Dear Parent/Guardian(s),

This year the Arkansas Department of Education is allowing Little Rock School District (LRSD) to participate in Alternative Methods of Instruction (AMI) on inclement weather days, “Snow Days,” or any other day the district chooses to use an AMI day. This means that on these days’ students must complete one day’s worth of assignments for each day school is closed due to snow, ice or unforeseen circumstances.

This packet contains 5 days of assignments, which are labeled “Day 1,” “Day 2,” and so on and so forth. When students return to school, they must return their completed work to their teachers, and they will be counted present for school on the missed day(s).” Therefore, missed days will not have to be made up at the end of the school year, but a high percentage of student participation is required.

Please put this packet in a SAFE PLACE. It will be the family’s responsibility to keep up with all assignments to complete. When there is snow or ice in the weather forecast, you must wait for LRSD to announce that schools will be closed via district website and local news and radio stations. Then let your student get started on this packet. Teachers will be available by email to assist their students as needed.

The Watson staff is excited about the opportunity to participate in AMI. In order to ensure success with AMI, “Snow Day” packets will be accessible on our school page on the LRSD website, Facebook, and Class Dojo. We greatly appreciate your support in this effort!

Thank you,

Stephanie Walker, Principal
Watson Elementary School

Snow Day Packet / Alternative Methods of Instruction (AMI)

Estimado padre / madre / tutor (s),

Este año, el Departamento de Educación de Arkansas permite que el Distrito Escolar Little Rock (LRSD) participe en Métodos Alternativos de Instrucción (AMI) en días inclementes del clima o "Snow Days". Esto significa que en "Snow Days" los estudiantes deben completar un día de las asignaciones para cada día de escuela está cerrado debido a la nieve o el hielo.

Este paquete contiene 5 días de tareas, que están etiquetadas como "Día 1", "Día 2", y así sucesivamente. Cuando los estudiantes regresan a la escuela, deben devolver el trabajo completado a sus maestros, y serán contados como presentes para la escuela en el "Día de Nieve" que se perdió. Por lo tanto, los días perdidos no tendrán que recuperarse al final de el año escolar, pero se requiere un alto porcentaje de participación estudiantil.

Por favor, ponga este paquete en un LUGAR SEGURO. Será responsabilidad de la familia mantenerse al día con todas las tareas para completar. Cuando haya nieve o hielo en el pronóstico del tiempo, debe esperar a que LRSD anuncie que las escuelas se cerrarán a través del sitio web del distrito y las noticias y estaciones de radio locales. Luego, permita que su estudiante comience con este paquete. Los maestros estarán disponibles por correo electrónico para ayudar a sus estudiantes según sea necesario.

El personal de Watson está entusiasmado con la oportunidad de participar en AMI. Para garantizar el éxito con AMI, los paquetes de "Día de la nieve" estarán disponibles en nuestra página de la escuela en el sitio web de LRSD, Facebook y Class Dojo.

Agradecemos mucho su apoyo en este esfuerzo!

Gracias,

Stephanie Walker, directora
Write It

Letter Box

Say the picture name.
Then write the letter that stands for the first or last letter-sound you hear.

1. ve___
2. si___
3. ___et
4. ___et
5. ___ood
6. wa___e
7. ___and
8. ___en
9. ___am
10. ___est
11. nut___
12. ___ak

Dictation

1. I am in the ____o_____u____.
2. The ____a____ is ____e____.

Skill: Writing initial and final consonants

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Food to die for

Background knowledge
When living things die, other living things feed on them. If they have a skeleton or shell, it will be the only part left after all the soft parts are eaten. Earthworms feed on dead plants. Other animals, such as the maggots of flies, feed on dead animals. There are also tiny living things called microbes that feed on dead plants and animals. Bacteria and some fungi are microbes. When dead things decay, they are really being eaten by microbes!

Science activity
Here are some animals found in woodlands, where there are decaying leaves. Can you use this yes/no key to find their names?

Clue 1  Does the animal have six legs? If yes, it is a springtail.
         Does the animal have more than six legs? If yes, go to clue 2.

Clue 2  Does it have eight legs? If yes, it is a harvestman.
         Does it have more than eight legs? If yes, go to clue 3.

