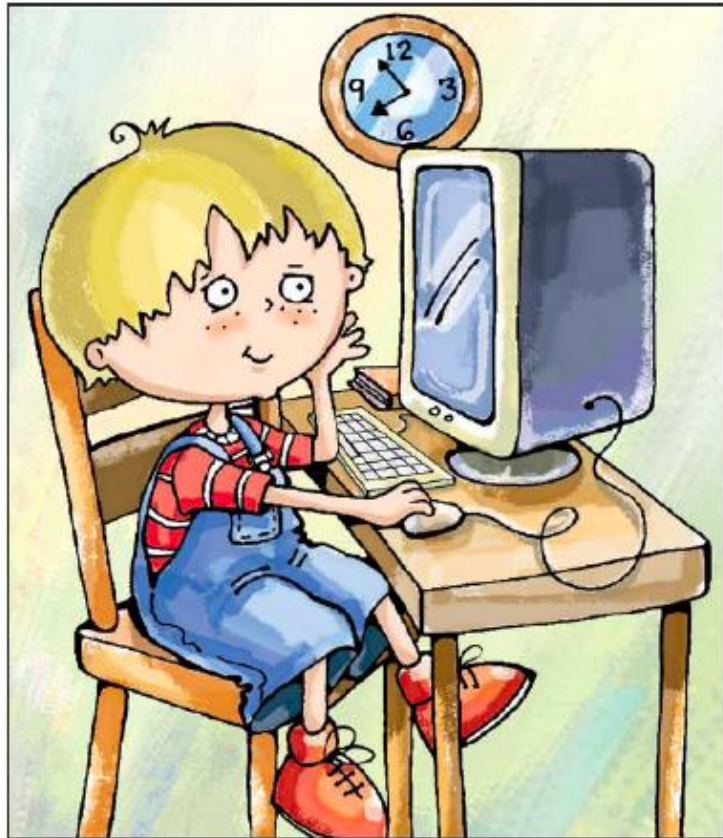
Reread the ending and
think, "How did the
trouble get fixed?"



The Mind Game



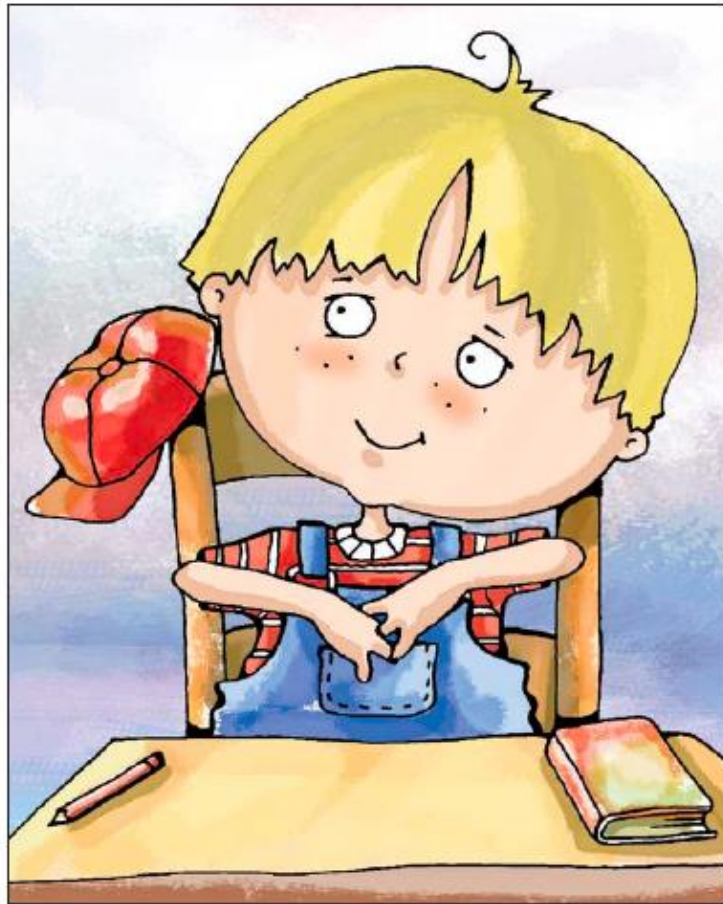
Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte



There once was a very special boy who loved to play games on a computer that sat on his mother's desk. When his mother wasn't using the computer, he was allowed to sit and play for as long as he liked.

When he was playing, the game was like a dream in his mind. He was so wrapped up in the game that he didn't know if it was sunny outside. He wouldn't have noticed if a tornado was blowing away his house.

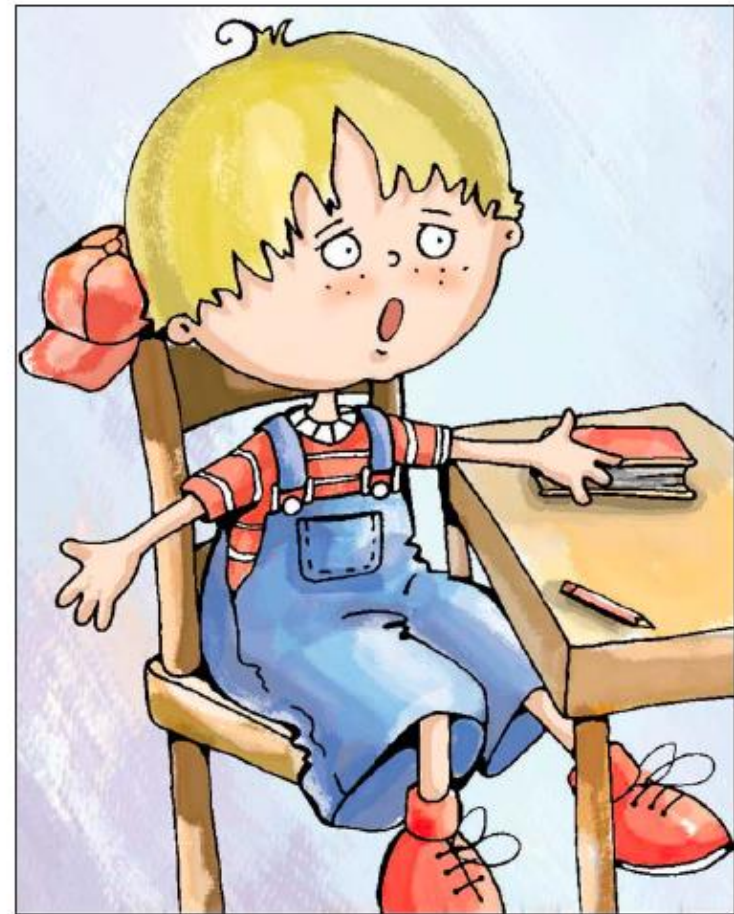




And then one day it happened!
He climbed into the chair at his
mother's desk. He twisted his neck,
flexed his fingers, and got ready
to play a game, but . . .

. . . the keyboard was gone!
And so was the monitor and even
the mouse.

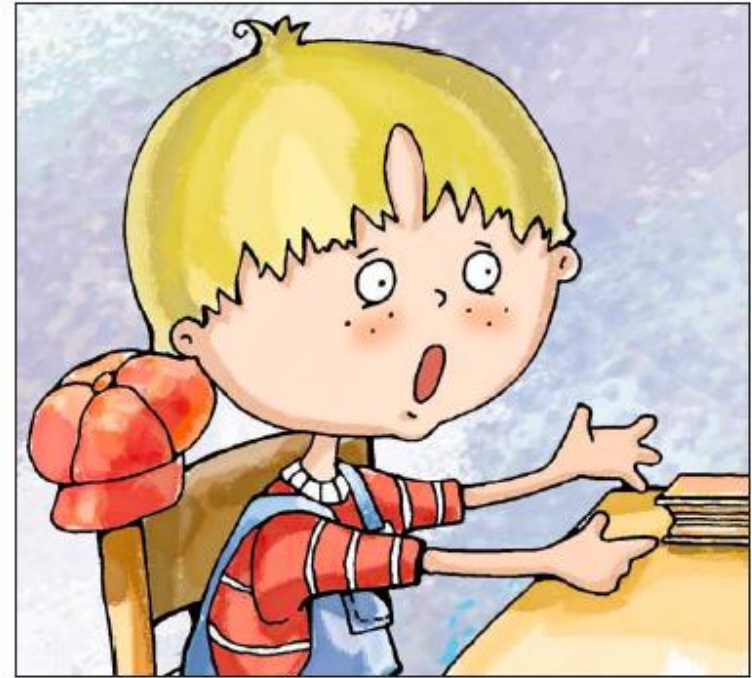
"Mom!"





The very special boy's scream brought his mother and his father running from the kitchen.

"What is it? What happened?" they cried, rushing to his side.

