

Session 3: Past, Present, and Future



Name: _____

If you see this image:



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Please send a picture of the completed work via email, class dojo, seesaw, or another form of communication.

Math: Parent Information Sheet

Week 1: Attributes of Shapes

Students will identify attributes of 2D and 3D shapes. Students will build and draw shapes that have defining attributes. Defining Attributes are the characteristics that define a shape - Examples: Triangles have 3 sides and 3 corners, Triangles are closed, Squares have 4 sides and 4 corners, Squares have sides that are equal in length.

Non-Defining Attributes are other characteristics that can describe a shape, but not define it - Examples: A Triangle can be blue, A hexagon can be small, A square can be large, A Rectangle can spin to face another direction. Students will need to understand the defining attributes of shapes in order to create and identify them. Examples:

Circle: 2D, a round closed shape with no corners

Triangle: 2D, 3 sides, 3 corners, closed shape

Square: 2D, 4 equal sides, 4 corners, closed shape

Rectangle: 2D, 4 sides (opposite sides equal in length), 4 corners, closed shape

Hexagon: 2D, 6 sides, 6 corners, closed shape

Sphere: 3D, 1 face, 1 edge, no vertices (corners)

Cone: 3D, 2 faces, 1 edge, 1 vertex (corner)

Cylinder: 3D, 3 faces, 2 edges, no vertices

Cube: 3D, 6 faces, 12 edges (of equal length), 8 vertices

Rectangular Prism: 3D, 6 faces, 12 edges, 8 vertices

Extension activities:

Challenge your student to identify more shapes and their defining attributes: Pentagon, Octagon, Trapezoid, Rhombus, Pyramid, Triangular Prism, etc.

Week 2: Data

Students will organize, represent, and interpret data.

Students will need to understand how to collect data and share data in tally charts and bar graphs. Students will ask/answer questions about data.

Title: What Color Do Students Like the Most?

COLOR	Votes
Blue	
Green	
Yellow	
Other Color	

Total Votes: 10

Most Popular Color: Blue

Example:

How many students chose Green as their favorite color? (2)

How many students chose Blue and Yellow all together? (6)

How many more students chose Blue than Green? (3)

Extension activities:

Challenge your student to write out their questions and answers for their graphs in complete sentences.



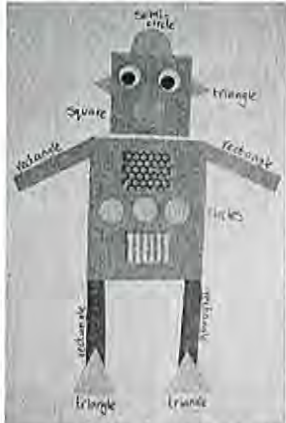
Name: _____

Math at Home: Week 1

I can make and identify shapes based on their attributes.

Choose one activity to do each day. Have an adult initial the box you choose.

At the end, take a picture of the grid and send it to your teacher!

<p>2D Shape Search!</p> <p>Search around your house for 2D shapes. Write down how many of each of the following shapes you find.</p> <p>_____ Circles _____ Triangles _____ Squares _____ Rectangles _____ Hexagons</p> <p>Adult Initials: _____</p>	<p>Go to IXL and do:</p> <p>V.1 <u>Name the two-dimensional shape</u></p> <p>V.2 <u>Select two-dimensional shapes</u></p> <p>W.2 <u>Name the three-dimensional shape</u></p> <p>W.4 <u>Select three-dimensional shapes</u></p> <p>Adult Initials: _____</p>	<p>Grab some sticks from outside (or use straws, toothpicks, etc.) to make the following 2D shapes:</p> <p><input type="checkbox"/> Triangle</p> <p><input type="checkbox"/> Square</p> <p><input type="checkbox"/> Rectangle</p> <p><input type="checkbox"/> Hexagon</p> <p>Adult Initials: _____</p>
<p>Roll a 3D Shape Game:</p> <p>Play the "Roll a 3D Shape" game with a partner on page 11 using the dice on page 10.</p> <p>Gather two different colored writing tools. Take turns rolling the dice. If you can name the shape, you get to color it on the board. Take turns until the board is filled. Whoever has the most shapes colored wins!</p> <p>Adult Initials: _____</p>	<p>Eat 2D Shapes:</p> <p>Put together the "Eating Shapes" book on pages 7-8. Draw as many foods as you can think of for each 2D shape. Label your food.</p> <p>Adult Initials: _____</p>	<p>Create a Shape Robot</p> <p>using different 2D shapes for each part. You can draw your robot or cut out the pieces and glue them together. Label the shapes on your robot.</p>  <p>Adult Initials: _____</p>



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<p>Drawing 2D Shapes:</p> <p>Use chalk outside (or write on paper) to draw the following shapes:</p> <ul style="list-style-type: none"> -trapezoid -hexagon -circle -square -triangle -rectangle <p>Roll the 2D shapes dice on page 9 and run to the matching shape. When you step on it, say its name.</p> <p>For more fun, race a family member to the shapes.</p> <p>Adult Initials: _____</p>	<p>3D Shape Search!</p> <p>Search for the following 3D shapes around your house. Write down the name of the item you found next to each shape.</p> <p>Cylinder: _____</p> <p>Sphere: _____</p> <p>Cube: _____</p> <p>Cone: _____</p> <p>Rectangular Prism: _____</p> <p>Adult Initials: _____</p>	<p>Draw or build 2D shapes using sticks from outside (or use straws, toothpicks, etc.)</p> <p>How many different shapes can you make with each number of sides?</p> <p>Write down the shapes you made:</p> <p>3 sides: _____</p> <p>4 sides: _____</p> <p>_____</p> <p>5 sides: _____</p> <p>6 sides: _____</p> <p>Adult Initials: _____</p>
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Take a picture of this finished page and send it to your teacher!








Name: _____

Math at Home: Week 2



I can organize and represent data in tally charts and bar graphs. I can ask and answer questions about the data.

Choose one activity to complete each day. Have an adult initial the box you choose to do. Send a picture of the completed board to your teacher.

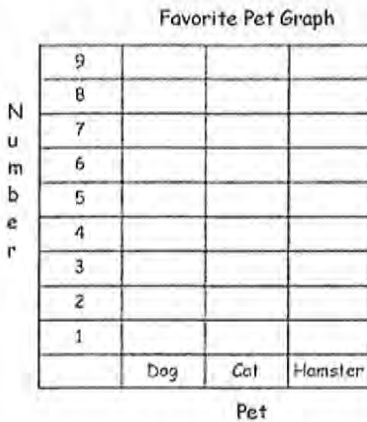
<p>Roll & Graph:</p> <p>Make the fruit dice on page 12. Roll the fruit dice 10 times and graph how many times you roll each fruit using the bar graph on page 13.</p> <p>Which fruit did you roll the most? _____</p> <p>Which fruit did you roll the least? _____</p> <p>Adult Initials: _____</p>	<p>Go to IXL and do:</p> <p>O.2 <u>Interpret picture graphs</u></p> <p>O.3 <u>Which tally chart is correct?</u></p> <p>O.4 <u>Interpret tally charts</u></p> <p>O.7 <u>Interpret bar graphs I</u></p> <p>O.8 <u>Interpret bar graphs II</u></p> <p>Adult Initials: _____</p>	<p>Coin Tally Chart:</p> <p>Search for coins around your house. Complete the tally chart below to show how many of each coin you have.</p> <table border="1" data-bbox="1015 808 1398 1144"> <thead> <tr> <th>Coin</th> <th>Tallies</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Penny</td> <td></td> <td></td> </tr> <tr> <td>Nickel</td> <td></td> <td></td> </tr> <tr> <td>Dime</td> <td></td> <td></td> </tr> <tr> <td>Quarter</td> <td></td> <td></td> </tr> </tbody> </table> <p>Adult Initials: _____</p>	Coin	Tallies	Total	Penny			Nickel			Dime			Quarter		
Coin	Tallies	Total															
Penny																	
Nickel																	
Dime																	
Quarter																	
<p>Graphing Legos (or other blocks):</p> <p>Look through your legos and find blocks that are the same size (different colors). Create a bar graph with the blocks by sorting and stacking them by color.</p> <p>Which color has the most: _____</p> 	<p>3D Shape Bar Graph:</p> <p>Complete the 3-D shape count and graph paper on page 14.</p> <p>How many more cubes did you have than spheres?</p> <p>_____</p> <p>How many total 3D shapes did you graph all together?</p> <p>_____</p> <p>Adult Initials: _____</p>	<p>Get a Penny: flip it (or toss it) 20 times. Tally how many times it lands heads up and how many times it lands tails up.</p> <table border="1" data-bbox="1040 1442 1382 1698"> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>How many heads? _____</p> <p>How many tails? _____</p> <p>Adult Initials: _____</p>															
																	



Take a picture of this finished page and send it to your teacher!

Favorite Animal Bar Graph:

Ask everyone in your house which of the animals below is their favorite. Graph the results.



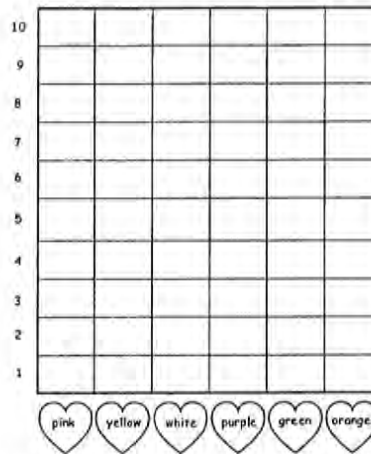
Which animal got the most votes? _____

How many people voted for cats as their favorite pet? _____

Adult Initials: _____

Graphing Food by Color:

Take a pack of fruit snacks, candy (m&m, skittles, etc.), or a handful of snack mix or cereal. Graph how many of each color you have.



How many Green and Yellow did you have all together? _____

Which color has the most? _____

Which color has the least? _____

Adult Initials: _____

Create your own tally chart:

Come up with a question that you can collect data on. Examples: What is your favorite color? What is your favorite sport?

Collect data from people in your home and record your data on the following tally chart.

Remember to write the title of your graph and to label each of your choices.

Choice	Tally	Total

What is a question you can ask and answer about your tally chart?

Adult Initials: _____



Take a picture of this finished page and send it to your teacher!

Eating Shapes

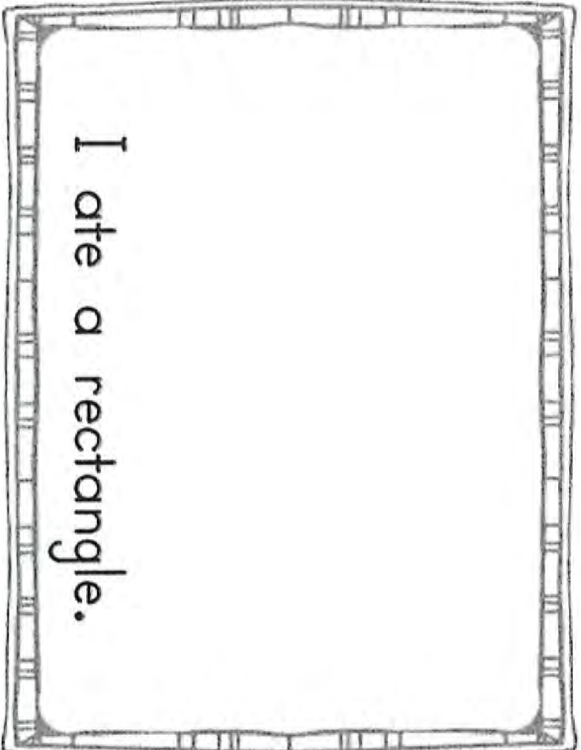
By _____



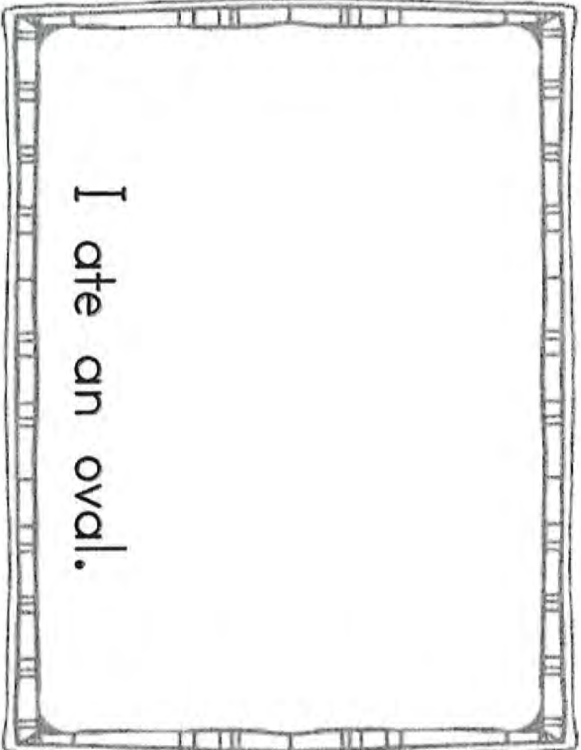
I ate a square.

I ate a circle.

