



**1st Grade**

**(5/4-15/20)**

**Distance Learning Activities**



# TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



## Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



## Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps

**DESTINATION EXCELLENCE**

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | [www.tulsaschools.org](http://www.tulsaschools.org)





Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



## Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



## Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

**DESTINATION EXCELLENCE**

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

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**DID YOU MISS THE ENROLLMENT WINDOW IN  
DECEMBER AND JANUARY? ARE YOU NEW TO TULSA?**

We have great schools that still have room for your child.  
Don't miss this opportunity!

**THE WINDOW TO ENROLL AT THESE SCHOOLS IS  
MAY 1-21, 2020**

We want to make it simple and easy for families to choose - and stay with - Tulsa Public Schools! Our improved enrollment system ensures that our families have an easy and simple process to access the schools that are the best fit for their children.

**START YOUR APPLICATION AT [Enroll.TulsaSchools.org](https://enroll.tulsaschools.org).**

If you need help, please leave a message at 918-746-7500  
and an enrollment specialist will return your call  
or email [enroll@tulsaschools.org](mailto:enroll@tulsaschools.org).

For more information, visit [TulsaSchools.org/EnrollTulsa](https://TulsaSchools.org/EnrollTulsa)



**¿TE PERDISTE LA VENTANA DE INSCRIPCIÓN EN  
DICIEMBRE Y ENERO? ¿ERES NUEVO EN TULSA?**

Tenemos excelentes escuelas que todavía tienen espacio para  
su hijo. ¡No te pierdas esta oportunidad!

**LA VENTANA PARA INSCRIBIRSE EN ESTAS  
ESCUELAS ES DEL  
1 AL 21 DE MAYO DE 2020**

¡Queremos que sea simple y fácil para las familias elegir, y quedarse con, las Escuelas Públicas de Tulsa! Nuestro sistema de inscripción mejorado garantiza que nuestras familias tengan un proceso fácil y simple para acceder a las escuelas que mejor se adapten a sus hijos.

**INICIE SU SOLICITUD EN [Enroll.TulsaSchools.org](https://enroll.tulsaschools.org).**

Si necesita ayuda, deje un mensaje al 918-746-7500 y un  
especialista en inscripción le devolverá la llamada. También puede  
enviarnos un correo electrónico a [enroll@tulsaschools.org](mailto:enroll@tulsaschools.org).

Para más información, visite [TulsaSchools.org/EnrollTulsa](https://TulsaSchools.org/EnrollTulsa)

## Television Programming Schedules

### TPS20

	<i>Daily</i>
6:00-6:30 am	Recess
6:30 -7:00 am	Pre K - Math Pre K - Reading in English and Spanish.
7:00-8:00 am	Kindergarten - Math Kindergarten - Reading in English and Spanish
8:00-9:00 am	1st Grade - Math 1st Grade - Reading in English and Spanish
9:00- 10:00 am	2nd Grade - Math 2nd Grade - Reading in English and Spanish
10:00-11:00 am	3rd Grade - Math 3rd Grade - Reading in English and Spanish
11:00-11:30 am	Pre K - Math PreK - Reading in English and Spanish. <i>(repeat of 6:30 am program)</i>
11:30-12:00 pm	Recess
12:00-1:00 pm	4th Grade - Math 4th Grade - Reading in English and Spanish.
1:00-2:00 pm	5th Grade - Math 5th Grade - Reading in English and Spanish.
2:00-2:30 pm	Recess <i>(repeat of 6:00 am program)</i>
2:30-3:00 pm	Specials (Art, Music, SEL, or STEM)
3:00-4:00 pm	6th Grade - Math 6th Grade - English/Language Arts
4:00-5:00 pm	7th Grade - Math 7th Grade - English/Language Arts
5:00-6:00 pm	8th Grade - Math 8th Grade - English/Language Arts

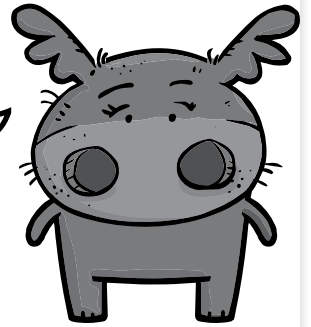
## Canal TPS20

	<b><i>Diario</i></b>
6:00-6:30 am	Recreo
6:30 - 7:00 am	Prekínder - Matemáticas Prekínder – Lectura en inglés y español.
7:00-8:00 am	Kínder - Matemáticas Kínder- Lectura en inglés y español.
8:00-9:00 am	Primer Grado - Matemáticas Primer Grado - Lectura en inglés y español.
9:00- 10:00 am	Segundo Grado - Matemáticas Segundo Grado - Lectura en inglés y español.
10:00- 11:00 am	Tercer Grado – Matemáticas Tercer Grado - Lectura en inglés y español.
11:00- 11:30 am	Prekínder - Matemáticas Prekínder - Lectura en inglés y español.  <i>(repetiendo el programa de las 6:30)</i>
11:30- 12:00 pm	Recreo

12:00-1:00 pm	Cuarto Grado - Matemáticas Cuarto Grado - Lectura en inglés y español.
1:00-2:00 pm	Quinto Grado - Matemáticas Quinto Grado - Lectura en inglés y español.
2:00-2:30 pm	Recreo <i>(repitiendo el programa de las 6:00 am)</i>
2:30-3:00 pm	Especiales (Arte, Música, Socioemocional, o educación de ciencias, tecnología, ingeniería y matemáticas STEM)
3:00-4:00 pm	Sexto Grado - Matemáticas Sexto Grado - Ingles/Lengua y literatura
4:00-5:00 pm	Séptimo Grado - Matemáticas Séptimo Grado - Ingles/Lengua y literatura
5:00-6:00 pm	Octavo Grado - Matemáticas Octavo Grado - Ingles/Lengua y literatura

# Describing Connections

To **connect** means to fit together. Events and ideas in informational text can connect in different ways.




## Here are two kinds of connections:

- ▶ Events follow each other in time order:
  1. New leaves grow in spring.
  2. Flowers bloom in summer.
  
- ▶ One event or idea causes another:
  1. A lot of rain falls at once.
  - ➡
  2. Rivers rise and flood.


Describing connections between events and ideas helps you understand and remember key details.



 **Water, Water Everywhere**

It's Carnival!  
These South  
Americans are having  
a water fight. Water  
balloons fly through  
the air. They splash  
when they hit people.

People spray  
water from hoses. It  
is hard to stay dry.  
Some people wear  
rain ponchos or use umbrellas.



The crowd sprays  
water.

Some people wear  
rain ponchos or use umbrellas.



## Watering the Earth

These South Americans cheered for water when they planted long ago. A planting festival began. People sang and danced. They thanked the earth for the food that grew.

People planted and watered seeds. They hoped for rain to help the seeds grow.



People watered the earth at planting festivals.



## Party Time

Water was a big part of the planting festival. Later, people started new traditions based on the planting festival. What was at the center of these traditions? Water!



Splashing people with water is a new tradition.







Some of these new traditions are part of Carnival. South Americans dress up in colorful costumes and masks. They march in parades. They play cheerful music.

Many people dance and sing. And what about the water? People play water games at Carnival, too.



People wear colorful costumes during Carnival.



## More Than Water

Water games are a fun part of Carnival. But the games have changed over time. Now there is more than water. People spray colored foam. They throw flour or paints into crowds. And the next day, they do it all over again!



Lots of people spray foam instead of water.



**Question 1** (for p. 1 of passage)

Why do people use umbrellas and ponchos?

- a. They are in South America.
- b. They are in a water fight.
- c. They are in a rain storm.

**Question 2** (for p. 2 of passage)

Look at the picture and the text. What happened during the planting festival? Choose the correct picture.



**Question 3** (for p. 2 of passage)

What did people want to happen after the planting festival?

- a. They hoped the rain would fill pots.
- b. They hoped the dirt would stay dry.
- c. They hoped the seeds would grow.

**Question 4** (for p. 3 of passage)

How are the old and new traditions alike? Complete the sentence.

The planting festival and new Carnival traditions both used \_\_\_\_\_.

- a. seeds
- b. water
- c. plants

**Question 5** (for p. 4 of passage)

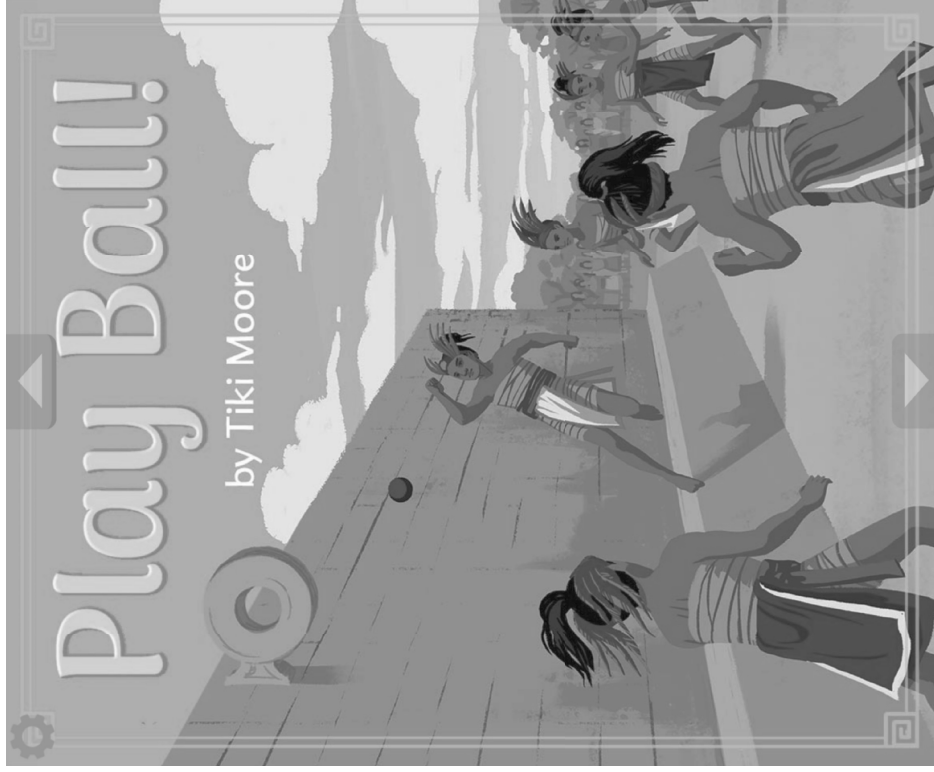
How is Carnival different from the planting festival?



