



May 2020

Hello Parents,

We hope that this letter finds your family healthy and settled into a “new normal”. Over the last two weeks, teachers began teaching new standards in Language Arts and Math instruction. New standards for Science will begin the week of May 4th and Social Studies, the week of May 11th.

As a school district, we continue to work to offer resources that support learners at home through print and online opportunities. Attached you will find lesson activities and support for you as you help guide your child through new learning. This material will look different from the last two weeks in that there are specific activities for each lesson, not choice boards. Your child’s teacher will also be providing learning support during this time.

Please remember, all activities are optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website [www.ucps.k12.nc.us/domain/2917](http://www.ucps.k12.nc.us/domain/2917).

Stay safe and healthy!

Estimados Padres,

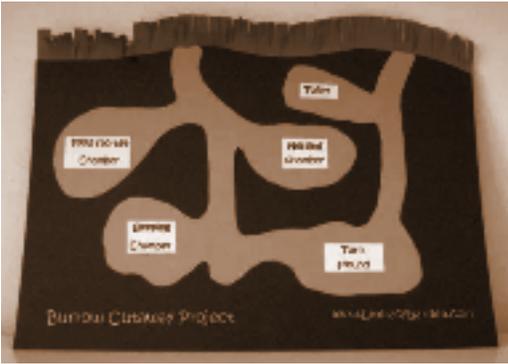
Esperamos que al recibir esta carta su familia se encuentre saludable y establecida en una "nueva normalidad". Durante las últimas dos semanas, los maestros empezaron a enseñar nuevos estándares en Artes del Lenguaje y Matemáticas. Los nuevos estándares para Ciencias comenzarán la semana del 4 de Mayo y para Estudios Sociales, la semana del 11 de Mayo.

Como distrito escolar, continuamos trabajando para ofrecer recursos que apoyen a los estudiantes en el hogar a través de oportunidades impresas y en línea. Adjunto encontrará actividades de las lecciones y apoyo para usted mientras ayuda a guiar a su hijo a través de un nuevo aprendizaje. Este material parecerá diferente al de las dos últimas semanas en los que hay actividades específicas para cada lección, no tableros de elección. El maestro de su hijo también proporcionará apoyo de aprendizaje durante este tiempo.

Por favor recuerde, todas las actividades son opcionales y una vez que complete el trabajo **no** necesitará devolverlo a la escuela para calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED en nuestro sitio web [www.ucps.k12.nc.us/domain/2917](http://www.ucps.k12.nc.us/domain/2917).

Manténgase seguro y saludable!

STANDARD	ACTIVITY	LESSON SUPPORT
<p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>Reading</b> Read the article "All About Koalas". <i>(*Included in this packet)</i></p> <ul style="list-style-type: none"> <li>● Complete the chart that is under the article. <ul style="list-style-type: none"> <li>○ Read each fact.</li> <li>○ Find the fact in the article.</li> <li>○ Write "words" if the fact is from the words.</li> <li>○ Write "pictures" if the fact is from the pictures.</li> </ul> </li> </ul> <p>→ Extension- Draw a scientific picture of a koala. Label important parts of your picture. Write a caption.</p>	<p>Students need to understand that sometimes the illustration extends the information in the words and sometimes the words extend the information in the illustration.</p> <p>Questions to ask your child:</p> <ul style="list-style-type: none"> <li>● What information can you learn from the words?</li> <li>● What information can you learn from the pictures?</li> <li>● Does the information in the words match the information in the pictures?</li> <li>● Do the pictures and the words give different information?</li> </ul>
<p><b>W.1.2</b> Write informative / explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p>	<p><b>Writing</b> Writing an Informational Book:</p> <ol style="list-style-type: none"> <li>1. Think of different <b>topics</b> that you know a lot about. (school, soccer, seasons, dogs, dinosaurs, plants, "staying home", scouts, etc.)</li> <li>2. Try out your favorite topics by saying <b>subtopics</b> or <b>chapters</b> that you could write about the topic. Examples: <ol style="list-style-type: none"> <li>a. Plants- needs of plants, parts of plants, kinds of plants</li> <li>b. "Staying Home"- things we do, what we eat, how we learn</li> <li>c. Soccer- what you wear, rules, how to score</li> </ol> </li> <li>3. Pick one topic and write a <b>table of contents</b>. <i>(*Included in this packet)</i> Don't fill in the page numbers until you write your whole book.</li> <li>4. Write an <b>introduction</b> to your main topic. This is your first chapter. Remember that in an introduction you need to grab the readers' attention and name your topic.</li> <li>5. Start writing the chapters for your book.</li> </ol>	<p>Students wrote nonfiction books earlier in the year and learned the following about writing informational books:</p> <ul style="list-style-type: none"> <li>● Begins by grabbing the readers' attention and naming the topic</li> <li>● Teaches with words and pictures</li> <li>● Ends by saying the topic with a big thought or idea.</li> </ul> <p>Now they are writing chapter books:</p> <ul style="list-style-type: none"> <li>● Writers use <b>table of contents</b> to help the reader make sense of topic and understand it better</li> <li>● The whole book is about one <b>topic</b>.</li> <li>● <b>Subtopics</b>, or parts of the topic, are listed on the table of contents. We call these <b>chapters</b> or <b>sections</b>.</li> <li>● <b>Page numbers</b> tell where to find the chapter</li> <li>● *1st chapter = introduction to main topic</li> <li>● *last chapter = ending</li> </ul>

