### Instructional Continuity New Learning Plan

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<tbody>
<tr>
<td><strong>Day 11</strong></td>
<td>Count to 100 by ones. Hop on your left foot while you count to 100 by tens. Today’s number is 11. Draw 11 smiley faces in a circle or line and as an array in your math journal or on paper. Write the number 11 below each picture. Use the <a href="#">I Can Draw a Teen Number graphic organizer</a> on page 5 to help you. Draw 11 smiley faces on the <a href="#">I Can Draw a Teen Number on Blank Ten Frames</a> handout on page 6. <strong>Fluency Game</strong>: Cut out the <a href="#">filled ten frames</a> on page 8. Put them in a stack. Take a card and say the number you need to make 10. Repeat until all cards are gone. Store your filled ten frame cards in a sandwich bag.</td>
<td>Optional: Watch module video for Day 11 using <a href="https://bit.ly/KModules">https://bit.ly/KModules</a> Listen to the story, <a href="#">Make a Tree Friend</a> (pgs. 10-11)  - Draw, label, and write: How can you enjoy a tree?  - Complete reading response sheet. (pg. 12)</td>
<td>Social Studies Topic: Maps to Locate Places  A map is a drawing that tells you about a place.  <strong>Activity</strong>: Talk with an adult about where you can find maps, what the maps show, and why we use maps.  Answer the following questions: (1) Why do you think we need maps? (2) If you were making a map, what would you draw on it? <strong>Enrichment Resource</strong>: Reading Fun With Maps <a href="https://bit.ly/3akUp03">https://bit.ly/3akUp03</a></td>
</tr>
<tr>
<td><strong>Day 12</strong></td>
<td>Count to 100 by ones. Clap every time you say a friendly number (10, 20, 30, 40...) Today’s number is 12. Draw 12 triangles in a circle or line and as an array in your math journal or on paper. Write the number 12 below each picture. Use the <a href="#">I Can Draw a Teen Number graphic organizer</a> on page 5 to help you. Draw 12 triangles on the <a href="#">I Can Draw a Teen Number on Blank Ten Frames</a> handout on page 6. Play the Fluency Game twice with your ten frame cards.</td>
<td>Optional: Watch module video for Day 12 using <a href="https://bit.ly/KModules">https://bit.ly/KModules</a> Listen to the story, <a href="#">Make a Tree Friend</a> (pgs. 10-11)  - Sketch and/or write a sentence to describe a key detail from the story.  - Complete reading response sheet. (pg. 12)</td>
<td>Social Studies Topic: A View From Above  A map shows a representation of the view of a place from high up, as if seen by a bird in flight.  <strong>Activity</strong>: Draw two pictures of a room at home. The first should be a picture of what you see as you first enter the room. The second should be a picture of the room showing what you would see if you looked down from the ceiling. Share your pictures with an adult. How are they the same and different? Which one is most like a map? <strong>Enrichment Resource</strong>: Me On The Map - Read Aloud <a href="https://bit.ly/2wBgyJ3">https://bit.ly/2wBgyJ3</a></td>
</tr>
<tr>
<td><strong>Day 13</strong></td>
<td>Count to 100 by ones. Do jumping jacks while you count to 100 by tens. Today’s number is 13. Draw 13 flowers in a circle or line and as an array in your math journal or on paper. Write the number 13 below each picture. Use the <a href="#">I Can Draw a Teen Number graphic organizer</a> on page 5 to help you. Draw 13 flowers on the <a href="#">I Can Draw a Teen Number on Blank Ten Frames</a> handout on page 6. Play the Fluency Game twice with your ten frame cards.</td>
<td>Optional: Watch module video for Day 13 using <a href="https://bit.ly/KModules">https://bit.ly/KModules</a> Listen to the story, <a href="#">Make a Tree Friend</a> (pgs. 10-11)  - Sketch and/or write a sentence to describe a key detail from the story.  - Complete reading response sheet. (pg. 13)</td>
<td>Social Studies Topic: Earth as a Globe  A map is different from a globe. A map is flat and usually shows more details of a smaller area. A globe is round like a ball and is a miniature model of the entire Earth.  <strong>Activity</strong>: Using something round (a ball, a balloon, an orange, etc.) and imagine that it is a globe. What would be green or brown on your globe? What would be blue? Describe what you would see on your globe to an adult. <strong>Enrichment Resource</strong>: Know Your Globe <a href="https://bit.ly/3qeYTRy">https://bit.ly/3qeYTRy</a></td>
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Instructional Continuity New Learning Plan

