Complete one assignment for reading, writing, and math each day.

**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.
Camels are animals with long necks and long legs. Camels have humps on their backs. Some camels have one hump. Other camels have two humps. The hump is filled with fat.

A newborn camel is called a calf. The calf does not have a hump on its back. The hump will grow when the calf starts eating solid food.

A calf might be born with a white coat. The coat will turn brown as it grows.

Sometimes a calf has trouble standing up. Its legs may be a little wobbly. Calves stay with their mothers until they are five years old.
1. What is a camel's hump filled with?
   A. water
   B. fat
   C. baby camels

2. How does this passage describe camels?
   A. tall animals with brown spots and a long, sticky tongue
   B. animals with long necks, long legs, and one or two humps on their backs
   C. small animals with soft white fur and a long fluffy tail

3. A calf might be born with a white coat, but it will turn brown as the calf grows. What does this information tell us about the fur color of most grown camels?
   A. Most grown camels have white fur.
   B. Most grown camels have brown fur.
   C. Most grown camels have spotted fur.

4. What is "From Calf to Camel" mainly about?
   A. camels and their growth from calf to camel
   B. the characteristics of grown camels
C. the characteristics of baby camels

5. What is a newborn camel called?

6. What did you learn from "From Calf to Camel"?

7. **Class Discussion Question:** Explain how calves are different from camels.

8. Draw a picture of a calf.
Chris was walking with Grandpa. "Let's have lunch," Grandpa said. "There is a restaurant across the street."

"That sounds good," said Chris. He started to cross the street.

"Wait!" cried Grandpa. "You should never walk into the street without looking! You should hold my hand, too."
"But I did not hear any cars coming," said Chris.

"It is still dangerous to cross the street without looking both ways first."

"I am sorry," said Chris.

Grandpa took Chris's hand. They looked both ways. There were no cars coming. Together, they walked safely across the street.
1. Why do Chris and his Grandpa need to cross the street?

   A. They are practicing how to cross the street safely.
   B. They see a friend across the street who they want to meet.
   C. They want to eat lunch at a restaurant on the other side of the street.

2. In this story about crossing the street, what do Chris and his grandpa do after they look both ways for cars?

   A. Chris and his grandpa stop to talk to a friend.
   B. Chris and his grandpa walk safely across the street.
   C. Chris and his grandpa listen for cars.

3. Chris crossed the street without looking when he did not hear any cars coming. Grandpa thinks this is unsafe. How do we know Grandpa feels this way?

   A. Grandpa and Chris cross the street together at the end of the story.
   B. Grandpa stops Chris from crossing the street and tells Chris how to cross safely.
   C. Grandpa wants to have lunch at a restaurant across the street.
4. What is the main lesson in "Chris Crosses the Street"?

   A. Look for cars both ways before crossing a street.
   
   B. Always hold your Grandpa's hand when you are away from home.
   
   C. Do not talk to strangers.

5. What did Chris and Grandpa see when they looked both ways before crossing the street?

Chris and Grandpa saw

6. What did you learn from "Chris Crosses the Street"?

7. **Class Discussion Question**: Why is it dangerous for Chris to cross the street without looking both ways first?

8. Draw a picture of Chris and Grandpa crossing the street safely.
All people need clean water. They need it for drinking, for cooking, and for bathing. Some people in a village in South America did not have clean water. Their water was full of oil and dirt. People there got sick when they drank the water. Far away, other people heard about the problem. They sent empty water tanks to the village. Rainwater fell into the tanks. That water was clean. Now the people in that village have clean water.
1. What do all people need?

   A. soda pop
   B. clean water
   C. their own house

2. Where was the village in the passage that did not have clean water?

   A. South America
   B. Africa
   C. United States of America

3. Water full of oil and dirt can hurt people. What information from the passage shows this is true?

   A. The people in the village got sick after drinking the water full of oil and dirt.
   B. The people in the village had clean water to drink after they got the empty water tanks.
   C. All people need water for drinking, cooking, and bathing.
4. What is the main idea in *A Clean Drink of Water*?

