



At Home Learning Resources

Grade 1 - Week 5

LOWELL PUBLIC SCHOOLS

Grab and Go Meals

*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

Read the poems. Practice reading them out loud to your family. Think about what the poems mean. Then write your own poems or songs. Perform them for your family or record them for your teacher. Earth Day is soon. Write an Earth Day poem.

It's Fun To Leave The Spaces Out

Kenn Nesbitt

It's fun to leave the spaces out
of everything you write.
To pack your words together
is an absolute delight.

At first it may seem hard to do,
but, after just a while,
you'll find you like composing
in this clean and compact style.

And everyone who sees your words
will marvel at your skill.
They'll tell you that to read your work
is something of a thrill.

And you'll become so famous
for the clever way you write,
that you could outsell J.K. Rowling
almost overnight.

And soon you'll be a millionaire;
of this, there's little doubt,
when every other book around
looks t o t a l l y s p a c e d o u t.

Look in a Book

Ivy O. Eastwick

Look
in a book
and you will see
words
and magic
and mystery.

Look
in a book
and you will find
sense

and nonsense
of every kind.

Look
in a book
and you will know
all
the things
that can help you grow.



You Can Use It

Judy Lalli

You can use it,
Reuse it,
Recycle it,
 and then
You can use it,
Resuse it, and
Recycle it again.

Or...

You can use it,
Abuse it,
Throw it on
 the ground,
Till all you see
 is trash
When you look
 around.

Or...

You can use it,
Reuse it,
Recycle it,
 and then
You can use it,
Reuse it, and
Recycle it again.

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Earth Day

Jane Yolen

I am the Earth
And the Earth is me.
Each blade of grass,
Each honey tree,
Each bit of mud,
And stick and stone
Is blood and muscle,
Skin and bone.
And just as I
Need every bit
Of me to make
My body fit,
So Earth needs
Grass and stone and tree
And things that grow here
Naturally.
That's why we
Celebrate this day.
That's why across
The world we say:
As long as life,
As dear, as free,
I am the Earth
And the Earth is me.



The Care of the Earth

words and music by Dave Kinnoin

©1998 Song Wizard Music (ASCAP)

We recycle. We have fun
Learning to harness the rays of the sun.
It feels good just to say,
“Look what we did for our planet today!”
Hip, hip, hooray!

chorus:

No job is too big, no action too small,
For the care of the Earth is the task of us all.
It’s everyone’s turn to answer the call,
For the care of the Earth is the task of us all.

We plant flowers, watch them bloom.
We turn the lights off when we leave the room.
It’s a game we all play:
Look what we did for our planet today!
Hip, hip, hooray!

