

# ACADEMIES OF MATH & SCIENCE

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## 1<sup>st</sup> GRADE

Distance Learning Packet

Week 3

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# ENGLISH LANGUAGE ARTS - Week 3 Lesson 1: Sounds and Spellings

**Learning Objective:** Students will generate words with initial and final /s/ and blend, spell, and read words that contain /s/ by writing s and S next to the corresponding pictures.

**English Language Arts Standards:**

- **R.F.1.2c:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**Directions:**

Reference the top of Pg. 3:

Practice writing s and S. At the bottom write s on the line near each picture that begins with the /s/ sound.

Reference the top of Pg. 4:

Name the pictures. Write the letter s under the picture if it begins or ends with the /s/ sound.

Initial S Worksheet: Color in the circles that start with the letter S sound.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

**Directions:** Practice writing s and S. At the bottom, write s on the line near each picture that begins with the /s/ sound.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sounds and Spellings



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

s \_\_\_\_\_

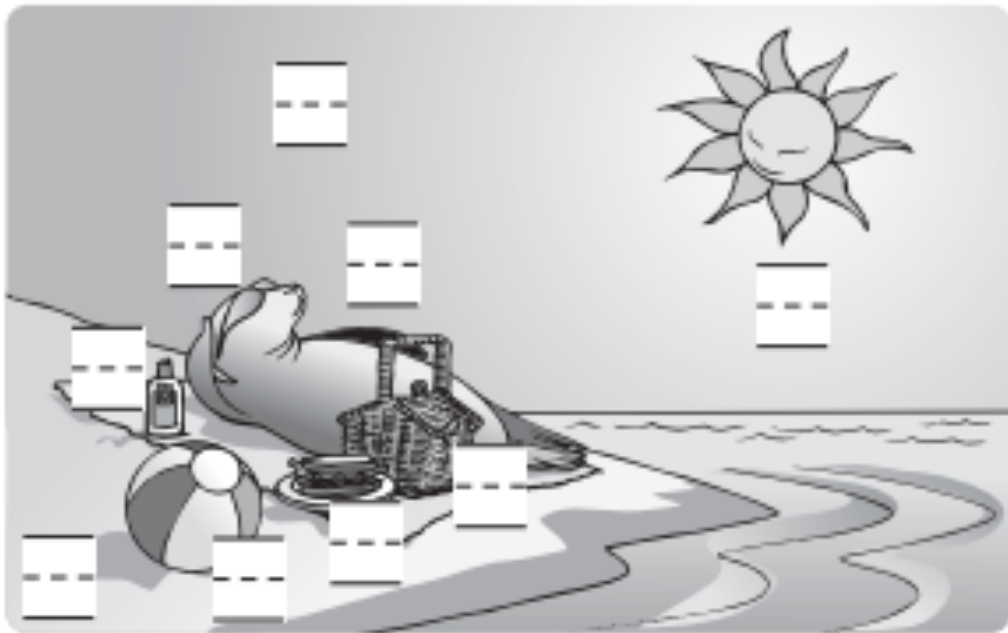
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

S \_\_\_\_\_

## Practice



**Directions:** Name the pictures. Write the letter s under the picture if it begins or ends with the /s/ sound.

## Apply

1.



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2.



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3.



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4.



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5.



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6.



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7.



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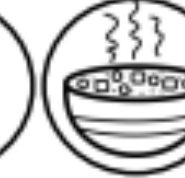






















8.



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		<p>initial</p> 			
					
					
					
					
					
Sailboat	Sandals	Sandwich	Saw	Scissors	Seahorse
Seal	Seven	Soap	Sun	Sock	Soup
Save	Sad	Seat	Soft	Sew	Sign
Say	See	Same	Son	Saturn	Sea
Seashell	Sick			Serpent	Soccer ball
Sides	Seventy			Cycle	Cedar
Surf	Sing			Sip	Sob

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# ENGLISH LANGUAGE ARTS - Week 3 Lesson 2:

## Sounds and Spellings

**Learning Objective:** Students will isolate and segment initial consonant sounds by writing m and M next to the corresponding pictures.

### English Language Arts Standards:

- **RF.1.1a:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **RF.1.2b:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- **R.F.1.2c:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

### Directions:

Reference the top of Pg. 7: Practice writing m and M. Name each picture and write the letter m on the line under each picture that begins with the /m/ sound.

Reference the top of Pg. 8: Write the letter *m* in the first space if you hear the /m/ sound at the beginning of the word. Write the letter *m* in the second space if you hear the /m/ sound at the end of the word.

Letter Mm Underline and Write: Look at the picture. Underline the correct word and write it on the line.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

**Directions:** Practice writing m and M. Name each picture and write the letter m on the line under each picture that begins with the /m/ sound.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sounds and Spellings



<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
m				
M				

## Practice



<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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**Directions:** Write the letter m in the first space if you hear the /m/ sound at the beginning of the word. Write the letter m in the second space if you hear the /m/ sound at the end of the word.

