

Session 2: Community



Name: _____

If you see this image:



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

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

Math: Parent Information Sheet

Week 1:

Students will tell time to the hour and half hour. They need to understand that the short hand is the hour hand while the long hand is the minute hand. Have your student look at an analog clock. Have them find the little hand. "The little hand has the power to tell you the hour." Have your student practice pointing to each number in a clockwise direction around the clock pretending that their finger is the hour hand saying: "1 o'clock, 2 o'clock, 3 o'clock, 4 o'clock...etc." Tell your student that the long hand is the minute hand. "When the big hand points up top it says o'clock, when it points down low it says 30 minutes or half hour."

Extension activities:

- Teach your student that there are 60 minutes in 1 hour. Each number on the clock represents 5 minutes. Have your student practice counting by fives as they point to the numbers around a clock. Move their practice clock to different times and demonstrate how to tell time using the minute and hour hands.
- Have your child wear a watch with minute and hour hands. Throughout the day ask them what time it is and model how to tell the time.

Week 2 :

Students will practice fractions. Students need to be able to identify and create equal shares. Model with a cookie or cracker. Split the treat into two pieces that are clearly not equal. Ask your students: "If I get this piece and you get that one, will we have the same amount?" Split the treat evenly and ask: "How about now?" Tell your student that in order to have equal shares both sides need to be the same. In the following activities students will work to split shapes into 2 equal shares (halves) and 4 equal shares (fourths or quarters).

Extension Activities:

- Cook or bake a recipe with your child. Point out how measurements are fractions.
- Give your child measuring cups and water. Have them experiment to see how many times they can fill 1 cup with the $\frac{1}{2}$ cup and with the $\frac{1}{4}$ cup. How many $\frac{1}{4}$ cups can fit into $\frac{1}{2}$ cup? Encourage your student to talk about the observations they are making, point out different names of fractions - Example: $\frac{2}{4}$ is the same as $\frac{1}{2}$, they both fill the same amount of space.
- Put your child in charge of cutting up desserts, sandwiches, pizza etc. Ask them to cut it in equal shares for each family member. This is a great real world application of fractions.
- If your child understands wholes, halves and fourths challenge them to work with other fractions ($\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, etc.)

Name: _____



Math at Home: Week 1

I can tell time to the hour and half hour.

"The little hand has the power to tell you the hour."

"The big hand tells the minutes."

"When the big hand points up top it says o'clock."

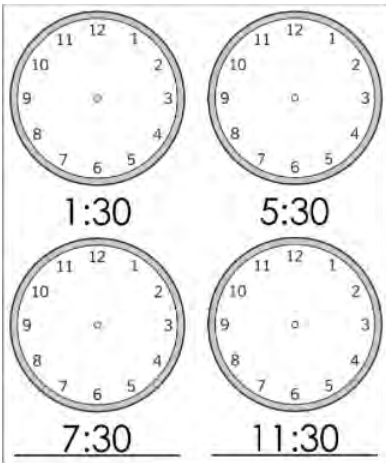
"When the big hand points down low it says 30 minutes or half hour."

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>Make a schedule of your day. List all of the things that you do each day and the time you do each one.</p> <p>Adult Initial: _____</p>	<p>Go to IXL and do the following games:</p> <p>U.2 Match analog clocks and times U.3 Match analog and digital clocks U.4 Read clocks and write times</p> <p>Adult Initials: _____</p>	<p>Watch the songs below:</p> <p>https://www.youtube.com/watch?v=tEmg914-9xY</p> <p>https://www.youtube.com/watch?v=TyTKFGSuOnQ</p> <p>https://www.youtube.com/watch?v=MaVgBjVh4b8</p> <p>Adult Initials: _____</p>
<p>Play the telling time game on page 8. Use small toys as your game pieces. Roll the dice and move your piece that many spaces. If you can say the time correctly, you get to stay. If you get the time wrong you go back. Race to the finish!</p> <p>Adult Initials: _____</p>	<p>Match analog and digital clocks!</p> <p>Do the <i>Bug Time</i> cut and paste activity on page 10. Have someone check your work before you glue the pieces down.</p> <p>Adult Initials: _____</p>	<p>Telling Time Puzzles</p> <p>Puzzle Pieces are found on pages 11-13. Cut out, scramble, and put together the puzzles to match the correct time. After you do it once, see how fast you can race to put them together.</p> <p>Adult Initial: _____</p>
<p>Draw hands to show the time below:</p>	<p>Cut out the clock and hands on page 7. Have a family member say different times and then make them on your clock. Write down four you make below:</p> <p>Time 1: _____</p>	<p>Write the correct time for the following clocks.</p>



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



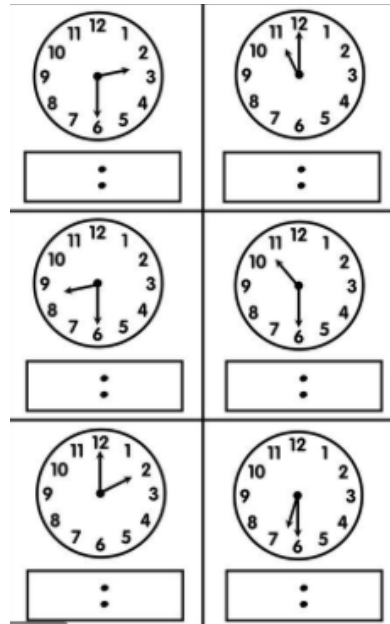
Adult Initials: _____

Time 2: _____

Time 3: _____

Time 4: _____

Adult Initial: _____



Adult Initials: _____



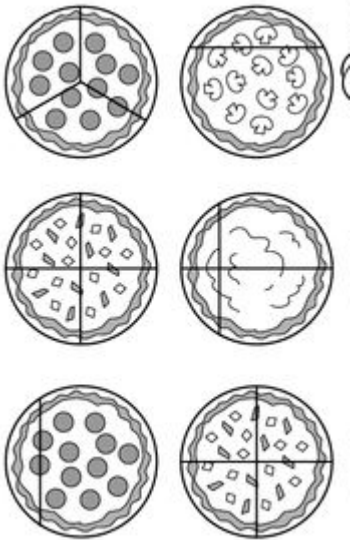
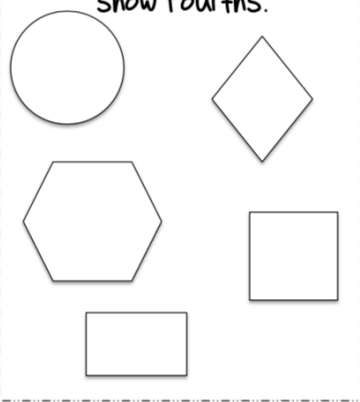
Take a picture of this finished page and send it to your teacher!

A cartoon illustration of a young girl with dark hair in pigtails, wearing a green bow and a blue shirt. She is holding a large red sign that says "i love math" in a playful font, with a red heart replacing the word "love". The sign also has "Page 1 of 100" written on it.

I can divide shapes into 2 and 4 equal shares.

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.

5

 <p>Adult Initials: _____</p>	<p>shares.</p> <p>Draw how you divided up your lunch below:</p> <p>Adult Initials: _____</p>	<p>Divide each shape to show fourths.</p>  <p>Adult Initials: _____</p>
----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

