At Home Learning Resources

Grade 1 - Week 10

<table>
<thead>
<tr>
<th>Content</th>
<th>Time Suggestions</th>
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</thead>
<tbody>
<tr>
<td><strong>Literacy Instruction</strong></td>
<td>10-20 minutes daily</td>
</tr>
<tr>
<td>(Watch a mini lesson, and/or complete online learning)</td>
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<tr>
<td><strong>Reading</strong></td>
<td>At least 20 minutes daily</td>
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<tr>
<td>(Read books, watch books read aloud, listen to a book)</td>
<td>(Could be about science, social studies, etc)</td>
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<tr>
<td><strong>Writing or Word Work or Phonics/Vocabulary</strong></td>
<td>20-30 minutes daily</td>
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<tr>
<td><strong>Math</strong></td>
<td>30 minutes daily</td>
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<tr>
<td><strong>Science</strong></td>
<td>45 minutes per week</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>30 minutes per week</td>
</tr>
<tr>
<td><strong>Arts, Physical Education, or Social Emotional Learning</strong></td>
<td>30 minutes daily</td>
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These are some time recommendations for each subject. We know everyone’s schedule is different, so do what you can. These times do not need to be in a row/in order, but can be spread throughout the day.
Grade 1 ELA Week 10

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 begins a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on ccvce words 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 be working on narrative stories for the next few 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 CCVCE words (Consonant, consonant, vowel, consonant, silent-e) which are words like brake or shape.

- globe
- broke
- stole
- phone
- drove
When reading fiction texts, think about the following. Talk about books and write what you learned.

**Readers Meet Characters Along the Way!**

Learn about the character.

- **SAY?**
- **WHO?**
- **DO?**
- **LIKE + DISLIKE?**

Pay attention to OTHER characters, too!

Reread to learn MORE about the characters.

- **Bring the character to life!**

Notice when feelings change.

- **Then, change your voice.**

Think, “What did the character realize or learn?”
It was a hot August day. Joey and his sister Jenny played soccer in their front yard. Ruben and Rebecca joined them.

“Over here!” shouted Ruben.

Joey kicked the ball to Ruben. It rolled into the busy street, and Ruben started to chase it.

“Watch out, Ruben!” Joey shouted.

Just then, a car whizzed by. The car hit the soccer ball and popped it. “There are more cars on our street all the time!” said Ruben.
“It’s harder to cross the street to get to school, too,” said Jenny.

“Or to Mr. Lupois’ market,” said Rebecca.

“Last week, Mrs. Murphy’s dog Lucy got hit by a car. Lucy has a broken leg,” said Joey.

A few nights later, Joey and Jenny talked to their parents.

“We’ve been doing our research,” said Jenny. “We think there should be stop signs at the corner. That will slow traffic and make it safer to cross our street.”
“Stop signs are a great idea,” said Mom. “You’ve been counting cars before and after school?”

“Yes,” said Joey. “Also, Ruben has a camera. He’s been taking pictures of people trying to cross.”

“Good work!” said Dad. “The next step is a petition.”

Dad and Mom showed Jenny and Joey how to write a petition. The petition stated the reasons for adding stop signs. People could sign the petition if they agreed.

“You’ll need signatures from the majority of people in the neighborhood,” said Dad.
“What does majority mean?” asked Jenny.

“It means more than half of the people,” explained Dad.

Over the next week, Joey, Jenny, Ruben, and Rebecca talked to people in the neighborhood. Many people signed their petition, but some did not.

“The city council has a meeting next week,” Joey said to Mrs. Murphy. “My dad asked if our stop sign request could be put on the agenda.”

“We’ll bring our petition, photos, and the traffic counting we did, too,” said Rebecca.
Friends, family, and neighbors were at the city council meeting.

“I’m nervous,” whispered Ruben.

“Me, too,” Joey agreed.

When their names were called, Joey, Jenny, Ruben, and Rebecca stood at the microphone.

Joey talked about the need for the stop signs. Jenny and Rebecca showed their petition.

“These are the photos we took of people trying to cross the street,” said Ruben. “This is Lucy, a dog that was hit by a car.”
When they finished, neighbors took turns speaking. Everyone said stop signs were needed.

"Thank you for your hard work," said the city council president. "We’ll discuss this and vote in two weeks."

Joey, Jenny, Ruben, and Rebecca waited the long two weeks.

One day, there was a phone call.

"The city council voted YES!" said Jenny.
A few months later, workers put up the stop signs. There was a story and a photo in the newspaper about what the kids had accomplished.