## Apply

1.



\_\_\_\_\_  
-----  
\_\_\_\_\_

2.



\_\_\_\_\_  
-----  
\_\_\_\_\_

3.



\_\_\_\_\_  
-----  
\_\_\_\_\_

4.



\_\_\_\_\_  
-----  
\_\_\_\_\_

5.



\_\_\_\_\_  
-----  
\_\_\_\_\_

6.



\_\_\_\_\_  
-----  
\_\_\_\_\_

7.



\_\_\_\_\_  
-----  
\_\_\_\_\_

8.



\_\_\_\_\_  
-----  
\_\_\_\_\_

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# Mm

## Underline & write

Name: \_\_\_\_\_



mouth mouse  
louse mosu  
muase

\_\_\_\_\_

-----

\_\_\_\_\_



magck magoc  
magki magic  
mugic

\_\_\_\_\_

-----

\_\_\_\_\_



money nomey  
moniy maney  
monye

\_\_\_\_\_

-----

\_\_\_\_\_



musick misic  
masic numic  
music

\_\_\_\_\_

-----

\_\_\_\_\_



mouse moutch  
mouth mauht  
muoth

\_\_\_\_\_

-----

\_\_\_\_\_

# ENGLISH LANGUAGE ARTS - Week 3 Lesson 3:

## Sounds and Spellings

**Learning Objective:** Students will isolate and segment initial consonant sounds by writing m and M next to the corresponding pictures.

### English Language Arts Standards:

- **RF.1.1a:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **RF.1.2b:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- **R.F.1.2c:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

### Directions:

Reference the top of Pg. 11: Practice writing *a* and *A*. Use the pictures to help you write the missing vowel to complete the word.

Reference the top of Pg. 12: Name each picture. Write *a* on the line if you hear the /a/ sound in the word.

Amusing A: Find the pictures that begin with *Aa* and color them.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

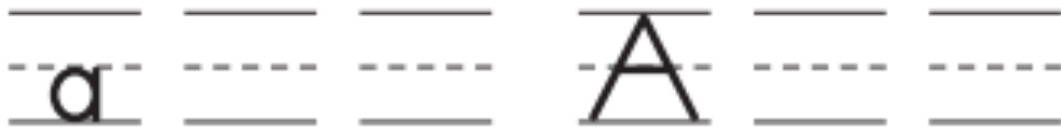
**Directions:** Practice writing a and A. Listen as the teacher reads each sentence. Write the missing letter to complete the word.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sounds and Spellings



### Practice



1. Sam is in a band.



2. Jack used a map.



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Directions: Name each picture. Write a on the line if you hear the /a/ sound in the word.

### Apply

3.



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---

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4.



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5.



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---

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6.



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---

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7.



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8.



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9.



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10.



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---

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11.



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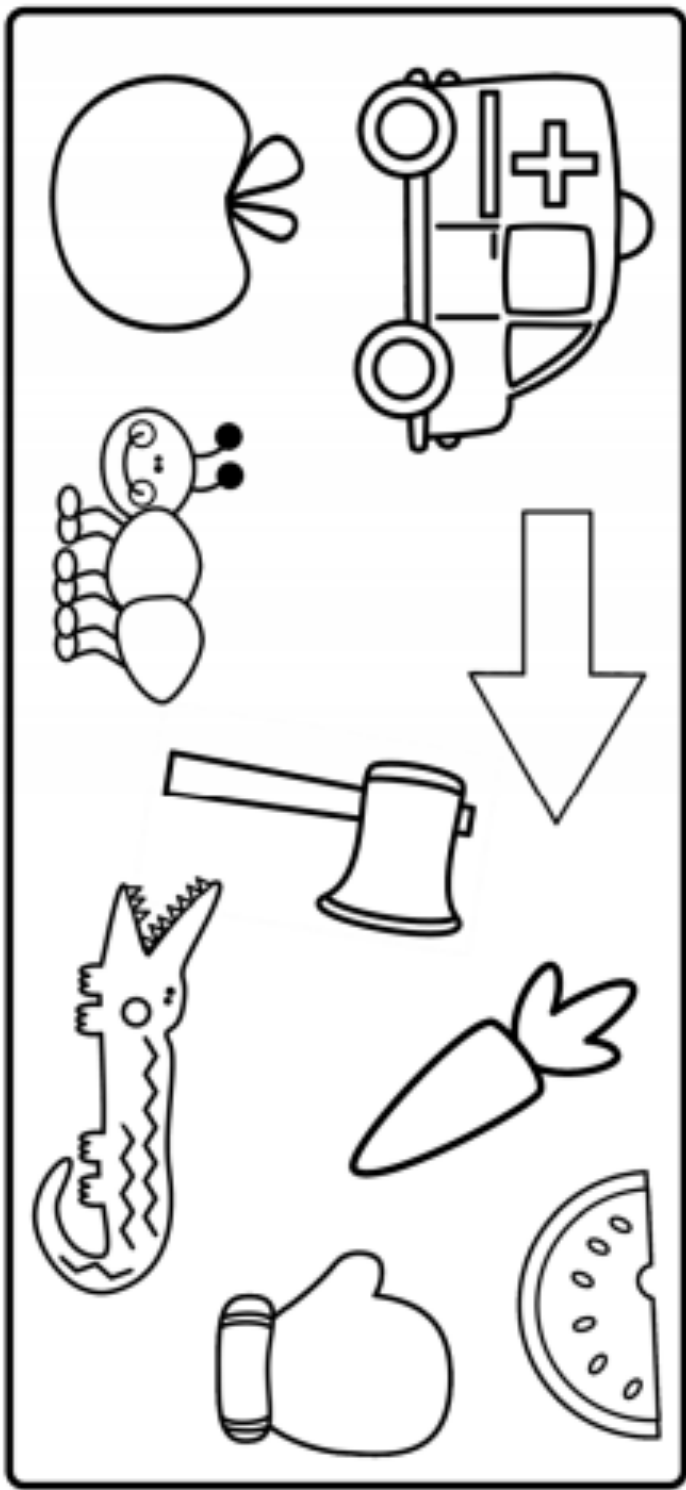
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Name: ..... **Amusing AI** Date: .....