Clue 3  Does it have a broad, flat body? If yes, it is a woodlouse.
         Does it have a long, thin body? If yes, go to clue 4.

Clue 4  Does each section of the body have two legs? If yes, it is a centipede.
         Does each section of the body have four legs? If yes, it is a millipede.

This is a ........................................

This is a ........................................

This is a ........................................

This is a ........................................

Science investigation
⚠ Take extra care - ask an adult to supervise you.
Design and conduct an experiment to see what factors in the environment can affect the decay of an apple core. Examples of some factors are temperature, light, and moisture. Only one factor should be tested at a time.
Read It

Write the words that complete the sentence.
Then read the sentence out loud.

1. both wash

We ________ have to _________ the dog.

2. bush math

A white _________ landed on the _________.

3. ranch sheep

A flock of _________ live on that _________.

4. chimp think

I _________ I see a _________.

5. teeth whale

Does a _________ have _________?

---

Skill: Reading words with initial and final consonant digraphs

Day 1
**Write It**

**Letter Box**

<table>
<thead>
<tr>
<th>ch</th>
<th>sh</th>
<th>th</th>
</tr>
</thead>
</table>

Say the picture name. Listen to the last sound. Then write the missing letters to spell the word.

1. [Image of a picture]  
   wa______

2. [Image of an apple]  
   pea______

3. [Image of a fish]  
   ba______

4. [Image of a bench]  
   ben______

5. [Image of a tooth]  
   too______

6. [Image of a fish]  
   tra______

7. [Image of a sandwich]  
   sandwi______

8. [Image of a butterfly]  
   mo______

9. [Image of a fish]  
   fi______

10. [Image of a bird]  
    pa______

11. [Image of a sheep]  
    bu______

12. [Image of a ruler]  
    in______

**Dictation**

1. ________  
2. ________  
3. ________

*Skill: Writing final consonant digraphs*
Animal homes

Background knowledge
Animals can be found living in almost any place on Earth. The place where an animal normally lives is called its habitat. There are many different kinds of habitats, such as in grass, under the ground, in trees, in ponds or rivers, on the seashore, and in the ocean.

Science activity
Where would these animals normally live? Draw a line between each animal and its habitat.

- Worm
- Water snail
- Stickleback
- Centipede
- Crab
- Frog
- Rabbit
- Mackerel
- Millipede
- Butterfly
- Starfish
- Woodpecker

Science investigation
Create a poster about one type of habitat. Include the plants and animals that live in the habitat. What type of habitat is it? What is the source of food and shelter for the animals?
## Write It

### Letter Box

| a | e |

Say the picture name. Write the letter that stands for the **short** vowel sound you hear. Then read the word.

<table>
<thead>
<tr>
<th>1.</th>
<th>j__t</th>
<th>2.</th>
<th>c__b</th>
<th>3.</th>
<th>b__d</th>
<th>4.</th>
<th>p__n</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Plane" /></td>
<td><img src="image2.png" alt="Car" /></td>
<td><img src="image3.png" alt="Bed" /></td>
<td><img src="image4.png" alt="Pan" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>r__t</th>
<th>6.</th>
<th>p__n</th>
<th>7.</th>
<th>m__p</th>
<th>8.</th>
<th>y__k</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Mouse" /></td>
<td><img src="image6.png" alt="Pencil" /></td>
<td><img src="image7.png" alt="Map" /></td>
<td><img src="image8.png" alt="Yak" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>m__n</th>
<th>10.</th>
<th>w__b</th>
<th>11.</th>
<th>n__p</th>
<th>12.</th>
<th>c__p</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="People" /></td>
<td><img src="image10.png" alt="Spider" /></td>
<td><img src="image11.png" alt="Sleep" /></td>
<td><img src="image12.png" alt="Hat" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dictation

1. ______  2. ______  3. ______  4. ______

---

**Skill:** Writing medial vowels

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Day 2
Do the "-ed Suffix" Activity

Underline the base word and circle the suffix in each word below. Read the word. Write /n/, /d/, or /ed/ above the suffix to indicate the sound.