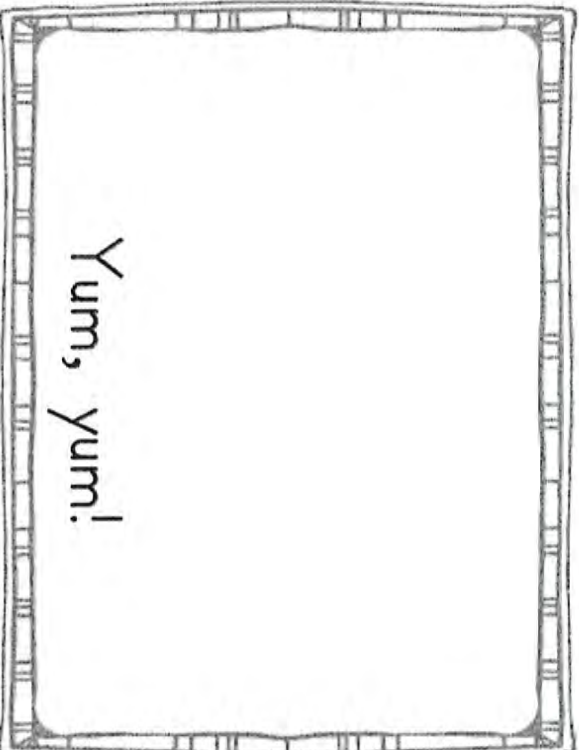
I ate a triangle.



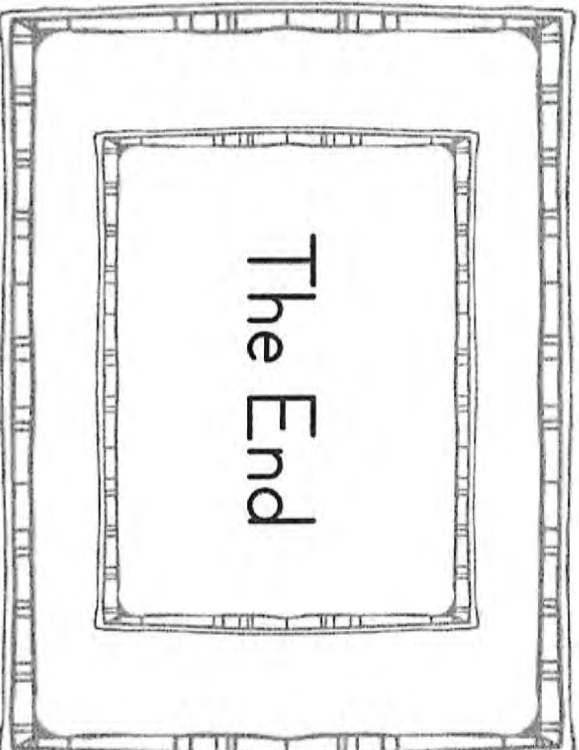
I ate a rectangle.



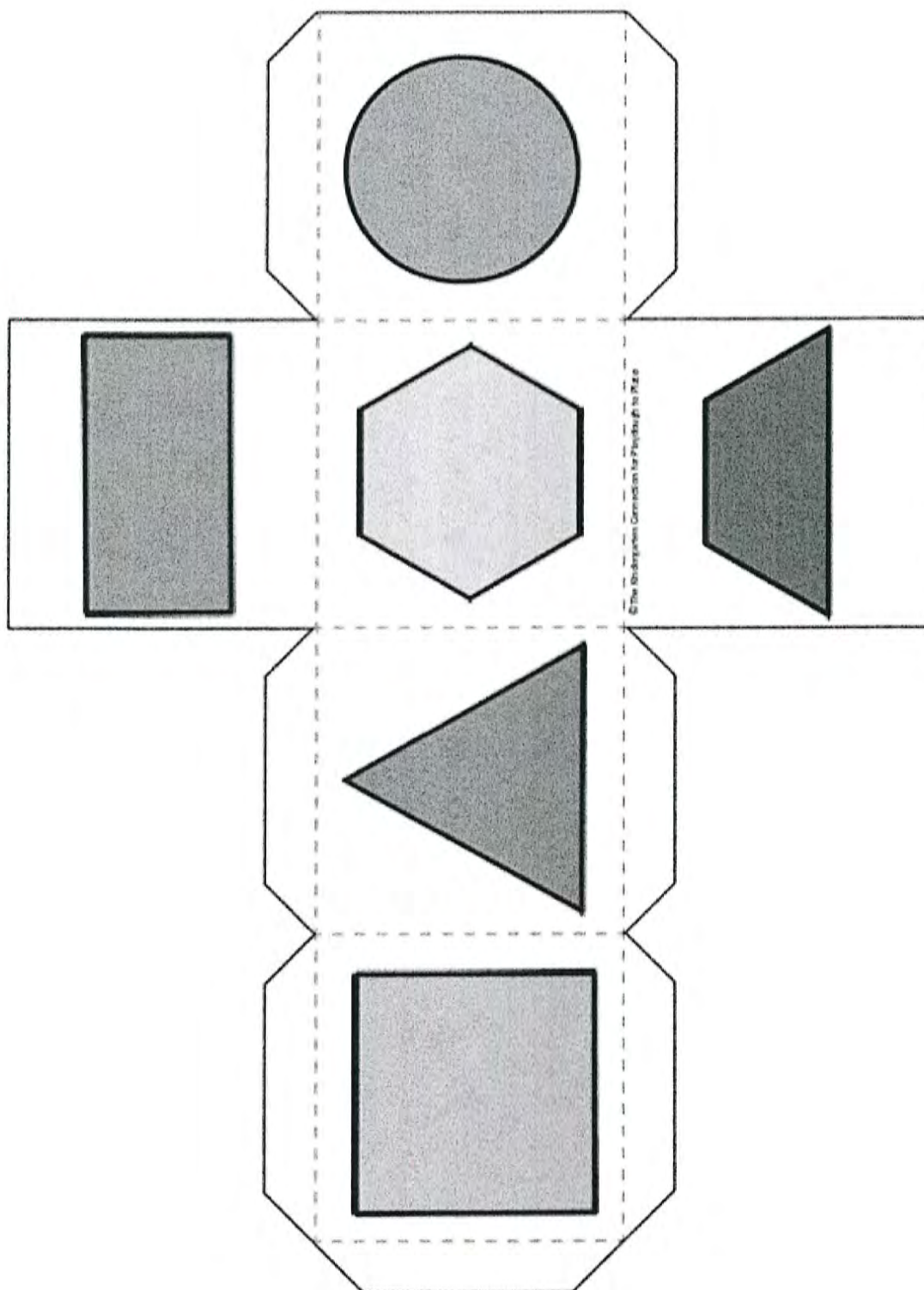
I ate an oval.

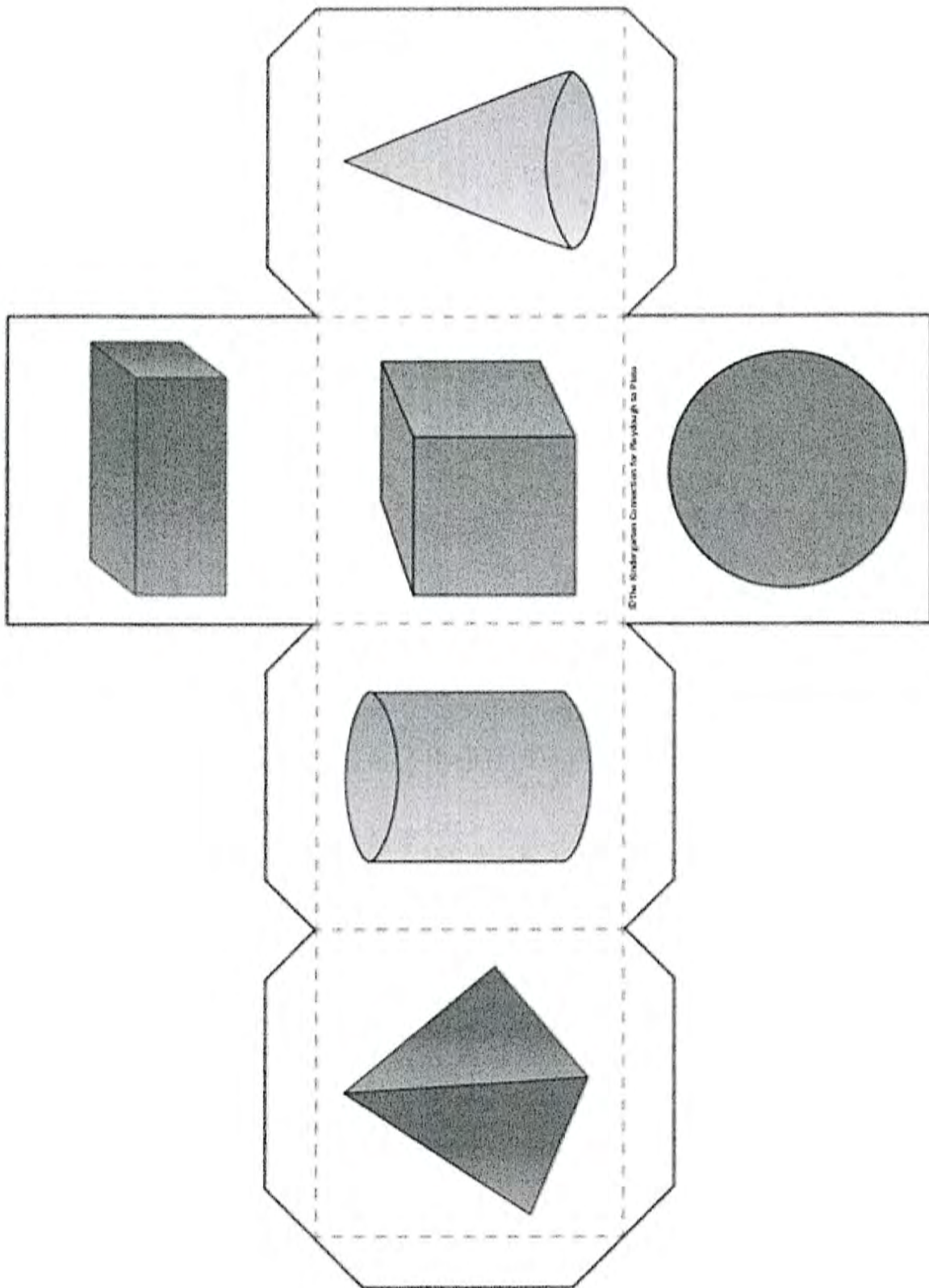


Yum, yum!



The End

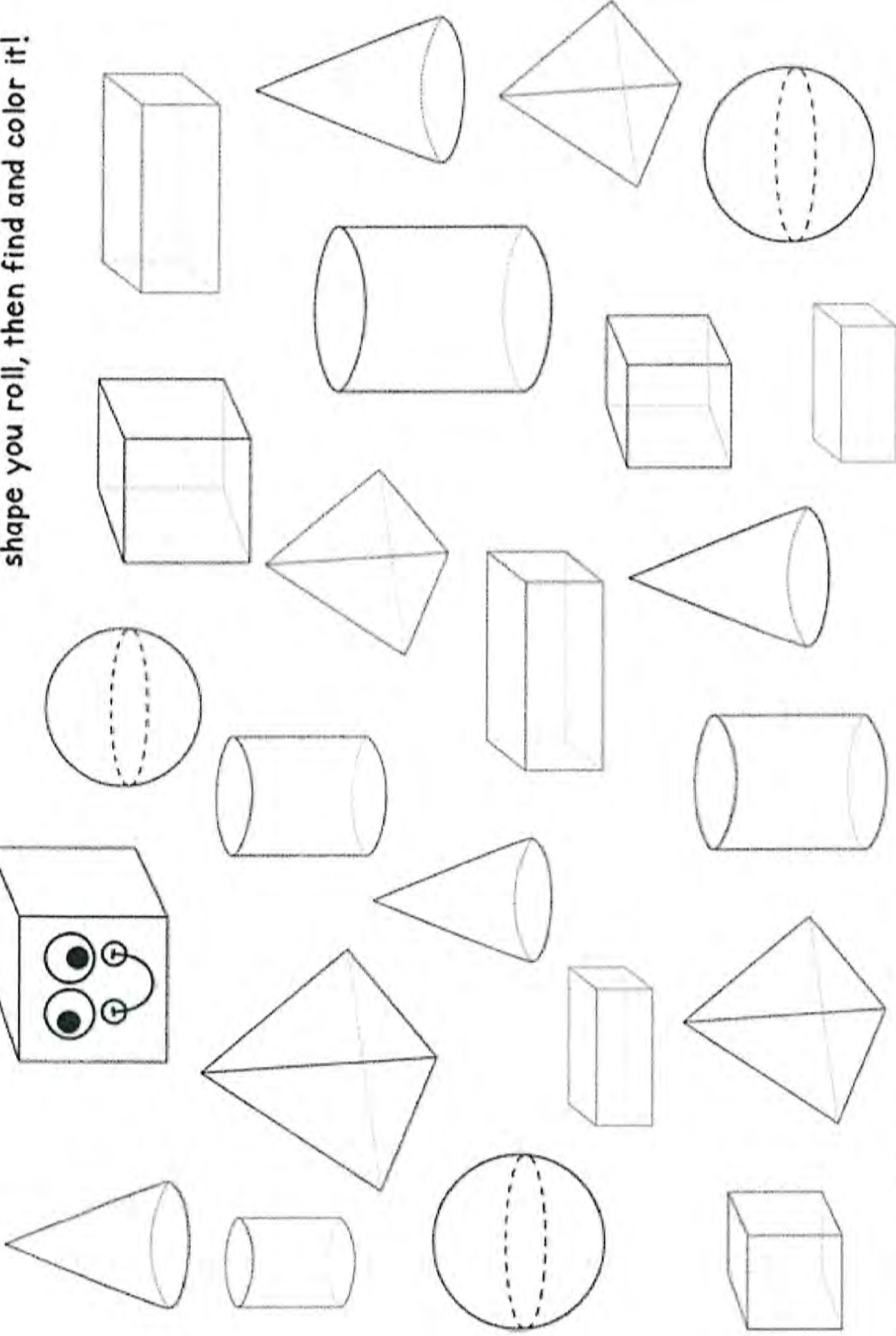
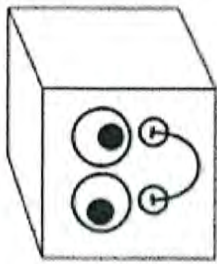