   A. Dirty water will make you sick.
   B. All people need clean water to live.
   C. You should help people in need.

5. What was sent to the villagers in South America to help them get clean water?

6. What did you learn from "A Clean Drink of Water"?

7. **Class Discussion Question:** Were the empty water tanks a helpful solution to the problem the people in the village had? Explain your answer using evidence from the text.

8. Draw a picture of the villagers drinking water *after* other people heard about their dirty water problem.
You see these grown-ups helping people outside your school. You hear them blow whistles. You see them hold up stop signs. They are special helpers who keep people safe. They are crossing guards.

Crossing guards stop cars so children can get across streets safely.
What Is a Crossing Guard?

These guards walk children across a path to the other side of the street.

Crossing guards work outdoors in all kinds of weather. They stand near busy roads and streets as cars and trucks drive by. The guards wear bright colors so that drivers will see them.

Crossing guards help keep you and your friends safe!
1. What do crossing guards do?
   
   A. Crossing guards teach children how to read and write.
   
   B. Crossing guards pass out food to children in the cafeteria.
   
   C. Crossing guards stop cars so children can get across streets safely.

2. The text describes the job of crossing guards. Where do you see crossing guards?
   
   A. You see crossing guards outside your school.
   
   B. You see crossing guards on the school playground.
   
   C. You see crossing guards inside your school.

3. Crossing guards help children cross the busiest and most dangerous streets. What part of the text tells us that this is true?
   
   A. Crossing guards stand near busy roads and streets.
   
   B. Crossing guards work outdoors.
   
   C. Crossing guards help keep you and your friends safe!
4. What is "What Is a Crossing Guard?" mainly about?
   A. how to cross the street safely
   B. the job of bus drivers
   C. the job of crossing guards

5. What do crossing guards hold up when they want cars to stop?

   Crossing guards hold up

6. What did you learn from "What Is a Crossing Guard"?

7. **Class Discussion Question:** Use information from the text to explain how crossing guards keep people safe.

8. Draw a crossing guard helping school children cross the street safely.
Every dog is a mammal. All mammals have hair on their bodies. People, horses, and elephants are also mammals.

Hair protects a mammal's skin. The hair keeps skin from getting scraped. Hair also protects mammals from cold and heat.

What else makes an animal a mammal? Here are some examples.

Every mammal has a backbone. That bone is also called the spine.

Mammals are warm-blooded. That means the temperature in their bodies is warm and usually stays the same.

Female mammals make milk in their bodies. They feed the milk to their babies.
1. What does every mammal have?
   
   A. hair and a backbone  
   B. scales  
   C. a tail

2. This text describes the characteristics of mammals. Which of the following animals are mammals?

   A. birds, eagles, and penguins  
   B. people, horses, and elephants  
   C. snakes, lizards, and crocodiles

3. Mammals have hair and backbones. Dogs are mammals. Based on this information, what is true about dogs?

   A. Dogs have hair. Dogs do not have backbones.  
   B. Dogs have both hair and backbones.  
   C. Dogs have backbones. Dogs do not have hair.
4. What is "A Dog Is a Mammal" mostly about?
   A. how hair protects mammals  
   B. dogs and other pets  
   C. the characteristics of mammals  

5. Name something that dogs and people have in common.  
   One thing that dogs and people have in common is  

6. What did you learn from "A Dog Is a Mammal"?  

7. **Class Discussion Question:** Explain whether a mammal's backbone or a mammal's hair would help it stay warm in cold weather. Use information from the text to support your answer.  

8. Draw a picture of a mammal. Try to label something that makes it a mammal.
Name__________________________________

What do you like to do so much that you don’t want to quit? Write about it.
Name__________________________________

What do you want to find out? Draw and write about it.
Name__________________________________

Make a book about bugs. Write sentences to go with your pictures.
What might you want to see in the sea? Draw things you might want to see. Write sentences to go with your pictures.
Write a story about going on a hike. Draw a picture to go with your story.
Lesson 3.6

Practice the Strategies

Add. Color doubles facts RED.
Color count on facts BLUE.
Color doubles plus one or doubles minus one facts YELLOW.