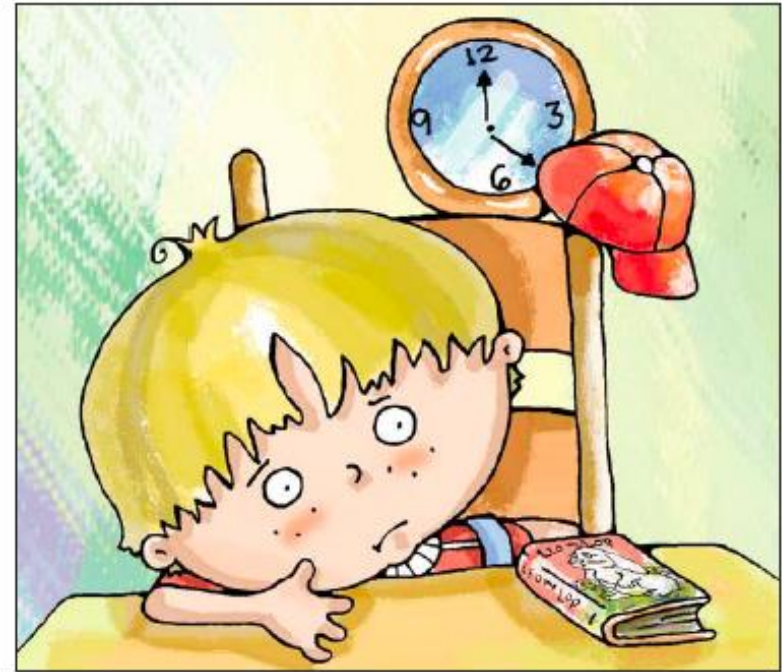
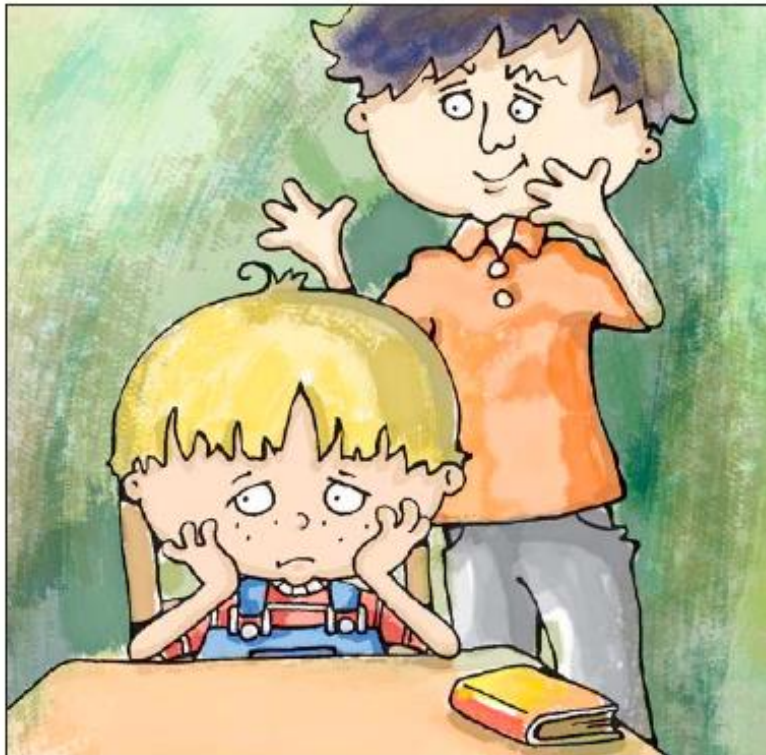


"Mom!" he said, pointing at the desk.
"Look!"

His mother looked. His father looked. "At what, son?" they asked.
"There's nothing there."

"I know. I know," he said. "The computer is gone!"

“Oh, is that all,” said his mother as she went back to the kitchen.
“The computer is broken. We’re having it fixed. It’ll be back soon.”
“How soon is soon?” the boy cried.
“A week or two,” chuckled the father.



It might as well have been a million years. The boy was left alone with nothing to do.

He sat, forlorn, at the desk. He stared at the empty place where the screen, keyboard, and mouse used to sit. Now there was nothing except a raggedy-paged old book called *Leo the Lop*.

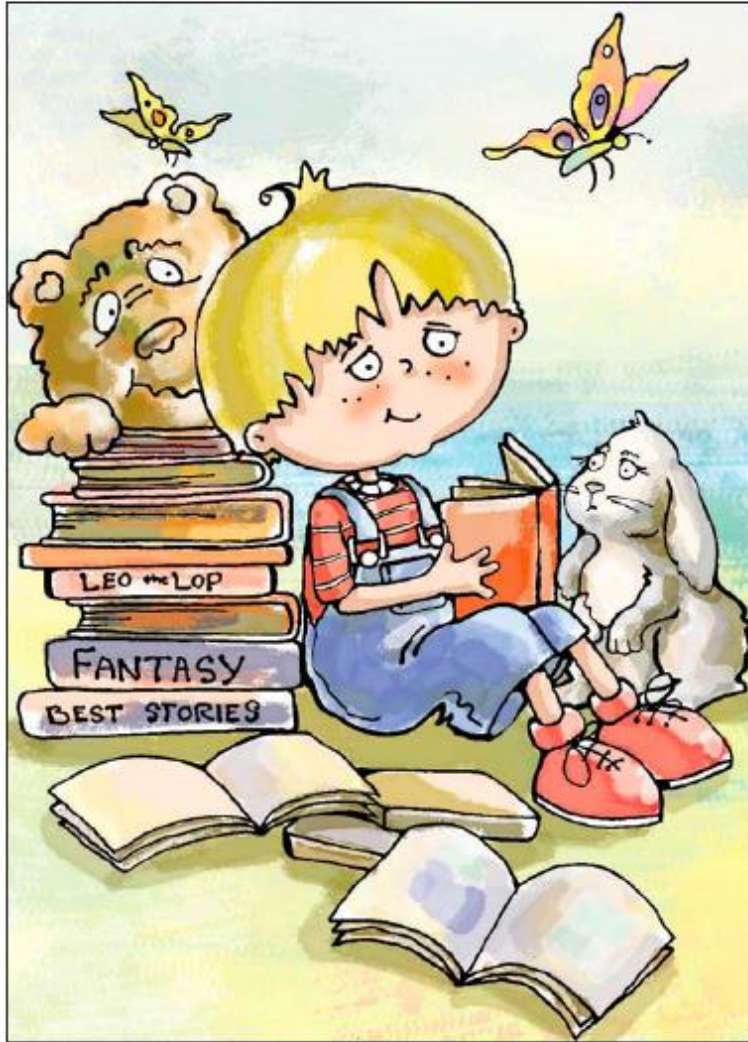
With a deep sigh, he opened the book and looked at the words spread across the page. He read a few words and then a few more. He was surprised to find that pictures began to form in his mind, just like with the computer game.



Like a river, the pictures from words began to flow through his mind as he read the wonderful story.



He read that book and another and another. He read stories about bunnies, butterflies, and bears.



In time, the computer was returned. But the very special boy now had a very special game that didn't need a mouse or a keyboard.

For from books come dreams, and from dreams come magical tomorrows.



After reading the story, describe the lesson of the text.




Grade 1 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own narrative story.

First Grade Narrative Writing

Bring Your Stories to Life

Getting started!
Click here



Click here for paper choice

Unfreeze People.
*Make them move
*Make them talk

Tell small steps.
Write exact actions that people do.

Bring out the inside.
*Make people see!
*Make people think

Use ELLIPSES in the middle of a sentence to build excitement.


Choose Your Best Work to...

Revise & **Edit**

Getting started!

Before you write the words.

1. Think of an idea.
• A thing that happened to you
• A thing you do
2. Plan.
Touch and tell.
Then, sketch across the pages.
3. Write!

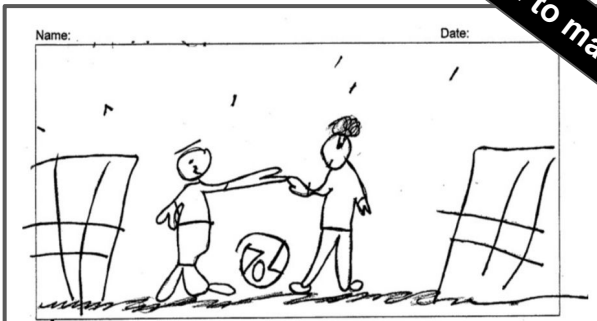


Drew him kicking the ball to match the words.

Spencer's Story

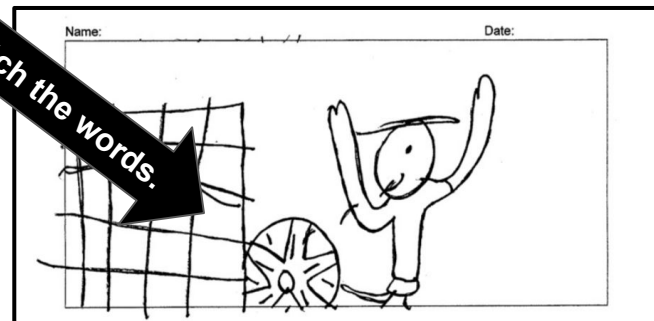
Unfreeze people.
*Make them move 
*Make them talk 

Wrote what he said.



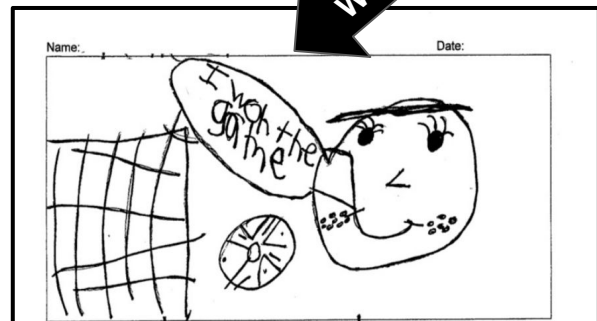
I Playd Soccer With
my brother in the
backyd after
skool.