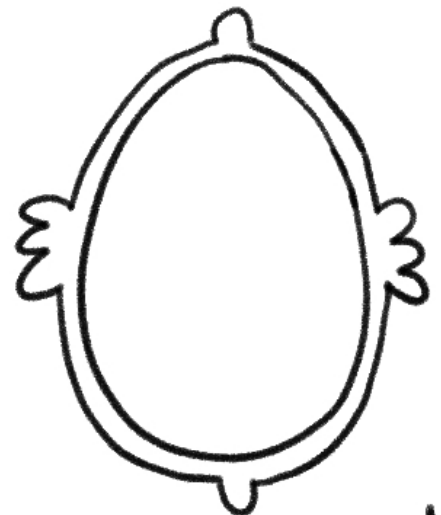
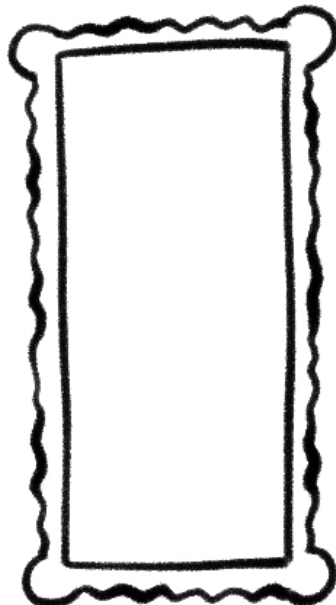
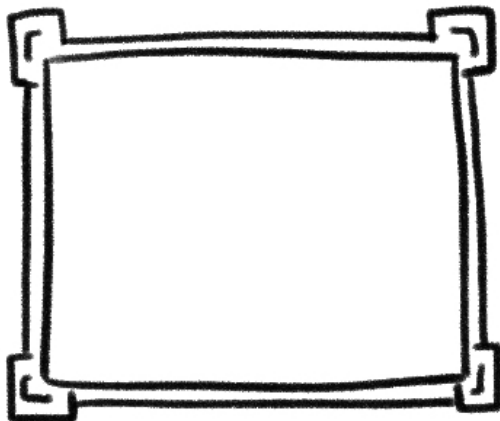
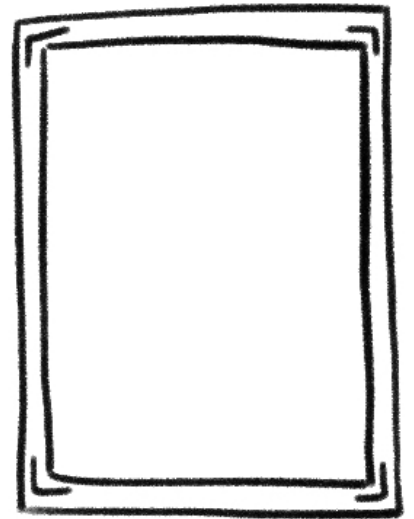
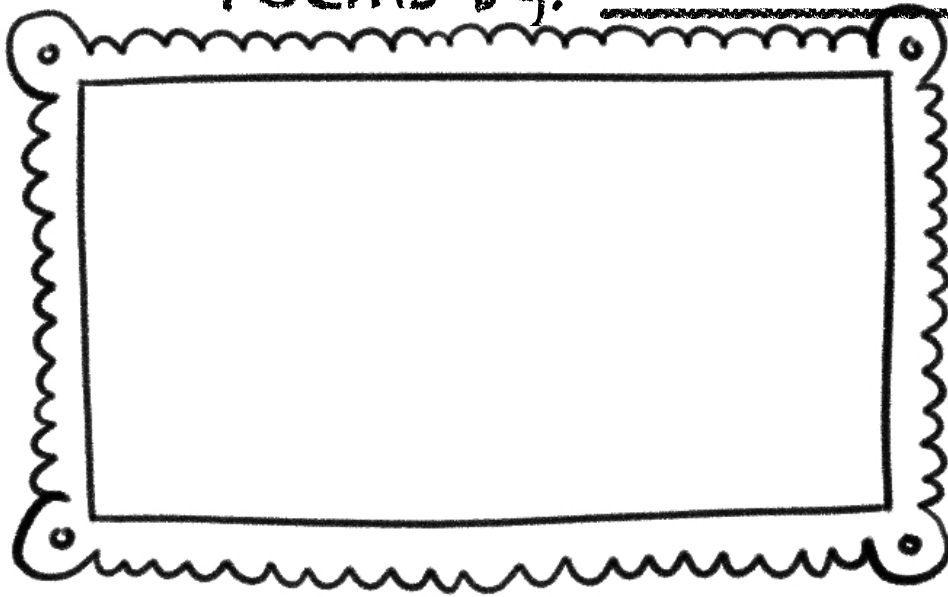
We remember plants and creatures live here, too.
We respect them—we protect them
In everything we do.