hosted  stamped  spelled
scolded  bumped  thrilled
called  honked  mended
punted  dented  trashed
pessed  crunched  twisted
landed  winked  banged

Write the ed words in the correct column below.

ed = /ed/  ed = /d/  ed = /t/

hosted  spelled  pressed
Do the "Fill in the Sentence" Activity

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word only once.

drenched spilled expected limped landed

1. Jack __________ up the steps with his sprained leg.

2. The tot _________ the milk on the den rug.

3. Mr. Bant _________ Jen to win the contest.

4. Pam was _________ after the kids tossed her in the pond.

5. Jim __________ on the grass when he fell.

Write the ed word from each sentence on the line. Then choose ed sound (/ed/, /et/, or /et/).

1. limped ed says /__t__/

2. __________ ed says /__e__/ 

3. __________ ed says /__e__/ 

4. __________ ed says /__e__/ 

5. __________ ed says /__e__/ 

Day 2
**Do the "Divide Into Syllables" Activity**

Divide each word below into syllables. Read the word. Write the syllables on the lines.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>slingshot</td>
<td>sling shot</td>
</tr>
<tr>
<td>goblin</td>
<td></td>
</tr>
<tr>
<td>publish</td>
<td></td>
</tr>
<tr>
<td>blindfold</td>
<td></td>
</tr>
<tr>
<td>nutmeg</td>
<td></td>
</tr>
<tr>
<td>himself</td>
<td></td>
</tr>
<tr>
<td>invents</td>
<td></td>
</tr>
<tr>
<td>dentist</td>
<td></td>
</tr>
</tbody>
</table>
All-weather gift wrap

Background knowledge
A material that soaks up water is said to be absorbent. A material that resists water or keeps water away is said to be waterproof. Rain boots are made of a plastic that is waterproof. Tissues are made of absorbent paper.

Science activity
Ling and Tyler wanted to find a material in which to wrap a present that was going to be mailed to a friend in another state. The present was a box of taffy, which would be ruined if it got wet. They needed to use a waterproof wrapping, so they decided to perform a test. First, they stretched five different materials over see-through containers. They then poured an equal amount of water onto each material.

Cotton fabric          Metal screen          Aluminum kitchen foil
Polyethylene           Newspaper

Look carefully at the pictures above. Which materials would Ling and Tyler use to wrap their present? Explain.

Science investigation
Different types of wrap are used to keep food fresh. Design and conduct an experiment to determine which type is most waterproof.
**Do the "Mark the Syllable" Activity**

Have your child scoop the two syllables. Mark the syllables with a c to indicate a closed syllable. Put a breve above the vowels. Read words.

nutshell | muffin | cobweb
---|---|---
tennis | submit | catfish
picnic | mix-up | cannot
edit | unless | disrupt
satin | public | shellfish
nutmeg | Edwin | polish
insist | Boston | pilgrim
Map of the United States

Directions: Use the map to answer the questions.

1. Color your state green.
2. What is the largest state? ____________ Color it yellow.
3. What is the smallest state? ____________ Color it blue.
5. What states border Florida?
6. How many states have the word New in them?
7. What state is south of Georgia?
8. What state is east of Arizona?
9. What state is north of Wyoming?
10. What state is west of Kansas?
The Water Cycle

Water vapour in the air gets cold and changes into liquid, forming clouds.

Water falls from the sky as rain, hail, or snow.

Water flows into rivers, lakes and oceans.

The Sun’s energy causes water to change into a gas.

Precipitation

Condensation

Evaporation

Collection

DAY 4
PEANUTS AND POPCORN

John is going to a baseball game with his aunt. He can’t wait to get there. It is the first game of the season. The stadium is almost full.

He loves to watch baseball, but his favorite part of going to games is eating the snacks. There are many different snacks at baseball games.

A man in a red hat walks up and down the aisles selling peanuts and popcorn.

Guess which is John’s favorite.

John likes them both. He especially likes mixing peanuts and popcorn together. If he is really hungry he will have a hot dog.

Answer the Questions:

1. Where is John going?

2. Who is he going with?

3. Who sells the peanuts and popcorn?

4. What does John do with the peanuts and popcorn?
Write the sum for each problem. Then, color according to the key at the bottom.