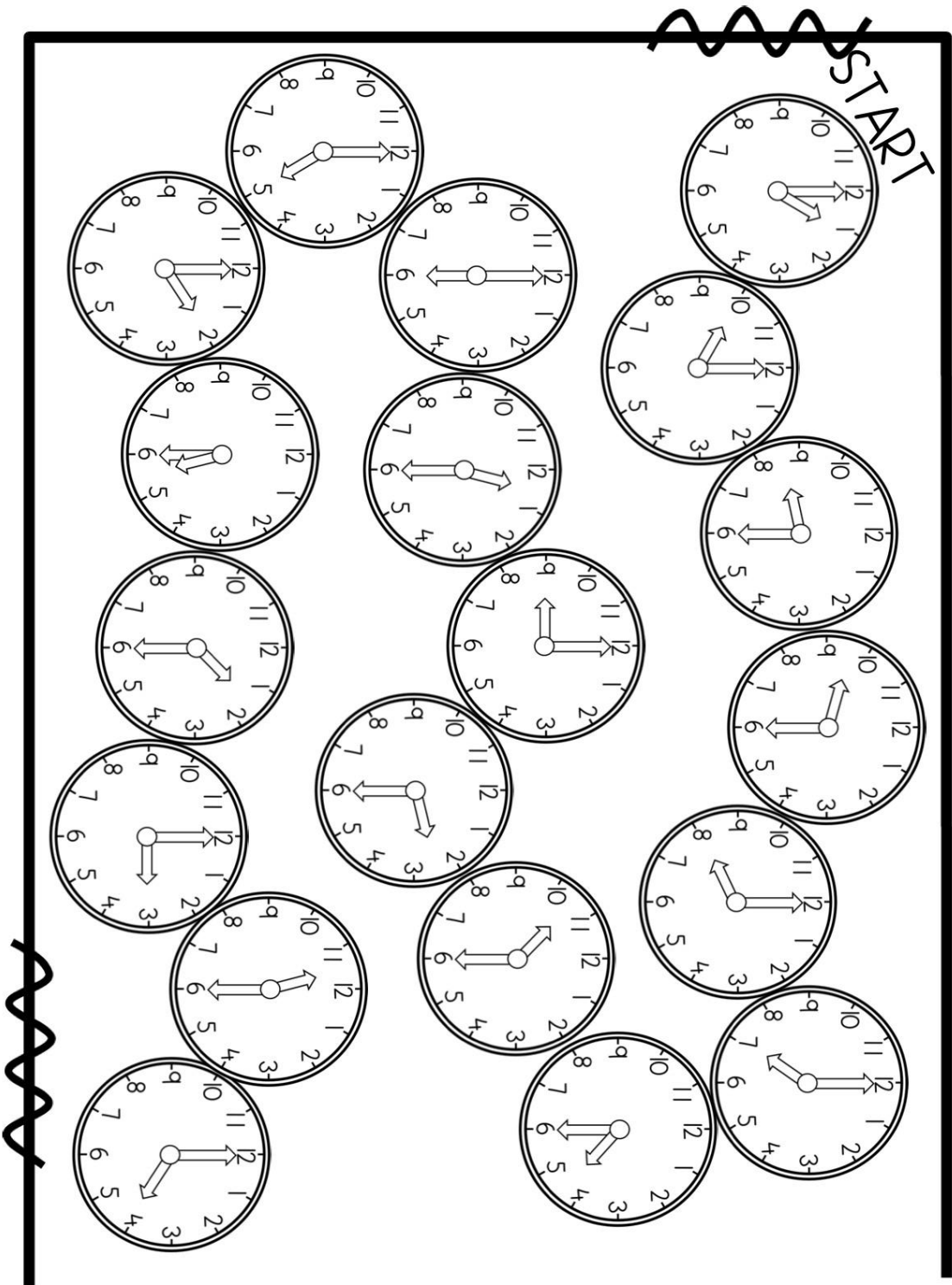


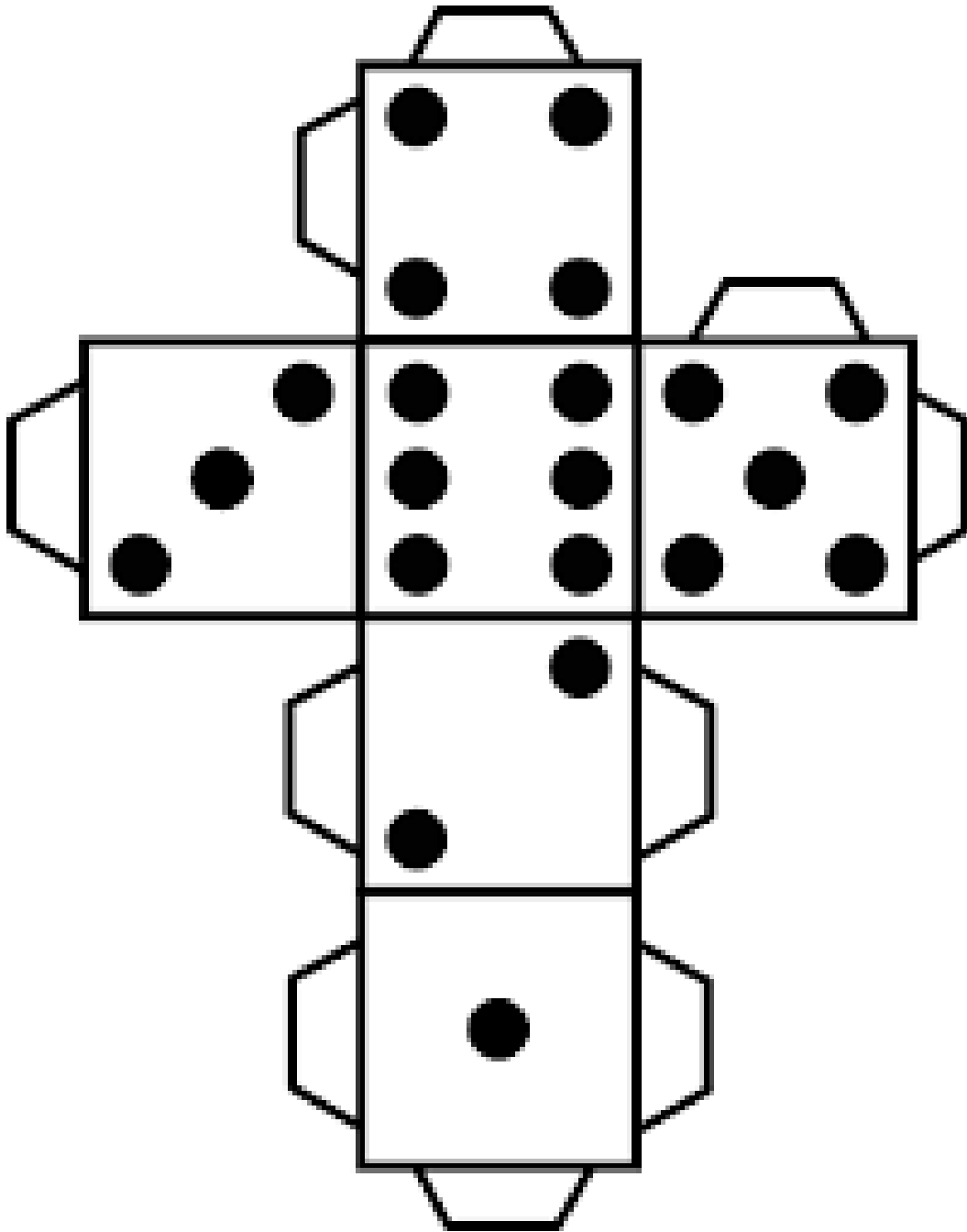
Take a picture of this finished page and send it to your teacher!



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Bug Time

Telling Time to the Hour & Half Hour

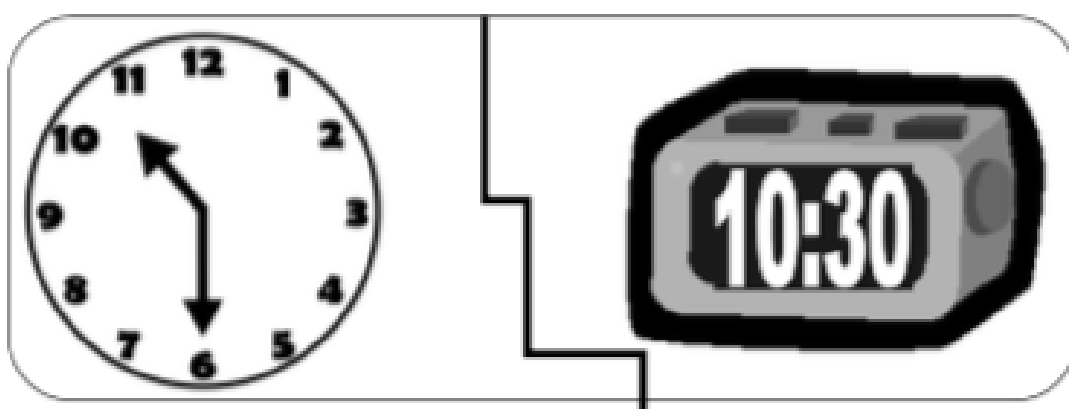
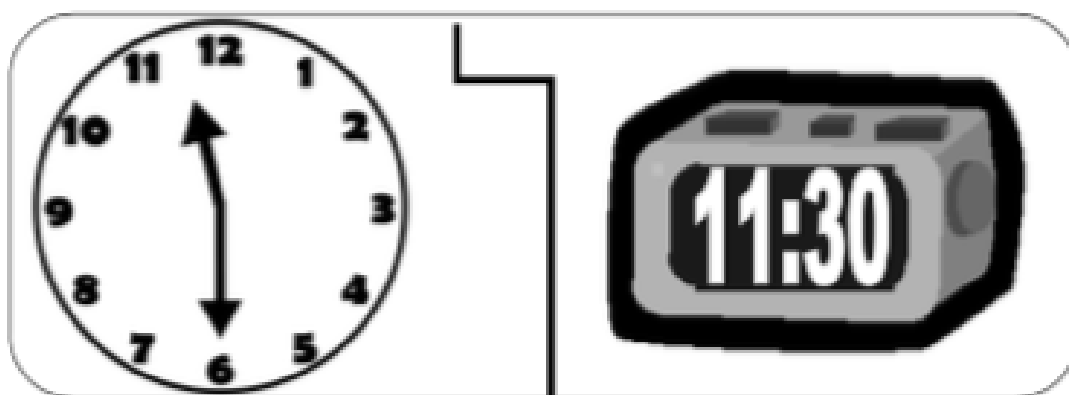
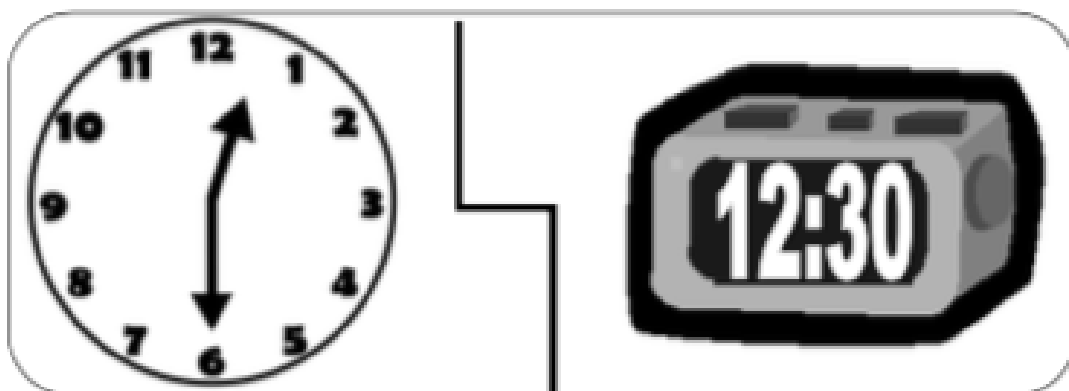
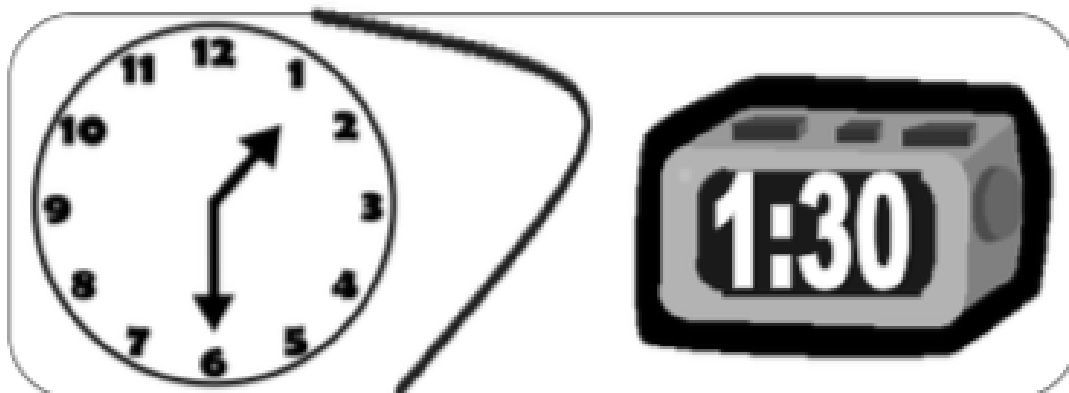
Cut along the dotted lines and glue each one in the correct box.

