<table>
<thead>
<tr>
<th>Writing/Word Study</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td><em>Grades 3-5: Students will work on writing activities.</em></td>
<td><em>Grades K-2: Students will work on word study.</em></td>
</tr>
<tr>
<td><em>Grades 3-5: Students will work on writing activities based on previously taught concepts.</em></td>
<td><em>Grades K-2: Students will create a story map using key events of their life (see example).</em></td>
</tr>
<tr>
<td><em>Grades 4-5: Students will think of problems, challenges, or issues that affect your school or community. Create a business community.</em></td>
<td><em>Grades 3: Students will interview members of their household or memorable events of their life (see example).</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
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<tbody>
<tr>
<td><em>All students will work on grade level practice problems.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td><em>Reading Log.</em></td>
</tr>
<tr>
<td><em>All students will bring home their Rider Reading bags.</em></td>
</tr>
<tr>
<td><em>Reading Time.</em></td>
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<table>
<thead>
<tr>
<th>30 Minutes of Rider Reading Time</th>
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*Casey Rodway School District - Snow Day Activity Board*
## Long “A”

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<tr>
<th></th>
<th>a</th>
<th>a_e</th>
<th>ai</th>
<th>ay</th>
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<td></td>
<td>April</td>
<td>rake</td>
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<td>ray</td>
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### Additional Examples

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<th>train</th>
<th>runway</th>
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</tr>
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<td>bacon</td>
<td>baseball</td>
<td>apron</td>
</tr>
<tr>
<td>rainbow</td>
<td>stays</td>
<td>paint</td>
<td>today</td>
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<td>Long “E”</td>
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<td>e</td>
<td>y</td>
<td>ee</td>
<td>ea</td>
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<td>treetop</td>
<td>dirty</td>
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<td>daydream</td>
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<tr>
<td>nobody</td>
<td>eating</td>
<td>she</td>
<td>even</td>
</tr>
<tr>
<td>peeking</td>
<td>secret</td>
<td>teapot</td>
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<td>sidewalk</td>
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<tr>
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<td>try</td>
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<tr>
<td>flyer</td>
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<td>Long “O”</td>
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<td>o_e</td>
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<tr>
<td>no</td>
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<table>
<thead>
<tr>
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<tr>
<td>stone</td>
<td>toaster</td>
<td>tadpole</td>
</tr>
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<td>over</td>
<td>coated</td>
</tr>
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### Long “U”

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<td>cube</td>
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<table>
<thead>
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<tr>
<td>rule</td>
<td>tune</td>
<td>human</td>
</tr>
<tr>
<td>tuna</td>
<td>flute</td>
<td>unit</td>
</tr>
<tr>
<td>music</td>
<td>student</td>
<td>use</td>
</tr>
</tbody>
</table>
Heart Map: Fill the heart below with images and words that represent you and what you care about.
Writing

Now pick something from your Heart Map and explain what it means to you.
Writing

Write about something on which you are already an expert. This might be a sport, a video game, an author or series, how to take care of a pet, or how to make something. Make sure that you include information to teach the class about this topic.
Section A: Practice Problems

1. Pre-unit

There are 17 squirrels in a pine tree. There are 12 squirrels in an oak tree.

a. How many fewer squirrels are in the oak tree than in the pine tree? Show your thinking.

b. Write an equation for this situation.

2. Pre-unit

Fill in the blank to make each equation true.

a. $7 + 9 = \underline{\hspace{1cm}}$

b. $15 - 8 = \underline{\hspace{1cm}}$

c. $6 + \underline{\hspace{1cm}} = 11$

d. $\underline{\hspace{1cm}} - 4 = 13$
3. **Pre-unit**

There are some frogs in the pond. Then 5 more frogs jump into the pond. Now there are 11 frogs in the pond. How many frogs were in the pond? Show your thinking.

4. Here are some connecting cubes.

   ![Train 1](image1)

   ![Train 2](image2)

   a. How many connecting cubes are there altogether? Show your thinking.

   b. How many more cubes are there in train 1 than in train 2? Show your thinking.

(From Unit 2, Lesson 1.)
5. Find the number that makes each equation true in a way that makes sense to you. Show your thinking.

a. \( 26 + 51 = \) ____

b. \( 35 + \) ____ = 67

(From Unit 2, Lesson 2.)