- a. Water activities are part of Carnival.
- b. Costumes are part of Carnival.
- c. People are part of Carnival.

**Question 6** (for p. 5 of passage)

Water was part of the planting festival. Water is part of Carnival. How are these ideas connected?


- a. The planting festival led to some Carnival traditions.
- b. The planting festival was more fun than Carnival.
- c. Carnival uses water more than the planting festival.







## A Very Old Game

Long ago, people in Mexico and Central America liked exciting ball games. They made up a ball game thousands of years ago. It was called Pok-ta-ta-Pok. It was a little like basketball and a little like soccer.






A game of Pok-ta-ta-Pok

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Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter “I.” It had tall stone walls on each side.



Two very old Pok-ta-Pok courts



## A Heavy Ball and a High Hoop

Pok-ta-Pok was hard to play! The rubber ball was heavy. The court had two hoops, like a basketball court. But the hoops were made of stone. The hoop was 20 feet high. That is as tall as a giraffe!



A stone Pok-ta-Pok hoop





## No Hands or Feet

The rules also made Pok-ta-Pok hard to play. Players could not kick the ball. They could not throw the ball. So players needed other moves to get the ball in the hoop.

Players bumped the ball with their hips. They used their knees. They had to keep trying!



A player hitting the ball with his hip



The games were long. Some games lasted for days! The team that got the ball through the hoop the most times won.



A player happy to get the ball through the hoop



**Question 1** (for p. 1 of passage)

What game does the picture show? Complete the sentence.

This picture shows the game of \_\_\_\_\_.

- a. basketball
- b. soccer
- c. Pok-ta-Pok

**Question 2** (for p. 1 of passage)

Why did people long ago make up Pok-ta-Pok?

- a. They liked exciting ball games.
- b. They liked playing basketball.
- c. They liked playing soccer.

**Question 3** (for p. 2 of passage)

Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter “I.” It had tall stone walls on each side.



Two very old Pok-ta-Pok courts

This picture shows old Pok-ta-Pok courts. Which answer shows the shape of the courts?





**Question 4** (for p. 3 of passage)

What does the text say about the Pok-ta-Pok ball? Complete the sentence.

The ball was \_\_\_\_\_.

- a. stone
- b. heavy
- c. tall

**Question 5** (for p. 3 of passage)

Which picture shows how tall the Pok-ta-Pok hoops were?



**Question 6** (for p. 4 of passage)

What are things that Pok-ta-Pok players could not do?

- a. Players could not kick or throw the ball.
- b. Players could not use their knees or hips.
- c. Players could not bump or move other players.

**Question 7** (for p. 5 of passage)

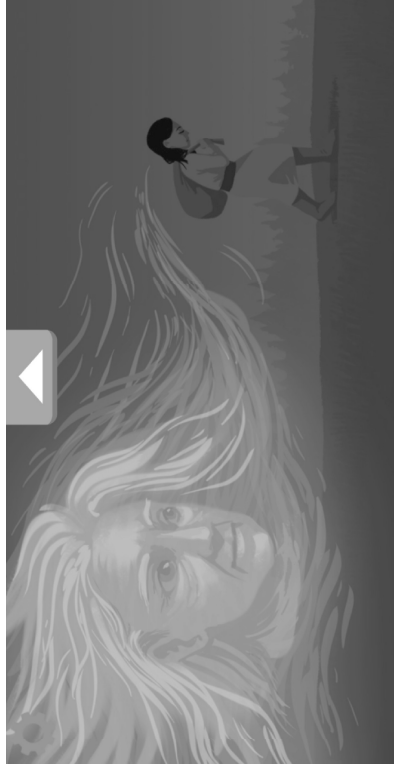
What happened when a team got the ball through the hoop the most times?

- a. The team won the game.
- b. The other team got the ball.
- c. The game kept going for days.

**Question 8** (for p. 5 of passage)

Pok-ta-Pok had many rules. The games lasted a long time. How are these ideas connected?

- a. Pok-ta-Pok was just like soccer.
- b. Pok-ta-Pok was a boring ball game.
- c. Pok-ta-Pok was hard to play.



The lost girl had been walking for hours.  
She moved her bag from shoulder to shoulder.

“It’s as heavy as a sack of corn,” she said.

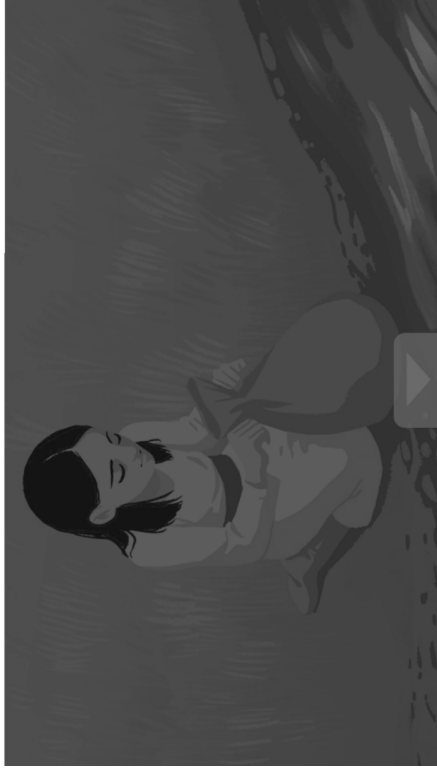
“Take this bag,” the mother of all people  
had told her. “Do not open it. You will find your  
tribe by the great river. Give the bag to the  
elders. Then you will learn its secret.”



The girl walked for many days. Her feet ached. She missed her tribe. But mostly she thought about the bag.

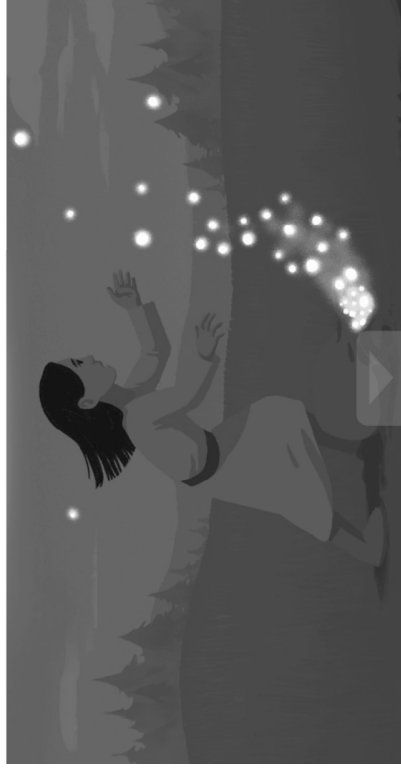
One night, the girl sat by a stream. She held the bag in her lap.

“I know I’m not supposed to...” she whispered. Then she untied the bag anyway.



The girl opened the bag. Tiny objects rolled and scattered everywhere. Were they pebbles? Seeds? The girl didn’t have time to find out. The tiny objects moved so fast!

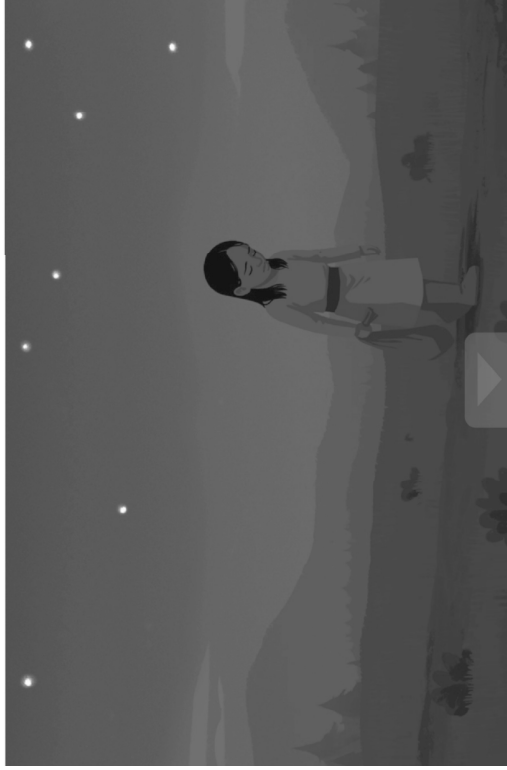
“Oh, no!” the girl cried, as she chased the tiny, mysterious things. She grabbed a handful of them. The rest flew away into the sky. They lit up the night. They were stars!





The girl stuffed one handful of stars back into the bag. She kept walking.