<p><b>RI.1.6</b> (continued)</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Read the article "Groundhogs are Diggers". (<i><b>Included in this packet</b></i>)</li> <li>● Complete the chart that is under the article. <ul style="list-style-type: none"> <li>○ Read each fact.</li> <li>○ Find the fact in the article.</li> <li>○ Write "words" if the fact is from the words.</li> <li>○ Write "pictures" if the fact is from the pictures.</li> </ul> </li> </ul> <p>→ Extension- Draw a scientific picture of a groundhog's burrow. Label important parts of your picture. Write a caption.</p>	<p>Questions to ask your child:</p> <ul style="list-style-type: none"> <li>● What information can you learn from the words?</li> <li>● What information can you learn from the pictures?</li> <li>● Does the information in the words match the information in the pictures?</li> <li>● Do the pictures and the words give different information?</li> </ul>  <p>LiteracyGarden.com</p>
<p><b>RF 1.4f</b> Read words with inflectional endings.</p>	<p><b>Word Study</b></p> <p>Singular and Plural Noun Sort: Make a T-Chart with "bus" on the left side and "buses" on the right side.</p> <ol style="list-style-type: none"> <li>1. Cut out the words. (<i><b>Included in packet</b></i>)</li> <li>2. Read each word.</li> <li>3. Sort each word using your T-Chart. Put it under "bus" if it is singular (one) or "buses" if it is plural (more than one).</li> <li>4. Match each singular noun with its plural (wish - wishes).</li> <li>5. Write each pair of words.</li> </ol> <p>→ Extension- Pick a few words. Write a sentence using each word and draw a picture to go with it.</p>	<p>Students have learned that we often add -s to words to make them plural.</p> <p>In some words we add -es to make them plural (words that end with ch, sh, s, x, or zz.)</p> <p>The -es sounds like /iz/ and makes a new syllable at the end of the word.</p>

## All About Koalas

by ReadWorks

Koalas are animals that live in eastern Australia. Some koalas live in zoos in our country. Do you know what koalas eat? At first, they drink their mothers' milk. Later, they eat special leaves. These are eucalyptus (yoo-kuh-LIP-tuhss) leaves. Koalas use their noses to smell the leaves. They will not eat leaves that smell bad. Koalas do not drink much water. They get their water from the leaves. Guess what the word *koala* means? It means "no drink."

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Read each fact. Write "words" if the fact is from the words. Write "pictures" if the fact is from the pictures.

Fact	Words or Pictures
Adult koalas eat eucalyptus leaves.	
Koalas live in the branches of trees.	
Koala ride on their mother's backs.	
Koalas get water from the leaves they eat.	
Koalas have strong, clawed feet.	
Koalas drink milk from their mothers when they are young.	

## Table of Contents:

1. Introduction	page _____
2. _____	page _____
3. _____	page _____
4. _____	page _____
5. Ending	page _____

# Groundhogs Are Diggers

by ReadWorks



A groundhog uses its strong claws to dig its own burrow. If the soil is soft, it can dig an entire burrow in one day.

Groundhogs are furry animals. They like to eat grass and other plants. Groundhogs live in homes called burrows. The burrows are under the ground. Groundhogs dig long tunnels into their burrows. Then they dig special rooms in the burrows. Some rooms are for groundhog babies. Some rooms are for sleeping. Some rooms are bathrooms. Groundhogs are clean animals. They keep their burrows clean too.

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Read each fact. Write “words” if the fact is from the words. Write “pictures” if the fact is from the pictures.

Fact	Words or Pictures
Groundhogs live in burrows under the ground.	
Groundhogs dig long tunnels and rooms in their burrows.	
Groundhogs have sharp claws.	
Groundhogs keep their burrows clean.	
Groundhogs can dig quickly with their strong claws.	

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## Singular and Plural Noun Sort

churches	church	matches
bus	foxes	boxes
patches	match	dishes
peach	wishes	patch
scratches	fox	quizzes
box	quiz	arch
watch	buses	buzzes
kisses	wish	peaches
dish	arches	scratch
kiss	watches	buzz

Make a T-Chart with “bus” on the left side and “buses” on the right side.

1. Cut out the words.
2. Read each word.
3. Sort each word using your T-Chart. Put it under “bus” if it is singular (one) or “buses” if it is plural (more than one).
4. Match each singular noun with its plural (wish - wishes).
5. Write each pair of words.

Extension- Pick a few words. Write a sentence using each word and draw a picture to go with it.

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STANDARD	ACTIVITY	LESSON SUPPORT
<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic.</p>	<p><b>Reading</b> Read the article "Telephones: Then and Now". <i>(*Included in this packet)</i> Fill in the chart below the article using words and/or pictures.</p> <p>Questions to Discuss:</p> <ol style="list-style-type: none"> <li>Describe what phones were like long ago. Give at least two details from the article.</li> <li>How have phones changed over the years? Support your answer with information from the article.</li> </ol>	
<p><b>W.1.2</b> Write informative / explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p>	<p><b>Writing</b> Finish writing your informational book from last week. (If you have already finished it, choose a new topic and write another book.)</p> <ol style="list-style-type: none"> <li>Finish writing your <b>chapters</b>. Remember to teach your reader with words and pictures.</li> <li>For the last chapter, write an <b>ending</b> to your book. (This is the last chapter.) Remember that in an ending you need to say the topic and a big idea or thought about the topic.</li> <li><b>Number your pages</b>.</li> <li>Add page numbers to the table of contents.</li> <li>Make a <b>cover</b> for your book.</li> </ol>	<p>Students have learned different strategies for informational writing:</p> <ul style="list-style-type: none"> <li><u>Draw pictures that teach</u> (add labels and captions)</li> <li><u>Tell who, what, when, why, and how.</u></li> <li><u>Write "twin sentences"</u> (fact+detail-- <i>Dogs like biscuits. Biscuits are like cookies.</i>)</li> <li><u>Give examples</u> (<i>You can buy many things at WalMart. For example, you can buy clothes, food, and even toys.</i>)</li> <li><u>Use numbers</u> (<i>We have recess for 20 minutes. There are 2 playgrounds. On the first grade playground we have 3 slides. Only 1 person can go down the slide at a time.</i>)</li> </ul>
<p><b>RI.1.9</b> (continued)</p>	<p><b>Reading</b> Read the article "A History of TV". <i>(*Included in this packet)</i> Fill in the chart below the article using words and/or pictures.</p> <p>Questions to Discuss:</p> <ol style="list-style-type: none"> <li>Describe the first TV sets. Give at least two details from the article.</li> <li>How have TV sets changed over the years? Support your answer with information from the article.</li> </ol> <p>Use <u>both</u> articles, "A History of TV" AND "Telephones: Then and Now", to answer the following questions:</p>	<p>Students need to recognize how two texts with the same/similar topic are the same and different. This includes similarities and differences between the words and the pictures.</p>