Can you find pictures that begin with A? Color them.



Tick the words you found

- ambulance
- ant
- apple
- alligator
- arrow
- axe

created by Anjlia Caparino

# ENGLISH LANGUAGE ARTS - Week 3 Lesson 4:

## Sounds and Spellings

**Learning Objective:** Students will isolate and segment initial consonant sounds by writing m and M next to the corresponding pictures.

### English Language Arts Standards:

- **RF.1.1a:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **RF.1.2b:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- **R.F.1.2c:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

### Directions:

Reference the top of Pg. 15: Practice writing *t* and *T*. Write the letter *t* if you hear the /t/ sound at the beginning.

Reference the top of Pg. 16: Name each picture. Write the letter *t* on the right of the picture if the picture needs with the /t/ sound.

Letter T Worksheet: Cut or draw pictures that start with T. Trace the letter Tt on the bottom.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

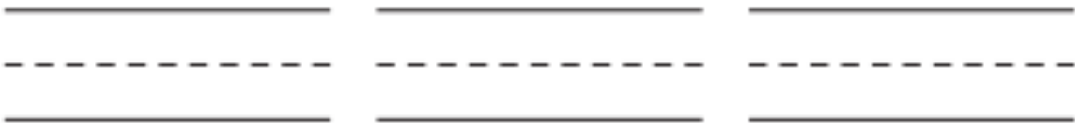
**Directions:** Practice writing t and T. Write the letter t if you hear the /t/ sound at the beginning of the word.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sounds and Spellings



### Practice



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**Directions:** Name each picture. Write the letter t on the left side of the picture if the picture begins with the /t/ sound. Write the letter t on the right of the picture if the picture ends with the /t/ sound.

## Apply

1.  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.  \_\_\_\_\_

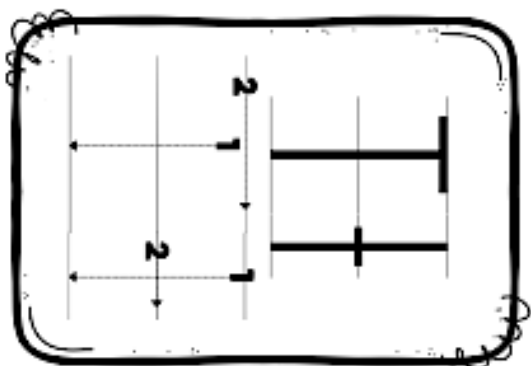
\_\_\_\_\_

\_\_\_\_\_

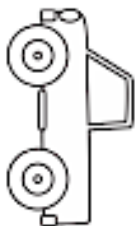
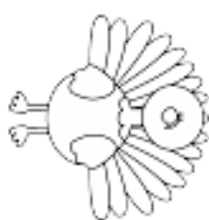
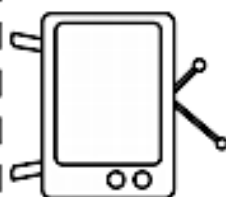
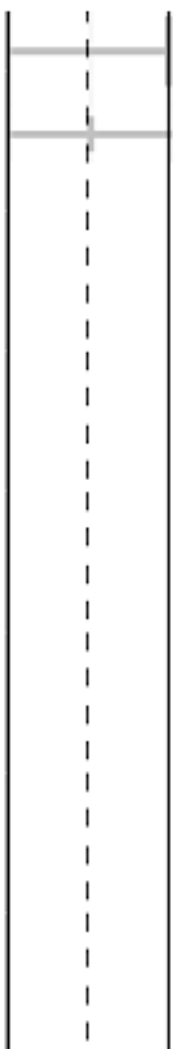
\_\_\_\_\_



**Directions:** Write the letter on the line below. Glue the T words inside the letter.



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# ENGLISH LANGUAGE ARTS - Week 5:

## Sounds and Spellings Review

**Learning Objective:** Students will isolate and segment initial consonant sounds by writing m and M next to the corresponding pictures.

