



Learning Enrichment Booklet Project for Grade K, 1, 2, 3, 4, & 5

Spring 2020

Dear Parents and Caregivers,

The OU BOCES Instructional Specialists have assembled ELA and Math Enrichment booklets for grades K, 1, 2, 3, 4, and 5 based on resources developed by NYSED and by OU BOCES. With the NYS Next Generation Standards in mind, we selected ELA and Math focused activities. We made an effort to choose reading passages that address social studies and science learning standards as well. It was our goal to offer learning and review tasks that students who are on grade level could do fairly independently. Fourteen days of learning enrichment are provided for each grade level in case school is closed for health and safety reasons.

In order to complete the work in this booklet one only needs a pencil or pen. We have tried to include types of activities that should seem familiar to your child. We believe that each section could be completed within one day. Please help your child pace themselves. This booklet is designed to be completed over 14 days. One section of activities per day should feel comfortable for most students. If a child cannot complete a full section in day, he or she can do part of a section. As educators, we believe it is important to do some academic work each day.

Sincerely,

The Instructional Support Services Team

Dear Students,

We hope you find these activities interesting. We hope they help you keep your school skills sharp. Each section is designed for one day. If you have trouble finishing a section, ask an adult or friend for help. Please do your best work. Thank you for working on this enrichment book and practicing your academic skills and knowledge. Please also make time to read while you are home.

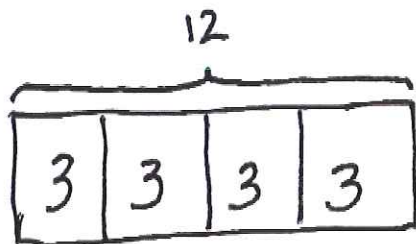
Sincerely,

The Instructional Support Services Team

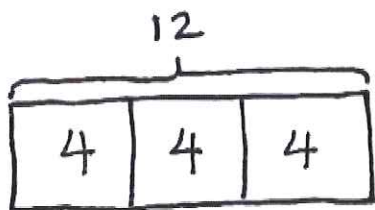
Section 1



Tape Diagrams



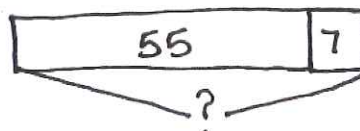
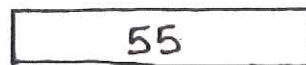
$$3 + 3 + 3 + 3 = 12$$



$$4 + 4 + 4 = 12$$

3 groups of 4 = 12

Grade 2 Students:
Remember to use
all your tools:



$$55 + 7 = 62$$

5 2

$$55 + 5 = 60$$

$$60 + 2 = 62$$

Number Bonds

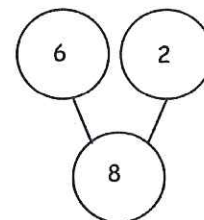
Add or subtract. Draw a number bond

$6 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$8 - 6 = \underline{\quad}$



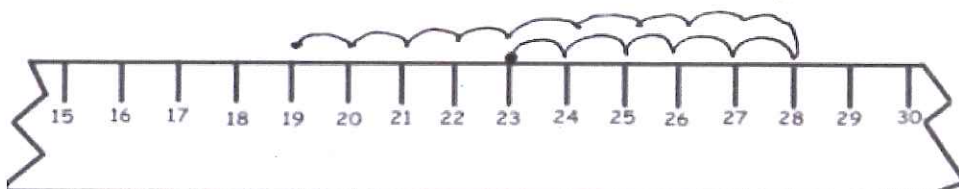
Number Lines

A cricket jumped 5 centimeters forward and 9 centimeters back, then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.

$$23 + 5 = 28$$

$$28 - 9 = 19$$

16 10



The cricket stopped at 19 cm.

DAY 1

Add a Ten and Some Ones

1.	$10 + 5 = \underline{\quad}$	16.	$4 + 10 = \underline{\quad}$
2.	$10 + 4 = \underline{\quad}$	17.	$3 + 10 = \underline{\quad}$
3.	$10 + 3 = \underline{\quad}$	18.	$2 + 10 = \underline{\quad}$
4.	$10 + 2 = \underline{\quad}$	19.	$1 + 10 = \underline{\quad}$
5.	$10 + 1 = \underline{\quad}$	20.	$3 + 10 = \underline{\quad}$
6.	$10 + 5 = \underline{\quad}$	21.	$\underline{\quad} = 10 + 6$
7.	$\underline{\quad} = 10 + 4$	22.	$\underline{\quad} = 10 + 9$
8.	$\underline{\quad} = 10 + 2$	23.	$\underline{\quad} = 10 + 5$
9.	$\underline{\quad} = 10 + 1$	24.	$\underline{\quad} = 10 + 7$
10.	$\underline{\quad} = 10 + 3$	25.	$\underline{\quad} = 10 + 8$
11.	$\underline{\quad} = 10 + 4$	26.	$17 = \underline{\quad} + 7$
12.	$10 + 6 = \underline{\quad}$	27.	$3 + \underline{\quad} = 13$
13.	$10 + 7 = \underline{\quad}$	28.	$\underline{\quad} + 10 = 16$
14.	$10 + 9 = \underline{\quad}$	29.	$18 = \underline{\quad} + 10$
15.	$10 + 8 = \underline{\quad}$	30.	$17 = 7 + \underline{\quad}$

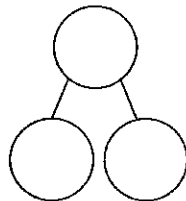
1. Add or subtract. Complete the number bond to match.

a. $9 + 1 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

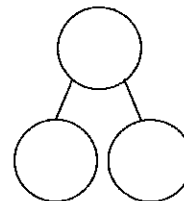


b. $4 + 6 = \underline{\quad}$

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

$10 - 6 = \underline{\quad}$

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



2. Solve.

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

b. $13 = 10 + \underline{\quad}$

c. $10 + 8 = \underline{\quad}$

Day 1: Directions: Read the story below. Then answer the questions after it.

The Bone Man



The next morning, Jake said, "I just had a chat with a man from State College. His name is Ron Fitch and he is an expert on bones. He has written lots of books. If we bring him the bone, he can tell us what sort of bone it is."

We got in to the jeep. Jake said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the college, we gave the bone man the bone. When he saw it, he broke in to a big grin.

The bone man bent down and said, "Kids, I could be wrong, but it looks like you've found something big here! I have to do some tests, but I'll bet this is a bone of a T. rex."

"What's a T. rex?" I asked.



“Kate!” Max said, “T. rex is like the cool-est, big-gest, badd-est rep-tile of all time!”

The next week, Nan said, “I just spoke with Ron Fitch, the bone man. I have three nice things to tell you. One nice thing is that you and Max found a T. rex bone!”

“Yip-pee!” I shout-ed. “Max will be so thrilled that he has a T. rex bone!”

“The next nice thing is that you found the bone in a state park and there is a law that says if you dig up bones you can’t keep them for your-self.”

“Who keeps it?” I asked.

“The state will keep it and Mister Fitch and his helpers will dig up the rest of the bones, too. And that brings me to the last nice thing. They would like for you and Max to vis-it them at the cliff. They would like for the two of you to pick out a name for the T. rex you found.”

“So cool!” I said.

The Bone Man

1. Where were Jake, Kate, and Max going in this story?
 - A. They were going to State College.
 - B. They were going swimming.
 - C. They were going to the store.
2. What did they take to Ron Fitch?
 - A. They took a rock.
 - B. They took a reptile.
 - C. They took a bone.
3. What did Ron Fitch think Kate and Max had?
 - A. Mister Fitch said he bet they had a big fork.
 - B. Mister Fitch said he bet they had some tests.
 - C. Mister Fitch said he bet they had a T. rex bone.
4. What was one of the three nice things Nan had to tell Kate?
 - A. Nan said that forks were on sale.
 - B. Nan said that Kate and Max did get a T. rex bone.
 - C. Nan said that Kate and Max could get a pet reptile.
5. Where will Kate and Max go because of what they found?
 - A. They will go visit a college.
 - B. They will go to the campsite.
 - C. They will go out to the cliff.

