Amplify Core Knowledge Language Arts®

7 The History of the Earth

8 Animals and Habitats

9 Fairy Tales

10 A New Nation: American Independence

11 Frontier Explorers

Knowledge 7–11

Activity Book | Grade 1

Grade 1 | Knowledge

Domains 7-11

Activity Book

Amplify Core Knowledge Language Arts

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Knowledge 7

The History of the Earth

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about the history of the earth. They will learn about the earth's surface, the layers of the earth (crust, mantle, and core), as well as volcanoes and geysers. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about this science topic.

1. The Earth's Surface

Use a globe or map to help your student locate and identify the earth's continents and oceans. Also locate the North Pole, the South Pole, and the equator. Share with each other any knowledge that you have of these.

2. Make a Model

Make a model of the earth's layers or a volcano.

3. Draw and Write

Have your student draw and/or write about what has been learned about the layers of the earth, volcanoes, or geysers, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

4. If You Were There

With your student, imagine what it would be like to witness a volcanic eruption. Talk about what you would see and hear, and how you would feel.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on geology and a list of books and other resources relevant to this topic is included in this letter.

Be sure to let your student know how much you enjoy hearing about what they have been learning about at school.

Recommended Resources

Trade Book List

Digging Up Dinosaurs (Let's-Read-and-Find-Out Science 2), by Aliki (HarperCollins, 1988)
ISBN 978-0064450782

Exploring Rocks and Minerals (Exploring Earth and Space), by Greg Roza (Powerkids Press, 2012)
ISBN 978-1448885763

If You Find a Rock, by Peggy Christian and photographs by Barbara Hirsch Limber (Sandpiper, 2008)
ISBN 978-0152063542

The Magic School Bus Inside the Earth, by Joanna Cole and illustrated by Bruce Degen
(Scholastic, 1989) ISBN 978-0590407601

Planet Earth/Inside Out, by Gail Gibbons (Morrow Junior Books, 1995) ISBN 978-0688096809

Volcanoes (Let's-Read-and-Find-Out Science 2), by Franklyn M. Branley and Megan Lloyd
(Collins, 2008) ISBN 978-0064451895