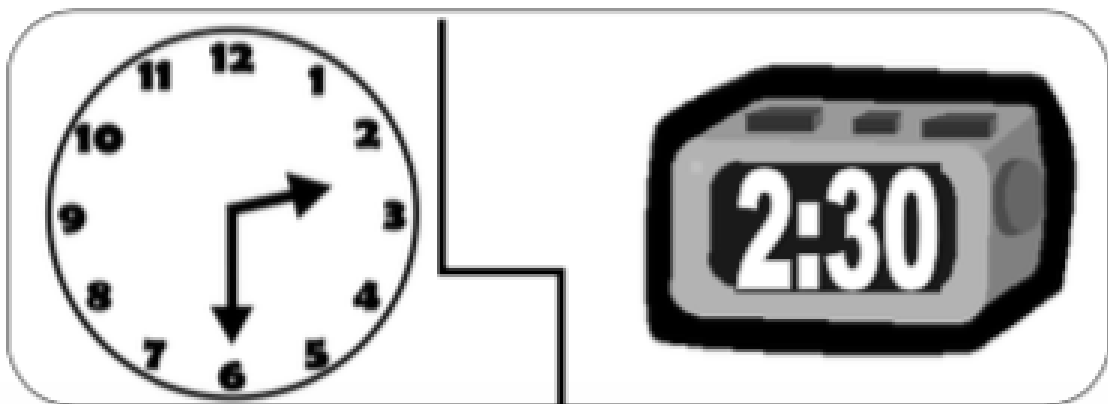
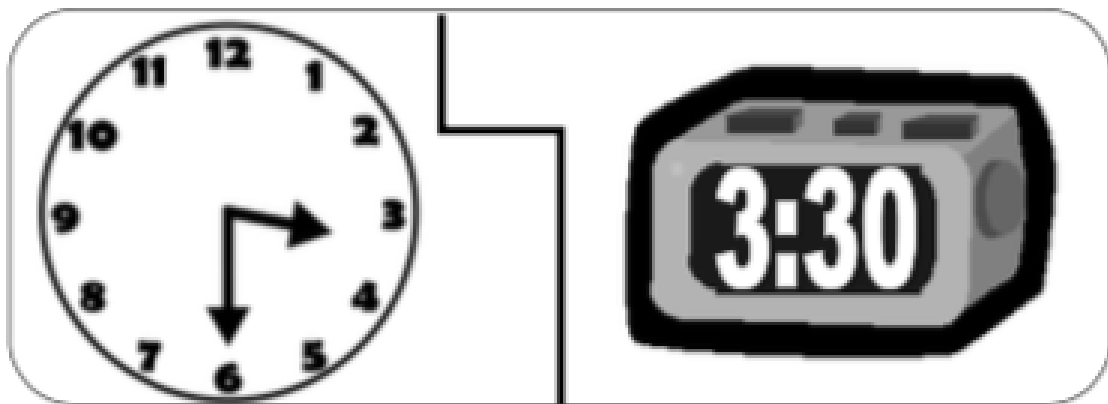
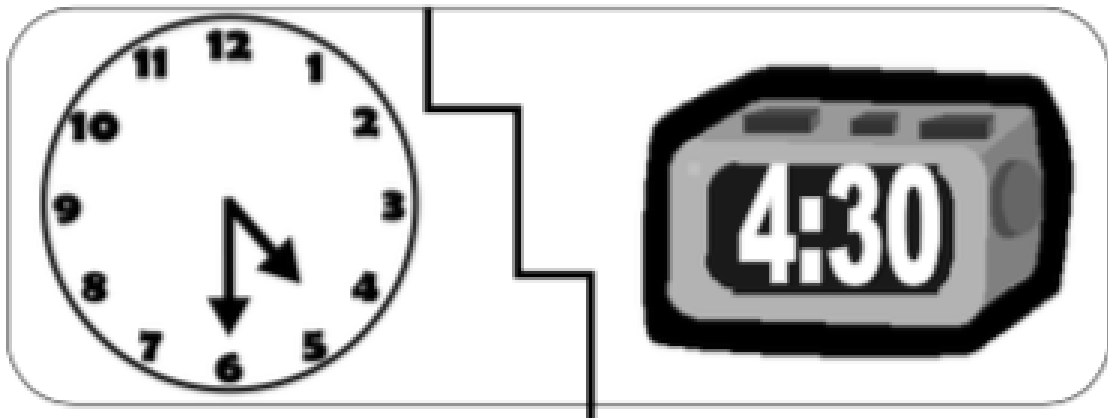
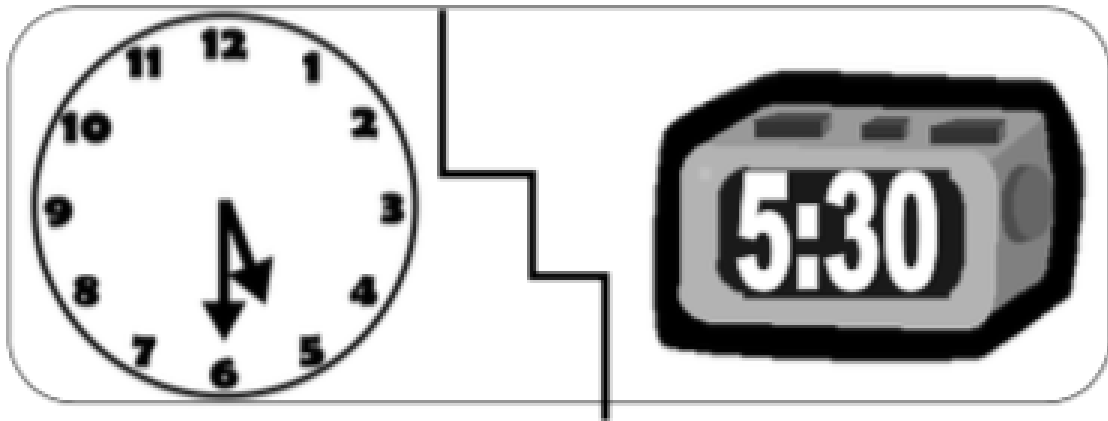