Days 11-20

Day 14

Count to 100 by ones. Stomp every time you say a friendly number (10, 20, 30, 40...)

Today’s number is 14. Draw 14 hearts in a circle or line and as an array in your math journal or on paper. Write the number 14 below each picture. Use the I Can Draw a Teen Number graphic organizer on page 5 to help you. Draw 14 hearts on the I Can Draw a Teen Number on Blank Ten Frames handout on page 6.

Play the Fluency Game twice with your ten frame cards.


Listen to the story, Make a Tree Friend (pgs. 10-11)
- Sketch and write a sentence to describe a key detail from the story.
- Complete reading response sheet. (pg. 13)

Optional: Watch word work video for Day 14 using bit.ly/kwordwork

Hoppin’ Thursdays Using High Frequency Words: Create word cards using the Kinder HFW List with one word on each card. Tape the cards on the floor in a fun pattern that allows enough room to hop like a frog or jump from word to word. Read each HFW word, then hop or jump to the next card. If you get the word wrong, go back to the beginning and start again. (pg. 14)

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- Keep the Beat by tapping to any song you like to listen to!
- Sing “Old MacDonald” and draw a picture of the animals you pick.
- Go outside or look outside and draw the trees that you see.

I certify that my child, ______________________________________________, did complete all of the required activities in days 11-15 of this learning plan.

Parent/Guardian Signature ___________________________________________ Date ____________________________

Kindergarten

Day 15

Count to 100 by ones. Do sit ups while you count to 100 by tens.

Today’s number is 15. Draw 15 stars in a circle or line and as an array in your math journal or on paper. Write the number 15 below each picture. Use the I Can Draw a Teen Number graphic organizer on page 5 to help you. Draw 15 stars on the I Can Draw a Teen Number on Blank Ten Frames handout on page 6.

Play the Fluency Game twice with your ten frame cards.


Listen to the story, Make a Tree Friend (pgs. 10-11)
- Compare and contrast characters from the story and images showing people enjoying trees.
- Complete reading response sheet. (pg. 14)

Optional: Watch word work video for Day 15 using bit.ly/kwordwork

Kaboom!
Write your Cycle 18 words on tiny slips of paper. Also write the word Kaboom. Put all your slips into a cup. Pull the slips out one-by-one and read them aloud. If you get the word Kaboom, yell it out! Put all your slips back in the cup and start again. (pg. 14)

Science Topic: Me and Those Around Me
Did you know that you are a mammal? What physical characteristics do you have that make you a mammal? Draw a picture of yourself and label the physical characteristics that make you a mammal.

Science Topic: Birds
Birds are another group of animals that have special physical characteristics. They have feathers, wings, beaks, can lay eggs, and most can fly. Explain to an adult how birds are different from mammals. If you have time, sit by a window and bird watch.

Topic: Types of Birds
There are all kinds of birds. Use a T-chart to write two ways a hawk and flamingo are alike and two ways they are different.

