



Review & Enrichment

Week of May 18 & 25

1st Grade

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.

Week of May 18th

Home Letter

The Kite Home Letter

Dear Family,

This week we'll think about the question "How can weather change your day?" We'll read a fantasy story titled **The Kite** in which best friends Frog and Toad have a hard time getting their kite to fly.'

This week's...

Words to Know: across, ball, cried, head, heard, large, second, should

Phonics Skills: Long *i* spelling patterns *igh*, *y*, *ie*; base words/ inflections *-ed*, *-ing*, *-er*, *-est*, *-es*; phonograms *-ight*, *-y*

Vocabulary Strategy: Homographs

Comprehension Skill: Story structure—tell the setting, characters, and events in a story

Comprehension Strategy: Infer/predict—use clues to figure out more about story parts

Writing Focus: Opinion writing—opinion sentences

Activities to Do Together

Vocabulary

Include some of this week's **Words to Know** in a song about flying a kite.

Keep Trying

Remind your child of a time when he or she continued to try something even though it was difficult. Ask, "What would have happened if you gave up?"

Stick to It

Have your child imagine a friend is having trouble flying a kite. Ask your child to write a few sentences about what he or she would say to the friend.



Go to the *eBook* to read and listen to this week's selection.

Unit 6- Lesson 28: Take Home Story

The Kite from Days with Frog and Toad by Arnold Lobel

Frog and Toad went out to fly a kite. They went to a large meadow where the wind was strong. "Our kite will fly up and up," said Frog. "It will fly all the way up to the top of the sky."

"Toad," said Frog, "I will hold the ball of string. You hold the kite and run."

Toad ran across the meadow. He ran as fast as his short legs could carry him. The kite went up in the air. It fell to the ground with a bump. Toad heard laughter. Three robins were sitting in a bush.

"That kite will not fly," said the robins. "You may as well give up." Toad ran back to Frog. "Frog," said Toad, "this kite will not fly. I give up."

"We must make a second try," said Frog. "Wave the kite over your head. Perhaps that will make it fly."

Toad ran back across the meadow. He waved the kite over his head. The kite went up in the air and then fell down with a thud.

"What a joke!" said the robins. "That kite will never get off the ground."

Toad ran back to Frog. "This kite is a joke," he said. "It will never get off the ground."

"We have to make a third try," said Frog. "Wave the kite over your head and jump up and down. Perhaps that will make it fly."

Toad ran across the meadow again. He waved the kite over his head. He jumped up and down. The kite went up in the air and crashed into the grass.

"That kite is junk," said the robins. "Throw it away and go home." Toad ran back to Frog. "This kite is junk," he said. "I think we should throw it away and go home."

"Toad," said Frog, "we need one more try. Wave the kite over your head. Jump up and down and shout UP KITE UP."

Toad ran across the meadow. He waved the kite over his head. He jumped up and down. He shouted, "UP KITE UP!"

The kite flew into the air. It climbed higher and higher. "We did it!" cried Toad.

"Yes," said Frog. "If a running try did not work, a running and waving try did not work, and a running, waving, and jumping try did not work, I knew that a running, waving, jumping, and shouting try just had to work."


The robins flew out of the bush. But they could not fly as high as the kite. Frog and Toad sat and watched their kite. It seemed to be flying way up at the top of the sky.

Name _____

Long *i* Spelling Patterns *igh*, *y*, *ie*

The Kite

Phonics: Long *i* Spelling
Patterns *igh*, *y*, *ie*

 Circle the word that fits the sentence.
Write the word in the space.

1. The bird is _____ in the air.

high

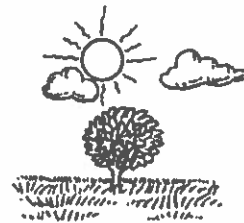
hit



2. The sun is up in the _____.

ski

sky



3. I go to sleep at _____.

nit

night



4. In my dreams I _____ far away.

flie

fly



5. I need a _____ to read a book.

link


light



Name _____

Words to Know

The Kite
High-Frequency Words

 Write a word from the box to complete each sentence. Read each sentence aloud.

Words to Know

head cried second should heard large ball

1. Ken is first in line, and I am _____.
2. She can throw a _____ very far.
3. I put a hat on my _____ to keep warm.
4. They _____ buy a nice gift for their mother.
5. We _____ that the party was fun.
6. The baby _____ because he was hungry.
7. He has a _____ hat.



Name _____

The Kite

Phonics: Base Words and
Inflections *-ed, -ing, -er, -est, -es*

Word Endings:

-ed, -ing, -er, -est, -es

 Write the word that best fits
the sentence.

1. I am _____ than my sister.

older

olded

2. She is the _____ runner in the school.

faster

fastest

3. It is _____ this morning.

rained

raining

4. We _____ pancakes for breakfast.

cooked

cookes

The Sailboat Race

by Mary Alice Bower

Fountas-Pinnell Level J

Fantasy

Selection Summary

Best friends Paxton and Delia like to do everything together, especially sailing their sailboat. When they enter a sailboat race, they work as a team to win.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Fantasy
Text Structure	<ul style="list-style-type: none"> • Third-person narrative • Problem/solution structure • Simple plot proceeding in sequence to the end
Content	<ul style="list-style-type: none"> • Friendship • Sailboats and sailing • Racing
Themes and Ideas	<ul style="list-style-type: none"> • Creative problem-solving and teamwork are a winning combination. • Determination plays an important role in success.
Language and Literary Features	<ul style="list-style-type: none"> • Elements of fantasy: talking animals wearing clothing • Much of story told through dialogue
Sentence Complexity	<ul style="list-style-type: none"> • Some longer sentences: more than ten words • All dialogue assigned; some split dialogue: "Yes, we should," Paxton agreed. "We are a great team."
Vocabulary	<ul style="list-style-type: none"> • Character names: Paxton, Delia • Phrases related to sailing: raised the large sail, steered the boat, fill our sails • Wide variety of words to assign dialogue: said, agreed, cried, shouted, called, squawked, cheered
Words	<ul style="list-style-type: none"> • One- and two-syllable words • Some words with complex letter-sound relationships: friends, steered, move, heard
Illustrations	<ul style="list-style-type: none"> • Illustrations provide information about seaside setting.
Book and Print Features	<ul style="list-style-type: none"> • Nine pages of text, illustrations on every page • Punctuation: period, comma, quotation marks, question mark, exclamation mark

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The Sailboat Race by Mary Alice Bower

Build Background

Discuss with children sailboats and how they move. Be sure children understand that wind is necessary for sailboats to move by sail. Read the title and author and talk about the cover illustration. Ask questions such as the following: *What is a race? What happens in a sailboat race?* Tell children that this story is fantasy, or a story that could not happen in real life.

Introduce the Text

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary. Here are some suggestions:

Page 2: Explain that this story is about two best friends, animals named Paxton and Delia, who join a sailboat race.

Suggested language: *Turn to page 2. These pictures show Paxton and Delia. From looking at the pictures, what can you tell the two best friends like to do together?*

Page 3: Remind children that they can use information in the pictures to help them read. *Read the sign in the picture. What do you think Paxton and Delia might do?*

Page 5: *Turn to page 5. Paxton and Delia are in the red sailboat. They are in second place. How many boats are ahead of them? Then Delia **cried**: "We can win this race!" Say the word **cried**. What letter would you expect to see first in **cried**? Find the word **cried** and put your finger under it. In the sentence, **cried** means almost the same as shouted.*

Pages 6–7: *Look at this picture. Oh, no! The wind has stopped. Why is this a problem in a sailboat race? What are Paxton and Delia doing to try to solve the problem? Do you think their solution will work? Why or why not? What do you think they **should** do?*

Now go back to the beginning and read to find out what happens in the sailboat race.

Words to Know

across

cried

heard

second

ball

head

large

should

Read

As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text

Personal Response

Ask children to share their personal responses to the story. Begin by asking what they liked best about the story, or what they found interesting.

Suggested language: *How do you think Paxton and Delia feel about winning the sailboat race? How would you feel if you won a race?*

Ways of Thinking

As you discuss the text, make sure children understand these teaching points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Paxton and Della join a sailboat race.• When the wind stops, they try different ways to keep the sailboat moving.• They ask gulls to flap their wings near the sails.• Paxton and Della sail to shore and win the race.	<ul style="list-style-type: none">• Friends can work as a team to solve problems.• If you can't solve a problem the first time, keep trying.	<ul style="list-style-type: none">• The animal characters do things they could not do in real life.• The author sends a message that winners don't quit.

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Choices for Support

Fluency

Have children choose a page to read aloud. Remind them to read at a steady speed—not so fast that their words don't make sense and not so slowly that their reading loses meaning.

Phonemic Awareness and Word Work

Provide practice as needed with words and sounds, using one of the following activities:

- **Clapping Syllables** Have children hear and say syllables in words from the book, such as *sailboat*, *sign*, *faster*, *second*, *race*, *happy*, *blowing*, *towels*, *finish*. Have them clap on each syllable: *sail-boat*, *sign*, *fast-er*, *se-ond*, *race*, *hap-py*, *blow-ing*, *tow-els*, *fin-ish*.
- **Compound Words Materials:** whiteboards, markers. Write these compound words from the story on the board: *sailboat*, *everything*, *maybe*, *seagulls*. On their whiteboards, have children write the two words that make up each compound word.

Writing About Reading

Critical Thinking

Read the directions for children on BLM 28.8 and guide them in answering the questions.

Responding

Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill

Story Structure ✓ **TARGET SKILL** Tell children that a story has different parts—who the story is about, where the story takes place, and what happens in the story. Model how to think about story structure.

Think Aloud

Who is the story about? It is about Paxton and Delia. Where does the story take place? It takes place at the shore. What happens? Paxton and Delia join a sailboat race. When the wind stops, they find a way to win the race.

Practice the Skill

Have children think of another book they have read. Ask them to name the characters, setting, and story events.

Writing Prompt

Read aloud the following prompt. Have children write their response, using the writing prompt on page 6.

Imagine you are a reporter at the sailboat race.

Write a news report. Tell what happened at the race. Use details from the story in your news report.

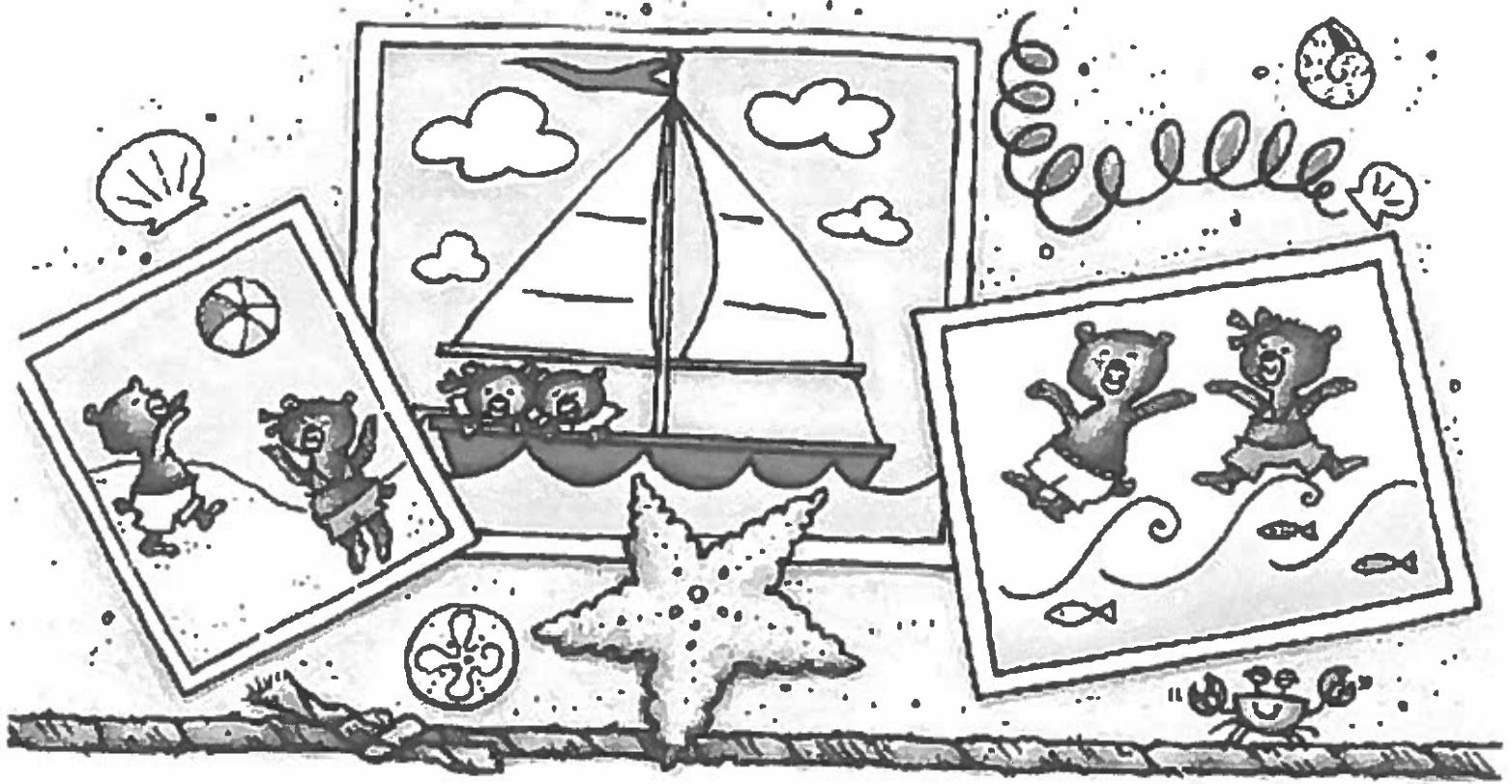


« The Sailboat Race



by Mary Alice Bower
illustrated by Liisa Chauncy Guida

HOUGHTON MIFFLIN

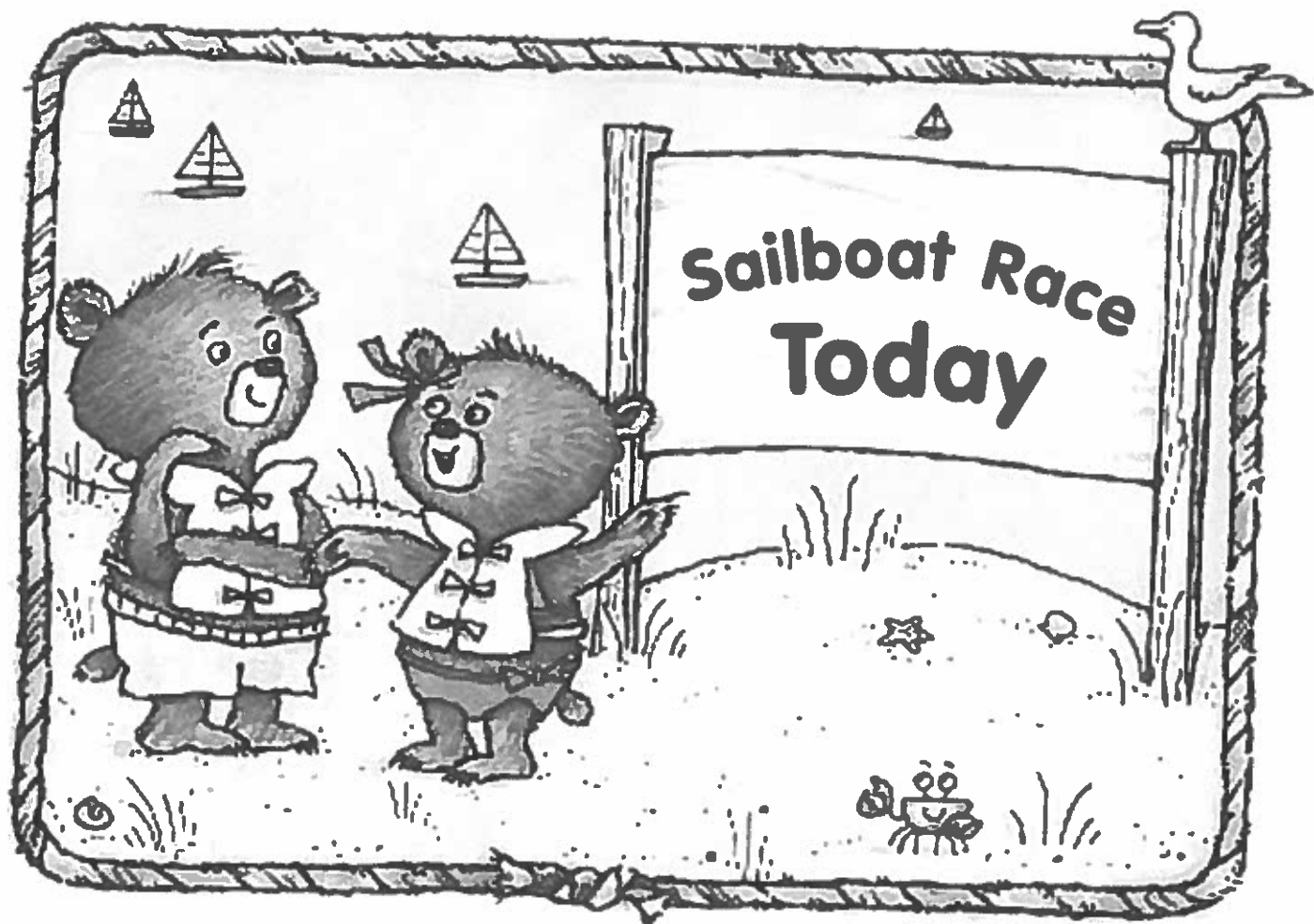


▶ Paxton and Delia were best friends. They liked to do everything together.

▶ They liked to play catch with a beach ball.

▶ They liked to jump over the waves.

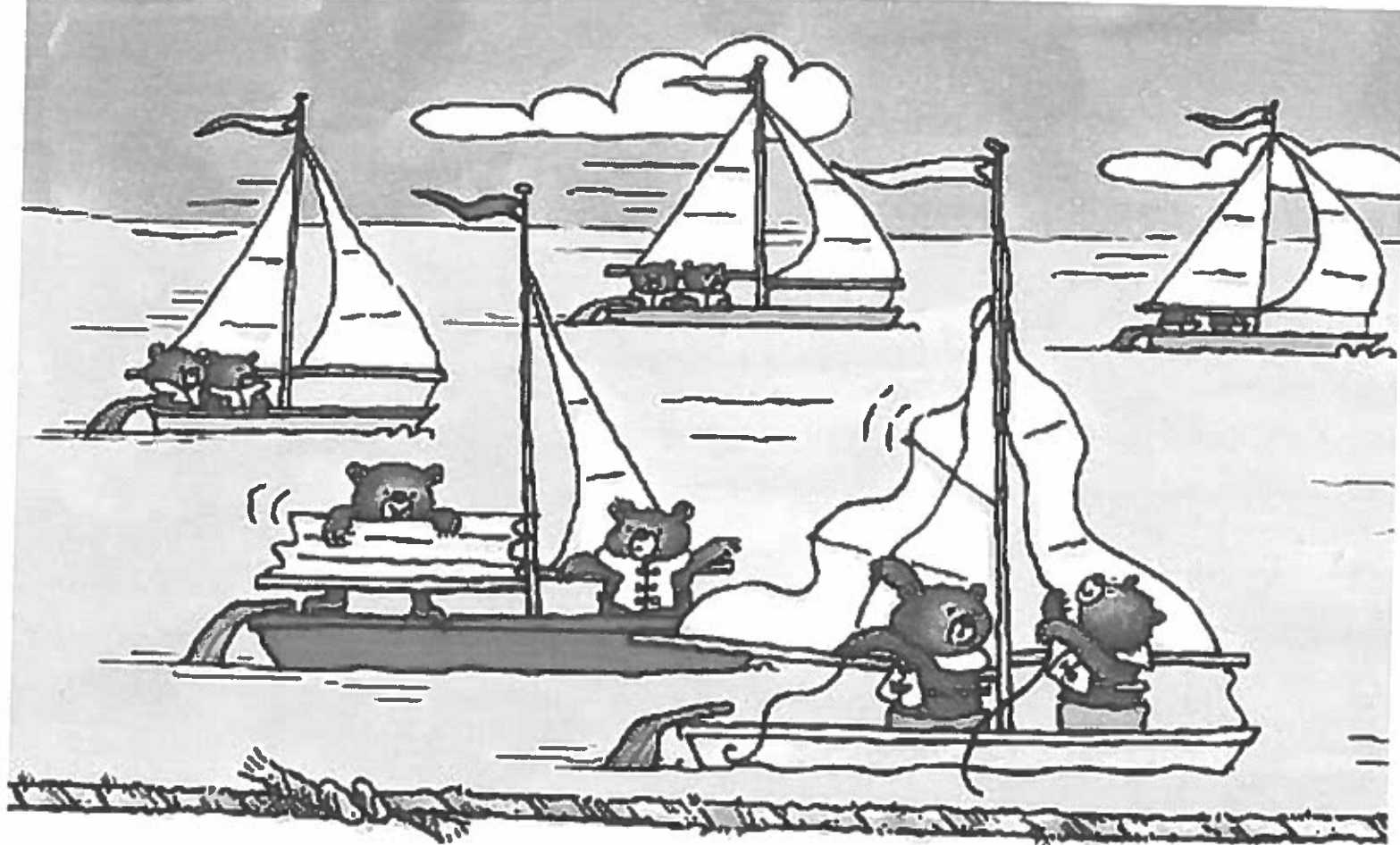
Most of all, they liked to sail in their sailboat.



One day, Paxton and Delia saw a sign at the beach. "Sailboat Race Today," the sign said.

"We should join the race!" Delia said.

"Yes, we should," Paxton agreed. "We are a great team."



▶ Paxton and Delia got ready
for the race.