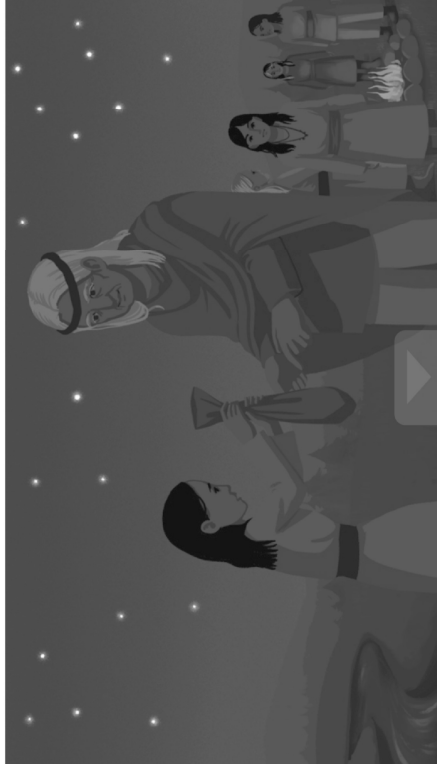
All through that night, the girl thought about what she had done. She felt so much *shame*. Never once did she look up at the bright, twinkling lights.



Finally, the girl found her tribe at the river. She quickly gave the bag to an elder.

“This bag is from Our Mother,” she said. “I did not listen to her instructions. I lost so many stars.”

The elder was kind. He said, “You cannot ever lose the stars. They are always with us.”

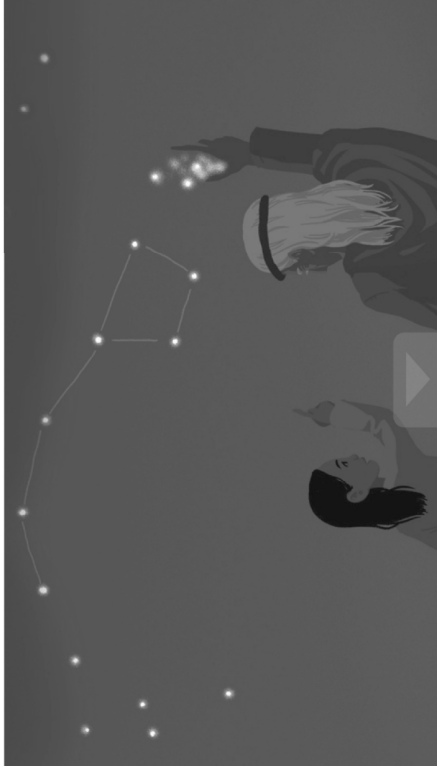




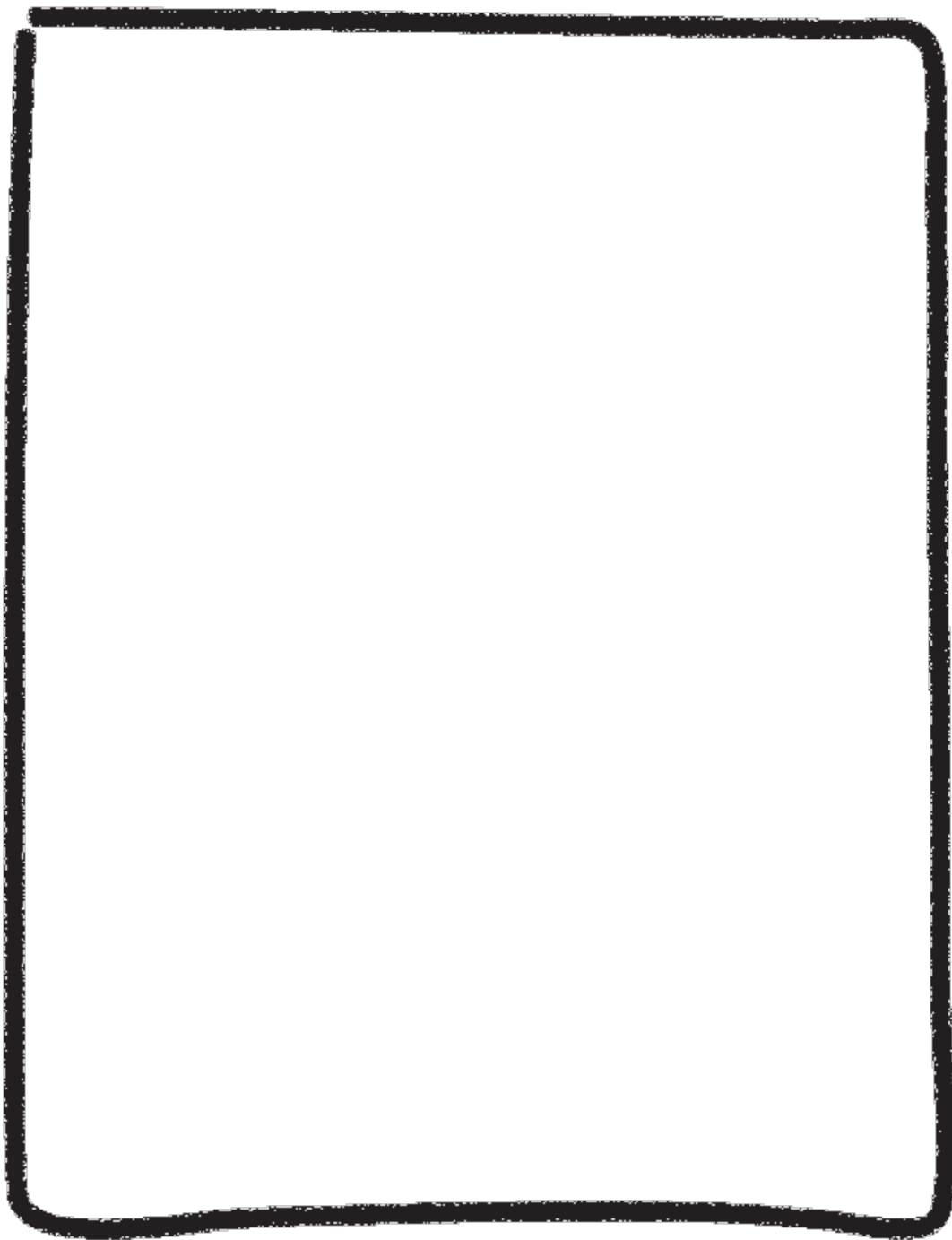
The elder opened the bag. He tossed the rest of the tiny stars into the sky. They hung in the shape of a pot.

“We will name it Big Dipper,” he said.

From then on, the girl always looked up at the stars. And she tried to name them, each and every one.

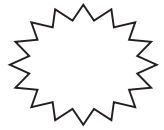


 **Draw or write.**



**A**

Number Correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

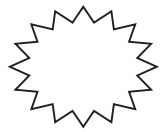
\*Write the missing number. Pay attention to the + and - signs.

1.	$3 + \square = 4$		16.	$3 + \square = 7$	
2.	$1 + \square = 4$		17.	$7 = 4 + \square$	
3.	$4 - 1 = \square$		18.	$7 - 4 = \square$	
4.	$4 - 3 = \square$		19.	$7 - 3 = \square$	
5.	$3 + \square = 5$		20.	$3 + \square = 8$	
6.	$2 + \square = 5$		21.	$8 = 5 + \square$	
7.	$5 - 2 = \square$		22.	$\square = 8 - 5$	
8.	$5 - 3 = \square$		23.	$\square = 8 - 3$	
9.	$4 + \square = 6$		24.	$3 + \square = 9$	
10.	$2 + \square = 6$		25.	$9 = 6 + \square$	
11.	$6 - 2 = \square$		26.	$\square = 9 - 6$	
12.	$6 - 4 = \square$		27.	$\square = 9 - 3$	
13.	$6 - 3 = \square$		28.	$9 - 4 = \square + 2$	
14.	$3 + \square = 6$		29.	$\square + 3 = 9 - 3$	
15.	$6 - \square = 3$		30.	$\square - 7 = 8 - 6$	



**B**

Number Correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

\*Write the missing number. Pay attention to the + and - signs.

1.	$4 + \square = 4$		16.	$2 + \square = 7$	
2.	$0 + \square = 4$		17.	$7 = 5 + \square$	
3.	$4 - 0 = \square$		18.	$7 - 5 = \square$	
4.	$4 - 4 = \square$		19.	$7 - 2 = \square$	
5.	$4 + \square = 5$		20.	$2 + \square = 8$	
6.	$1 + \square = 5$		21.	$8 = 6 + \square$	
7.	$5 - 1 = \square$		22.	$\square = 8 - 6$	
8.	$5 - 4 = \square$		23.	$\square = 8 - 2$	
9.	$5 + \square = 6$		24.	$2 + \square = 9$	
10.	$1 + \square = 6$		25.	$9 = 7 + \square$	
11.	$6 - 1 = \square$		26.	$\square = 9 - 7$	
12.	$6 - 5 = \square$		27.	$\square = 9 - 2$	
13.	$2 + \square = 6$		28.	$9 - 3 = \square + 3$	
14.	$4 + \square = 6$		29.	$\square + 2 = 9 - 4$	
15.	$6 - 4 = \square$		30.	$\square - 6 = 8 - 3$	



Lesson Video

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw quick tens and ones to help you solve the addition problems.

1. $16 + 3 = \underline{\quad}$	2. $17 + 3 = \underline{\quad}$
3. $18 + 20 = \underline{\quad}$	4. $31 + 8 = \underline{\quad}$
5. $3 + 14 = \underline{\quad}$	6. $6 + 30 = \underline{\quad}$
7. $23 + 7 = \underline{\quad}$	8. $17 + 3 = \underline{\quad}$

With a partner, try more problems using quick ten drawings, number bonds, or the arrow way.