Hawk

Flamingo

Hawk

Flamingo

Charlotte-Mecklenburg Schools - April 2020
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<tbody>
<tr>
<td><strong>SCIENCE &amp; SOCIAL STUDIES</strong></td>
<td><strong>Social Studies Topic:</strong> What Are Positional Words?</td>
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<tr>
<td><strong>Day 16</strong></td>
<td>Optional: Watch module video for Day 16 using <a href="https://bit.ly/KMModules">https://bit.ly/KMModules</a></td>
<td><strong>Positional words describe the location of objects to one another.</strong></td>
</tr>
<tr>
<td>Count to 100 by ones. Hop on your right foot while you count to 100 by tens.</td>
<td>Listen to the story, <em>Terrific Tree House</em> (pgs. 15-16)</td>
<td><strong>Activity:</strong> Using a collection of items like stuffed animals or blocks, practice using positional words by putting them in various positions. Describe to an adult where they are. Be sure to use the following words: above, below, over, under, between, next to, close to, far from, behind, in front of, beside, inside, outside, left, and right.</td>
</tr>
<tr>
<td>Today’s number is 16. Draw 16 smiley faces in a circle or line and as an array in your math journal or on paper. Write the number 16 below each picture. Use the <em>I Can Draw a Teen Number</em> graphic organizer on page 5 to help you. Draw 16 smiley faces on the <em>I Can Draw a Teen Number</em> on Blank Ten Frames handout on page 7.</td>
<td>● Compare and contrast characters from this story to the story, Making a Tree Friend.</td>
<td><strong>Enrichment Resource:</strong> All Around the Farm Directional Words &amp; Spatial Concepts Learning Song for Kids with Jack Hartmann <a href="https://bit.ly/3qJAv69">https://bit.ly/3qJAv69</a></td>
</tr>
<tr>
<td>Play the Fluency Game twice with your ten frame cards.</td>
<td>● Complete reading response sheet. (pg. 19)</td>
<td><strong>Day 17</strong></td>
</tr>
<tr>
<td>Count to 100 by ones. Clap every time you say a friendly number (10, 20, 30, 40...)</td>
<td>Listen to the story, <em>Terrific Tree House</em> (pgs. 15-16)</td>
<td><strong>Positional words are important when making or using a map or globe. They help people get from one place to another and recognize where landmarks are.</strong></td>
</tr>
<tr>
<td>Today’s number is 17. Draw 17 triangles in a circle or line and as an array in your math journal or on paper. Write the number 17 below each picture. Use the <em>I Can Draw a Teen Number</em> graphic organizer on page 5 to help you. Draw 17 triangles on the <em>I Can Draw a Teen Number</em> on Blank Ten Frames handout on page 7.</td>
<td>● Compare and contrast characters how the treehouses in the story are the same and different.</td>
<td><strong>Activity:</strong> Play the game “I SPY” with someone at home. Include the following statements: “I spy something...”</td>
</tr>
<tr>
<td>Play the Fluency Game twice with your ten frame cards.</td>
<td>● Complete reading response sheet. (pg. 19)</td>
<td>“Chip Can’t Nap”. Highlight or make a list of the high frequency words: has, a, by, the, to, is, will. Focus on reading smoothly, with expression, and at just the right speed. (pg. 21)</td>
</tr>
<tr>
<td>Count to 100 by ones. Do jumping jacks while you count to 100 by tens.</td>
<td>Listen to the story, <em>About Trees</em> (pgs. 17-18)</td>
<td><strong>Science Topic:</strong> Reptiles</td>
</tr>
<tr>