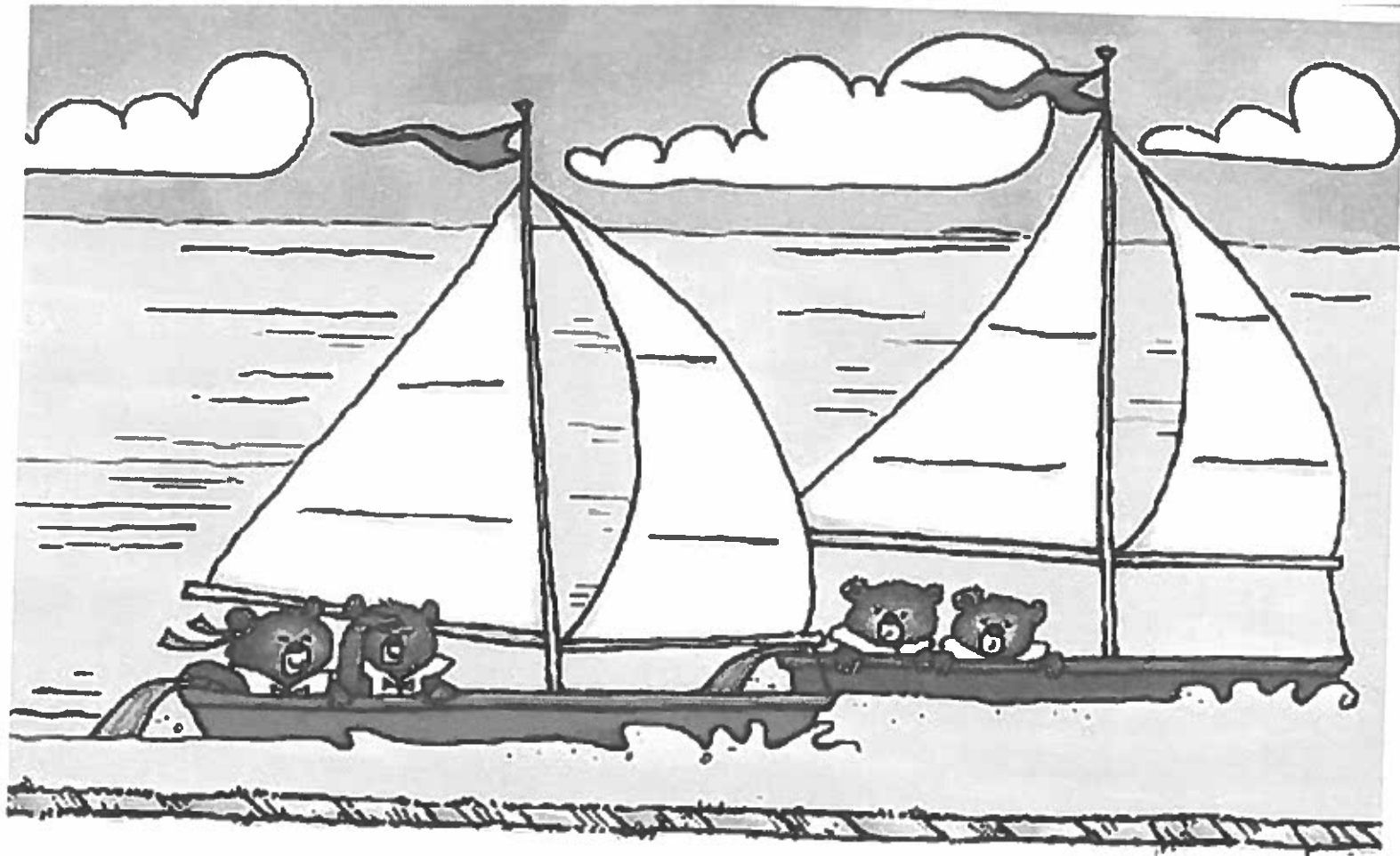
Delia raised the large sail.

Paxton watched the wind.

▶ Delia steered the boat.

The wind blew across the
sails.

Paxton and Delia were off!



❏ The wind pushed the sailboat forward through the waves. The sailboat went faster and faster.

❏ Soon, Paxton and Delia were in second place.

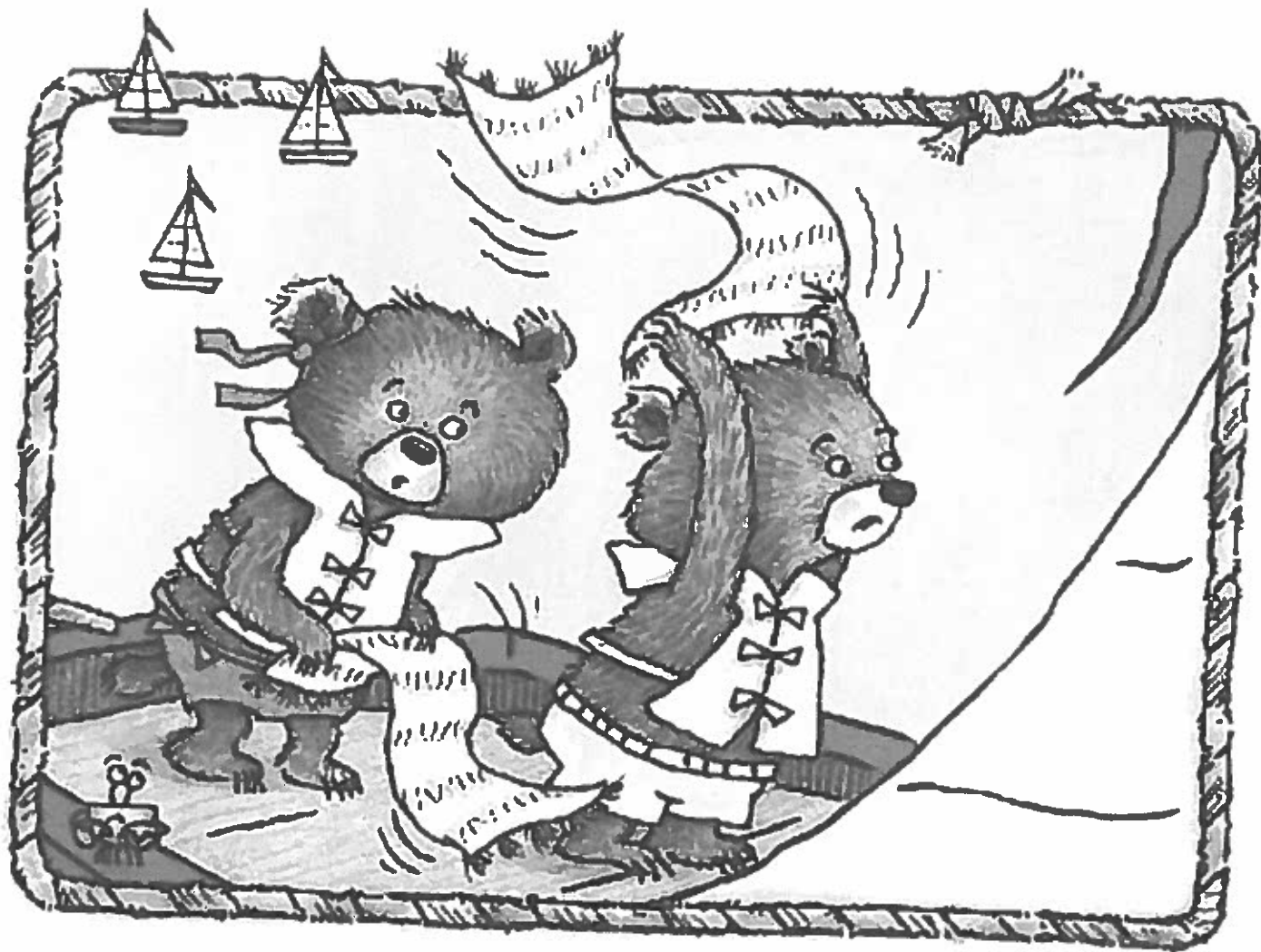
"We can win this race!"
Delia cried.



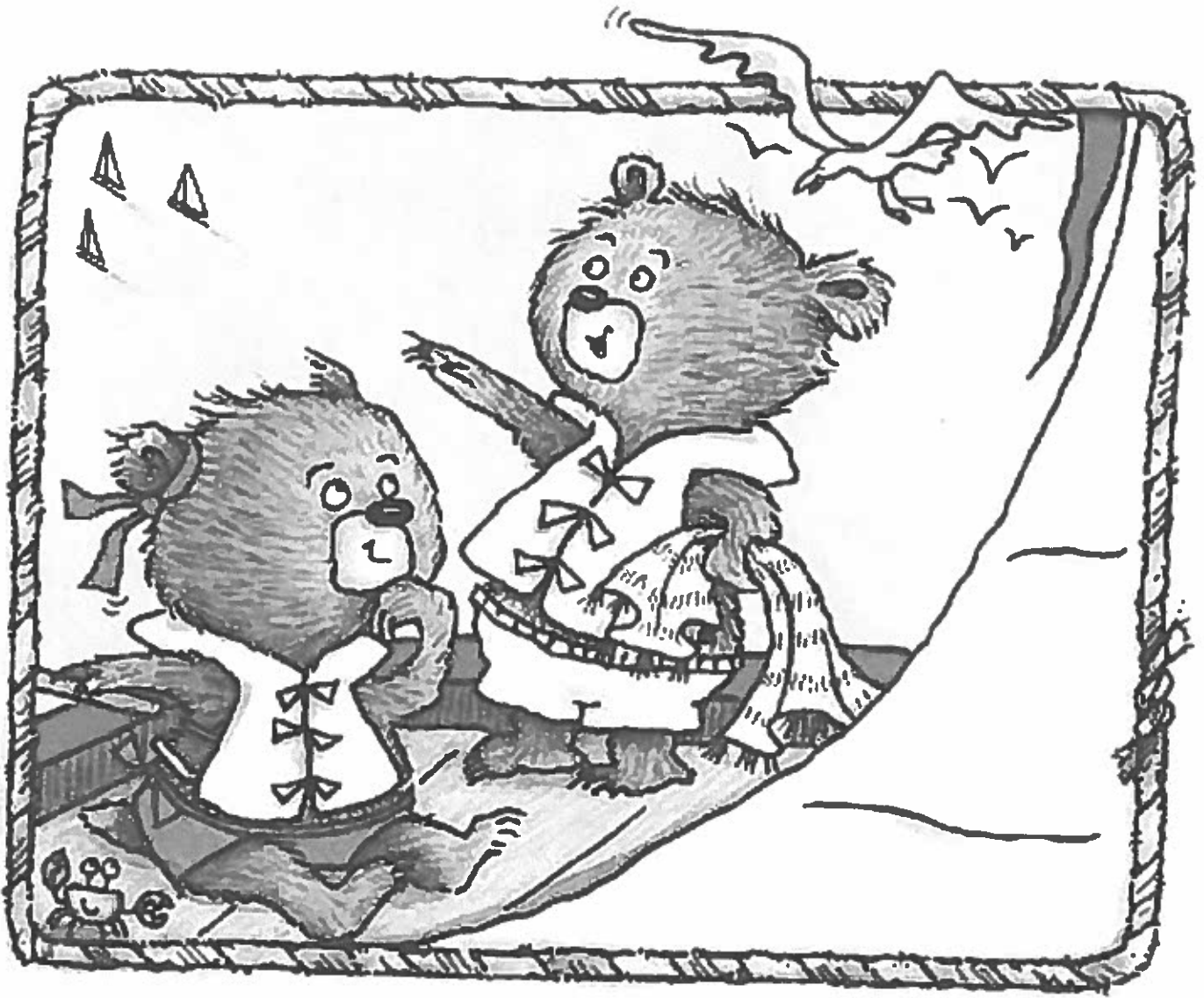
■ Suddenly, the wind stopped.
The boat stopped, too.

"Let's blow on the sails,"
said Paxton.

■ Paxton and Delia huffed and
puffed and blew into the sails.
The sailboat did not move.



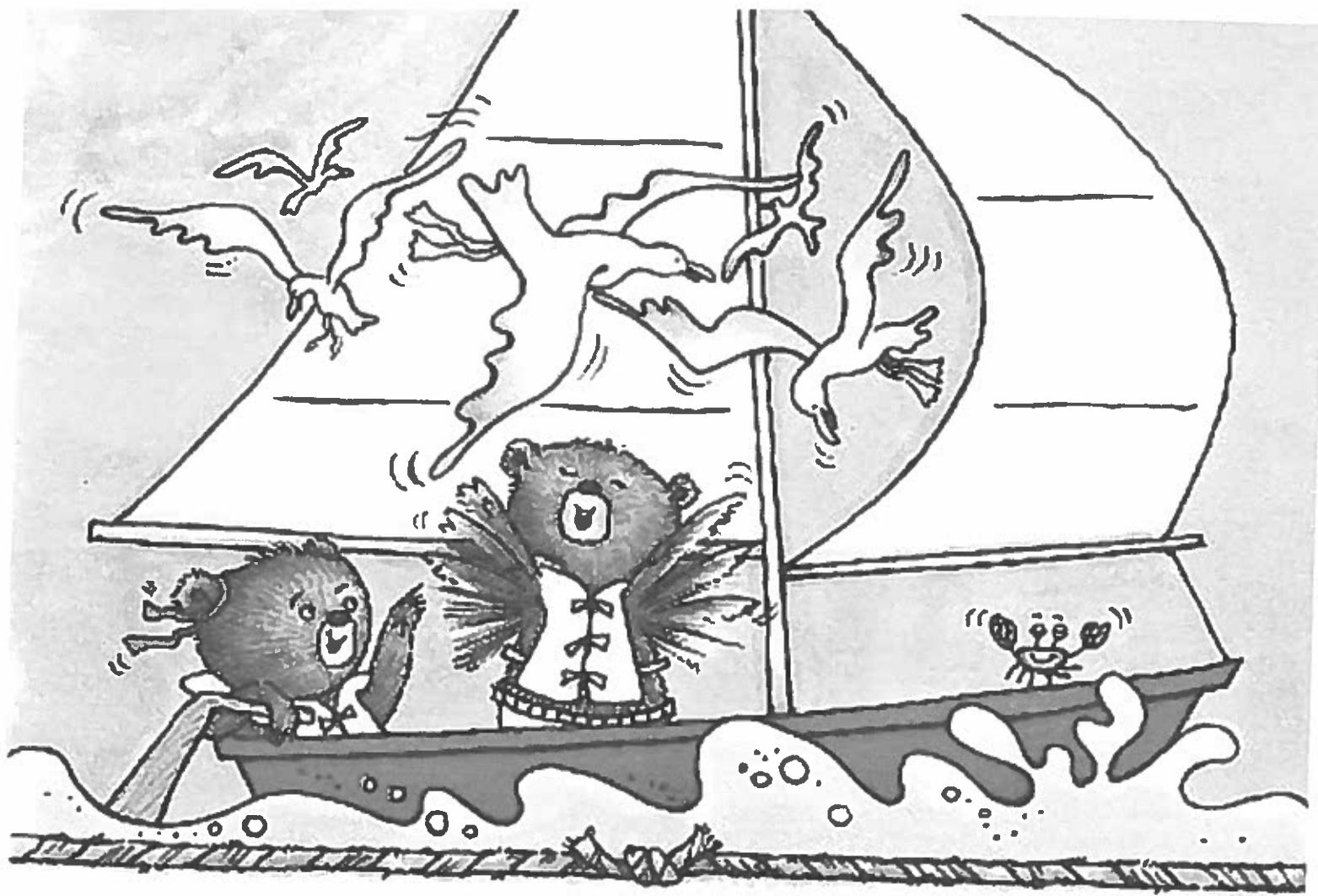
- "Let's fan the sails with our towels," Delia said.
 - Paxton and Delia waved and shook and fanned their towels.
 - The sailboat did not move.
- "The other teams are giving up. Maybe we should too," Delia said.



▶ "Let them give up," Paxton said. "But we will not quit."

▶ Then they heard a flock of gulls fly over their heads.

▶ "I think I know how we can win this race!" Delia shouted.



■ "Will you help us?" Delia called to the seagulls.

"Of course," they squawked.

■ "Great!" Delia said. "Please flap your wings to fill our sails."

They flapped their wings.

"It's working!" Paxton cried.



▶ Paxton and Delia sailed to shore. Their sailboat was the only one that finished the race.

"We won!" Paxton cheered.

▶ "We are a great team," Delia said. Delia hugged Paxton, her best friend.

Responding

TARGET SKILL Story Structure

Who is this story about? Where does the story happen? What happens in the story? Make a chart.

Talk About It

Text to World Think about a race you have seen. How was it different from the race in this story? Which race did you like more?



WORDS TO KNOW

across

ball

cried

head

heard

large

second

should



TARGET SKILL

Story Structure

Tell the setting, character, and events in a story.



TARGET STRATEGY

Infer/Predict

Use clues to figure out more about story parts.



GENRE

A **fantasy** is a story that could not happen in real life.

Name _____

Story Map: Story Structure

The Sailboat Race Graphic Organizer 1

Title: The Sailboat Race

Setting	Characters
<p style="text-align: center;">Plot</p> <p>Beginning</p> <p>Middle</p> <p>End</p>	

Name _____

Think About It

The Sailboat Race
Think About It

Write an answer to the question.

1. Why do Delia and Paxton win the boat race?

Making Connections Think about something you finished that was hard to do. Write some sentences to tell what you did.

The Sailboat Race



Imagine you are a reporter at the sailboat race. Write a news report. Tell what happened at the race. Use details from the story in your news report.

Handwriting practice lines for the news report. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing.



Name _____ Date _____

GOING CAMPING

Jenny was afraid to go camping. "Come on, Jenny," said her brother, Mike. "It will be fun. We can take our dog."

They pitched a tent beside a lake. Then, something splashed. "What was that noise?" Jenny cried.

"Only a fish," said Mike.

They roasted corn and bread over the fire. Their dog got a piece of bread, too. Then, something hooted.

"What was that noise?" Jenny cried.

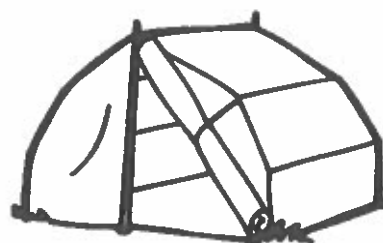
"Only an owl," said Mike.

They crawled into their sleeping bags and zipped up the tent.

Then, something whined and scratched on the door.

"What was that noise?" Jenny cried.

Now, Mike was scared, too. He turned on his flashlight. Then he began to laugh. "It's our dog!" he said. "We forgot to put him in the tent with us!"



STORY QUESTIONS

1. Why doesn't Jenny like to camp?

a. She doesn't like corn.

b. She is afraid.

c. She doesn't like the lake.

d. She doesn't have a tent.

2. What makes the hooting noise?

a. a dog

b. a fish

c. Mike

d. an owl

3. What scratches on the tent door?

a. the owl

b. the fish

c. a bear

d. a dog

4. Why does the dog whine?

a. because he is sick

b. because he wants to sleep in the tent

c. because he wants to sleep in the lake

d. because he is roasting bread

WRITING ACTIVITIES

Would you rather eat pizza or ice-cream? Why?

Write a story about an angry witch.

Write instructions on how to clean your bedroom.

Write a story about a cat that is scared of mice.

Write a story about a fairy that lost her wand.

Would you rather be invisible or be able to fly?

Which is better, summer or winter? Why?

Write a story about a penguin who can't find its family.

Write instructions on how to brush your teeth.

Write a story about a clumsy astronaut.

Would you rather be the richest or smartest person in the world? Why?

Write instructions on how to make your bed.

Write instructions on how to make a sandwich.

Which are better, cats or dogs? Why?

Write a story about a butterfly that cannot fly.

Write a story about an ant that won't stop growing.

Would you rather eat cupcakes or donuts?

Write instructions on how to build a sandcastle.

Would you rather go to the beach or go to the snow? Why?

Write a story about a pirate lost at sea.

Week of May 25th

Home Letter

Hi! Fly Guy
Home Letter

Dear Family,

This week we will look at finding ways to solve problems when they arise. Children will explore the question, "How can insects be helpful?" We'll read a story about an unlikely pet in **Hi! Fly Guy**.

This week's...

Words to Know: beautiful, caught, friendship, idea, listen, minute, thought, took

Phonics Skills: Suffixes *-ful, -ly, -y*; long vowel spelling patterns *a, e, i, o, u*

Vocabulary Strategy: Prefix *un-*

Comprehension Skill: Understanding characters—tell more about characters

Comprehension Strategy: Visualize—picture what is happening as you read

Writing Focus: Opinion writing—opinion paragraph

Activities to Do Together

Vocabulary

Ask your child to play a guessing game about **Hi! Fly Guy** by using the **Words to Know** to ask questions such as "How was Fly Guy caught?" or "Do you think it's a good idea to have a friendship with a fly?"

Odd Pets

Have you ever imagined what it would be like to have an alligator as a pet? Brainstorm with your child about an animal that would make for an odd pet. Discuss how having that animal might be different than having a dog or a cat.

Handle With Care

Research online or in a library with your child about the animal you discussed in Odd Pets. Have your child write a paragraph about caring for that animal.



Go to the *eBook* to read and listen to this week's selection.

Unit 6- Lesson 29: Take Home Story

Hi! Fly Guy by Tedd Arnold

Chapter 1

A fly went flying. He was looking for something to eat- something tasty, something slimy. A boy went walking. He was looking for something to catch- something smart, something for The Amazing Pet Show. They met. The boy caught the fly in a jar. "A pet!" he said. The fly was mad. He wanted to be free. He stomped his foot and said - BUZZ! The boy was surprised. He said, "You know my name! You are the smartest pet in the world!"