### English Language Arts Standards:

- **RF.1.1a:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **RF.1.2a:** Distinguish long from short vowel sounds in spoken single-syllable words.
- **R.F.1.2c:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

### Directions:

Reference the top of Pg. 19: Use the picture to determine which sentence matches the picture and write that sentence on the line.

Reference the top of Pg. 20: Write the letter that makes the sound you hear at the beginning of each picture to spell a word.

A-M-T Sort: Sort the pictures by cutting or drawing the pictures in the correct column.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

**Directions:** Listen as the teacher reads the sentence. Choose the sentence that matches the picture and write the sentence on the line.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sounds and Spellings Review



1. The cat sat.

The cat is on the hat.

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---

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2. Matt has a hat.

Matt has a ham.

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**Directions:** Write the letter that makes the sound you hear at the beginning of each picture to spell a word.

## Sounds and Spellings Review

s

m

a

t



3.

nt



4.

un



5.

ap



6.

ent

















Name: \_\_\_\_\_

a

m

t



# MATHEMATICS - Week 3 Lesson 1:

## Identify One More, One Less Than a Number

**Learning Objective:** Students will identify one more or one less than a number by using the number chart to count up or count down.

### Math Standards:

- **2.MD.D.9:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- **2.MD.D.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph. See *Table 1*.

### Directions:

Complete the Guided Class Practice 2A and Homework 2B. Then fill in the missing numbers on the number chart.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What day of the week is it today?

\_\_\_\_\_

2. Write the letter e to the right of the n.  
Write the letter o to the left of the n.

\_\_\_\_\_ n \_\_\_\_\_

3. Use a red crayon to color these numbers on the chart.  
Cross off each number after you color it.

14, 1, 28, 10, 17, 5, 34, 12, 23,  
50, 19, 46, 37, 6, 45, 32, 39, 41

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

4. What number is one more than 28? \_\_\_\_\_  
What number is one less than 37? \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Read these numbers to someone.

39, 18, 12, 22, 40, 48

2. Write the letter t to the left of the w.  
Write the letter o to the right of the w.

\_\_\_\_\_ **W** \_\_\_\_\_

3. Use a red crayon to color these numbers on the chart.  
Cross off each number after you color it.

22, 14, 37, 8, 23, 34, 42, 17, 48, 6,  
12, 44, 27, 46, 4, 32, 47, 7, 24, 2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the missing numbers.

0		2	3	4		6		8	
10	11	12			15	16	17		19
	21		23	24	25		27	28	29
30		32		34		36	37		39
	41	42	43		45		47	48	49
50	51		53	54	55	56		58	
60		62		64		66	67		69
	71	72	73		75		77	78	79
80	81		83	84		86	87		
90		92		94	95	96		98	99
100	101	102	103		105		107	108	109
	111		113	114		116	117	118	

# MATHEMATICS - Week 3 Lesson 2:

## Telling and Showing Time to the Hour

**Learning Objective:** Students will identify and show time by the hour by using the analog clock to identify the hour and writing it digitally.

**Math Standard:**

- **2.MD.C.7:** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

---

**Directions:**

Complete the Guided Class Practice 3A and Homework 3B sheet.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use the class birthday graph to answer these questions.

How many children have birthdays in August? \_\_\_\_\_

How many children have birthdays in September? \_\_\_\_\_

2. What number is one less than 13? \_\_\_\_\_

What number is one more than 20? \_\_\_\_\_

3. Count from one to twenty. Write the numbers.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Write the digital time.

:
---



5. Write the letter s to the left of the c.  
 Write the letter h to the right of the c.  
 Write the letter o to the left of the l.

\_\_\_\_\_ c \_\_\_\_\_ o \_\_\_\_\_ l

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What will be tomorrow's date?

\_\_\_\_\_

2. What number is one less than 25? \_\_\_\_\_

What number is one more than 16? \_\_\_\_\_

3. Count backward from twenty to one. Write the numbers.

20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Write the digital time.

	:	
--	---	--



5. Write the letter u to the left of the s.  
Write the letter e to the right of the s.  
Write the letter h to the left of the o.

\_\_\_\_\_ O \_\_\_\_\_ S \_\_\_\_\_

# MATHEMATICS - Week 3 Lesson 3:

## Writing Numbers to 100

**Learning Objective:** Students will be able to write numbers to 100 by using the 100s chart to fill in the missing chart.