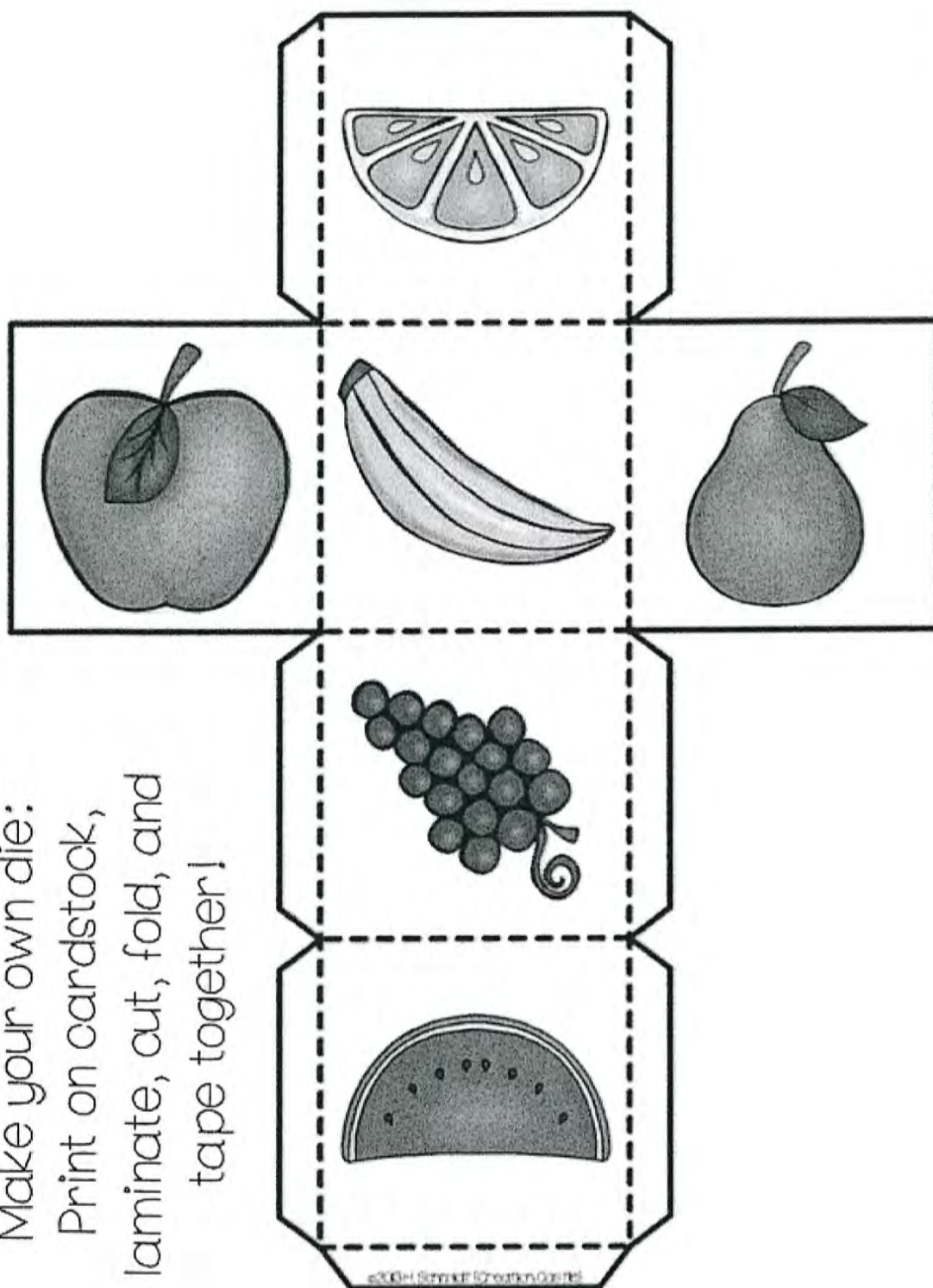
Roll a 3D Shape

Name _____

Roll the shape die. Say the name of the shape you roll, then find and color it!




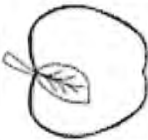




Make your own die:
Print on cardstock,
laminiate, cut, fold, and
tape together!



Name _____

Fruit Roll and Graph

Facts about my data:

Color the fruit you rolled the MOST:



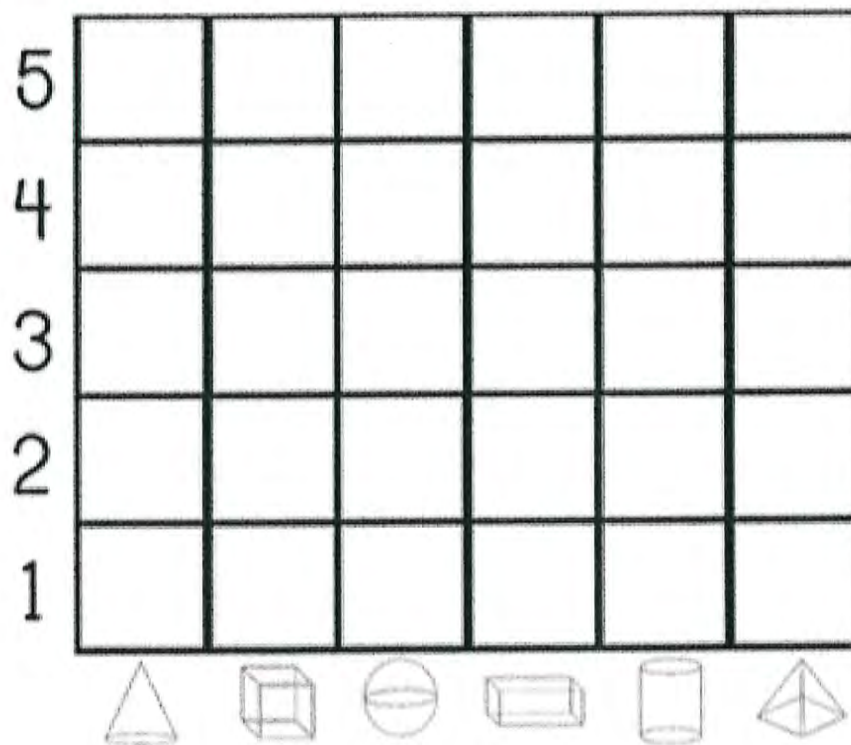
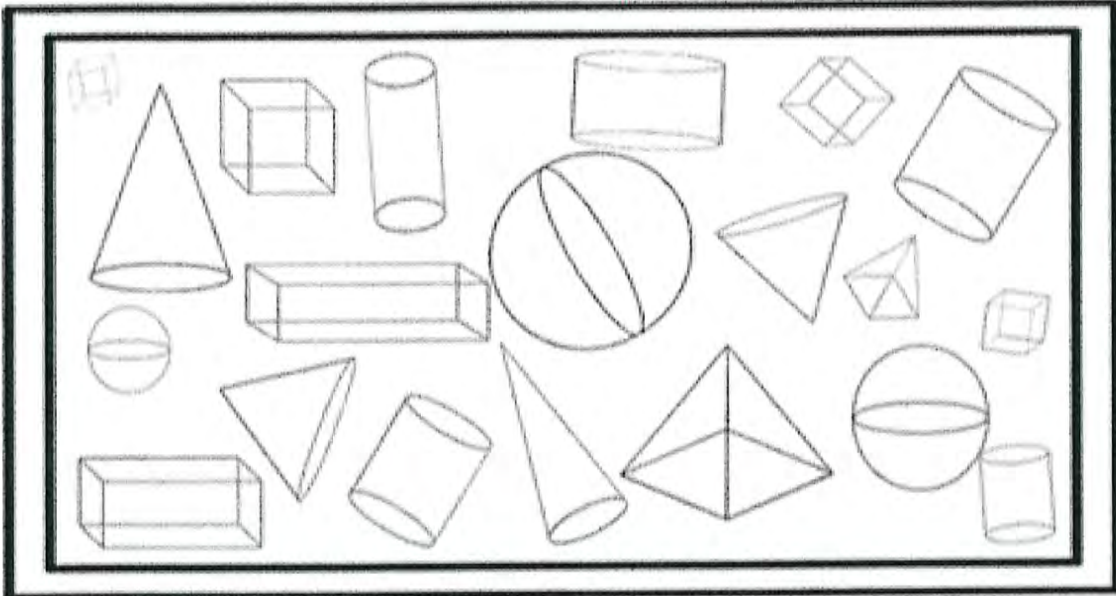
Color the fruit you rolled the LEAST:



Color the fruits you rolled the SAME amount:



Name _____
3D Shape Count and Graph



Name: _____



Social Studies At Home

I can compare the past, present, and future.

Choose one activity to complete each day (you do not need to do all boxes). Have an adult initial the box you choose to do. When you are done, choose your favorite two activities to take a picture of and share with your teacher!

<p>Family Tree:</p> <p>Create a family tree on page 39. Draw pictures on the apples of your family members and cut out the labels to say how that person is related to you. Paste the apples and labels into your family tree.</p> <p>Adult Initials: _____</p>	<p>Past - Present - Future Timeline:</p> <p>Fill out the timeline on page 40 to show one thing that you did in the past, one thing you are doing now in the present, and one thing you hope to do in the future.</p> <p>Adult Initials: _____</p>	<p>Call a grandparent (or older adult) and ask them about their life when they were your age.</p> <p>What toys did you play with? _____</p> <p>What did you do for fun? _____</p> <p>What were phones like? _____</p> <p>Adult Initials: _____</p>
<p>Make a time capsule with your family.</p> <p>Find a box or something to place objects in. Put things inside the box that are important to you now and things that tell about the present. Hide your time capsule and plan a date in the future when you can open it.</p> <p>I will open my time capsule on this date: _____</p> <p>Adult Initials: _____</p>	<p>What will the world look like in the future?</p> <p>Things are always changing! Draw a picture of what you think the world will look like in the future.</p> <p>What will cars look like? What will houses look like? How will people travel?</p> <p>Add labels to your picture of the future!</p> <p>Adult Initials: _____</p>	<p>Comparing the Past and Present:</p> <p>Cut out the "long ago" and "today" flaps found on page 41. Glue the top of each flap to a piece of paper so that you are able to write under each one. Tell how toys, transportation, and communication have changed over time. Example: phones used to have a cord but they now are small and don't have a cord.</p> <p>Adult Initials: _____</p>