1



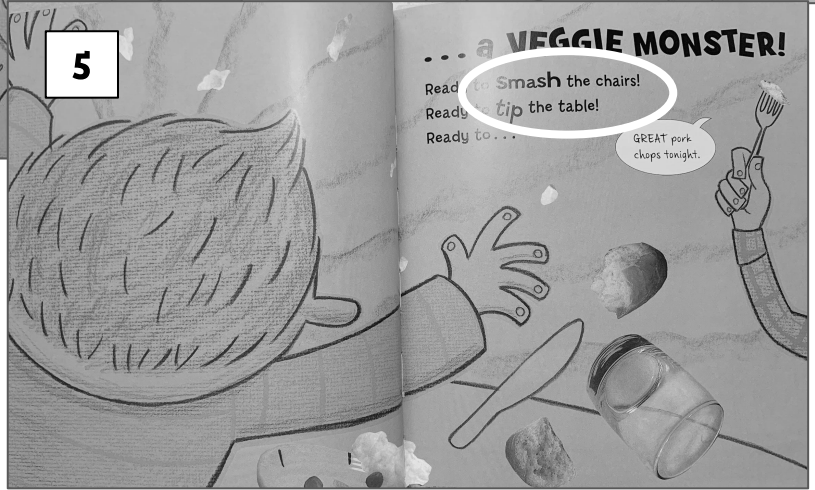
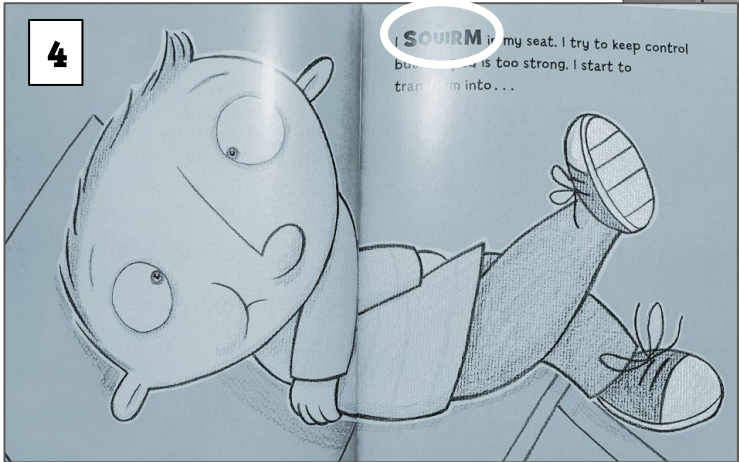
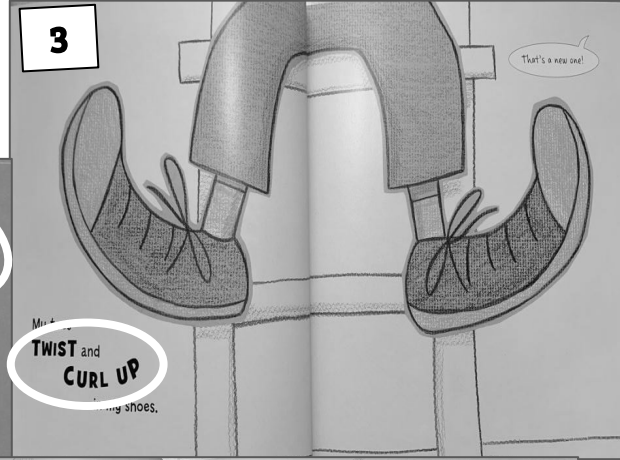
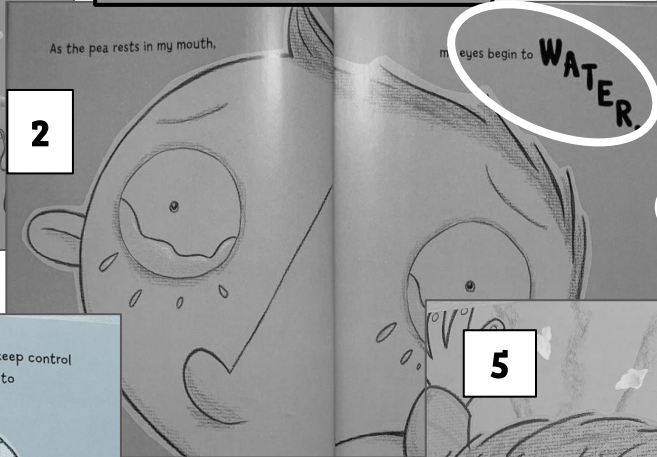
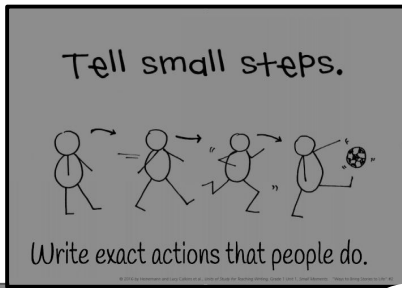
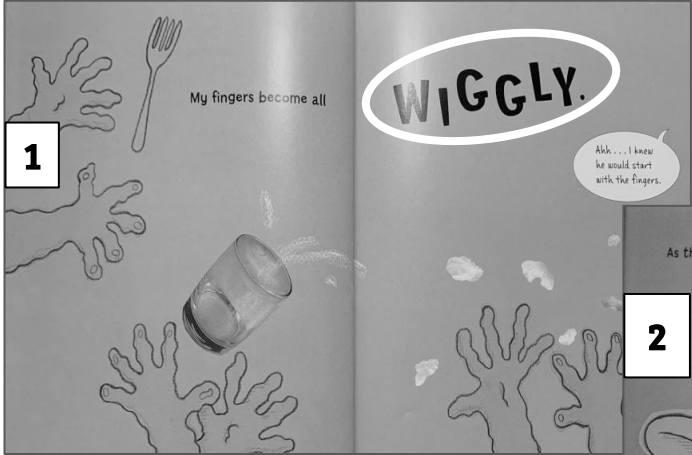
I Was Standing
tithet the goal.
I kicked the ball and
skool.

2



I Skteepmed
"I won the game."
I Smild.

3



Bring out the inside.

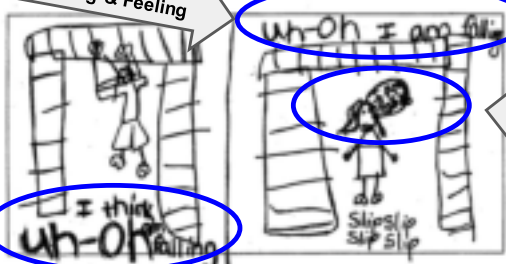
- *Make people *feel*
- *Make people *think*

What does the character say?

What does the character think?

Thinking & Feeling

Thinking



I climb up again even though my knees hurt me. I felt brave. I pass 2 monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try and try but my hand is still slipping. I was so scared and I close my eyes so tight.


③

Gina's Story

Thinking & Feeling

Feeling


Use **ELLIPSES** in the middle of a sentence to build excitement.



Ellipses are made up of 3 periods with spaces in between.

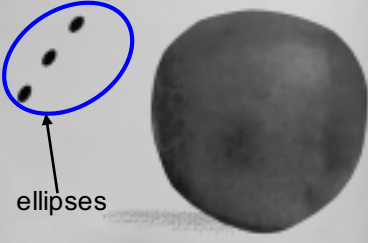
It's not the **pork chops** or the **mashed potatoes**. It all starts when I'm forced to eat ...

ellipses



Time for another fun-filled hour.

PEAS!



ellipses

Revise

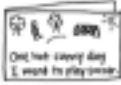





When you revise you reread your story to make sure it makes sense and is complete.

You might want to:

Add more to your story.

Change your words or the order of your pages.

Cut something out of your story.

Did I do it like a first grader?		YES	NO
Goal	I wrote about when I did something.		
Lead	 I tried to make a beginning for my story.	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	 I put my pages in order. I used words such as and, then, and so.	<input type="checkbox"/>	<input type="checkbox"/>
Ending	 I found a way to end my story.	<input type="checkbox"/>	<input type="checkbox"/>
Organization	 I wrote my story across three or more pages.	<input type="checkbox"/>	<input type="checkbox"/>
Illustration	 I put the picture from my mind onto the page. I had details in pictures and words.	<input type="checkbox"/>	<input type="checkbox"/>
Gift	 I used labels and words to give details.	<input type="checkbox"/>	<input type="checkbox"/>



Edit



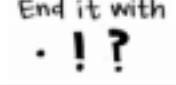

When you edit you reread your story to make sure your reader can easily read what you wrote.

You need to:

Check your words to see if you spelled snap words correctly.

Check your words to see if you used all you know about word parts to write new words.