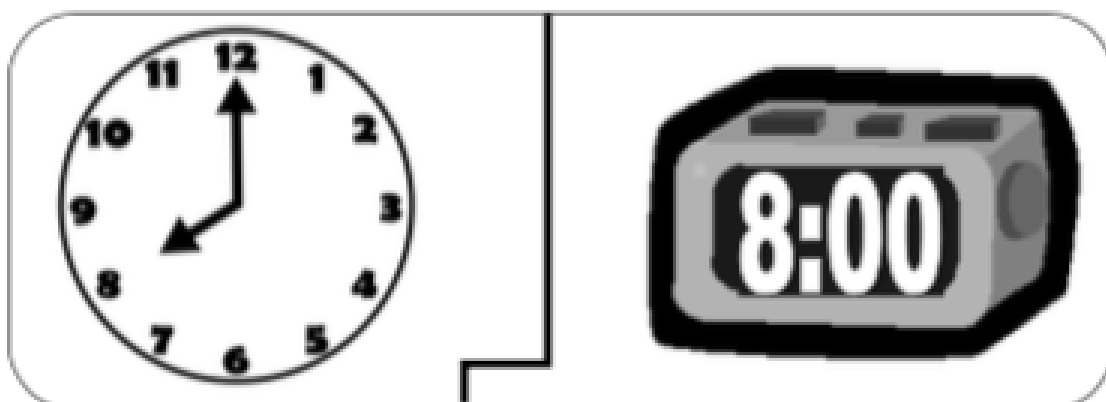
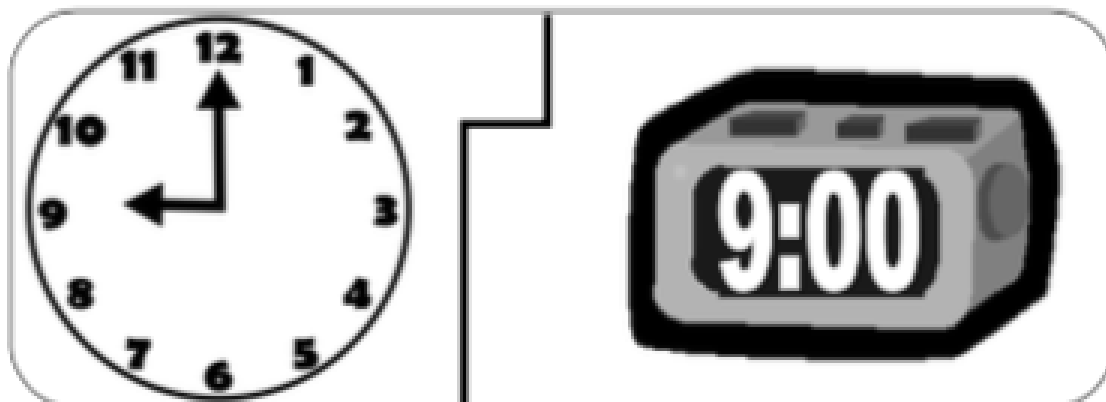
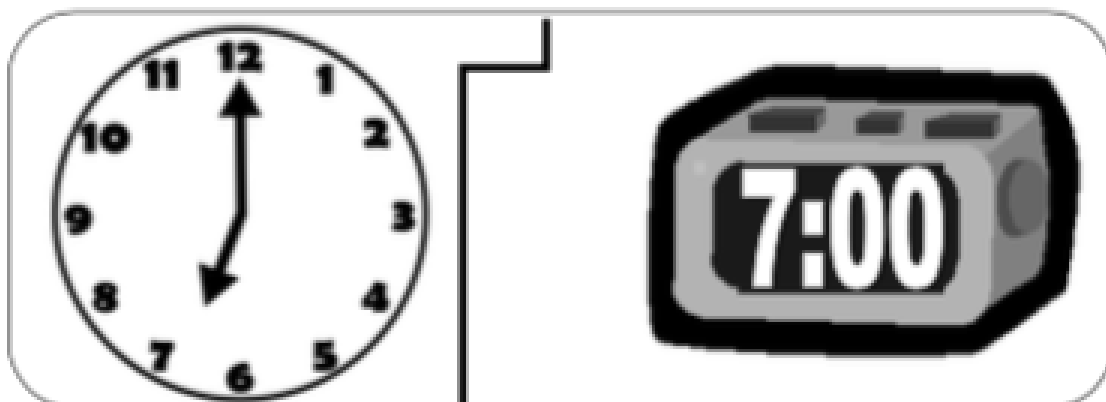
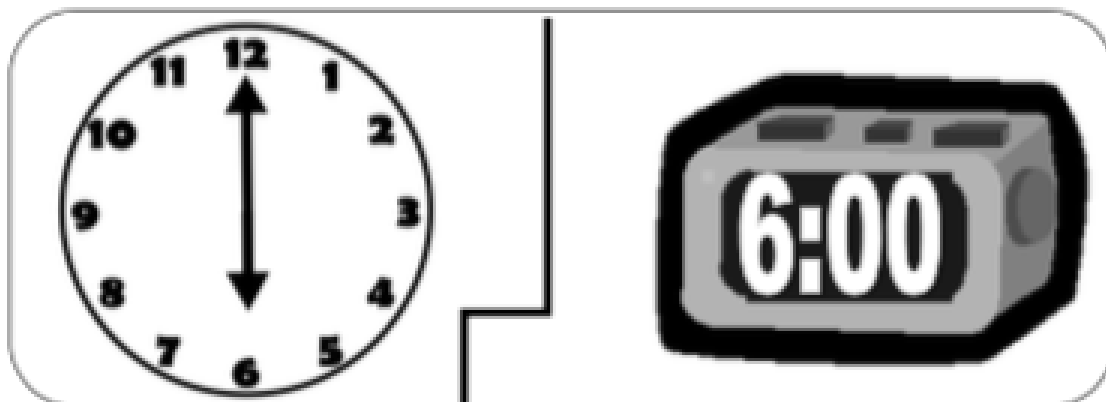
 <div data-bbox="267 625 503 730"></div>	 <div data-bbox="552 625 787 730"></div>	 <div data-bbox="836 625 1071 730"></div>	 <div data-bbox="1120 625 1356 730"></div>
 <div data-bbox="267 961 503 1066"></div>	 <div data-bbox="552 961 787 1066"></div>	 <div data-bbox="836 961 1071 1066"></div>	 <div data-bbox="1120 961 1356 1066"></div>
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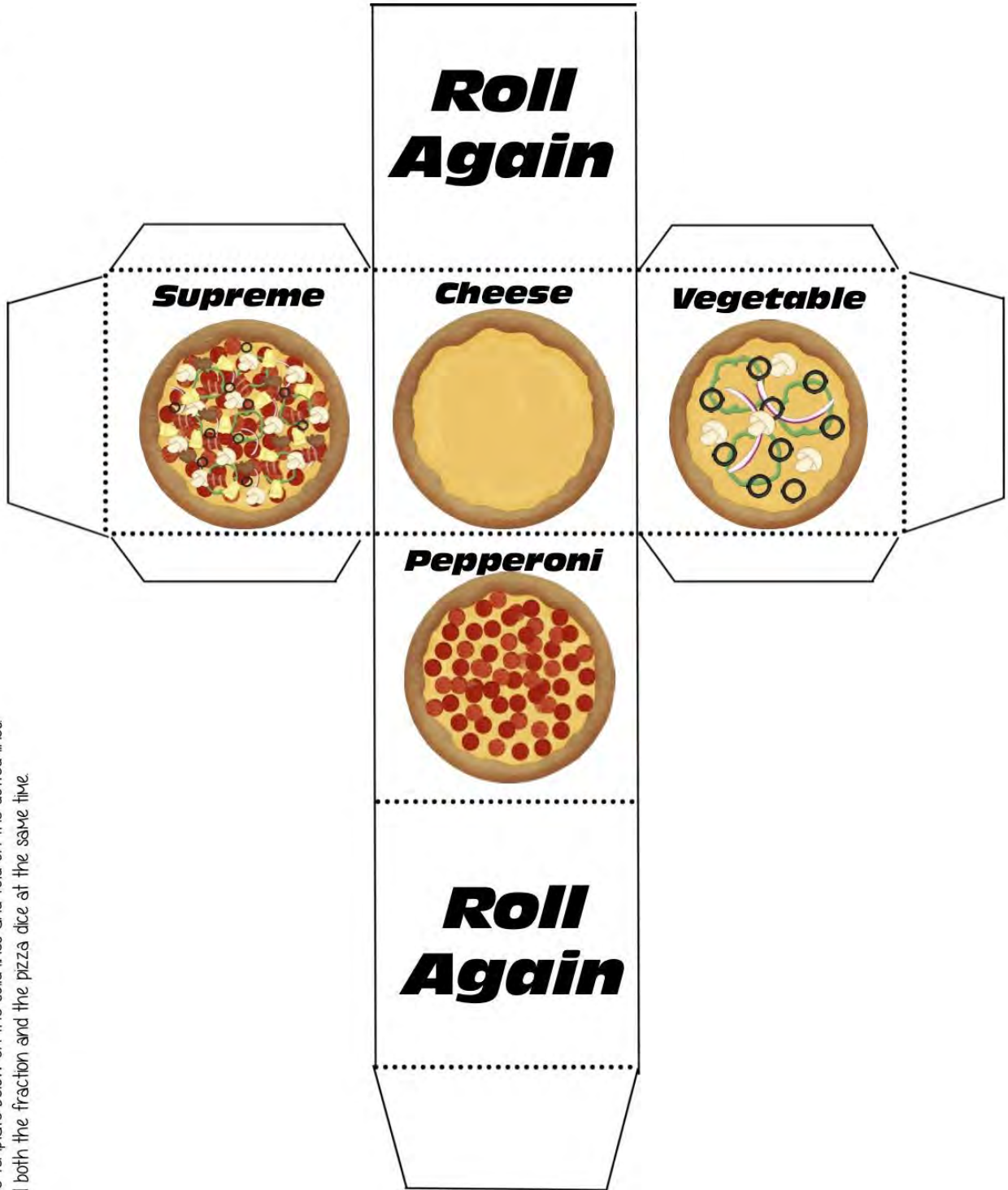
11:00	2:30	6:30	7:30
4:00	1:00	5:30	3:00
10:30	8:00	12:30	9:30