Chapter 2

Buzz took the fly home. "This is my pet," Buzz said to Mom and Dad. "He is smart. He can say my name. Listen!" Buzz opened the jar. The fly flew out. "Flies can't be pets!" said Dad. "They are pests!" He got the fly swatter. The fly cried - Buzz! And Buzz came to the rescue. "You are right," said Dad. "This fly is smart!" "He needs a name," said Mom. Buzz thought for a minute. "Fly Guy," said Buzz. And Fly Guy said - Buzz!

It was time for lunch. Buzz gave Fly Guy something to eat. Fly Guy was happy.

Chapter 3

Buzz took Fly Guy to The Amazing Pet Show. The judges laughed. "Flies can't be pets," they said. "Flies are pests!" Buzz was sad. He opened the jar. "Shoo, Fly Guy," he said. "Flies can't be pets." But Fly Guy liked Buzz. He had an idea. He did some fancy flying. The judges were


amazed. "The fly can do tricks," they said. "But flies can't be pets." Then Fly Guy said- BUZZ! The judges were more amazed. "The fly knows the boy's name," they said. "But flies can't be pets." Fly Guy flew high, high, high into the sky! Then he dived down, down, down into the jar. "The fly knows his jar!" the judges said. "This fly is a pet!" They let Fly Guy in the show. He even won an award. And so began a beautiful friendship.

Name _____

Long Vowel Spelling Patterns *a, e, i, o, u*

Hi! Fly Guy

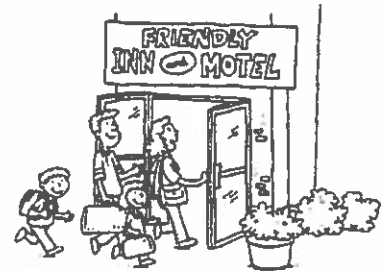
Phonics: Long Vowel Spelling
Patterns *a, e, i, o, u*

 Write the word that best fits the sentence. Read the sentence aloud.

1. I stayed in a room in a _____.

motel

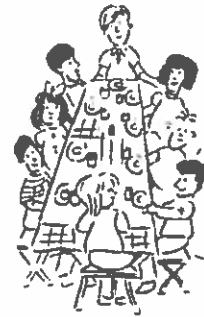
note



2. I ate at a _____ in the dining room.

talent

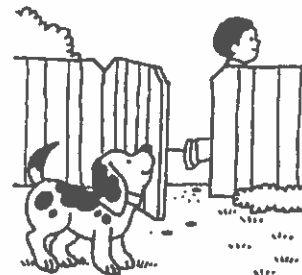
table



3. Every day I _____ for a long walk.

go

got



4. What _____ of sports do you like?

kid

kind



Name _____

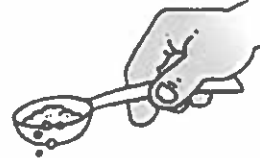
Suffixes *-ful*, *-ly*, *-y*

Hi! Fly Guy
Phonics: Suffixes *-ful*, *-ly*, *-y*

 Put the word and the suffix together.

Write the new word on the line.

1. spoon + ful



2. rain + y



3. quick + ly



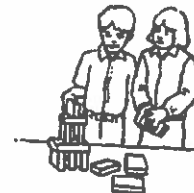
4. joy + ful



5. mess + y



6. friend + ly



Name _____

Words to Know

Hi! Fly Guy
High-Frequency Words

 Write a word from the box to complete each sentence.

Words to Know		
beautiful	idea	took
caught	minute	


1. Jen had a great _____

2. Lee _____ three big fish.

3. I have to go home in a _____

4. It is a _____ day!

5. Maya _____ her lunch to school.

 Write a paragraph. Use the words **friendship**, **listen**, and **thought** in the paragraph.

Name _____

Suffixes *-ful*, *-ly*, *-y*

Hi! Fly Guy
Phonics: Suffixes *-ful*, *-ly*, *-y*

 Write a word from the box to complete each sentence.

Word Bank

brightly thoughtful softly
hurtful juicy creepy

1. He answered in a _____ way.

2. She whispered _____ in my ear.

3. The sun is shining _____ in the sky.

4. The peach was _____ and delicious.

5. You should not be _____ to anyone.

6. The old house seemed dark and _____.

LESSON 29 TEACHER'S GUIDE

More Than One Bird

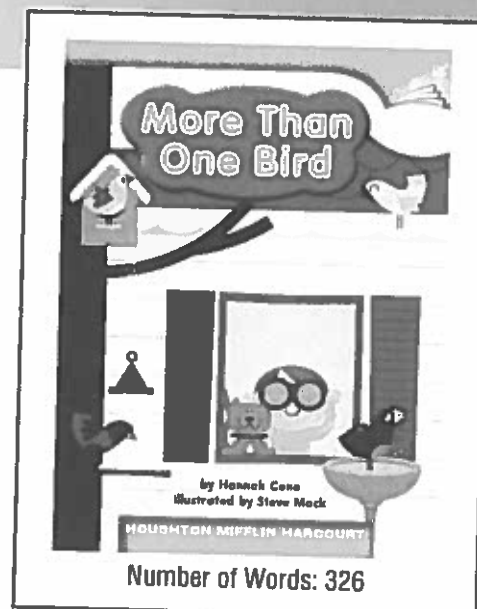
By Hannah Cone

Fountas-Pinnell Level I

Realistic Fiction

Selection Summary

Ted wants a pet bird, but his mother tells him it is not a good idea because they have a cat. Ted solves the problem by providing feeders and other things that wild birds need. With a bell on the cat, he can enjoy many outdoor birds instead of one indoor bird.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Realistic fiction
Text Structure	<ul style="list-style-type: none"> • Third-person narrative • Problem stated on first page: <i>Ted wanted a pet bird.</i>
Content	<ul style="list-style-type: none"> • Wild birds • Taking care of animals
Themes and Ideas	<ul style="list-style-type: none"> • Thinking about a problem in a new way can help you solve it. • Learning about animals can help you enjoy them.
Language and Literary Features	<ul style="list-style-type: none"> • Words indicating sequence of events: <i>then, now, later</i> • Story told through narrative and dialogue
Sentence Complexity	<ul style="list-style-type: none"> • Many long, complex sentences • Some interrogative and exclamatory sentences • Some sentences with introductory clauses: <i>"If I can't have an inside bird, I can have outside birds," Ted thought.</i>
Vocabulary Words	<ul style="list-style-type: none"> • Compound words related to wild birds: <i>backyard, outside, birdseed, birdbath</i> • One-, two-, and three-syllable words • Words with suffixes: <i>beautiful, friendship</i>
Illustrations	<ul style="list-style-type: none"> • Thought balloon that shows character's idea • Pictures that support and clarify the text
Book and Print Features	<ul style="list-style-type: none"> • Nine pages of text, illustrations on every page • One three-line sentence

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More Than One Bird

by Hannah Cone

Build Background

Read the title and talk about what is happening in the cover illustration. Point out to children that they can learn a lot about characters from the pictures in a story. Ask: *Why do you think the boy is using binoculars to look out the window? What is he looking at?* Tell children that this story is about a boy named Ted who figures out an interesting way to solve a problem.

Introduce the Text

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so that they can read the text more successfully. Here are some suggestions:

Page 2: Explain that this story tells about characters who are just like real people.

Suggested language: *Turn to page 2. Ted is thinking about something, and the bubble over his head shows his thought. What is he thinking about? The story says Ted wants a pet bird, but his mother tells him it is not a good idea. Say the word **idea**. What letter would you expect to see first in the word **idea**? Find the word **idea** and put your finger under it.*

Page 3: Remind children that they can use information in the pictures to help them understand what they read. *How is Ted feeling when he learns he cannot have a pet bird? What does he see when he looks out the window? The birds outside are beautiful. Say the word **beautiful**. What letter would you expect to see at the beginning of the word **beautiful**? Find the word **beautiful** and put your finger under it.*

Page 4: *Turn to page 4. What is Ted doing now? Why do you think he is using books and a computer? What might he be writing down?*

Pages 6 and 7: *Look at pages 6 and 7. What things are Ted and his mother putting in the yard? Why do you think they are doing this?*

Now go back to the beginning and read to find out how Ted finds a way to enjoy birds even though he cannot have a pet bird.

Words to Know

beautiful

friendship

listen

thought

caught

idea

minute

took

Read

As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text

Personal Response

Ask children to share their personal responses to the story. Begin by asking what they liked best about the story, or what they found interesting.

Suggested language: *How do you think Ted feels about the birds in his backyard? Why do you think that?*

Ways of Thinking

As you discuss the text, make sure children understand these teaching points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• When Ted says he wants a pet bird, his mother says it is not a good idea.• Ted uses books and the computer to learn about wild birds.• Ted and his mother attract many wild birds to their yard by providing things the birds need.	<ul style="list-style-type: none">• When you are disappointed, you can use creative thinking to find a solution that works for you.• If you love animals, there are many ways to enjoy them without owning them.	<ul style="list-style-type: none">• The author starts the story with a problem: Ted wants a pet bird, but it is not a good idea because he has a cat.• The story describes the steps Ted takes to solve his problem.

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Choices for Support

Fluency

Have children choose a page to read aloud to a partner. Partners can take turns reading pages. Remind children to use the rhythm and pitch of their voices to indicate questions and exclamations.

Phonemic Awareness and Word Work

Provide practice as needed with words and sounds, using one of the following activities:

- **Say the Syllables** Say the word *idea*. Ask children to clap and say the syllables they hear in *idea*: i/de/a. Repeat with these words: *beautiful* (beau/ti/ful), *outside* (out/side), *computer* (com/pu/ter), *feeder* (fee/der), *birdseed* (bird/seed), *birdbath* (bird/bath), *friendship* (friend/ship).
- **Double Vowel Patterns** Materials: chalkboard, chalk. Write these story words on the board: *need*, *books*, *feeder*, *trees*, *looked*, *keep*, *took*, *week*. Call on individuals to read each word and circle the letters that spell the vowel sound.

Writing About Reading

Critical Thinking

Read the directions for children on BLM 29.7 and guide them in answering the questions.

Responding

Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill

Understanding Characters ✓ **TARGET SKILL** Tell children that paying attention to what characters say and do in a story helps us understand them.

Think Aloud

I can think about what Ted says and does in this story. He asks his mom if he can get a pet bird, and he promises to take care of it. When his mom says a pet bird is not a good idea, he reads about wild birds and finds out what they need. These things tell me that Ted is someone who really cares about birds. He wants to bring birds into his life, and he is willing to work hard to make his wish come true.

Practice the Skill

Recall with children a character they have read about in another book. What kind of person was that character? How could you tell?

Writing Prompt: Thinking Beyond the Text

Read aloud the following prompt. Have children write their response, using the Writing Prompt on page 6.

How can people help birds get what they need? Write a few sentences. Tell one or two things people can do for wild birds.

The book cover features a whimsical illustration. At the top, a large, dark, cloud-like shape contains the title 'More Than One Bird' in a light, bubbly font. To the left of the title, a small bird is perched on a birdhouse. To the right, a white bird is flying. Below the title, a thick, dark branch extends across the middle. In the upper right corner, there is a stylized sun or moon with rays and a small cluster of stars. Below the branch, a window with dark shutters is visible. Inside the window, a cat wearing large, round glasses is sitting. To the left of the window, a small, dark, triangular object hangs from a string. To the right of the window, a dark bird is perched on a pedestal. The background is a light, textured surface.

More Than One Bird

by Hannah Cone
illustrated by Steve Mack

HOUGHTON MIFFLIN HARCOURT



🔊 Ted wanted a pet bird.

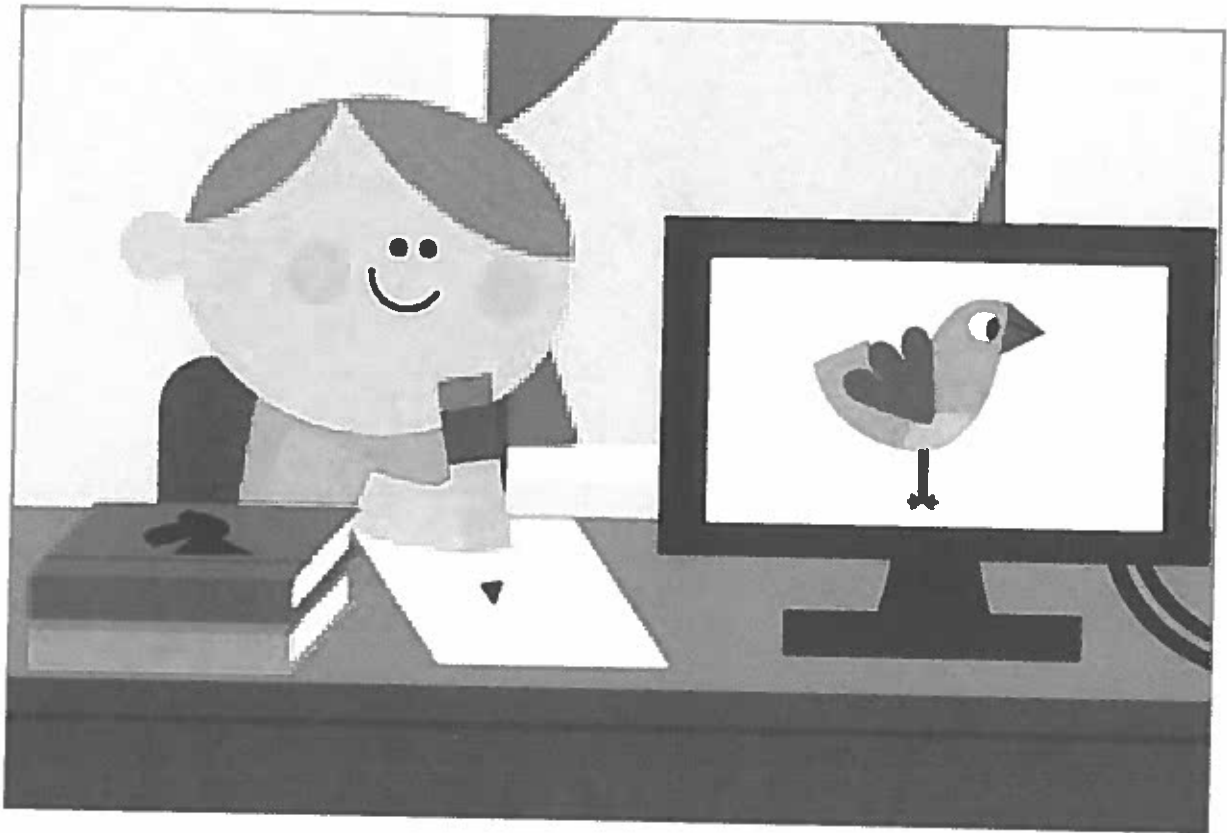
He asked, "Mom, can I get a bird?
I promise to take care of it."

🔊 Mom said, "I'm sorry, Ted.

A pet bird would not be a good
idea because we have a cat."



🔊 Ted was sad that he couldn't have a pet bird. Then he looked out the window. He saw beautiful wild birds. They were flying around in the backyard.



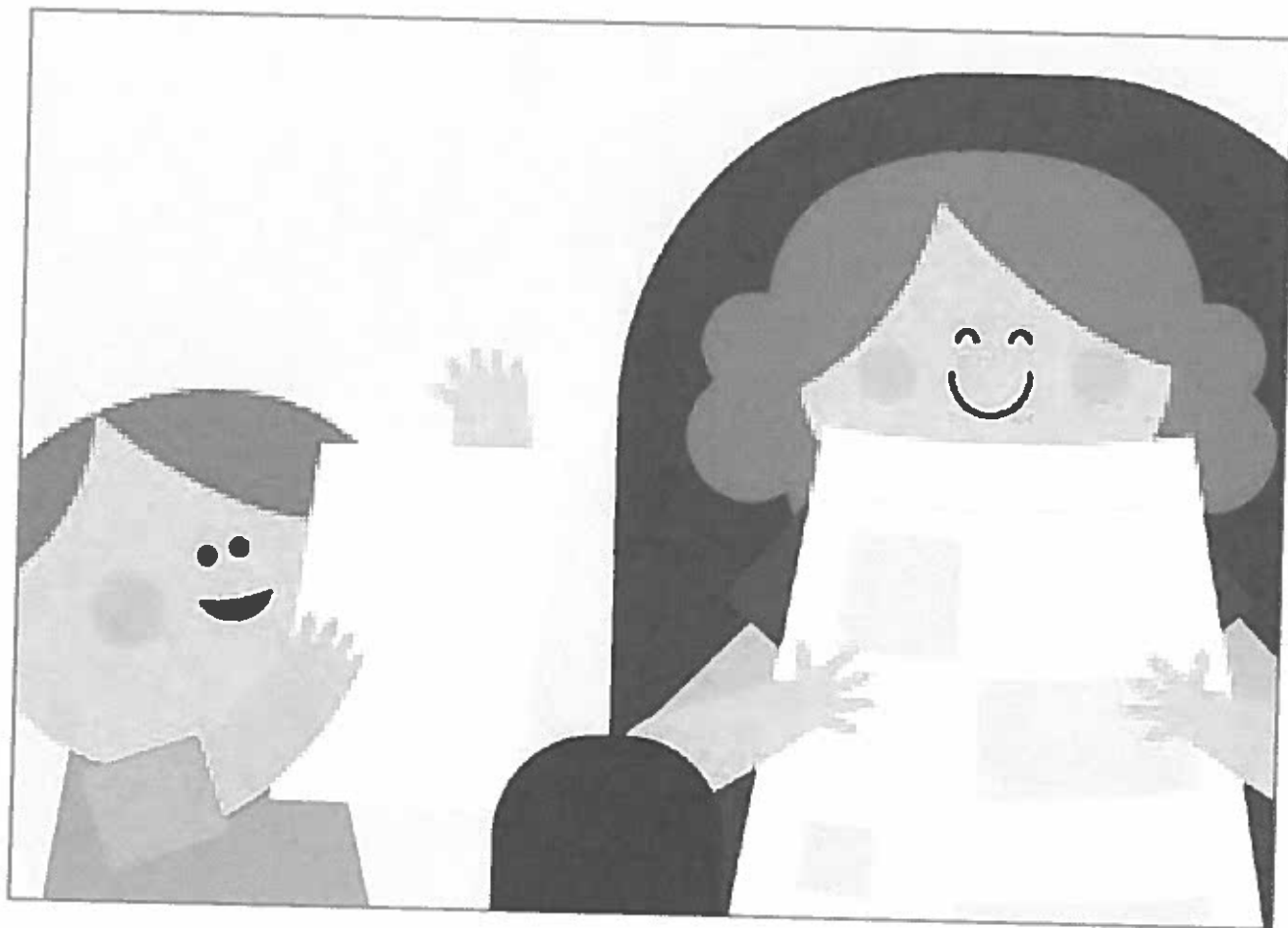
🔊 "If I can't have an inside bird, I can have outside birds," Ted thought.

"What do wild birds need?"

Ted read books all about birds.

🔊 He looked up wild birds on the computer.

Then he made a list.



🔊 "Mom!" Ted called. "Listen to this."

He held out his list.

"What's that?" asked Mom.

🔊 Ted answered, "It's a list of ways to help the wild birds.

Will you help me do this?"

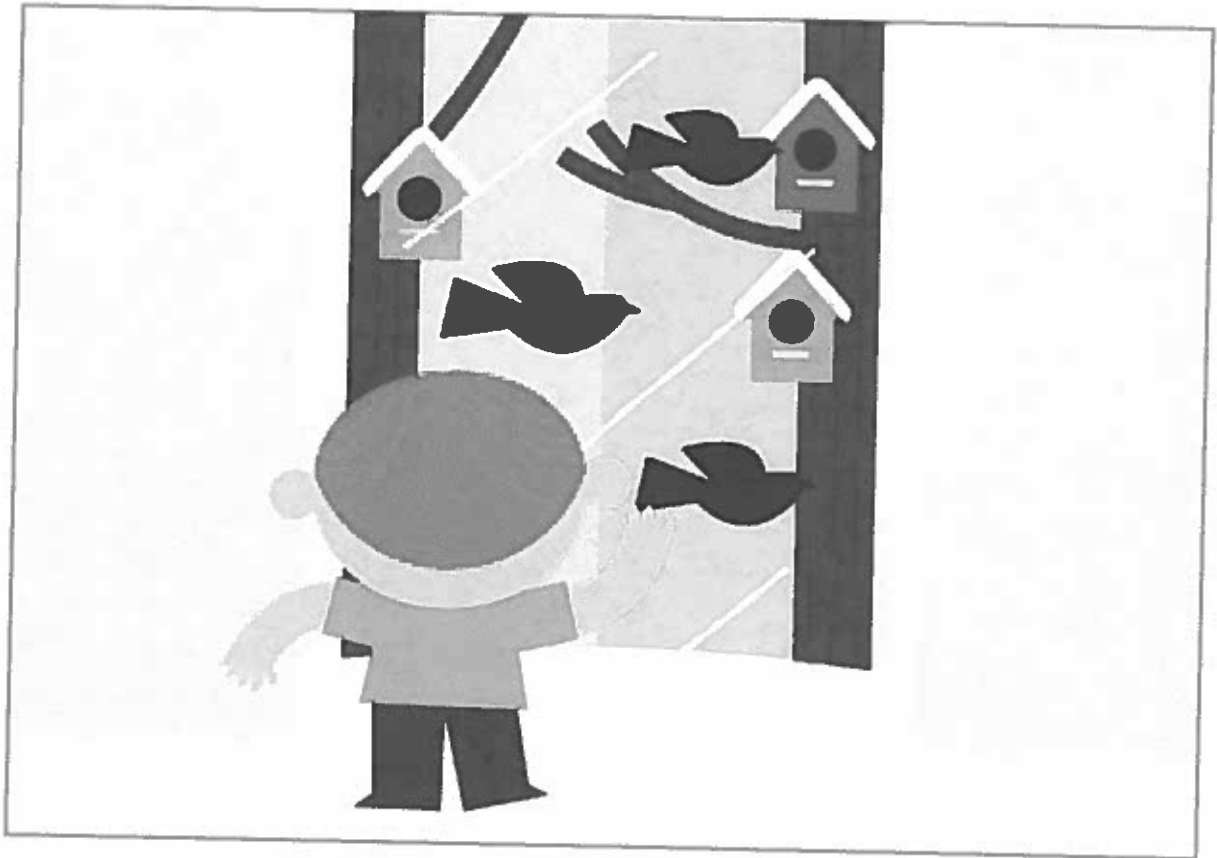


■ Mom agreed to help.