	<ol style="list-style-type: none"> <li>1. What is the same about what has happened to TV sets and phones over the years?</li> <li>2. What is different about what has happened to TV sets and phones over the years?</li> </ol>	
<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p>	<p><b>Word Study</b></p> <ol style="list-style-type: none"> <li>1. What is the same about <b>large</b> and <b>enormous</b>? <i>(They both are synonyms for <b>big</b>. However, each word describes a slightly different level of <b>big</b>.)</i></li> <li>2. Brainstorm some other words that mean <b>big</b>.</li> <li>3. Write the words on sticky notes, index cards, or small pieces of paper.</li> <li>4. Order the words on the table according to size. For example, you might have <b>large</b>, <b>huge</b>, <b>enormous</b>, <b>gigantic</b>.</li> <li>5. Draw an example to go along with each word. (Examples- A car is large. An elephant is huge. A house is enormous. A mountain is gigantic.) <u>Extensions:</u> <ul style="list-style-type: none"> <li>• Try the same activity with synonyms for “small.”</li> <li>• Brainstorm a list of words that describe different ways of using your voice. These words don’t necessarily have an order of intensity or degree, but they have a slightly different meaning. Demonstrate each word using your voice. Use each word in a sentence.</li> </ul> </li> </ol> <p>Reference: <i>Tools for Instruction I-Ready.Com Vocabulary I Grades 1-2 I Shades of Meaning I Shades of Meaning.</i></p>	<p>Synonyms have similar meanings, but they also have small differences, or shades of meaning, in relation to one another. Their meanings can differ by intensity, degree, or quality.</p>

# Telephones: Then and Now

by Rachelle Kreisman

The telephone was invented many years ago. Long ago, all telephones were as big as a lunchbox. They had to stay on a table or wall. Telephones had only one purpose. They were used to speak to other people.

Today many people use cellular phones. Cellular phones can be smaller than your hand. They can be moved anywhere.

These phones can do many things. You can use them to send text messages. You can use them to take photographs. You can use them to play games. There is something else you can use cell phones to do. You can still use them to speak to other people!



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Telephones Long Ago	Telephones Today

# A History of TV

by ReadWorks

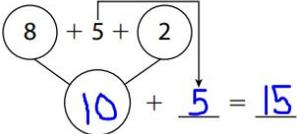
Did you know that television has changed a lot over the years? The first TV sets had pictures only in black and white. The sets could not show color. People could choose from only a few channels to watch. People had to turn a dial on the TV to change the channel. Some TV shows back then were funny comedies.



Today, TV sets show pictures in color. People have hundreds of channels to watch. TVs come with remote controls. Now people can change channels from across the room. A lot about television has changed. But even today, some TV shows are funny comedies!

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TVs Long Ago	TVs Today

STANDARD	ACTIVITY	LESSON SUPPORT
<p><b>NC.1.OA.2</b> Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p> <p><b>NC.1.OA.6</b> Add and subtract, within 20, using strategies such as:</p> <ul style="list-style-type: none"> <li>Counting on</li> <li>Making ten</li> <li>Decomposing a number leading to a ten</li> <li>the relationship between + &amp; -</li> <li>Using a number line</li> <li>Creating equivalent but simpler or known sums</li> </ul>	<ol style="list-style-type: none"> <li>Ask your child to add together the numbers 4, 2, and 6 in that order (or <math>4 + 2 + 6</math>). Now ask your child to add the numbers 6, 4, and 2 in that order (or <math>6 + 4 + 2</math>). Discuss the answer to both. Is it the same? Why?</li> <li>Repeat the process with these two new equations: <math>5 + 3 + 5</math>                      <math>3 + 5 + 5</math></li> <li>Use the questions on the right to have a discussion with your child about how the order in which we add numbers does not change the total.</li> <li>Use the task and question below (<b>Day 1</b>) to make sure your child understands the order of the numbers when adding does not matter.</li> </ol>	<p>Ask your child these questions:</p> <ul style="list-style-type: none"> <li>What is different about the first and second equation? (<i>Answer: the numbers are in a different order</i>)</li> <li>What is the same about the two equations? (<i>Answer: we are adding the same numbers each time</i>)</li> <li>Do you think you will always get the same sum (answer) if you add the same numbers in a different order? Why? (<i>Answer: they are the same numbers and have the same amount; if we don't change the numbers but just change the order the total does not change</i>)</li> </ul> <p><b>Day 1 Task Answer:</b> <i>Buzz and Boom</i> We have learned the order of the numbers when adding does not change the total so Boom and Buzz are both right with their equation.</p>
<p><b>NC.1.OA.2</b> Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p> <p><b>NC.1.OA.6</b> Add and subtract, within 20, using strategies such as:</p> <ul style="list-style-type: none"> <li>Counting on</li> <li>Making ten</li> <li>Decomposing a number leading to a ten</li> <li>the relationship between + &amp; -</li> <li>Using a number line</li> <li>equivalent but simpler or known sums</li> </ul>	<ol style="list-style-type: none"> <li>Complete the <b>Make a Ten to Add Within 20</b> activity using Ten Frames and small objects (such as dry beans, dry pasta noodles, buttons, etc.).</li> <li>Repeat <b>Step 2</b>, this time modeling <math>7 + 5</math>. Use objects to illustrate you can break the 5 into <math>3 + 2</math>, giving you <math>7 + 3 + 2</math>. You add the <math>7 + 3</math> first to make a ten then add 2 to find the total.</li> <li>Relate this to adding three numbers. Show your child the equation <math>? = 6 + 3 + 4</math>. Ask "Which two numbers would we add first to make a ten?" Remind them what was learned previously, that you can add numbers in any order. Use the Ten Frames as needed.</li> <li>Repeat with the equation <math>? = 4 + 4 + 6</math>.</li> </ol> <p><u>Challenge:</u> If desired, give your child the following equation and ask "How can we use making a ten to solve this equation?"</p> $? = 8 + 4 + 3$	<p>Children have focused a lot this year (some in Kindergarten, too) on facts of 10 or combinations to make 10.</p> <p>You may choose to ask your child to name the ways to add to make 10. See if he/she can name them all! (<math>9 + 1</math>, <math>2 + 8</math>, <math>4 + 6</math>, <math>5 + 5</math>, <math>7 + 3</math>) Help your child realize we can use facts we know to help us when adding and subtracting. Facts of 10 are very useful when adding three numbers.</p> <p>Find <math>8 + 5 + 2</math>.</p>  <p><b>Challenge Answer:</b> Break the 4 apart, into <math>2 + 2</math> to have a 2 to add to the 8 and make 10. That leaves <math>10 + 2 + 3</math> which we can make <math>10 + 5</math> for a total of 15. <b>OR</b> Break the 3 apart, into <math>2 + 1</math> to get a 2 to add to the 8 and make 10. That leaves <math>10 + 1 + 4</math> which we can make <math>10 + 5</math> for a total of 15.</p>