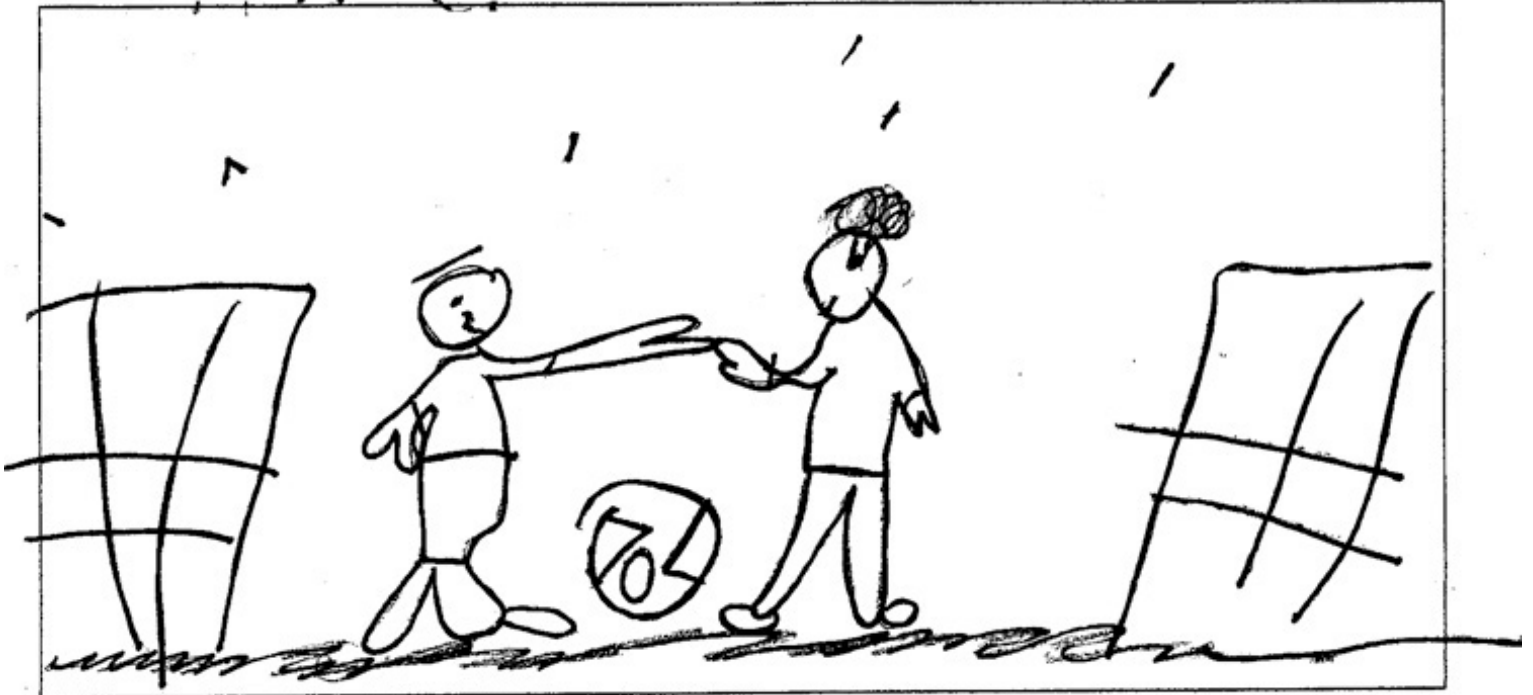
Make sure you end each sentence with a . ! ?

LANGUAGE CONVENTIONS		YES	NO
Did I do it like a first grader?			
Spelling	 I used all I knew about words and chunks of words to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	 I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	 I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>
Capitalization	 I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>



Name: _____

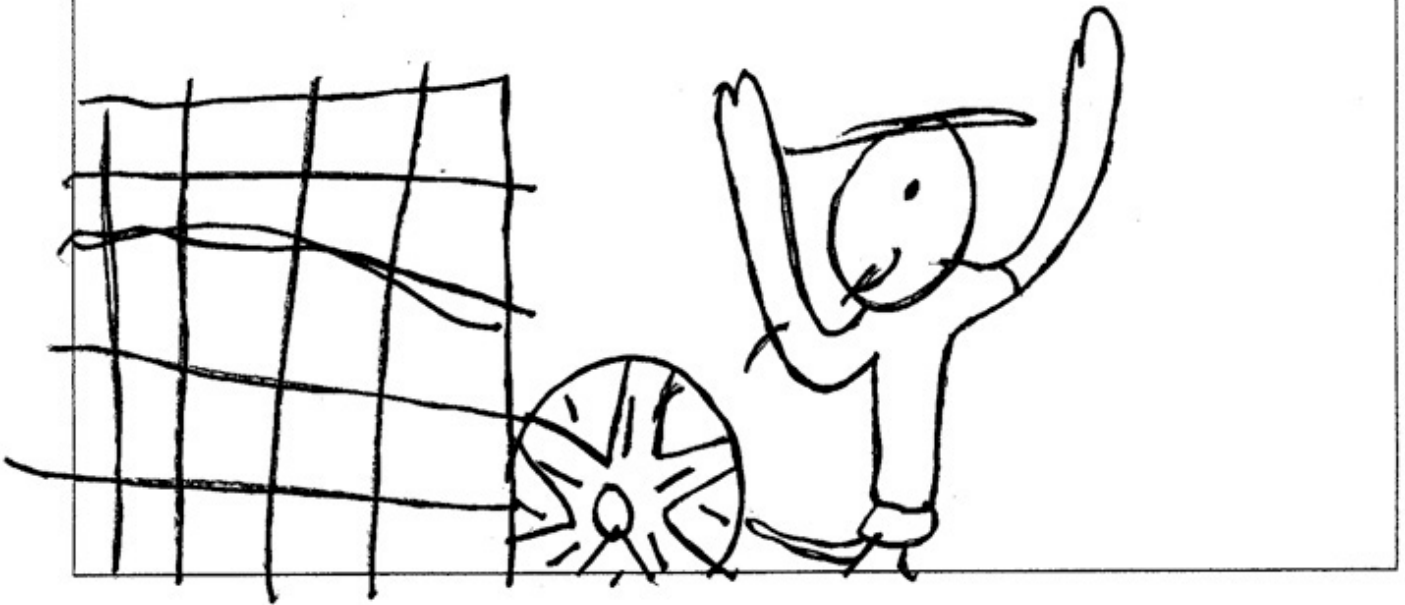
Date: _____



I Played Soccer With
my brother in the
backyard after
school.

Name:

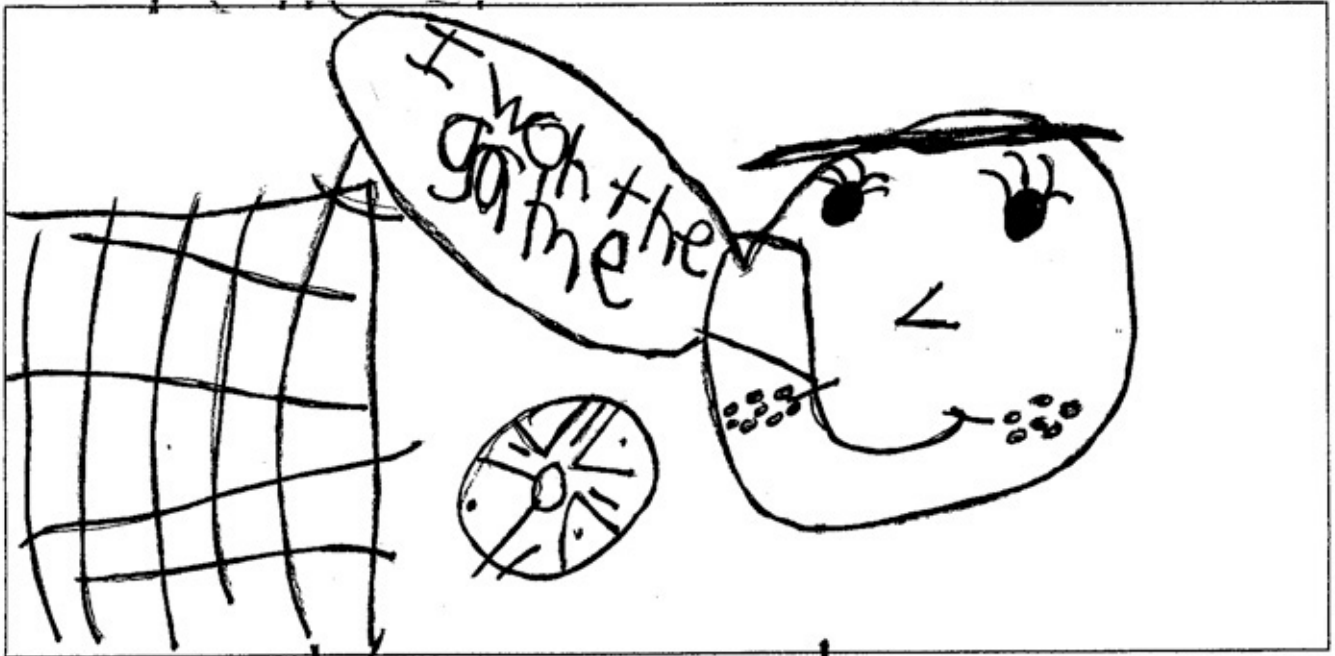
Date:



I Was Standing
hit her the gal.
I kicked the ball and
skoto.