She and Ted got what they needed.
They set up a bird feeder in the
yard.

■ They filled it with birdseed.

They set out a birdbath with water.
Now the birds could drink and
wash up.

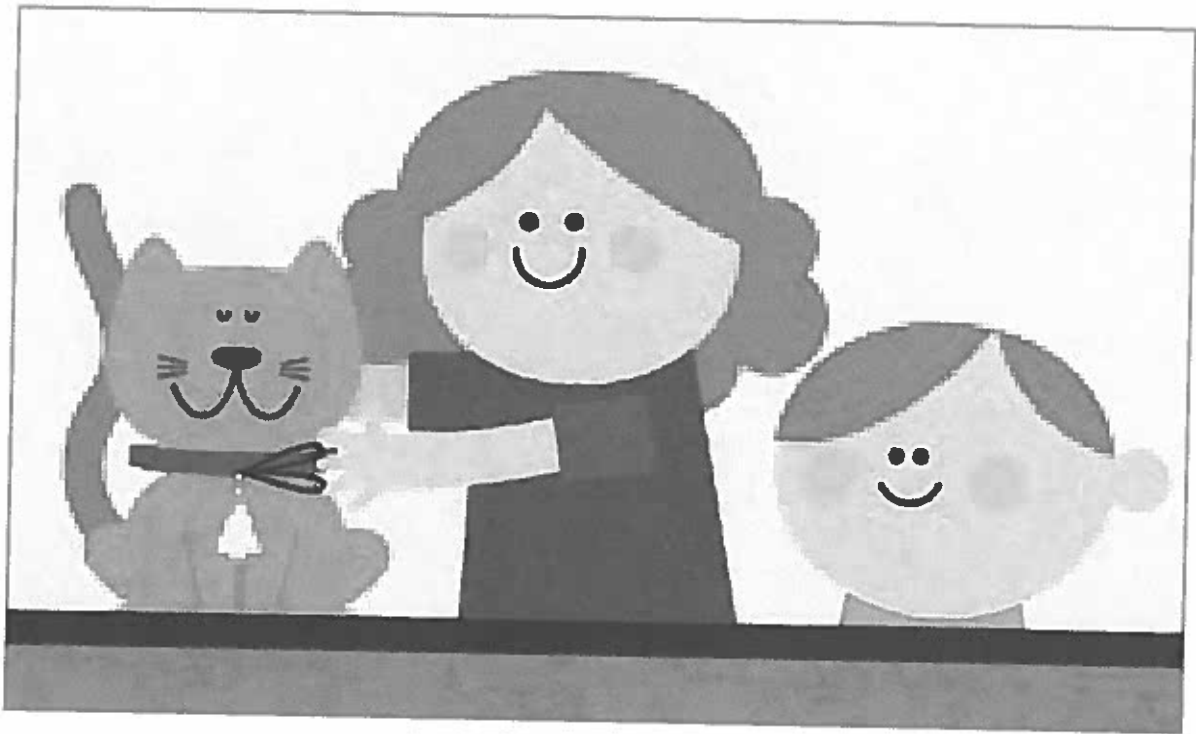


■ Mom and Ted hung birdhouses on trees.

The birds could build their nests there.

■ Ted put stickers that looked like birds on the glass doors.

The stickers would keep the birds from flying into the glass.



■ Mom said, "Ted, I think we did everything."

Ted checked his list. "Wait a minute! We forgot about the cat."

"I'll fix that," said Mom.

■ She took a tiny bell and tied it to the cat's collar.

"Now we are all ready," Mom said.



■ A week later, Ted looked out the window.

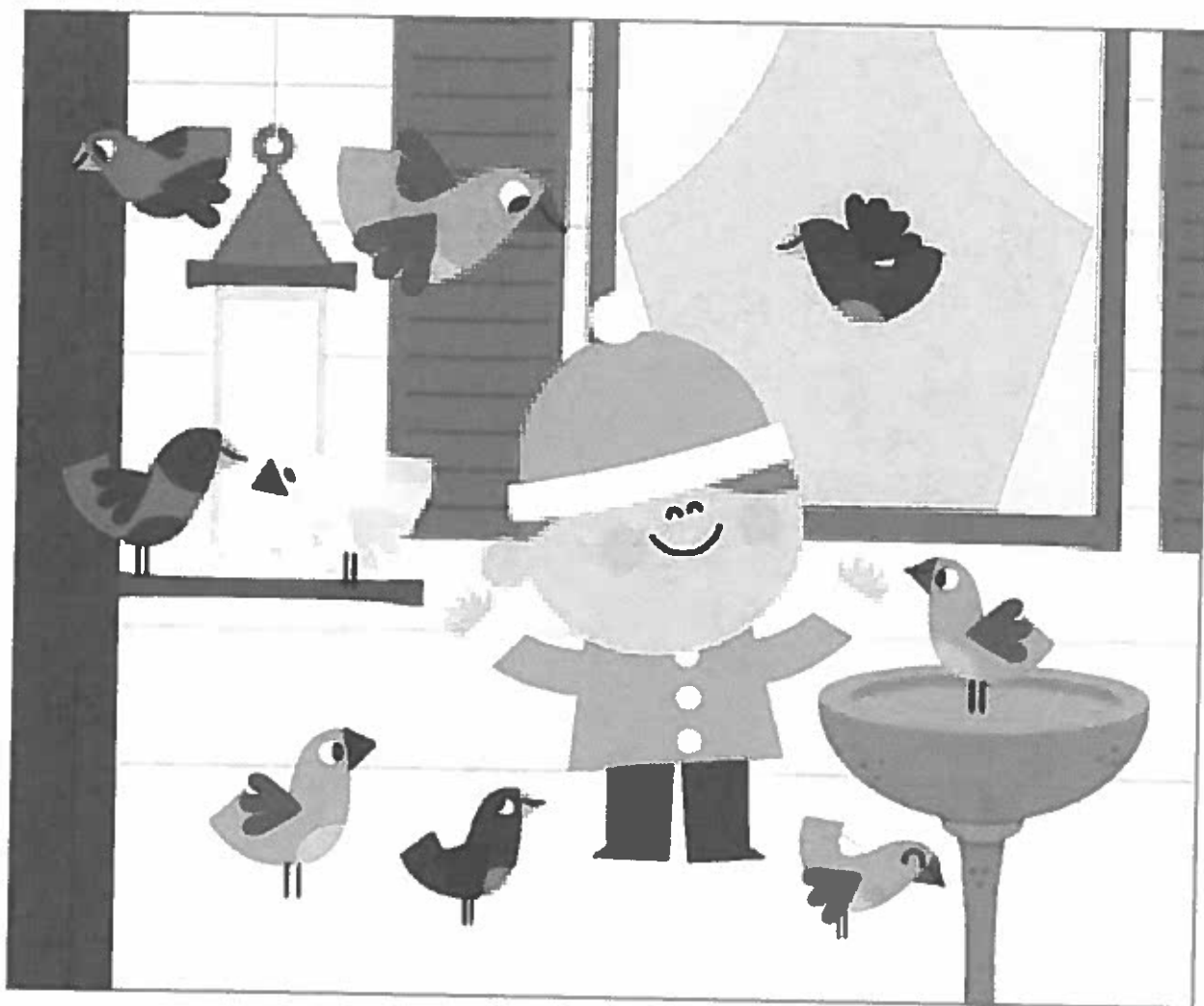
Some wild birds were at the bird feeder.

Some were drinking water.

Some were in the birdhouses.

■ The cat sat beside Ted.

Her bell would keep the birds from being caught.



■ Ted thought, "I don't miss having a pet bird at all.

Why have a friendship with just one bird?

■ I can be friends with all the birds in my yard!"

Responding

TARGET SKILL Understanding

Characters What does Ted do in the story? How does he feel? What does this tell you about Ted? Make a chart.

Talk About It

Text to Self Think about a pet you would like to have. Where would you get it? How would you take care of it?



WORDS TO KNOW

beautiful

listen

caught

minute

friendship

thought

idea

took



TARGET SKILL

Understanding Characters Tell more about characters.



TARGET STRATEGY

Visualize Picture what is happening as you read.



GENRE Realistic fiction is a story that could happen in real life.

Name _____

Think About It

More Than One Bird
Think About It

Write an answer to the question.

1. What is the difference between a pet bird and a wild bird?

Making Connections Think about something you wanted to learn. Write some sentences about what you wanted to learn and how you learned it.

More Than One Bird



How can people help birds get what they need?

Write a few sentences. Tell one or two things people can do for wild birds.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.



Name _____

Date _____

BETSY ROSS

In 1776, Americans did not have a flag. They needed one. Some people think a woman named Betsy Ross made it. She could sew. She had a shop where she stitched cloth onto chairs.

George Washington gave Betsy a picture of a flag. It had seven red stripes. These stripes meant bravery. The flag had six white stripes. They meant truth. The flag had a blue square. Blue meant fairness.

Betsy Ross had never made a flag. But she tried hard. Finally, she made a flag to honor our country. She put in a circle of thirteen stars—one for each colony.

Now our flag has many stars. But it is a lot like the one that Betsy Ross made a long time ago.



STORY QUESTIONS

1. Betsy Ross made a . . .
 - a. chair.
 - b. country.
 - c. star.
 - d. flag.
2. The red stripes on the flag mean . . .
 - a. truth.
 - b. fairness.
 - c. bravery.
 - d. blood.
3. The thirteen stars on Betsy's flag stood for . . .
 - a. stripes.
 - b. colonies.
 - c. truth.
 - d. flags.
4. Our flag today has . . .
 - a. more than thirteen stars.
 - b. fewer than thirteen stars.
 - c. thirteen stars.
 - d. Betsy Ross.



The American Flag

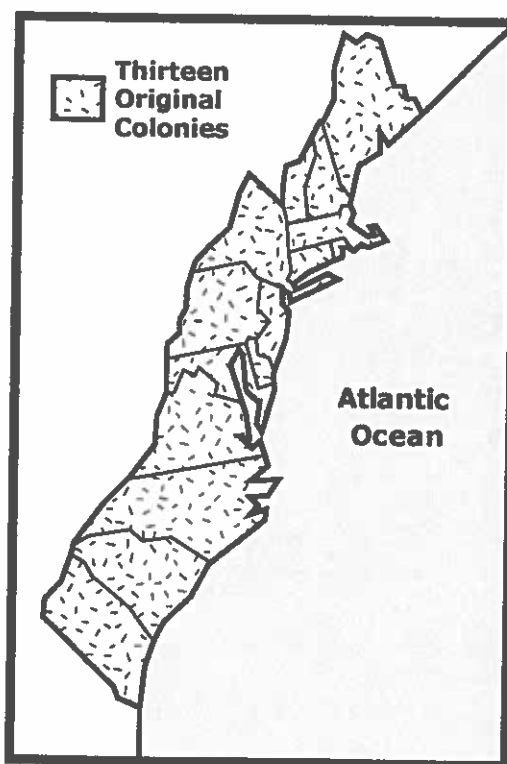
The American Flag is a very important **symbol** in our country. A symbol is an object that represents or stands for something else. Bravery, freedom, and honor are just three of the many things that the American Flag represents. Do you know the history of the American Flag?

The Thirteen Original Colonies

Hundreds of years ago, **colonists** from England sailed to America. Colonists are people who must follow someone else's rules. The colonists settled in 13 colonies along the Atlantic Ocean.

The colonists cut down trees and used the land for farming. They built churches, schools, and stores. The colonists did what the leaders in England told them to do.

The colonists wanted to make their own decisions. They were willing to fight for this freedom.



The Revolutionary War

In 1775, the first shots of the Revolutionary War were fired. England sent soldiers and supplies to fight against the colonists in America.

After a year of fighting, the colonists made a bold move. They declared their **independence** from England. Independence means freedom from someone else's control. The colonists named themselves the United States of America.

The American Flag

On June 14, 1777, a flag was chosen to represent the United States of America. The colors of the new flag were



red, white, and blue. There was one red or white stripe for each of the 13 original colonies.

In 1777, there were 13 white stars on the flag. The stars represented the 13 states in the new nation. The color behind the stars was blue.

Today, the American Flag is still red, white, and blue. There are still 13 stripes on the American Flag. Seven of the stripes are red. Six of the stripes are white. The stripes represent the 13 original colonies. There are now 50 white stars on the American Flag. There is one star for each of the 50 states.

Name _____

★ ★ ☆ ★ ☆ **The American Flag** ★ ☆ ★ ☆ ★

1. What is a **symbol**?

2. What are the three colors of the American Flag?

3. How many stripes are on the American Flag?

4. What does each stripe represent?

5. How many stars are on the American Flag today?

6. What does each star represent?

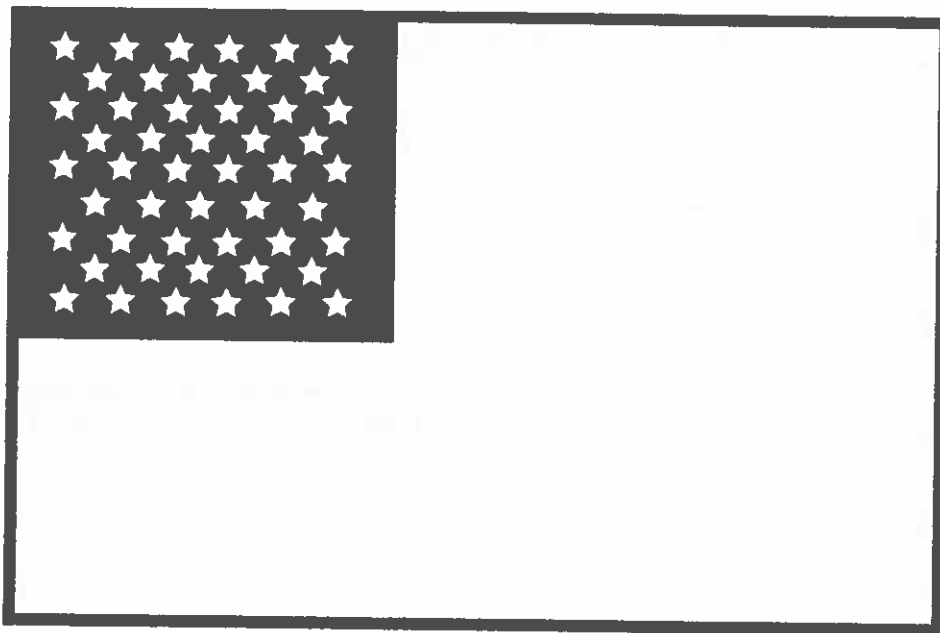


Directions: Neatly color the American Flag on the next page.

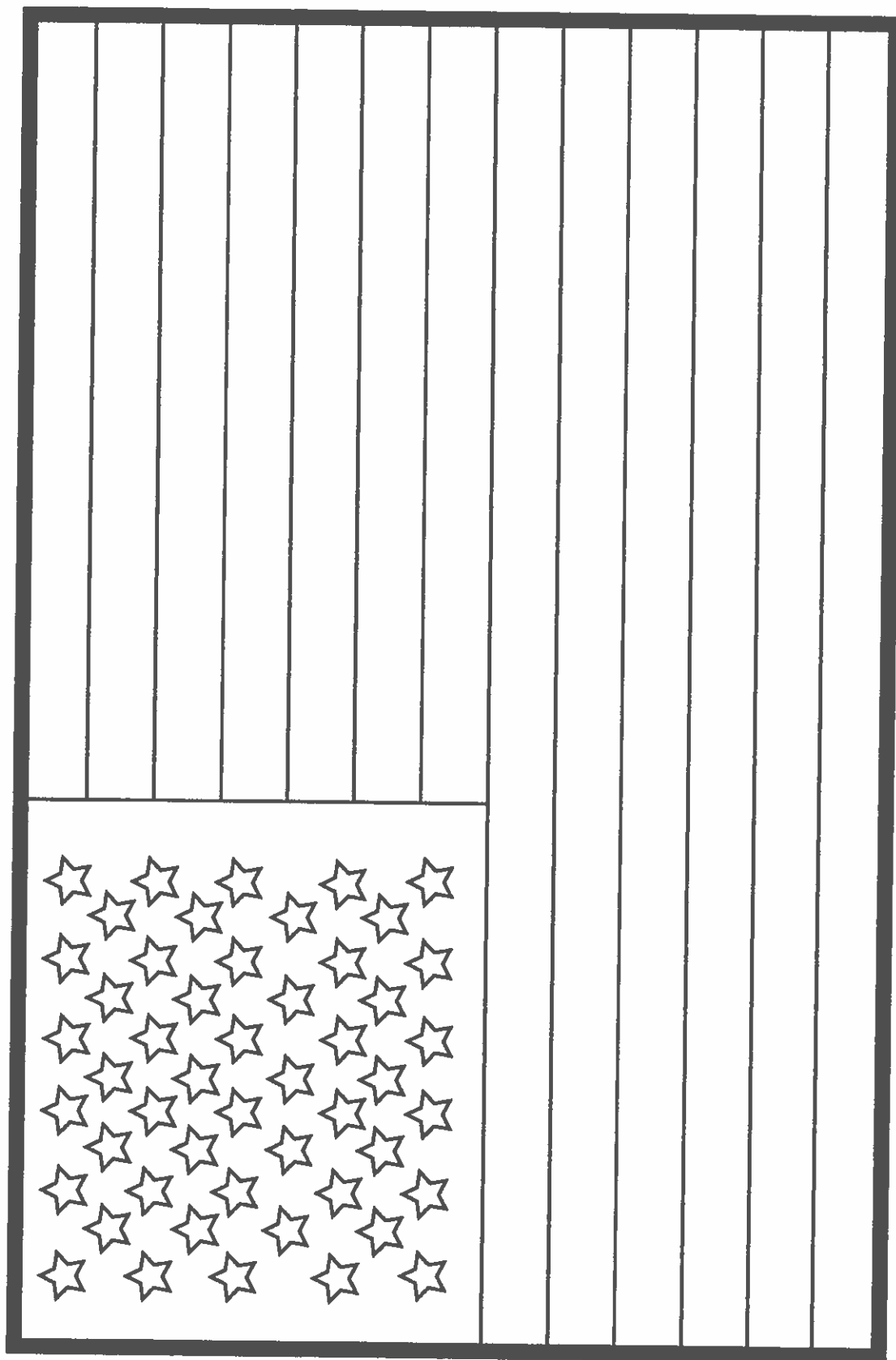
Color the area behind the stars **blue**.

Color the top stripe **red**. Color the next stripe **white**. Color the next stripe **red**. Continue this pattern until you have colored all 13 stripes **red** and **white**.

Color each of the 50 stars **white**.



Name _____



Parents:

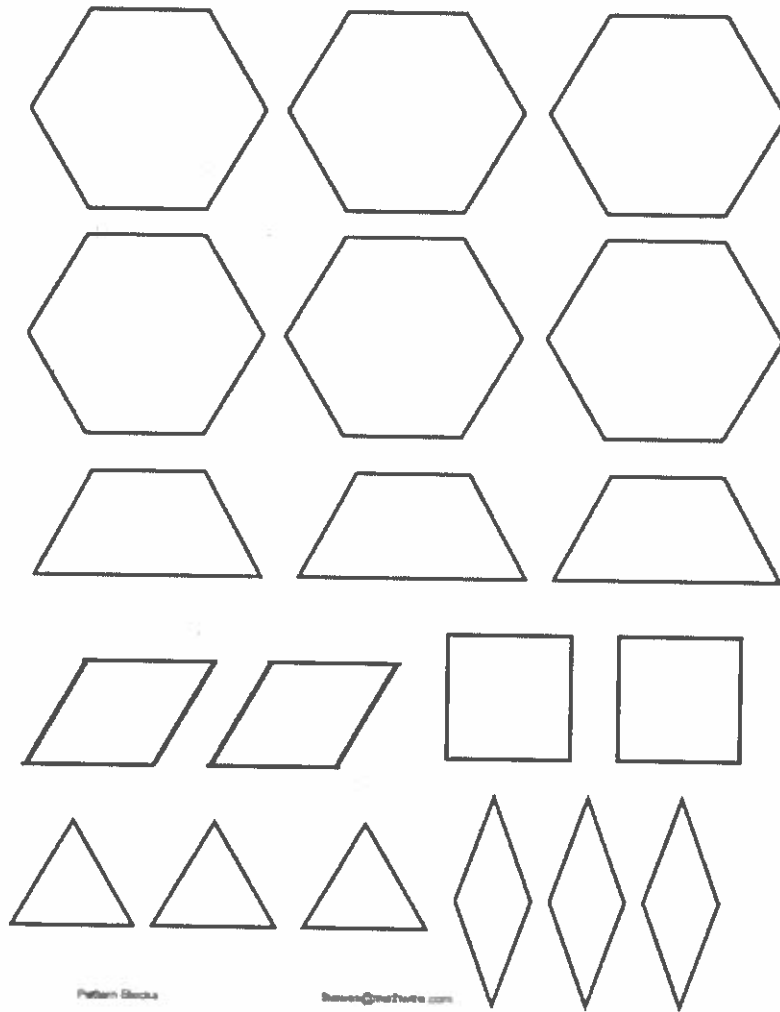
In this packet you will find Math lessons for shapes and measuring along with some additional practice pages.

You will also find some pages for Science which is the Topic of Weather.