Websites and Other Resources

Student Resources

Earth from Space
http://visibleearth.nasa.gov/view_cat.php?categoryID=1484

Caillou the Paleontologist
http://pbskids.org/caillou/immersivegames/?gameID=4

American Museum of Natural History
http://www.amnh.org/

Old Faithful Webcam
http://www.nps.gov/yell/photosmultimedia/webcams.htm

Science Kids
http://www.sciencekids.co.nz/

At-Home Resources

Minerals
http://www.rocksforkids.com/RFK/identification.html

Rocks
http://www.geography4kids.com/files/earth_rocktypes.html

Geological Society of America
http://www.geosociety.org

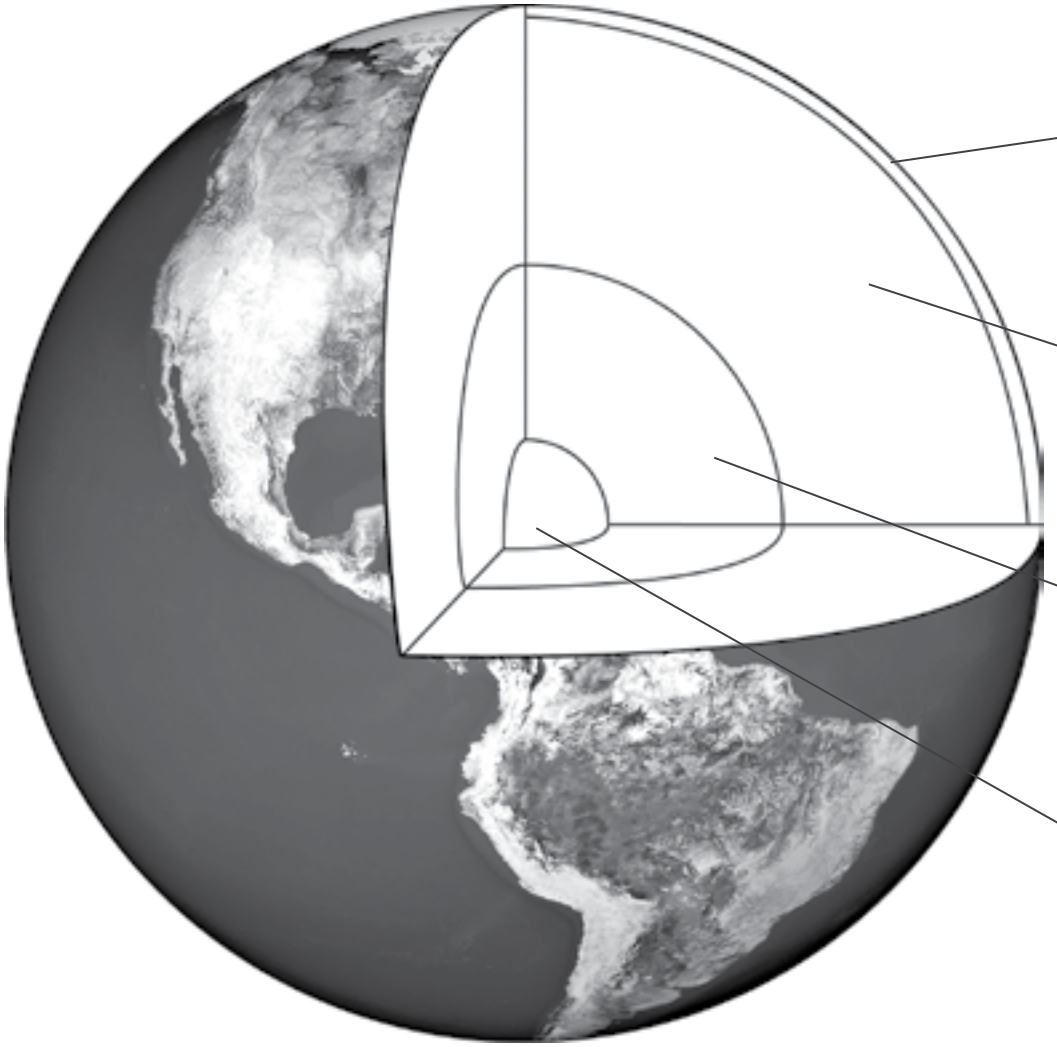
Geology
http://www.geology.com

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Color the crust brown, the mantle red, the outer core orange, and the inner core yellow. Cut out the labels for each part of the earth, and tape or glue the appropriate label to the matching color. Then, flip the page and write two sentences about two of the earth's layers on the back.