“Our street sure is safer now,” said Joey.

“Woof!” Lucy agreed.
After reading the story, describe what kind of character _**(character’s name)**_ is, using key details in the story.
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.
Drew him kicking the ball to match the words.

Unfreeze people.
* Make them move
* Make them talk

Wrote what he said.

Spencer's Story

1. I played soccer with my brother in the backyard after school.

2. I was standing in the goal. I kicked the ball and scored.

3. I sketched: "I won the game." I smiled.
Tell small steps. Write exact actions that people do.

As the pea rests in my mouth, my eyes begin to water. Twist and curl up in my onesie.

...a veggie monster!

Read to Smash the chair! Ready to tip the table. Great fun! Super tough.
Gina’s Story

I climb up again even though my knees hurt me. I felt brave. I pass the monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try not to but my hand is still slippery. I was so scared and I close my eyes so that...

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...

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

...
**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.

**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 . ! ?
I played soccer with my brother in the backyard after school.
FIG. 12-2 Spencer’s story

I was standing
fit her the gal.
I kicked the ball and
skated.
FIG. 12-2 Spencer’s story

Name: ____________________________ Date: ____________

I skreemed
"I won the game."
I smiled.
I climb up again even though my knees hurt me. I felt brave. I passed a monkey bar 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.
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</table>

Units of Study in Phonics (© 2018 by Lucy Calkins and Colleagues; Heinemann: Portsmouth, NH). May be photocopied for classroom use.
Write & Read
Finish writing the word using one of the long vowel patterns from the box. Read each word.

<table>
<thead>
<tr>
<th>a__e</th>
<th>i__e</th>
<th>o__e</th>
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<td>ph__n__</td>
<td>w__v__</td>
<td></td>
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</tbody>
</table>

www.thereadingmama.com
Finish writing the word using one of the long vowel patterns from the box. Read each word.

<table>
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<tr>
<th>u__e</th>
<th>e__e</th>
<th>a__e</th>
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<tbody>
<tr>
<td>sn__k__</td>
<td>m__l__</td>
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<td>c__b__</td>
<td>gr__p__</td>
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<td>d__t__</td>
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<tr>
<td>sc__n__</td>
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<tr>
<td>c__s__</td>
<td>fl__t__</td>
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</tr>
<tr>
<td>h__g__</td>
<td>th__s__</td>
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</tbody>
</table>
Correctly spell the CCVCE words on the line below each picture. Say each word out loud. Try to use it in a sentence.

*Remember CCVCE words are words like brake, or stone.*

1. _______ _______ _______ _______ _______  
2. _______ _______ _______ _______ _______  
3. _______ _______ _______ _______ _______  
4. _______ _______ _______ _______ _______  
5. _______ _______ _______ _______ _______  
6. _______ _______ _______ _______ _______  
7. _______ _______ _______ _______ _______  
8. _______ _______ _______ _______ _______  
9. _______ _______ _______ _______ _______  
10. _______ _______ _______ _______ _______
### Lesson 5 Problem Set

**Write the number.**

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<tbody>
<tr>
<td><strong>1.</strong></td>
<td><img src="image" alt="1 more" /></td>
<td><strong>1 more than 30 is _____</strong></td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><img src="image" alt="1 less" /></td>
<td><strong>1 less than 30 is _____</strong></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><img src="image" alt="1 more" /></td>
<td><strong>1 more than 39 is _____</strong></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><img src="image" alt="1 less" /></td>
<td><strong>1 less than 39 is _____</strong></td>
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<tr>
<td><strong>5.</strong></td>
<td><img src="image" alt="10 more" /></td>
<td><strong>10 more than 27 is _____</strong></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><img src="image" alt="10 less" /></td>
<td><strong>10 less than 33 is _____</strong></td>
</tr>
</tbody>
</table>

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**Lesson 5:** Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
Draw a number bond, and complete the number sentences to match the pictures.

1. 

\[
\begin{array}{c}
\text{2 tens} + \text{1 ten} = \text{3 tens} \\
20 + 10 = 30
\end{array}
\]

2. 

\[
\begin{array}{c}
\text{tens} = \text{ten} + \text{tens}
\end{array}
\]

3. 

\[
\begin{array}{c}
\text{tens} - \text{ten} = \text{tens}
\end{array}
\]

4. 

\[
\begin{array}{c}
\text{tens} - \text{tens} = \text{tens}
\end{array}
\]

5. 

\[
\begin{array}{c}
\text{tens} - \text{tens} = \text{tens}
\end{array}
\]

6. 

\[
\begin{array}{c}
\text{tens} + \text{tens} = \text{tens}
\end{array}
\]
Lesson 12 Problem Set

Name _______________________________ Date _________________

Fill in the missing numbers to match the picture. Write the matching number bond.