1. $8 + 8 = ____$
2. $8 + 1 = ____$
3. $1 + 7 = ____$

4. $8 + 3 = ____$
5. $5 + 5 = ____$
6. $8 + 7 = ____$

7. $8 + 9 = ____$
8. $6 + 3 = ____$
9. $6 + 6 = ____$

10. $2 + 5 = ____$
11. $7 + 6 = ____$
12. $5 + 4 = ____$

Problems Solving

Make a counting on problem.
Write the missing numbers.

13. ____ apples are in a bag.
    ____ more apples are put in the bag.
    How many apples are in the bag now?
    ____ apples
Lesson Check (CC.1.OA.6)

1. Which strategy would you use to find 2 + 8?

- doubles plus 1
- count on
- doubles
- doubles minus 1

2. What is the sum of 9 + 9?

0 9 17 18

Spiral Review (CC.1.OA.1, CC.1.OA.3)

3. What is the sum of 5 + 2 or 2 + 5? (Lesson 1.6)

7 6 1 0

4. How many flowers are there? (Lesson 1.1)

3 flowers and 3 more flowers ___ flowers

0 4 6 8

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Add 10 and More

Draw red ○ to show 10. Draw yellow ○ to show the other addend. Write the sum.

1. \[10 + 7\]
2. \[10 + 5\]
3. \[10 + 9\]
4. \[10 + 4\]

PROBLEM SOLVING

Draw red and yellow ○ to solve. Write the addition sentence.

5. Linda has 10 toy cars.
   She gets 6 more cars.
   How many toy cars does she have now?

   \[____ + _____ = ____\] toy cars
Lesson Check (CC.1.OA.6)

1. How many \( \boxed{\phantom{1}} \) would you need to show the addition fact?

\[
\begin{array}{c}
10 \\
+ 3 \\
\end{array}
\]

\[
\begin{array}{cccc}
13 & 7 & 3 & 2 \\
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\end{array}
\]

2. What number sentence does this model show?

\[
\begin{array}{cccc}
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\end{array}
\]

\[
\begin{array}{c}
\circ 8 + 8 = 16 \\
\circ 9 + 6 = 15 \\
\circ 10 + 7 = 17 \\
\circ 10 + 8 = 18 \\
\end{array}
\]

Spiral Review (CC.1.OA.1)

3. Which shows a way to make 10? (Lesson 1.7)

\[
\begin{array}{cccc}
5 + 4 & 6 + 4 & 7 + 2 & 8 + 1 \\
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\end{array}
\]

4. There are 3 large turtles and 1 small turtle. How many turtles are there? (Lesson 1.3)

\[
\begin{array}{cccc}
2 & 4 & 6 & 8 \\
\boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} & \boxed{\phantom{1}} \\
\end{array}
\]
Hands On
Lesson 3.8

Make a 10 to Add

Use red and yellow circles and a ten frame. Show both addends. Draw to make a ten. Then write the new fact. Add.

1. 5 + 7

2. 9 + 5

3. 8 + 3

Problem Solving

Solve.

4. 10 + 6 has the same sum as 7 + ____.

Chapter 3

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Lesson Check (CC.1.OA.6)

1. What sum does this model show?

   ![Model Image]

   5  10  15  16
   ○  ○  ○  ○

2. What addition sentence does this model show?

   ![Model Image]

   ○ 8 + 5 = 13
   ○ 9 + 4 = 13
   ○ 10 + 3 = 13
   ○ 10 + 4 = 14

Spiral Review (CC.1.OA.1, CC.1.OA.6)

3. Which is the sum of 4 + 6? (Lesson 1.8)

   10  9  3  2
   ○  ○  ○  ○

4. There are 2 big flowers and 4 small flowers. How many flowers are there? (Lesson 1.3)

   5  6  13  14
   ○  ○  ○  ○

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Lesson 3.9

Use Make a 10 to Add

Write to show how you make a ten. Then add.