Section 2



DAY 2

Add Tens and Ones

1.	$10 + 3 = \underline{\quad}$	16.	$10 + \underline{\quad} = 13$
2.	$20 + 2 = \underline{\quad}$	17.	$40 + \underline{\quad} = 42$
3.	$30 + 4 = \underline{\quad}$	18.	$60 + \underline{\quad} = 61$
4.	$50 + 3 = \underline{\quad}$	19.	$70 + \underline{\quad} = 75$
5.	$20 + 5 = \underline{\quad}$	20.	$80 + \underline{\quad} = 83$
6.	$50 + 5 = \underline{\quad}$	21.	$60 + 9 = \underline{\quad}$
7.	$\underline{\quad} = 40 + 1$	22.	$80 + 9 = \underline{\quad}$
8.	$\underline{\quad} = 20 + 4$	23.	$80 + \underline{\quad} = 86$
9.	$\underline{\quad} = 20 + 3$	24.	$90 + \underline{\quad} = 97$
10.	$\underline{\quad} = 30 + 5$	25.	$\underline{\quad} + 6 = 76$
11.	$\underline{\quad} = 40 + 5$	26.	$\underline{\quad} + 6 = 86$
12.	$30 + 6 = \underline{\quad}$	27.	$86 = \underline{\quad} + 6$
13.	$20 + 9 = \underline{\quad}$	28.	$\underline{\quad} + 60 = 67$
14.	$40 + 7 = \underline{\quad}$	29.	$95 = \underline{\quad} + 90$
15.	$50 + 8 = \underline{\quad}$	30.	$97 = 7 + \underline{\quad}$

Second Grade ELA Packet

Day 2: Directions: Use the words in the box to make compound words on the lines below.

pack bug shine corn time cake

back_____

pan_____

bed_____

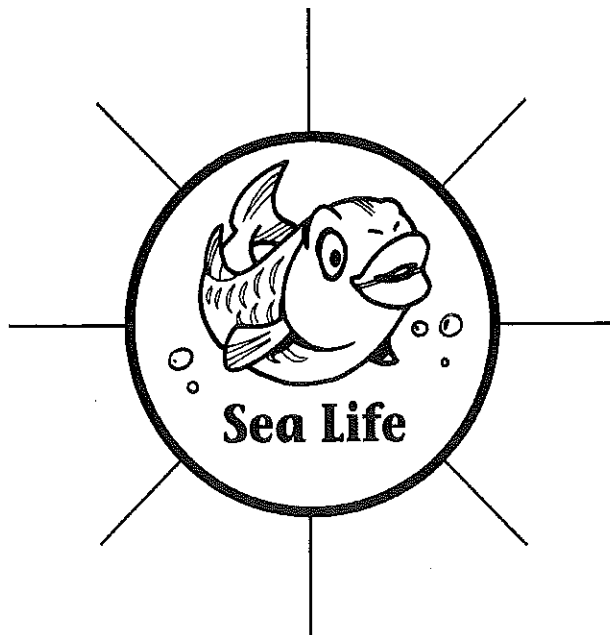
pop_____

lady_____

sun_____

Concept Map

Facts we already know about **the sea**, and the new facts we have learned



Word Warm-Up



Which words might you expect to find in a story about **the sea**?

blubber

breathe

water

letter

school

dolphin

smart

blowhole

fluke

gills

horse

seaweed

Section 3



DAY 3

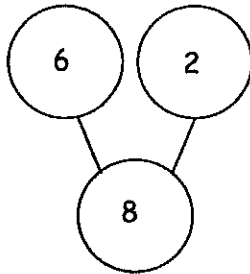
1. Add or subtract. Draw a number bond for (b).

a. $6 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$8 - 6 = \underline{\quad}$



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

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

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

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

2. Solve.

$20 + 4 = \underline{\quad}$

$\underline{\quad} = 20 + 9$

$40 + 3 = \underline{\quad}$

$\underline{\quad} = 40 + 8$

$70 + 2 = \underline{\quad}$

$\underline{\quad} = 50 + 6$

$80 + 5 = \underline{\quad}$

$\underline{\quad} = 90 + 7$

3. Solve.

$14 = 10 + \underline{\quad}$

$19 = \underline{\quad} + 9$

$23 = 20 + \underline{\quad}$

$29 = \underline{\quad} + 9$

$71 = 70 + \underline{\quad}$

$78 = \underline{\quad} + 8$

$82 = 80 + \underline{\quad}$

$87 = \underline{\quad} + 7$

Day 3: Directions: Read the story below. Then answer the questions after it.

The Big Dig

When we went back to the cliff, the bone man was there with some help-ers. They had scraped the side of the cliff to ex-pose a lot of the T. rex.



"So, will you dig out all of the bones here on site?" asked Nan.

"No," said the bone man. "The next step will be to cut this cliff up in-to large blocks of rock. Then we will wrap the blocks up in plast-er. The plast-er will keep the bones from crack-ing. Then we will use a large crane to set the blocks on trucks. Then the trucks will take them to my lab. Once the blocks are there, we will start digg-ing the bones out of the blocks."

"What sort of tools do you use for that?" asked Nan.

"We use tools a lot like the ones den-tists use on teeth—brush-es and sharp picks."

"Kate and I used forks!" said Max.

"How long will it take to get all of the bones out of the rocks?" Jake asked.

"Well," said the bone man. "We've got a lot to do. It will take some time."

"Will you be fin-ished by the end of the summ-er?" I asked.

"No," said the bone man. "You and Max will have to vis-it next summ-er and per-haps the summ-er af-ter that."

"So," said the bone man, "have you kids picked out a name for this T. rex?"

"Yes, I've picked one," I said.

All of the digg-ers stopped digg-ing and looked at me.

I said, "This T. rex will be named Max, or if you like, T. Max!"

All of the men cheered.

Max and Kate smiled.



The Big Dig

1. Why did Nan, Kate, and Max go to the cliff?
 - A. They went to the cliff to have lunch.
 - B. They went to the cliff to swim.
 - C. They went to see the bone man and his helpers.
2. Why did the bone man take helpers to the cliff?
 - A. They all wanted to go camping.
 - B. They all went to cut the cliff into big blocks of rock.
 - C. They all wanted to have a picnic.
3. What will the bone man do with the plaster?
 - A. He will wrap the blocks of rock in plaster.
 - B. He will make a crane out of plaster.
 - C. He will fill the jeep with plaster.
4. When did the bone man say he would finish the T. rex job?
 - A. The bone man said, "I will finish today."
 - B. The bone man said, "I will finish in June."
 - C. The bone man said, "Next summer and perhaps the summer after that."
5. What name did Kate have for the T. rex?
 - A. The name Kate gave the T. rex is Ron.
 - B. The name Kate gave the T. rex is T.Max.
 - C. The name Kate gave the T. rex is Jake.
6. At the end of the story, did Max smile with pride?
 - A. Yes, Max did smile with pride.
 - B. No, Max did not smile with pride.

Section 4



DAY 4

Take out ten.

$\begin{array}{r} 30 \\ / \backslash \\ 20 \quad 10 \end{array}$	40	50
70	60	80

Solve.

$10 - 1 = \underline{\quad}$	$10 - 4 = \underline{\quad}$	$10 - 9 = \underline{\quad}$
$10 - 7 = \underline{\quad}$	$10 - 2 = \underline{\quad}$	$10 - 5 = \underline{\quad}$

Solve.

<p>a. $20 - 9 = \underline{11}$</p> $\begin{array}{r} 20 \\ / \backslash \\ 10 \quad 10 \end{array}$ <p>$10 - 9 = 1$ $10 + 1 = 11$</p>	b. $30 - 9 = \underline{\quad}$
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Day 4: Read the poem below. Then answer the questions after it.

Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

Snacks

1. What was Bud's snack?
 - A. fish sticks
 - B. chips and milk
 - C. ham
2. What was Sam's snack?
 - A. eggs
 - B. fish sticks
 - C. ham
3. What was Beth's snack?
 - A. chips and milk
 - B. fish sticks and figs
 - C. a hot dog
4. Which kid had chips?
 - A. Beth
 - B. Rob
 - C. Bud

Section 5



DAY 5

Before, Between, After

1.	1, 2, ____	
2.	11, 12, ____	
3.	21, 22, ____	
4.	71, 72, ____	
5.	3, 4, ____	
6.	3, ____, 5	
7.	13, ____, 15	
8.	23, ____, 25	
9.	83, ____, 85	
10.	7, 8, ____	
11.	7, ____, 9	
12.	____, 8, 9	
13.	____, 18, 19	
14.	____, 28, 29	
15.	____, 58, 59	
16.	12, 13, ____	
17.	45, 46, ____	
18.	12, ____, 14	
19.	36, ____, 38	
20.	____, 19, 20	
21.	____, 89, 90	
22.	98, 99, ____	

23.	99, ____, 101	
24.	19, 20, ____	
25.	119, 120, ____	
26.	35, ____, 37	
27.	135, ____, 137	
28.	____, 24, 25	
29.	____, 124, 125	
30.	142, 143, ____	
31.	138, ____, 140	
32.	____, 149, 150	
33.	148, ____, 150	
34.	____, 149, 150	
35.	____, 163, 164	
36.	187, ____, 189	
37.	____, 170, 171	
38.	178, 179, ____	
39.	192, ____, 194	
40.	____, 190, 191	
41.	197, ____, 199	
42.	168, 169, ____	
43.	199, ____, 201	
44.	____, 160, 161	

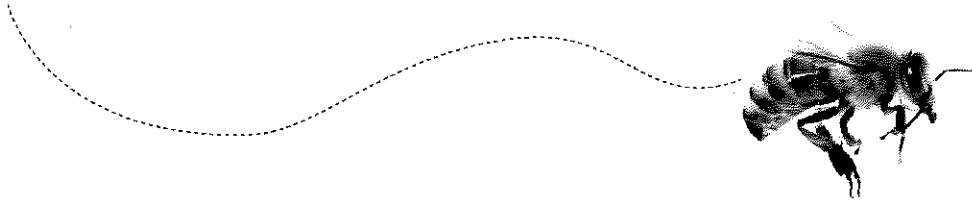
Day 5: Directions: Read the story below. Then answer the questions after it.

Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”



The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.

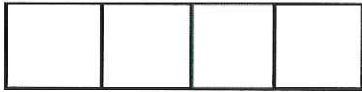
Prince Vincent

1. What was Vincent?
 - A. a prince
 - B. a king
 - C. a princess
2. Where was Vincent from?
 - A. Rome
 - B. Greece
 - C. France
3. What sort of voice did Vincent have?
 - A. a loud voice
 - B. a soft voice
 - C. a bee-like voice
4. Which part of Vincent did the bee sting?
 - A. his leg
 - B. his nose
 - C. his cheek

Section 6



DAY 6



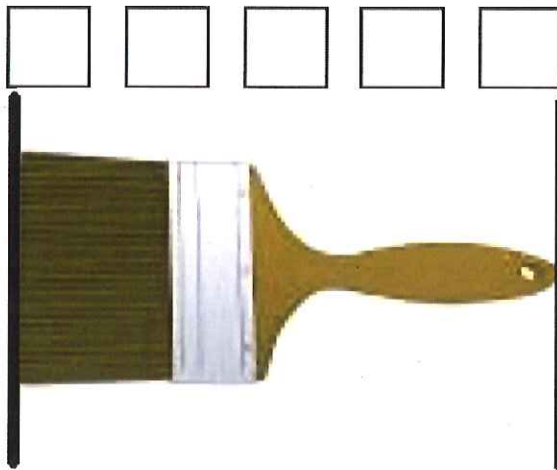
The crayon is _____ centimeter cubes long.



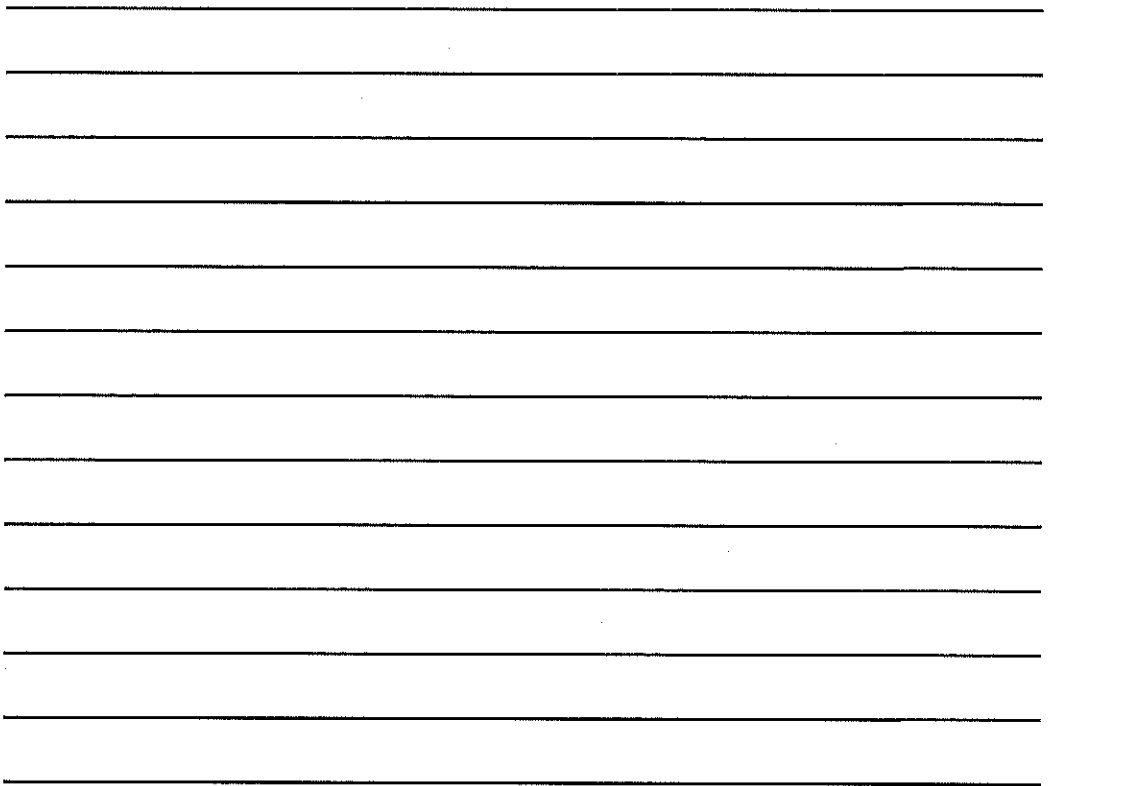
The pencil is _____ centimeter cubes long.

Sara lined up her centimeter cubes to find the length of the picture of the paintbrush.

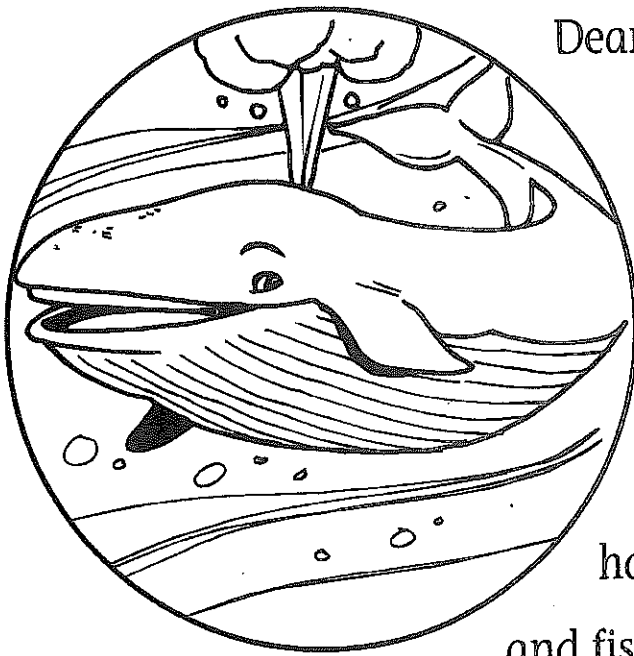
Sara thinks the picture of the paintbrush is 5 centimeter cubes long.