<td>Today’s number is 18. Draw 18 flowers in a circle or line and as an array in your math journal or on paper. Write the number 18 below each picture. Use the <em>I Can Draw a Teen Number</em> graphic organizer on page 5 to help you. Draw 18 flowers on the <em>I Can Draw a Teen Number</em> on Blank Ten Frames handout on page 7.</td>
<td>● Think and talk about what trees do for us.</td>
<td><strong>Reptiles are another group of animals that have special physical characteristics. They have dry scaly skin, breath air through the lungs, can have no legs or 4 legs, hatch from eggs, and are cold blooded. Can you think of an animal that would be a reptile? Explain to an adult your thinking.</strong></td>
</tr>
<tr>
<td>Play the Fluency Game twice with your ten frame cards.</td>
<td>● Complete reading response sheet. (pg. 20)</td>
<td><strong>Topic:</strong> Types of Reptiles</td>
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<tr>
<td><strong>Science Topic:</strong> Reptiles</td>
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<tr>
<td>There are all kinds of reptiles. Use a T-chart to write two ways a tortoise and a snake are alike and two ways they are different.</td>
<td><strong>Spell the Sounds Using Cycle 19 Words:</strong> Have a sibling, parent, or friend call out each word to you. Listen carefully to the sounds and spell them one-by-one on a blank sheet of paper. (pg. 21)</td>
<td><strong>Enrichment Resource:</strong> Where am I now? The position song <a href="https://bit.ly/2xliRQu">https://bit.ly/2xliRQu</a></td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Optional:</strong> Watch instructional video for Day 18 using <a href="https://bit.ly/kwordwork">bit.ly/kwordwork</a></td>
<td><strong>Directed Reading Response Sheet:</strong> Complete reading response sheet. (pg. 21)</td>
</tr>
<tr>
<td><strong>Optional:</strong> Watch instructional video for Day 16 using <a href="https://bit.ly/kwordwork">bit.ly/kwordwork</a></td>
<td><strong>Rainbow Write Using Cycle List 19:</strong> Write each word first with a pencil. Then trace over each word three times with a colored pencil or marker. Use a different color each time to create a “rainbow”. (pg. 21)</td>
<td><strong>Social Studies Topic:</strong> Using Positional Words?</td>
</tr>
<tr>
<td><strong>WORD WORK:</strong> <a href="https://bit.ly/KCMSWordWork">https://bit.ly/KCMSWordWork</a></td>
<td><strong>Decodable Text:</strong> Read the decodable text “Chip Can’t Nap”. Highlight or make a list of the high frequency words: has, a, by, the, to, is, will. Focus on reading smoothly, with expression, and at just the right speed. (pg. 21)</td>
<td><strong>Positional words are important when making or using a map or globe. They help people get from one place to another and recognize where landmarks are.</strong></td>
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<td><strong>Social Studies Topic:</strong> Using Positional Words?</td>
<td><strong>Enrichment Resource:</strong> All Around the Farm Directional Words &amp; Spatial Concepts Learning Song for Kids with Jack Hartmann <a href="https://bit.ly/3qJAv69">https://bit.ly/3qJAv69</a></td>
<td><strong>Activity:</strong> Using a collection of items like stuffed animals or blocks, practice using positional words by putting them in various positions. Describe to an adult where they are. Be sure to use the following words: above, below, over, under, between, next to, close to, far from, behind, in front of, beside, inside, outside, left, and right.</td>
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</table>