Name: _____

Date: _____



I skated
"I won the game."
I smile.



I climb up again even though my knees hurt me. I felt brave. I pass 2 monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try and try but my hand is still slipping. I was so scared and I close my eyes so tight.

(3)



Match the words to the correct column for each ending. Read the words out loud. Try adding your own words. Use the words in a sentence.

Base Word	-s	-ed	-ing

lick	shopping	look	jumps	hop
looks	skips	skipped	kicked	shop
hopping	jump	kicks	shops	looking
skip	hopped	shopped	skipping	cook
jumped	looked	jumping	hops	kicking
love	worked	cooks	work	loved
played	cooking	loving	playing	working
works	loves	plays	cooked	play

The ending **-ed** makes 3 different sounds in words. Sometimes **-ed** sounds like **/d/**, **/t/**, or **/ɪd/**. Use the chart to help you figure out when **-ed** makes the different sounds. Then match the words to the correct column. Read the word out loud. See if you can add more words to the lists.

PRONUNCIATION OF -ED ENDINGS

voiced /d/	unvoiced /t/	/ɪd/
<p style="text-align: center; color: green;">↘</p> <p>/b/ rob<u>b</u>ed</p> <p>/dʒ/ jud<u>g</u>ed</p> <p>/g/ plug<u>g</u>ed</p> <p>/l/ pull<u>l</u>ed</p> <p>/m/ nam<u>e</u>d</p> <p>/n/ clea<u>n</u>ed</p> <p>/ŋ/ ban<u>g</u>ed</p> <p>/r/ off<u>e</u>red</p> <p>/ð/ breath<u>e</u>d</p> <p>/v/ lov<u>e</u>d</p> <p>/z/ clos<u>e</u>d</p> <p>words ending in a vowel sound allow, play, show, try use the /ɪd/ sound: allow<u>e</u>d play<u>e</u>d show<u>e</u>d tri<u>e</u>d</p>	<p style="text-align: center; color: purple;">↘</p> <p>/tʃ/ watch<u>e</u>d</p> <p>/f/ laugh<u>e</u>d</p> <p>/k/ talk<u>e</u>d</p> <p>/p/ dropp<u>e</u>d</p> <p>/s/ miss<u>e</u>d</p> <p>/ʃ/ push<u>e</u>d</p> <p>voiced sounds involve a strong vibration of the vocal chords clean, love, close, name, pull - feel the vibration of the vocal chords in your throat</p> <p>unvoiced sounds less vibration of the vocal chords watch, laugh, talk, kiss, ask - sounds are made closer to the mouth</p>	<p style="text-align: center; color: orange;">↘</p> <p>/t/ want<u>e</u>d</p> <p>/d/ end<u>e</u>d</p> <div style="text-align: right;">  </div> <div style="text-align: right; margin-top: 20px;">  </div>

<p>-ed /id/</p>	<p>-ed /d/</p>	<p>-ed /t/</p>

called	jumped	added	helped
clapped	asked	spilled	rested
acted	yelled	buzzed	planted

Application Problem

READ the problem. Read it over and over...then read it again.

DRAW a picture to help make sense of the problem.

WRITE a number sentence and a statement of the answer.

Thomas has a box of paper clips. He used 10 of them to measure the length of his big book. There are 20 paper clips still in the box. Use the arrow way to show how many paper clips were in the box at first.

Application Problem

READ the problem. Read it over and over...then read it again.

DRAW a picture to help make sense of the problem.

WRITE a number sentence and a statement of the answer.

Lee has 9 straws. He uses 4 straws to make a shape. How many straws does he have left to make other shapes?

Extension: What possible shapes could Lee have created? Draw the different shapes Lee might have made using 4 straws. Label any shapes whose name you know.

hexagon

closed shape with 6
straight sides

rectangle

closed shape with 4
straight sides and 4
square corners

square

closed shape with 4
straight sides of the
same length and 4 square
corners

triangle

closed shape with 3
straight sides

rhombus

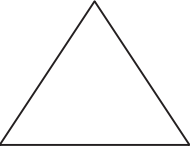
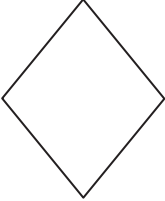
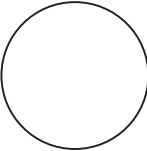
closed shape with 4
straight sides of the
same length

shape description cards

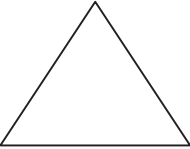
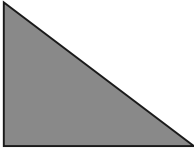

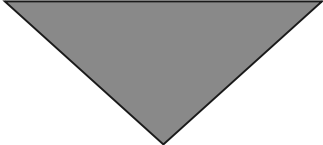
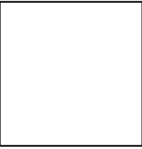

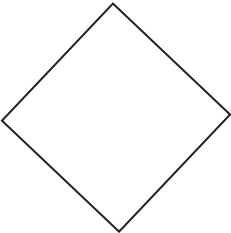

Name _____

Date _____

1. How many corners and straight sides does each of the shapes below have?

<p>a.</p>  <p>_____ corners _____ straight sides</p>	<p>b.</p>  <p>_____ corners _____ straight sides</p>	<p>c.</p>  <p>_____ corners _____ straight sides</p>
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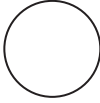
2. Look at the sides and corners of the shapes in each row.

<p>a. Cross off the shape that does not have the same number of sides and corners.</p>			
			
<p>b. Cross off the shape that does not have the same kind of corners as the other shapes.</p>			
			

Name _____

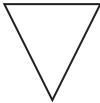
Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.


1. 
____ corners
____ straight sides

triangle


circle

2. 
____ corners
____ straight sides

rectangle

3. 
____ corners
____ straight sides

hexagon

4. 
____ corners
____ straight sides

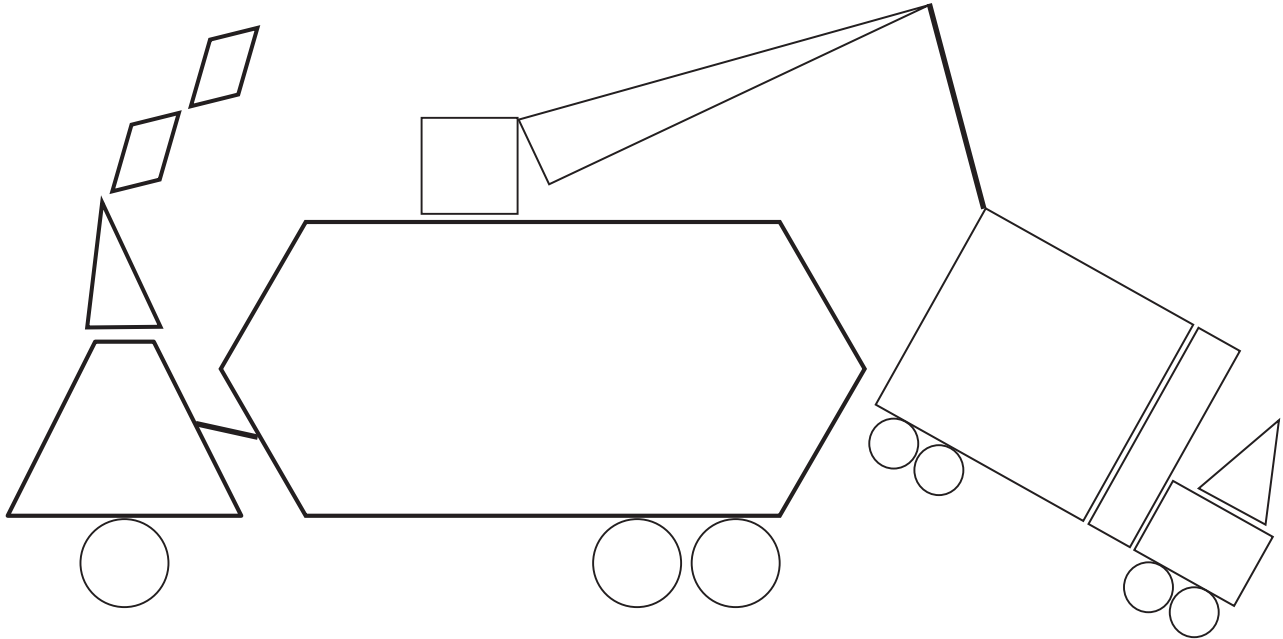
square

rhombus

Name _____

Date _____

1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.