FILL these FRAMES
With YOUR OWN Poem
MASTERPIECES

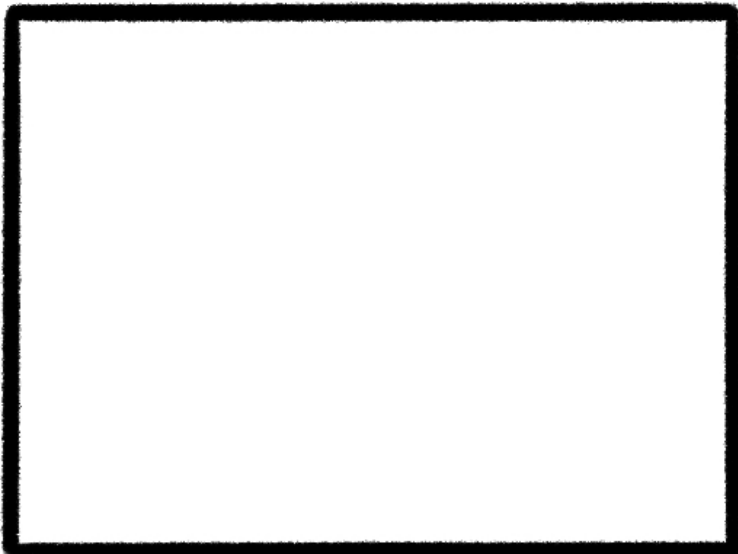
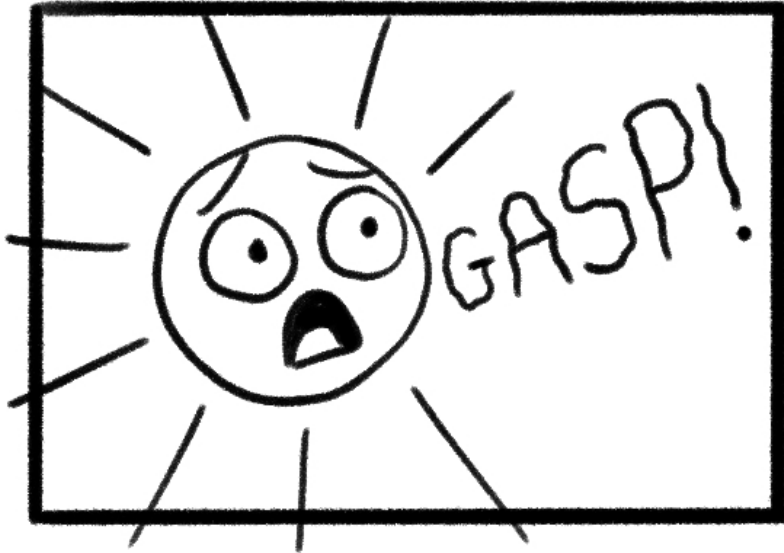
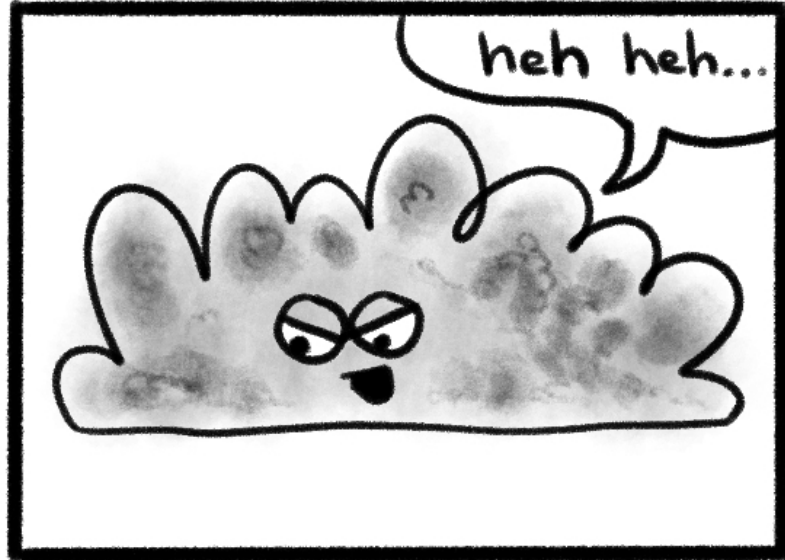
(DON'T FORGET TO TITLE THEM!)

Poems by: _____



JARRETT!!

FINISH THIS COMIC!



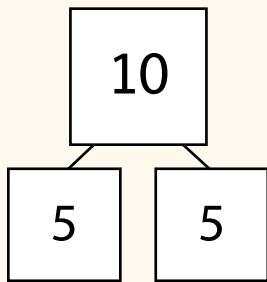
Earth Day is soon. See if you can make this jarrettlerner.com comic for Earth Day!

JARRETT!! 

Refine Number Partners for 10

Complete the Example. Then solve problems 1–5.

Example Write two equations.

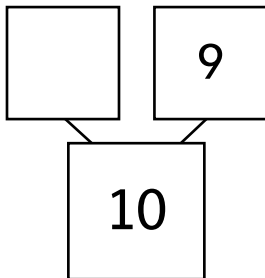


$$10 = \underline{5} + \underline{5}$$

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

Apply It

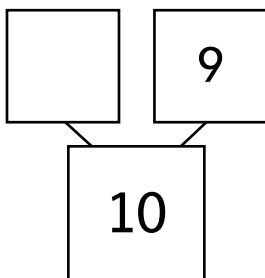
- 1 Complete the number bond. Write two addition equations.



$$10 = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = 10$$

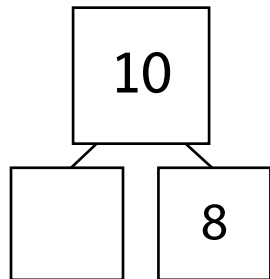
- 2 Complete the number bond.
Write two subtraction equations.