Any questions please reach out to your child's teacher.

Week of May 18th

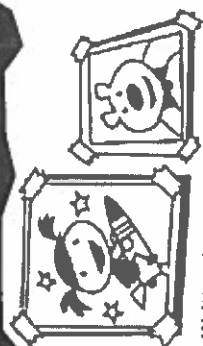
Pattern Block Template



This book belongs to:

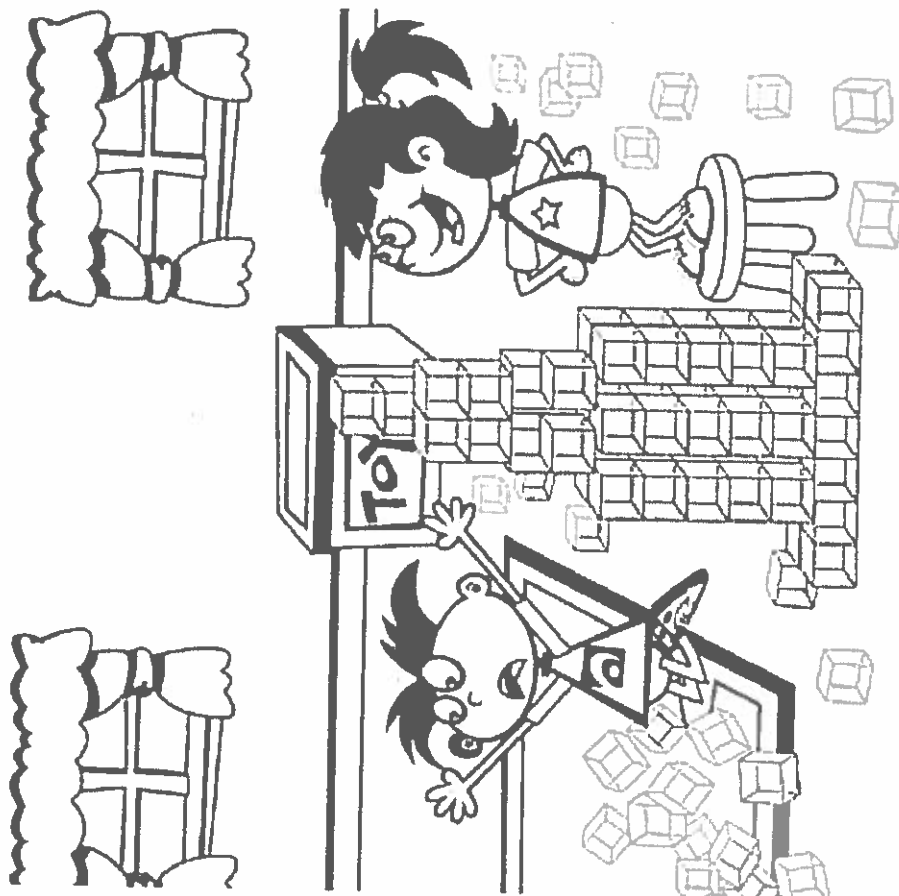
Topic
15
Story

Building Blocks



Written by Bill Whitney

Illustrated by Mike Dammer



Lisa makes a bigger tower.

She uses cubes.

Count the vertices on a cube.

How many vertices are there? _____

Topic 15

4

Topic 15

1

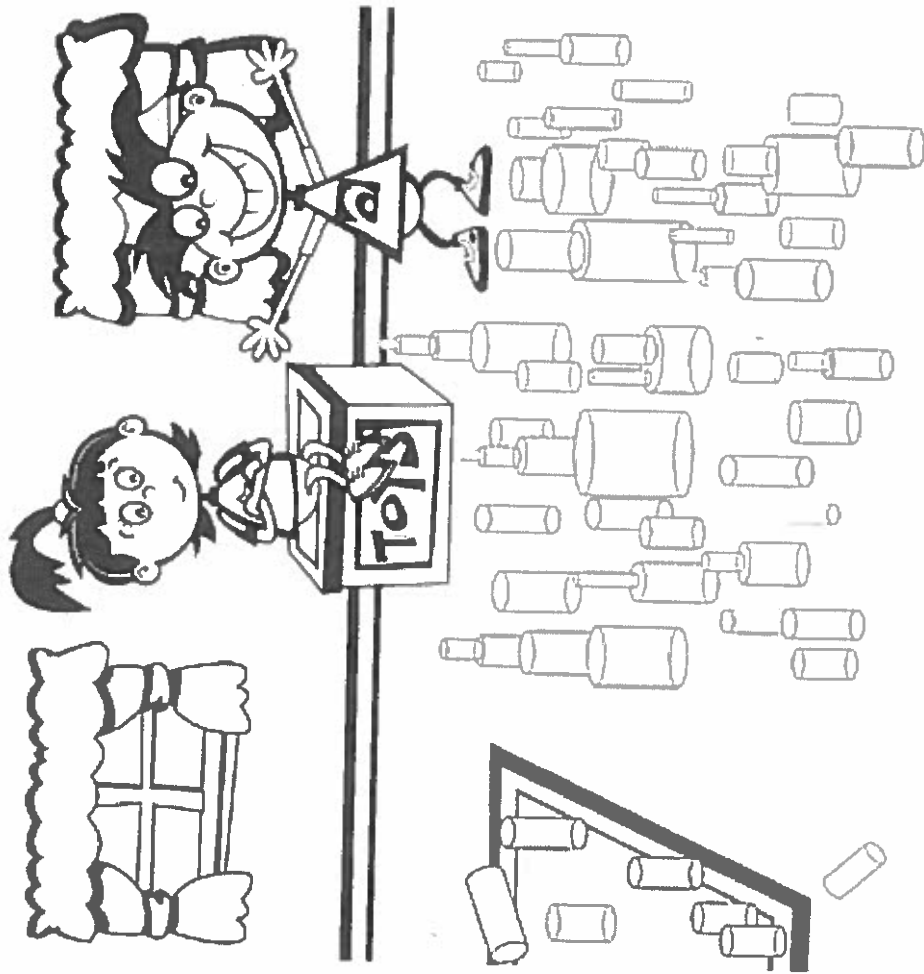
Lisa makes a town.

She uses cylinders.

Count the flat surfaces on a cylinder.

How many flat surfaces are there? _____

fold down



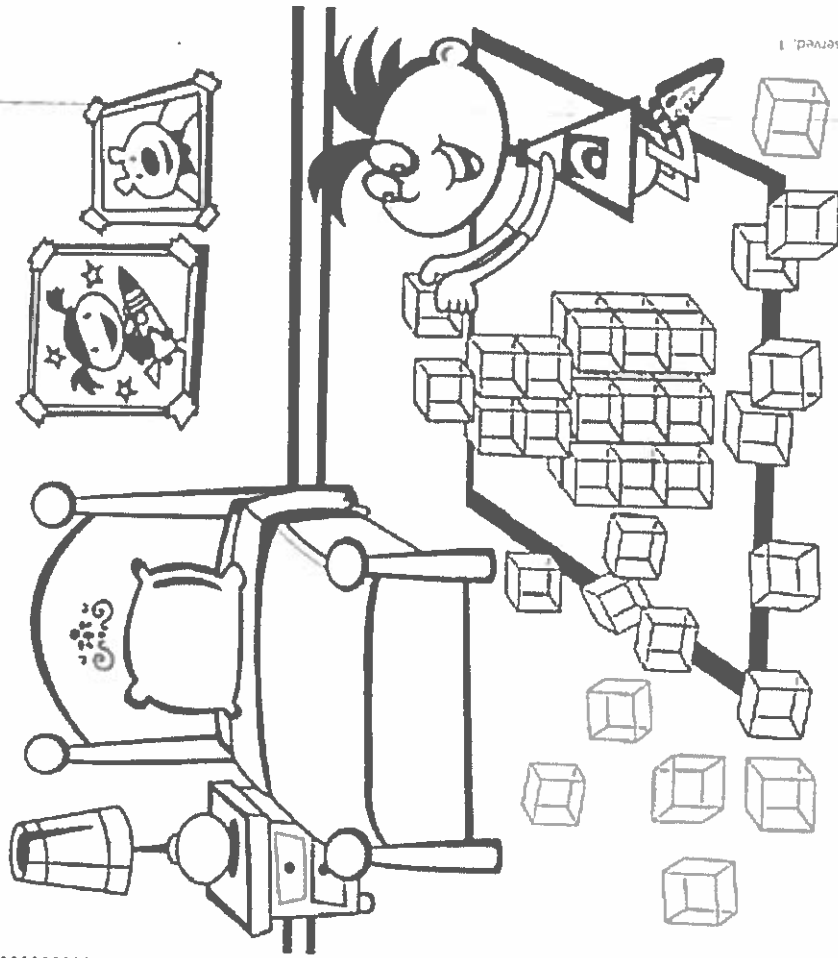
Jim makes a bigger town.

He uses cylinders.



Count the edges on a cylinder.

How many edges are there? _____



Jim makes a tower.

He uses cubes.



Count the flat surfaces on a cube.

How many flat surfaces are there? _____

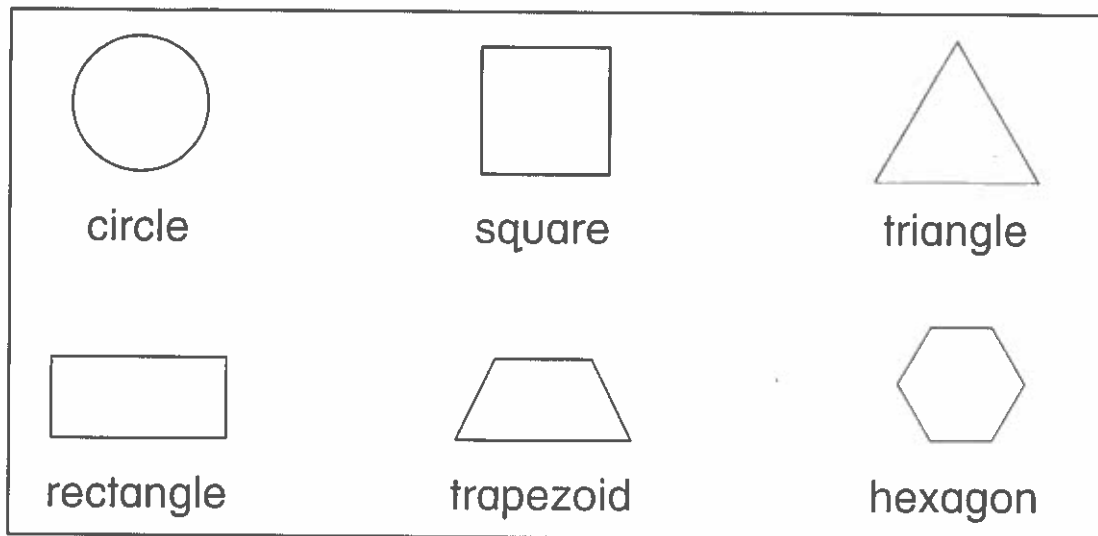
Name _____

Reteaching

15-1

Identifying Plane Shapes

Plane Shapes



Color the shapes that are the same.

Circle the name of the shapes you colored.

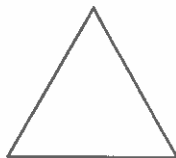
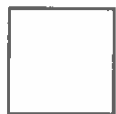
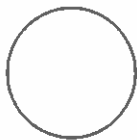
1.



square

triangle

2.



square

circle

3.



hexagon

trapezoid

Name _____

Practice

15-1

Identifying Plane Shapes

1. Draw a rectangle.

2. Draw a square.

3. Draw a triangle.

4. Draw a hexagon.

Geometry

5. I am not a rectangle.
I am not a triangle.
What shape am I?



(A)



(B)



(C)



(D)

Algebra

6. Which shape comes next in the pattern?



(A)



(B)



(C)






(D)

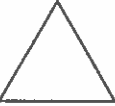

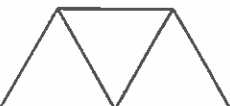
Name _____

Reteaching
15-2

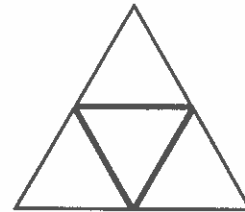
Problem Solving: Make an Organized List

You can use pattern blocks to make another shape.





How many  can fit in  ? 2 

How many  can fit in  ? 3 

There are 3 ways you can make this shape using pattern blocks.



Complete the organized list.

Ways to Make 			
			
Way 1	4	0	0
Way 2			
Way 3			

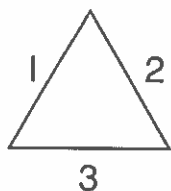
Name _____

Reteaching

15-3

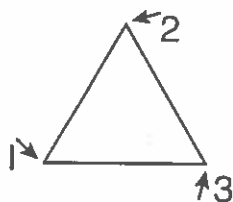
Properties of Plane Shapes

Count the
straight sides.

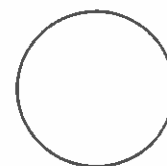


A triangle has
3 straight sides.

Count the
corners.



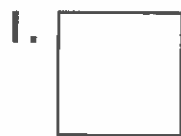
A triangle has
3 corners.



A circle has 0 sides.

A circle has 0 corners.

Count the straight sides. Count the corners.



A square has 4
straight sides.

A square has 4
corners.



A rectangle has _____
straight sides.

A rectangle has _____
corners.

3. Draw a shape with more
than 4 corners.

4. Draw a shape with
more than 4 straight sides.

Name _____

Practice

15-3

Properties of Plane Shapes

1. Draw a shape with 4 corners.

2. Draw a shape with more than 4 straight sides.

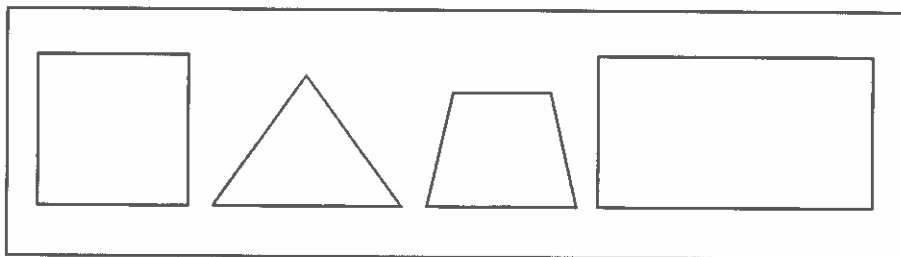
3. Draw a shape with 3 sides and 3 corners.

4. I have 4 sides and 4 corners.
Which shape am I?

- (A) circle
- (B) trapezoid
- (C) hexagon
- (D) triangle

Reasoning

5. Here is the way Brian sorted some plane shapes.



Circle the question Brian might have asked.

Does it have fewer than 5 corners?

Does it have more than 5 straight sides?

Name _____

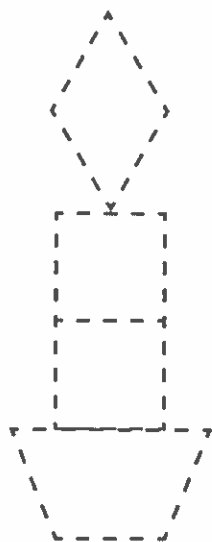
Reteaching

15-4

Building with Shapes

You can use pattern blocks to make a picture.

Make a candle.



Then write how many of each shape you used.

0 

1 

1 

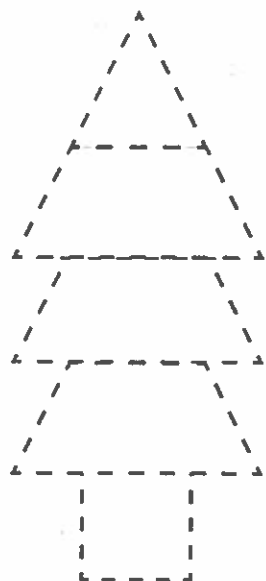
2 

0 

Use pattern blocks to make a picture.

Write how many of each shape you used.

1. The picture is a tree.




Name _____

Practice


15-4


Building with Shapes


Use pattern blocks to make a picture.


Write how many of each shape you used.


1.

_____ 

_____ 

_____ 

_____ 

_____ 

Spatial Thinking

2. José is making a picture of a bunny.
He is missing one block.
Which block is missing?



Ⓐ



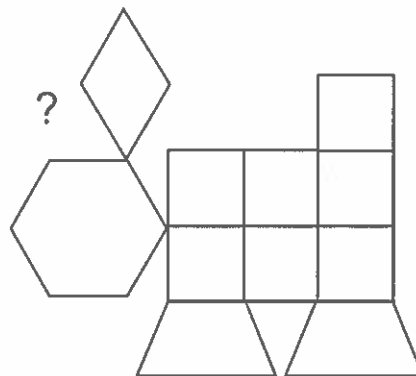
Ⓑ



Ⓒ



Ⓓ



Name _____

Practice


15-4


Building with Shapes


Use pattern blocks to make a picture.


Write how many of each shape you used.


1.

_____ 

_____ 

_____ 

_____ 

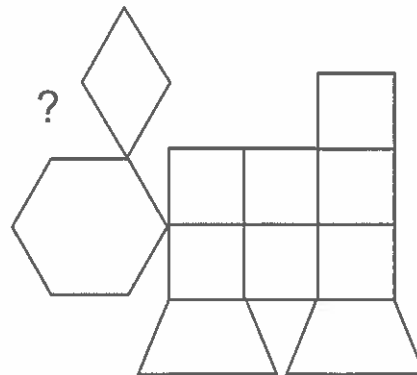
_____ 

Spatial Thinking

2. José is making a picture of a bunny.

He is missing one block.

Which block is missing?



(A)



(B)



(C)



(D)





Name _____



Practice

15-5

Making New Shapes from Shapes

Use pattern blocks to make each shape.
Draw the blocks you used.

Make This Shape	Use This Shape	Draw the Shapes
1. 		
2. 		

3. Mark the number that tells how many  you need to make a .

4

(A)

5

(B)

6

(C)

7

(D)

4. **Writing in Math** Use pattern blocks to make a new shape.
Trace the blocks you used below.

Name _____





Practice



15-5

Making New Shapes from Shapes

Use pattern blocks to make each shape.

Draw the blocks you used.

Make This Shape	Use This Shape	Draw the Shapes
1. 		
2. 		

3. Mark the number that tells how many  you need to make a .

4

Ⓐ

5

Ⓑ

6

Ⓒ

7

Ⓓ

4. **Writing in Math** Use pattern blocks to make a new shape.

Trace the blocks you used below.

Name _____

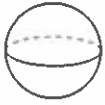
Reteaching

15-6

Identifying Solid Figures

These shapes are solid figures.

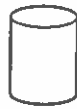
sphere



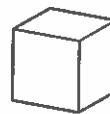
cone



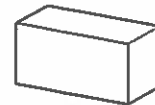
cylinder



cube

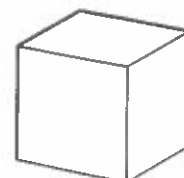
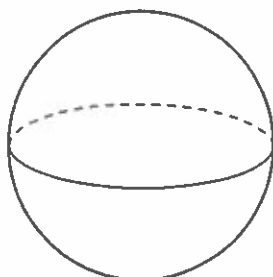
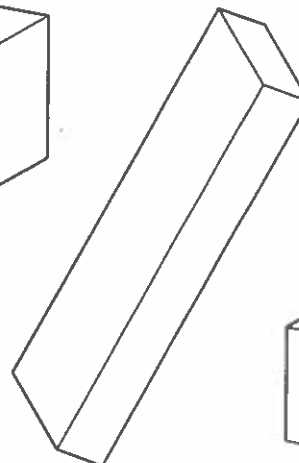
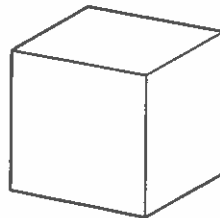
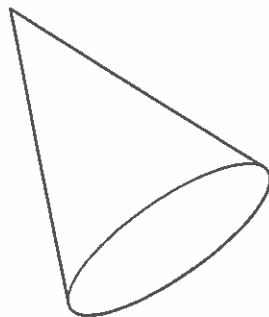
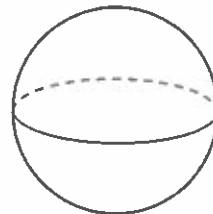
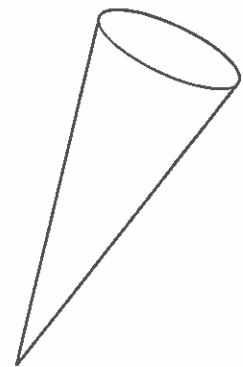
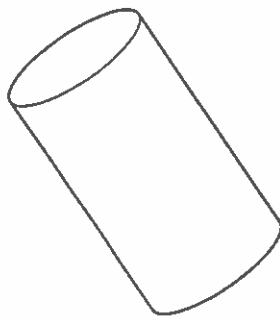


rectangular prism



Color the spheres red. Color the cones blue.
Color the cylinders green. Color the cubes orange.
Color the rectangular prisms yellow.

I.