a. RED—4-sided shapes: _____

b. GREEN—3-sided shapes: _____

c. YELLOW—5-sided shapes: _____




d. BLACK—6-sided shapes: _____

e. BLUE—shapes with no corners: _____

Name _____

Date _____

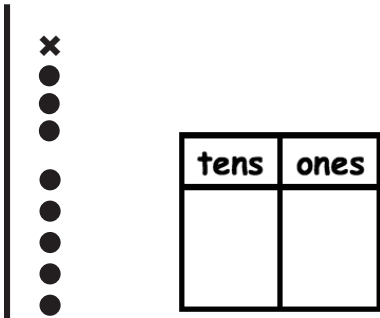
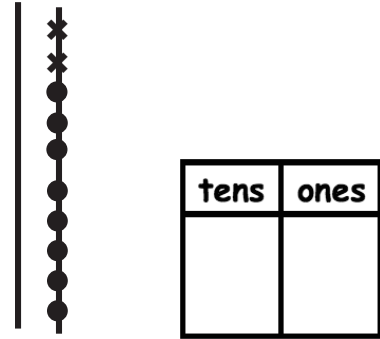
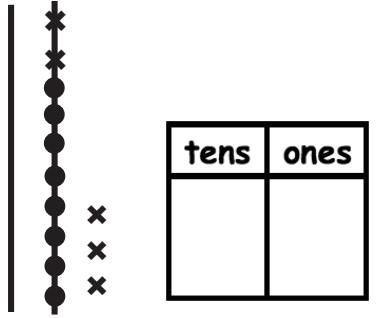
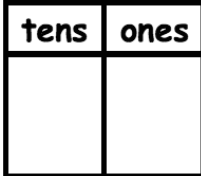


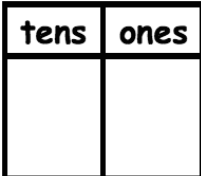
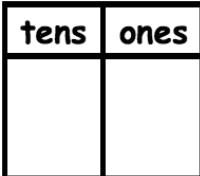
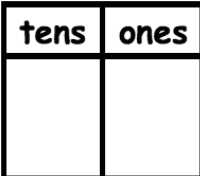
Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

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<p>7.</p> $16 + 4 = \underline{\quad}$ <table border="1" data-bbox="358 1688 560 1864"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	tens	ones			<p>8.</p> $16 + 6 = \underline{\quad}$ <table border="1" data-bbox="799 1688 1000 1864"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	tens	ones			<p>9.</p> $26 + 6 = \underline{\quad}$ <table border="1" data-bbox="1224 1688 1425 1864"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	tens	ones		
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Name _____

Date _____

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

<p>1.</p> $18 + 1 = \underline{\quad}$ 	<p>2.</p> $18 + 2 = \underline{\quad}$ 	<p>3.</p> $18 + 5 = \underline{\quad}$ 
<p>4.</p> $29 + 1 = \underline{\quad}$ 	<p>5.</p> $29 + 3 = \underline{\quad}$ 	<p>6.</p> $29 + 6 = \underline{\quad}$ 
<p>7.</p> $16 + 4 = \underline{\quad}$ 	<p>8.</p> $16 + 6 = \underline{\quad}$ 	<p>9.</p> $26 + 6 = \underline{\quad}$ 

Name _____

Date _____

My Addition Practice

1. $6 + 0 = \underline{\quad}$

11. $7 + 1 = \underline{\quad}$

21. $5 + 3 = \underline{\quad}$

2. $0 + 6 = \underline{\quad}$

12. $\underline{\quad} = 1 + 7$

22. $\underline{\quad} = 5 + 4$

3. $5 + 1 = \underline{\quad}$

13. $3 + 3 = \underline{\quad}$

23. $6 + 4 = \underline{\quad}$

4. $1 + 5 = \underline{\quad}$

14. $3 + 4 = \underline{\quad}$

24. $4 + 6 = \underline{\quad}$

5. $6 + 1 = \underline{\quad}$

15. $\underline{\quad} = 3 + 5$

25. $\underline{\quad} = 4 + 4$

6. $1 + 6 = \underline{\quad}$

16. $6 + 3 = \underline{\quad}$

26. $3 + 4 = \underline{\quad}$

7. $6 + 2 = \underline{\quad}$

17. $7 + 3 = \underline{\quad}$

27. $5 + 5 = \underline{\quad}$

8. $5 + 2 = \underline{\quad}$

18. $\underline{\quad} = 7 + 2$

28. $\underline{\quad} = 4 + 5$

9. $2 + 5 = \underline{\quad}$

19. $2 + 7 = \underline{\quad}$

29. $3 + 7 = \underline{\quad}$

10. $2 + 4 = \underline{\quad}$

20. $2 + 8 = \underline{\quad}$

30. $\underline{\quad} = 3 + 6$

Today, I finished _____ problems.

Name _____

Date _____

My Subtraction Practice

1. $6 - 0 = \underline{\quad}$

11. $6 - 3 = \underline{\quad}$

21. $8 - 4 = \underline{\quad}$

2. $6 - 1 = \underline{\quad}$

12. $7 - 3 = \underline{\quad}$

22. $8 - 3 = \underline{\quad}$

3. $7 - 1 = \underline{\quad}$

13. $9 - 3 = \underline{\quad}$

23. $8 - 5 = \underline{\quad}$

4. $8 - 1 = \underline{\quad}$

14. $10 - 8 = \underline{\quad}$

24. $9 - 5 = \underline{\quad}$

5. $6 - 2 = \underline{\quad}$

15. $10 - 6 = \underline{\quad}$

25. $9 - 4 = \underline{\quad}$

6. $7 - 2 = \underline{\quad}$

16. $10 - 4 = \underline{\quad}$

26. $7 - 3 = \underline{\quad}$

7. $9 - 2 = \underline{\quad}$

17. $10 - 5 = \underline{\quad}$

27. $10 - 7 = \underline{\quad}$

8. $10 - 10 = \underline{\quad}$

18. $7 - 6 = \underline{\quad}$

28. $9 - 7 = \underline{\quad}$

9. $10 - 9 = \underline{\quad}$

19. $7 - 5 = \underline{\quad}$

29. $9 - 6 = \underline{\quad}$

10. $10 - 7 = \underline{\quad}$

20. $6 - 4 = \underline{\quad}$

30. $8 - 6 = \underline{\quad}$

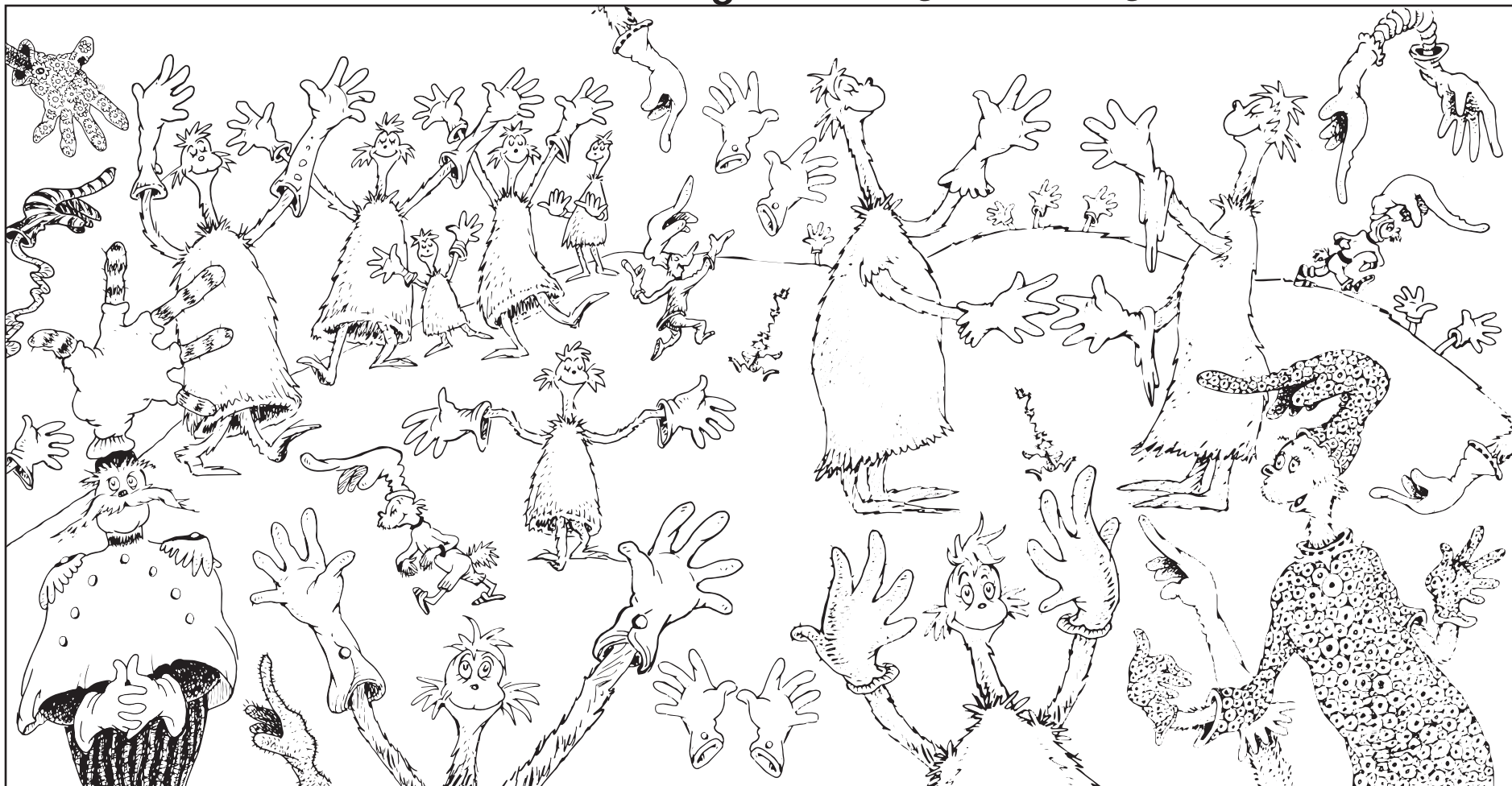
Today, I finished _____ problems.