Is her answer correct? Explain why or why not.



In the Sea



Dear Grandma,

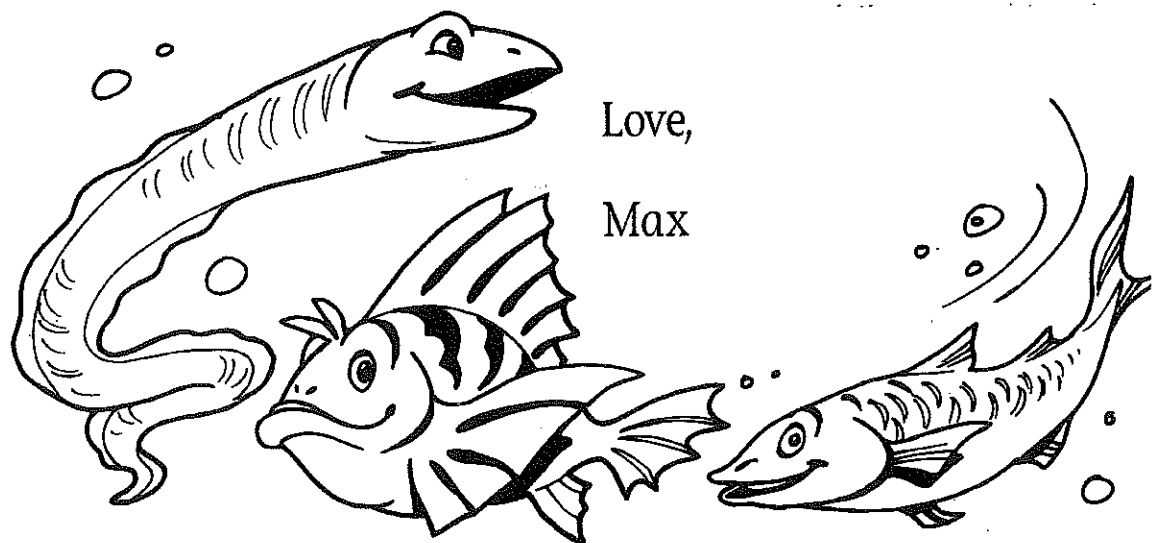
I just read your letter. It sounds like you had fun whale watching. I hope that I can do that also. In my class, we are learning about sea life. I have learned a lot about whales and fish that live in the sea.

Did you know that whales are not fish? They are mammals. I learned that they have lungs. They also have a blowhole on the top of their head. This is how they breathe. Did you know that they swim by moving their tail fluke up and down? This helps them get to the top of the water. It also helps them dive in the sea. Large whales, like the blue or gray whales, do not have any teeth. They have rows and rows of baleen. It looks like a giant toothbrush! All whales have fat under their skin called blubber. This helps to keep them warm.

Did you see fish on your trip? In school we learned that fish

come in a lot of shapes and sizes. Some are long. Some are skir
Some are flat like a pancake. Some look like a long tube. Did
you know that fish do not have lungs like whales? All fish hav
gills. The gills help them breathe under the water. I learned th
fish move in a different way than whales. Fish swim by
moving their tail fin. They move it from side to side. They use
their other fins to help them steer. Did you know the sea horse
cannot swim well?

I hope we can go whale watching together. I think I am re
I have learned a lot about whales and fish in school. I would lc
to see the sea life I have learned about! Please write me back. I
would love to see any pictures you have. I love you!



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Sea Life Questions:

1. What did Max learn about fish?

2. Why do you think a fish's tail moves differently than a whale's tail?

3. Which animal do you think is most like us- a fish or a whale? Why?

Section 7



DAY 7



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The clothespin is _____ centimeter cubes long.



--	--	--	--	--	--	--	--	--	--	--	--	--	--

The length of the marker is _____ centimeter cubes.

Richard has 43 centimeter cubes. Henry has 30 centimeter cubes. What is the length of their cubes altogether?

The length of Marisa's loaf of bread is 54 centimeters. She cut off and ate 7 centimeters of bread. What is the length of what she has left?

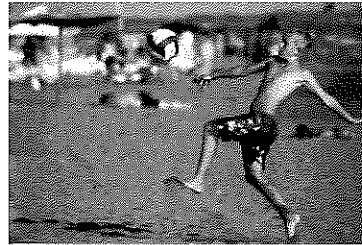
The length of Jimmy's math book is 17 centimeter cubes. His reading book is 12 centimeter cubes longer. What is the length of his reading book?

Day 7: Directions: Read the story below. Then answer the questions after it.

The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.



Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”

The Beach

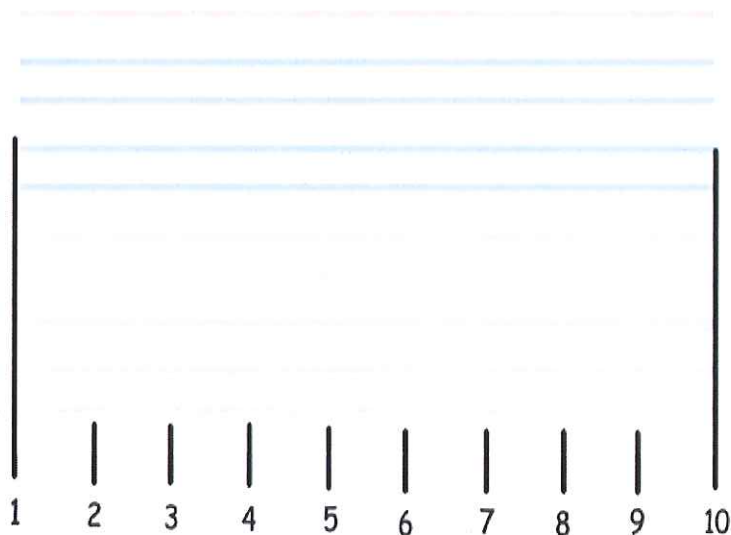
1. Where did this story take place?
 - A. at the beach
 - B. at the pool
 - C. at the lake
2. What sort of day was it?
 - A. hot and sunny
 - B. cool and cloudy
 - C. windy and wet
3. Who ended up red as a lobster?
 - A. Eve
 - B. David
 - C. The nice ladies
4. Who used sunscreen?
 - A. David
 - B. Eve
 - C. Eve and David

Section 8



DAY 8

Matt measured his index card using a centimeter cube. He marked the endpoint of the cube as he measured. He thinks the index card is 10 centimeters long.



- a. Is Matt's work correct? Explain why or why not.

- b. If you were Matt's teacher what would you tell him?



These are pictures of rural areas.

Write a definition of the term rural based on these pictures.

Write a sentence describing what it would be like to live in a rural area.

Draw another picture that you think would belong with these pictures of a rural area.

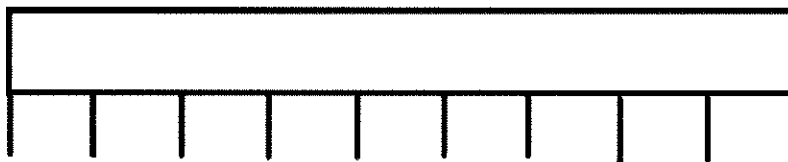
Section 9



DAY 9

Samantha used a centimeter cube and the mark and move forward strategy to measure these ribbons. Use her work to answer the following questions.

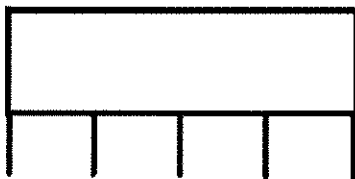
Red Ribbon



Blue Ribbon



Yellow Ribbon



- How long is the red ribbon? _____ centimeters long.
- How long is the blue ribbon? _____ centimeters long.
- How long is the yellow ribbon? _____ centimeters long.
- Which ribbon is the longest? Red Blue Yellow
- Which ribbon is the shortest? Red Blue Yellow
- The total length of the ribbons is _____ centimeters.

Day 9: Directions: Read the story below. Then answer the questions after it.

Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

"Hey Pete," Joey shouted at his little brother, "let's play sink or float."

"How do you play?" asked Pete.

"First I go and find something," explained Joey. "Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong."

"Okay," replied Pete.

Joey ran to the garage and got a brass key.



"That must be pretty heavy," said Pete. "I say it's going to sink for sure!"

Joey tossed the key in the pool. It sank below the surface in an instant.

"Okay, little brother," said Joey, "you won that one. Do you want to play again?"

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys' mom.

"I predict that will float," said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

"Gee," said Pete. "That's a tough one. An acorn might sink, but then again, it might float."

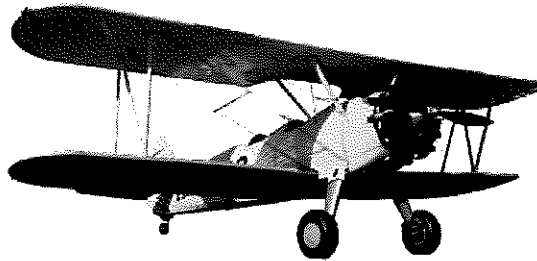
“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.

“Ha, ha! You lose!” Joey cried.

Joey ran into the house and got a plastic model airplane he had built.



“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”

Sink or Float

1. When does the story take place?
 - A. winter
 - B. summer
 - C. fall
2. Which boy is older?
 - A. Joey
 - B. Pete
 - C. They are the same age.
3. Which game do the boys play?
 - A. Sink or Float
 - B. Splash Bomb
 - C. Water Polo
4. Which boy sets things on top of the water?
 - A. Joey
 - B. Pete
 - C. They take turns

Section 10



DAY 10

Circle cm (centimeter) or m (meter) to show which unit you would use to measure the length of each object.

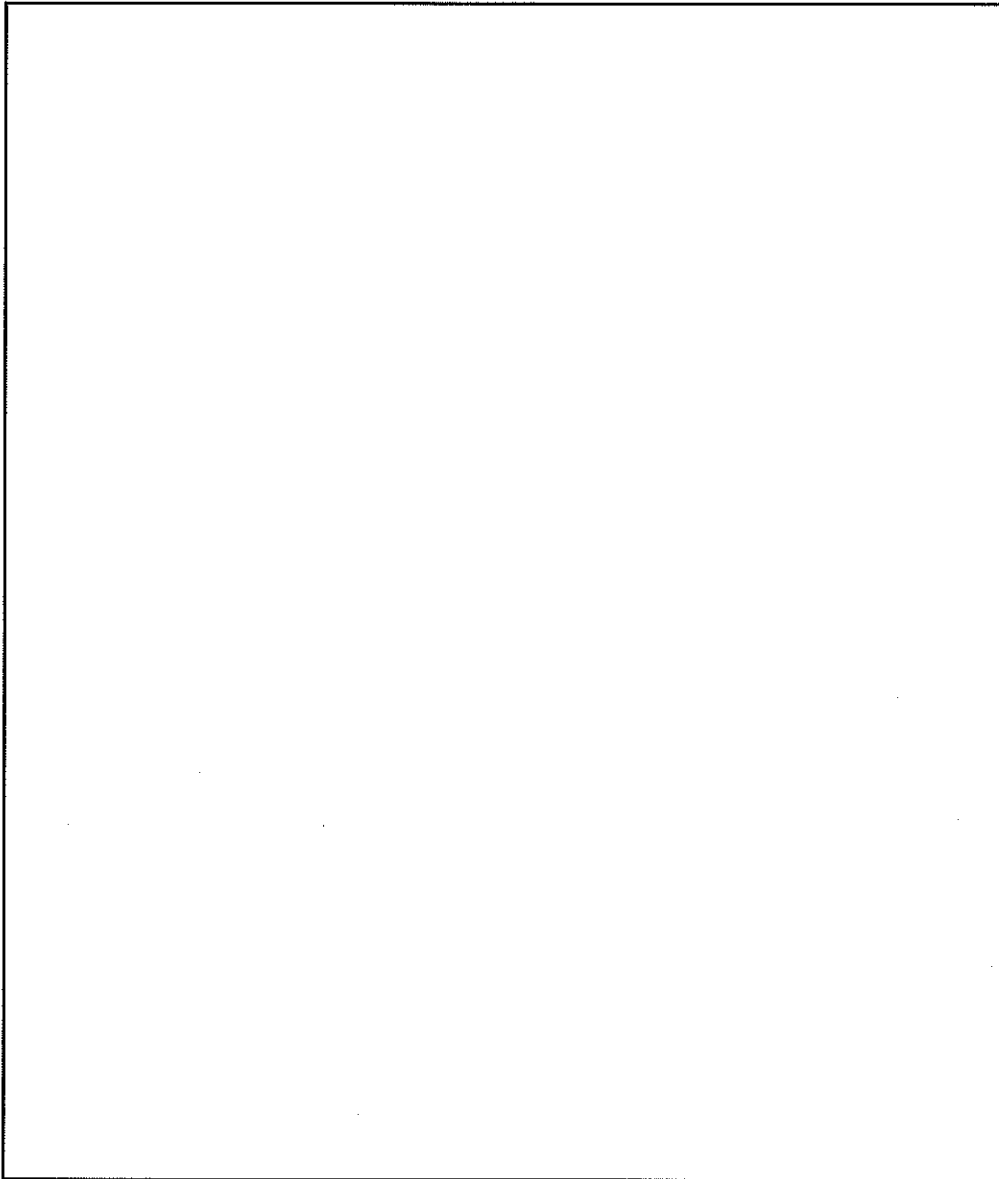
- | | |
|-----------------------------------|---------|
| a. Length of a marker | cm or m |
| b. Length of a school bus | cm or m |
| c. Length of a laptop computer | cm or m |
| d. Length of a highlighter marker | cm or m |
| e. Length of a football field | cm or m |
| f. Length of a parking lot | cm or m |
| g. Length of a cell phone | cm or m |
| h. Length of a lamp | cm or m |
| i. Length of a supermarket | cm or m |
| j. Length of a playground | cm or m |

Fill in the blanks with cm or m.

- a. The length of a swimming pool is 25 _____.
- b. The height of a house is 8 _____.
- c. Karen is 6 _____ shorter than her sister.
- d. Eric ran 65 _____ down the street.
- e. The length of a pencil box is 3 _____ longer than a pencil.

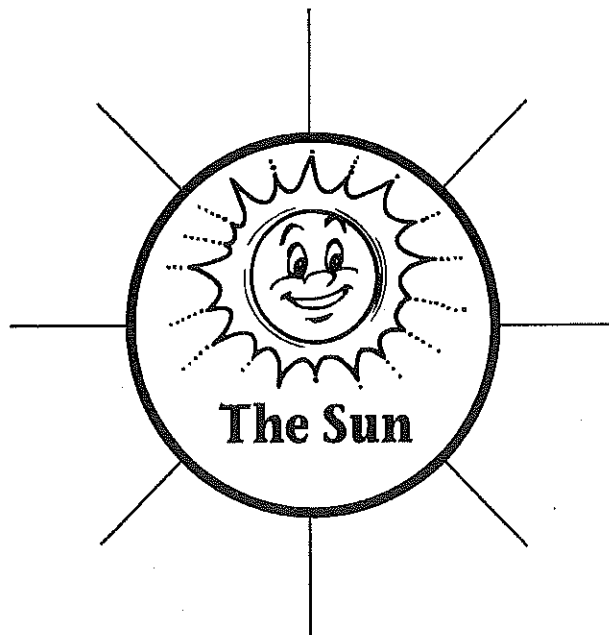
Day 10: Directions: Read the story below. Draw a picture of what happens in the story. Be sure to use all the details included in the story in your picture.

Kate had a fun time at the park. The sun was hot. The park had lots of trees. She got on the swings and slide. She saw her pals Meg and Dan. It was fun to have hot dogs and chips when it was time for lunch.