**About Trees**

- Days 11-20

- Listen to the story, *Terrific Tree House* (pgs. 15-16)
- **Topic:** Types of Reptiles
- Reptiles are another group of animals that have special physical characteristics. They have dry scaly skin, breath air through the lungs, can have no legs or 4 legs, hatch from eggs, and are cold blooded. Can you think of an animal that would be a reptile? Explain to an adult your thinking.


**Rainbow Write Using Cycle List 19:** Write each word first with a pencil. Then trace over each word three times with a colored pencil or marker. Use a different color each time to create a “rainbow”. (pg. 21)

**Decodable Text:** Read the decodable text “Chip Can’t Nap”. Highlight or make a list of the high frequency words: has, a, by, the, to, is, will. Focus on reading smoothly, with expression, and at just the right speed. (pg. 21)

**Activity:** Using a collection of items like stuffed animals or blocks, practice using positional words by putting them in various positions. Describe to an adult where they are. Be sure to use the following words: above, below, over, under, between, next to, close to, far from, behind, in front of, beside, inside, outside, left, and right.

**Enrichment Resource:** All Around the Farm Directional Words & Spatial Concepts Learning Song for Kids with Jack Hartmann [https://bit.ly/3qJAv69](https://bit.ly/3qJAv69)

**Directed Reading Response Sheet:** Complete reading response sheet. (pg. 21)

**Social Studies Topic:** What Are Positional Words?

**Positional words describe the location of objects to one another.**

**Activity:** Using a collection of items like stuffed animals or blocks, practice using positional words by putting them in various positions. Describe to an adult where they are. Be sure to use the following words: above, below, over, under, between, next to, close to, far from, behind, in front of, beside, inside, outside, left, and right.

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**Directed Reading Response Sheet:** Complete reading response sheet. (pg. 21)

**Social Studies Topic:** Using Positional Words?

**Positional words are important when making or using a map or globe. They help people get from one place to another and recognize where landmarks are.**

**Activity:** Using a collection of items like stuffed animals or blocks, practice using positional words by putting them in various positions. Describe to an adult where they are. Be sure to use the following words: above, below, over, under, between, next to, close to, far from, behind, in front of, beside, inside, outside, left, and right.

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**Directed Reading Response Sheet:** Complete reading response sheet. (pg. 21)
Day 19

<table>
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<tbody>
<tr>
<td>Today’s number is 19. Draw 19 hearts in a circle or line and as an array in your math journal or on paper. Write the number 19 below each picture. Use the <strong>I Can Draw a Teen Number</strong> graphic organizer on page 5 to help you. Draw 19 hearts on the <strong>I Can Draw a Teen Number on Blank Ten Frames</strong> handout on page 7.</td>
<td>Listen to the story, <strong>About Trees</strong> (pgs. 17-18)</td>
<td>Fish are another group of animals that have special physical characteristics. Fish are really special because they live their entire lives in water and can breathe in the water through gills. They also have scales, fins, and a tail. Draw a picture of your favorite fish. Write one sentence telling why it is your favorite.</td>
</tr>
<tr>
<td>Play the Fluency Game twice with your ten frame cards.</td>
<td>● Think and talk about what trees do for us.</td>
<td>○ Play the Fluency Game twice with your ten frame cards.</td>
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<tr>
<td></td>
<td>● Complete reading response sheet. (pg. 20)</td>
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<tr>
<td>Count to 100 by ones. Do sit ups while you count to 100 by tens.</td>
<td>Listen to the story, <strong>About Trees</strong> (pgs. 17-18)</td>
<td>There are all kinds of fish. Use a T-chart to write two ways a shark and a goldfish are alike and two ways they are different.</td>
</tr>
<tr>
<td>Today’s number is 20. Draw 20 stars in a circle or line and as an array in your math journal or on paper. Write the number 20 below each picture. Use the <strong>I Can Draw a Teen Number</strong> graphic organizer on page 5 to help you. Draw 20 stars on the <strong>I Can Draw a Teen Number on Blank Ten Frames</strong> handout on page 7.</td>
<td>● Think and talk about how you enjoy trees.</td>
<td>Shark</td>
</tr>
<tr>
<td>Play the Fluency Game twice with your ten frame cards.</td>
<td>● Complete reading response sheet. (pg. 21)</td>
<td>○ Play the Fluency Game twice with your ten frame cards.</td>
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</table>

**SPECIALS** - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- [ ] Read about someone important in a book or using the World Book Encyclopedia. Create a speech for your family to tell why this person should be on MyHero.com.
- [ ] Express in your drawing the happiest time that you had this year.
- [ ] For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.
- [ ] Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you’re moving under barbed wire.
- [ ] Google search John Phillip Sousa and listen to one of his songs. Can you keep the beat and march with him?
- [ ] Ready to try your hand at creating and coding? Log into Code.org and click on Hour of Code. Pick one of the activities to do and learn how to code! Share what you learned with your family or friend.

I certify that my child, ________________________________, did complete all of the required activities in days 16-20 of this learning plan.

Parent/Guardian Signature ________________________________ Date ________________________________

Charlotte-Mecklenburg Schools - April 2020
I Can Draw a Teen Number

My number is __________ . I can draw the number...