1. 

2. 

12 + 20 = ____

15 + _____ = ______

3. 

4. 

_____ + _____ = _____

____ + _____ = _____

Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

5. 

6. 

19 + 10 = _____

20 + 14 = _____
Application Problem

1. **READ** the problem. Read it over and over... And then read it again.

2. **Draw** a picture to help make sense of the problem.

3. **Write** a number sentence and a statement of the answer.

Lee has 7 pencils and buys 10 more. Kiana has 27 and loses 10 of them. Who has more pencils now? Use drawings, words and number sentences to explain your thinking.
Application Problem

1. **READ** the problem. Read it over and over...And then read it again.

2. **Draw** a picture to help make sense of the problem.

3. **Write** a number sentence and a statement of the answer.

Beth said 30 – 20 is the same as 3 tens – 2 tens. Is she correct? Explain your thinking.
**Write the missing number in the sequence.**

<table>
<thead>
<tr>
<th></th>
<th>1. 1, 2, 3, ___</th>
<th>16. 13, __, 11, 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>11, 12, 13, ___</td>
<td>17. __, 22, 21, 20</td>
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<tr>
<td>3.</td>
<td>21, 22, 23, ___</td>
<td>18. 5, 15, __, 35</td>
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<tr>
<td>4.</td>
<td>10, 9, 8, ___</td>
<td>19. 4, __, 24, 34</td>
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<td>5.</td>
<td>20, 19, 18, ___</td>
<td>20. __, 17, 27, 37</td>
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<td>6.</td>
<td>30, 29, 28, ___</td>
<td>21. __, 29, 19, 9</td>
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<td>7.</td>
<td>0, 10, 20, ___</td>
<td>22. 31, __, 11, 1</td>
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<td>8.</td>
<td>3, 13, 23, ___</td>
<td>23. __, 30, 31, 32</td>
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<td>9.</td>
<td>6, 16, 26, ___</td>
<td>24. 19, __, 21, 22</td>
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<td>10.</td>
<td>40, 30, 20, ___</td>
<td>25. 5, __, 25, 35</td>
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<td>11.</td>
<td>38, 28, 18, ___</td>
<td>26. __, 25, 15, 5</td>
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<td>12.</td>
<td>6, 7, 8, ___</td>
<td>27. 2, 4, __, 8</td>
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<td>6, 7, __, 9</td>
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<td>14.</td>
<td>16, __, 18, 19</td>
<td>29. 12, __, 8, 6</td>
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<td>15.</td>
<td>16, __, 14, 13</td>
<td>30. __, 20, 18, 16</td>
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</table>
Directions: Find 10 more, 10 less, 1 more, and 1 less for each number in the middle.
Directions: Find 10 more, 10 less, 1 more, and 1 less for each number in the middle.

15
---
10 less

29
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10 less
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<tr>
<td>Make a roller coaster.</td>
<td>Make a castle.</td>
<td>Make a noise maker.</td>
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<td>Make a mini planter.</td>
<td>Make a launcher.</td>
<td>Make a vehicle.</td>
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<td>Make a bird feeder.</td>
<td>Make a playground.</td>
<td>Make an animal.</td>
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SUMMARY

• Use a light and a potato chip lid to make shadow puppets!
• Time Required: 15-30 minutes
• Difficulty: Easy
• Cost: $0-5

PROCEDURE

1. Draw one shape (heart, fish, star, etc.) with the marker on the lid.
2. Fill in the shape with the marker so it is completely black.
3. Let the ink dry for at least one minute.
4. Then flip the lid over and color the shape again so it is really dark.
5. Turn on your phone light and hold the lid in front of it.
6. Turn off the lights and point the symbol towards a wall.

WHAT IS GOING ON HERE?

This works because the phone or flashlight is a source of light. The light shines through the clear part of the lid which is transparent. The shape drawn with the marker is opaque and blocks the light. The opaque shape appears as a shadow on the wall.

DIY ACTIVITY

SHADOW PUPPETS

GRADES K-2

See the video using this link: https://www.generationgenius.com/?share=4695D

MATERIALS NEEDED

• Phone with a light app (point source lights work better than flashlights)
• Large black permanent marker
• Clear lid from a potato chip tube (you can also use a clear lid from a takeout or food storage container)
4. Objects that light passes through completely are __________________.