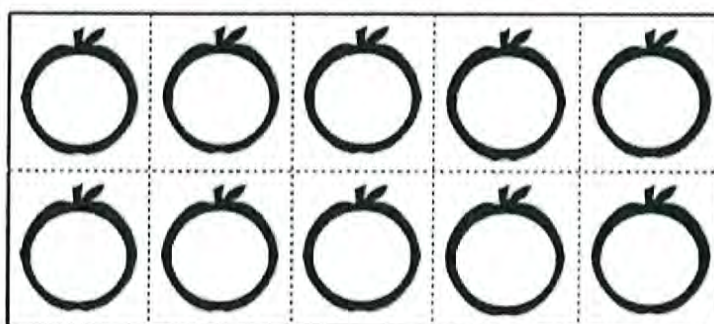
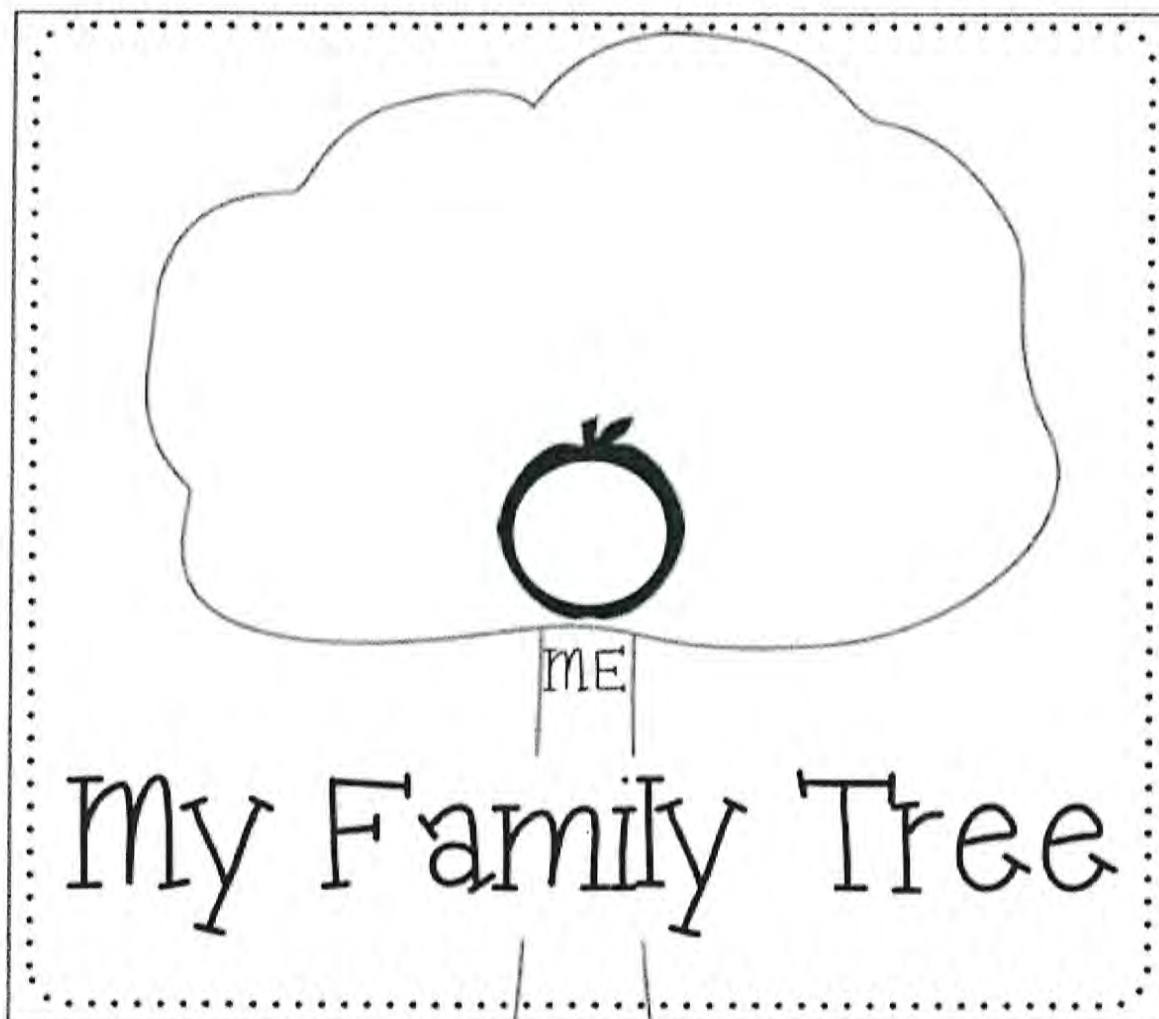


Take a picture of this finished page and send it to your teacher!

<p>Write to your future self:</p> <p>Write a letter that you will open when you are graduating high school.</p> <p>Write about the things you like to do now and what you think you will be like when you are in high school.</p> <p>Ask an adult to put it somewhere safe for you to open when you are in high school.</p> <p>Adult Initials: _____</p>	<p>Look at old videos or photos of yourself. How have you changed?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Adult Initials: _____</p>	<p>Watch this video: https://www.youtube.com/watch?v=zEvWGYgmaTE</p> <p>Write about something that changed in the video. How did it change?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Adult Initials: _____</p>
<p>Write a letter to someone you care about.</p> <p>Write about something you did in the past with them. Something you are doing at home right now (present) and something you hope you can do with them in the future.</p> <p>Adult Initials: _____</p>	<p>Watch & Read along with the story: Long Ago and Today https://www.youtube.com/watch?v=GXNjYuLrXkE:</p> <p>Ask your parents: What was your favorite toy when you were young like me?</p> <p>_____</p> <p>Adult Initials: _____</p>	<p>Past - Present Color Sort:</p> <p>Color the drawings on page 42 to show if they happened in the past or the present.</p> <p>Past: Blue</p> <p>Present: Green</p> <p>Adult Initials: _____</p>



Take a picture of this finished page and send it to your teacher!



Mom	Dad	Sister	Pet
Sister	Brother	Brother	Sister
Grandparent	Grandparent	Pet	Brother



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'S Life Timeline

Past

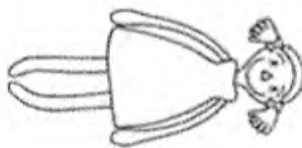
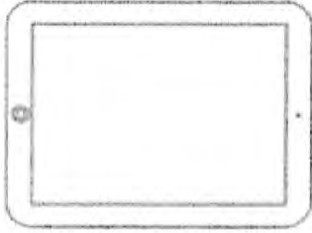
Present



Future

Transportation	
 <p>long ago</p>	 <p>today</p>

fold line

cut line

Toys	
 <p>long ago</p>	 <p>today</p>

Communication	
 <p>long ago</p>	 <p>today</p>

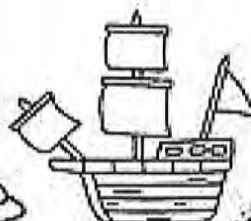
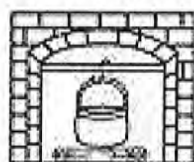
Name _____

© Mel Graff

PAST or PRESENT

Then  BLUE

Now  GREEN



Reading Week 1



Books you will be reading

The Yard Sale (Days 1, 3, 4 and 5)

Dollars and Cents (Days 2, 3, 4 and 5)

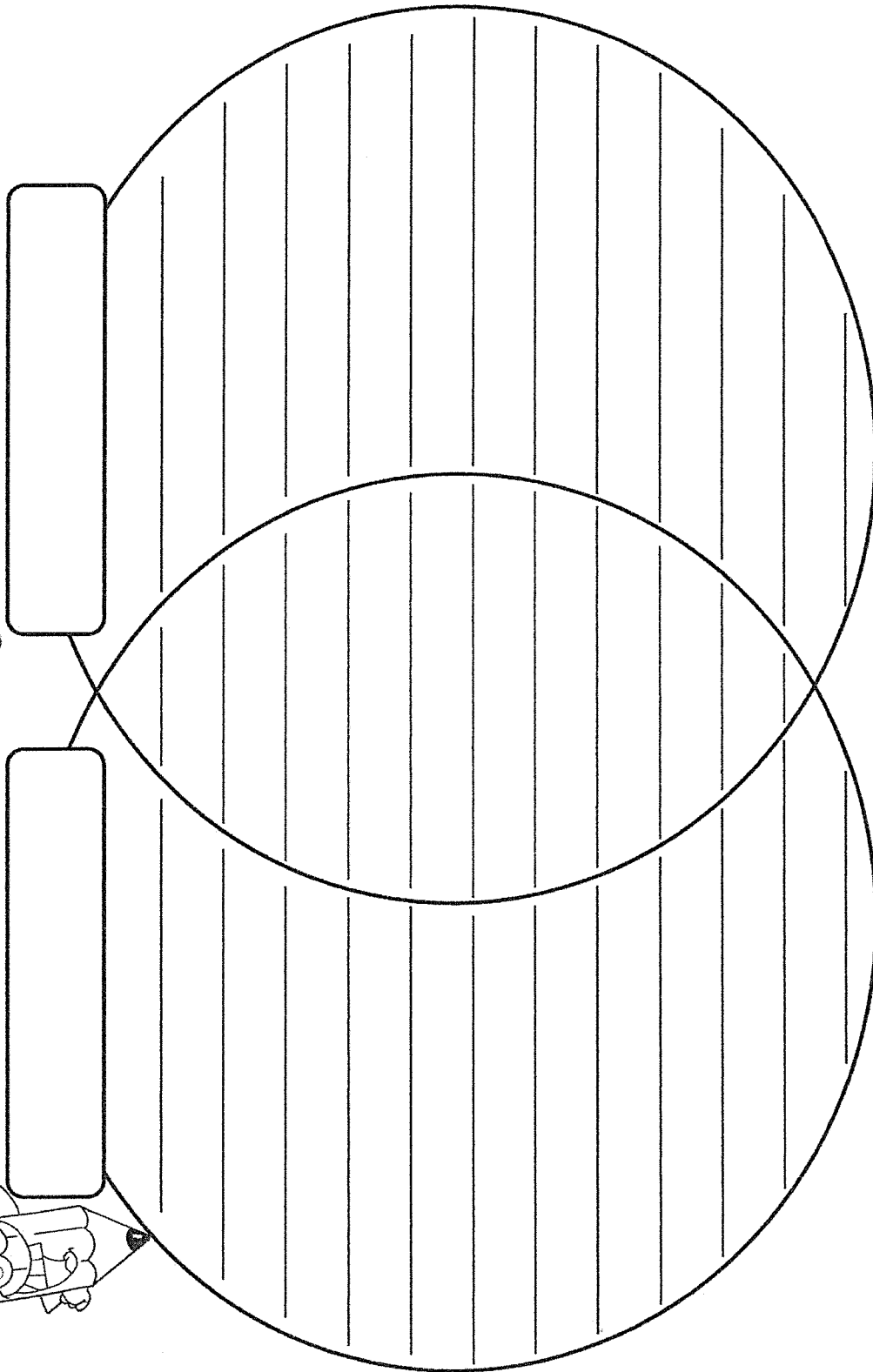
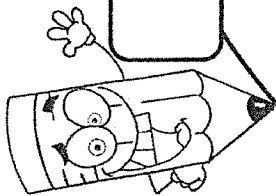
I can compare and contrast a nonfiction and fiction story.

I can make a Venn Diagram.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Read <u>The Yard Sale</u> Read the book to: *Older sibling___ *Grownup ___</p> <p>1.) Underline words you don't know 2.) Talk about these vocabulary words -Dollar -Cents -Quarter -Nickel What do they mean? Can you use it in a sentence? Is it fiction or nonfiction? How do you know?</p>	<p>Read <u>Dollars and Cents</u> Read the book to: *Older sibling___ *Grownup ___</p> <p>1.) Underline words you don't know 2.) Talk about these vocabulary words - Coins -Dime -Penny What do they mean? What do they mean? Can you use it in a sentence? Is it fiction or nonfiction? How do you know?</p>	<p>Reread the book <u>The Yard Sale and Dollars and Cents</u> in a silly voice. (Make sure a grown up is still listening.)</p> <p>Underline similarities between the two books <u>The Yard Sale and Dollars and Cents</u> in blue.</p> <p> Take a picture of this when you are done and send it to your teacher!</p>	<p>Reread the book <u>The Yard Sale and Dollars and Cents</u> in a deep voice. (Make sure a grown up is still listening.)</p> <p>Underline differences between the two books <u>The Yard Sale and Dollars and Cents</u> in red.</p> <p> Take a picture of this when you are done and send it to your teacher!</p>	<p>Activity: Now fill in the Venn Diagram below and compare and contrast the two books <u>The Yard Sale and Dollars and Cents</u>.</p> <p>Don't forget to include differences between the two books that are fiction and nonfiction like characters and setting.</p>

Name: _____ Date: _____

Venn Diagram





Take a picture of this finished page and send it to your teacher!

Reading Week 2

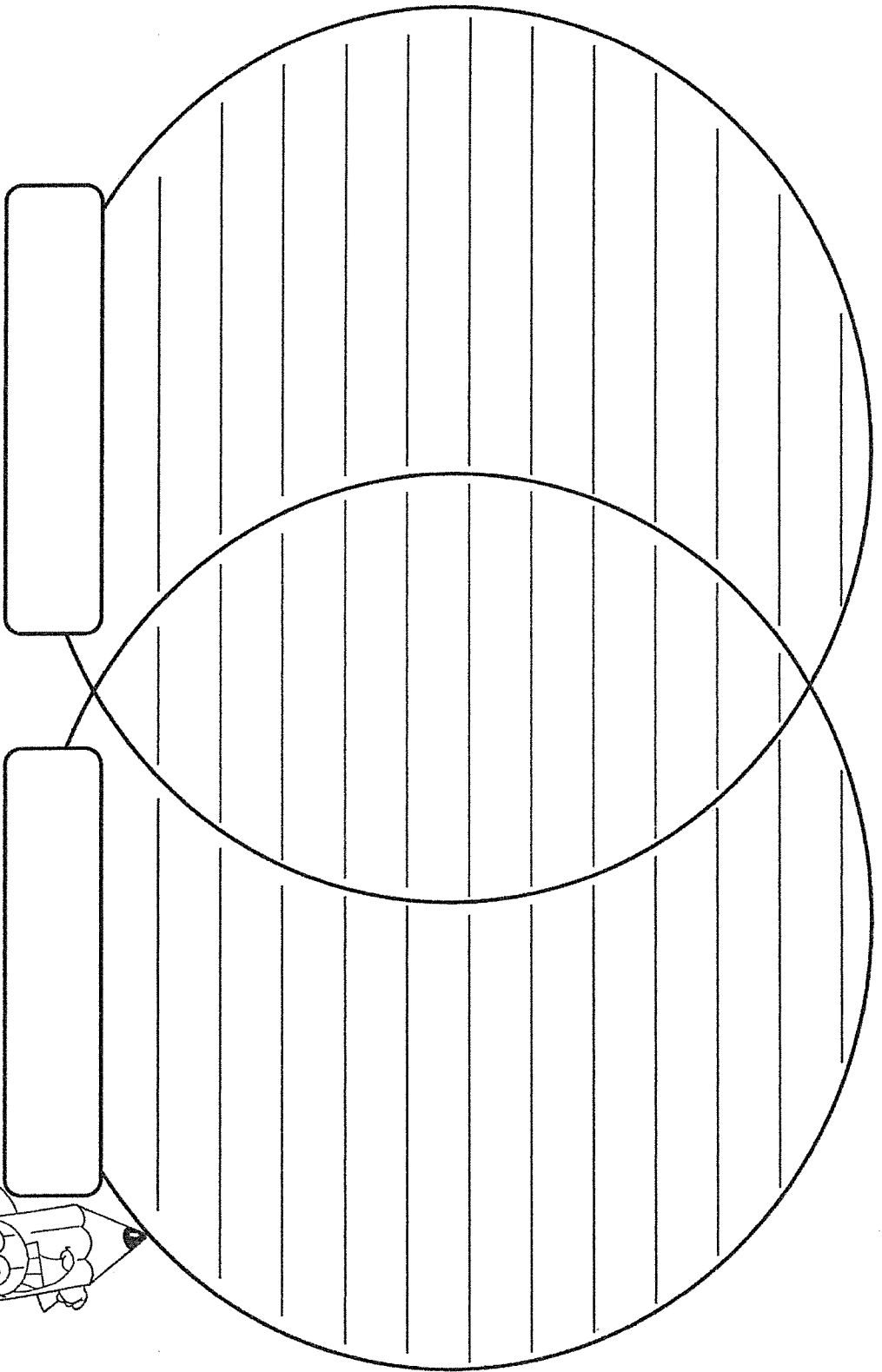
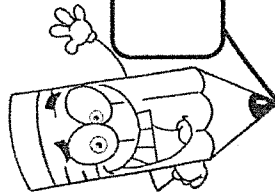
Books you will be Reading
 Getting Ready for School (Days 1, 3, 4 and 5)
 Katy's First Day of School (Says 2, 3, 4 and 5)

I can compare and contrast a nonfiction and fiction story.
 I can make a Venn Diagram.