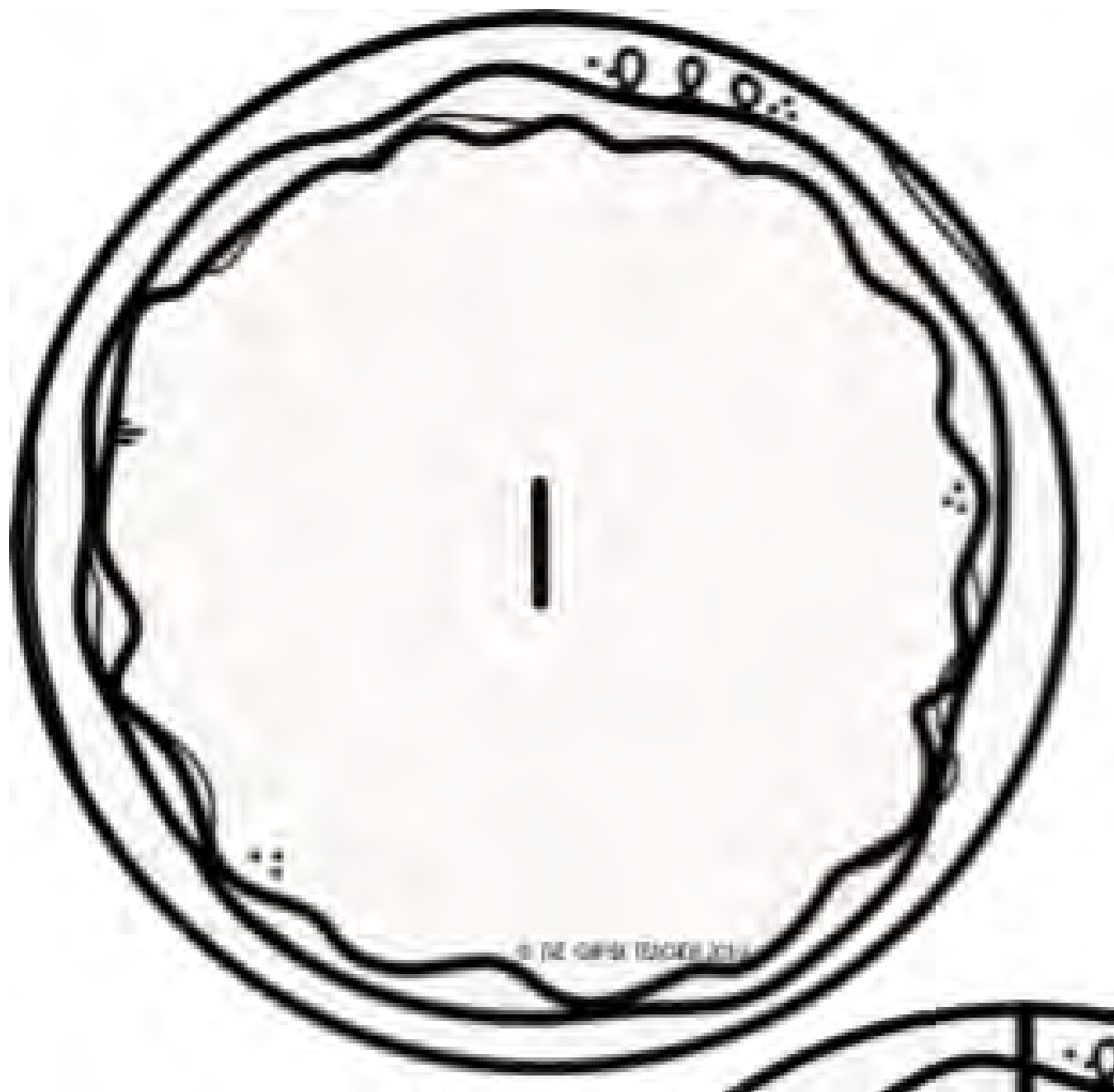




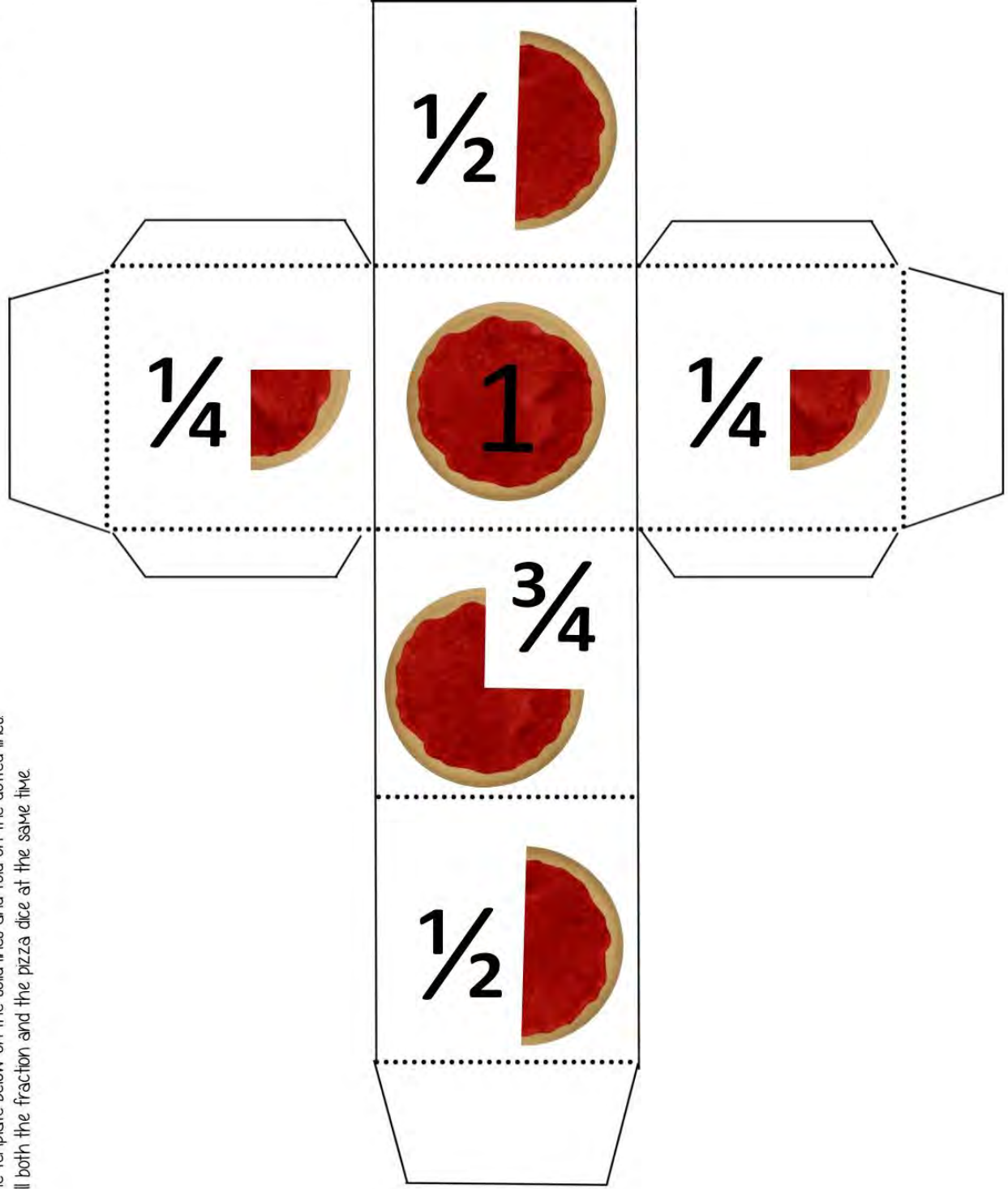


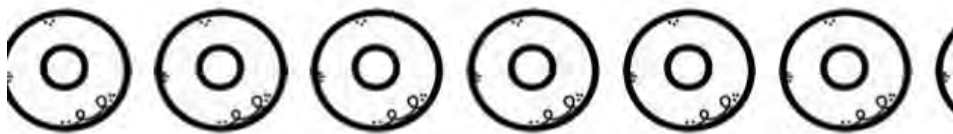
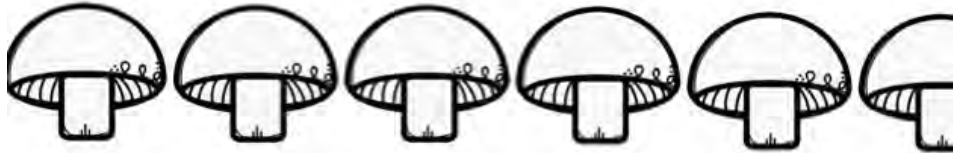
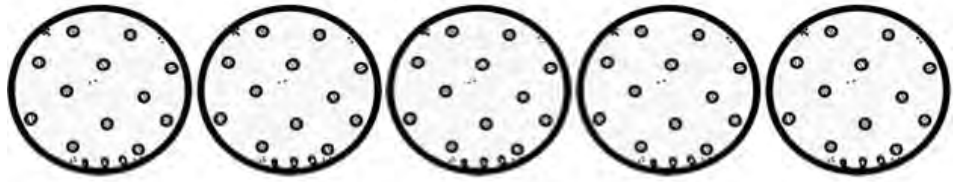
Cut out the template below on the solid lines and fold on the dotted lines.
Roll both the fraction and the pizza dice at the same time.





Cut out the template below on the solid lines and fold on the dotted lines.
Roll both the fraction and the pizza dice at the same time.







Reading Week 1

Books you will be reading: The Race to Recycle and Where People Live

I can retell the important things in a story.

I can tell what the story was about and what I learned.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Read <u>The Race to Recycle</u></p> <p>1.) Underline words you don't know</p> <p>2.) Talk about this vocabulary word - Bin</p> <p>What does it mean?</p> <p>Can you use it in a sentence?</p> <p>Is it this book fiction or nonfiction? How do you know?</p>	<p>Reread the book <u>The Race to Recycle</u></p> <p>Read it to:</p> <p>*Your pet ____</p> <p>*Favorite stuffed animal (Make sure a grown up is still listening.)</p> <p>Have a grown up ask you these questions:</p> <p>1.)What did Max do after he woke up? (Color the text blue where you find your answer.)</p> <p>2.)What happens after Max and Tanya went to Jenny's house? (Color the text blue where you found your answer.)</p>	<p>Reread <u>The Race to Recycle</u> in your silliest voice.</p> <p>1.)Retell the book to a parent or older sibling.</p> <p>Activity:</p> <p>2.) Use the chart to draw and write the important things that happened in the story. Remember each story has a beginning, a middle and an end.</p> <p>3.)What was this story all about? What did you learn?</p> <p> Take a picture of this when you are done and send it to your teacher!</p>	<p>Read <u>Where People Live</u></p> <p>Read it to:</p> <p>*Older Sibling _</p> <p>*Grownup ____</p> <p>1.) Underline words you don't know</p> <p>2.) Talk about these vocabulary words</p> <p>-land</p> <p>-ocean</p> <p>-mountain</p> <p>-plain</p> <p>Can you use one of the words in a sentence?</p> <p>Is this book fiction or nonfiction? How do you know?</p>	<p>ReRead <u>Where People Live</u></p> <p>Have a grown up ask you these questions.</p> <p>1.)What is this book about? How do you know?</p> <p>2.)Why did the author write this book?</p> <p>3.)How did the author organize the information in this book.</p> <p>Activity:</p> <p>Draw where you would like to live. Tell the reasons why you would like to live there by using the book to help you.</p> <p> Take a picture of this when you are done and send it to your teacher!</p>



Reading Week 2

Books you will be Reading: The Race to Recycle and Families work and play Together

I can identify the story elements in the story.