## Day 1

There are 3 green apples, 7 red apples, and 5 yellow apples.

Boom writes  $3 + 7 + 5$  to find how many apples.

Buzz writes  $7 + 3 + 5$  to find how many apples.

Who is right? Circle.

Only Buzz

Only Boom

Buzz and Boom

## Day 2

# Make a Ten to Add Within 20

**Objective** Use a ten frame to solve  $7+$ ,  $8+$ , and  $9+$  facts.

**Materials** Two-color counters, **Ten Frames** (page 3)

Recognizing and understanding ten allows students to make sense of the numeration system and to use pattern and structure as they calculate. Knowing different ways to make a ten, such as  $1 + 9$ ,  $2 + 8$ , and  $3 + 7$ , can help students add and subtract quickly and reliably. In this activity, students make a ten to help them understand and solve basic addition facts. For example, when adding  $9 + 6$ , they will add  $9 + 1$  to make a 10, and then add 5 more. Later, students will use this understanding to make tens while adding three numbers and while computing mentally. The idea of making a ten can also provide a basis for the subtraction strategy of breaking apart numbers to make tens in subtraction.

## Step by Step 20–30 minutes

### 1 Make a ten.

- Give the student a blank **Ten Frame**.
- Have the student put 8 counters in the ten frame, as shown.
- Ask: *How do you show  $8 + 2$  on the ten frame?* Guide the student to add two counters to fill in the two open spots.
- Explain that filling all of the ten spaces on the ten frame is “making a ten.”



**Support English Learners** Since the word *make* has multiple meanings, the phrase *make a ten* may be confusing. Remind the student that *making* something can mean putting parts together, like puzzle pieces or recipe ingredients. To *make a ten*, you look for two numbers that add to ten.

### 2 Model $8 + 3$ .

- Ask: *What would happen if you tried to show  $8 + 3$  on the ten frame?* Use counters to show that the ten frame would be filled, with one left over.
- Help the student verbalize that she “made a ten” and had one counter left over. Ask: *How do you write the number for 1 ten and 1 leftover one? (11)*
- Write the number sentence shown. Use counters to illustrate that when you add  $8 + 3$ , you can break the 3 into  $2 + 1$ , giving you  $8 + 2 + 1$ . Point out that you can add the 8 and 2 first to “make a ten,” and then add the 1 to find the answer.

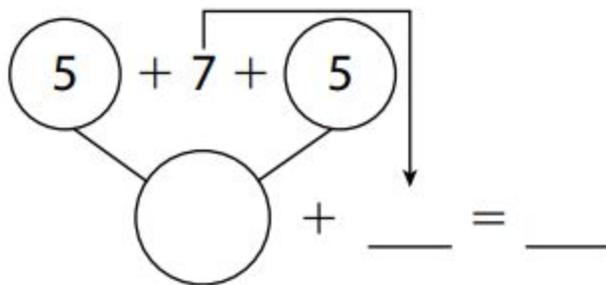
$$\begin{array}{r} 8 + 3 = 8 + 2 + 1 \\ \quad \quad \quad \vee \\ \quad \quad \quad 10 + 1 \\ \quad \quad \quad \vee \\ 8 + 3 = 11 \end{array}$$

# Ten Frames



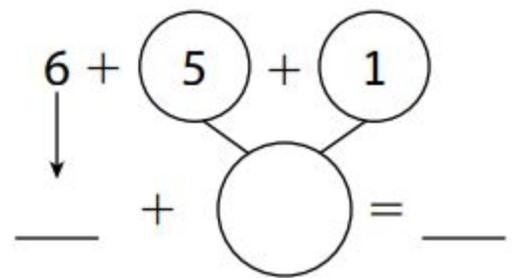
These are extra support or practice IF NEEDED.

Find  $5 + 7 + 5$ .



$5 + 7 + 5 = \underline{\quad}$

Find  $6 + 5 + 1$ .