In a Circle or Line

On Ten Frames

As an Array
### I Can Draw a Teen Number on Ten Frames

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# I Can Draw a Teen Number on Ten Frames

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<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Ten Frame" /></td>
<td><img src="image2.png" alt="Ten Frame" /></td>
<td><img src="image3.png" alt="Ten Frame" /></td>
<td><img src="image4.png" alt="Ten Frame" /></td>
<td><img src="image5.png" alt="Ten Frame" /></td>
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<tr>
<td><img src="image6.png" alt="Ten Frame" /></td>
<td><img src="image7.png" alt="Ten Frame" /></td>
<td><img src="image8.png" alt="Ten Frame" /></td>
<td><img src="image9.png" alt="Ten Frame" /></td>
<td><img src="image10.png" alt="Ten Frame" /></td>
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Make a Tree Friend

Amy is friends with many trees.

When she wants to swing, she visits a maple tree.

When she wants to eat, she visits an apple tree.

When she wants to cry, she visits a weeping willow.

When she wants to climb, she visits an oak tree.
When she wants to think, she visits a birch tree.

When she wants to count, she visits a pine tree.

When she wants to rest, she visits an elm tree.

You can be friends with a tree, too.

Find a tree. Visit the tree to climb, think, and play. Make a tree friend!
Day 11
Directions: Draw, label, and write one way you could enjoy a tree.

I can enjoy a tree by

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Day 12
Directions: The main idea of the story is that Amy is friends with many trees. Sketch and write sentences to describe a key detail that supports the main idea of the story.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
Day 13
Directions: The main idea of the story is that Amy is friends with many trees. Sketch and write sentences to describe a key detail that supports the main idea of the story.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
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__________________________________________________________________________________________________________________
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Day 14
Directions: The main idea of the story is that Amy is friends with many trees. Sketch and write sentences to describe a key detail that supports the main idea of the story.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
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Day 15
Directions: Look at the images of people enjoying and appreciating trees. Is what they are doing the same or different than...
### Days 11-15: Cycle 18

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sight Words</th>
<th>Decodable Text: Josh’s New Home</th>
<th>Day 13 Poem</th>
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</table>
| cab bash nap am dip wish thin rub shut not hush bed get yet | are with Will | The rug is red. Ben can see a bed. Ben is by the bed. Josh and Ben sit and chat in the den. Josh fed Ben a nut and jam. The rug is wet! | Poem: “Where Are the Vowels?”

I asked my mom,
“Will you help me? Are the vowels with you?”
My mom said,
“They are not with me. Are they with your sister?”
I asked my sister,
“Will you help me? Are the vowels with you?”
My sister said,
“They are not with me. Are they with the dog?”
I asked my dog,
“Will you help me? Are the vowels with you?”
The dog just looked at me funny.
Now I am worried. I don’t know what to do.
Hey, will YOU help me? Are the vowels with YOU? |
Days 16-20 Supporting Materials

**Terrific Tree Houses**

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Tree houses are little houses built up in trees. Many tree houses are simple, but some are terrific.

This terrific tree house wraps up and around a tree.

This terrific tree house is covered with mirrors.

This terrific tree house is shaped like an egg.

This terrific tree house looks like an eyeball.
This terrific tree house looks like an alien spaceship.

This terrific tree house looks as if it belongs in a fairy tale.

This terrific tree house uses tree trunks as legs.

This terrific tree house looks like a giant mushroom.

This terrific tree house is built inside the trunk of a tree. What kind of tree house would you build?
About Trees

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Leaves
Imagine being able to make your own food without cooking or even going to a restaurant! Leaves make food for trees by changing energy from sunlight into food. This important work is done by chlorophyll (KLOR-uh-fill), the green coloring in leaves.

Leaves come in all shapes and sizes. Most deciduous (dee-SIJ-oo-us) trees have wide, thin leaves, while most conifers have needlelike leaves. Conifers keep their needles through all seasons. Only the oldest needles fall to the ground. Deciduous trees lose their leaves every fall.