I can analyze a character in the story.

I can talk about the characters in the story.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Lets Look Back ReRead the book <u>The Race to Recycle</u> to: Grownup ____ Older Sibling ____ Activity: Complete the Let's Look Back activity page based on the book <u>The Race to Recycle</u>.  Take a picture of this when you are done and send it to your teacher!</p>	<p>Stick Man Diagram Directions: Reread the book <u>The Race to Recycle</u> Activity: Complete the Stick Man Diagram based on the character Max or Tanya. You will need to put - 3 things the character sees - 3 things the character is feeling in the story - 3 things the character touches in the story - 3 places the character goes - 1 thing the characters says - 1 thing the character thinks  Take a picture of this when you are done and send it to your teacher!</p>	<p>Read <u>Families Work and Play Together</u> Read it to: *Older sibling ____ *Grownup ____ 1.) Underline words you don't know 2.) Talk about these vocabulary words -Garden -Family -Together 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>Families Work and Play Together</u> Read it to: *your pet ____ *Favorite stuffed animal ____ 1.)Ben and his family do what together? 2.)Ellie works with what two family members in the garden? 3.)What do Janna and her family like to do?</p>	<p>Reread <u>Families Work and Play Together</u> in your best teacher voice. Use the book to help you during writing today. 1.)Tell about a time you did something with your family like the families in the story? 2.)The author probably chose the title <u>Families Work and Play Together</u> to show what?</p>

The Race to Recycle Activity

Week 1 - Day 3 - Book: The Race to Recycle

Directions: Draw the important things that happen in the story, write a short sentence about what is happening in your picture. Remember to retell the story before you draw it across your fingers.

What was this story all about? What did you learn?

Where
Live



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

People
Activity

Week 1 - Day 5 - Book: Where People Live

Directions: Draw where you would like to live. Tell the reasons why you would like to live there by using the book to help you.



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

Story Elements


Week 2 - Day 1 - Book - Race to Recycle

Name: _____ Date: _____


Let's **LOOK** Back!

Title: _____

Author: _____




Characters




Setting

Where?

When?



Conflict: _____



Solution: _____

AinsleeLabs.com

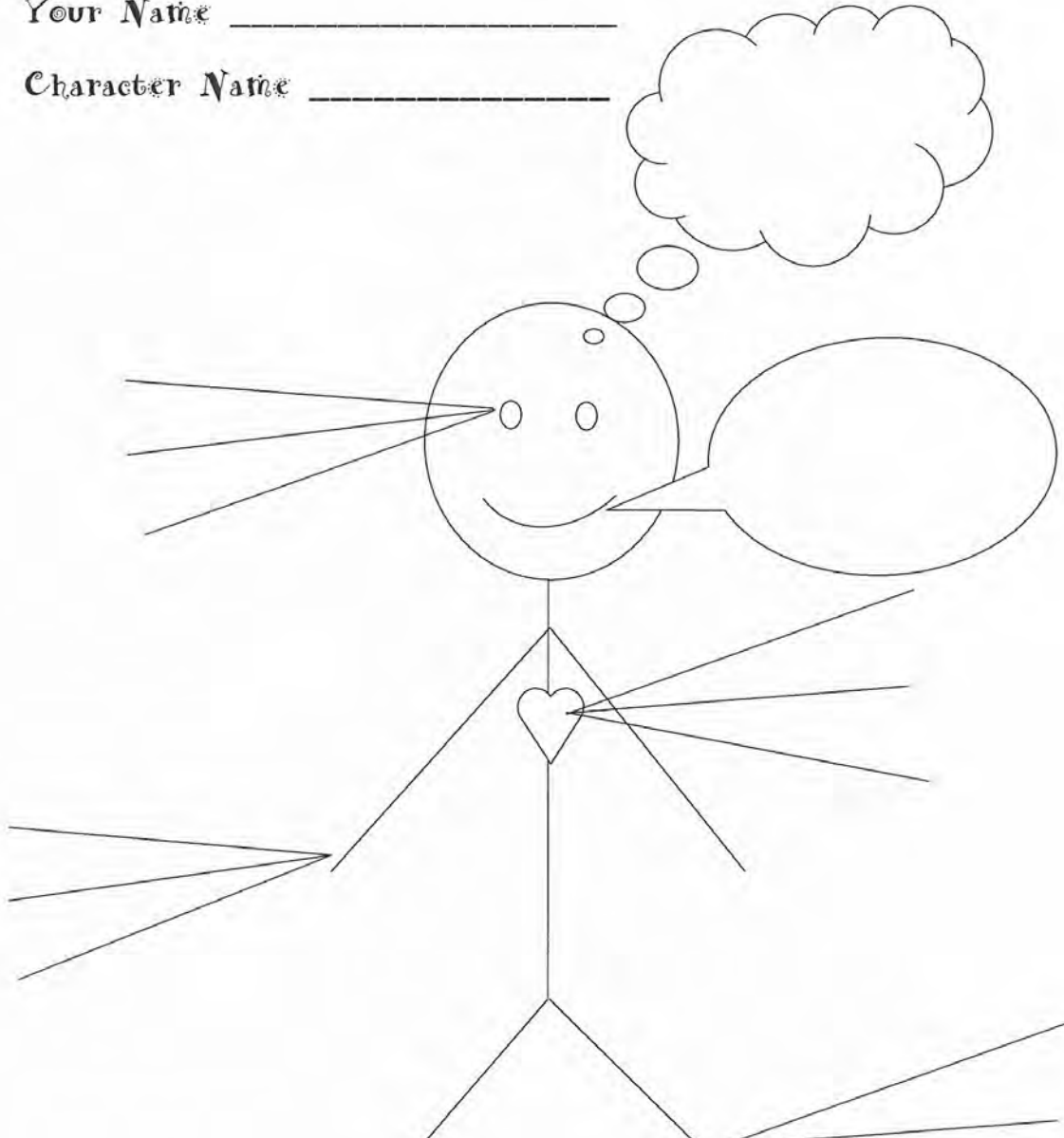
Stick Man Design

Week 2 - Day 2 - Book: Race to Recycle

Stick Man Diagram

Your Name _____

Character Name _____



Created by J K



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 ai, oa, ee, and ea words.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Fill in the "Writing Idea Chart". Save the chart for next week.</p> <p>Pick one of the ideas to start writing about. Write at least two sentences telling where you are and who you were with. Save the story to use for the rest of the week.</p>	<p>Read the Words Their Way words for sort 20. Cut them apart and sort them.</p> <p>Save the words for Day four.</p>	<p>Get your story out from Day 1. 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 5.</p>	<p>Sort and glue the Words Their Way words. Then complete the written sort for sort 20.</p>	<p>Get your story out. Think about how you want to end your story. Look at the page with the writing checklist to help you think of a good ending. Write your ending.</p> <p>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>

Writing Week 2

I can write a small moment story.

I can sort short and long i words.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Fill in the "Writing Idea Chart". This will become the small moment story.</p> <p>Refer to your writing idea chart and pick another one of the ideas to start writing about. Write at least two sentences telling where you are and who you were with. Save the story to use for the rest of the week.</p>	<p>Read the Words Their Way words for sort 21. Cut them apart and sort them.</p> <p>Save the words for Day 4.</p>	<p>Get your small moment story out from Day 1. 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 5.</p>	<p>Sort and glue the Words Their Way words. Then complete the written sort for sort 21.</p>	<p>Get your small moment story out. Think about how you want to end your story. Look at the page with the writing checklist to help you think of a good ending. Write your ending.</p> <p>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>

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 ...

Writing Process Steps

Think



Picture



Say

Self



Partner



Story hand



Touch pages



Sketch



Write



Revise



Writing Idea Chart

Write or draw two times you have

Helped someone do something:	Helped someone feel better:
1.	1.
2.	2.