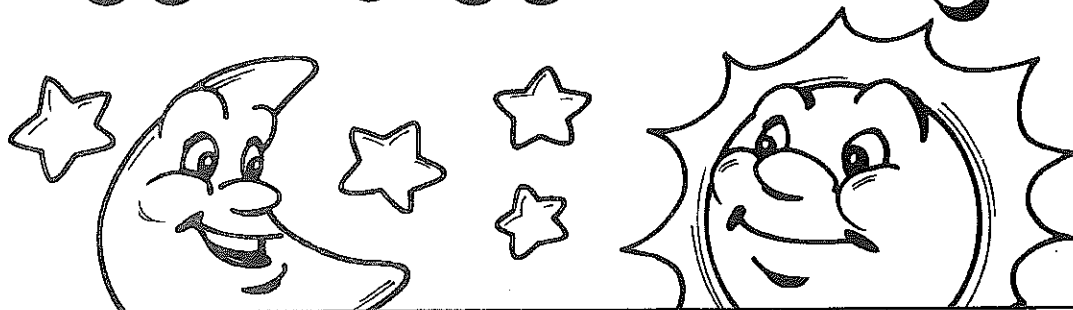


Concept Map

Facts we already know about **the Sun**, and the new facts we have learned



Word Warm-Up



Which words might you expect to find in a story about **the Sun**?

Moon

turns

Earth

seasons

rocket

plants

day

star

bricks

million

tilts

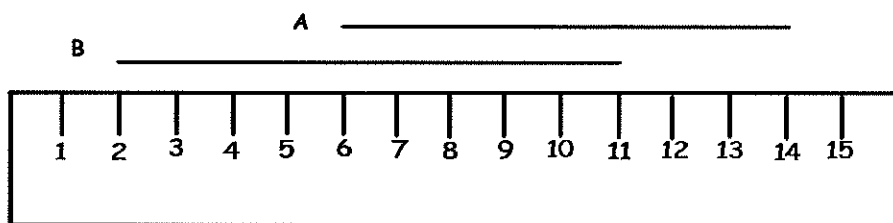
rotates

Section 11



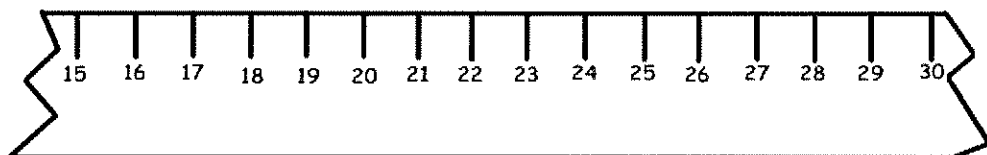
DAY 11

1.



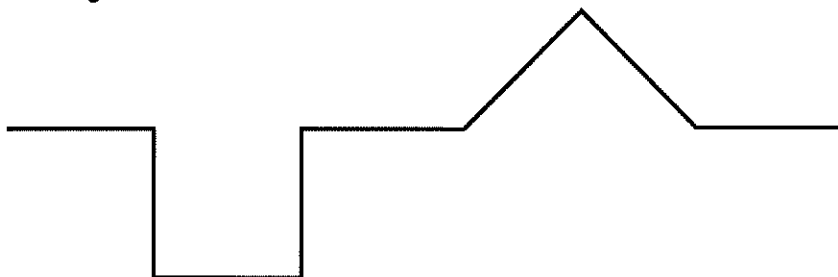
- Line A is _____ cm long.
- Line B is _____ cm long.
- Together, Lines A and B measure _____ cm.
- Line A is _____ cm (longer/shorter) than Line B.

2. A cricket jumped 5 centimeters forward and 9 centimeters back, and then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.



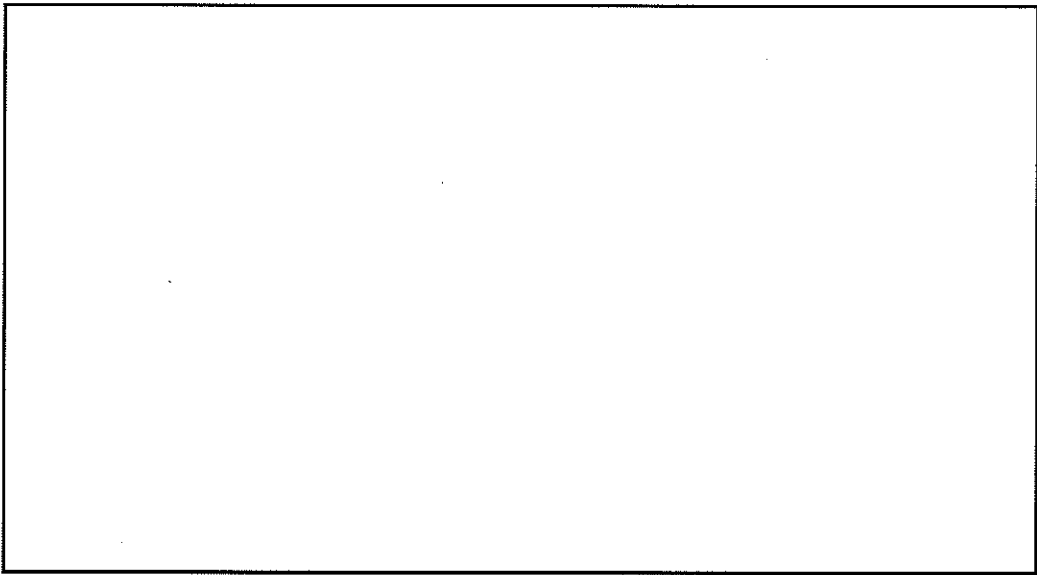
3. Each of the parts of the path below is 4 length units. What is the total length of the path?

_____ length units



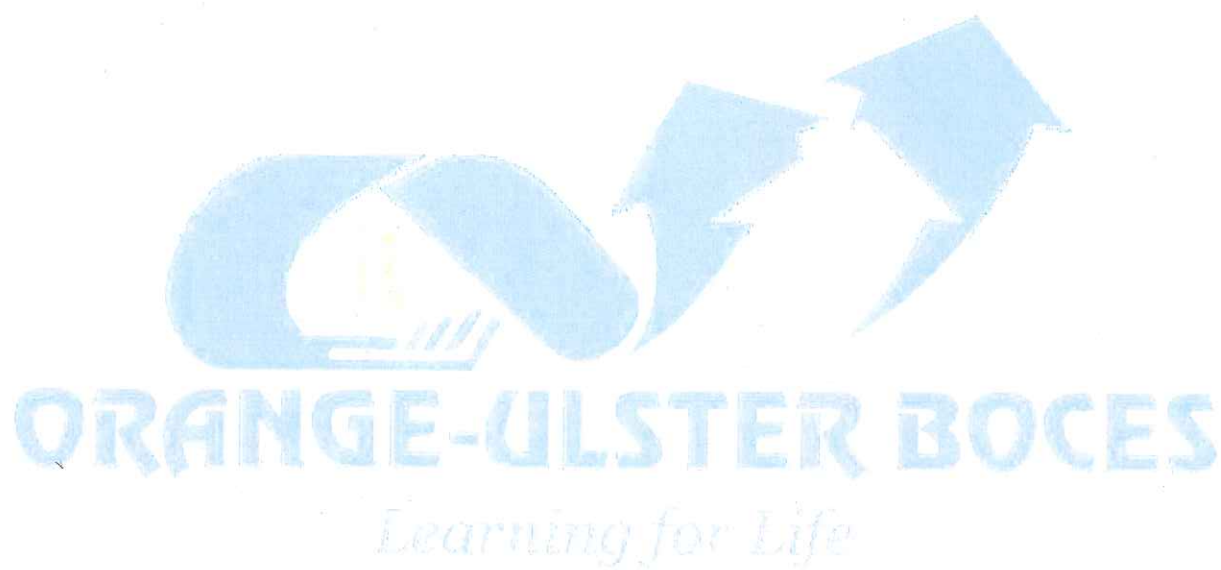
Day 11: Directions: Draw a picture of you and a “best pal.” Then write a story about a time with that “best pal.”