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

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

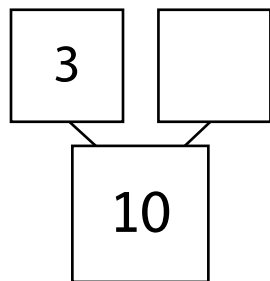
- 3 Complete the number bond.



$$10 = \underline{\quad} + \underline{\quad}$$

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

- 4 Complete the number bond.



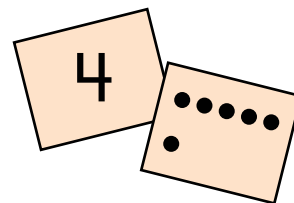
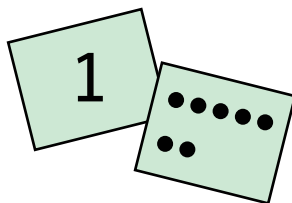
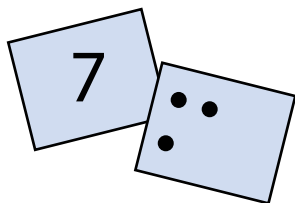
$$10 - \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

- 5 Draw an X on the pair of cards that does NOT show a way to make 10.

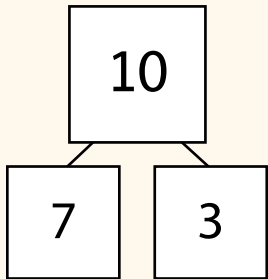


Practice Number Partners for 10

Look at the Example. Then solve problems 1–5.



Example Write four equations.



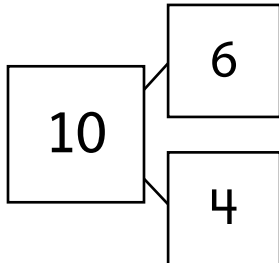
$$7 + 3 = 10$$

$$3 + 7 = 10$$

$$10 - 7 = 3$$

$$10 - 3 = 7$$

1 Write two addition equations.

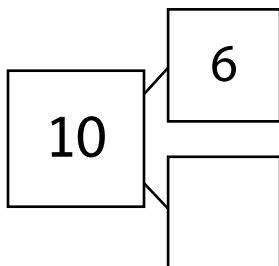


$$10 = \underline{\quad} + \underline{\quad}$$

$$10 = \underline{\quad} + \underline{\quad}$$

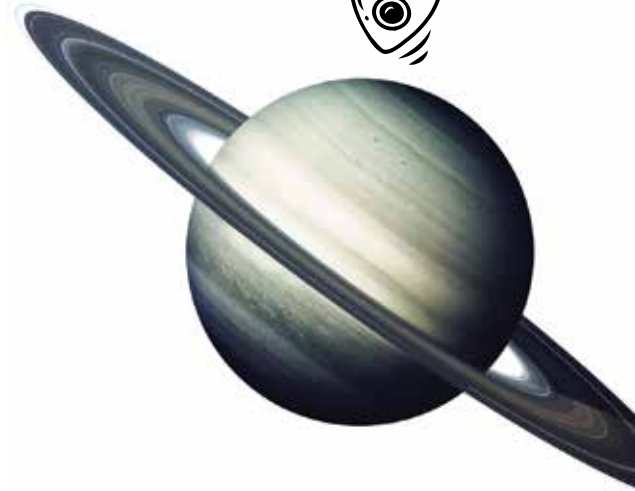
2 Complete the number bond.

Write two subtraction equations.

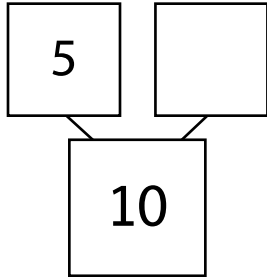


$$10 - \underline{\quad} = 6$$

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



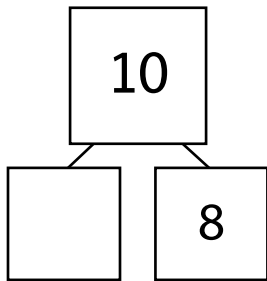
- 3 Complete the number bond.
Write two equations.



$$\underline{\quad} + \underline{\quad} = 10$$

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

- 4 Complete the number bond.
Write four equations.