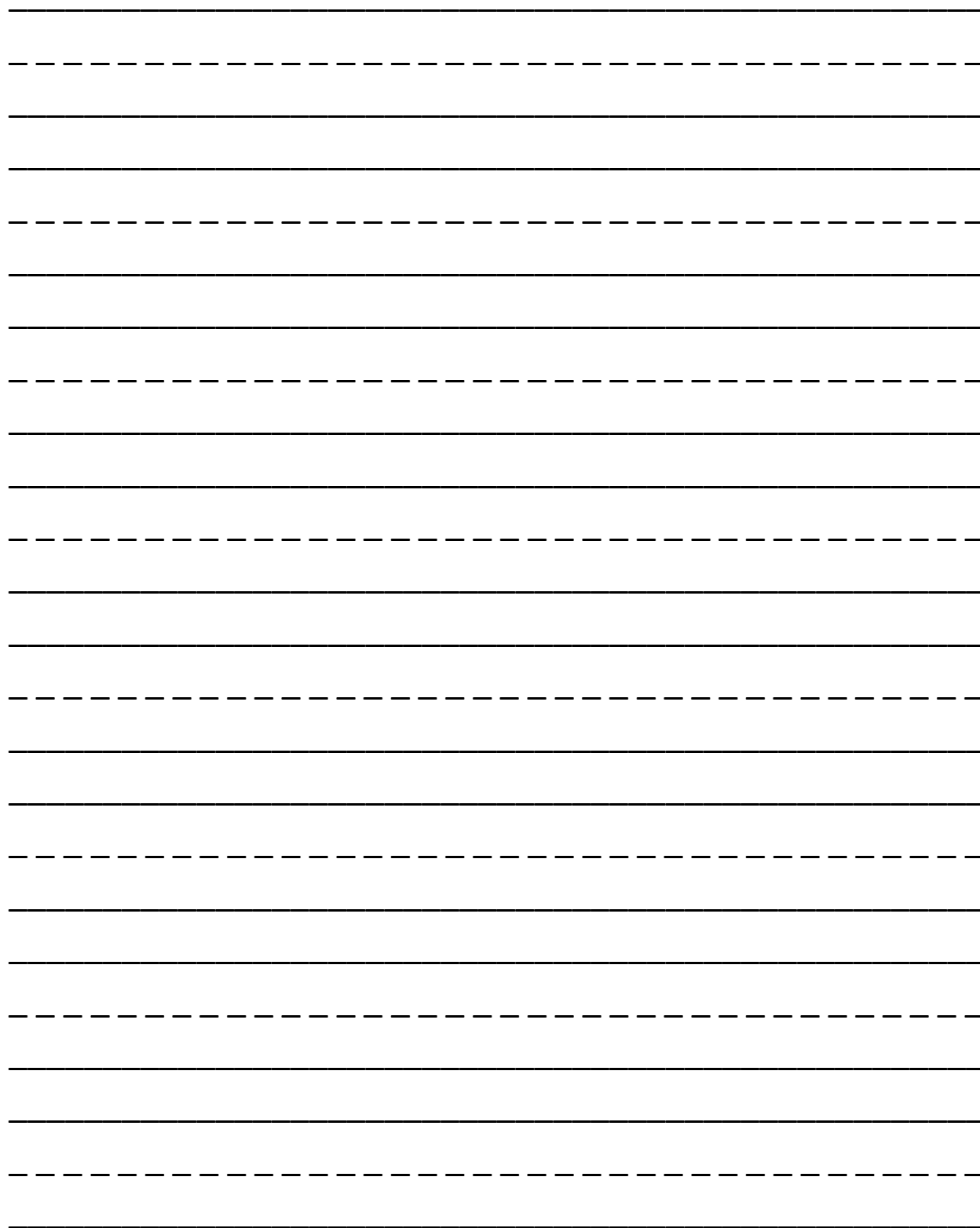
Done an activity with other people:	Other ideas:
1.	1.
2.	2.

--

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



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

The image displays a series of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines arranged vertically across the page.



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

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines on the page.



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

Review CVC Patterns ai, oa, ee, ea

Sort
20

throat	beast	beet	wait
beach	cream	need	pail
coast	coat	sheep	train
seat	goat	grain	wheel
neat	three	tail	toast
bait	cheek	cheat	road

Sort 20: Review CVC Patterns ai, oa, ee, ea (77)

Review CVC Patterns ai, oa, ee, ea

ai	oa	ee	ea

Sort 20: Review CVC Patterns ai, oa, ee, ea 79



Draw two pictures of things with each long vowel sound. Write the word below each picture.

ai

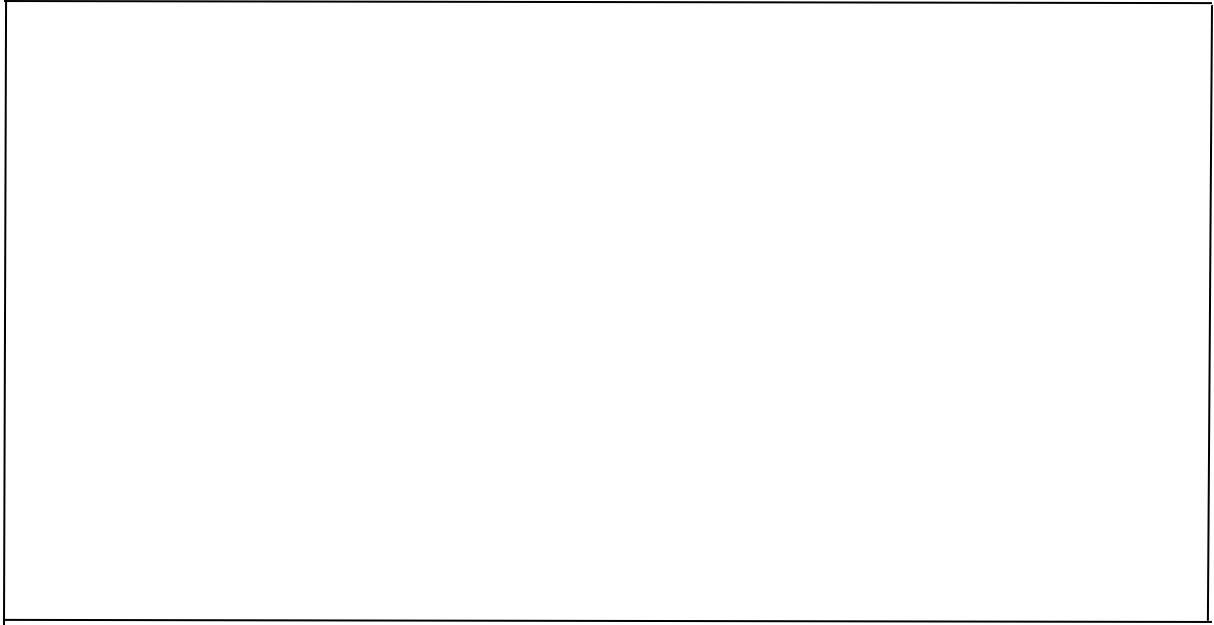
oa

ee

ea

80

Sort 20: Review CVVC Patterns ai, oa, ee, ea



Two sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

A set of handwriting practice lines. It consists of two identical horizontal sections. Each section has a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

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

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the page, providing a structured area for practicing letter formation and alignment. There is no text or other markings on the paper.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



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

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



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

Short i (CVC) and Long i (CVCe,
VCC-igh, and CV Open Syllable-y)

Sort
21

sigh	bliss	night
try	twice	quit
bright	white	dry
fight	cry	whisk
grill	grim	quite
high	shy	rise
grime	sky	

Sort 21: Short i (CVC) and Long i (CVCe, VCC-igh, and CV Open Syllable-y)

81


Short i (CVC) and Long i (CVCe, VCC-igh, and CV Open Syllable-y)

Sort 21: Short i (CVC) and Long i (CVCe, VCC-igh, and CV Open Syllable-y) (83)

i CVC	i CVCe	igh vcc	y=i CV
quick	write	might	why



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

 Say each short i and long i word. Write on the lines words from the box that have each vowel pattern.

dry	sign	bliss	night	try	fight	quite	quit
bright	white	cry	whisk	grime	sky	grill	twice

i CVC	i CVCe	igh VCC	y=i CV
quick	write	might	why

Name: _____



Social Studies At Home

I can identify responsibilities of people in my community.

I can identify problems in my community.

I can do things to inform and help my community.

"Community- a place where people live, work and play together."

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>Create a community out of building materials (blocks, legos, boxes, etc.) List two places you chose to include in your community and what responsibilities the people in those places may have. Example: I built a <u>school</u>. The people in this place are responsible for <u>teaching and learning</u>.</p> <p>1) I built a _____. The people in this place are responsible for _____.</p> <p>2) I built a _____. The people in this place are responsible for _____.</p> <p>Adult Initials: _____</p>	<p>What does it look like to be a community helper? Think of 3 things that you could do around your home to help your family community. Put a check next to each thing when you do it. Example: I can help my family by doing the dishes. <input checked="" type="checkbox"/></p> <p>1) _____ <input type="checkbox"/></p> <p>2) _____ <input type="checkbox"/></p> <p>3) _____ <input type="checkbox"/></p> <p>Adult Initials: _____</p>	<p>Create a map of your neighborhood in pencil (the places around where you live). Don't forget to label important buildings or places.</p> <p>Look at your map and think about what improvements you could make to help your community. Add those improvements to your map with the color red (red pencil, crayon, or marker).</p> <p>For example my community didn't have a drinking fountain or playground... so I decided to add drawings of those in red to make my community even better!</p> <p>Adult Initials: _____</p>
<p>Think of people who are being helpers during this time (nurses, firefighters, police, etc.) write a letter thanking them for what they are doing</p>	<p>Make a poster telling and showing people ways to stay healthy (washing hands, covering your mouth when you cough, eating healthy</p>	<p>Choose a helper from your community. On the following page share the helper that you chose, where they work, the tools they use, and how</p>

<p>and mail it.</p> <p>Adult Initials: _____</p>	<p>foods, etc.)</p> <p>Adult Initials: _____</p>	<p>they help the community.</p> <p>Adult Initials: _____</p>
<p>Watch the Video: https://www.youtube.com/watch?v=IGC0zxgRNJQ</p> <p>What different communities do you belong to? List 3 below. Example: Pathfinder Community.</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>Talk to an adult about the responsibilities you have in each community.</p> <p>Adult Initials: _____</p>	<p>Make a Mini Book!</p> <p>On the following pages you can make your own mini book titled "I Can Make My Community Better!"</p> <p>On each page tell and draw at least one idea of something you can do to make that community a better place!</p> <p>Adult Initials: _____</p>	<p>Play the community Helper Board Game</p> <p>Use small toys as your game pieces. Roll the dice (one can be found in the math section) and move your piece that many spaces.</p> <p>Read the name of the location you landed on. Tell a community helper that works at that location and what they do. If you are correct, you get to stay. If you cannot name a community helper and their responsibility you go back. Race to the finish!</p> <p>Adult Initials: _____</p>
<p>What is something that you would like to change or fix in your family community?</p> <p>_____</p> <p>How would you like to solve or fix the problem?</p> <p>_____</p> <p>Adult Initials: _____</p>	<p>Interview a Parent - Ask them the following questions:</p> <p>1) What responsibilities do you have in our family community?</p> <p>2) How else can I help our family community?</p> <p>2) What other responsibilities will I get to have in our family community as I get older?</p> <p>Adult Initials: _____</p>	<p>When you are back at school: What is something that you would like to change or fix in your school community?</p> <p>_____</p> <p>How would you like to solve or fix the problem?</p> <p>_____</p> <p>Adult Initials: _____</p>

Choose 2 of your favorite projects and take a picture of them to share with your teacher!