Best Pals



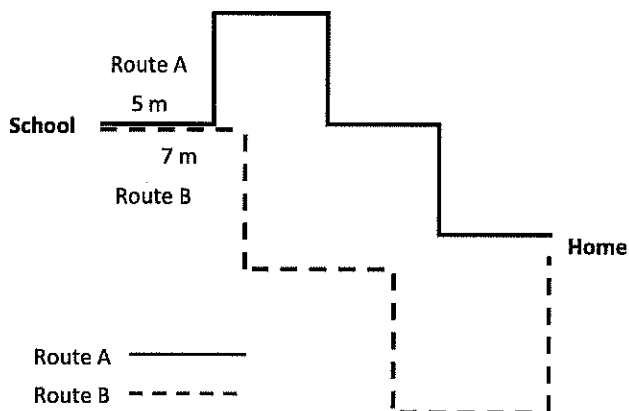
Handwriting practice lines consisting of 15 horizontal lines.

Section 12



DAY 12

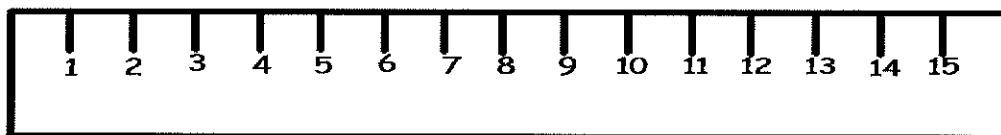
Ben took two different ways home from school to see which way was the quickest. All streets on Route A are the same length. All streets on Route B are the same length.



- How many meters is Route A? _____ m
- How many meters is Route B? _____ m
- What is the difference between Route A and Route B? _____ m

Use the ruler below to draw one line that begins at 2 cm and ends at 12 cm. Label that line R. Draw another line that begins at 5 cm and ends at 11 cm. Label that line S.

- Add 3 cm to Line R and 4 cm to Line S.
- How long is Line R now? _____ cm
- How long is Line S now? _____ cm
- The new Line S is _____ cm (shorter/longer) than the new Line R.

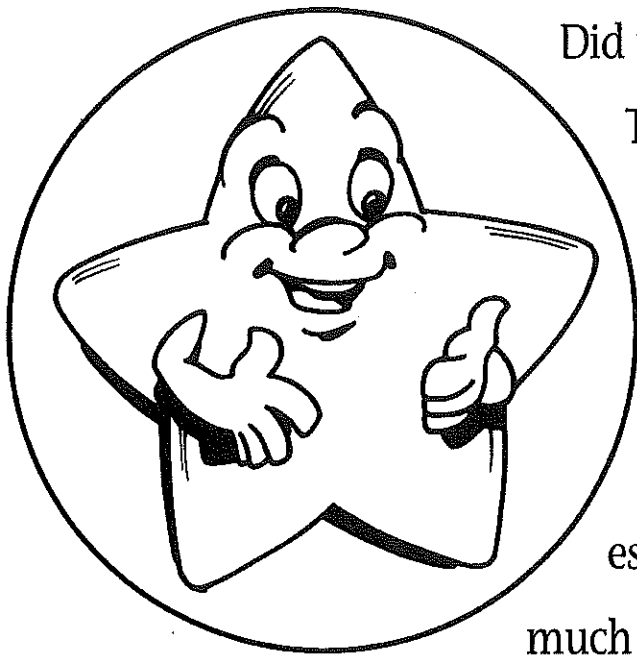


Day 12: Directions: Use the words in the box to fill in the sentences below so they make complete sense.

the	a	he	she	be
-----	---	----	-----	----

Mom had _____ hot dog. _____ left
_____ hot dog on a shelf in the den. It would
_____ safe sitting there. The cat bandit
smelled the hot dog smell. Mmm! The cat bandit
sat on the deck, wishing _____ had a snack.
Then—munch, munch, munch—the cat bandit
had himself a picnic lunch.

The Sun

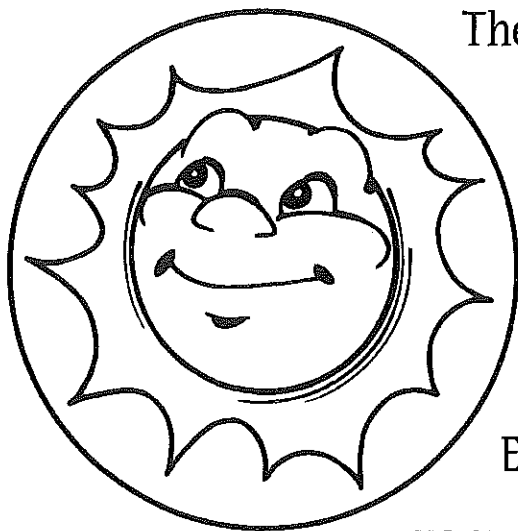


Did you know that the Sun is a star?

The Sun is much closer to the Earth than other stars are. That is why it looks so much bigger than the other stars in the sky. Even though the Sun is our closest star, it is far away. The Sun is much bigger than the Earth. The Sun is

so big that you could fit over one million Earths inside of it!

Where does the Sun go at night? It does not come up in the morning and go down at night. The Earth turns around and around. We say it rotates. It is day when our part of the Earth is facing the Sun. It is night when our part of the Earth is facing away from the Sun. One day on Earth is 24 hours long. This is how long it takes the Earth to turn all the way around one time. As our Earth turns, it also moves around the Sun. It takes one year for the Earth to go all the way around the Sun.



The Earth tilts to one side when it spins around. Can you do that? Can you stand up and lean over to one side? Can you turn around at the same time? The Earth can. The way the Earth tilts is important because it gives us our seasons. They are winter, spring, summer, and fall. Our part of the Earth tilts toward the Sun in the summer. We get more sunlight in the summer. This makes it hotter in the summer. In the winter, our part of the Earth tilts away from the Sun. We get less sunlight so it feels colder. It takes one year for all of the seasons to pass.

We could not live without the Sun. It gives us heat and light. There would not be any plants, animals, or people on the Earth if we did not have the Sun. The Sun makes things grow. Everything on Earth needs the Sun.



The Sun Questions:

1. What is the sun?

2. What would happen to us if there were no sun?

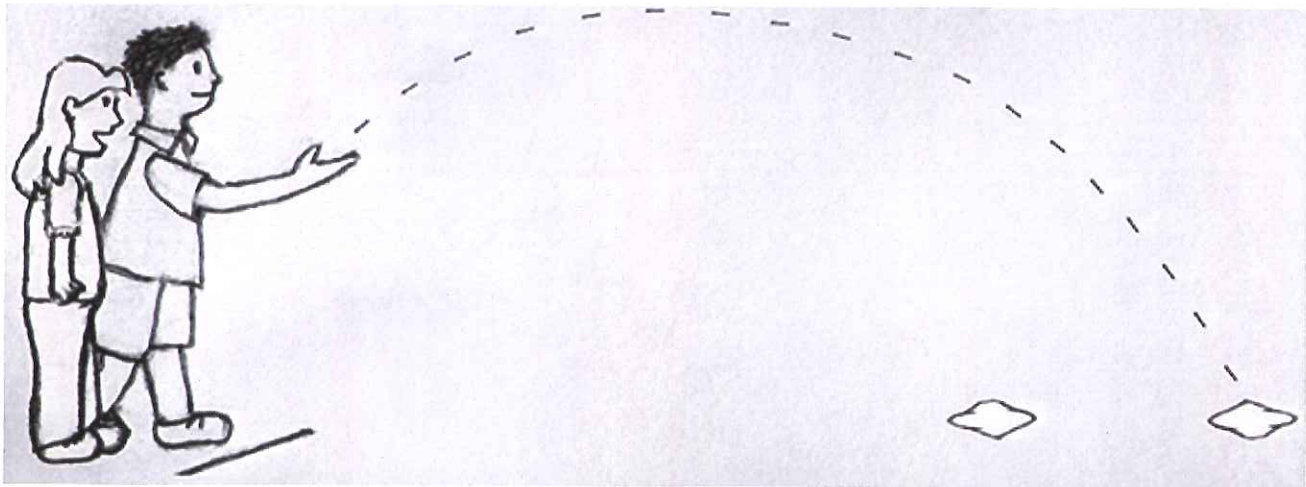
3. Why should you use sunscreen on a sunny day?

