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| 1. **Reading** 2. Pick an interesting fiction text to read for the week. 3. Think about the elements of the story.    1. **Who were the characters in the story?** The characters were …    2. **Where did the story take place?** The story took place in …    3. **What happened in the story?** In the beginning … In the middle … In the end…      1. Trace your hand on a piece of paper and create your chart. See the example above. | 1. **Math** 2. Read the following math story aloud and picture what the math story is about.    1. **There are 9 apples on the tree. Harold picks two of them. How many apples are left on the tree?** 3. Read the math story aloud a **second time**. This time focus on the question and what you need to find out. 4. Read the math story a **third time**. This focus on the important information. 5. **Now model the story.**     1. How many apples were there at the start?    2. There were \_\_\_\_\_ apples.    3. When Harold removes two apples from the tree, will that make more?    4. Use a piece of paper to draw pictures to represent the problem.     **How many apples are left?** There were \_\_7\_\_ apples left   1. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking.     **There are 8 pencils on the table. Annie takes 3 pencils to do her homework. How many pencils are left on the table?** | | 1. **Science**   **Objective:** I can demonstrate ways to conserve water.    **Think About It!** What are some things we can do to conserve water in our homes? Discuss this question and share your thinking with someone in your home!    **Do It!**  What you need:  • Science notebook or paper, Pencil or crayons, Adult supervision    What to do:  • Discuss with family members what are different ways to conserve water.  • Look around to the house to see ways that you can improve on saving water.  • In your notebook, illustrate four different ways to conserve water at home.  • Describe what you illustrated.  I can conserve water by \_\_\_\_\_\_\_\_\_  Apply It!   * **Create** a tally chart like the one on the right in your science notebook. * **List** thefour ways your family will conserve water. * **Write** a tally mark each time a family member conserves water. * **Describe** your tally chart.   Which method was practiced the most?   |  |  | | --- | --- | | **We will save water by:** | **Tally Marks** | | 1. |  | | 2. |  | | 3. |  | | 4. |  |   Which method was practiced the least? |
| 1. **Reading** 2. Reread or listen to the previous story. 3. Identify the characters’ actions.    1. **How did the character act?** The character acted like …    2. **What did the character say?** The character says …    3. **What did the character think**? The character thought …    4. **How did the character feel?** The character felt …      1. Draw pictures and label them to explain their behaviors.      |  | | --- | | Act | | Say | | Think | | Feel | | 1. **Math** 2. Read the following math story aloud and picture what the math story is about.    1. **William has 2 red apples and 6 green apples in a basket. How many apples does William have in his basket?** 3. Read the math story aloud a **second time**. This time focus on the question and what you need to find out. 4. Read the math story a **third time**. This focus on the important information.    1. **How many red apples does William have?** William has \_\_\_\_\_\_ red apples.    2. **How many green apples does William have?** William has \_\_\_\_\_\_ green apples. 5. **Now model the story.**     1. Draw a part-part-whole mat on a sheet of paper    2. Use counters to represent the number of red apples and the number of green apples     To find the whole, I can combine the two parts, and count all my counters: *William has* ***\_\_8\_\_*** *apples in all.*     1. Now follow the steps above to solve this problem on your own. Use the part-part-whole diagram you drew to solve the problem below.   **Rachel baked 6 chocolate cupcakes and 4 vanilla cupcakes. How many cupcakes did Rachel bake in all?** | | 1. **SEL**   Choose a favorite story from your bookshelf and talk about the characters’ different feelings:   * Do you remember a time you had the same feelings? When? * How did you manage these feelings? * Did it help you feel better? * What will you do the next time you feel this way?   CONNECTION: English Language Arts   * Children draw or journal their responses. |
| 1. **Reading** 2. Reread or listen to the previous story. 3. Use the following chart to retell the events.      1. Find the theme of the story by answering the following question:    1. **What did the main character learn?** *The main character learned …*      |  |  | | --- | --- | | Draw | Write  ***The main character learned …*** | | 1. **Math**      1. Read the following math story aloud and picture what the math story is about.    1. **There are 8 cupcakes at the bakery. There are 6 vanilla cupcakes. The rest of the cupcakes are chocolate. How many chocolate cupcakes are at the bakery?** 2. Read the math story aloud a **second time**. This time focus on the question and what you need to find out. 3. Read the math story a **third time**. This focus on the important information. 4. **Now model the story.**    1. Draw a part-part-whole mat on a sheet of paper    2. How many cupcakes are there altogether?       1. Is this the whole or a part?    3. Use counters to represent the whole.    4. How many cupcakes are vanilla?       1. Is this the whole or a part?     I know that 6 of cupcakes are vanilla so I can move 6 counters to one part. This means that the 2 counters left represent the chocolate cupcakes*. The bakery has \_\_2\_\_ chocolate cupcakes.*   1. Now follow the steps above to solve this problem on your own. Use the part-part-whole diagram you drew to solve the problem below.   **Robert has 9 stickers. Five of the stickers are stars. The rest of the stickers are happy faces. How many happy face stickers does Robert have?** | | 1. **Social Studies**   **“The bank is a safe place to keep money!”**   |  | | --- | | Talk to your parents about why keeping money in the bank is important. | |
| **Weekly Project: Vocabulary** | | | |
| 1. Read the chart on right to review vocabulary. 2. Reread or listen to the previous story. 3. Select a character from your book to fill out your vocabulary 4. Draw and label | | |  | | --- | | Actions | | Size | | Feelings | | |