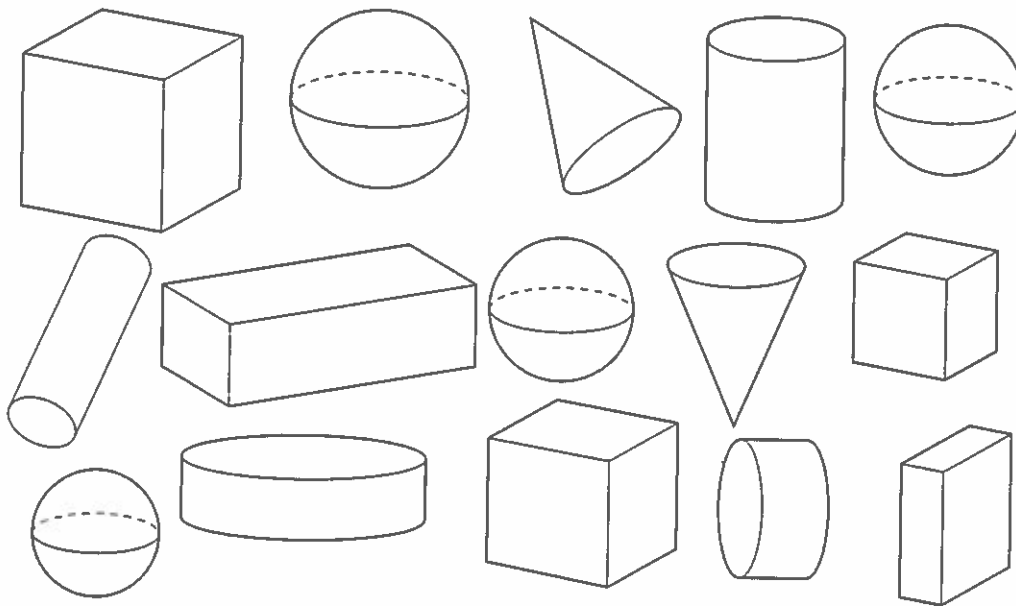
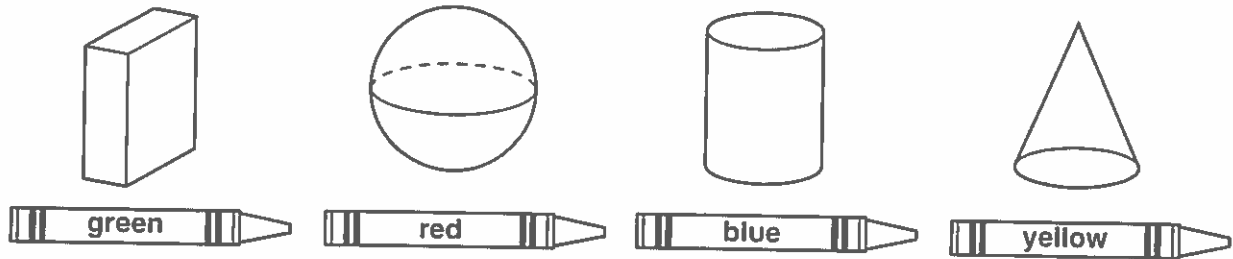
Name _____

Practice

15-6

Identifying Solid Figures

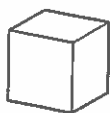
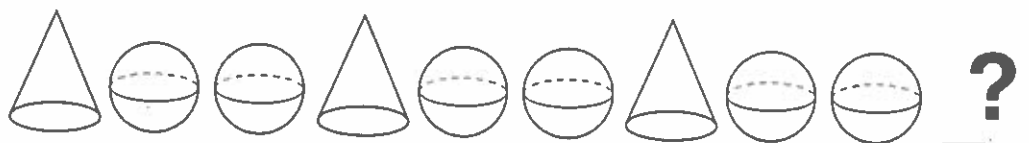
1. Color each solid figure below.



2. Now put an X on each cube.

Algebra

3. Which solid figure comes next?



(A)



(B)



(C)



(D)

Name _____

Reteaching

15-7

Flat Surfaces and Vertices

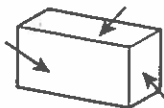
These solid figures have **flat surfaces**.



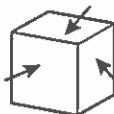
cone



cylinder

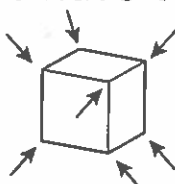
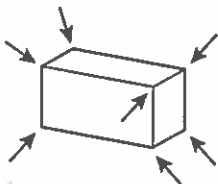


rectangular prism



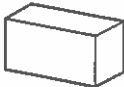



cube

These solid figures have **vertices** or corners.



Use solid figures to complete the table.

Solid Figure	Number of Flat Surfaces	Number of Vertices (Corners)
1.  cube	6	8
2.  cone		
3.  rectangular prism		
4.  cylinder		

Name _____

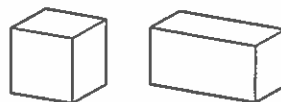
Reteaching

15-8

Sorting Solid Figures

You can sort solid figures in many different ways.

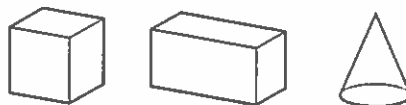
Some figures have flat surfaces and cannot roll.



Some have flat surfaces and can roll.



Some have vertices.

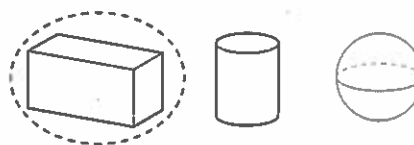


Some have no vertices.

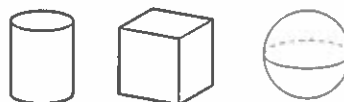


Circle the solid figure that follows the sorting rule.

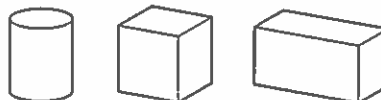
1. It has all flat surfaces.



2. It has no flat surfaces.



3. It can roll.



4. Circle the 2 figures that have flat surfaces and curves.



How many sides?

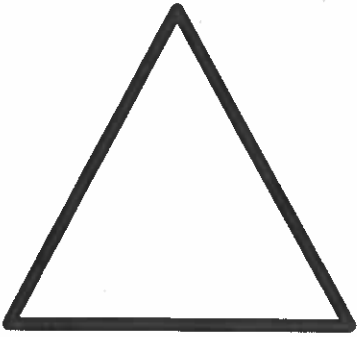


Name: _____

How many sides?



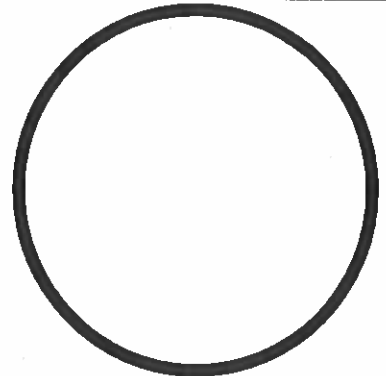
Count the sides on each shape and dab or color the matching numeral.



(5) (2) (3)



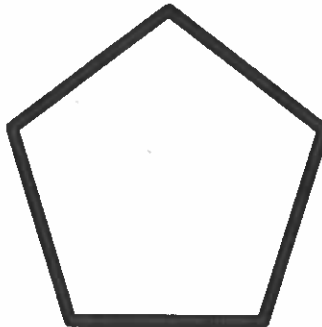
(2) (3) (4)



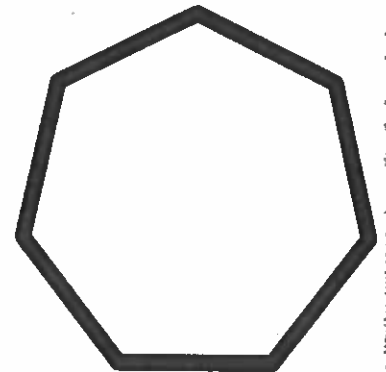
(0) (2) (3)



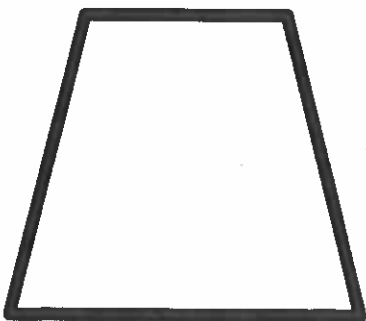
(0) (4) (3)



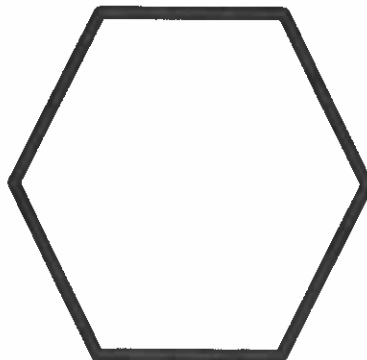
(5) (3) (4)



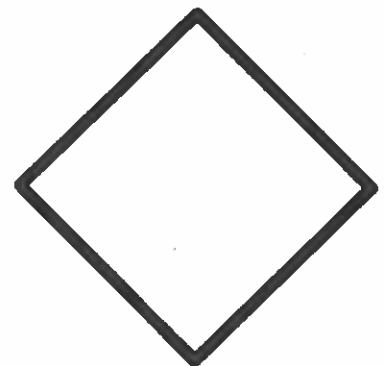
(7) (5) (3)



(4) (2) (3)



(6) (3) (4)



(5) (2) (4)

Name _____

Strategy: $N + 3, 3 + N$



$$3 + 0 = \underline{\quad}$$

$$0 + 3 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$3 + 3 = \underline{\quad}$$

$$3 + 4 = \underline{\quad}$$

$$4 + 3 = \underline{\quad}$$

$$8 + 3 = \underline{\quad}$$

$$3 + 8 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$3 + 6 = \underline{\quad}$$

$$6 + 3 = \underline{\quad}$$

$$3 + 7 = \underline{\quad}$$

$$7 + 3 = \underline{\quad}$$

$$9 + 3 = \underline{\quad}$$

$$3 + 9 = \underline{\quad}$$

$$3 + 10 = \underline{\quad}$$

$$10 + 3 = \underline{\quad}$$

Challenge:

$$90 + 3 = \underline{\quad}$$

$$3 + 90 = \underline{\quad}$$

Weather Ways

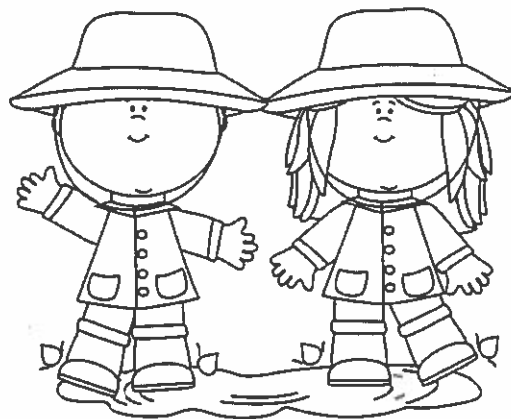
By: Vivian Couled

Whatever the weather
we have it each day.

It's hot, or it's cold,
or it's sunny, or gray.

It's blowy, or snowy,
or rainy, or clear.

There's SOME kind of weather
each day of the year.

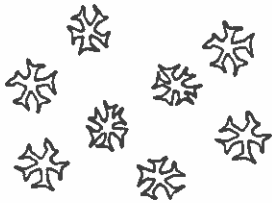
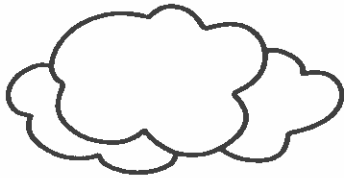


Name _____

Date _____

Weather Match

Color the picture and match it with the correct word.



snowy

stormy

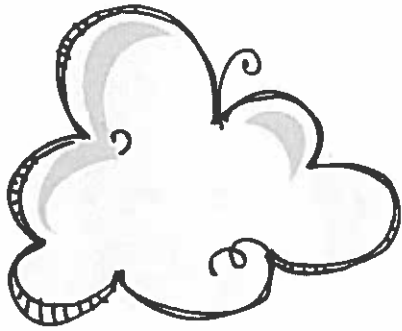
rainy

windy

sunny

cloudy

Weather Words



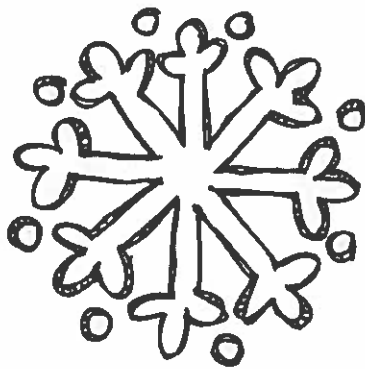
cloud



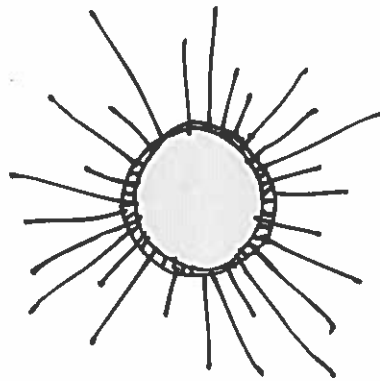
snow



rain



snowflake



sun



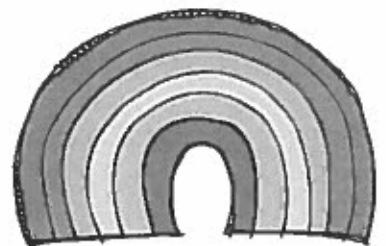
storm



winter sun

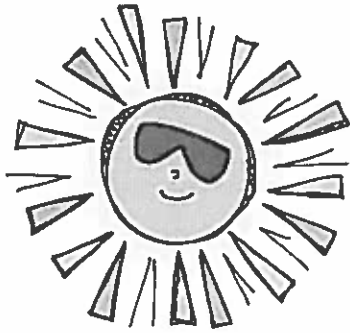


wind

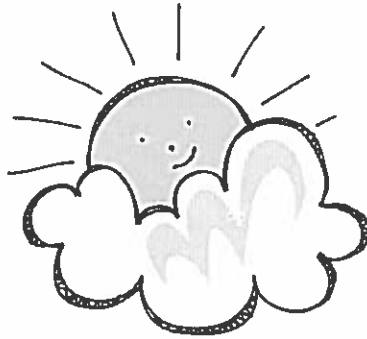


rainbow

Weather Words



sunny



partly cloudy



rain drops

Week of May 25th

You can put the worms in order from **longest** to **shortest**.

The yellow worm is longer than the red worm and the blue worm.

The yellow worm is the longest.

Guided Practice

Draw lines to show which object is longest and which is shortest.

1.

longest

shortest

2.

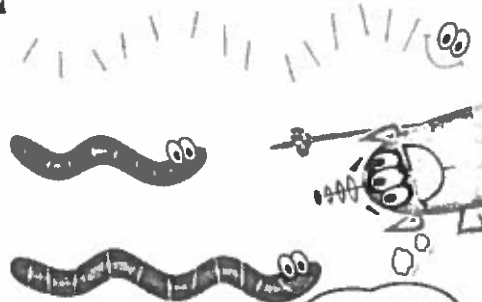
longest

shortest

Do you understand? How do you know you made the correct matches in Exercise 2?

The red worm is shorter than the blue worm.

longest

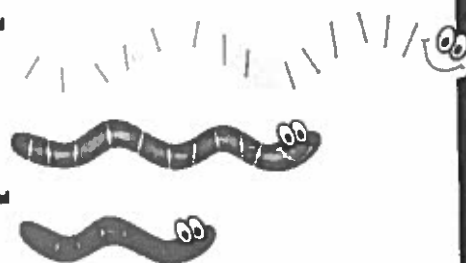


The red worm is the shortest.

Now the worms are in order from longest to shortest.

longest

shortest



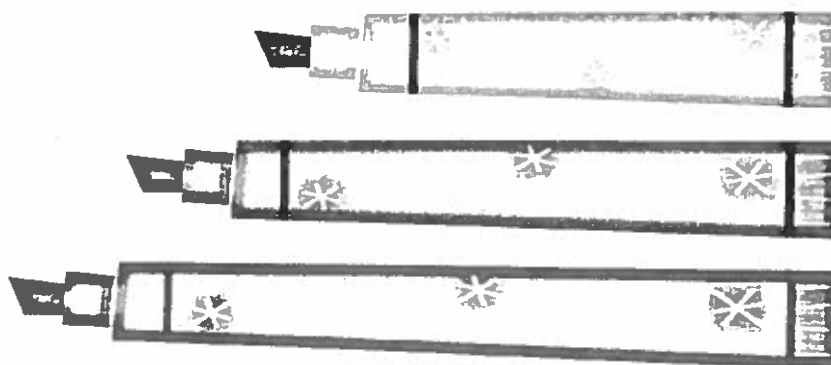
Independent Practice

Draw lines to show which object is longest and which is shortest.

Word Bank
longest
shortest

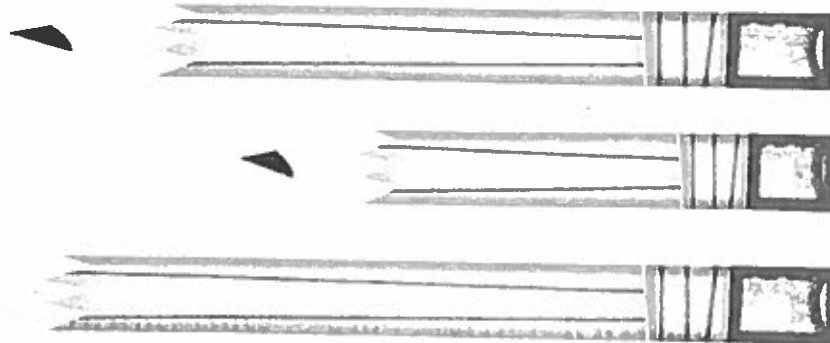
3. longest

shortest



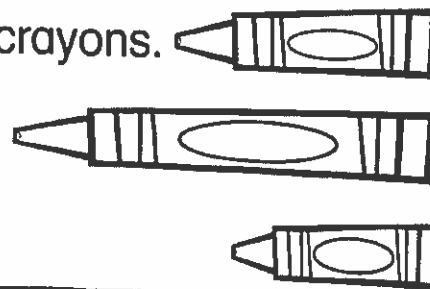
4. longest

shortest



Spatial Thinking Use the clues to color the crayons.

5. The shortest crayon is orange.
The blue crayon is longer than the green crayon.





Solve the problems below.

6. Tomaz painted the longest line.
What color line did he paint?

Use the pictures to solve.



7. Amber has the shortest piece of chalk.
What color is Amber's chalk?
Use the pictures to solve.



8. Which best describes the pens?



The blue pen is longest.

(A)

The red pen is longest.


(B)

The green pen is longest.

(C)

The blue pen is shortest.

(D)

9.  **Journal** Draw 3 lines with different lengths in order from longest to shortest. Label the longest and shortest lines.



How can you compare objects when they are in different places?

We can use one object to compare which cup is taller.



Compare one cup with the jar.

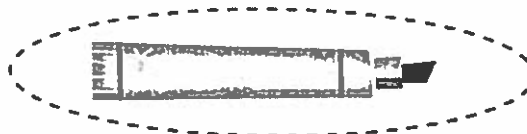
Mine is shorter than the jar.



Guided Practice

Circle the **purple** or **green** object that is longer.
Use the **red** object to help.

1.



2.



Do you understand? How did using the red object help you know which object to circle in Exercise 2?

Compare the other cup with the jar.

Mine is taller than the jar.



The blue cup is shorter than the jar.

The red cup is taller than the jar.
So, the red cup is taller than the blue cup.

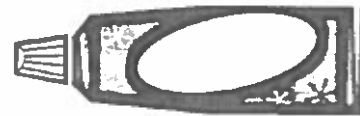


Independent Practice

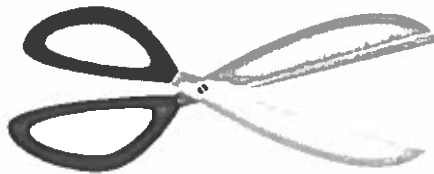
Circle the **blue** or **red** object that is longer.
Use the **orange** object to help.

3.





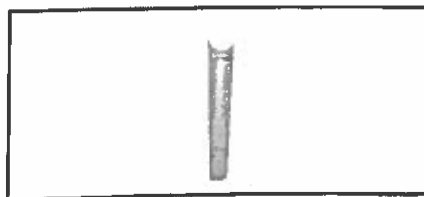
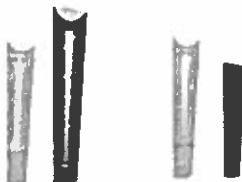
4.





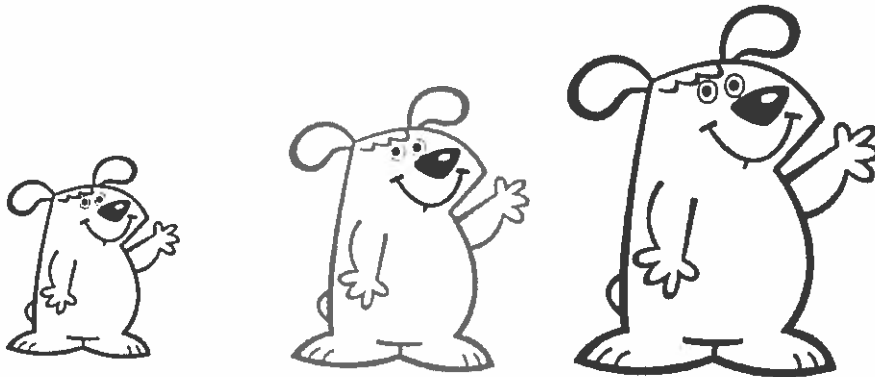
Spatial Thinking

5. Three pieces of chalk are arranged in order from shortest to longest. In the box, draw the red and green chalk, shortest first and longest last. Use the yellow chalk to help you compare.



Word Bank
taller
shorter

6. Use the clues to figure out the name of each dog.
Write the name under the correct dog.



Bongo

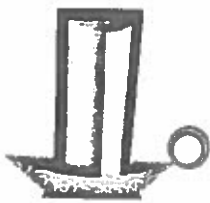
Turbo

Tango

Clues

- Tango is taller than Bongo.
- Turbo is shorter than Bongo.

7. Which candle is shortest?



(A)



(B)



(C)



(D)

8. **Journal** Josh has these crayons and this piece of string. Explain how he can compare which is the longer crayon without putting the crayons together.



How can you compare objects when they are in different places?

We can use one object to compare which cup is taller.



Compare one cup with the jar.