I solved _____ problems correctly.



Dr. Seuss™

All of Who-ville is counting. How many hands do you see?



TM & © Dr. Seuss

Make sure to count everyone living in your home in the 2020 Census!

www.seussville.com

Go to www.2020census.gov to learn more.

How does light travel and change direction?

What would happen if we shine a beam of light onto the shiny surface of a mirror?

Materials:

1 hand mirror

1 flashlight

Procedure:



Use the mirror to redirect the light beam onto the ceiling without pointing the flashlight toward the ceiling.

How did you redirect the light beam? Does the light seem to bend or go in a straight line?

What happens when we redirect sunlight with a mirror outdoors?

Draw a picture of your investigation on the next page. Write a sentence about what you learned about how light can change direction.

Vocabulary:

Mirror: a shiny surface that reflects light

Redirect: to change the direction. Mirrors can redirect light beams

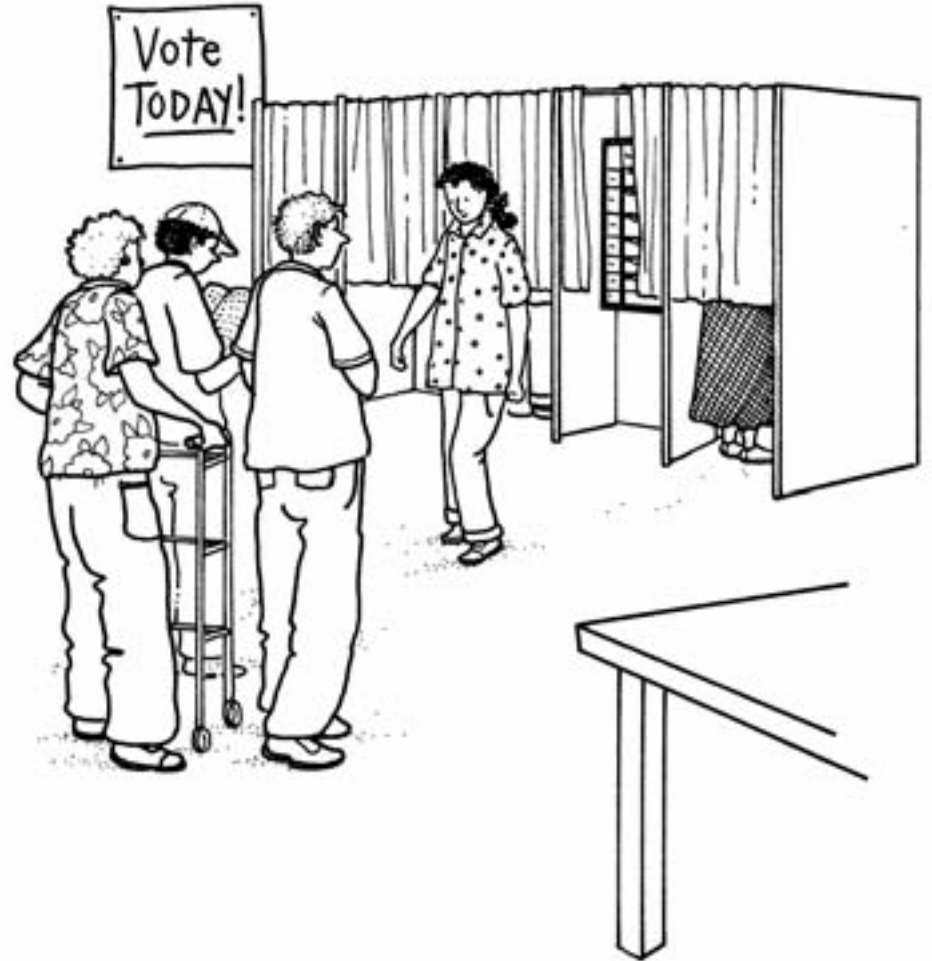
Reflect: to bounce off an object

What else do you know about voting?
Draw a picture and write about it.

Our Country Write & Read Books © Catherine M. Tambllyn, Scholastic Teaching Resources, Page 1



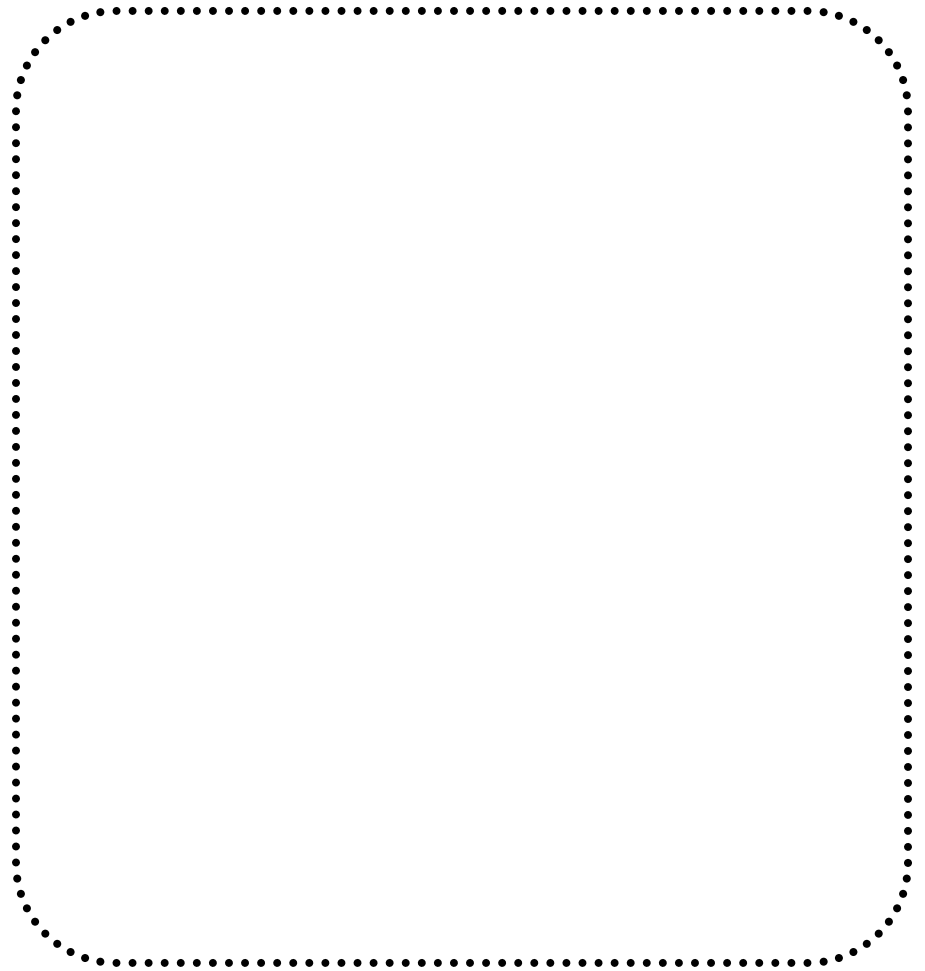
We Are Voters



by _____



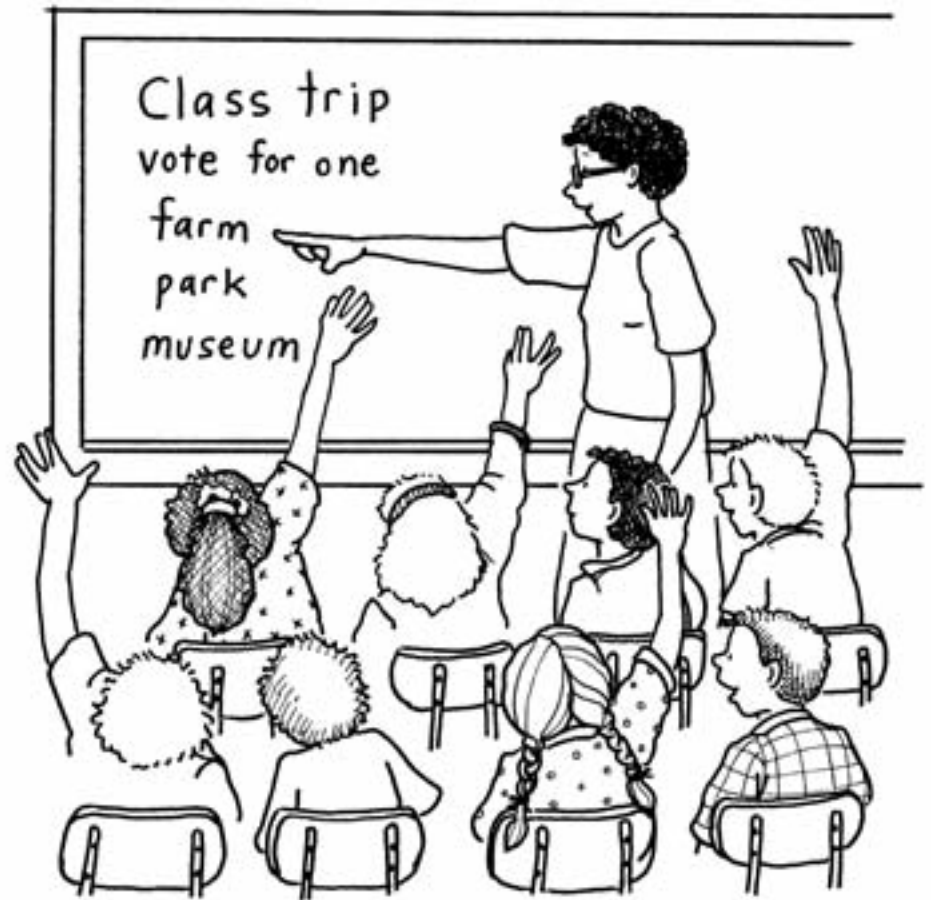
We are voters when we vote!
A fair way to agree about choices is
to _____.