**Math Standard:**

- **2.NBT.A.3:** Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.
- 

**Directions:**

Complete the Guided Class Practice 4A and Homework 4B worksheet.

Chart Page: Complete the chart by filling in the missing squares.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the missing days of the week.

Sunday, \_\_\_\_\_, Tuesday, \_\_\_\_\_,  
Thursday, \_\_\_\_\_, Saturday

2. Which letter is on the right? \_\_\_\_\_

Which letter is in the middle? \_\_\_\_\_

Which letter is on the left? \_\_\_\_\_

e	i	p
---	---	---

3. Use the class birthday graph to answer these questions.

How many birthdays are in June? \_\_\_\_\_

Which month has the most birthdays? \_\_\_\_\_

4. Count by 10's. Write the numbers.

10, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
21	22	23	24	25	26	27	28	29	30
41	42	43	44	45	46	47	48	49	50

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the missing days of the week.

\_\_\_\_\_, Monday, \_\_\_\_\_, Wednesday,  
\_\_\_\_\_, Friday, \_\_\_\_\_

2. Which letter is on the left? \_\_\_\_\_

b	y	o
---	---	---

Which letter is on the right? \_\_\_\_\_

Which letter is in the middle? \_\_\_\_\_

3. Fill in the missing numbers.

1	2					8	9	
		13			16			19

4. Count backward by 10's. Write the numbers.

100	90	80						
-----	----	----	--	--	--	--	--	--

5. Fill in the missing numbers.

1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	



Name \_\_\_\_\_

Date \_\_\_\_\_

Start at 16 and count to 23. Fill in the squares.

1. 

16							
----	--	--	--	--	--	--	--

Start at 32 and count to 39. Fill in the squares.

2. 

							39
--	--	--	--	--	--	--	----

Start at 56 and count to 63. Fill in the squares.

3. 

56							
----	--	--	--	--	--	--	--

Start at 65 and count to 72. Fill in the squares.

4. 

							72
--	--	--	--	--	--	--	----

5. Start at 81 and count to 120. Fill in the chart.

81									
									120

# Math Week 3 Lesson 4

## Addition Facts- Doubles with Sums to 18

**Learning Objective:** Students will be able to add doubles and identify the missing addend by using the number chart, counting manipulatives and doubles rap.

**Math Standards:**

- **2.OA.A.1:** Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown
- **2.OA.B.2:** Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.

---

**Directions:**

Saxon Pgs. 9-10: Complete the Lesson Worksheet 5A and 5B.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

Name \_\_\_\_\_

Date \_\_\_\_\_

A.

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 2 \\ + \square \\ \hline 4 \end{array}$$

$$\begin{array}{r} 8 \\ + \square \\ \hline 16 \end{array}$$

$$\begin{array}{r} 3 \\ + \square \\ \hline 6 \end{array}$$

$$\begin{array}{r} 5 \\ + \square \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ + \square \\ \hline 18 \end{array}$$

Name \_\_\_\_\_

Date \_\_\_\_\_

Dear Parent,

Today we practiced the doubles addition facts. Your child will be tested next week on the new addition facts listed below.

$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$

During the next four days, your child will practice these facts in class both orally and in writing. The back of each day's fact sheet will contain the fact practice homework.

Tonight's fact practice is the following:

1. Ask your child to point to the problems in order and to say the answers.
2. Point to the problems in random order and ask your child to say the answers.

Keep this paper at home to use for practice.

# MATHEMATICS - Week 3 Lesson 5:

## Addition Facts; Doubles with Sums to 18 Continued

**Learning Objective:** Students will be able to add doubles and identify the missing addend by using the number chart, counting manipulatives and doubles rap.

### Math Standards:

- **2.OA.A.1:** Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown
- **2.OA.B.2:** Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.

### Directions:

Saxon Pg. 11-12: Complete the Guided Class Practice 5A and Homework 5B.

Number Chart Activity: Then use the number chart and start at zero, count on 5 and color to skip count by 5.

\*Teacher videos are available for more instruction at the following link: <https://amscharters.org/distance-learning/>.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What day of the week is it today? \_\_\_\_\_  
What day of the week was it yesterday? \_\_\_\_\_

2. Write the letter h to the left of the o.  
Write the letter t to the right of the o.      \_\_\_\_\_ o \_\_\_\_\_

3. Fill in the missing numbers.
- |   |   |    |   |  |  |   |    |   |  |
|---|---|----|---|--|--|---|----|---|--|
| 1 | 2 |    | 4 |  |  | 7 |    | 9 |  |
|   |   | 13 |   |  |  |   | 18 |   |  |

4. What number is one less than 26? \_\_\_\_\_  
What number is one more than 43? \_\_\_\_\_

5. Use a red crayon to color these numbers on the chart.  
Cross off each number after you color it.

23, 42, 37, 8, 29, 4, 2, 17, 10, 27, 5,  
41, 43, 45, 3, 28, 9, 1, 33, 47, 13, 44, 7

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What will be tomorrow's date?