9.  $32 + 7 = \underline{\hspace{2cm}}$

10.  $13 + 20 = \underline{\hspace{2cm}}$

11.  $6 + 34 = \underline{\hspace{2cm}}$

12.  $4 + 36 = \underline{\hspace{2cm}}$

13.  $20 + 18 = \underline{\hspace{2cm}}$

14.  $14 + 20 = \underline{\hspace{2cm}}$



15. Draw dimes and pennies to help you solve the addition problems.

a.  $16 + 20 = \underline{\hspace{2cm}}$

b.  $22 + 7 = \underline{\hspace{2cm}}$





Lesson Video

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve the problems by drawing quick tens and ones or a number bond.

1. $25 + 1 = \underline{\quad}$	2. $25 + 10 = \underline{\quad}$
3. $15 + 4 = \underline{\quad}$	4. $15 + 20 = \underline{\quad}$
5. $16 + 7 = \underline{\quad}$	6. $26 + 7 = \underline{\quad}$
7. $23 + 7 = \underline{\quad}$	8. $33 + 7 = \underline{\quad}$

9. $16 + 20 = \underline{\quad}$	10. $6 + 24 = \underline{\quad}$
----------------------------------	----------------------------------

11. Try more problems with a partner. Use your personal white board to help you solve.

a.  $4 + 26$

b.  $28 + 4$

c.  $32 + 7$

d.  $20 + 18$

e.  $9 + 23$

f.  $9 + 27$

Choose one problem you solved by drawing quick tens, and be ready to discuss.

Choose one problem you solved using the number bond, and be ready to discuss.



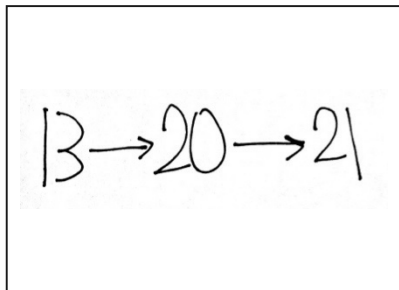


Name \_\_\_\_\_ Lesson Video \_\_\_\_\_ Date \_\_\_\_\_

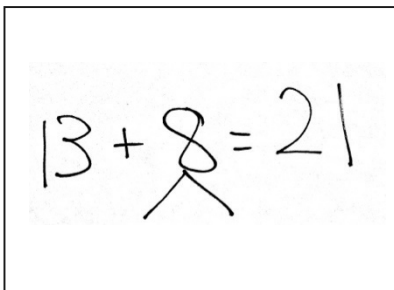
1. Each of the solutions is missing numbers or parts of the drawing. Fix each one so it is accurate and complete.

$$13 + 8 = 21$$

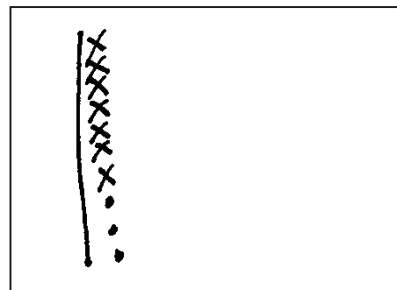
a.



b.



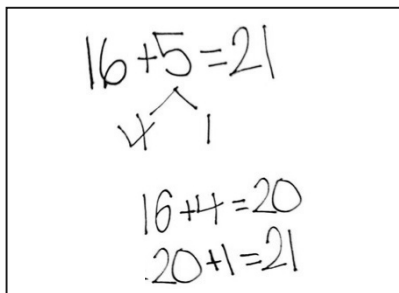
c.



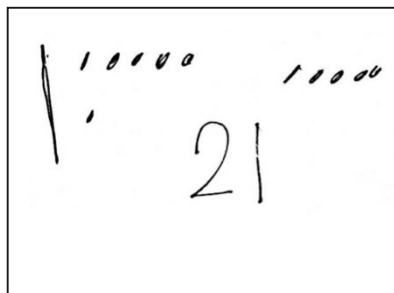
2. Circle the student work that correctly solves the addition problem.

$$16 + 5$$

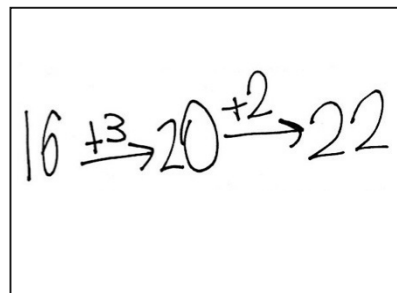
a.



b.



c.

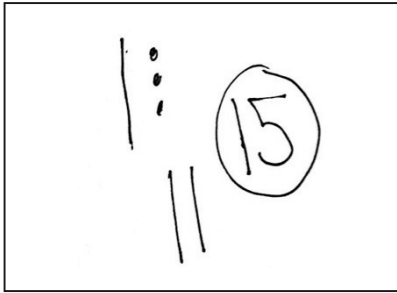


- d. Fix the work that was incorrect by making new work in the space below with the matching number sentence.

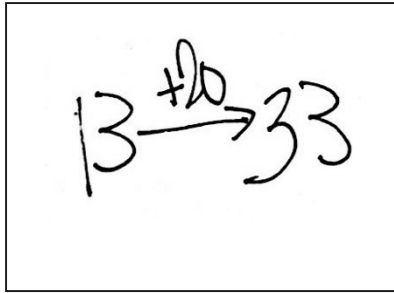
3. Circle the student work that correctly solves the addition problem.

$$13 + 20$$

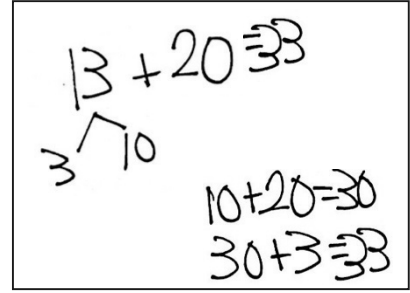
a.



b.



c.



- d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

4. Solve using quick tens, the arrow way, or number bonds.

$$17 + 5 = \underline{\quad}$$



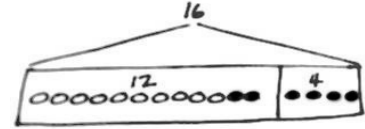
Share with your partner. Discuss why you chose to solve the way you did.





Name \_\_\_\_\_ Lesson Video \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram and label.Write a number sentence and a statement that matches the story.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw \_\_\_\_\_ vegetables.

2. Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

Kiana and her brother have \_\_\_\_\_ reptiles.

3. Anton's team has 12 soccer balls on the field and 3 soccer balls in the coach's bag. How many soccer balls does Anton's team have?

Anton's team has \_\_\_\_\_ soccer balls.



4. Emi had 13 friends over for dinner. 4 more friends came over for cake. How many friends came over to Emi's house?

There were \_\_\_\_\_ friends.

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?

There were \_\_\_\_\_ people swimming in the lake.

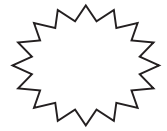
6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?

There are \_\_\_\_\_ flowers in the vase.



**A**

Number Correct:



Name \_\_\_\_\_

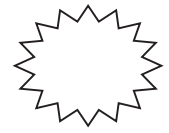
Date \_\_\_\_\_

\*Write the missing number. Pay attention to the + and - signs.

1	$2 + 2 = \square$		16	$2 + \square = 8$	
2	$2 + \square = 4$		17	$6 + \square = 8$	
3	$4 - 2 = \square$		18	$8 - 6 = \square$	
4	$3 + 3 = \square$		19	$8 - 2 = \square$	
5	$3 + \square = 6$		20	$9 + 2 = \square$	
6	$6 - 3 = \square$		21	$9 + \square = 11$	
7	$4 + \square = 7$		22	$11 - 9 = \square$	
8	$3 + \square = 7$		23	$9 + \square = 15$	
9	$7 - 3 = \square$		24	$15 - 9 = \square$	
10	$7 - 4 = \square$		25	$8 + \square = 15$	
11	$5 + 4 = \square$		26	$15 - \square = 8$	
12	$4 + \square = 9$		27	$8 + \square = 17$	
13	$9 - 4 = \square$		28	$17 - \square = 8$	
14	$9 - 5 = \square$		29	$27 - \square = 8$	
15	$9 - \square = 4$		30	$37 - \square = 8$	

**B**

Number Correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

\*Write the missing number. Pay attention to the + and - signs.

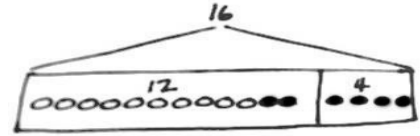
1	$3 + 3 = \square$		16	$2 + \square = 9$	
2	$3 + \square = 6$		17	$7 + \square = 9$	
3	$6 - 3 = \square$		18	$9 - 7 = \square$	
4	$4 + 4 = \square$		19	$9 - 2 = \square$	
5	$4 + \square = 8$		20	$9 + 5 = \square$	
6	$8 - 4 = \square$		21	$9 + \square = 14$	
7	$4 + \square = 9$		22	$14 - 9 = \square$	
8	$5 + \square = 9$		23	$9 + \square = 16$	
9	$9 - 5 = \square$		24	$16 - 9 = \square$	
10	$9 - 4 = \square$		25	$8 + \square = 16$	
11	$3 + 4 = \square$		26	$16 - \square = 8$	
12	$4 + \square = 7$		27	$8 + \square = 16$	
13	$7 - 4 = \square$		28	$16 - \square = 8$	
14	$7 - 3 = \square$		29	$26 - \square = 8$	
15	$7 - \square = 3$		30	$36 - \square = 8$	



Name \_\_\_\_\_

Lesson Video

Date \_\_\_\_\_

Read the word problem.Draw a tape diagram and label.Write a number sentence and a statement that matches the story.

1. Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw all together?

They drew \_\_\_\_\_ pictures.

2. Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

It took Darnel \_\_\_\_\_ minutes to get to the park.

3. Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

Emi has \_\_\_\_\_ goldfish.

4. Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?

The tower is made of \_\_\_\_\_ blocks.

5. Nikil's tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

Nikil added \_\_\_\_\_ blocks.

6. Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton?

They gave Anton \_\_\_\_\_ tadpoles.



tens	ones

---

place value chart



Name \_\_\_\_\_ Lesson Video \_\_\_\_\_ Date \_\_\_\_\_

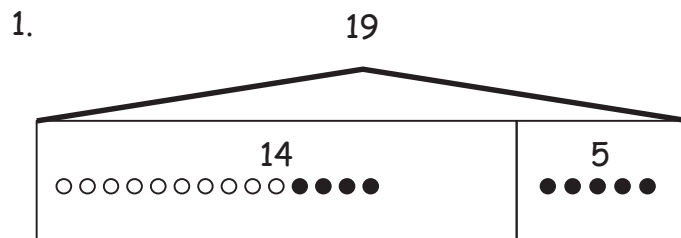
Use the tape diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

Topics (Nouns)

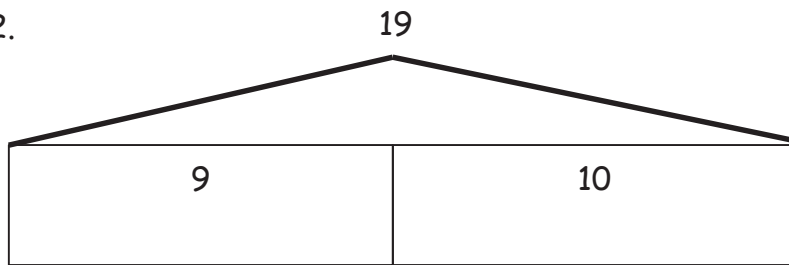
flowers	goldfish	lizards
stickers	rockets	cars
frogs	crackers	marbles

Actions (Verbs)

hide	eat	go away
give	draw	get
collect	build	play



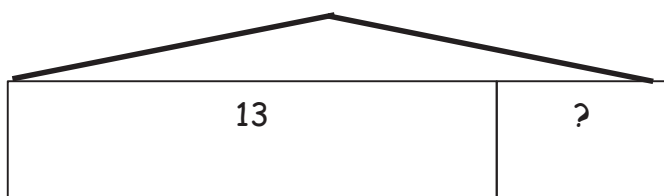
2.

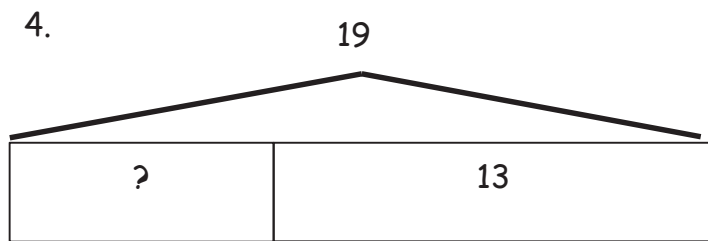




3.

16





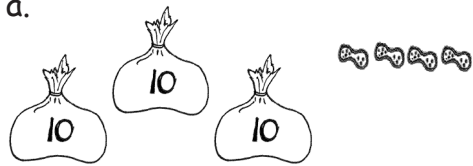


Name \_\_\_\_\_ Lesson Video \_\_\_\_\_

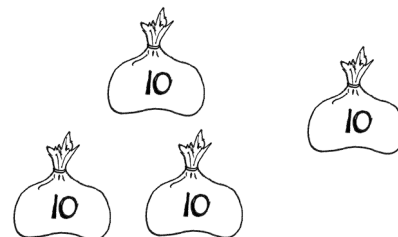
Date \_\_\_\_\_

1. Fill in the blanks, and match the pairs that show the same amount.

a.

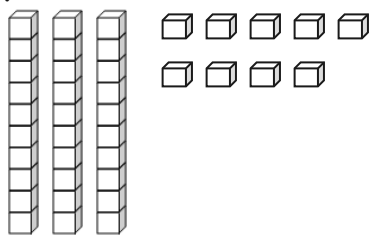


\_\_\_\_\_ tens \_\_\_\_\_ ones

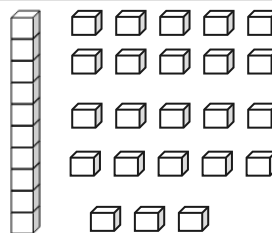


\_\_\_\_\_ tens \_\_\_\_\_ ones

b.

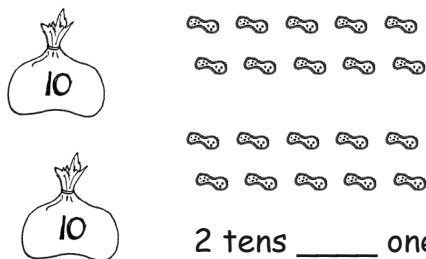


\_\_\_\_\_ tens \_\_\_\_\_ ones

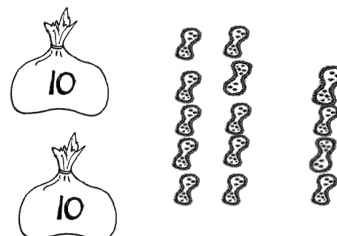


1 ten \_\_\_\_\_ ones

c.

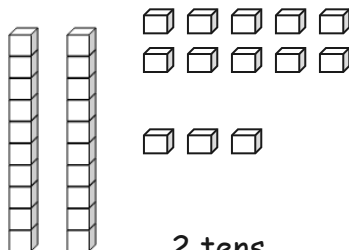


2 tens \_\_\_\_\_ ones

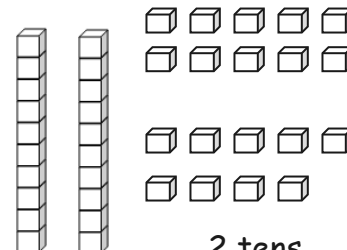


2 tens \_\_\_\_\_ ones

d.



2 tens \_\_\_\_\_ ones



2 tens \_\_\_\_\_ ones

2. Match the place value charts that show the same amount.

a.

tens	ones
2	2

tens	ones
3	6

b.

tens	ones
2	16

tens	ones
3	4

c.

tens	ones
2	14

tens	ones
1	12

3. Check each sentence that is true.

☐ a. 27 is the same as 1 ten 17 ones.

☐ b. 33 is the same as 2 tens 23 ones.

☐ c. 37 is the same as 2 tens 17 ones.

☐ d. 29 is the same as 1 ten 19 ones.

4. Lee says that 35 is the same as 2 tens 15 ones, and Maria says that 35 is the same as 1 ten 25 ones. Draw quick tens to show if either Lee or Maria is correct.



# What is the sun?

## The Nearest Star

A star is a big ball of hot gas. The sun is a star. The sun is the star that is nearest to Earth. The sun is bigger than Earth. The sun looks small because it is far away. You can see the sun in the day sky.

**Cause and Effect** Circle the words that tell why the sun looks small.

## Why We Need the Sun

The sun helps us. The sun warms the land. The sun warms the water. The sun warms the air. Living things need the heat from the sun.

The sun lights the Earth. Plants need light from the sun to grow. We use light from the sun to see.

**Write** one reason why living things need the sun.

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## Out in the Sun

The sun can harm us too. It is important to be careful in the sun. Too much sun can hurt your skin and eyes. Sunscreen and a hat can protect you from the sun. Some sunglasses can protect your eyes from the sun. You should never look directly at the sun.

**Underline** one way the sun harms us. **Circle** two things that could protect you from the sun.

# What causes day and night?

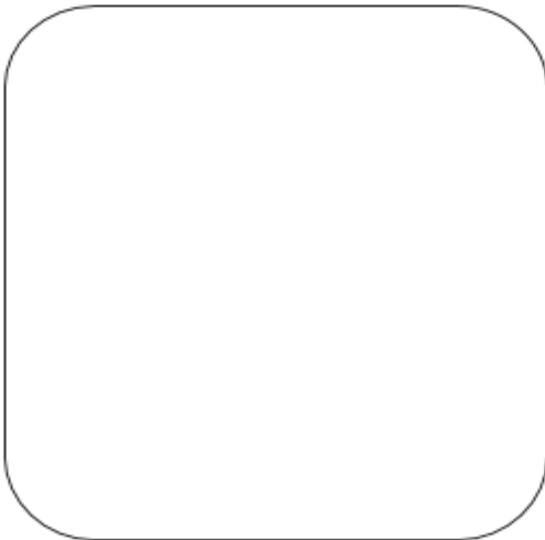
## Day Sky

The sun is in the day sky. The sun makes the day sky bright. You may see clouds in the day sky. You may see birds in the day sky. Sometimes you can see the moon in the day sky too.

## Night Sky

The moon and stars are visible in the night sky. You may see clouds in the night sky. You may see birds in the night sky too.

**Draw** a picture of what you see out of your window in the day sky. **Draw** another picture of what you see out of your window in the night sky.



## Moon

The moon moves around Earth. Light from the sun shines on the moon. You only see the part of the moon lit by the sun. The moon looks a little different each night. The moon looks the same again about every 29 days.



## Sunrise and Sunset

The sun seems to rise each day. The sky becomes light. The sun seems to move across the sky during the day. The sun seems to set at night. The sky becomes dark.

