

**1. Reading**

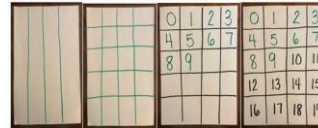
1. Read or listen to a story. (Use the same book during this week)
2. Think about the elements of the story.
  - a. **Who were the characters in the story?** *The characters were ...*
  - b. **Where did the story take place?** *The story took place ...*
  - c. **What happened in the story?** *In the story ...*
3. Use the following chart to answer your questions. Draw and label.
4. Use the chart to retell the story



Characters	Setting
Story Elements	
Events	

**2. Math**

1. Write the numbers 0 to 9 on a sheet of paper. Choose a different color and write the numbers 10-19.
2. Cut the numbers apart. Then place the number numbers 0-9 in order.
3. Now place the numbers 10-19 in order below the first set of numbers.
4. Start at zero, touch and count each number going forward.
5. Start at nineteen, touch and count each number going backward.
6. Now repeat the process with numbers up to 59. Write each **tens** of numbers in a different color.
7. Now repeat steps 2-3 with all the sets of numbers together.
8. Start at zero. Touch and count each number going forward.
9. Start at different numbers. Touch and count each number going forward.



**3. Science**

What is the difference between living and nonliving things?  
*Discuss this question and share your thinking with someone in your home!*

**Do It!**

What you need:

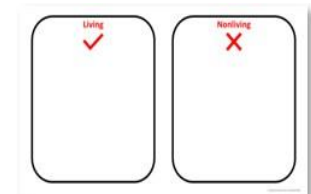
- Adult supervision
- Science notebook or paper
- Magazine or newspaper
- Pencil or crayons
- Scissors

What to do:

- **Take** a nature walk inside or outside the home (*or view the outside from your window*). **Note:** *Stay with an adult. Do not touch anything without permission. Practice social distancing.*
- **Observe** the area around you. **Look** for things that are living and nonliving.
- **Describe** what you see.  
 A \_\_\_\_\_ is a living organism.  
 A \_\_\_\_\_ is a nonliving thing.
- **Copy** this organizer into your science notebook.
- **Cut** out pictures from magazines or newspaper.
- **Sort** the pictures into groups on the mat: living or nonliving
- **Glue** the pictures onto the mat.

Journal Entry: **Copy** each sentence beneath the organizer. **Write** about your observations.

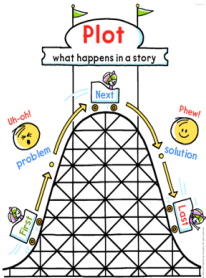
1. \_\_\_\_\_ needs \_\_\_\_\_ to live.
2. The \_\_\_\_\_ is non-living because \_\_\_\_\_.



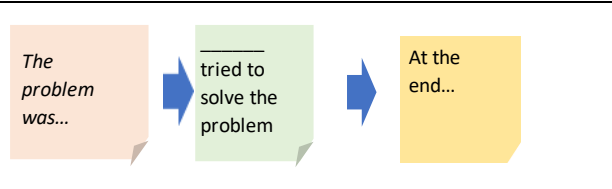
Sorting Mat by HISD Curriculum using Microsoft Office

**4. Reading**

1. Reread or listen to the previous story.
2. Identify the problem in the story.



- a. What was the problem in the story? *The problem was ...*
  - b. How did the character try to solve it? (*Character's name*)\_ *tried to solve the problem by ...*
  - c. How did the story end? *At the end ...*
- Use the following chart to answer the questions



**5. Math**

1. Write the numbers 60 to 69 on a sheet of paper. Choose a different color and write the numbers 70-79.
2. Cut the numbers apart. Then place the number numbers 60-69 in order.
3. Now place the numbers 70-79 in order below the first set of numbers.
4. Start at 60, touch and count each number going forward.
5. Now repeat the process with numbers up to 100. Write each tens of numbers in a different color.
6. Now repeat steps 2-3 with all the sets of numbers together.
7. Now put all of your numbers together from 0 -100.
8. Start at 0 and count to 100 going forward.
9. Start at different numbers and touch and count going forward up to 100.



Image by HISD Curriculum using iPhone



**6. SEL My Feelings**

1. Using your reading journal/writing journal. Respond to the following prompt.
2. Date your journal entries.
3. Choose a favorite story from your bookshelf and talk about the characters' different feelings:
  - a. Do you remember a time you had the same feelings? When?
  - b. How did you manage these feelings?
  - c. Did it help you feel better?
  - d. What will you do the next time you feel this way?
4. Draw or journal your responses



## 7. Reading

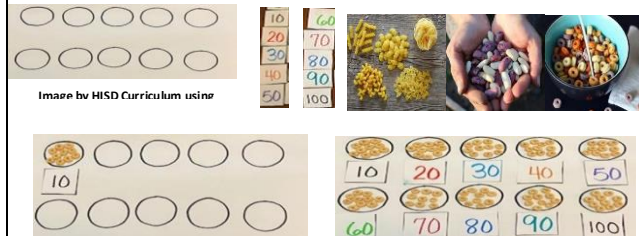
1. Reread or listen to the previous story.
2. Use the paper puppets made to describe the characters.
3. Use paper or sticky notes to write the words.
4. Use the descriptions to compare the characters

Outside	Inside
<p>short long hair pink dress pretty</p>	<p>Kind Smart Honest</p>
Outside	Inside
<p>curly hair boy blue pants orange T-shirt</p>	<p>Brave Caring Funny</p>

Ex. She has long hair, and he has curly hair.

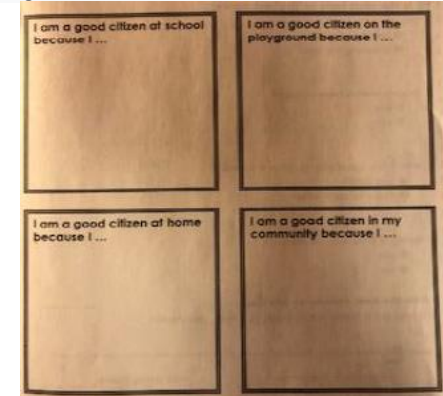
## 8. Math

1. Draw 10 circles on a sheet of paper. Gather these number cards from the day before: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
2. Find small objects around the house that you can use for counting. **Examples:** pasta, counters, cereal, pennies, erasers, beads
3. Count out 10 objects and put them in the first circle. Find the number card that represents the number of objects you have altogether.
4. Continue until all circles are filled and labeled.
5. Start at 10. Touch and count each number card to 100.



## 1. Social Studies

Good citizens are responsible. They follow the rules. They are kind and helpful. Make a drawing in each box that shows how you are a good citizen.



## Weekly Project: Playing with the Characters

1. Reread or listen to the previous story.
2. Identify the main characters.
3. Use paper and colors to make puppets.
4. Act out a scene from the story.
5. Think about the following questions:
  - a. How would your character act? *I think she or he ...*
  - b. How do you think he or she felt? *I think she or he felt ...*
6. Draw to create the setting. Use your paper puppets to act out the scene

## Characters

the people, animals, or creatures in a story

