# Caesar Rodney School District - Snow Day Activity Board

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math-Grade Level Practice Problems</th>
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<tbody>
<tr>
<td>30 Minutes of Rider Reading Time</td>
<td>All students will work on grade level practice problems based on previously taught concepts.</td>
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<tr>
<td>All students will bring home their Rider Reading Bags with 3-5 books to support reading and power goal work. Please complete the 100 Book Challenge Reading Log.</td>
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<table>
<thead>
<tr>
<th>Science</th>
<th>Writing/Word Study</th>
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<tbody>
<tr>
<td>Students will work on the science extensions.</td>
<td>Grades K-2: Students will work on word study activities based on previously taught concepts</td>
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</tbody>
</table>

| Social Studies | |
|----------------||
| Grades K-2: Students will create a story map using key memorable events of their life. ([See Example](#)) | Grades 3-5: Students will work on writing activities based on previously taught concepts. |
| Grade 3: Students will interview members of their household or community. ([See Example](#)) | |
| Grades 4-5: Students will think of problems, challenges, or issues that affect your school or community. Create a [business](#) that will solve a problem. |

*Students can use the Clever platform to access apps including i-Ready, ARC bookshelf Reading, SORA, EPIC, etc.*
## Key Words

Use Key Words to read and spell more words.

<table>
<thead>
<tr>
<th>tail <img src="https://via.placeholder.com/150" alt="image" /></th>
<th>nest <img src="https://via.placeholder.com/150" alt="image" /></th>
<th>smoke <img src="https://via.placeholder.com/150" alt="image" /></th>
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<td>rain <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>ice <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>store <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>duck <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>tank <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>ring <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>skunk <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>car <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>skate <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>light <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>gold <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>bell <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>rock <img src="https://via.placeholder.com/150" alt="image" /></td>
<td>ear <img src="https://via.placeholder.com/150" alt="image" /></td>
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<td>snow <img src="https://via.placeholder.com/150" alt="image" /></td>
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Week 1

cap
bug

Stand up. Sit down. Read these words fast!

chip
bell
Spelling Words

Week 1

cap
map
ship
mug
bell

flap
chip
bug
rugs
yell
# Word Study: -ap

## Week 1: Day 1

1. Say

2. Write the missing letters. Read the words.

   \[ \_ a p \ c \_ p \ c a \_ \]

3. Spell

4. Say

5. Write the missing letters. Read the words.

   \[ \_ a p \ m \_ p \ m a \_ \]

6. Spell

7. Read the words out loud. Underline \textbf{-ap} in each word.

   cap  \quad map  \quad lap  \\
   flap \quad  \quad slap  \quad  sap  \\
   nap  \quad  \quad  tap  \quad  trap

8. Say and write the words. Circle \(\textbf{ap}\) in each word.

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   This is my blue \underline{blue}. 
Read the sentence. Read the words. Finish the sentence. Read the sentence again.

1. A cat can _______ .
   nap clap

2. I get a pan to _______ .
   cap cook

3. The _______ is wet.
   mop trap

4. He put on his _______ .
   flap crown

5. We run a _______ on the track.
   lap pot
<table>
<thead>
<tr>
<th></th>
<th>Say</th>
<th>Write the missing letters. Read the words.</th>
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<tbody>
<tr>
<td>1</td>
<td>Say</td>
<td><strong>ip ch_p chi</strong></td>
</tr>
<tr>
<td>2</td>
<td>Spell</td>
<td></td>
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<tr>
<td>3</td>
<td>Spell</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Say</td>
<td>Write the missing letters. Read the words.</td>
</tr>
<tr>
<td>5</td>
<td>Say</td>
<td>__ip sh_p</td>
</tr>
<tr>
<td>6</td>
<td>Spell</td>
<td></td>
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<tr>
<td>7</td>
<td>Read the words out loud. Underline <strong>-ip</strong> in each word.</td>
<td></td>
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<tr>
<td>8</td>
<td>Say and write the words. Circle <strong>-ip</strong> in each word.</td>
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**chip**    **ship**    **hip**
**zip**     **tip**     **lip**
**clip**    **clips**  **lips**

**Do you clip your chips?**
**yes**     **no**
Zip-Zap!

Week 1: Day 2

Zip through -ip words. Read them fast!

chip  hip  dip
sip  slip  lip
ship  ships  hips
lips  flips  clips

Zap the -ap words. Read the words. Color the boxes with the words that rhyme with zap.