Day 1	Day 2	Day 3	Day 4	Day 5
Read <u>Getting Ready for School</u> Read the book to: *Older sibling____ *Grownup ____ 1.) Underline words you don't know 2.) Talk about these vocabulary words -Chore -Uniform -Backpack -Horse What do they mean? Can you use it in a sentence? Is it fiction or nonfiction? How do you know?	Read <u>Katy's First Day of School</u> Read the book to: *Older sibling____ *Grownup ____ 1.) Underline words you don't know 2.) Talk about these vocabulary words -Rise -Hunch -Tapped What do they mean? Can you use it in a sentence? Is it fiction or nonfiction? How do you know?	Reread the book <u>Getting Ready for School</u> and <u>Katy's First Day of School</u> in a scary voice. (Make sure a grown up is still listening.) Underline similarities between the two books <u>Getting Ready for School</u> and <u>Katy's First Day of School</u> in blue.  Take a picture of this when you are done and send it to your teacher!	Reread the book <u>Getting Ready for School</u> and <u>Katy's First Day of School</u> in a grandma or grandpa voice. (Make sure a grown up is still listening.) Underline differences between the two books <u>Getting Ready for School</u> and <u>Katy's First Day of School</u> in red.  Take a picture of this when you are done and send it to your teacher!	Activity: Now fill in the Venn Diagram below and compare and contrast the two books <u>Getting Ready for School</u> and <u>Katy's First Day of School</u> Don't forget to include differences between the two books that are fiction and nonfiction like characters and setting.

Name: _____ Date: _____

Venn Diagram



Take a picture of this finished page and send it to your teacher!

Writing Week 1

I can write a small moment story.

I can sort long i words.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Discuss what a time capsule is using the description provided below.</p> <p>Color the title page.</p> <p>Fill out the "All About Me" page.</p>	<p>Read the Words Their Way words for sort 22. Cut them apart and sort them.</p> <p>Save the words for Day 4.</p>	<p>Complete the "How I'm Feeling" page using complete sentences, capital letters, and punctuation.</p> <p>Design/color the time capsule envelope provided.</p>	<p>Sort and glue the Words Their Way words.</p> <p>Then complete the written sort for sort 22.</p>	<p>Write a small moment story about something you have done during this quarantine. Remember to use the hand chart to help guide you through the writing process.</p> <p>You can read this message when you're older to remind you of what it was like to stay at home for so long.</p> <p>Use the checklist and example provided to help you write.</p>

Writing Week 2

I can write a small moment story.

I can sort bossy r words. (r-influenced vowel patterns ar, ir, or, ur)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Get your small moment story out from last week. Think about what the first thing that happened was, the second thing, and the third thing that happened. Tell a family member or stuffed animal your three events.</p> <p>Now write down your three events in order. Refer to the writing checklist to help with transition words. Save the story for Day 3.</p>	<p>Read the Words Their Way words for sort 23. Cut them apart and sort them.</p> <p>Save the words for Day 4.</p>	<p>Get your story out. Think about how you want to end your story.</p> <p>Look at the page with the writing checklist to help you think of a good ending. Write your ending. Now read through your whole story using the writing checklist. If you see something that you are missing, or made a mistake on, make the changes you need.</p> <p>Share your finished story with a family member or stuffed animal.</p>	<p>Sort and glue the Words Their Way words. Then complete the written sort for sort 23.</p>	<p>Think about all the different things that you have done this year in first grade. Pick one to write a small moment story for. Use everything that you have learned. Remember to use the checklist, the hand chart, transition words, and endings. When you finish, share your story with a family member.</p>

Writing Checklist

- ☐ Use a capital letter at the beginning of every sentence.

A B C

- ☐ Use finger spaces.

I _like_ cats.

- ☐ Use ending punctuation.

. ? !

- ☐ Use the word wall to help spell sight words.

A	B	C
and	boy	can
are	by	cat

Transition Words:

The other day...

One time...

In the morning ...

First,

Second,

Then,

After,

Finally,

In the end,



Endings:

I hope...

I wish ...

I learned ...

I feel ...

Small Moment Example:

One afternoon I was at my house, and it was raining outside. I had been in my house playing with my sister for the past five days, and I felt bored. My sister was bored too. We had to think of something to do. "Let's build a fort!" I say. My sister thought it was a great idea. First, we got all of the big blankets we could find. We had fuzzy ones, thick ones, and ones that you could see through. Then, we had to think of a place to make the fort. "If we do it in the living room, we can use the couch as a wall," my sister suggested. I picked up all of the blankets and brought them to the living room. Next, we put the blankets over the back of the couch and used kitchen chairs on the other side of the room to make the blanket into a roof. Finally, the fort was done! We got pillows and our favorite books and spent the rest of the day reading in our fort with flashlights. We were having so much fun that we didn't even see that the sun had come out outside.

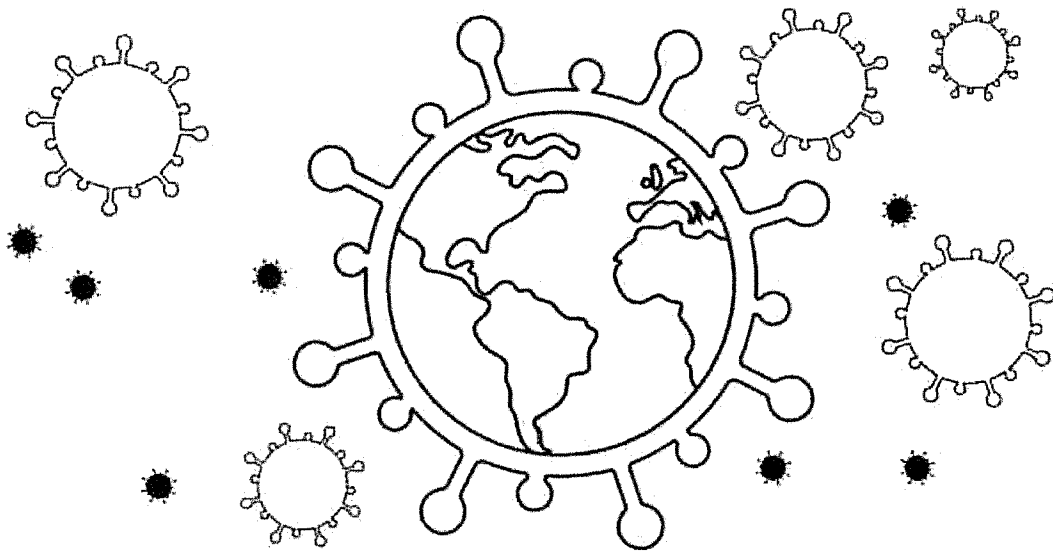
What is a time capsule?

A time capsule is something people make to help them remember an important time in their lives. People create a time capsule by writing things down about themselves, drawing, and saving small items and then putting them in a box or envelope for a long time so that they can find it and open it when they are older. Most people wait a couple of years before opening their time capsule, this makes it more exciting to remember what is inside when you are older! This week you get to create your own time capsule about being at home right now! We have given you an envelope that you can put your important items in when you are done. We think it would be really fun to wait until the end of fifth grade to open them up again! Do you think you will remember everything you wrote down? Have fun!

Examples of small items you could save:

- A picture of you or your family
- A note from a family member
- Your best drawing

MY 2020 COVID-19 TIME CAPSULE



BY: _____

PAGES BY JONG CREATIONS

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

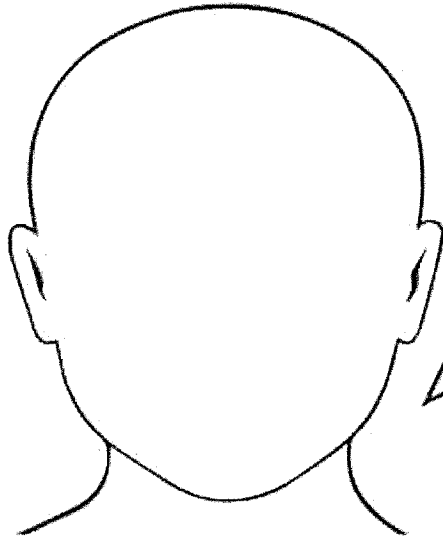
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE: _____

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

Long i (CVCe, VCC-igh, CV Open Syllable-y, iCC)

Sort
22

i CVCe	igh VCC	y=i CV	i iCC	oddball
side	fight	sky	wild	
blind	mind	spy	might	guy
sign	flight	child	write	why
sight	fry	spice	nice	kind
right	stripe	fly	mice	my

Sort 22: Long i (CVCe, VCC-igh, CV Open Syllable-y, iCC)

85

Long i (CVCe, VCC-igh, CV Open Syllable-y, iCC)

i CVCe	igh VCC	y=i CV	i iCC	Oddball
side	fight	sky	wild	

Sort 22: Long i (CVCe, VCC-igh, CV Open Syllable-y, iCC)

87



Say each long vowel word. Write the word in the box that shows the vowel sound.

blind	write	stripe	right	why	flight	mice	mind
might	spy	my	child	nice	kind	fly	slight

i CVCe

side

igh VCC

fight

y=i CV

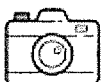
sky

i iCC

wild

88

Sort 22: Long i (CVCe, VCC-igh, CV Open Syllable-y, iCC)



Take a picture of this finished page and send it to your teacher!

Date: _____



Take a picture of this finished page and send it to your teacher!

[illegible]

Take a picture of this finished page and send it to your teacher!

r-Influenced Vowel Patterns ar, ir, or, ur

Sort
23

fork	first	burn	start
dirt	hurt	harm	horn
sharp	north	birth	curl
burst	swirl	dark	corn
harp	storm	surf	stir
shark	curb	girl	porch

Sort 23: r-Influenced Vowel Patterns ar, ir, or, ur

89

[illegible]

16



Write on the lines words from your sort with the same
r-influenced vowel pattern as part, bird, form, and turn.

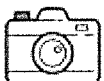
part

bird

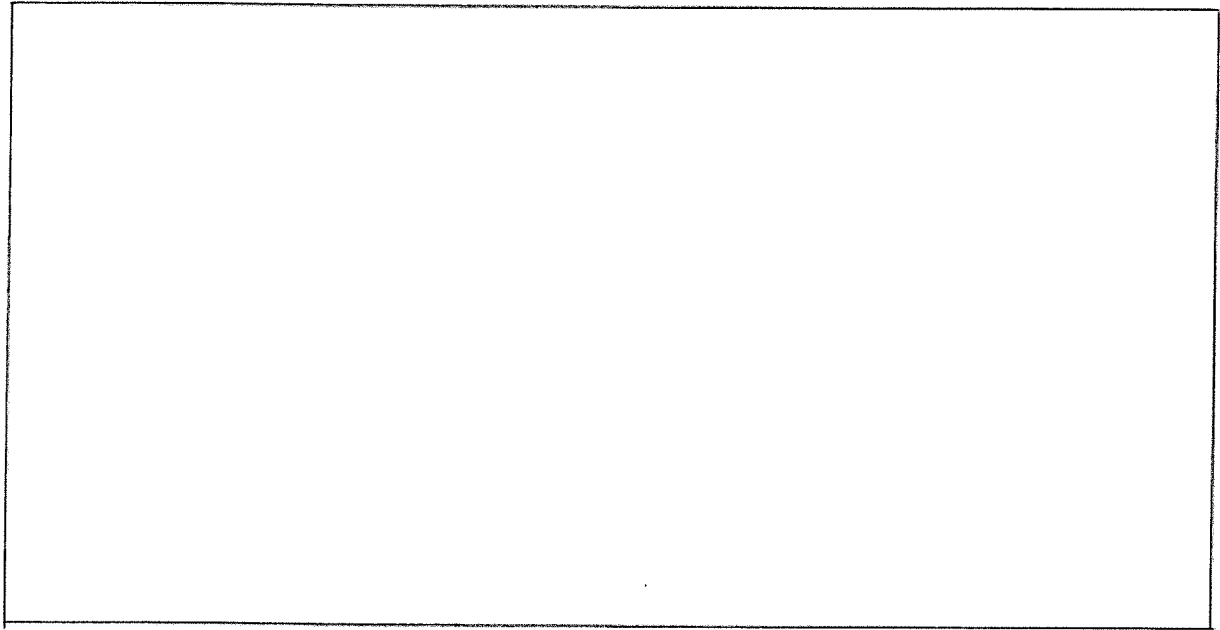
form

turn

(92) Sort 23: r-Influenced Vowel Patterns ar, ir, or, ur



Take a picture of this finished page and send it to your teacher!