5. Objects that block light are ______________________.

6. Objects that light shines partly through are _________________________.

Circle the correct answer for each question below.

7. Which object provides most of Earth's light?
   a. lightbulb   b. candle   c. sun   d. lightning

8. Which object is not a light source?
   a. cell phone   b. flashlight   c. campfire   d. radio

9. Which word best describes a chair?
   a. light source   b. translucent   c. transparent   d. opaque

10. Which word best describes a window?
    a. light source   b. transparent   c. translucent   d. opaque
What Makes a Good Leader?

Two weeks ago you thought about ways that George Washington was a good leader. Last week you thought about ways that Harriet Tubman was a good leader. This week we’ll meet a new leader; Cesar Chavez.

Read the following pages to learn about Cesar’s life. Then answer these questions.

How did Cesar help others?

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

How did Cesar lead other people to help solve their problems?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What does “Si, se puede” mean? _______________________________________________________________________

________________________________________________________________________
Cesar Chavez was a farm worker. He helped other farm workers.

He helped farm workers get better homes.

This food is for you.

Your house will be fixed.

You will make more money.

He helped farm workers get better food.

He helped farm workers get better pay. Thank you, Cesar Chavez.
Cesar was a worker in the fields  
Where crops were grown. 
He moved from farm to farm  
Because the land was not his own. 

The owners of the land  
Gave workers very little pay. 
The workers could not rest  
And worked long hours every day. 

Cesar told the workers  
It was time to take a stand. 
Together, they could go on strike!  
Then who would work the land? 

The workers stuck together,  
And they got more pay—they won!  
“Si, se puede,” Cesar said—  
“Yes, it can be done!”
Cesar Chavez  
(Born: 1927; Died: 1993)

Cesar Chavez was born in Arizona, where his grandparents had moved from Mexico. Later, his family became migrant farmworkers in California. They picked crops on farms owned by other people.

The landowners treated the farmworkers very badly. The workers made very little money for long hours, were not allowed to rest, and were not given clean water to drink. At night, they had to sleep in shacks.

Cesar talked to the workers. He got them to form a union—a group. In 1965, California grape pickers were getting paid too little, so Cesar led them in a strike. They would not work until landowners paid them more. Cesar also led the workers on a march and got people to stop buying California grapes. It worked! The workers won! But Cesar kept going. He never stopped fighting for farmworkers’ rights. He never stopped saying “Si, se puede,” which means, “Yes, it can be done!”
## ESL at Home K-2 Weeks 9-10
Use notebook paper to complete these activities. Do one each day!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>Write about what you would do with a pet monkey. What would you name it? If I had a pet monkey...</td>
<td>Create a tic-tac-toe board out of sticks or dried spaghetti. Use household items like buttons or stickers for “O” and spaghetti or toothpicks for “X”.</td>
<td>Talk to your family to see what is their favorite food, color and pet. Graph the results to find out what food, color and pet had the most votes.</td>
<td>Pretend you are a frog. Only move by hopping. Hop and then measure how far you hopped. Do this 3 times. See who can hop the farthest in your family.</td>
<td>Find 10 things in your house that are a rectangular prism.</td>
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<td><img src="monkeys.png" alt="Monkey" /></td>
<td><img src="tictactoe.png" alt="Tic-Tac-Toe" /></td>
<td><img src="graph.png" alt="Graph" /></td>
<td><img src="frog.png" alt="Frog" /></td>
<td><img src="card.png" alt="Card" /></td>
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<td>Imagine you found a pot of gold. Write or draw what you would buy.</td>
<td>Create a paper airplane. Measure how far it goes. Challenge your family to see who can fly their plane the farthest.</td>
<td>Build a fort with pillows and blankets. Read under the fort with a flashlight.</td>
<td>Draw a picture of anything you like. Cut the picture up in pieces. Then put the pieces together like a puzzle.</td>
<td>Make a card for someone special using pictures and words. If they live in your home give them the card. If they don’t have a parent, mail the card.</td>
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<td><img src="potofgold.png" alt="Pot of Gold" /></td>
<td><img src="paperairplane.png" alt="Paper Airplane" /></td>
<td><img src="fort.png" alt="Fort" /></td>
<td><img src="puzzle.png" alt="Puzzle" /></td>
<td><img src="card.png" alt="Card" /></td>
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