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

STANDARD	ACTIVITY	LESSON SUPPORT
<p><b>NC.1.OA.2</b> Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p> <p><b>NC.1.OA.6</b> Add and subtract, within 20, using strategies such as:</p> <ul style="list-style-type: none"> <li>● Counting on</li> <li>● Making ten</li> <li>● Decomposing a number leading to a ten</li> <li>● the relationship between + &amp; -</li> <li>● Using a number line</li> <li>● Creating equivalent but simpler or known sums</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the <b>Explore It</b> problem (below). Read the problem to your child but allow him/her to complete the equations and solve. Ask, "How can you use facts you know to help you solve?" If necessary, remind your child of the make a ten strategy learned last week. The second equation makes use of other known facts (doubles).</li> <li>2. Ask your child to solve the two Day 1 <b>Practice</b> problems. Tell her/him to do these things for each: <ol style="list-style-type: none"> <li>a. Think about or visualize the situation.</li> <li>b. Represent the problem with an equation.</li> <li>c. Find the total using a strategy. (Children should try using strategies without drawing a picture if possible.)</li> <li>d. Explain their work and answer.</li> </ol> </li> </ol>	<p><b>Explore It</b></p> <p>Joe picks up 7 pencils. Carlo picks up 3 pencils. Pete picks up 4 pencils. How many pencils do the children pick up?</p>  $\begin{array}{r} 7 + 3 + 4 = ? \\ \underline{10} \\ 10 + 4 = 14 \end{array} \quad \left  \quad \begin{array}{r} 7 + 3 + 4 = ? \\ \underline{7} \\ 7 + 7 = 14 \end{array}$ <p>The children pick up <u>14</u> pencils.</p> <p>Your child likely knows doubles facts but may need prompting to use them.</p> <p>Strategies to use <u>instead of</u> drawing pictures of all objects:</p> <ul style="list-style-type: none"> <li>● make a ten</li> <li>● use known facts (like doubles)</li> <li>● jump on a number line</li> </ul> <p>However, if your child is struggling, s/he can use pictures or objects then counting on to solve.</p> <p>Day 1 Practice <i>Answers</i>: 18 bugs; 17 carrots</p>

**NC.1.OA.1**

Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings and equations with a symbol for the unknown number to represent the problem, when solving:

- Compare - Difference Unknown

1. Work together with your child to solve the first problem under Day 2 **Explore It** (below). Comparing two quantities and finding the difference between them is a new type of problem for 1st grade students. Be sure your child is talking about what s/he is thinking as you work. Follow these steps together:
  - a. Retell the situation.  
After retelling, ask questions such as:  
“How many did Nan (or Cam) see?”  
“Who saw less or fewer birds?”  
“Who saw more birds?”
  - b. Represent the problem on paper.
  - c. Solve to find the difference.
2. Continue to work through the **Explore It** problems in order and one at a time. You will notice the bar models supplied for the next two problems with less support each time. Ask your child to explain how the model represents the problem.
3. Have your child solve the Day 2 **Practice** problem independently. Remind him/her of the steps you did together and tell him/her to create a bar model to represent the problem.

As you work through the problem:

- a. Make sure your child can tell the situation accurately.
- b. Discuss who saw more; identify quantities. Could be done with a picture but a bar model (w/circles below) is a great way to represent and will help students with future problems, too.
- c. Allow your child to solve with any strategy of choice.

Nan sees 6 birds. Cam sees 9 birds.  
How many fewer birds does Nan see?

$9 - 6 = 3$

Nan sees 3 fewer birds.

Continue to emphasize representing the problems with bar models. Use circles (like pictured above) as needed but move to simply bars if your child shows understanding.

Day 2 Practice Answer:

4	11	7 more pigs
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Day 1

**Explore It**

Joe picks up 7 pencils. Carla picks up 3 pencils.  
Pete picks up 4 pencils. How many pencils do  
the children pick up?



$$\begin{array}{r} \_ + \_ + \_ = ? \\ \_ \\ \_ + \_ = \_ \end{array} \quad \left| \quad \begin{array}{r} \_ + \_ + \_ = ? \\ \_ \\ \_ + \_ = \_ \end{array}$$

The children pick up          pencils.

**Practice**

Bob sees 8 black bugs and 5 green bugs.  
He sees 5 red bugs.  
How many bugs does Bob see?

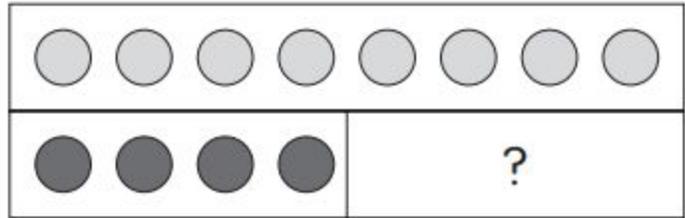
Luke feeds the bunnies 4 carrots.  
Deb feeds the bunnies 7 carrots.  
Ravi feeds the bunnies 6 carrots.  
How many carrots do the bunnies get?

Day 2

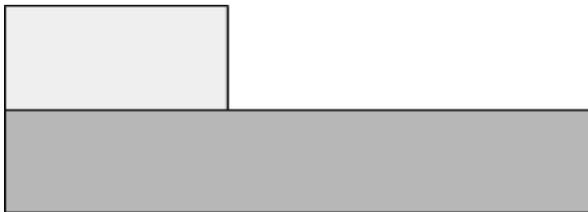
**Explore It**

1. Nan sees 6 birds. Cam sees 9 birds. How many fewer birds does Nan see?

2. At the store, my dad bought 8 apples and 4 oranges. How many more apples did he buy than oranges?

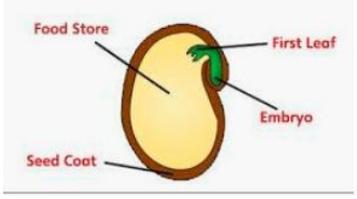


3. I collected 5 big shells on the beach. I also collected 12 small shells. How many fewer big shells did I collect on the beach?



**Practice**

On their farm, my grandparents have four horses and 11 pigs. How many more pigs do my grandparents have than horses?