6. There are 34 children in Mai’s classroom. There are 21 children in Noah’s classroom. How many more children are in Mai’s classroom than in Noah’s classroom? Show your thinking using drawings, numbers, or words and write an equation.

(From Unit 2, Lesson 3.)
7. Exploration

Jada added 3 different numbers between 1 and 9 and got 20.

a. What could Jada’s numbers be? Give three different examples.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

b. If Jada used 6, what are the other two numbers? Explain your reasoning.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8. Exploration

a. Make a list of 10 pairs of numbers that add together to make 100.

b. What patterns do you notice in your pairs of numbers?
9. **Exploration**

Tyler likes representing addition using base-ten blocks. Here is how Tyler represented a sum.

![Base-ten blocks diagram]

a. How can Tyler's base-ten blocks help to find the solution to the equation $25 + \underline{\hspace{1cm}} = 43$?

b. What other addition equations could Tyler’s cubes show?

c. What could he do to make his meaning clearer?
Section A: Practice Problems

1. Pre-unit

How many connecting cubes long is the rectangle?

2. Pre-unit

Jada has 16 red counters. She has 7 fewer yellow counters than red counters. How many yellow counters does Jada have? Show your reasoning with words, pictures, or numbers.
3. **Pre-unit**

A

B

C

a. Which rectangle is the longest?

b. Which rectangle is the shortest?
4. **Pre-unit**

Find the value of each expression.

a. $52 + 30$

b. $38 + 9$

c. $35 + 16$

d. $85 - 7$

5. How many centimeters long is each rectangle?

a. 

b. 

(From Unit 3, Lesson 1.)
6. Here is a rectangle.

![Rectangle Image]

a. How many centimeters wide is the rectangle?

b. How many centimeters tall is the rectangle?

(From Unit 3, Lesson 2.)
7. How many centimeters long is each side of the triangle? Label each side.

(From Unit 3, Lesson 3.)
8. Here is a rectangle.

a. Estimate how many centimeters long the rectangle is.

 ______ cm

b. Measure the rectangle and record the measurement.

 ______ cm

c. How does your estimate compare to the actual length?

____________________________________________________

____________________________________________________

____________________________________________________

(From Unit 3, Lesson 4.)
9. A python is a snake that grows up to 9 meters in length.
   a. Is the python longer or shorter than the animals you measured?

   b. Is the python longer or shorter than the alligator and adult cobra together?

   (From Unit 3, Lesson 5.)

10. Andre's snake is 85 centimeters long. His lizard is 28 centimeters long. How many centimeters longer is Andre's snake than his lizard? Show your thinking.

   (From Unit 3, Lesson 6.)
11. **Exploration**

Here are 2 rectangles.

\[ \text{Diagram of two rectangles} \]

a. Which rectangle do you think is longest?

b. Measure with a centimeter ruler to check your guess.

12. **Exploration**

a. Look for objects in the classroom that are about 1 centimeter long. Measure them and see how close they are to 1 centimeter.

b. Look for objects in the classroom that are about 1 meter long. Measure them and see how close they are to 1 meter.
Second Grade Science
We have been working as **plant scientists** to help the lead scientist at the Bengal Tiger Reserve figure out why there are no new chalta trees in the reserve.

We have been **investigating how seeds get to new places**.
We've learned that elephants in the broadleaf forest habitat help **disperse the seeds** of the chalta trees to places where they can grow.

The elephants can't get into the Bengal Tiger Reserve anymore.

That means the chalta seeds **aren't getting dispersed**.
Chalta trees **depend** on elephants to move their seeds to a good place to grow.

Elephants **depend** on chalta trees for food.

The chalta trees are just one kind of plant in the Bengal Tiger Reserve.

There are also **sal trees**, **fig trees**, and **red silk trees** that live there.
Chapter 4 Question

How are other seeds in the reserve able to get to places where they can grow?

We can read *Handbook of Habitats* to gather information about other seeds.

Read pages 18 and 19.
Indian Fig Trees
Indian fig trees are another type of fruit tree in the broadleaf forest. They can grow twice as tall as chalta trees. Their flowers are tiny and white. Indian fig flowers attract wasps, which move pollen from flower to flower. Birds and monkeys eat the bright red fruit. These animals swallow the seeds whole.