1. What is $9 + 7$?
   
   \[ \begin{array}{c}
   \text{\_\_\_\_\_\_\_} \quad \text{\_\_\_\_\_\_\_} \\
   \text{\_\_\_\_\_\_\_} \quad \text{\_\_\_\_\_\_\_} \\
   \hline
   \text{\_\_\_\_\_\_\_} + \text{\_\_\_\_\_\_\_} + \text{\_\_\_\_\_\_\_} \\
   \hline
   \text{\_\_\_\_\_\_\_} + \text{\_\_\_\_\_\_\_} = \text{\_\_\_\_\_\_\_} \\
   \end{array} \]

   So, $9 + 7 = \text{\_\_\_\_\_\_\_}$.

2. What is $5 + 8$?
   
   \[ \begin{array}{c}
   \text{\_\_\_\_\_\_\_} \quad \text{\_\_\_\_\_\_\_} \\
   \text{\_\_\_\_\_\_\_} \quad \text{\_\_\_\_\_\_\_} \\
   \hline
   \text{\_\_\_\_\_\_\_} + \text{\_\_\_\_\_\_\_} + \text{\_\_\_\_\_\_\_} \\
   \hline
   \text{\_\_\_\_\_\_\_} + \text{\_\_\_\_\_\_\_} = \text{\_\_\_\_\_\_\_} \\
   \end{array} \]

   So, $5 + 8 = \text{\_\_\_\_\_\_\_}$.

**Problem Solving**

Use the clues to solve. Draw lines to match.

3. Ann and Gia are eating grapes.
   Ann eats 10 green grapes and 6 red grapes. Gia eats the same number of grapes as Ann. Match each person to her grapes.

   - Ann: 7 green grapes and 9 red grapes
   - Gia: 10 green grapes and 6 red grapes
Lesson Check (CC.1.OA.6)
1. Which shows how to make a ten to find $8 + 4$?

- $8 + 2 + 3$
- $8 + 1 + 2$
- $8 + 2 + 2$
- $5 + 3 + 2$

Spiral Review (CC.1.OA.5, CC.1.OA.6)
2. What is the difference? (Lesson 2.7)

$9 - 9 = \underline{\hspace{1cm}}$

- 0
- 1
- 9
- 18

3. What is the difference? (Lesson 2.9)

$8$

- \( \underline{-2} \)

- 10
- 6
- 5
- 4
Algebra • Add 3 Numbers

Look at the blocks. Complete the addition sentences showing two ways to find the sum.

1. \(5 + 4 + 2 = \_\_\_\_\)

\[\text{blocks}\]

\(\_\_\_\_ + \_\_\_\_ = \_\_\_\_
\]

\(\_\_\_\_ + \_\_\_\_ = \_\_\_\_
\]

2. \(2 + 2 + 6 = \_\_\_\_\)

\[\text{blocks}\]

\(\_\_\_\_ + \_\_\_\_ = \_\_\_\_
\]

\(\_\_\_\_ + \_\_\_\_ = \_\_\_\_
\]

PROBLEM SOLVING

3. Choose three numbers from 1 to 6.
   Write the numbers in an addition sentence.
   Show two ways to find the sum.
Lesson Check (CC.1.OA.3)

1. What is the sum of 3 + 4 + 2?

   |   |   |   |
   | 11 | 10 | 9 | 6 |
   | o  | o  | o | o |

2. What is the sum of 5 + 1 + 4?

   |   |   |   |
   | 0 | 10 | 11 | 12 |
   | o | o  | o  | o  |

Spiral Review (CC.1.OA.1, CC.1.OA.6)

3. What is the sum? (Lesson 1.8)

   3 + 7 = ___

   |   |   |   |   |
   | 3 | 4 | 9 | 10 |
   | o | o  | o  | o  |

4. 4 cows are in the barn. 2 more cows join them. How many cows are in the barn now? (Lesson 1.4)

   |   |   |   |
   | 2 | 6 | 7 | 8 |
   | o | o  | o  | o  |

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