## Day and Night

The sun looks like it is moving but it is not. Earth is moving. Earth spins around and around. One spin around is called a **rotation**. Earth makes one rotation every day.



It is day when your part of Earth faces toward the sun.  
It is night when your part of Earth faces away from the sun. The rotation of Earth causes day and night.

**Write** what causes day and night.

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### **1st Grade Social Studies Directions**

1st Grade students have two reading activities from Studies Weekly- one is number 23 *Jobs People Do* and the second is number 24 *Money and Trade*.

- For the week of May 4- May 8 students will read number 23 *Jobs People Do* and complete the activities at the end of the reading.
- For the week of May 11-May 15 students will complete the number 24 *Money and Trade* and complete the activities at the end of the reading.



First Grade

FOURTH QUARTER • WEEK 23

# Studies Weekly™

GRADE  
1

## Jobs People Do

People have many different kinds of jobs. Jobs help families, because workers earn money to buy things they need and want. The money workers earn is called income.

Many workers pay taxes. Some taxes help pay for community services like trash collection, the police department and the fire department.



See Primary-Source  
Related Media...



[www.s-w.co/OK1-23](http://www.s-w.co/OK1-23)





# Jobs People Do



Dentists take care of people's teeth. They fill cavities, repair broken teeth and teach people how to take care of their teeth and gums. To be a dentist, you have to spend four or more years in college.



Musicians sing or play musical instruments. To be a musician, you must have a special talent. Musicians often take many years of music lessons and study music in college.

People who work are human resources. They help other people get the things they need and want.

Letter carriers work hard to deliver letters and packages to people. Some letter carriers walk many blocks in all kinds of weather. Others drive cars or vans.



Airline pilots fly airplanes. They have to know how to get the plane off the ground, guide it in the air and land it safely. To get a pilot's license, you must go to a special school and pass difficult tests.



Servers serve food in restaurants. They have to listen carefully and be polite to the customers. Some servers work early in the morning or late at night. Some even work while most people are asleep.



Plumbers put water pipes, sinks, tubs, and showers in new homes. They clean out clogged drains and fix leaky faucets. Plumbers must have special training to get a license.



In Turkey, many children start working on the family farm when they are very young. Some older kids learn to weave Turkish carpets. It can take many months to make one carpet.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at [studiesweekly.com](http://studiesweekly.com).

- The student uses simple maps to identify and locate places.
- The student knows the differences among resources and how these resources are used to produce goods and services.
- The student knows how different types of work benefit the family and the community.



Name \_\_\_\_\_

## Word Search

D	J	P	I	L	O	T
K	E	O	O	J	M	E
M	N	N	B	V	M	Z
O	Q	R	T	O	V	X
N	O	L	C	I	F	U
E	U	N	L	K	S	K
Y	I	R	E	U	H	T

### Word Bank

- job
- money
- pilot
- income
- dentist

Read each sentence. If the sentence tells something that is correct, circle yes. If the sentence tells something that is not correct, circle no.

1. The money workers earn is called income.

yes      no

2. Some taxes help pay for community services.

yes      no

3. Plumbers pick fruit in orange groves.

yes      no

4. People who work are human resources.

yes      no

Use your favorite color to fill in Turkey on the map.



What do some older kids in Turkey learn to weave?

\_\_\_\_\_





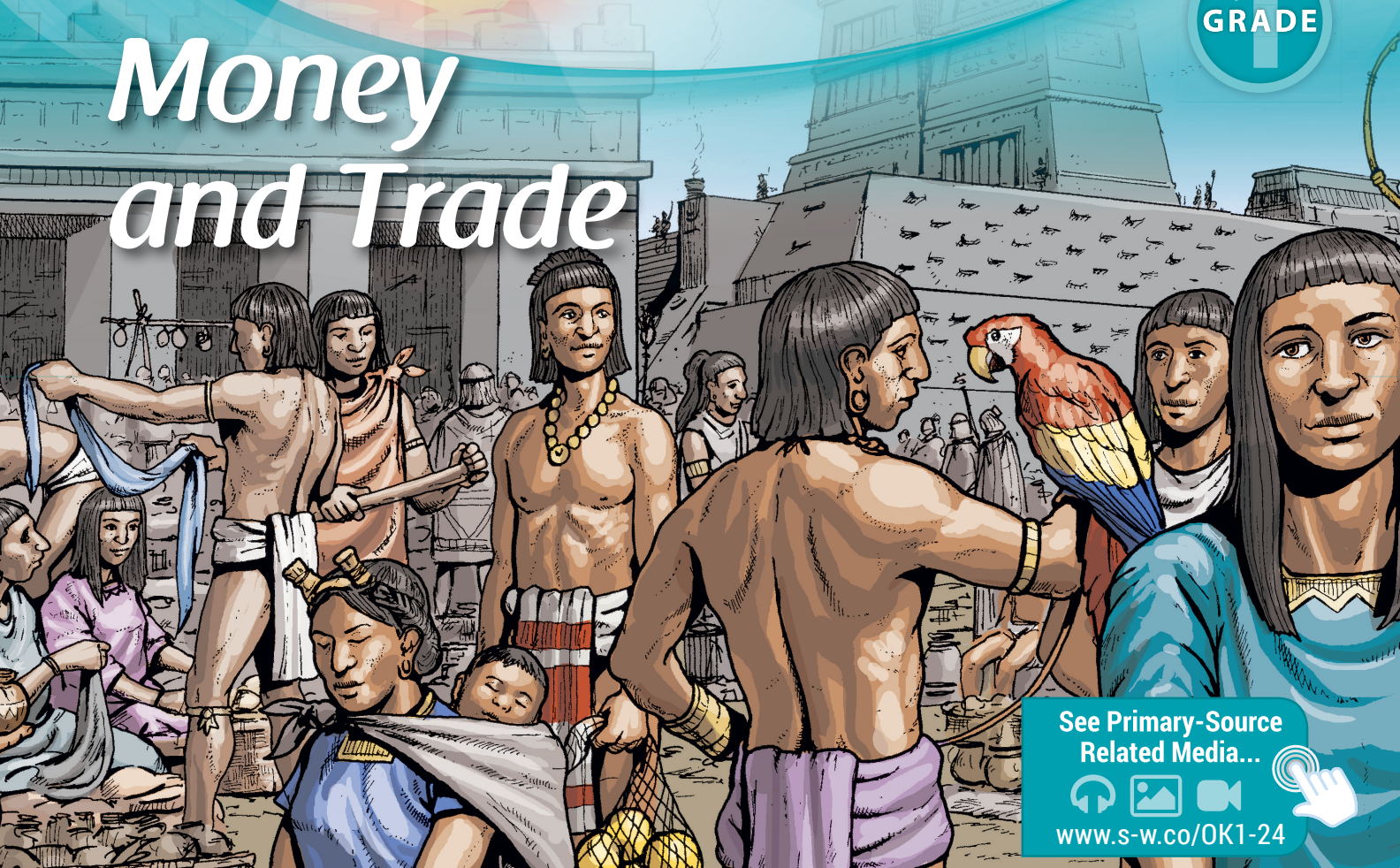
First Grade

FOURTH QUARTER • WEEK 24

# Studies Weekly™

1  
GRADE

## Money and Trade



See Primary-Source  
Related Media...



[www.s-w.co/OK1-24](http://www.s-w.co/OK1-24)



Long ago, people traded with each other to get things they needed and wanted. People in one community might have more rice than they needed. They could trade it for something they didn't have, like cloth.

Money was invented about 4,000 years ago. People used shells, stones, beads and even whales' teeth as money. Some people used coins made of silver or gold.



# Money and Trade



People traded goods and services. People often traded with weavers (people who make cloth). They might give the weaver a tea kettle or some vegetables. Trading goods and services is called bartering.

Did people only trade with those who lived close to them? No. People often traveled hundreds of miles to trade. Some travelers rode on animals like camels or donkeys, and some sailed in canoes or ships.



Today, people still depend on others to get things they need and want. We send goods from the United States to countries around the world. Other countries send goods to us, too.



Brazil grows more coffee than any other country in the world. Brazil sends coffee to people around the world. Every year, they send 28 million bags of coffee to other places.



Have you ever heard anyone say, "Save for a rainy day?" That means people should save some money in case of an emergency.



Many years ago, people saved money and other valuable things by burying them. Today, some people save coins in a jar or a piggy bank. Many people take their money to a bank to keep it safe.



In Mexico, paper money is called pesos. One peso is equal to 100 centavos. Five centavos, 10 centavos, 20 centavos and one peso are some Mexican coins.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at [studiesweekly.com](http://studiesweekly.com).



Name \_\_\_\_\_

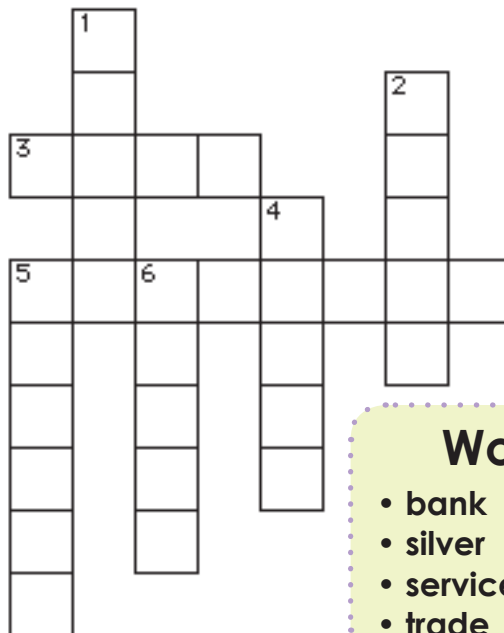
## CROSSWORD PUZZLE

### ACROSS

3. Many people take their money to a \_\_\_\_\_ to keep it safe.  
5. People traded goods and \_\_\_\_\_.

### DOWN

1. People often traveled hundreds of miles to \_\_\_\_\_.  
2. About 4,000 years ago, \_\_\_\_\_ was invented.  
4. Some people save coins in a jar or a \_\_\_\_\_ bank.  
5. Some people used coins made of \_\_\_\_\_ or gold.  
6. "Save for a \_\_\_\_\_ day" means to save money in case of an emergency.