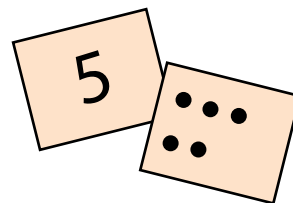
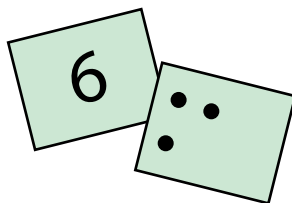
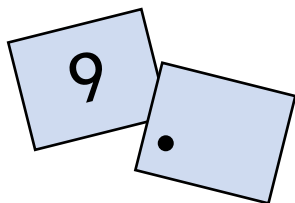
$$10 = \underline{\quad} + \underline{\quad}$$

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

$$\underline{\quad} + \underline{\quad} = 10$$

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

- 5 Draw an X on the pair of cards that does NOT show a way to make 10.

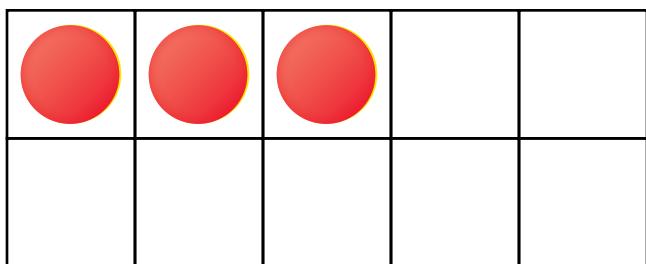


Refine Number Partners for 10

Apply It

Solve problems 1–6.

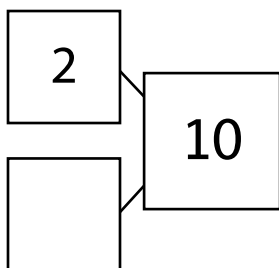
- 1 Draw counters to show 10. Write two equations.



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

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

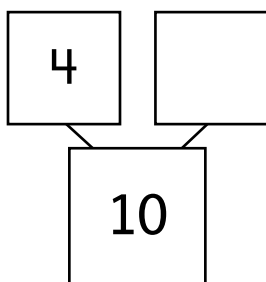
- 2 Complete the number bond. Write two equations.



$$10 = \underline{\quad} + \underline{\quad}$$

$$10 = \underline{\quad} + \underline{\quad}$$

- 3 Complete the number bond. Write four equations.

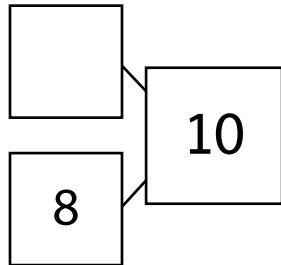


$$\underline{\quad} + \underline{\quad} = 10 \quad 10 - \underline{\quad} = \underline{\quad}$$

$$10 = \underline{\quad} + \underline{\quad} \quad 10 - \underline{\quad} = \underline{\quad}$$

4 Complete the number bond.

Write two equations.

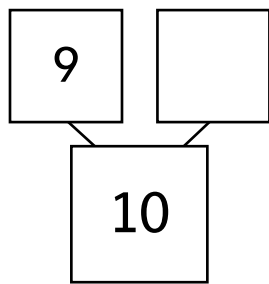


$8 + \underline{\quad} = 10$

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

5 Complete the number bond.

Write four equations.



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

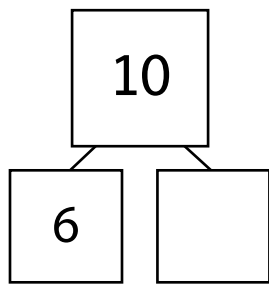
$10 - \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = 10$

$\underline{\quad} + \underline{\quad} = 10$

6 Complete the number bond.

Write four equations.



$\underline{\quad} + \underline{\quad} = 10$

$\underline{\quad} + \underline{\quad} = 10$

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

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

Refine Using Strategies for Addition and Subtraction Facts

Complete the Example. Then solve problems 1–4.

Example Fill in the blanks.

$4 + \underline{3}$ 7	$\underline{4} + 4$ 8	$4 + 5$ <u>9</u>	$\underline{4} + \underline{6}$ 10
$\underline{\quad} + 3$ 8	$5 + \underline{\quad}$ 9	$\underline{\quad} + \underline{\quad}$ 10	

Apply It

Fill in the blanks.