Sal Trees
Sal trees grow slowly, but they can get very tall. Their large, shiny leaves are eaten by many animals. They have pale yellow flowers. Wind takes pollen from the flowers and carries it to other sal trees. The seeds are hard and have flat parts sticking out.

Red Silk Trees
Red silk trees grow tall and straight. If a red silk tree gets enough water, it can grow to three times its normal size. The tree's flowers are red and shaped like cups. They attract many different types of birds and insects. The seeds are surrounded by white fluff.

How do you think the seeds of the fig tree are dispersed?
Do you think animals eat the seeds of the sal tree or the red silk tree? Why or why not?
The **structure** of a plant part can help with the **function** of getting the plant's **seeds dispersed**.

Now, we will use the Think-Draw-Pair routine again to share our ideas. You will need a partner to talk with.

**Think**
Think silently about the question.

**Draw**
Draw your ideas.

**Pair**
Talk to your partner about your ideas.

*Your partner can be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!*
Find the Think-Draw-Pair: Sal and Red Silk Trees page.

Follow the directions and the Think-Draw-Pair routine to complete the page.

Now is a good time to take a break.
To investigate how other seeds in the reserve get dispersed, we need to think about how seeds that aren’t eaten by animals get to a good place to grow into new plants.

Now, we are going to investigate this question:

How do seeds that animals don’t use for food get dispersed?
We will read Investigating Seeds. This book is about some friends who investigate how seeds get dispersed.

Our **purpose** for reading is to find out how seeds that are not eaten by animals get dispersed.

Find the Reading Investigating Seeds page.

Record a **purpose** for reading.
Read Investigating Seeds.

Then, draw and label to complete the page.

Mateo, Noor, and Joy were playing at Yael’s house after school. The kids noticed a plant growing in a crack. It was one little plant by itself. It was in the front walk, away from any other plants.

“I wonder how it got here,” said Mateo.
They looked more closely at the plant. It had small **leaves** in groups of three. It had round, spiky parts too. It was an interesting plant.

"Maybe my mom planted it," said Yael. They went to ask her. Yael’s mom said no. She didn’t plant anything in the front walk.

"It must have grown from a **seed**" said Noor. At school, the kids had watched seeds **sprout**. The seeds had grown into plants. Now Yael’s plant was on the windowsill at home.

Yael’s mom asked them to show her the plant growing in the crack outside.

---

They showed the plant to Yael’s mom. "I know this kind of plant," she said. "It’s a burclover. The round, spiky parts are the seeds of the plant. Our dog sometimes gets pricked by burclover seeds."

Yael’s mom pulled the plant up. She didn’t want the dog to get hurt.

"Could we have the plant if you don’t want it?" asked Yael.

"Sure," said Yael’s mom, "What are you going to do with it?"

Joy said, "We want to **investigate** it. We want to find out how it got here."
"Do you have any ideas about how it happened?" asked Yael's mom.

Noor said, "We think it must have grown from a seed like this one. We want to find out how the seed got to the crack."

The kids wanted to know more about how seeds can get to new places. They looked at a book about plants. The book said seeds can be dispersed by:

- blowing in the wind
- being carried by animals in their fur
- being eaten by animals and then left in droppings

The kids talked about how burclover seeds might get dispersed. They didn't think burclover seeds get dispersed by being eaten and then left in droppings.

Joy said, "Animals wouldn't like to eat those spiky seeds."

Noor said, "I don't think an animal would leave droppings in that little crack where the plant grew!"

Mateo thought maybe burclover seeds blow in the wind. Yael thought maybe they get stuck in animal fur. She said her dog's fur sometimes had stuff stuck in it.

"How will we be able to tell which it is?" asked Mateo.

"Let's test!" said Yael. "We can blow some seeds around and get them stuck in animal fur. We can see which one disperses the seeds better: wind or fur."
Yael asked her mom if they could use the dog to test whether burclover seeds can be carried by fur. Her mom said, “No—I don’t want the dog getting pricked by burclover seeds.”

“How can we investigate, then?” asked Yael.