### Word Bank

- bank
- silver
- services
- trade
- rainy
- money
- piggy



Where is Mexico? Use your favorite color to fill in Mexico on the map. What is paper money called in Mexico?

\_\_\_\_\_

Read each sentence. Circle yes if the sentence tells something that is correct. Circle no if the sentence tells something that is not correct.

1. One peso is equal to 100 centavos.

yes

no

2. Mexico grows more coffee than any other country in the world.

yes

no

3. Trading goods and services is called saving.

yes

no





## At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

## Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

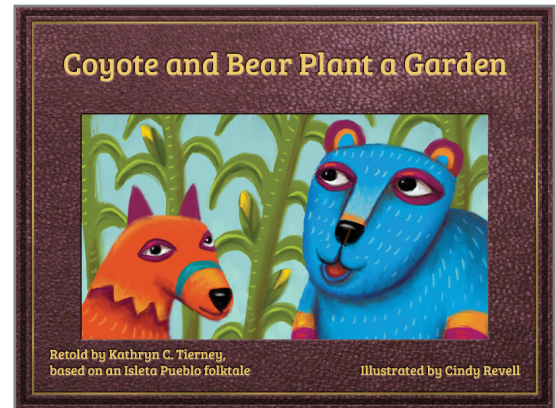
Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

Name: \_\_\_\_\_

# Coyote and Bear Plant a Garden

**Retold by Kathryn C. Tierney, based on an  
Isleta Pueblo folktale  
Illustrated by Cindy Revell**

Lexile®: 520L, 631 words



One day, Coyote found an open field and thought, “This is a good place for a garden. I could grow food for my family here.”

Coyote wanted help. If he had someone to work with him, he wouldn't have to work so hard. Where could he find a partner?

Just then he saw Bear. Bear was big and strong and would do most of the work. But Coyote wanted the best part of the crop. He decided to play a trick on Bear.

“Good morning, Bear,” Coyote said. “See that open land over there?” he asked.

“I do,” answered Bear.

“Why don't we plant a garden there?” Coyote asked. “We can grow good food for our families.”

“I agree,” said Bear.

“Before we begin, we should decide how to share the crop,” said Coyote. “I will take the part that grows above the ground. You take the part that grows in the ground.”

Bear thought for a little while. “That sounds fair to me,” Bear said. “I will bring the seeds.”

Coyote grinned. His plan was working.

They met at the field the next morning. Both animals worked hard. After a few hours, they had planted the seeds in neat rows.

Coyote walked home dreaming of the day when the crop would be ready. Every day Coyote and Bear worked in the field. They pulled weeds and watered

Name: \_\_\_\_\_

the garden. Soon, small green sprouts were growing. The sprouts grew bigger each day. Coyote thought how happy his family would be to have delicious food from the garden.

Soon the plants were full and green. Bear said it was time to harvest.

"These leaves will feed my family for weeks," Coyote thought as he picked the green tops. Bear followed behind, digging in the ground and pulling up dirty round things.

"Bear's half is ugly compared to my green leaves! How smart I am," Coyote thought, smiling. Soon both their sacks were full. They went home with their harvests.

A few weeks later, Coyote met Bear in the forest. "What kind of seeds did we plant, Bear?" he asked. "My family didn't like the leaves I brought home."

"Potatoes," said Bear. "My family loved them!"

"I don't think we shared the crop fairly," complained Coyote.

"But it was your idea," said Bear.

"Let's plant another crop, but this time I get the part that grows in the ground. You can have the part above ground."

"Agreed," said Bear. "I'll bring the seeds." Coyote walked home, thinking how easy it was to trick Bear.

The next day they planted the garden. A few days passed. Soon green sprouts came up. The days went by, and the plants grew tall and straight.

"These look different from the potatoes," Coyote thought.

One day, Bear looked at the green plants and said, "It is time to harvest."

When the Coyote got to the garden the next morning, Bear was there. On the ground beside Bear was a full sack.

"Good morning, Coyote," called Bear. "I got an early start. I have taken all I need from the top. As we agreed, you can have everything growing in the ground."

"Great!" said Coyote, eager to get started.

Name: \_\_\_\_\_

Bear picked up his sack and started walking home. Coyote dug into the ground. But he did not find round potatoes. He found only roots as thin as threads. He bit into one and spit it right back out. "Wait, Bear! What kind of seeds did we plant this time?"

"Corn!" Bear called back to him.

Coyote stood staring at the hole he had dug. "Well," he said with his head down and his tail dragging on the ground, "I'll bring the seeds the next time."

Carrying his empty sack in his mouth, he went home to face his hungry family.

Name: \_\_\_\_\_

# Coyote and Bear Plant a Garden

## Comprehension Questions

<b>Glossary Words</b>	compare, complain, crop, delicious, different, dirty, drag, eager, harvest, hungry, neat, partner, roots, spit, sprout, straight, thread
-----------------------	--

<b>Question Type</b>	<b>Question</b>
Literal	Why did Coyote want a garden?  a. to have a new place to live b. to grow food for his family c. to have pretty flowers to look at
Inferential	How did Coyote think he was tricking Bear?  a. by taking all of the food before Bear could get any of it b. by planning to take what he thought was the best part of the plant c. by buying seeds that Bear could not eat
Compare/Contrast	How did Coyote and Bear act the same?  a. They both took the parts of plants that had the best food. b. They both tried to be fair. c. They both tried to trick each other.

# Coyote and Bear Plant a Garden

**\*Directions:** Fill in the empty boxes, and then write a summary of the story.

## Characters:

Coyote  
Bear

## Problem:

Coyote wants a garden but doesn't want to work hard.

## Event 1:

## Event 2:

### Event 3:

## My Summary of the Story



Name: \_\_\_\_\_

# Petroglyphs

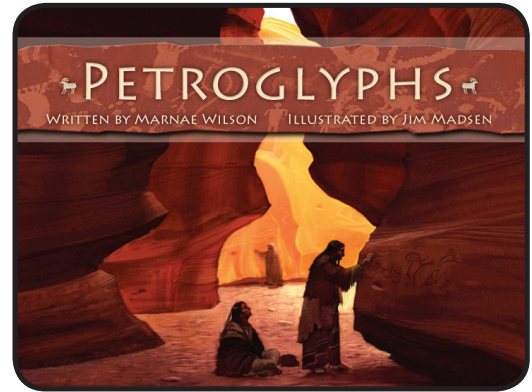
Lesson 56

Paired with *Hide and Seek*

**Written by Marnae Wilson**

**Illustrated by Jim Madsen**

Lexile®: 450L, 108 words



What if you had a great story to write, but you had no paper or pencil?  
How would you save your story?

Many years ago, people drew pictures on rock to tell about their lives.

They would show what they did every day. They would draw pictures of  
their families.

They would draw their animals.

These pictures on rock are called petroglyphs. They are found all over the  
world.

Some are clear and easy to see. But some have been damaged by  
weather.

And some have been damaged by people touching or writing on them.

We must protect petroglyphs. They tell us about people who lived long  
ago.

Name: \_\_\_\_\_

# Petroglyphs

Lesson 56

Paired with *Hide and Seek*

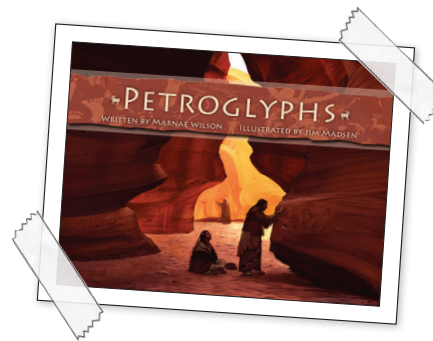
Discovery Story Vocabulary	petroglyphs, history
Glossary Words	damaged, protect

Question Type	Question
Main Idea	What is this article mostly about?  a. rock drawings b. dangerous weather c. wild animals
Cause	What causes damage to petroglyphs?  a. weather b. pictures c. stories
Antonym	What is an antonym for the word “protect”?  a. damage b. save c. petroglyphs



Name: \_\_\_\_\_

# Response Journal



Think about the article **Petroglyphs**.

Write about a time that you found something interesting. Describe what you found. Where did you find it? How did you find it?

OR

Does this article make you think of something you've read, heard, or seen? Write about it.

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## WORDS YOU MIGHT USE

This article reminds me of...  
I remember when...

discovered  
unusual

location  
surprised

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Palabras de uso frecuente

antes

hecho

sobre

Completa las oraciones con las palabras de arriba. Recuerda que la primera palabra de la oración se escribe con mayúscula.

1. Josefa puso un papelito en un \_\_\_\_\_ pequeño.

2. \_\_\_\_\_ de que se vaya, dale ese paquete.

3. La nube está \_\_\_\_\_ la loma.

4. Es un \_\_\_\_\_ que Pepe  
es un comilón.



Escribe tu propia oración con una palabra de uso frecuente.