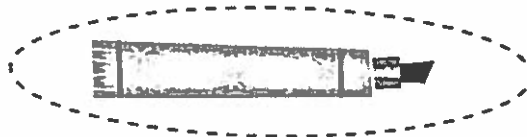
Mine is shorter than the jar.



Guided Practice

Circle the **purple** or **green** object that is longer.
Use the **red** object to help.

1.



2.



Do you understand? How did using the red object help you know which object to circle in Exercise 2?

Name _____

Date _____

Measure me!

How many paperclips long am I? Measure and write it down.



www.cleverlearner.com

Cut along the broken line and use the paperclip measure as a guide.

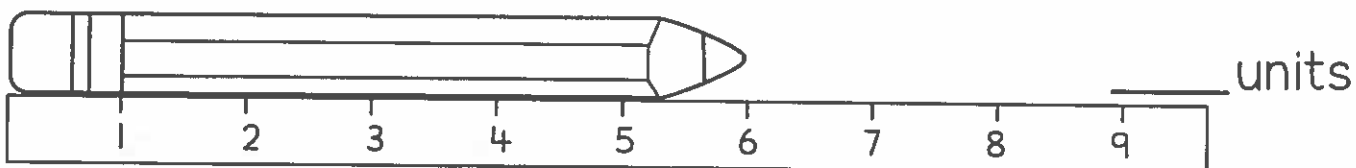
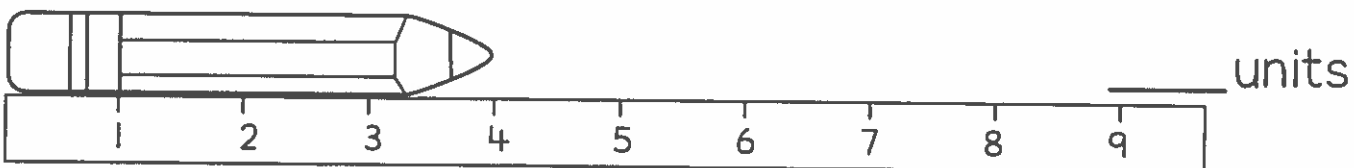
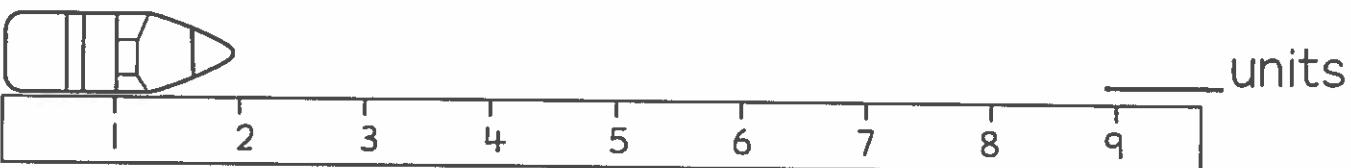
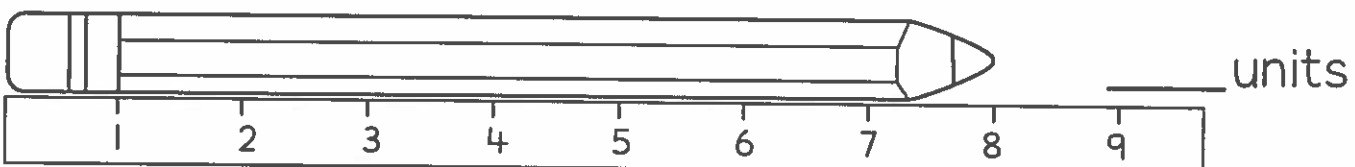
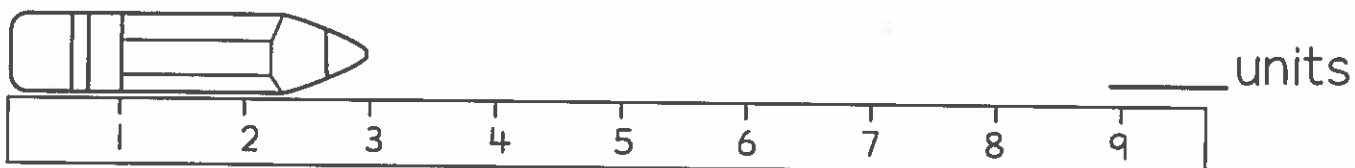
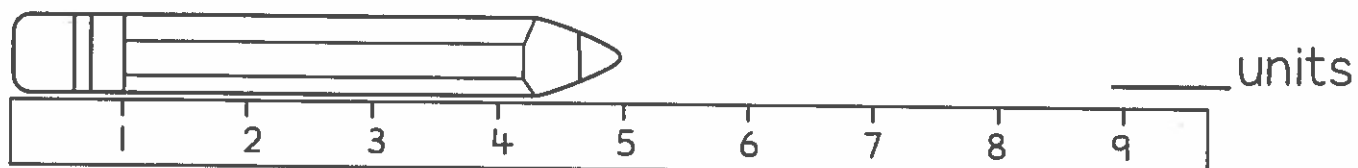


Name _____

Date _____

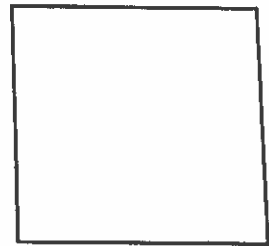
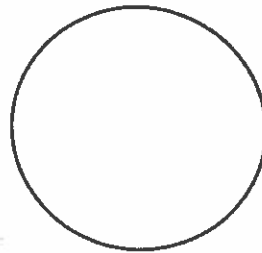
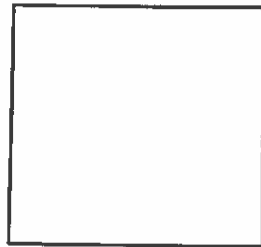
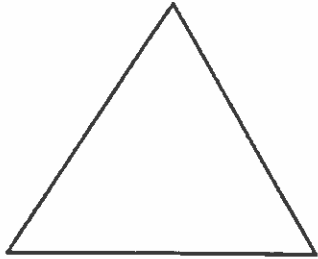
Measure in units.

Use the ruler as a guide to find the length of each pencil.

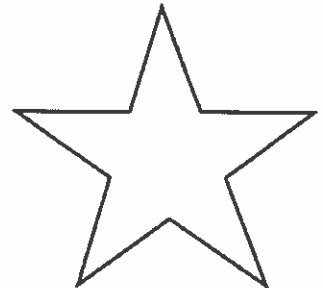
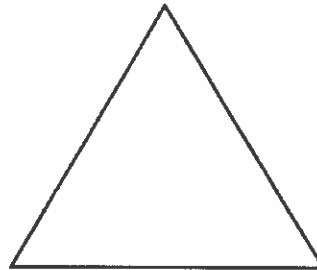
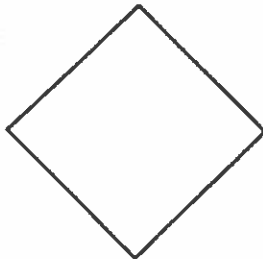
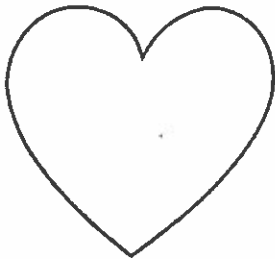


Following Directions: Shapes and Colors

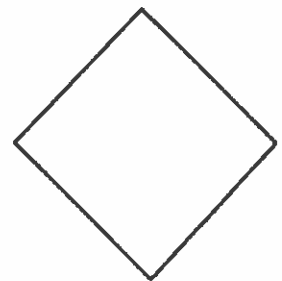
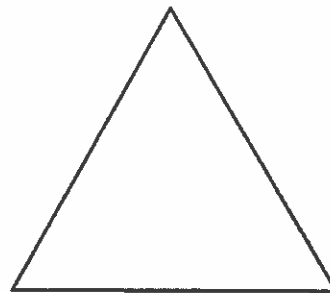
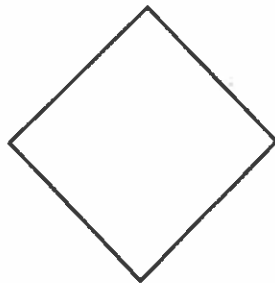
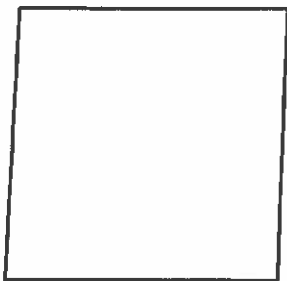
Directions: Color the squares ☐ purple.



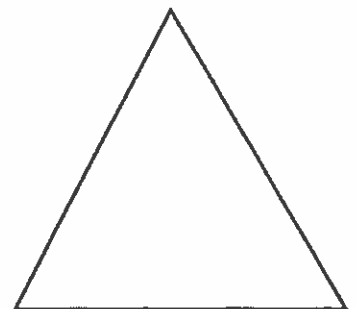
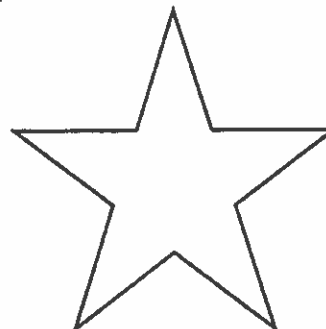
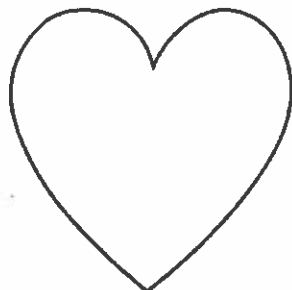
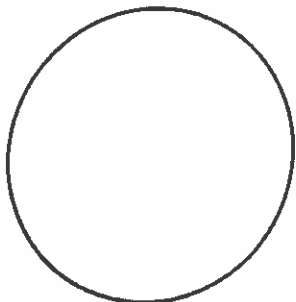
Directions: Color the heart blue.



Directions: Color the diamonds yellow.

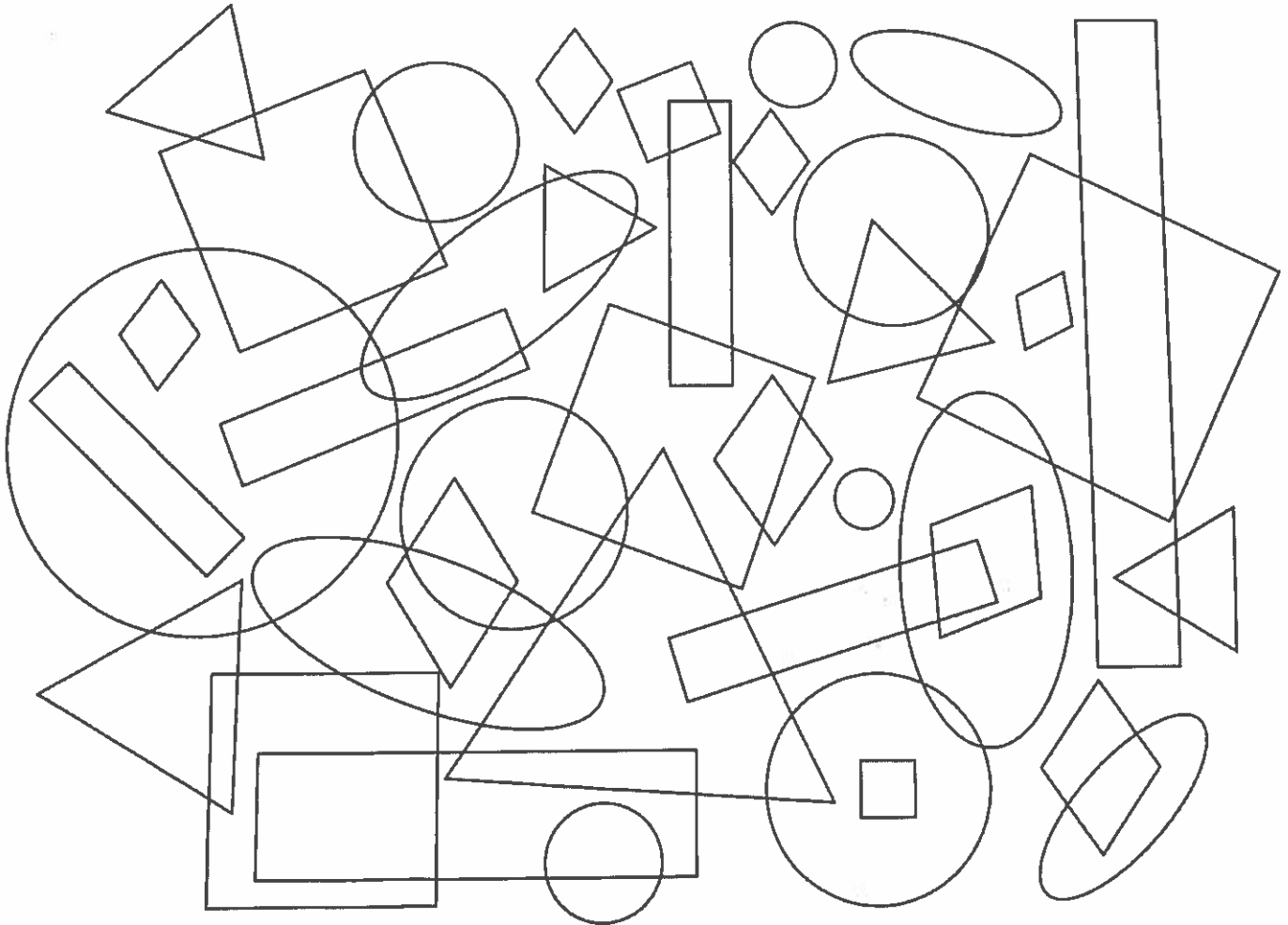
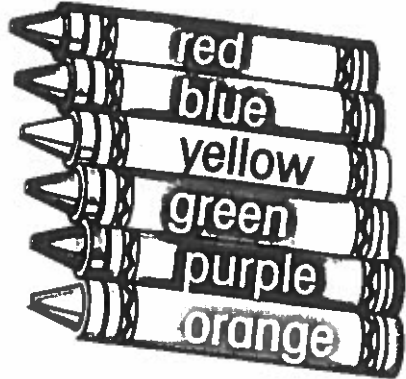


Directions: Color the star red.



Shape Review

Directions: Trace the circles
Trace the squares
Trace the rectangles
Trace the triangles
Trace the ovals
Trace the diamonds





Name _____

Strategy: $N + 4$, $4 + N$

$$4 + 3 = \underline{\quad}$$

$$3 + 4 = \underline{\quad}$$

$$5 + 4 = \underline{\quad}$$

$$4 + 5 = \underline{\quad}$$

$$4 + 4 = \underline{\quad}$$

$$1 + 4 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

$$8 + 4 = \underline{\quad}$$

$$4 + 8 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

$$2 + 4 = \underline{\quad}$$

$$4 + 6 = \underline{\quad}$$

$$6 + 4 = \underline{\quad}$$

$$4 + 7 = \underline{\quad}$$

$$7 + 4 = \underline{\quad}$$

$$10 + 4 = \underline{\quad}$$

$$4 + 10 = \underline{\quad}$$

$$9 + 4 = \underline{\quad}$$

$$4 + 9 = \underline{\quad}$$

Challenge:

$$82 + 4 = \underline{\quad}$$

$$4 + 82 = \underline{\quad}$$

Name _____

Strategy: $N + 5$, $5 + N$



$5 + 4 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$3 + 5 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

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

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

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

$8 + 5 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

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

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

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

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

$9 + 5 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

$10 + 5 = \underline{\quad}$

$5 + 10 = \underline{\quad}$

Challenge:

$85 + 5 = \underline{\quad}$

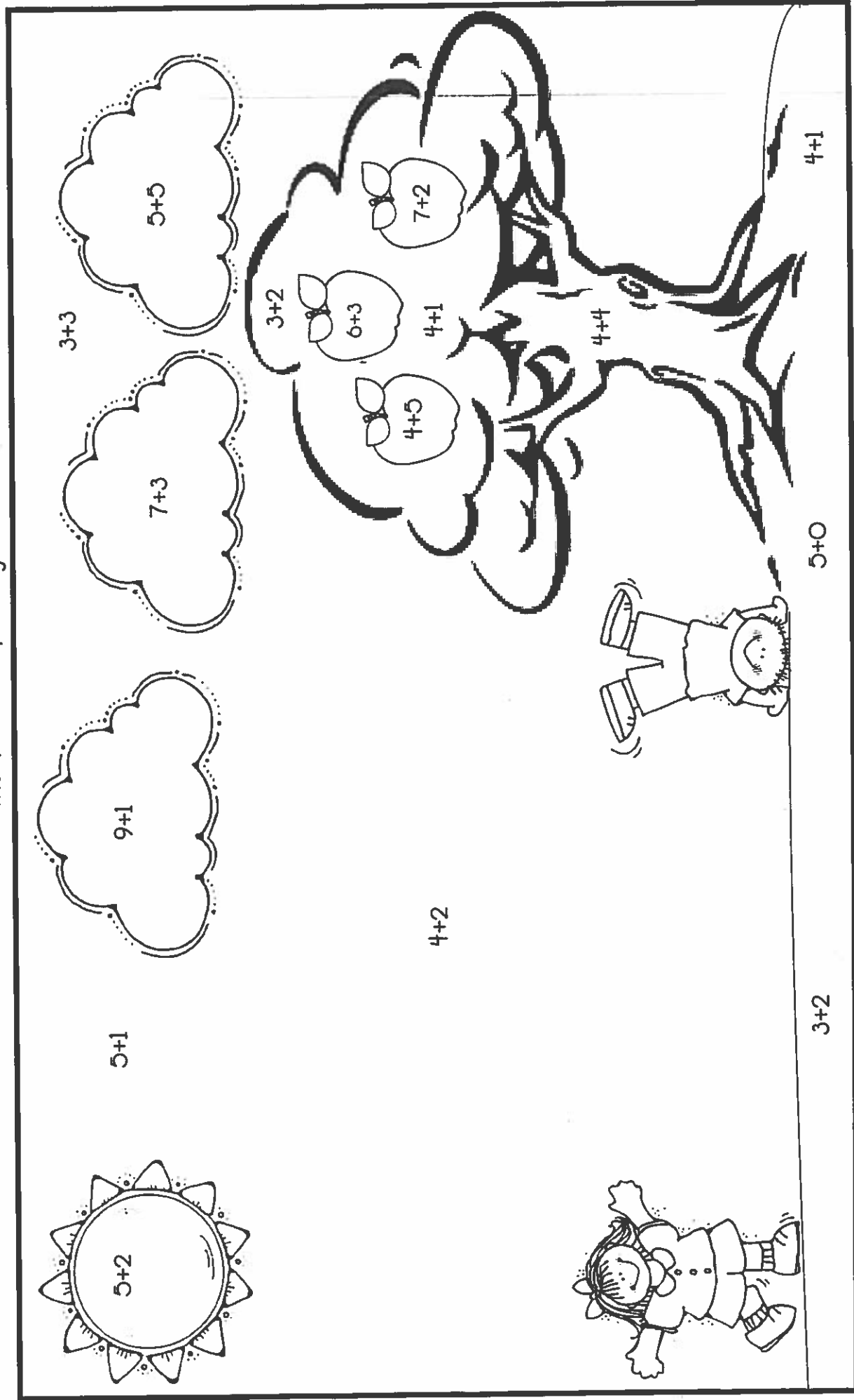
$5 + 85 = \underline{\quad}$

name: _____

Weather addition Color by number

5- green 6- blue 7-yellow 8- brown 9- red 10- white

the rest is up to you!



windy

--	--	--

stormy

--	--	--

sunny

--	--	--

rainy

--	--	--

snowy

--	--	--

sunny

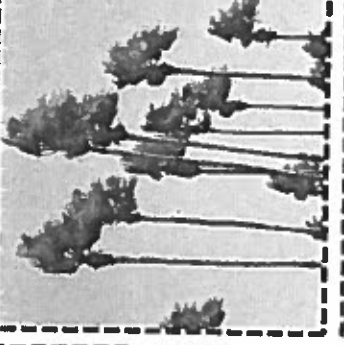
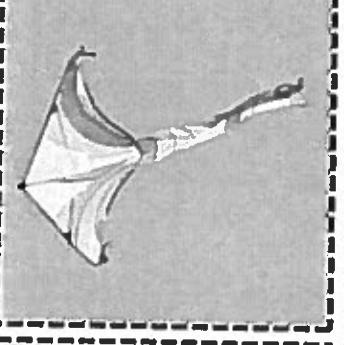
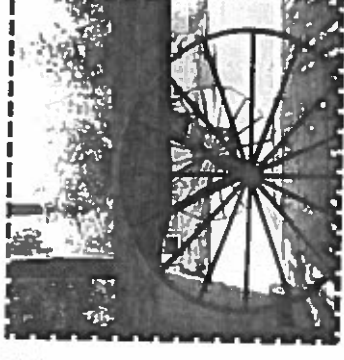
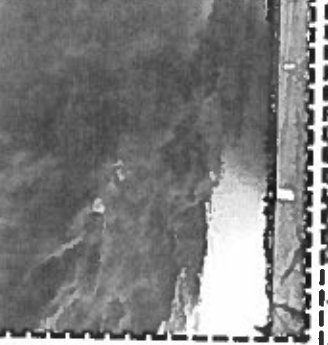
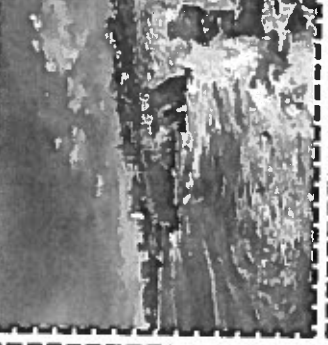
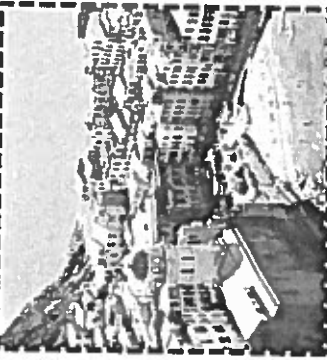
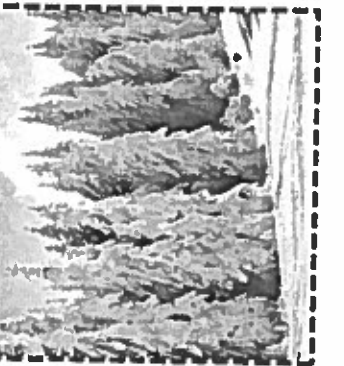
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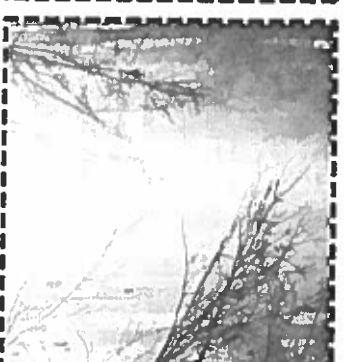
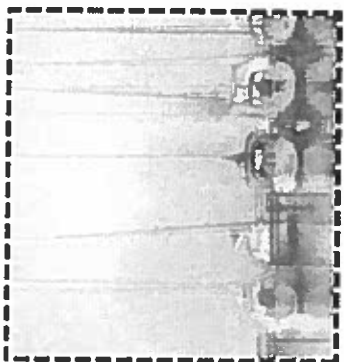
cloudy

--	--	--

foggy

--	--	--





Types of Weather

Name _____

Directions: Illustrate each type of weather.