STANDARD	ACTIVITY	LESSON SUPPORT
<p>1. L.2.1 Students know plants are living things that need energy and grow. Students know plants need to take in water, nutrients and light (to make their own food) for energy and growth</p>	<p><b>Day 1: What's inside?</b> -Materials: Lima beans pre-soaked in water (Fold diagram sheet in half <b>before the</b> lesson to allow your child to make their prediction)</p> <ol style="list-style-type: none"> <li>1. Make a prediction of what you will see inside of the seed on your investigation sheet.</li> <li>2. Gently peel back the out layer, (seed coat), of the seed.</li> <li>3. Split the seed into two pieces carefully until you can see the inside of the seed.</li> <li>4. Record what you actually see on the investigation sheet.</li> <li>5. Complete the diagram of "Inside of Lima Bean" and label the parts of a seed.</li> </ol> <p><u>Discussion:</u> Did you know that beans are actually seeds? Was your prediction close to what you actually saw?</p>	<p><u>Lima bean Activity:</u> <b>Preparation:</b> (Pre-soak seeds for <b>3-5 hours prior to activity</b>, You may choose to leave the remaining seeds in water to use for the next science lesson in the week.)</p> <p><u>Parts of a seed vocabulary:</u> <b>embryo</b> - baby plant, <b>seed coat &amp; food</b>)</p> <p>During this investigation, your child will have an opportunity to see inside a seed and how that process starts.</p> 
<p>1. L.2.1 Students know plants are living things that need energy and grow. Students know plants need to take in water, nutrients, and light (to make their own food) for energy and growth</p>	<p><b>Day 2: Make a Greenhouse</b> -Materials: Lima Beans, sandwich bag, tape, and a damp paper towel. (Observation sheet)</p> <p><u>Make a Greenhouse Directions:</u></p> <ol style="list-style-type: none"> <li>1. Place a few pre-soaked lima beans or a green bean in the damp paper towel.</li> <li>2. Close the bag without any air inside.</li> <li>3. Hang the bag in the window for light</li> <li>4. Have your child observe each day what happens to the seed</li> <li>5. Have a discussion with your child using the questions below and then have your child make a prediction about what will happen.</li> </ol> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>• Discuss what your child learned from the previous day about what is "inside a seed".</li> <li>• Make a prediction about what will happen to the seeds in the bag.</li> <li>• Does the plant need air? Will it be able to grow in the bag if it is sealed? Why or why not?</li> </ul> <p><b>Note:</b> <i>If you do not have access to Lima beans, you can use any dried beans or a popcorn kernel. Seeds need to dry out before they will "sprout".</i></p>	<p><u>Greenhouse activity:</u> <b>Preparation:</b> - (Pre-soak seeds for 24 hours before doing activity) -This activity allows students to see the roots grow and the baby plant.</p> <p><u>Optional extension:</u> you may choose to have your child write about what they observe if they need additional writing practice. You may also choose to plant the seed at the end and have your child care for their plant.</p> <p><u>Optional Independent Work:</u> Your child will draw/sketch when they observe a change</p>

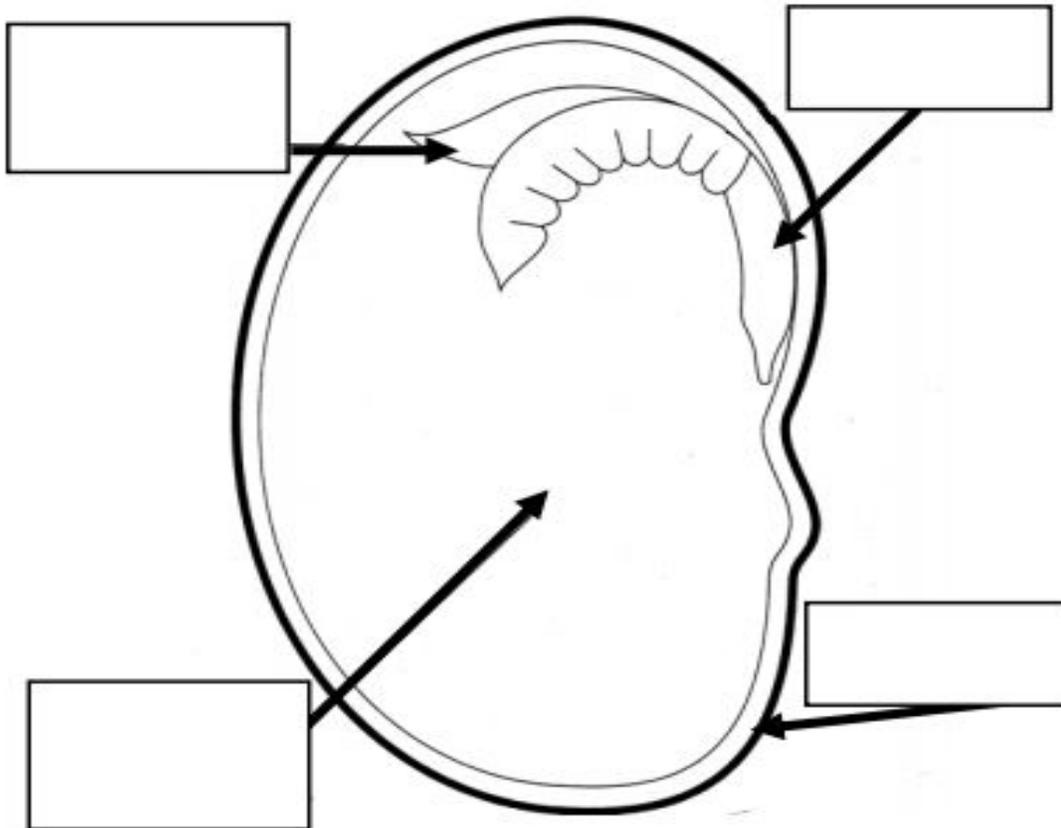
Day 1: What's Inside

Prediction:

Directions: Label the parts of the seed using the word bank below. Color the leaf green when you finish.