Sometimes students vote in school.
Students can vote about _____
_____.



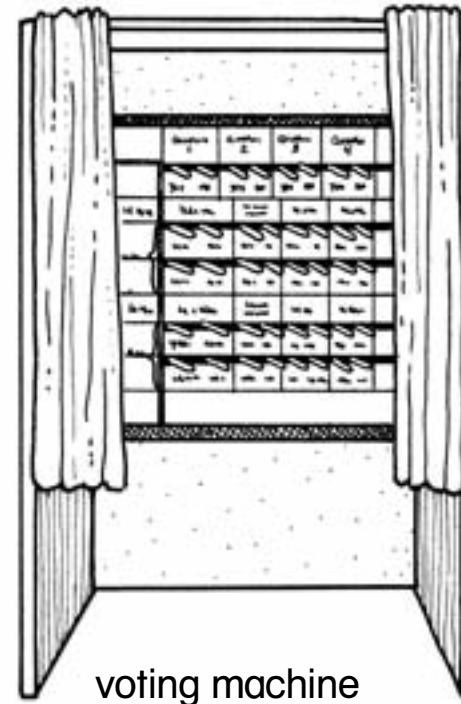
One way to vote is to _____
our choices on paper.
We count the votes.
The choice with the most votes wins.



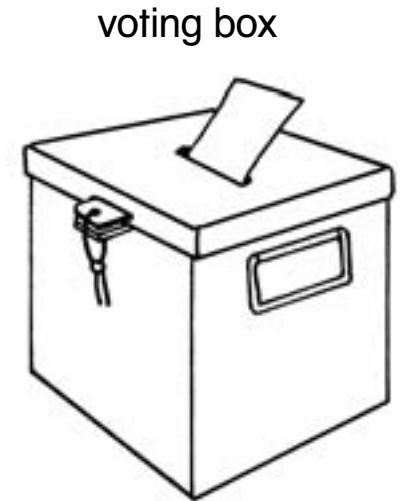
Another way to vote is to raise
our _____.
We count the votes.
The choice with the most votes wins.



Adults vote for leaders on Election Day.
Election Day is on the first Tuesday in _____.



voting machine



voting box

On Election Day, many voters use a voting machine.
Others use a voting box.

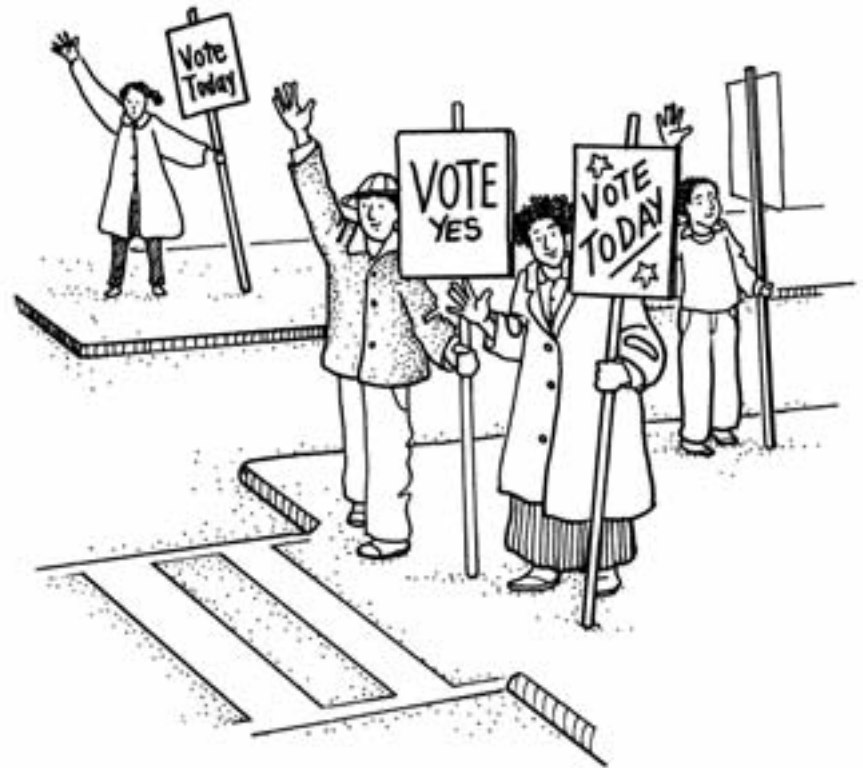
I would like to use a _____.

Vote for MAYOR,
a leader of a
_____.

Vote for GOVERNOR,
a leader of a
_____.

Vote for PRESIDENT,
a leader of our
_____.

On Election Day, voters choose leaders of the government. These leaders help run communities, states, and the country.



The people with the most
_____ are elected.

They work in their new job for a certain amount of time. Someday voters will choose new leaders for these jobs.

Getting Started With This Write & Read Book

This book is designed for flexible use. Below are suggested guidelines for using the book in the classroom. Feel free to adapt any ideas to better meet the needs of your students.

Introducing the Book

Prior to having children create their books, it is helpful to introduce the social studies concepts to children, build background knowledge on the topics, and preteach any vocabulary words they will encounter in the text. It is a good idea to create a sample book in advance and read it aloud to children, pointing out the text and illustrations that you added to the book. This process will help children feel more confident when they create their own books.

Making the Book

The amount of guidance required as children work on their books will depend on their individual needs. If children need more support, create the books as a small-group or whole-class activity, having children complete a few pages at a time. You might work together to brainstorm possible responses for each page and record these on chart paper. Children can refer to the chart as they are writing. If students need additional support, you might have them dictate the text and then write it in dotted-line letters for them to trace.

Sharing the Book

Once children have finished the book, encourage them to read their books to themselves and provide opportunities for them to share their work with others. You might have children share their books with partners, with small groups, or with the whole class. To give everyone a chance to share, ask children to choose a page from their book to read to the whole class. Invite students to discuss their illustrations as well. Encourage students to ask questions and provide positive

feedback about one another's work. Be sure to send the book home for children to share with their families.

Assembling the Book

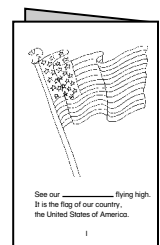
Provide children with copies of the reproducible book pages and demonstrate the steps below. Or you might assemble the books in advance.

1. Print the book pages. Make single-sided copies on standard 8½-inch by 11-inch paper.

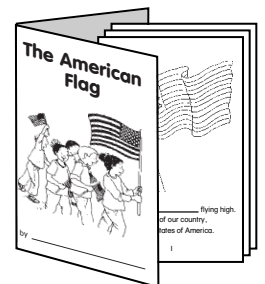
2. Fold the front cover/back cover in half along the dotted line, keeping the fold to the left side.



3. Fold each interior page in half, keeping the fold to the right side.

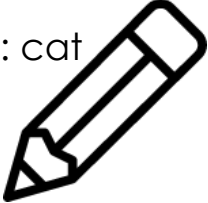



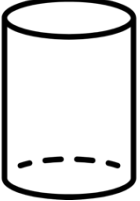






4. Place the interior pages inside the cover and staple three times along the spine.



ESL at Home K-2 Weeks 11-12

Use notebook paper to complete these activities. Do one each day!

<p>Monday</p> <p>Use the following letters to create as many words as you can:</p> <p>a, c, d, e, g, l, o, n, r, s, t</p> <p>Example: cat</p> 	<p>Tuesday</p> <p>Do 10 of each exercise to get to 50.</p>  <p>10 jumping jacks 10 high knees 10 toe touches 10 windmill arms 10 frog hops</p>	<p>Wednesday</p> <p>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</p> 	<p>Thursday</p> <p>Go outside and look around. List 6 living things and 6 nonliving things.</p> 	<p>Friday</p> <p>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</p> 
<p>Monday</p> <p>Build a house using only household items:</p> <p>2 sheets of paper 2 band aids 2 paper clips 2 sticks of gum</p> 	<p>Tuesday</p> <p>Have a word race! Pick a letter with a family member and see who can list the most words that begin with that letter in 2 minutes.</p> 	<p>Wednesday</p> <p>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</p> 	<p>Thursday</p> <p>Make a math word problem about fruit. Use addition or subtraction. Write it down and have a family member solve it. Let them know if their answer is correct.</p> 	<p>Friday</p> <p>Learn your phone number and address. Practice and tell your parent/guardian what it is.</p> 