brown

red

orange

yellow

✂

crust | mantle | outer core | inner core

NAME: _____

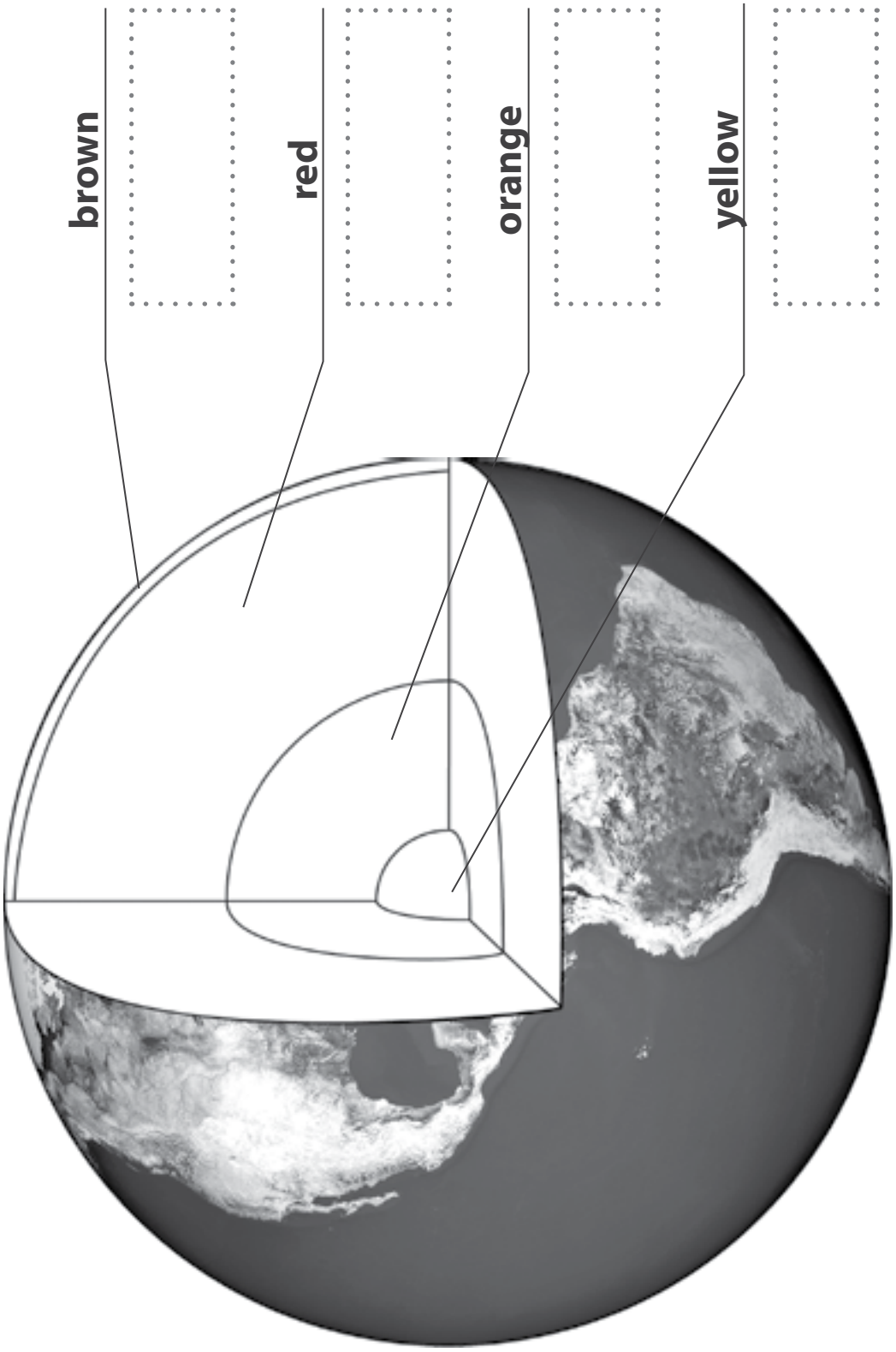
DATE: _____

Directions: Think about how volcanoes and geysers are similar and how they are different. Draw or write how they are alike in the overlapping part of the two circles. Draw or write how volcanoes are different from geysers in the circle under the volcano. Draw or write how geysers are different from volcanoes in the circle under the geyser.

NAME: _____

DATE: _____

Directions: Color the crust brown, the mantle red, the outer core orange, and the inner core yellow. Cut out the labels for each part of the earth, and then tape or glue the appropriate label to the matching color.



crust

mantle

outer core

inner core

NAME: _____

DATE: _____

Directions: Create an idea web with information you learned about minerals. Write two or three sentences on the back about the information in the web.

Minerals

NAME: _____

DATE: _____

Dear Caregiver,

I hope you and your student have been enjoying talking about the history of the earth. Today, your student learned about minerals and how they are useful to people. Soon, they will learn that all rocks can be sorted into three groups: igneous, sedimentary, and metamorphic. They will also learn about fossils and what they tell us about life on the earth many, many years ago. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this science topic.

1. **Rock Descriptions**

If possible, have your student view some rocks from nature and talk about their characteristics. If you do not have access to real rocks, look for pictures of rocks that can be described.

2. **Draw and Write**

Have your student draw and/or write about what has been learned about minerals, the three types of rocks, fossils, or dinosaurs and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

3. **If You Were There**

With your student, imagine what it would be like to discover a fossil. Talk about what you would see and hear and how you would feel.

4. **Minerals**

Talk about the ways that minerals such as coal or salt are important to you or other people.

5. **Read Aloud Each Day**

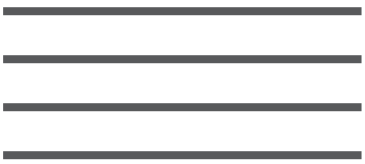
It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to the history of the earth.