1

$\underline{\quad} + 1$ 8	$7 + \underline{\quad}$ 9	$\underline{\quad} + \underline{\quad}$ 10
$8 + \underline{\quad}$ 9	$\underline{\quad} + 2$ 10	

2

$2 + \underline{\quad}$ 6	$\underline{\quad} + 5$ 7	$2 + 6$ <u> </u>	$\underline{\quad} + 7$ <u> </u>	$2 + \underline{\quad}$ 10
$\underline{\quad} + 4$ 7	$3 + \underline{\quad}$ 8	$\underline{\quad} + \underline{\quad}$ 9	$3 + \underline{\quad}$ <u> </u>	

3 Fill in the blanks.

Then complete the subtraction equations.

$4 + \underline{\quad}$ 9

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

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

$4 + 6$ $\underline{\quad}$

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

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

4 Fill in the blanks.

$6 + 1$ 7	$6 + 2$ $\underline{\quad}$	$6 + 3$ 9	$6 + 4$ $\underline{\quad}$
$7 + 1$ $\underline{\quad}$	$7 + 2$ 9	$7 + 3$ $\underline{\quad}$	
$8 + 1$ 9	$8 + 2$ $\underline{\quad}$		
$9 + 1$ $\underline{\quad}$			

Practice Using Strategies to Add and Subtract

Look at the Example. Then solve problems 1–5.



Example

$1 + 6$ 7	$1 + 7$ 8	$1 + 8$ 9	$1 + 9$ 10
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1 Fill in the blanks.

$5 + \underline{\quad}$ 6	$\underline{\quad} + \underline{\quad}$ 7	$\underline{\quad} + 3$ 8	$5 + \underline{\quad}$ 9
$\underline{\quad} + 1$ 7	$6 + \underline{\quad}$ 8	$\underline{\quad} + \underline{\quad}$ 9	$\underline{\quad} + 4$ 10

2 Fill in the blanks.

$\underline{\quad} + 3$ 6	$3 + \underline{\quad}$ 7	$3 + \underline{\quad}$ 8	$\underline{\quad} + 6$ 9
$4 + \underline{\quad}$ 7	$\underline{\quad} + 4$ $\underline{\quad}$	$\underline{\quad} + 5$ 9	$4 + 6$ $\underline{\quad}$

3 Fill in the blanks.

Then complete the subtraction equations.

$7 + \underline{\quad}$
9

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

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

$8 + 2$
$\underline{\quad}$

$\underline{\quad} - 2 = 8$

$\underline{\quad} - 8 = 2$



4 Fill in the blanks.

$4 + \underline{\quad}$	$4 + \underline{\quad}$	$\underline{\quad} + 4$	$\underline{\quad} + 5$
6	$\underline{\quad}$	8	$\underline{\quad}$
$\underline{\quad} + 2$	$5 + \underline{\quad}$	$5 + \underline{\quad}$	$\underline{\quad} + 5$
$\underline{\quad}$	8	$\underline{\quad}$	10

5 Use the facts in problem 4. Complete the subtraction facts.

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

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

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

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

FIRST GRADE - SCIENCE

HOW DOES AIR MAKE THINGS MOVE?

From NSTA Daily Do, April 6, 2020

Introduction

Today's task is geared toward younger children and their families (older siblings are encouraged to participate!) and uses wind moving objects around as the phenomenon to motivate science learning. Using familiar objects, students conduct investigations (science and engineering practice) and use the thinking tools of patterns and cause-and-effect (crosscutting concepts) to make sense of the science ideas pushes can be big or small and can cause changes in motion.

Leaves Blowing in the Wind

https://www.youtube.com/watch?v=cw18VjRL1N0&feature=emb_logo

Experience the Phenomenon

Young children have experience with wind moving objects, but may never had a chance to notice and wonder. Consider sharing this video of wind moving leaves with your students so they have a common experience with the phenomenon (they can share and build on each other's ideas). Ask students to make and record observations (an older sibling or adult may need to help) – you may need to play the video more than once. Encourage students to ask questions about what they've observed in the video or a related phenomenon (personal experiences similar to what they observed in the video) and make sure to record them.

Say to students, "It seems like we're all noticing big and little leaves are moving, but sometimes the big leaves stop moving. Do you think we should investigate why that is happening next?"