\_\_\_\_\_

2. Write the letter t to the left of the o.

Write the letter e to the right of the o.

\_\_\_\_\_ o \_\_\_\_\_

3. Fill in the missing numbers.

1, \_\_\_\_\_, 3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 8, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. What number is one more than 76? \_\_\_\_\_

What number is one less than 53? \_\_\_\_\_

5. Fill in the missing numbers.

1	2		4	5		7		9	10
		13		15			18		
21		23			26			29	
	32			35				39	
41			44		46	47			50

Name \_\_\_\_\_

Date \_\_\_\_\_

Start at 0. Count on 5 and color. Complete by skip counting by 5.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119



# SCIENCE - Week 3 Lesson 1: Living vs. Non-living Things

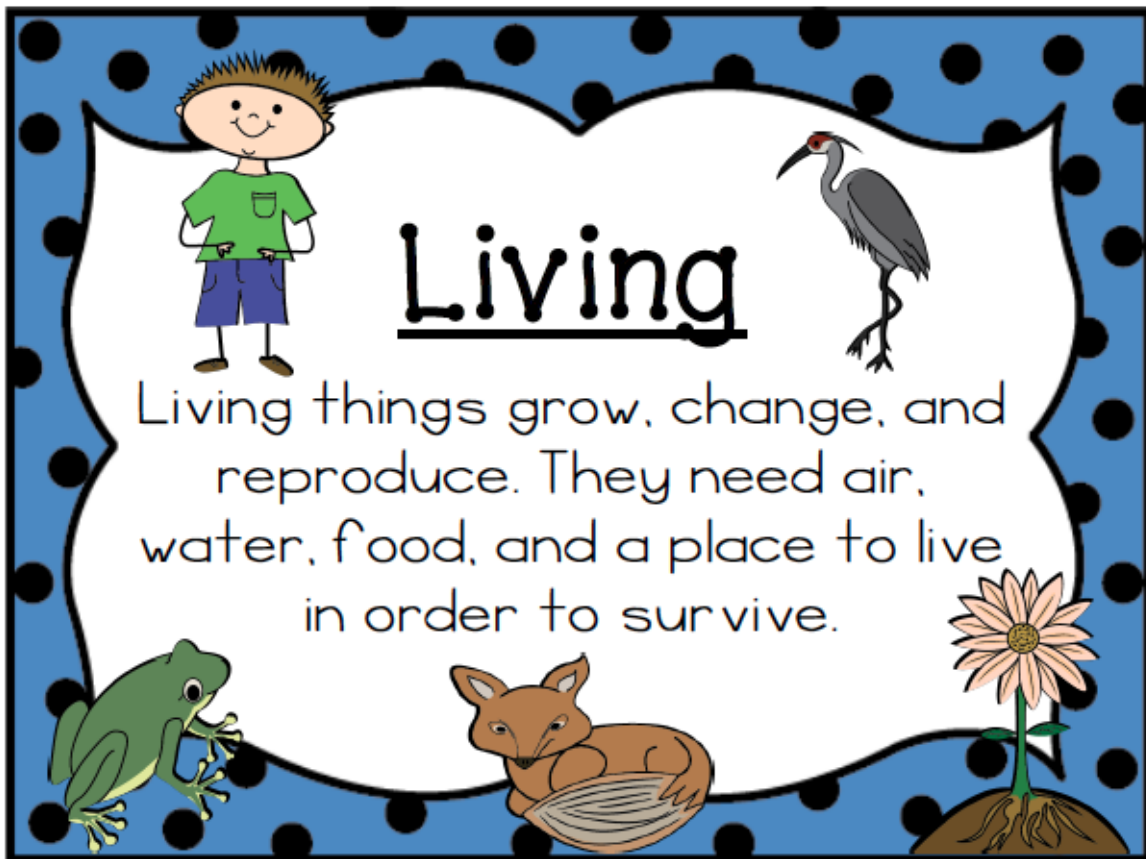
**Learning Objective:** Students will be able to identify living and nonliving things by discussing differences that make them unique.