Be sure to let your student know how much you enjoy hearing about what they have been learning about at school.

NAME: _____

DATE: _____

Directions: In the first column, draw pictures of and/or write about igneous rocks. In the second column, draw and/or write about sedimentary rocks. In the last column, draw and/or write about metamorphic rocks. Write at least two sentences about rocks on the back.

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
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9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2

Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Label the North Pole with a star and the South Pole with a circle. Label the equator by coloring it red. On the back of the paper, draw a picture of and write a sentence about the most interesting thing you learned about the history of the earth.

Knowledge 8

Animals and Habitats

NAME: _____

DATE: _____

1.1 **Activity Page**

Food	***Shelter***

Directions: Write or draw the things you observed related to food and shelter in the habitat surrounding your school.

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about many different types of habitats, including the desert habitat, the rainforest habitat, and several others. Your student will learn that an animal's habitat provides food, water, and shelter for that specific animal. Your student will also learn about the adaptations that plants and animals have made in order to survive in specific environments.

Below are some suggestions for activities that you may do at home to continue to enjoy learning about animals and their habitats.

1. Safari

In class, your student will go on a safari to look for plant and animal life around the school. Go on a safari with your student around your neighborhood. Point out the different types of plant and animal life. Discuss with your student how the plants and animals meet their basic needs in your neighborhood. Point out examples of food and shelter for different animals.

2. Habitat Terrarium

Simulate a small habitat at home by making a small terrarium. Use a small fish tank or some other clear container. (Plastic containers used for food would work well also.) Add one or two inches of soil, sprinkle some grass seed on the surface, and water it as needed. Cover the container with something that will allow the air to flow. (Cheesecloth works well.)

Once the grass has started growing, add small animals like grasshoppers. Observe the habitat for a few days, and talk with your student about how the animals' needs are being met or are not being met in the mini-habitat.

3. Words to Use

Below are several of the words that your student has been learning about and using. Try to use these words as they come up in everyday speech with your student.

- *habitat*—What kind of habitat do we live in?
- *shelter*—We need to find some shelter so we can get out of the rain!
- *herbivore*—A rabbit is a herbivore, because it only eats plants.
- *carnivore*—A lion is a carnivore, because it hunts and eats other animals.
- *omnivore*—A person is an omnivore if they eat both plants and animals.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on animals and habitats, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources for Animals and Habitats

Trade Books

Afternoon on the Amazon (Magic Tree House, No. 6), by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1995) ISBN 978-0679863724

The Arctic Habitat, by Mary Aloian and Bobbie Kalman (Crabtree Publishing Company, 978-0778729815

Desert Giant: The World of the Saguaro Cactus (Tree Tales), by Barbara Bash (Sierra Club Books for Children, 2002) ISBN 978-1578050857

The Great Kapok Tree: A Tale of the Amazon Rainforest, by Lynne Cherry (Voyager Books, 2000) ISBN 978-0152026141

Life in a Pond (Pebble Plus: Living in a Biome), by Carol K. Lindeen (Capstone Press, 2003) ISBN 978-0736834025

Magic Tree House Fact Tracker #26: Pandas and Other Endangered Species, by Mary Pope Osborne, Natalie Pope Boyce, and illustrated by Sal Murdocca (Random House Books for Young Readers, 2012) ISBN 978-0375870255

Sea Monsters: A Nonfiction Companion to Dark Day in the Deep Sea, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2008) ISBN 978-0375846632

Websites and Other Resources

Student Resources

Animal Habitats
pbskids.org/wildkratts/habitats

Continent and Ocean Matching Game
http://www.sheppardsoftware.com/world_G0_Click.html

Ocean Habitats
http://kids.nationalgeographic.com/kids/photos/oceans/#/tierradelfuego-745734_15601_600x450.jpg

At-Home Resources

Arctic Tundra Photographs
http://www.arcticphoto.co.uk/gallery2/arctic/landscape/tundra/tundra.htm

Endangered Animals
www.endangeredanimals.com

Museum of Natural History
http://www.amnh.org

NAME: _____

DATE: _____

Dear Caregiver,

Over the past several days, your student has learned about the Arctic tundra and ocean, the desert habitat, and the savanna habitat. In the next few days, they will learn about the temperate deciduous forest habitat, the rainforest habitat, the freshwater habitat, and the saltwater habitat. Your student will continue to learn about adaptations that plants and animals have made in order to survive in the specific habitats mentioned above. Your student will also learn about endangered species and the causes of extinction.