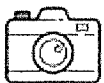


Four sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Take a picture of this finished page and send it to your teacher!

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.



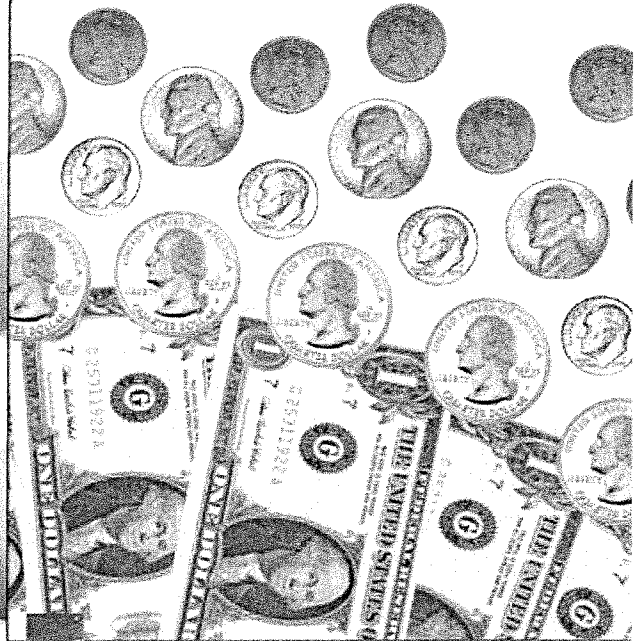
Take a picture of this finished page and send it to your teacher!

You have two quarters and two dimes.
You also have four nickels and
ten pennies. How much money do
you have?



16

Dollars and Cents



by Jamie A. Schroeder

How Can You Use Different Coins?

The girl wants to buy ice cream. The
ice cream costs one dollar. The girl
has different coins.

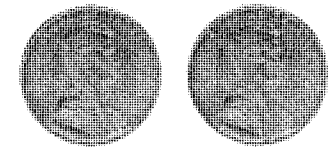


▲ Can the girl buy
ice cream?

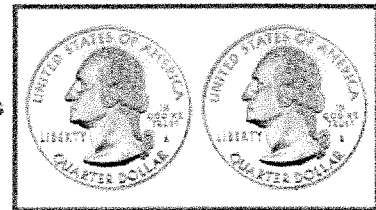
nickels



pennies



quarters



3

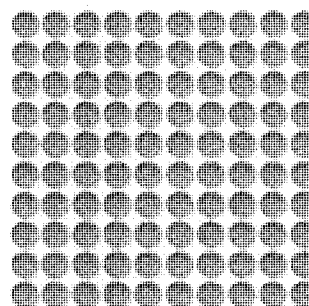
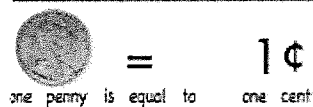
The girl has ten dimes. The girl wants to buy a drink. The drink costs one dollar. Does she have enough money?



10 ▲ The girl has enough money to buy a drink.

How can you write about money?
You can use symbols.

WORDS	SYMBOL
cent	¢
is equal to	=
dollar	\$



\$1.00
one dollar



▲ One hundred pennies is equal to one dollar.

7

The boy wants to buy a cookie.
The cookie costs one dollar. He has four coins. The coins are quarters.



12 ▲ Can the boy buy a cookie?

The children have pennies.
The children can use the pennies to buy things.

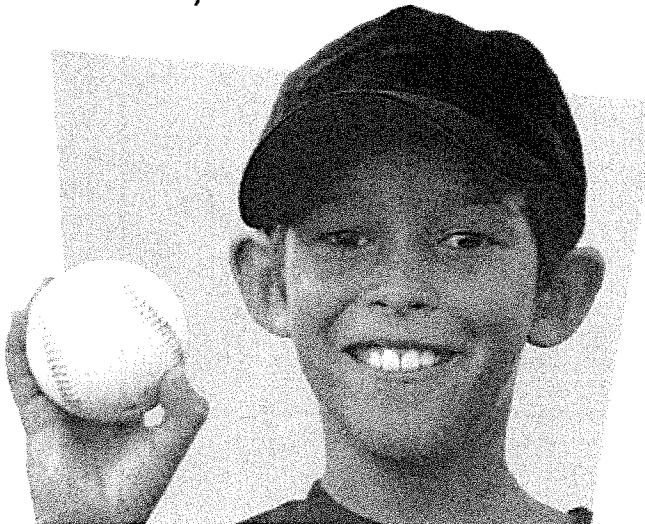


▲ This child has many pennies.

5

What Other Coins Do You Need?

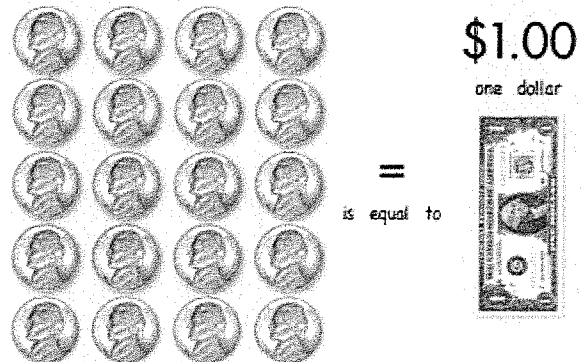
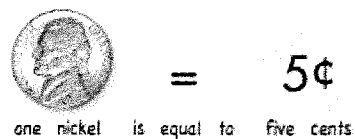
The boy wants to buy a baseball.
The baseball costs one dollar. The boy
has twenty nickels.



8

▲ Does the boy have \$1.00?

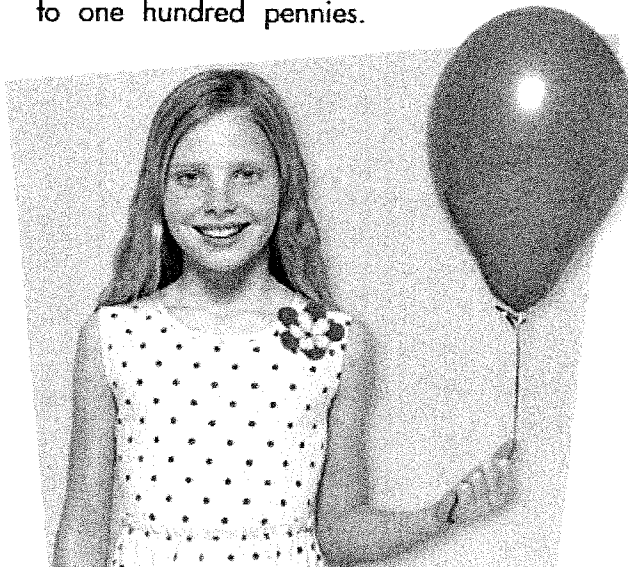
One nickel is equal to five cents.
Twenty nickels is equal to one dollar.



▲ Twenty nickels is equal to \$1.00.

9

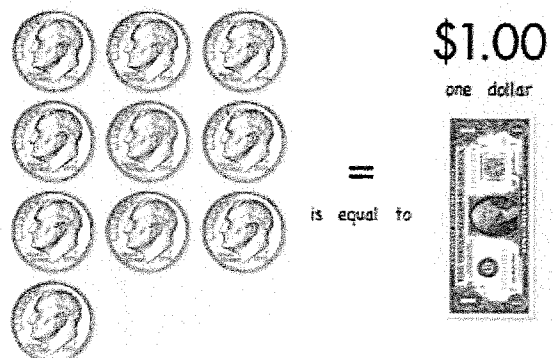
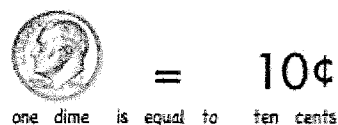
This girl wants a balloon. A balloon
costs one dollar. One penny is equal
to one cent. One dollar is equal
to one hundred pennies.



6

▲ This girl has 100 pennies.

One dime is equal to ten cents.
Ten dimes is equal to one dollar.

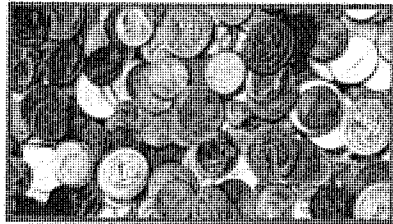


▲ Ten dimes is equal to \$1.00.

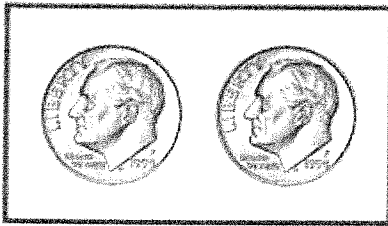
11

I need to know these words.

coins



dimes

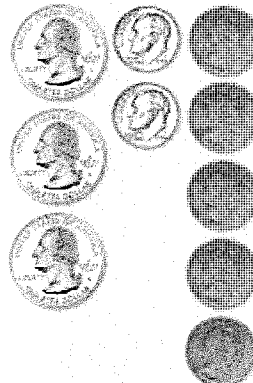


dollar



2

The girl adds the quarters first.
Then the girl adds the dimes.
She adds the pennies last.



\$1.00

one dollar

=
is equal to



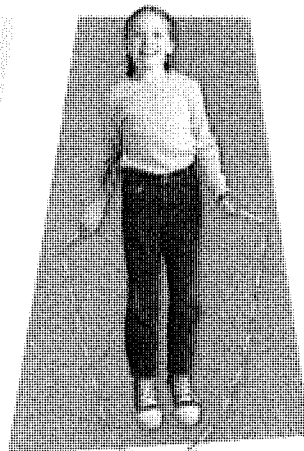
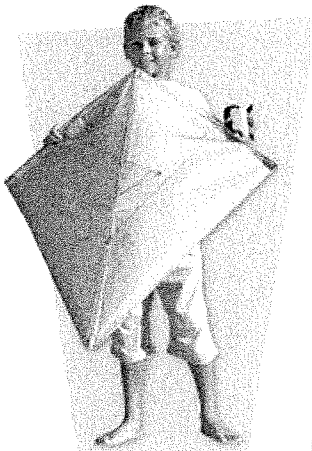
75¢ + 20¢ + 5¢

▲ The girl has \$1.00!

15

How Many Pennies Do You Need?

The boy sees a kite. The kite costs
one dollar. The girl sees a jump rope.
The jump rope costs one dollar.



▲ Each child has some money.

4

One quarter is equal to twenty-five cents.
Four quarters is equal to one dollar.