Materials

- straw (short or cut in half)
- feather
- cotton ball
- small river rock or similar item
- dried beans (small and large, such as kidney and lima bean)



Getting Started with the Task

Set objects on the table. Tell students to each pick up a straw.

Ask your students to blow with the straw on the back of their hands, then ask them to describe what they feel. You might ask: *What is pushing on your hand? (What did you blow through the straw?)*

Investigation 1

Ask: *What do you think will happen when you use the straw to blow on the different objects on the table?" Why do you think so?*

Let your students explore blowing on the objects for a little while. Then ask your students to select **one** of the objects and ask: *What do you think will happen if you blow softly on this [object]? If you blow harder?* Let them try and make observations. Some questions you might ask your students include,

- How do you make the objects start moving?
- How does the object move (roll, slide, or hop) when you blow on it through the straw?
- What do you notice that is *similar* between the object's movement with a hard blow through the straw and a soft blow? What do you notice that is *different*?
- Can you make the object move the same distance each time? How did you do it?

Tell students: *Now try blowing on all of the object with hard blows through the straw and soft blows.* Let them try and make observations.

Help students make sense of their exploration:

- *What patterns did you observe?* (objects move farther when you blow harder than softer, objects move faster when you blow harder than softer, blowing on objects make them start moving, all the objects stopped moving, etc.)
- Help students use the patterns they observed to make cause and effect connections using "*When... then*" statements. (For example: When I blew harder on the cotton ball, then it moved farther.)

Investigation 2

Ask students: *How could we make a fair test to find out how far the same size blow through the straw (push) moves each object?* For a fair test, your students could line up the objects on the table and blow with the same size push (blow through the straw) on each object, noting how far each object moves.

Depending on the age and prior experience of your students, they may use different ways to measure how far each object moved. For example, students

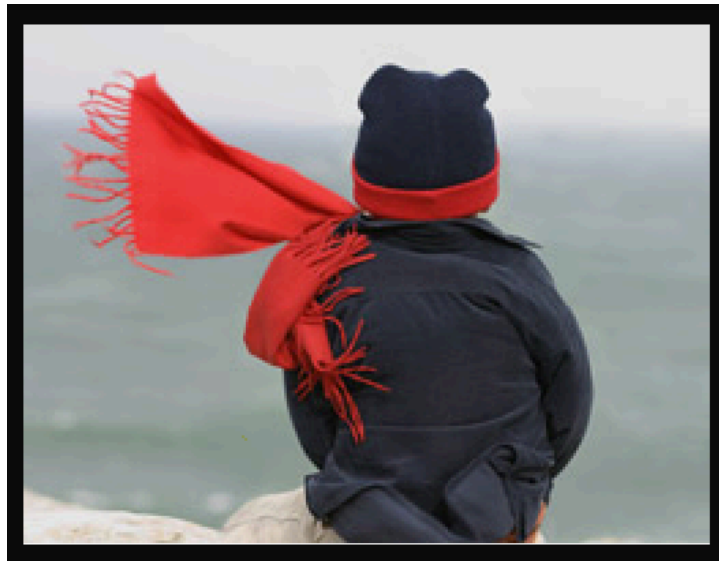
might just use general comparisons, such as farther, less far, etc. Your students might use non-standard measurements, such as their hands or other objects. Students might also use a ruler (as appropriate).

Help students recognize patterns in their data. You might ask:

- *Which objects moved the farthest? What did these objects have in common?* (objects that roll or had wheels moved farther than objects that slide across the table, lighter objects moved the farthest, etc.)
- *Which objects didn't move very far? What did these objects have in common?* (heavy objects didn't move as far as light objects).

Consider asking these questions to help connect the investigations back to the phenomenon.

- *How is blowing through the straw like the wind blowing outside?* (air can move things, sometimes the wind blows softly and sometimes it blows hard)
- *What does the wind pushing on you feel like?*
- *Does air move things/objects when it is not windy at all? Why do you say so?*
- *Which questions are we able to answer?*
- *How might we investigate the questions we have left?* See collection of resources (below) for investigation ideas.



Lives All Around Us

Characters

Children 1-6

Groups 1-6



Child 1: It's almost Earth Day!

Child 2: What on earth is Earth Day?

Child 3: Is it a time to be glad we don't live on Mars?

Child 1: No, silly.