“Maybe you can use a model,” said her mom, “Find something that’s soft and fuzzy like fur.”

Yael and the other kids looked for something fuzzy. They found a piece of fake fur in the craft supplies. It was bright yellow. The color didn’t matter, though. The fake fur was soft and fuzzy, just like real animal fur. It was a good model for fur.

Next, the kids planned how they would investigate. They thought about how to make wind blow the seeds. They decided they needed a fan. The fan would be a model of wind blowing.

They got all their stuff together. They had a fan, the fake fur, and some seeds. “How can we tell whether wind or fur does a better job of dispersing burclover seeds?” asked Noor.

“We should measure!” said Joy.

Some of the kids thought they should count how many seeds moved. Other kids thought they should measure how far the seeds went. They thought about it for a while. They really wanted to know how far burclover seeds could go. They decided to measure the distance.

The ruler was only 30 centimeters (12 inches) long. That didn’t seem long enough. Yael’s mom let them use the tape measure. They unrolled it all the way. The tape measure was more than 3.5 meters (12 feet) long!
Yael tested the fur first. She put some burclove seeds on the floor. Then she swiped the fur across the floor. Seeds stuck to the fur. The seeds moved with the fur as she swiped it across the floor. Some seeds fell off along the way. The kids measured how far each seed went before it fell off the fur.

Next, Mateo tested the fan. He put some burclove seeds on the floor. Then Yael’s mom helped him plug in the fan and turn it on. He pointed the fan at the seeds. The air from the fan blew the seeds across the floor. Again, the kids measured how far the seeds went.

The kids did each test five times. Joy and Noor measured carefully. Then they recorded the data. They wrote the numbers showing how many centimeters each seed moved.
After they were finished, the kids sat down again and looked at all their data. The data told them a lot. Wind and fur both moved burclover seeds. The seeds moved much farther on fur than they did in wind, though.

How Far Seeds Moved (measured in centimeters)

<table>
<thead>
<tr>
<th>trial</th>
<th>stuck to fur</th>
<th>blown by wind</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>85 cm</td>
<td>56 cm</td>
</tr>
<tr>
<td>2</td>
<td>206 cm</td>
<td>12 cm</td>
</tr>
<tr>
<td>3</td>
<td>43 cm</td>
<td>25 cm</td>
</tr>
<tr>
<td>4</td>
<td>more than 350 cm</td>
<td>53 cm</td>
</tr>
<tr>
<td>5</td>
<td>211 cm</td>
<td>17 cm</td>
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</table>

The kids told Yael’s mom what they found out. They found evidence that burclover seeds can be dispersed by animals. Now they had an explanation for how the plant got in the crack. They said an animal got a burclover seed stuck in its fur. The seed fell off on the front walk and dropped into the crack. Then it sprouted and the plant grew there.

The kids were done investigating for now. They played until it was time to go home.

When Noor got home, she found a surprise. There was a burclover seed stuck to her sock! This burclover seed had gone a very long way. It went all the way from Yael’s house to her house! She decided to tell the other kids about it tomorrow.
Think about how the friends in the book used a model to investigate their question about how seeds are dispersed.

How have we used models in our investigations of living things and their habitats?

What different ways have you investigated plants in this unit so far?
End of @Home Lesson
Think-Draw-Pair: Sal and the Red Silk Trees

Directions:
1. Think about the question: How do you think the seeds of the sal tree and red silk tree are dispersed?
2. In the box below, make a drawing to explain your ideas.
3. Label your drawing.
4. Use your drawing to discuss your ideas with your partner.
Name: ___________________________ Date: ___________________________

Reading Investigating Seeds

Directions:
2. Read the book.
3. In the box below, draw a picture to show how the friends used a model to investigate how seeds get dispersed.
4. Label your drawing.

My purpose for reading is to ____________________________________________
_____________________________________________________________________
_____________________________________________________________________

Plant and Animal Relationships @Home Lesson 16
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A life map is a visual time line. It traces key moments in your life from the time you were born until the present day. The events and experiences you draw in your life map can make great starting points for writing topics, particularly for personal writing.

Your Turn Create your own life map.

1. Start your life map with the day you were born.
2. Record the dates of key moments in your life in time order.
3. Draw each event to help you remember it.
4. End your life map with the present day.