=

25¢

one quarter is equal to twenty-five cents



\$1.00

one dollar

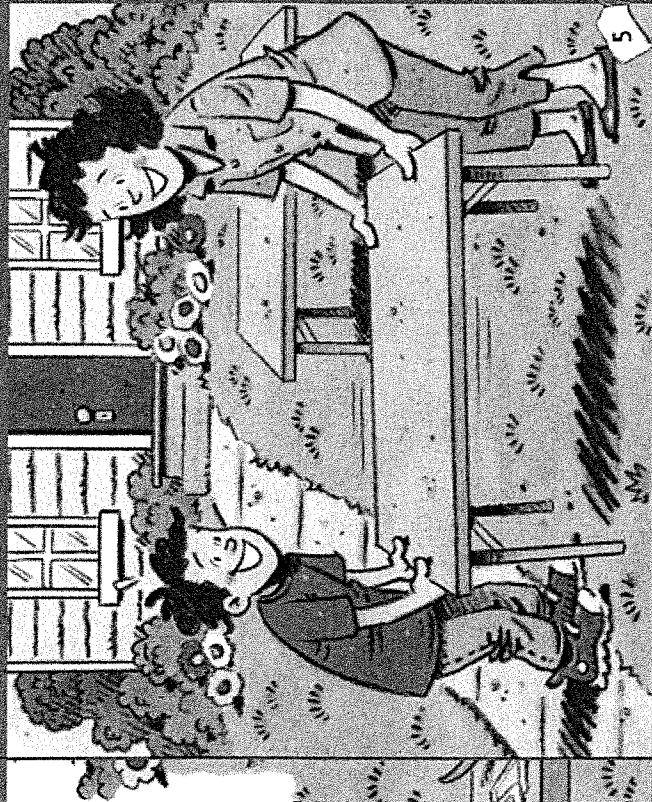
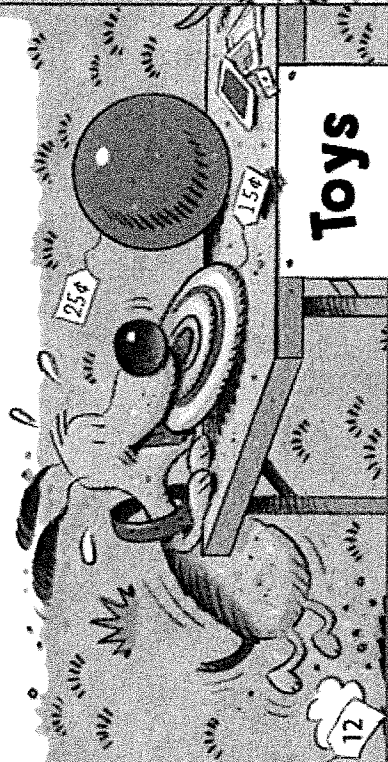
=
is equal to



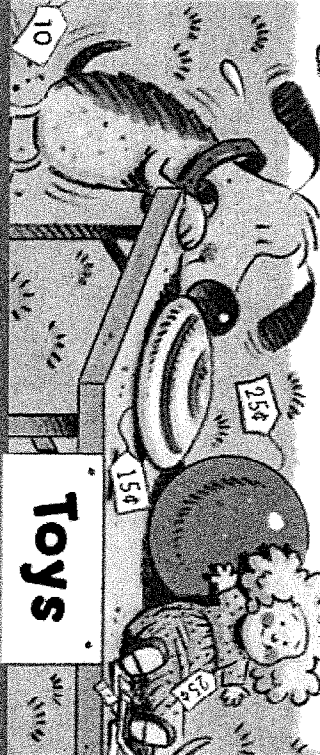
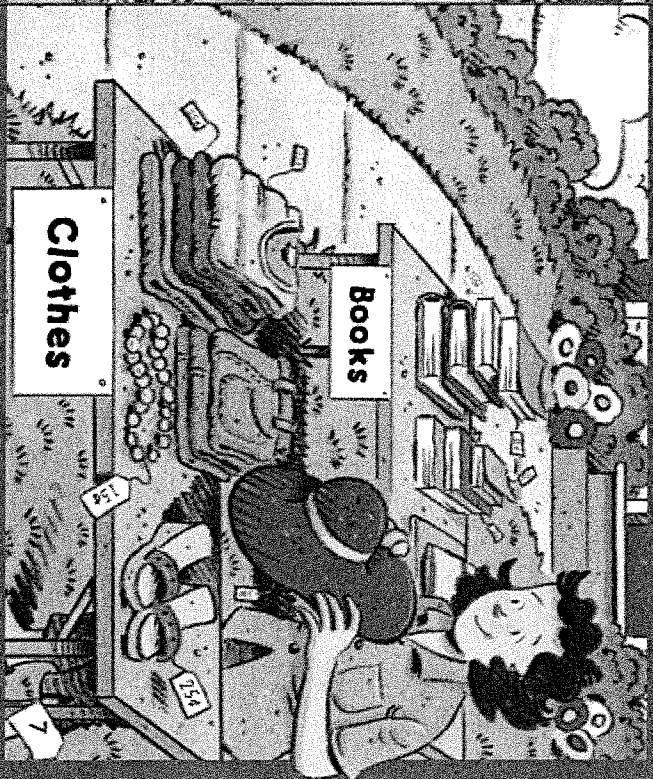
▲ Four quarters is equal to one dollar.

13

A girl said, "I like this doll!
I will give you 25 cents."
Mom put the quarter in the jar.



A boy said, "Can I get
this toy car?"
Mark said, "The car is 5 cents."
The boy put a nickel in the jar.

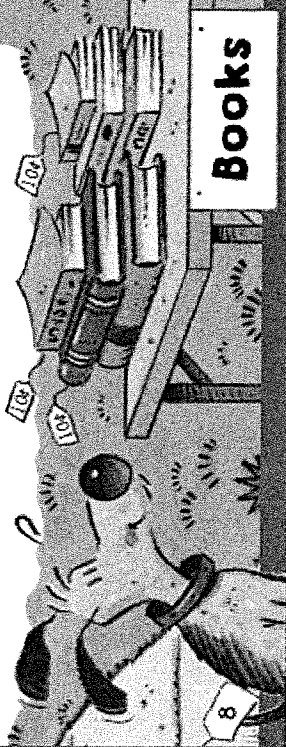


A man said, "I will get
this book."

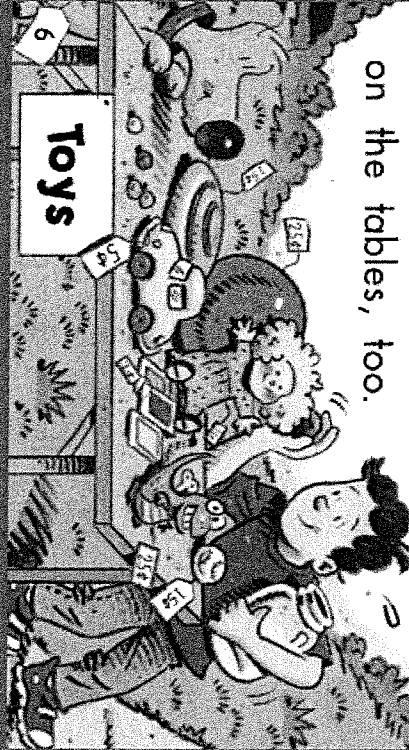
Mark said, "The book
is 10 cents."

The man put a dime in the jar.

Books



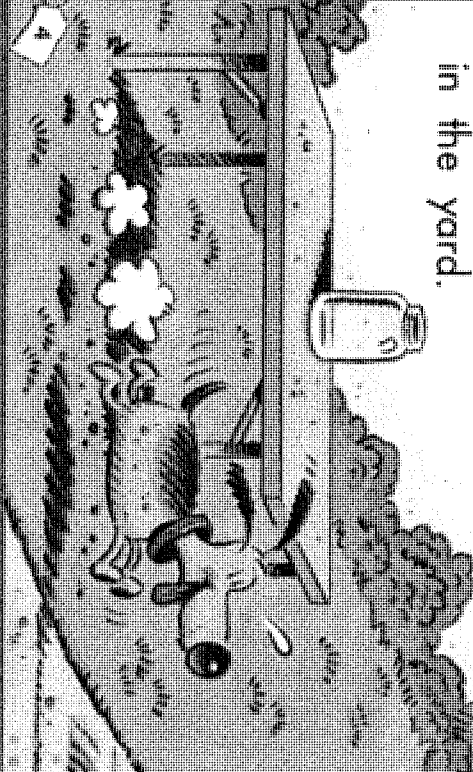
Toys



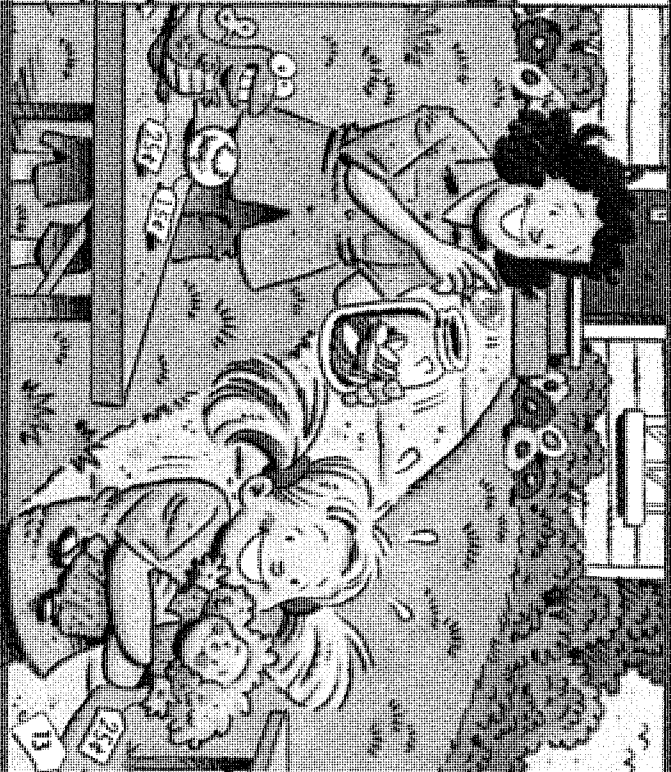
Mark and Mom put toys
on the tables. They put clothes
on the tables. They put books
on the tables, too.



Mark and Mom got some tables.
Mark and Mom put the tables
in the yard.



4



5

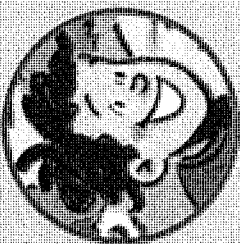


6

Meet the Characters



Mom



Mark

2

A boy said, "I have 3 pennies.

What can I get?"

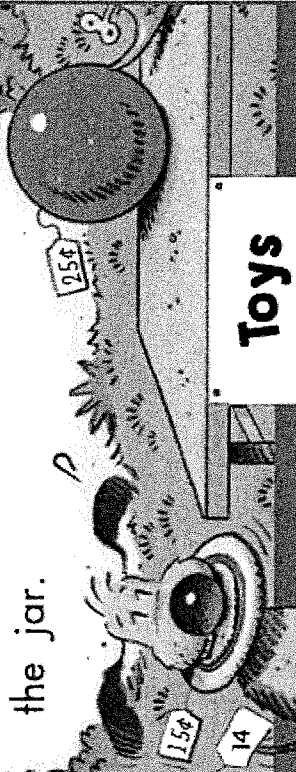
Mark said, "You can get

3 baseball cards."

The boy put the pennies in

the jar.

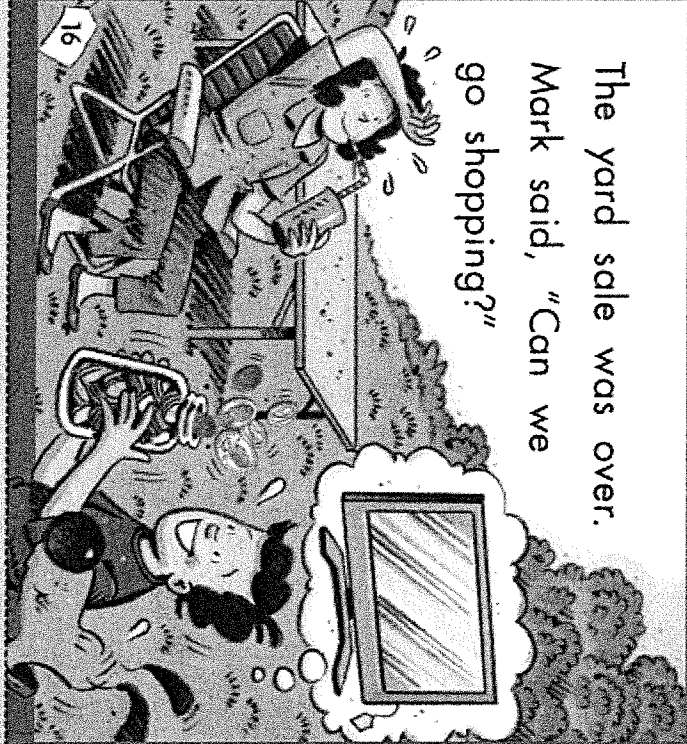
Toys



by Katherine Scriver • Illustrated by B.J. Sam



The yard sale was over.
Mark said, "Can we
go shopping?"



Boy



Girl



Man



Boy

3

16

Boys and girls get ready for school today. Boys and girls got ready for school long ago. How do you get ready for school?



Today, all boys and girls must go to school. Long ago, many boys and girls did not go to school.

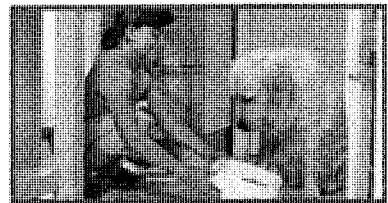


▲ Many boys and girls stayed home to work.

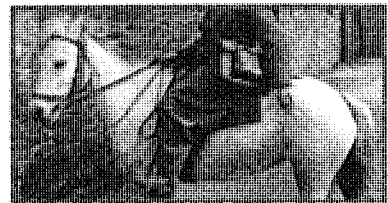
Getting Ready for School



chore



horse

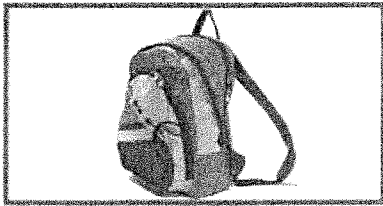


uniforms

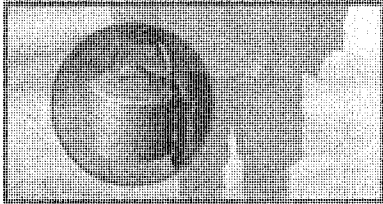


I need to know these words.