This is a _____.

They work at a _____.

They use these tools:

1. _____
2. _____
3. _____

They help the community by _____.



I Can Make My
Community Better!
A Mini book By



At my house...



At my school...



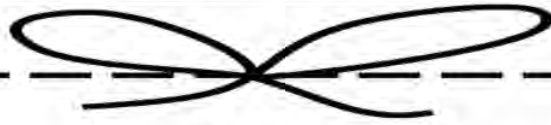
In my town...



In my state...







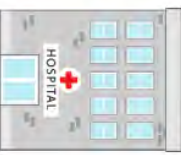
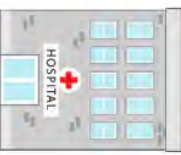






In my country



In my world





















I love my many communities.

Start		Finish	
			
dentist office		dentist office	
			
fire station		fire station	
			
hospital		hospital	
			
library		library	
			
police station		police station	
			
post office		post office	

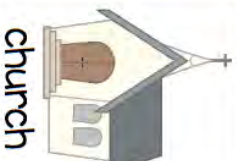
Community Helper Board Game

Put your markers on the “**Start**” spot. Roll the die and move that many spaces. Name a community helper that works at that location. If you can’t name a community helper, go back to the spot you were on. The first one to the “**Finish**” spot wins.



			
flower shop		flower shop	
			
restaurant		restaurant	
			
farm		farm	
			
animal clinic		animal clinic	
			
recycling & garbage center		recycling & garbage center	
			
grocery store		grocery store	
			
zoo		zoo	
			
hair salon		hair salon	
			
bank		bank	

Move back 1 space



church

Move back 1 space



school

Move back 1 space

"Have a nice new life!"
Max called to the things.



16

The Race to RECYCLE



by David Melner • illustrated by Scott Tuxen

Jenny let her friends inside.
They put the bottles, jars, cans,
and newspapers into bins.
They were just in time
for the truck.



17

Max ran to his sister's room.
"Tanya, get up. It's Monday!"



18

Max woke up early.
His eyes grew big.



"Thanks for your help!" said the man.
He put the bottles, jars, cans,
and newspapers into the truck.



Tanya looked at the clock. "Hurry!
The truck comes in five minutes,"
she said.



Tanya and Max ran to Jenny's house.
Max went up the tree by her window.
"Hey, Jenny! It's Monday! You have
to put your bins out!"



"Tanya, what happens to these things?" Max asked.



10

He put the can in the bin.



7

"Look!" Max said. "Jenny's bins are not out yet! I bet she forgot to put them out."



12

Max put the old newspapers in the bin. Tanya cleaned out the old bottles and jars.

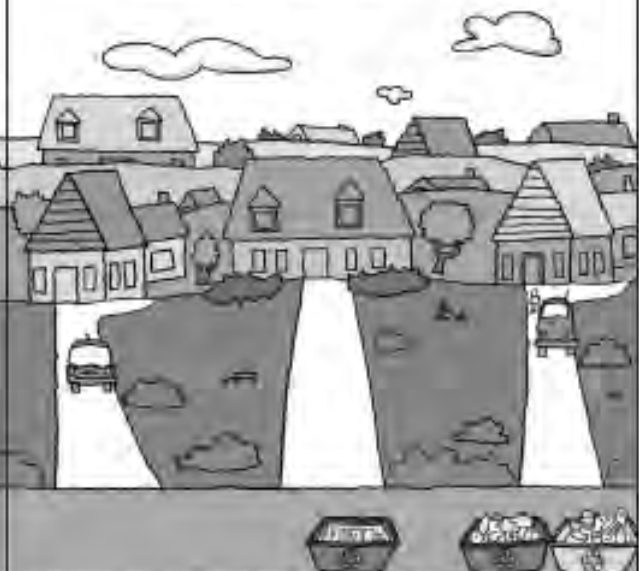


8

Tanya and Max ran to the street and looked around. The other bins on the street were still full.



"We made it!" Tanya said.
"The truck has not come yet."



Max found some juice left from the night before. "Cool!" he said as he drank the rest.



"They are made into new things," Tanya said. "They get a new life."





ocean



lake



river



hill



Where do
you live?



mountain



plain



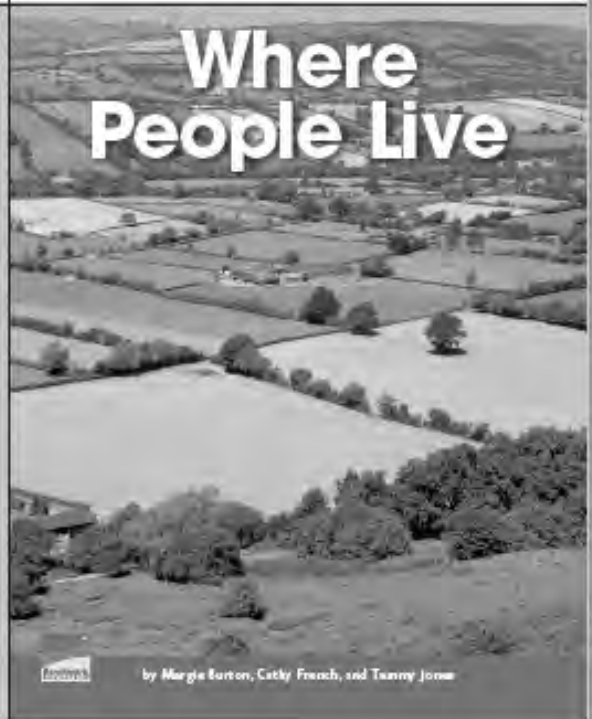
desert



forest

13

Where People Live



benchmark

by Margie Burton, Cathy French, and Tanny Jones

Look at me!

I live in a forest. A forest
has many trees all around.
It rains a lot here. I like
to climb the trees and play
in my treehouse.



14

Look at me!

I live by the ocean.
It has a lot of water.
It is very big.
I like to play in the sand
and the water.

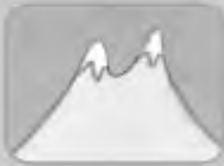


15

Where People Live

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We live in all kinds of places. Some people live by water.



Some people live on land that is high.

Some people live on land that is flat.



2

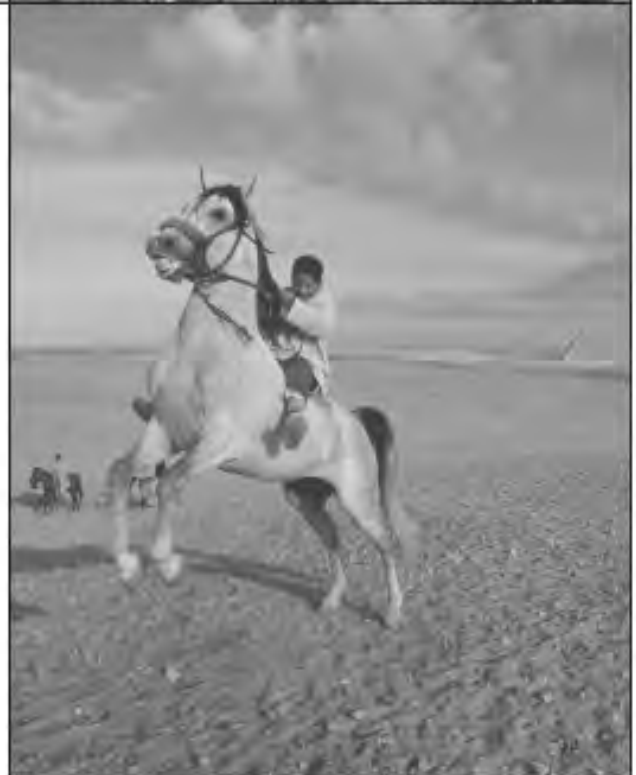


15

Look at me!
I live by a lake. A lake can be little or big. It has land all around. I like to go for rides in the boat.



4



Look at me!
 I live on a plain.
 The land is very flat.
 You can see things that
 are very far away.
 I like to help
 my grandma
 on the farm.



10

Look at me!
 I live on a hill. The hill
 goes up high. I like to ride
 my bike up and down the hill.



7

Look at me!
 I live in the desert.
 It is very hot and dry.
 We do not get much rain.
 I like to ride my horse
 all around.



5

12

Look at me!
 I live by the mountains.
 A mountain is very high.
 It is very cool here.
 In the winter, I like
 to play in the snow.



Look at me!
 I live by a river. The river
 is long. It takes water to lakes
 and to the ocean. I like to play
 in the river.



Families work and play together.
They like to be together.



They work together.
They have fun together, too.



Families Work and Play Together



Kim and her mom
play games together.
Kim likes to win.
So does her mom!



Families work together
in many ways.

Pam's family makes dinner.
Everyone helps. Pam sets
the table. Todd helps, too.
He makes the salad.

4



Jon's family takes
long rides together.



13

The people in a family
do many things together.



2

Ellie works in the garden.
She helps her grandmother
and grandfather plant flowers.

6



They are having fun!



11

Ted and his dad wash the car.
They keep their car clean.
Now Ted and his dad are clean!

6



Ben and his family
wash the car together.
They like to keep it clean.

8



Families have fun together, too.
Janna's family likes to go swimming.

10



5



7



12



Jon and his grandfather
like to fix bikes.