Section 13



DAY 13

Samantha and Bill are having a beanbag throwing contest and need to measure each of their throws.



- a. Circle the most appropriate tool to measure their throws.

ruler

paper clips

meter stick

centimeter cubes

- b. Explain your choice using pictures or words.

- c. Bill throws his beanbag 5 meters, which is 2 meters farther than Samantha threw her beanbag. How far did Samantha throw her beanbag? Draw a diagram or picture to show the length of their throws.

- d. Sarah threw her beanbag 3 meters farther than Bill. Who won the contest? How do you know?

Day 13: Directions: Add the suffix “ing” to the end of each word below. Be sure to double the consonant at the end if the word has one syllable, ends with a single consonant, or has a short vowel sound.

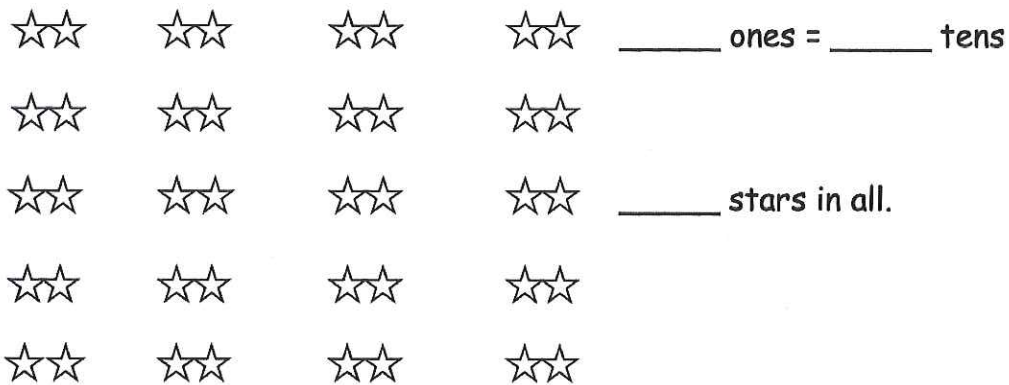
rub	rubbing
dab	
chop	
swim	
chat	
drift	
hum	
run	
win	
shop	
sip	
munch	
sit	

Section 14



DAY 14

1. How many in all?



2. These are bundles with 10 sticks in each.



a. How many tens are there? _____

b. How many hundreds? _____

c. How many sticks in all? _____

3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

Day 14: Directions: Read the story below. Then answer the questions after it.

The Chips



Once Mom left a big bag of chips on the top shelf in the kitchen.

“The cat will not get them up there,” she said.

But it was not long until the cat bandit was up to his tricks.

He got a log, a plank, and a big rock.

He set the rock on the bench.

He set the log on the rug next to the bench.

He set the plank on top of the log.

Then the bandit sat on one end of the plank.

He slid the rock off the bench.

The rock fell and landed on one end of the plank.

Smack!

The end of the plank the rock fell on went down fast.

But the end of the plank the cat bandit was sitting on shot up, and the cat bandit shot up with it.

Whiz!

The cat bandit went zipping up.

The cat bandit did a flip and landed on top of the shelf.

Slash! The bandit cut a big gash in the bag.

Then—crunch, crunch, crunch—that was the end of the chips.

The Chips

1. Where did Mom set the chips?

- A. on the deck
- B. on the bench in the kitchen
- C. on the top shelf in the kitchen

2. Where did the cat bandit set the rock?

3. Where did the cat bandit set the plank?

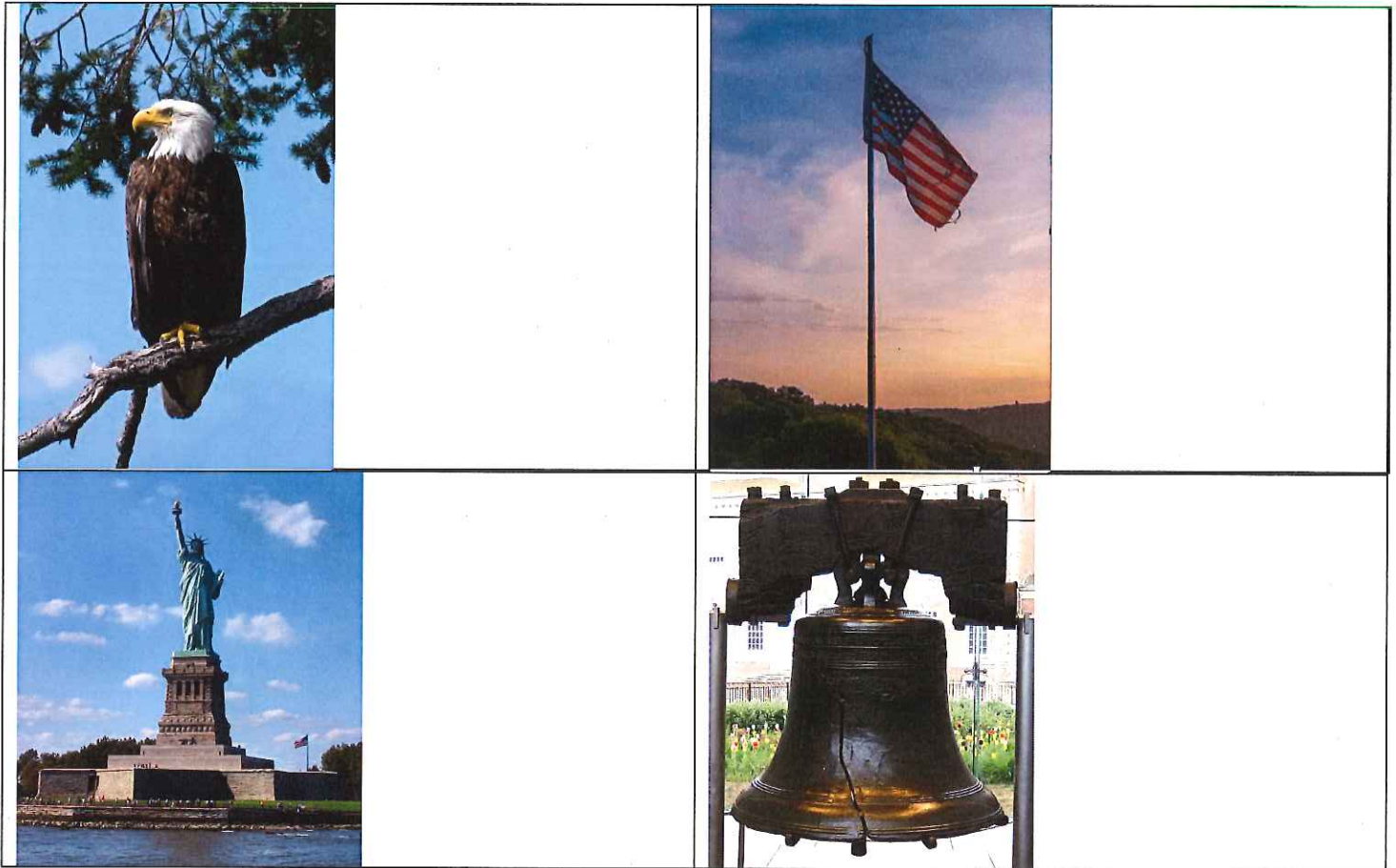
4. What happened to the cat bandit when the rock hit the plank?

5. Where did the cat bandit end up?

- A. on the top shelf
- B. in the den
- C. on the bed

Below are symbols that are used to represent the United States.

- Identify each of the symbols and give one reason why we use it to represent the United States.



You may use any of the symbols to answer the questions below.

- The _____ is the best symbol for the United States because it represents freedom, and without our freedom, we wouldn't be the United States of America.
- The _____ and the _____ are the best symbols for the United States because they represent the ideals and values that we stand for, like courage and freedom.
- The _____ is the best symbol for the United States because it represents how hard we fought for our freedom.
- The _____ is the best symbol for the United States because it unites us when we are in times of sadness (or happiness, hardship, tragedy, etc.).

Congratulations!

You've completed the at home
Enrichment Program!