<table>
<thead>
<tr>
<th>clap</th>
<th>trap</th>
<th>zip</th>
<th>map</th>
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<tbody>
<tr>
<td>lake</td>
<td>tap</td>
<td>hit</td>
<td>slap</td>
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<tr>
<td>jet</td>
<td>nap</td>
<td>sip</td>
<td>flap</td>
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<tr>
<td>1. Say</td>
<td>2. Write the missing letters. Read the words.</td>
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<td>--------</td>
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<tr>
<td>![Bug Image]</td>
<td><em>ug b_g bu</em></td>
<td></td>
<td></td>
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<tr>
<td>3. Spell</td>
<td></td>
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<td>![Bug Image]</td>
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<td>4. Say</td>
<td>5. Write the missing letters. Read the words.</td>
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<tr>
<td>![Mug Image]</td>
<td><em>ug m_g mu</em></td>
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<td>6. Spell</td>
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<tr>
<td>![Mug Image]</td>
<td></td>
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<td>7. Read the words out loud. Underline -ug in each word.</td>
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<tr>
<td>bug</td>
<td>mug</td>
<td>rug</td>
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<tr>
<td>rugs</td>
<td>hugs</td>
<td>hug</td>
<td></td>
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<tr>
<td>tug</td>
<td>pug</td>
<td>plug</td>
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<tr>
<td>8. Say and write the words. Circle (-ug) in each word.</td>
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<tr>
<td>Do you love bugs?</td>
<td>yes</td>
<td>no</td>
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</tbody>
</table>
Read the words. Circle the word that matches the picture.

rap  rip  rat

clap  clip  cup

hop  hug  hot

bug  big  bag

mug  map  meat

tap  tip  tug
Word Study: -ell

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<tr>
<td>1. Say</td>
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<td>![Bell]</td>
<td><em>ell b_ll be</em>_</td>
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<td>3. Spell</td>
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<tr>
<td>6. Spell</td>
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<td>![Bell]</td>
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7. Read the words out loud. Underline -ell in each word.

bell    shell    smell
sell    tell    yell
yells   sells    spells

8. Read the sentence.

Do not tell that she sells shells.
A **noun** is a person, place, thing, or idea.
Use nouns to finish the sentences.
Read the sentences.

1. I am ____________________________.

2. I like ____________________________.

3. I do not like ________________________.

4. I love ____________________________.
Ready, Set, Read!

- Red car: slip, tell, hug, snap, ship, sell, mug, map, bell, rugs
- Green car: trap, bug, hip, wells, chip, cap, well, snug, flip, smell
- Blue car: trip, nap, shells, slug, bells, flap, snip, yell, pug, tells
- Orange car: plug, shell, zap, dip, slugs, trips, smells, snaps, spell, tug
Say the names of the pictures.
Write the words.
Read the words.

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<tbody>
<tr>
<td>1. Bell</td>
<td>2. Beetle</td>
<td>3. Pizza slice</td>
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<tr>
<td>10. Rug</td>
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You can do it! Look at page 9.
Handwriting: Pp

Say the letter name.

Make the sound.

Trace it with your finger.

Circle your best P.

Circle your best p.

Write your very best p.

Write a word with P or p.

Write a lot of p's as fast as you can.
Handwriting: Uu

Say the letter name.

Make the sound.

Trace it with your finger.

Uū Uū Uū

Circle your best U.

u u u u u

Circle your best u.

Write your very best u.

Write a word with U or u.

Write a lot of u’s as fast as you can.
Well, well, well... Look who can read these words!
Week 1

flips  hugs  trap  shells  clap  skip  drip  snug  fell  dug

Snap to it!
Section A: Practice Problems

1. Pre-unit

There are 2 plants in the classroom.
The teacher brings 3 more plants.
How many plants are in the classroom now?
Show your thinking using drawings, numbers, or words.

2. Pre-unit

There are 8 cars parked on the street.
Some cars are red and some are blue.
Show how many red and blue cars could be on the street.
Show your thinking using drawings, numbers, or words.
3. **Pre-unit**

Write a number in the blank to make each equation true.

a. \(7 + \square = 10\)

b. \(4 + \square = 10\)

c. \(\square + 2 = 10\)

4. There are 7 books on the shelf.
   Mai takes 2 of the books off the shelf.
   How many books are on the shelf now?
   Does this story match the equation \(7 - 2 = 5\) or \(7 + 2 = 9\)?
   Show your thinking using drawings, numbers, or words.