- 5+4= 10
- 5+6= 11
- 3+6= 9
- 9+5= 14
- 4+4= 8
- 1+7= 8
- 2+3= 5
- 4+6= 10
- 1+9= 10
- 8+3= 11
- 7+3= 10
- 6+1= 7
- 2+1= 3
- 2+8= 10
- 5+3= 8
- 9+7= 16
- 4+5= 9
- 7+4= 11
- 2+7= 9
- 6+4= 10

Key:
- Blue: 10, 13, 14
- Green: 4, 7
- Red: 2, 3, 16
- Brown: 9, 11
- Yellow: 5, 6, 12
- Pink: 8, 17
- Violet: 15, 18
SHOVELING SNOW

I want a new toy. Mom says toys cost money. How can I get money? I look outside. There is a lot of snow!

Mom says I can earn money if I shovel our driveway. I do. It is fun! I do not have enough money for my new toy.

I look around. Mrs. Jen has a shovel. Can I shovel her driveway? She says yes! I almost have enough money for my new toy.

Mr. Tom has a shovel. Can I shovel his driveway? He says yes! I can get my new toy!

Answer each question:

1. Who are the characters?

2. Where is the setting?

3. What is the problem?
Nouns
Grade 1 Nouns Worksheet

Circle the noun(s) in each sentence.

Who likes bananas?

Luke brought cake to the party.

The rabbit skipped across the road.

Ice floats on water.

All kids love ice cream.

We’re having soup for dinner.

I take my dog for a walk every day.
Nouns

Circle the noun(s) in each sentence.

The cat is purring.

The boy kicked the ball.

Sam plays with his friend Ben.

The bus stops at the red light.

We saw tigers at the zoo.

These flowers are beautiful.

Dad drives us carefully in the car.
C. Group these objects correctly.

Objects that can absorb water
1. 
2. 
3. 
4. 
5. 

Objects that cannot absorb water
1. 
2. 
3. 
4. 
5. 

6.2 Some Materials Can Absorb More Water than Others

D. Draw ☐ for objects which absorb more water, ☐ for objects which absorb less water.

1. towel ☐
2. large sponge ☐
3. thin tissue paper ☐
4. paper ☐

1. handkerchief ☐
2. small sponge ☐
3. thick tissue paper ☐
4. cotton cloth ☐
Photosynthesis

Directions: Answer the questions about photosynthesis.

Photosynthesis is the process by which plants make food to eat. In Greek, *photo* means "light", and *synthesis* means "putting together." Plants use the sun's light, as well as water and carbon dioxide, to make their own food. The food plants create through this process is a type of sugar. Another product of photosynthesis is oxygen. When plants make food, they use the carbon dioxide we exhale, and produce the oxygen we breathe.

Plants drink water through their roots, and "breathe" in CO2 through small holes in the leaves called stomata. These holes only open when photosynthesis must occur. Otherwise, the open holes will allow water to escape.

Once the plant has water and CO2, chloroplasts in the cells of the leaves take in the water, CO2, and light, and turn them into sugar and oxygen.

Here is the chemical reaction of photosynthesis:

\[ 6\text{H}_2\text{O} + 6\text{CO}_2 \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \]

6 molecules of water + 6 molecules of carbon dioxide

*produce*

1 molecule of sugar + 6 molecules of oxygen

1. What is photosynthesis?

________________________________________________________________________

2. Name the three things necessary for photosynthesis to occur.

________________________________________________________________________

________________________________________________________________________

3. Write each compound's name:  
   H\text{}_2\text{O}  ________________  CO\text{}_2  ________________  
   O\text{}_2  ________________  \text{C}_6\text{H}_{12}\text{O}_6  4  ________________

4. What do you think would happen if plants became extinct?  

________________________________________________________________________
Book Report (Grades 3-4)

Instructions: Please answer these questions about each book you are reading. You may fill in sections while you read your book.

Book Title: ____________________________

Author(s): ____________________________

Illustrator(s): ________________________

What is the setting of the story? (Where and when does it take place?)

________________________________________________________________________

Who are the main characters in the story?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________