**Science “Core” Standards:**

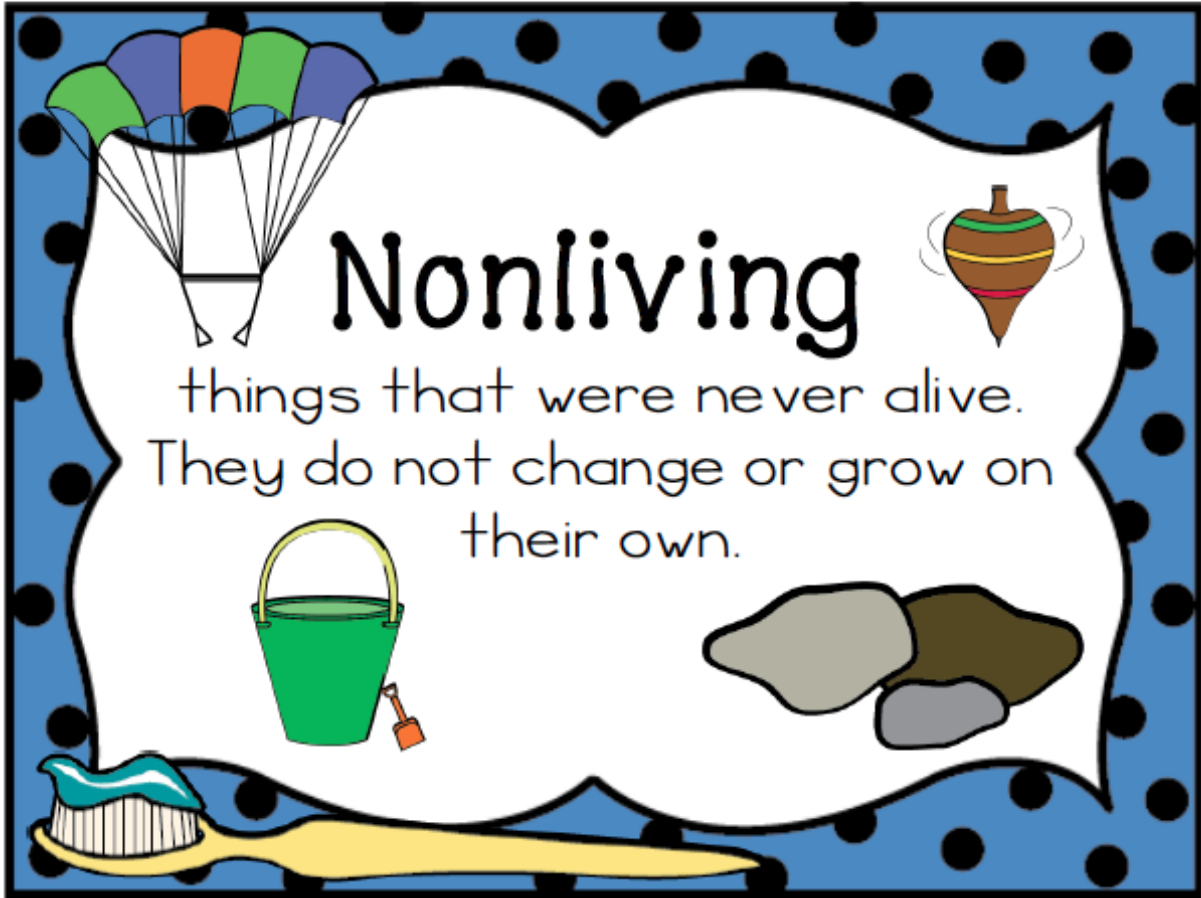
- **L1:** Organisms are organized on a cellular basis and have a finite life span.
- **L2:** Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

**Directions:** First, read through the lesson on “Living vs. Non-living Things.” Then, complete the worksheet that follows.

What are living things?









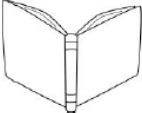





What are **nonliving** things?



**Directions:** Look at each picture at the top of the page. If the picture is of a living thing, write the name of the living thing in the left column. If the picture is of a nonliving thing, write the name of the living thing in the right column.

### Living vs. Non-living Things: Sort!

					
paper	snake	cat	ball	tree	pencil
					
zebra	bird	book	drink	dog	door

Living

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Non Living

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# SCIENCE - Week 3 Lesson 2:

## The Basic Needs of Living Things

**Learning Objective:** Students will be able to identify how living things grow and survive by discussing the need for water, air, food, sunlight, and shelter.

**Science “Core” Standards:**

- **L1:** Organisms are organized on a cellular basis and have a finite life span.
  - **L2:** Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- 

**Directions:** First, read through the lesson on “the basic needs of living things.” Then, complete the labeling activity.

# Needs of Living Things

## Energy

Living things need energy to grow, move, and to defend themselves. The main source of energy is the sun.



## Water



You can't go without water for very long, after only a few hours you may get dehydrated a couple weeks later you will get sick and then die. A human body is about 66% water.

## Oxygen



Without oxygen you will die in a matter of minutes or maybe seconds. Oxygen is so important, without it, most life forms would die.

## Living Space



Living things need living space. Resources in an area can often be limited and only a certain amount of organisms can live there. If too many living things are in one area some may die.

## Food



All living things need food. Without food organisms couldn't grow or repair damages to their bodies.