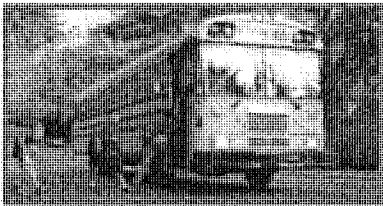
backpack



bucket



bus



2

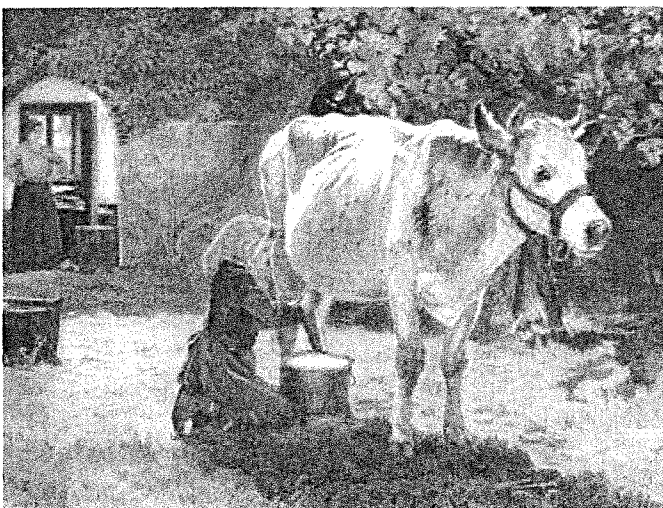
These boys and girls helped their families. Some boys and girls helped sell things. Many boys and girls did not learn to read.



▲ These boys stayed home to sell things.

15

How do you get ready for school? How did boys and girls get ready for school long ago?



4

Many boys and girls walked to school long ago, too. Some boys and girls rode **horses**. Boys and girls did not ride a bus long ago.



▲ This boy rode a horse to school.

13

Some boys and girls take lunch to school. This boy is making his lunch. He will put his lunch in his **backpack**.



◀ This boy takes his lunch to school.

10

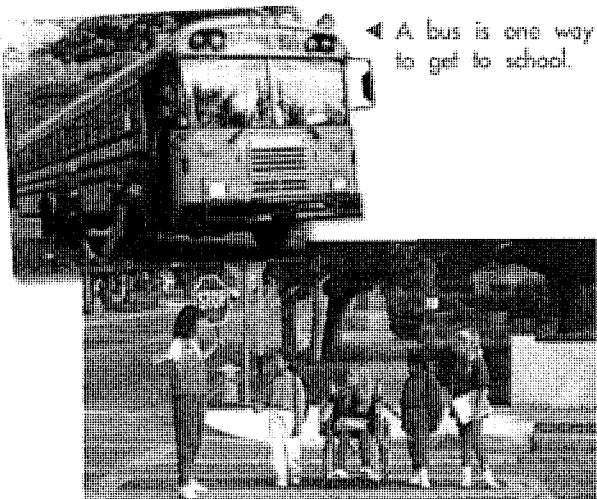
Some boys and girls put on uniforms long ago, too. These boys put on uniforms.



▲ These boys wore uniforms to school.

7

How do you get to school? Some boys and girls walk to school. Some boys and girls ride a bike. Some boys and girls ride a **bus**.

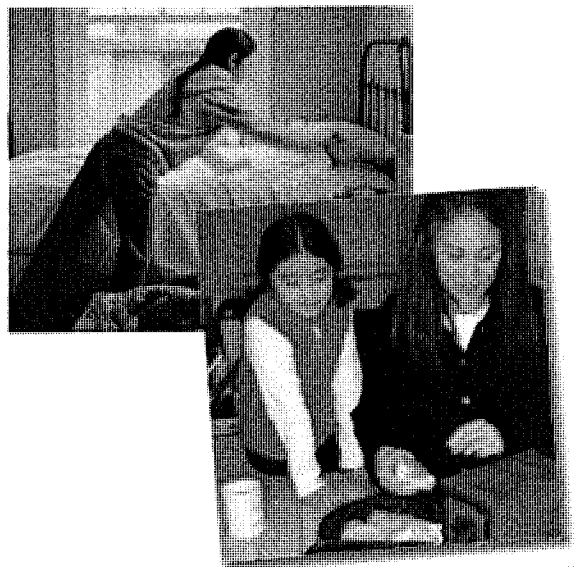


◀ A bus is one way to get to school.

▲ These girls walk to school.

12

Did boys and girls get ready the same way that you do? Read this book to find out.



5

Some girls and boys do **chores** before school. This girl feeds her dog before school. Do you do chores before school?



▲ This girl does a chore before school.

8

Boys and girls did chores before school long ago, too. Many boys and girls lived on farms. The boys and girls helped on the farm.



▲ These boys did chores before school.

9

Some boys and girls put on **uniforms**. Do you put on a uniform?

These girls ► wear uniforms to school.



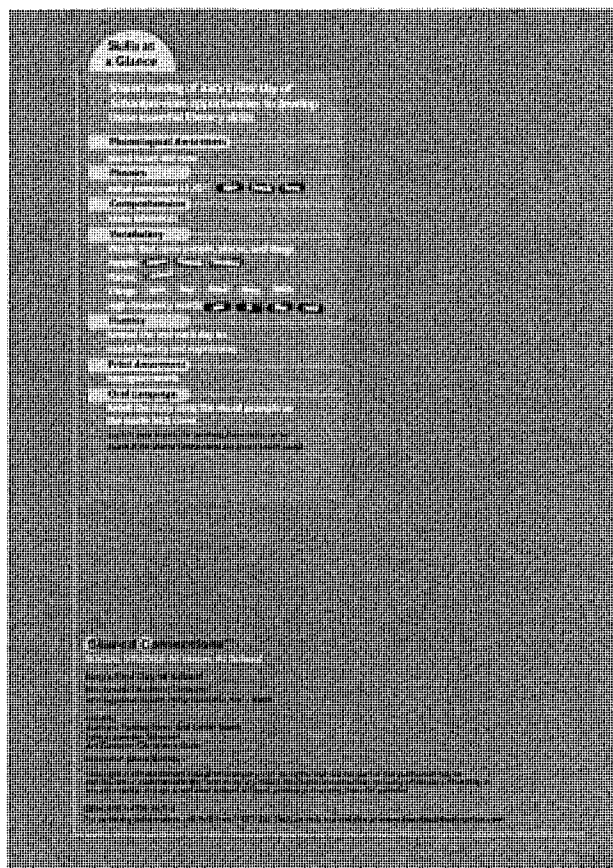
6

Boys and girls made their lunches long ago, too. Many boys and girls put their lunches in **buckets**.

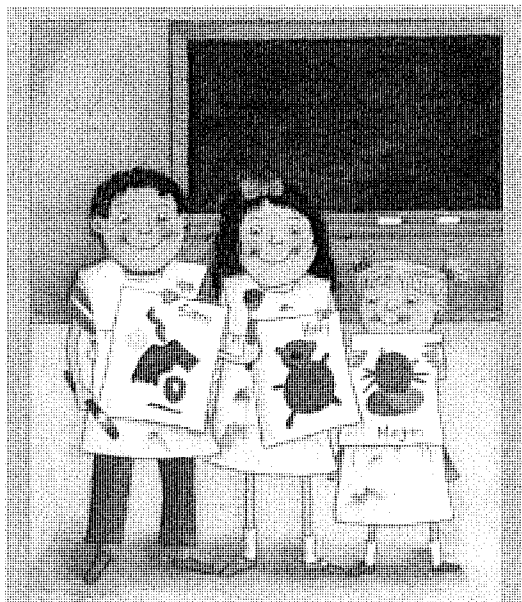


▲ This boy took a bucket to school.

11



Katy's First Day of School



by Tatum Jones and Carlie Smith • illustrated by Janice Bowles

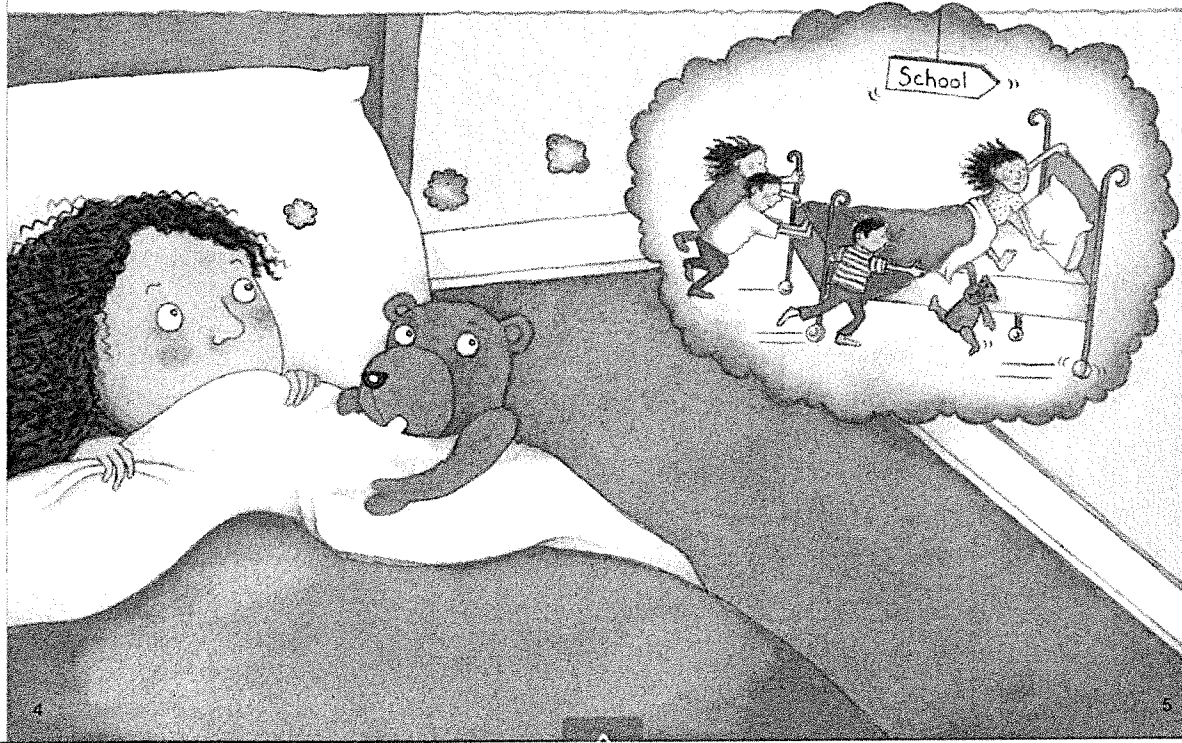
Katy's mom said,
"Time to rise."

Time for school!
Open your eyes."



"I won't like it!" Katy said.

"I am going to stay in bed."



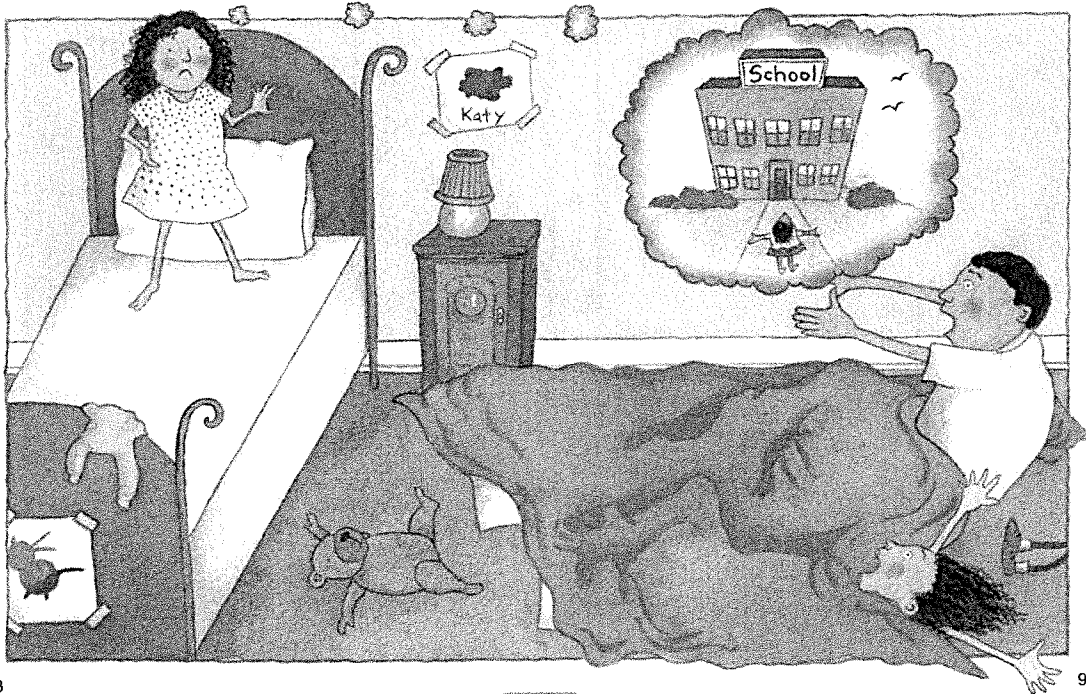
"Please get dressed.
We have to eat."

"Think of all the friends
you'll meet."



"I won't like it!" Katy said.

"I am going to stay in bed."



Katy's brother tapped
her head.

"Don't you want to paint?"
he said.



Katy said, "All right. I guess."

Slowly she put on her dress.



Katy ate and grabbed
her lunch.

School could be nice
was now her hunch.



"Now I love school!"
Katy said.

"Next time I won't
stay in bed."



16

What Is This Story About?

Use the pictures below
to retell the story.