Equation: ________________________

(From Unit 2, Lesson 2.)
5. There were 7 kids playing in the swimming pool.  
    Then some more kids came to play with them.  
    Now there are 10 kids playing in the swimming pool.  
    How many kids came to play?  
    Show your thinking using drawings, numbers, or words.

(From Unit 2, Lesson 3.)

6. There were 3 students on the playground.  
    Some more students came to the playground.  
    Now there are 9 students on the playground.  
    How many students came to the playground?  
    Show your thinking using drawings, numbers, or words.

Equation: _______________________

(From Unit 2, Lesson 4.)
7. Exploration

a. Write an addition or subtraction story problem about something you did this week.


b. Trade your problem with a friend and solve your friend's problem.
8. **Exploration**

Choose one of the equations.

a. $5 + \square = 8$

b. $8 - 3 = \square$

c. $3 + \square = 8$

d. $5 + 3 = \square$

Write a story problem that the equation matches.

______________________________

______________________________

______________________________

______________________________

Trade with a partner and decide which equation matches your partner’s story.
Section A: Practice Problems

1. Pre-unit

For each picture, write a number for how many you see.

a.

b.

c.
Match each picture with an expression.

- 10 + 8
- 5 + 4
- 10 + 4
- 10 + 6
3. **Pre-unit**

There were 5 monkeys swinging in the tree.
Then 2 more monkeys came to join them.
How many monkeys are in the tree now?
Show your thinking using drawings, numbers, or words.

4. Find the value of each sum.

   a. $7 + 1$

   b. $4 + 2$

   c. $5 + 5$

   (From Unit 3, Lesson 1.)
5. Find the value of each sum.
   a. 6 + 2
   b. 1 + 8
   c. 2 + 7
   d. 9 + 1

(From Unit 3, Lesson 2.)

6. Select 3 true equations.
   A. 7 + 2 = 5 + 4
   B. 1 + 6 = 3 + 2
   C. 4 + 4 = 2 + 6
   D. 5 + 3 = 5 + 4
   E. 3 + 7 = 5 + 5

(From Unit 3, Lesson 3.)
7. a. Write an equation that matches this 10-frame.

![10-frame diagram]

b. Write 2 equations that show other ways to make 10.

(From Unit 3, Lesson 4.)

8. Find the value of each expression.
   Show your thinking using drawings, numbers, or words.
   a. $4 + 3$
   b. $7 - 3$
   c. $8 - 2$

(From Unit 3, Lesson 5.)
9. There are some counters in the cup.  
Lin puts in 5 more counters.  
Now there are 9 counters in the cup.  
How many counters were in the cup before Lin added more?  
Show your thinking using drawings, numbers, or words.

(From Unit 3, Lesson 6.)

10. Exploration

Here are some numbers: 1 2 4 5 7

a. Can you make 10 using 2 of the numbers? Show your thinking using drawings, numbers, or words.

b. Can you make 10 using 3 of the numbers? Show your thinking using drawings, numbers, or words.
11. **Exploration**

Find the number that makes each equation true. Show your thinking using drawings, numbers, or words.

a. $7 + 2 = \square + 5$

b. $3 + \square = 5 + 5$

c. $\square + 1 = 3 + 5$
First Grade Science
We will start learning about light and sound.

We will be engineers who work with light and sound. Today we will learn what light and sound engineers do.

Let’s get ready by observing some pictures. You will need a partner to talk with.
For each picture, describe what you notice.
What was the **same** in all of the pictures we just observed?
Let's think about what we know about how brighter and darker areas on a surface, such as a wall or the ground, might be made.

We will look at one of the pictures again. It shows brighter and darker areas on a wall. We will discuss our ideas about why some areas are brighter and some areas are darker.

How do you think someone made those brighter and darker areas on the wall?
Find the Thinking About Brighter and Darker Areas page.

🔍 Draw to show how you think someone made the brighter and darker areas on the wall.
Label your drawing.

Now, look around you and find bright and dark areas.
Talk about why the areas you find are bright or dark.
A puppet-theater company has come to us with a problem that they think we can solve by using light and sound.

Their puppet shows use many heavy parts that are difficult to carry around.

They are hoping that we can figure out how to use light to make a picture on a wall instead.

Using light to make a picture will make it so the puppet-theater company will not have to carry all the heavy parts to their shows.
Now, we'll look at pictures of their puppet shows.

Think about what you notice in the pictures.
We can see light shining from the left side.

Light can be used to do many different things. It can help us see what is around us, it can send signals, and it can be used to make pictures on walls.

We can also see the musicians on the left side.

They are making sound for the show.