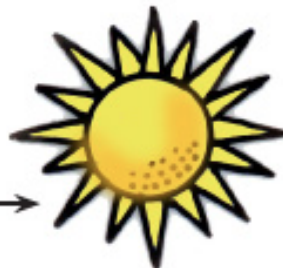
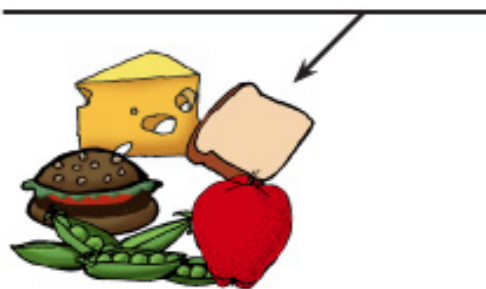
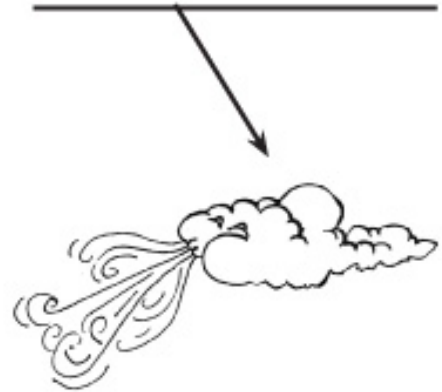
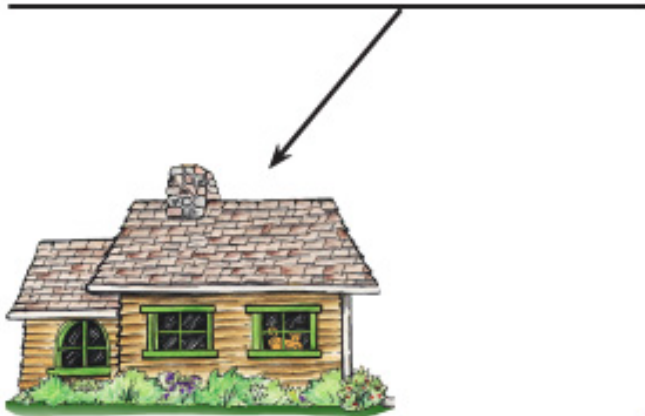
## Homeostasis



Homeostasis is when a body regulates itself so that the conditions inside stay the same. One example of this is body temperature. The normal body temperature for humans is 98.6.

**Directions:** Look at each picture on the page. Label each picture based on the needs of living things listed in the notes printed above.

### Name What Living Things Need to Live



**Directions:** Draw a picture of a living thing found at your home. Below your drawing finish the sentence starters at the bottom of the page by writing a description of the living thing you drew and what it needs to survive.

Name: \_\_\_\_\_

## My Living Thing



I drew a \_\_\_\_\_

I think it needs \_\_\_\_\_

\_\_\_\_\_

# SOCIAL STUDIES - Week 3 Lesson 1:

## Character Traits of Good Citizens

**Learning Objective:** Students will be able to identify what good citizens are by discussing character traits of good citizens in school, at home, and in the community.

**Social Studies “Anchor” Standards:**

- **C2:** Citizens have individual, rights, roles, and responsibilities.
- **C3:** An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

**Directions:** Read the following sentences about character traits in the column on the right. Cut the words below and paste the correct word next to its meaning.



Name \_\_\_\_\_ Date \_\_\_\_\_



# Good Citizenship



**Directions:** Cut the words below. Match words to the definitions. Glue.

	Doing what is right and saying what is true.
	Saying and doing nice things for other people.
	Giving assistance. Helping others.
	Controlling what you say and do.
	Doing the work your supposed to do.
	Caring about others and treating them nicely.

Honesty	Responsible	Kindness
Respect	Helpful	Self-Control

# SOCIAL STUDIES - Week 3 Lesson 2:

## Rules, Laws, and Government

**Learning Objective:** Students will be able to identify the differences between rules and laws by discussing various scenarios that may take place in school, at home, or in the community.

### Social Studies “Anchor” Standards:

- **C2:** Citizens have individual, rights, roles, and responsibilities.
- **C3:** An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

**Directions:** First, review the notes below on rules vs. laws. Then, complete the following worksheet.

### Rules vs. Laws

What is a **Rule**?

A rule is something we can or cannot do.

What is a **Law**?

A law is a rule that people in a community **Must** follow.

Name\_\_\_\_\_ Date\_\_\_\_\_

Laws, Rules, and Government

Circle the correct answer.

1. Which one is a school rule?

- a. Don't drive without a license.
- b. Raise your hand before you speak.

2. Which one is a law?

- a. Wear a seatbelt.
- b. Walk in a straight and quiet line.

3. Write one law that you know.

\_\_\_\_\_

4. Write one school rule that you know.

\_\_\_\_\_

5. Write a sentence telling why laws and rules are important.

\_\_\_\_\_