Snowy

Rainy

Sunny

Cloudy

Stormy

Windy

Types of Weather

Name _____

Directions: Write a fact about each type of weather.

Snowy

Rainy

Sunny

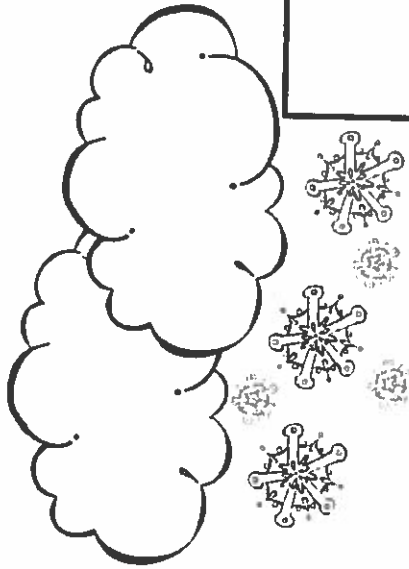
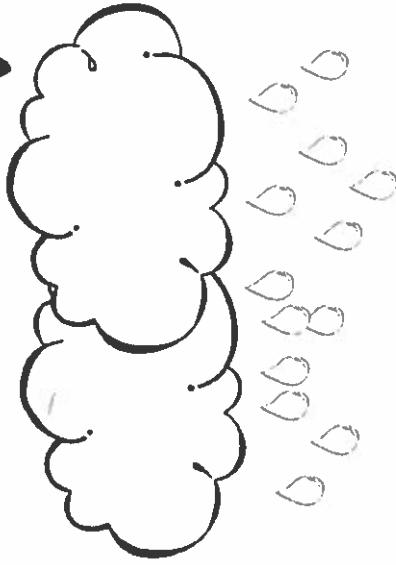
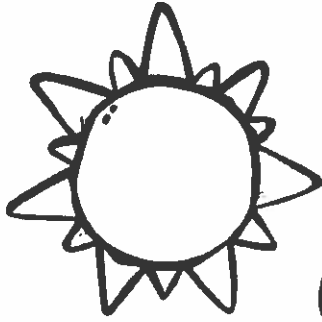
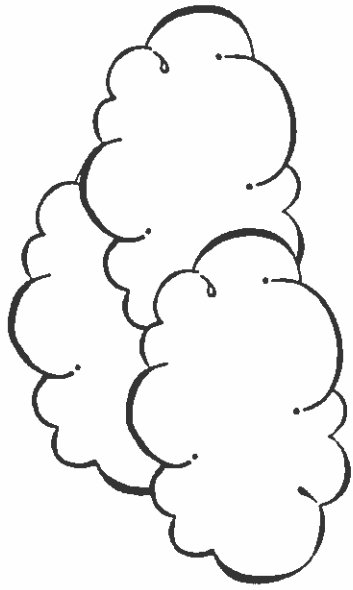
Cloudy

Stormy

Windy

Weather Labeling

NAME _____



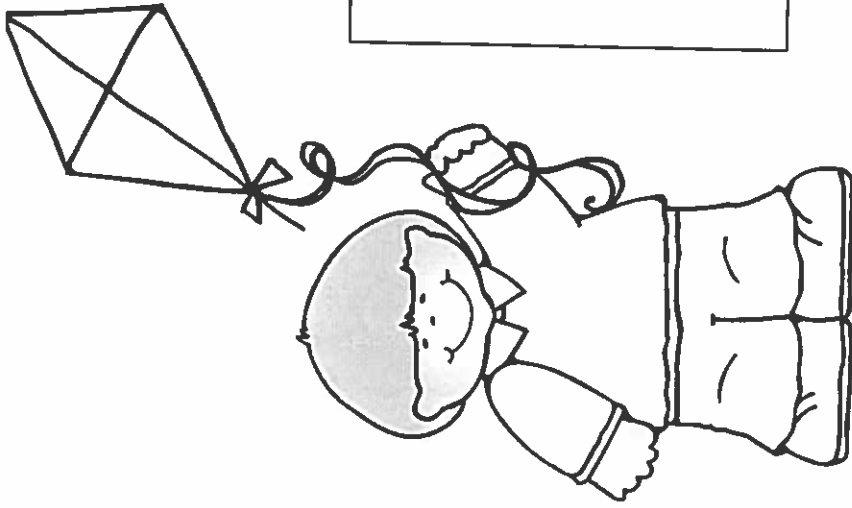
Snowy

Sunny

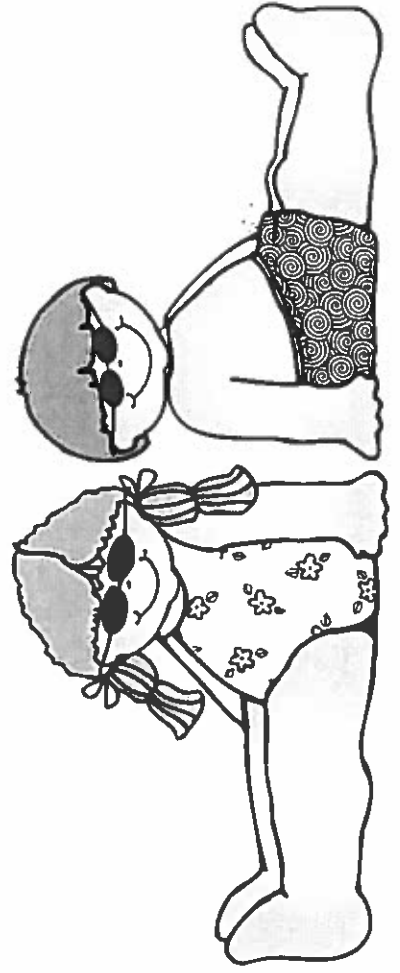
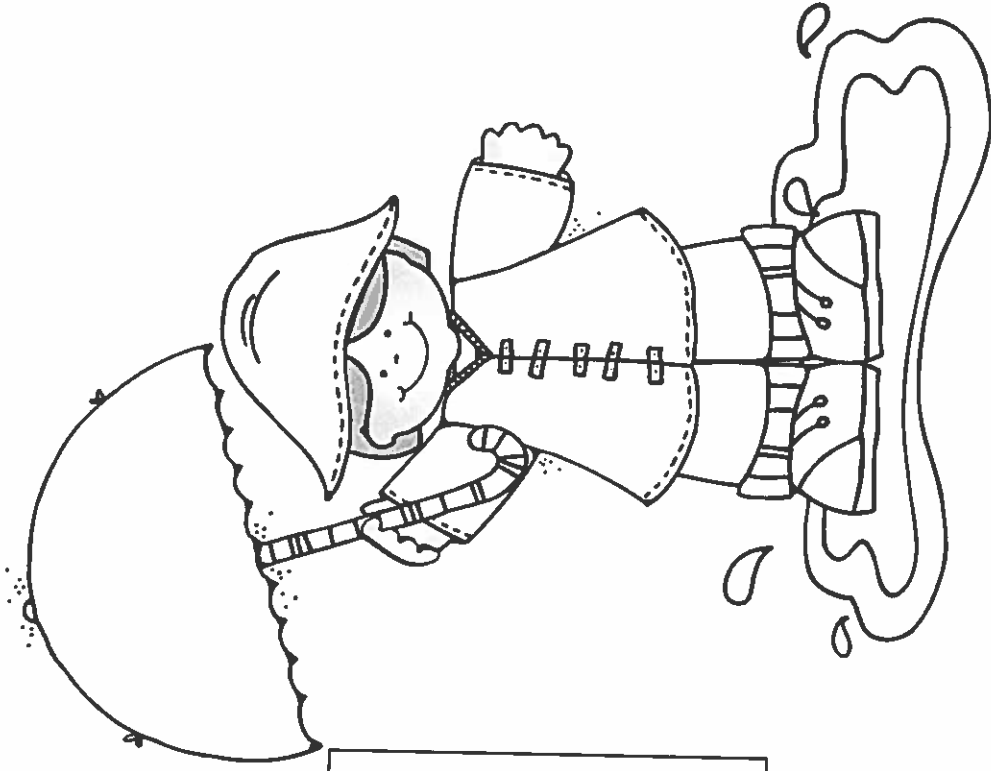
Windy

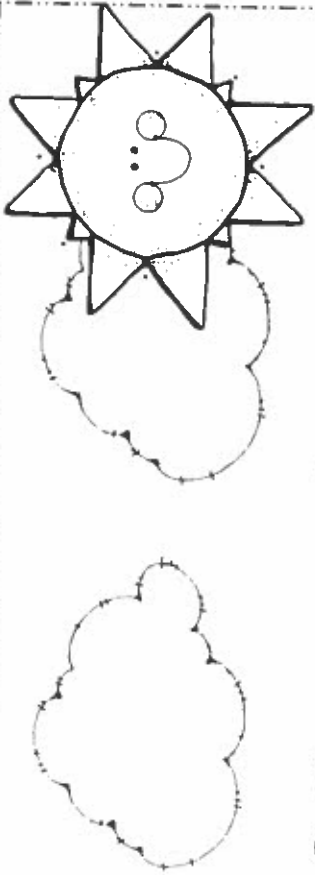
Cloudy

Rainy



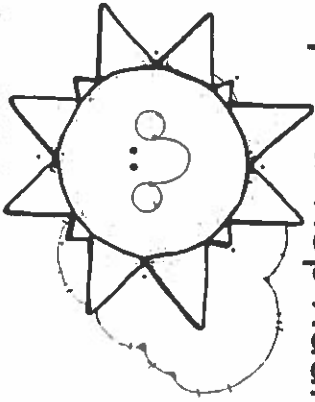
Directions: Create a
weather book. Start
with the title page!



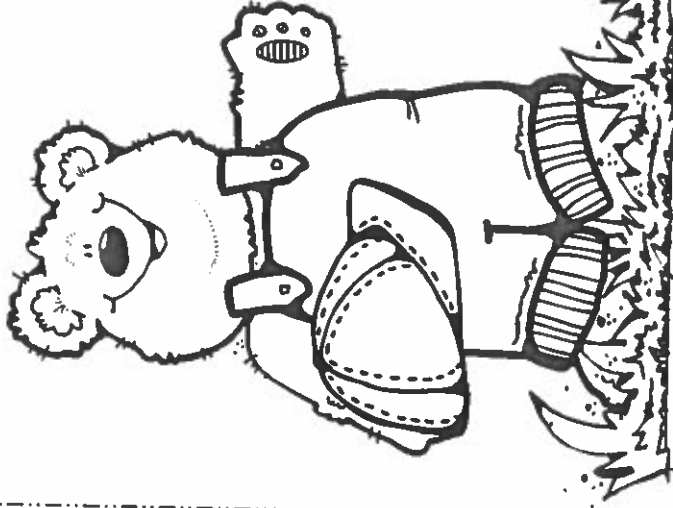


Outdoors on a windy day, people
can





Outdoors on a sunny day, people
can



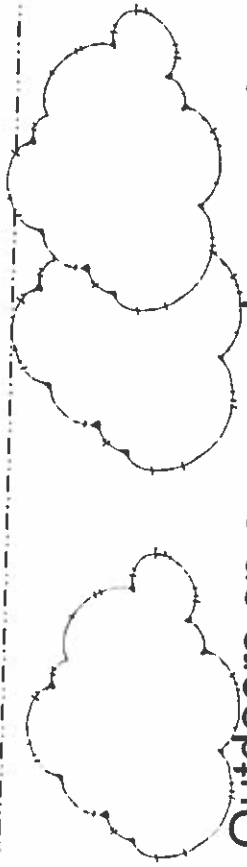
Word Bank
windy strong kites clouds

The weather is _____.

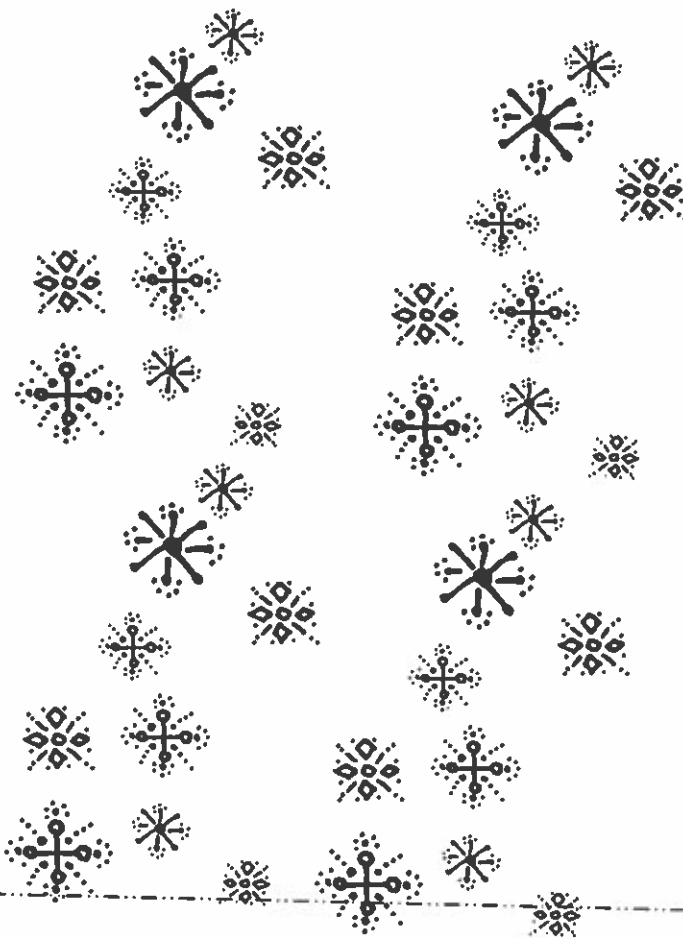
The _____ move in the sky.

If the wind is _____, people

may fly their _____!



Outdoors on a snowy day, people
can

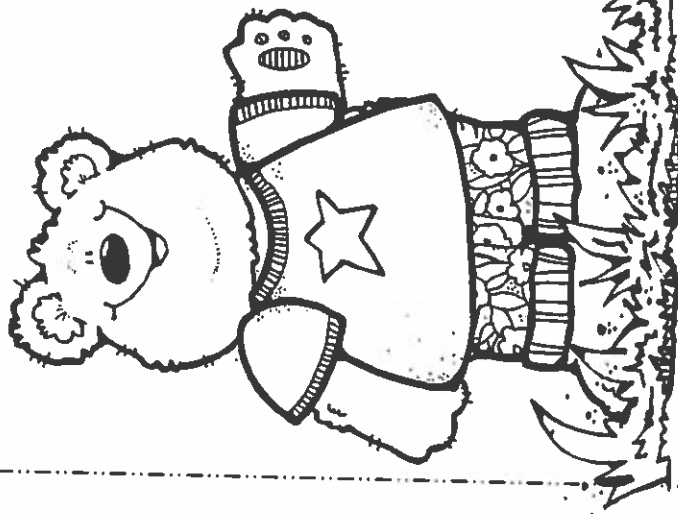
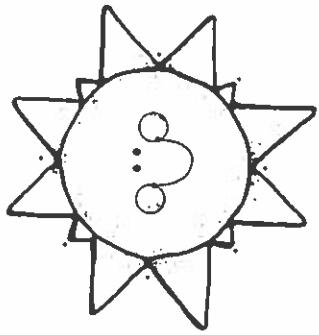


1

The weather is _____. The
sky is _____, and the air is warm.

Some people wear _____.

Sunshine helps green _____ live.



1

Word Bank

plants sunny sunglasses blue

Outdoors on a rainy day, people
can

The weather is _____.

The sky is gray, and the air is _____.

People should wear _____
clothes.



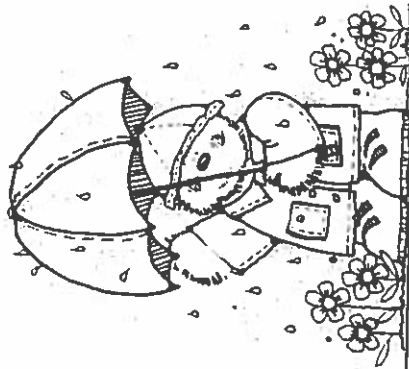
Word Bank

cold warm snowy

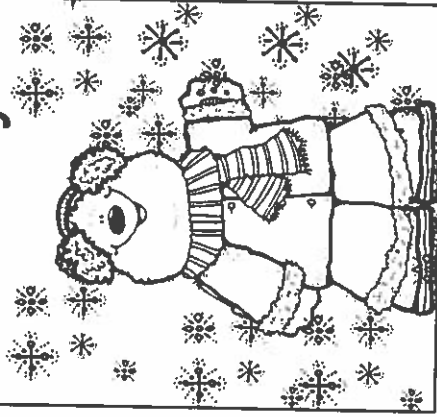
Watching the Weather

By: _____

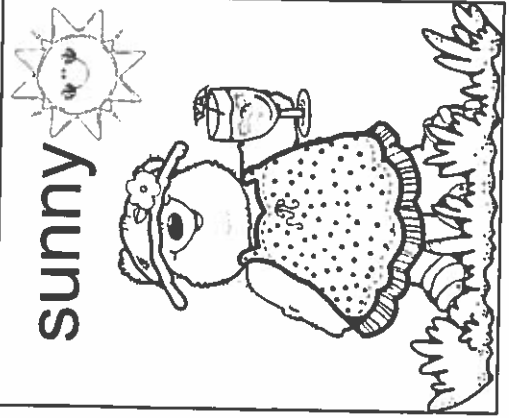
rainy



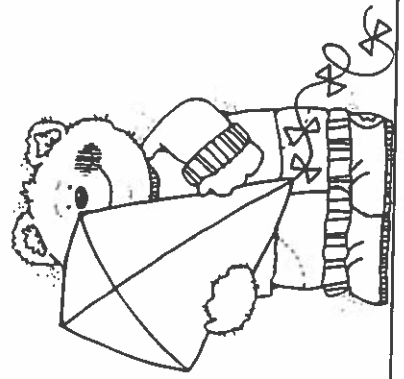
snowy



sunny



windy

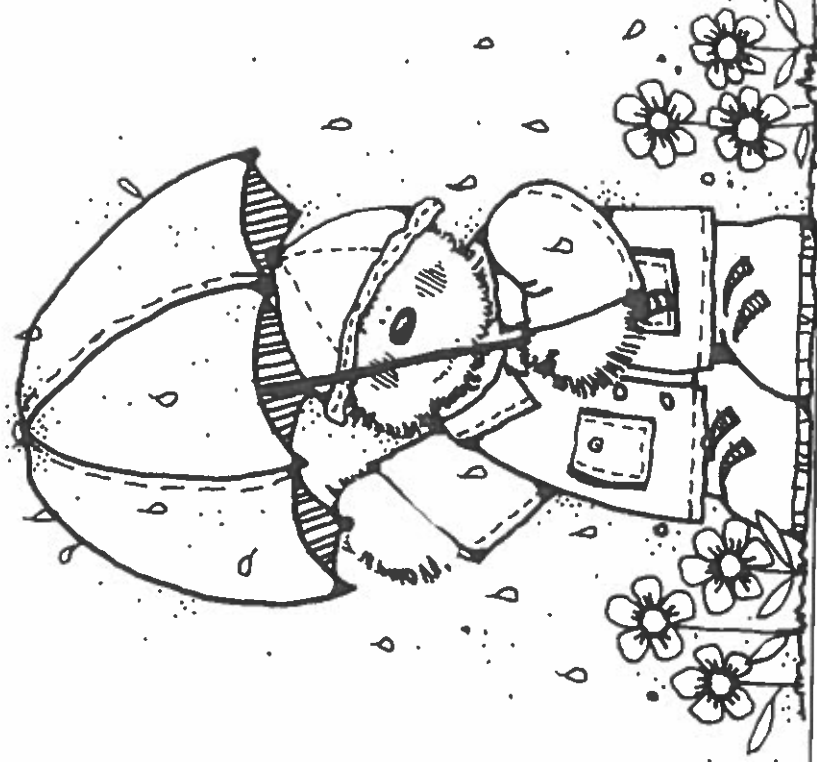


The weather is _____.

The _____ has gray clouds.

Some people wear _____.

Rain gives living things _____.



Word Bank

sky rainy water raincoats