Word Bank: food store leaf seed coat embryo

Parts of a Seed

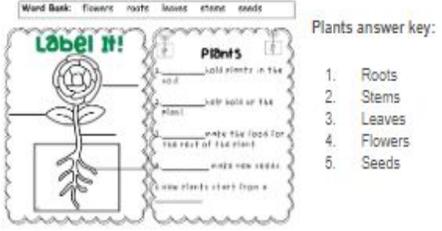


**Seed coat:** protects the seed

**Food store:** provides food until the seed becomes a plant

**First leaf:** first leaf the plant will use to make its own food

**Embryo:** develops into a new baby plant

STANDARD	ACTIVITY	LESSON SUPPORT
<p>1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.</p>	<p><b>Day1: How do plants meet their needs?</b></p> <ol style="list-style-type: none"> <li>1. Read the short text, "What Do Plants Need".</li> <li>2. After reading the text, label the diagram of the plant.</li> <li>3. Match the correct plant part to how it helps the plant meet its needs.</li> </ol> <p><b>Optional Activity</b> -Materials: celery stalk, blue food coloring, and a cup Directions: Add food coloring to the cup, leave the celery stalk overnight, and observe what happens in the morning. (The leaves will change color showing the celery taking the water up the stem and to the leaves.)</p>	<p>Have your child share their thinking, then correct any misconceptions. <b>leaves-</b> light to make food/energy and air for respiration <b>roots-</b> minerals/nutrients to grow and water to drink <b>stem-</b> water to drink</p> 
<p>1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth</p>	<p><b>Day2: What happens when plants' needs are not met?</b> -Materials: 1 slice of bread, 1 small bowl, 1 apple slice 1 small cup</p> <p><b>Too Much or Too Little Activity:</b> Fill the bowl with water and place the bread slice inside.</p> <ol style="list-style-type: none"> <li>1. Leave it there for several hours and come back to check on it.</li> <li>2. Place the apple slice inside the cup and place it outside in a sunny spot for several hours.</li> <li>3. Make a prediction about what will happen to the bread and the apple slice.</li> <li>4. Leave the apple slice and bread in place for 4-5 hours.</li> <li>5. Make an observation. What do you see? Why did this happen?</li> <li>6. If this was a plant, (bread &amp; apple slice), what would happen? Why?</li> <li>7. What might happen to plants that receive too much or too little air or light?</li> </ol> <p>Remember that plants must have air, water, and light to survive but it must be the <b>correct amount</b>.</p>	<p>The purpose of this lesson is to make the connection of what happens if a plant gets too much or not enough of the 3 essential needs. (air, water, light) When we think about nutrients, the plant is taking nutrients through the soil when it gets water.</p> <p><b>Bread:</b> Use the slice of bread to demonstrate what happens if a plant gets too much water.</p> <p><b>Apple Slice:</b> Use the apple slice to demonstrate what happens if a plant doesn't get enough water.</p> <ul style="list-style-type: none"> <li>• We want children to make connections to their learning. Remind them what they already know and allow time for them to share their thoughts/ ideas.</li> </ul> <p><b>After the lesson:</b> Discuss with your child about 3 things that plants must have in order to grow and survive: <b>air, water, and light</b>. Discuss how each of these factors contributes to keeping the plant healthy.</p>

## What Do Plants Need?

by Rachelle Kreisman

Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

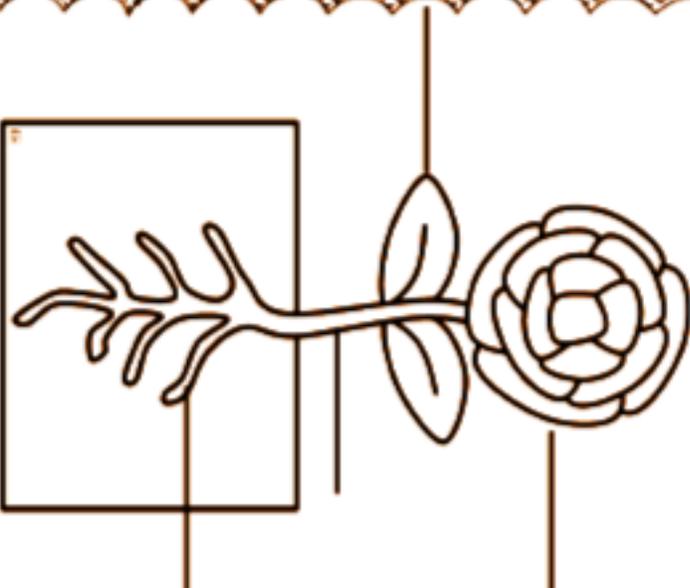
Many plants have roots, stems, and leaves. Roots keep a plant attached to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The stem also supports the plant so it stays up straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.



Day 1: How do plants meet their needs?

**Label It!**



**Word Bank:** flowers roots leaves stems seeds

**Plants**

1. \_\_\_\_\_ hold plants in the soil.
2. \_\_\_\_\_ help hold up the plant.
3. \_\_\_\_\_ make the food for the rest of the plant.
4. \_\_\_\_\_ make new seeds.
5. New plants start from a \_\_\_\_\_.

Continue to choose activities from the choice board.
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STANDARD	ACTIVITY	LESSON SUPPORT
1.H.1.1 Explain how and why neighborhoods and communities change over time.	See Activity #1  Why is transportation important? Write one sentence to answer this question.	See Lesson Support #1
1.H.1.1 Explain how and why neighborhoods and communities change over time.	Create a business (see Activity #2)	Take time to discuss what each business does for our county (see Lesson Support #2 for examples and a description of the businesses)

**Lesson Support #1** Begin the lesson by giving your child transportation cards (see attached). Explain they will be learning about different types of transportation. Generate a discussion about the different ways we get from one place to another. Based on the responses, expand on their thinking about transportation by explaining that not all of the ways of transportation they talked about have always existed. Explain that each transportation card they have in their hands has been developed and changed over time due to the needs of a community or environment.

Read the following passages. Each time the students hear the word “horse, car, bus, or plane” mentioned in the story, ask them to hold up the correct transportation card.

### Horses

When Union County first began in 1844, people traveled by horses. People used horses for a long time to move from place to place as well as to provide services. It was very difficult to travel very far on a horse because the animal would become tired or hungry. An important use of horses was to deliver the mail from one location to another. Horses were also used to help firemen get water to a fire. Over time, the population of Union County grew and a new invention was needed to help the community grow.

### Trains

Sometimes, goods such as food were too heavy to carry by horse over long distances. People built trains and railroads to help move people and things from place to place. A train station was built in the town of Monroe in 1906. Two railroads come into Union County from the North by Stallings and the west by Waxhaw. The train tracks join together in Monroe and go to the East. Over time, a new invention came to Union County.