\_\_\_\_\_

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Diptongos ai, ay, au, ei, ey, eu, oi, oy, ou

Nombra cada imagen. Encierra en un círculo el diptongo que contiene el nombre. Escríbelo para completar la palabra.

1.  ai ei b \_\_\_\_\_ lar

2.  oi au j \_\_\_\_\_ la

3.  ei ai ac \_\_\_\_\_ tuna

4.  oy ey r \_\_\_\_\_

5.  Eu Ou \_\_\_\_\_ ropa

6.  ei oi b \_\_\_\_\_ na

7.  oy ey d \_\_\_\_\_

8.  ai ou s \_\_\_\_\_ venir

9.  ey ay i \_\_\_\_\_ !

Escribe una oración con la palabra hoy, soy, voy o estoy.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Palabras de uso frecuente: Repaso

a través

comprar

solamente

Completa las oraciones con las palabras de arriba.

1. Leti quiere \_\_\_\_\_ una blusa roja.

2. Queda un boleto \_\_\_\_\_.

3. El niño miró \_\_\_\_\_ de la ventana.



Escribe tu propia oración con una palabra de uso frecuente.











# PLANTER UNE VARIÉTÉ DE TEXTES



## DES ACTIVITÉS DE LITTÉRATIE VARIÉES

UNE GRAINE À LA FOIS, PRATIQUONS DES POÈMES, DES AVIS, DES MARCHÉ À SUIVRE, DES PRÉSENTATIONS DE SUJET, DES AFFICHES INFORMATIVES, ETC

Nom: _____		<b>Auto-correction</b> <b>Sujet:</b> _____		
	1	Vérifie les majuscules et les points.		
	2	Vérifie le pluriel des mots. <i>(Les)enfants chantent une chanson.</i>		
	3	Vérifie à quelle personne sont écrit les verbes. Vérifie la terminaison des verbes.		
	4	Vérifie si tes phrases sont trop longues. Raccourcis les phrases trop longues.		
	5	Vérifie si tu peux écrire des synonymes pour les mots qui se répètent trop souvent.		
	6	Vérifie si tu peux écrire correctement les homonymes.		

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Nom: \_\_\_\_\_

# Poème

Lis le poème à gauche.

C'est à ton tour maintenant: change certains mots du poème et représente-le par un dessin.

Jamais on n'a vu,  
Jamais on ne verra  
La queue d'une souris  
Dans l'oreille d'un chat!

Jamais on n'a vu,  
Jamais on ne verra  
Un tout petit chien  
Porter des lunettes!

Jamais on n'a vu,  
Jamais on ne verra  
La \_\_\_\_\_ d'une \_\_\_\_\_  
Dans l'\_\_\_\_\_ d'un \_\_\_\_\_!

Jamais on n'a vu,  
Jamais on ne verra  
Un tout \_\_\_\_\_  
Porter \_\_\_\_\_!

La mer brille  
Comme une coquille;  
On a envie de la pêcher.

La \_\_\_\_\_ brille  
Comme une \_\_\_\_\_;  
On a envie de la \_\_\_\_\_.

La mer est verte,  
La mer est grise,  
Elle est d'azur,  
Elle est d'argent et de dentelle.

La \_\_\_\_\_ est verte,  
La \_\_\_\_\_ est grise,  
Elle est \_\_\_\_\_,  
Elle est \_\_\_\_\_ et \_\_\_\_\_.

Trouve de mots qui riment avec d'autres mots.

MOT	Qui rime avec...	MOT	Qui rime avec...



Nom: \_\_\_\_\_

# Poème #3

Écris certains mots pour ce poème et représente-le par un dessin.

J'ai un \_\_\_\_\_

Avec un \_\_\_\_\_.

Je suis un \_\_\_\_\_

Avec un \_\_\_\_\_.

J'ai un \_\_\_\_\_

Avec un \_\_\_\_\_.

Je suis un \_\_\_\_\_

Avec un \_\_\_\_\_.

Si j'étais un \_\_\_\_\_ ,

Je serai \_\_\_\_\_ .

Si j'étais un \_\_\_\_\_ ,

Je pourrai \_\_\_\_\_ .

Si j'étais un \_\_\_\_\_ ,

Je ferai \_\_\_\_\_ .

Trouve des mots qui riment avec d'autres mots.

MOT	Qui rime avec...	MOT	Qui rime avec...

# **Dreamcatcher**

Read and Color the Dreamcatcher

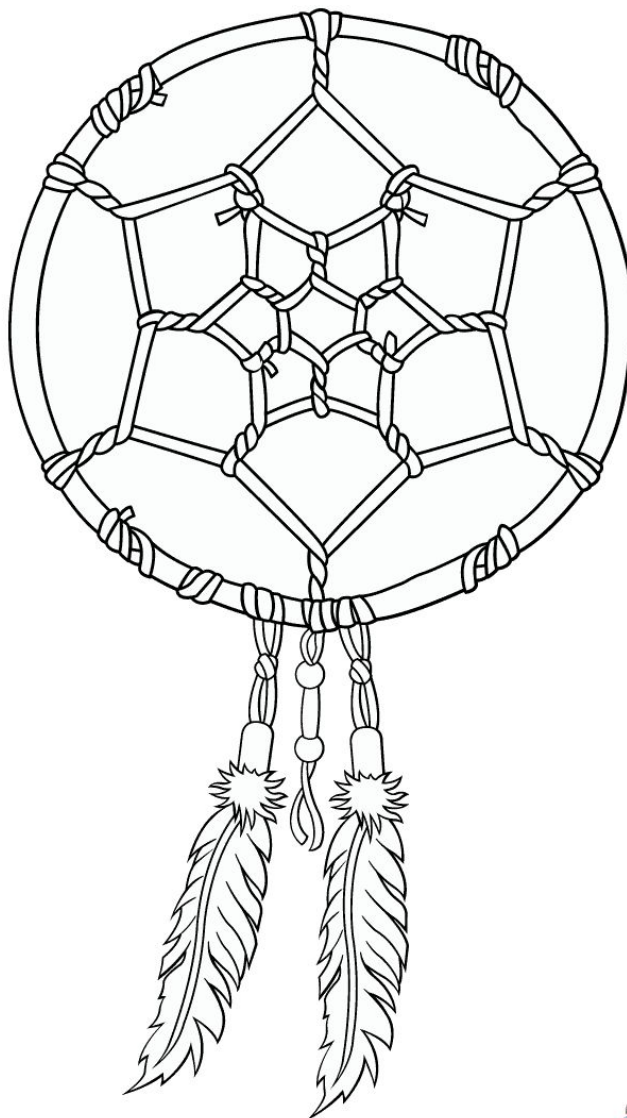
History: Dreamcatchers originated from the Native Ojibwe Nation

Legend: A grandmother was doing some bead work when her grandson stopped by. He saw a spider and when he went to kill it his grandmother stopped him, she explained that the spider weaved a magical web that kept the bad dreams away.

Web: The web represents a spider weaving an eternal web of life.

Rings: Represent Mother Earth, it also represents the mind and spiritual aspects of one's personality.

Feathers: Are used to drip good dreams down onto the children as they sleep.



Follow the instructions below and have fun!

# 7 minute HITT workout

Set interval timer for 45 seconds of work and 15 seconds of rest.



## Frog Jump

Hop, hop, hop! Hop up and down like a frog.



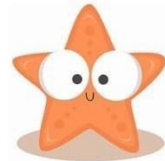
## Bear Walk

With your hands and feet on the floor, hips high walk left and right.



## Gorilla Shuffle

In a low sumo squat, use your hands to balance and shuffle around the room.



## Starfish Jumps

Jump up and down spreading your arms and legs wide. (Jumping Jacks – jumps)



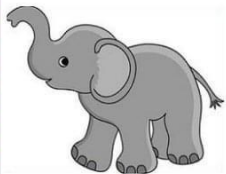
## Cheetah Run

Run in place as fast as you can, just like the fastest animal in the Sahara!



## Crab Walk

Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands



## Elephant Stomp

March in place, stomping your feet as hard as you can.

## Rock n' Roll Conversations

Take the opportunity to have a conversation with a family member of another generation about the music of their generation. Please have this conversation either in person or by phone or Skype/Facetime. Please avoid a conversation by text or SnapChat as these platforms limit responses and expressions. Use a platform or media that allows real-time responses. The conversation can be with a mom, dad, an aunt, uncle, grandparent or even a neighbor. Just someone from another generation. You may even want record the conversation with your Chromebook or other device to refer back to answer these question later.



The following are conversation starters. This is by no means all the questions you can ask or may not apply to the genres of music. Have a conversation.

### QUESTIONS:



What type of music did you listen to in middle school?

Was the music you liked part of a Dance Decade era? (40's – Swing, 50's – Rock a'billy, 70's – Disco? 80's Pop?)

What was important in the music? (drum beats? Lyrics?)

Were the lyrics important? Were the lyrics poetic (meaningful? Study-worthy? Well-structured? Experience-based? Danceable? Are the lyrics awesome or mostly fluff – not of significant meaning? (i.e. Joni Mitchell vs. Taylor Swift).

Who were some of your favorite artists in middle school? What did you enjoy most about their music (in depth)? Did you attend any live performances? What was the venue? How was that experience?

Did your favorite artists write their own music? Is the music it more “mass produced” (voice doubled, auto-tuned) or more acoustic – regardless of the era?

What did your parents think of the music you liked at my age? What do you think of the music I listen to? (play a bit of your music if the person is not sure the type of music you listen to).



If time permits, listen to a song by each other's favorite artist. After listening, share what you like about the artist.

Question: Are there any common reactions between how your guest's parents thought about their music and how YOUR parents think about your music?

Any Final thoughts?