It's a time to think about protecting the plants and animals that share our planet.

Child 6: Earth Day is a great time to do something good for the planet.

Child 5: Haven't we always done things that are good for the planet?

Child 1: No, I'm afraid not.

Have you ever heard of Rachel Carson?

Child 5: Who is she?

Child 1: She wrote about taking care of our planet.



Child 2: I've heard of her. As a child, she loved the plants and animals where she lived.

Child 6: She grew up to become a scientist.

Child 2: She saw that people wanted to get rid of bugs. They used spray on crops to kill insects.

Child 3: Did the spray work?

Child 1: It did. But it also made birds and fish sick. Many of them died.

Child 6: People also ate the crops that had been sprayed.

Child 4: Yuck! I've never eaten a crop.

Child 2: Of course you have!
Crops are things like apples and beans and corn and strawberries.

Child 4: Oh, then I really like crops.

Child 6: Well, Rachel and other scientists thought the crop sprays could make people sick, too.

Child 2: She spread the word.
Some people believed her. Some did not.

Child 6: But people became more careful with bug sprays.

Child 3: So Earth Day is a time to remember there are lives all around us.

- Child 5:** What we do to the earth affects plants and animals.
- Child 4:** And what we do to the earth affects us, too.
We should get others to think about protecting the earth!
- Child 6:** Well, Rachel loved poetry as much as she loved nature.
- Child 3:** We could share a poem to give others things to think about!
- Child 1:** Here come some people! Get ready.
- Group 1:** Stroll beneath the tall, straight pines.
The wind whispers, and they sway.
- Group 2:** Wade into a silver stream.
A leaf floats along its way.
- Group 3:** Roam beside the ocean dunes.
Birds are feeding in the tide.
- Group 4:** Hike across a golden field.
Rabbits dart across to hide.
- Group 5:** See the wonders Rachel saw.
Think about them, if you would.
- Group 6:** Let's be more mindful everyday
like Miss Carson said we should.

The End

Name: _____ Date: _____

Nature Notes

Rachel Carson studied nature. Take a walk outdoors. Choose a natural object to study. Then complete this page.

I'm Studying

(name of object)

Location

Date

Weather

Draw the object.

I **see** that . . .

1
Observation


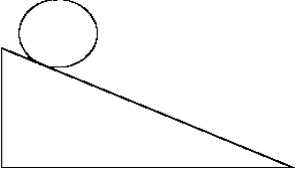

I **think** that . . .

2
Observation

I **wonder** if . . . _____

ESL at Home Gr. K-2 Weeks 5-6








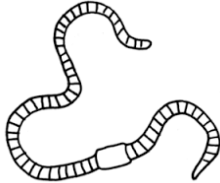





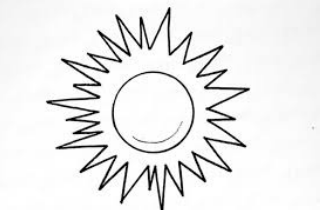
Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.</p>	<p>Look at the food in your home. Create a silly pretend menu for lunch. Example: Cheez-it and syrup sandwich with tuna fish juice.</p>	<p>Can you unscramble these animal names?</p> <p>caro rwmo cnaotu rumle</p>	<p>Write or draw a list of your family's favorite foods.</p> 	<p>Create your own superhero. Draw and label a costume and superpowers.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Use boxes or books to create a ramp. Find five things to roll down the ramp.</p> 	<p>What is in your neighborhood? Draw and label a map of the homes and streets around you.</p>	<p>Take a walk in your neighborhood. Count the number of doors and windows you see.</p>	<p>Tally the shoes in your house. Who has the most? Who has the least?</p> 	<p>Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it!</p>

Name: _____

Celebrate Earth Day (April 22): Nature Walk

Directions: Check off the items you find on your walk.

<input type="checkbox"/> dirt 	<input type="checkbox"/> acorn 	<input type="checkbox"/> grass 
<input type="checkbox"/> leaf 	<input type="checkbox"/> flower 	<input type="checkbox"/> tree 
<input type="checkbox"/> bird 	<input type="checkbox"/> worm 	<input type="checkbox"/> ant 
<input type="checkbox"/> dog 	<input type="checkbox"/> butterfly 	<input type="checkbox"/> squirrel 
<input type="checkbox"/> bee 	<input type="checkbox"/> sun 	<input type="checkbox"/> cloud 