### Cars

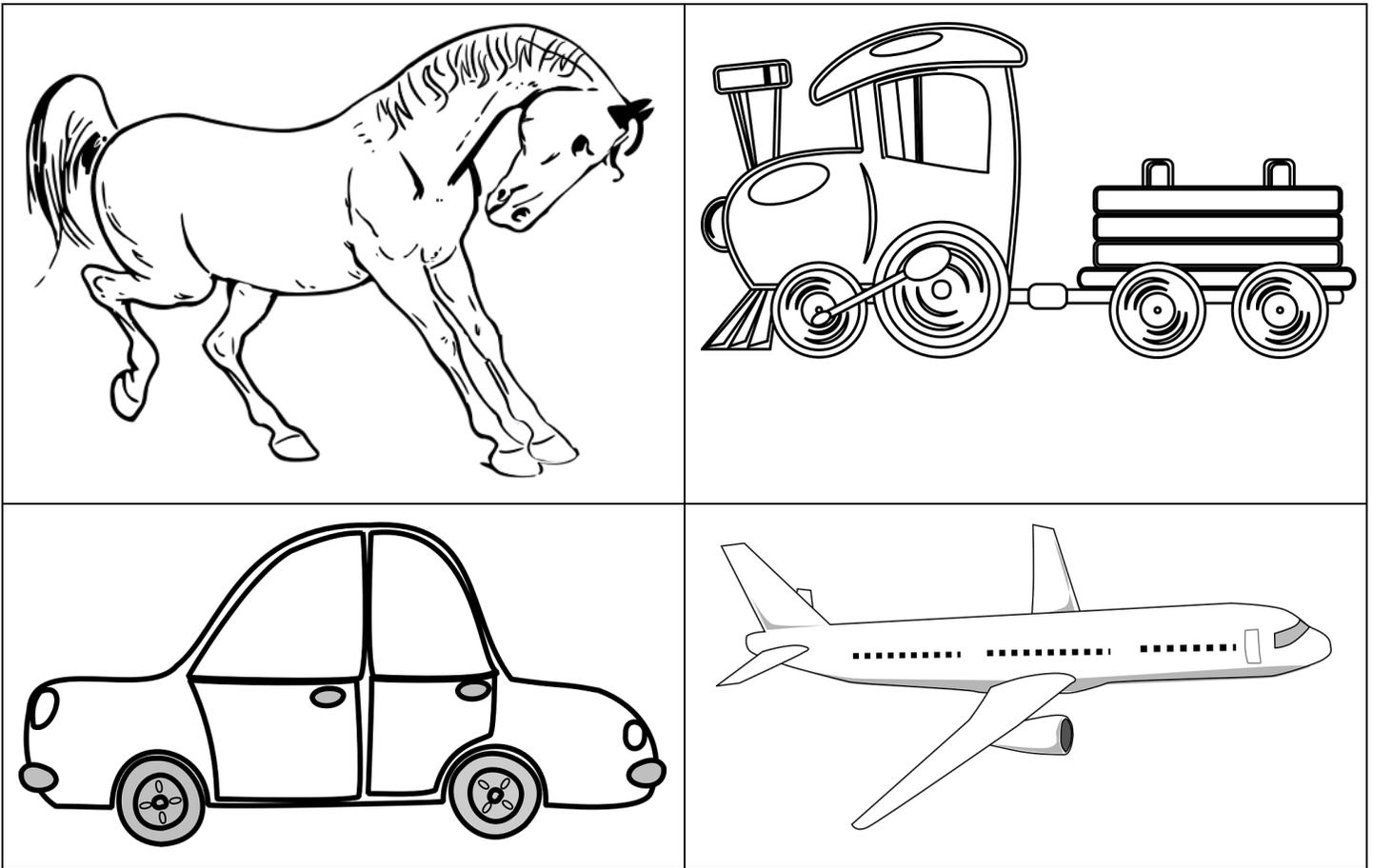
At first, cars and automobiles looked very different from what you see today. The cars did not travel very far or fast. Towns changed because people traveled there in cars to purchase goods and services. As time went on, cars were improved with new inventions. Roads were also improved to allow for faster speeds as well as things like stop lights to help people know when to stop. Over time, a new invention came to Union County.

### Planes

Another invention that came to influence travel in North Carolina was the airplane. The first planes to be used were propeller type planes. An airport was built in Monroe in 1946. Located, northwest of downtown, it is used by people to travel from place to place. Piedmont Airlines was started in 1948 and helped bring people to places all over the country. Eventually, airplanes were powered by jet engines and could travel very fast.

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Activity #1



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## **Lesson Support #2**

### **Unite Union**

This non-profit organization works with other local non-profit organizations to support them in the ways they need. They have most helped Union County Public Schools by providing take home libraries for many students at elementary schools in our county.

### **Heart for Monroe**

This is a faith based organization that supports Union County Schools in many ways. Heart for Monroe has helped our schools by providing mentors to students and by encouraging parents to get involved in their child's school. They have also donated money to our schools through fundraisers such as their annual 5k run. The money raised goes towards hiring tutors, supporting reading buddies, community building with teachers, and many more things.

### **Kiwanis of Monroe -**

Have you been a Terrific Kid? This local organization supports our Terrific Kid Program. Every month, elementary schools in our county ask each teacher in their school to choose a terrific kid. These students are recognized for demonstrating great character traits such as respect, trustworthiness, and kindness.

### **United Way of Central Carolinas**

Did you enjoy reading for Books and Brackets? This business is one of the biggest supporters of our books and brackets competition we have every spring in our elementary schools. This company encourages students to read as often as possible and for teachers to have the books in classrooms they need.

### **Carolinas Healthcare (Atrium Health)**

A great thing is happening at Monroe Middle School! Atrium Health is supporting Monroe Middle School students by giving the school a full time staff member to help students learn how to become a doctor or a nurse. Students at this middle school get to visit hospitals to learn more about what it means to work in the medical field. Students even get to learn language doctors use in Spanish!

# Union County Business Name:

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Draw a picture in the box below of this business helping students in Union County!

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of a business that helps students in Union County.