Branches
Branches are the arms that hold up a tree’s leaves. Branches spread leaves out to get as much sunlight as they can. The leaves give shade to other living things on sunny days.

Branches start out as twigs, then they grow thicker each year. As a tree grows, its bark cracks open so the branches and trunk can expand. New bark is always growing under the old, ready to protect the tree. If new bark gets stripped away, a tree can die.

In the fall, the leaves of deciduous trees show their true colors. These true colors are yellows, oranges, and browns, which hide under green chlorophyll all spring and summer. We see these colors in the fall after leaves stop making chlorophyll.
Trunk

Tubes in the tree’s trunk carry water from the roots up to the leaves. They also carry sap, or food, down from the leaves to the roots. These tubes are like highways, carrying traffic back and forth. They are close to the outside of the tree, just under the bark.

Roots

A tree doesn’t need the middle of its trunk to live. The middle is made of rings of old growth, not active highways. That’s why a tree can keep growing even if the middle is hollowed out after a lightning strike. All it needs is enough bark to protect its highways.

Sap

Leaves use water plus sunlight and air to make food for the tree. This food is in the form of liquid sugars. Sometimes people eat some kinds of tree sugars for food. You’ve probably had tree sugar for breakfast—pouring it over your pancakes or waffles. Have you guessed what tree sugar this is? It’s maple syrup, and it comes from the food, or sap, of a sugar maple tree.

Growing

How does a tall tree grow from a small seed? The seed soaks up water until it can send out a root. With more water, leaves inside the seed case grow until they push up and out. Once this has happened, we say the seed has sprouted. Now the sprout can make its own food and no longer needs the seed’s store of energy. The seed leaves will make food for the new sprout.

Seeds

Deciduous trees grow flowers, which make seeds that are inside fruit or nuts. Conifers make cones instead of flowers. The cones do the same job for conifers that flowers do on other trees. They make seeds to grow more trees. Each seed holds its own supply of food to keep it alive until it’s ready to sprout.
Day 16

Directions: Using your Enjoying Trees Journal, sketch a model of what your tree house would look like.

Day 17

Directions: Using your Enjoying Trees Journal, add details to the model tree house you sketched yesterday.
Day 18
Directions: Using your Enjoying Trees Journal, sketch a tree part and label it.

Day 19
Directions: Using your Enjoying Trees Journal, sketch a different tree part from the one you sketched yesterday and label it.
**Day 20**

**Directions:** Using your Enjoying Trees Journal, sketch a tree and write a story of how you enjoy your tree. Make sure your story has a beginning, middle, and end.

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**Days 16-20: Cycle 19**

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sight Words</th>
<th>Decodable Text: Chip Can’t Nap</th>
<th>Poem Day 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>bath</td>
<td>of</td>
<td>Chip has a bed by the shop.</td>
<td>Poem: “Have You Ever?”</td>
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<tr>
<td>lap</td>
<td>have</td>
<td>Thud! Bash!</td>
<td>Have you ever thought of the cat</td>
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<tr>
<td>ham</td>
<td>from</td>
<td>The cab will not hush! Chip can not nap.</td>
<td></td>
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<tr>
<td>lip</td>
<td></td>
<td>Chip will dash to the van.</td>
<td>Have you ever thought of the frog</td>
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<tr>
<td>fish</td>
<td></td>
<td>The van is shut!</td>
<td>Have you ever thought of the hen</td>
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<tr>
<td>path</td>
<td></td>
<td>Will Chip get a nap?</td>
<td>from the book with a large, round pen?</td>
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<tr>
<td>tub</td>
<td></td>
<td></td>
<td>If you don’t have one of these books,</td>
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<tr>
<td>shop</td>
<td></td>
<td></td>
<td>take them off the shelves and look, look, look!</td>
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<td>hush</td>
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<td>pot</td>
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