Below are some suggestions for activities that you may do at home to continue to enjoy learning about animals and habitats.

1. Habitats

Ask your student which of the habitats they like best and why. Discuss with your student what types of plants and animals live there and how those plants and animals are adapted to that habitat.

2. Animals and Habitats Drawing

Have your student draw a picture of one or several of the habitats they have learned about thus far. Talk with your student about the weather and climate of the habitat. Be sure they include the plants and animals that live in that habitat. Have your student think about what they would have to do to adapt to the climate, and then draw themself in the picture with their adaptations.

3. Where in the World?

Use a world map or globe to locate each of the habitats your student has learned about thus far. [Arctic (tundra and ocean), Sonoran Desert, East African Savanna] Show your student where you live in relation to each of these habitats.

4. Salt Water

In a few days, your student will be learning about the saltwater habitat. As preparation, you may want to help your student differentiate between salt water and fresh water. Mix a half-teaspoon of salt with one cup of water. Have your student dip their finger in the salt water and place it on their tongue. Then have them sip some drinking water. Discuss the difference in taste between the two.

Be sure to explain that people should not drink a lot of salt water because it is not good for their health.

5. Ocean or Saltwater Habitat Collage

Have your student make an ocean or saltwater collage. Have your student paint or color a piece of paper blue. Next, have them look through magazines or journals to find pictures of animals that live in the ocean. If no magazines or journals are available, have your student draw and cut out the animals from construction paper and glue them onto the blue paper.

6. Pollution and Habitat Destruction

Your student will be learning about how pollution can cause animals' habitats to be destroyed. The next time you are out with your student, point out examples of pollution. Have your student also look for examples of pollution.

7. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to animals and habitats.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

PP.1 **Activity Page**

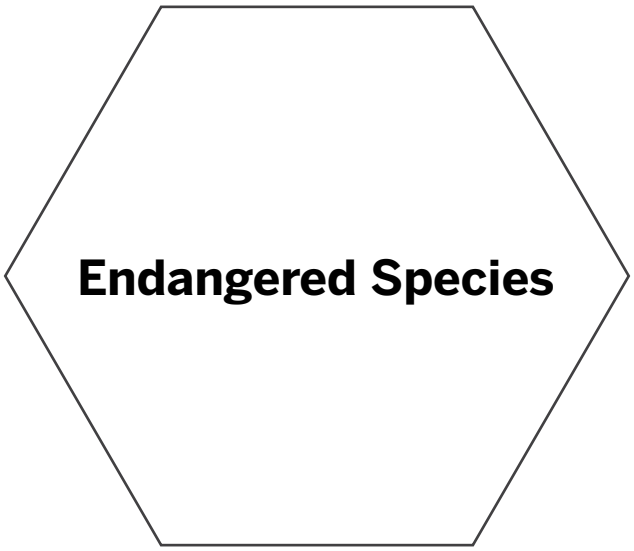
Directions: On one sheet of paper draw the Arctic habitat. On the second piece of paper draw the desert habitat. On the third sheet of paper draw the savanna habitat. Cut out the animals, and place them on the correct habitat.

NAME: _____

DATE: _____

9.1 **Activity Page**

Directions: Create an idea web with information you learned about endangered species.



NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to the teacher's directions and answer each question.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Knowledge 9

Fairy Tales

NAME: _____

DATE: _____

1.1 **Activity Page**

Elements of Fairy Tales		
Title:		
Setting(s)		
Characters		
Fantasy (events)		
Problems	**Solutions**	
Ending		

Directions: Draw or write the elements of the fairy tale in the chart.

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about fairy tales. They will hear classic versions of "Sleeping Beauty," "Rumpelstiltskin," "Rapunzel," and "The Frog Prince." They will also learn about things that fairy tales have in common, such as "once upon a time" beginnings, typical characters and settings, fantasy events, unique solutions to problems, and happy endings. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fairy tales.

1. Favorite Fairy Tales

Have your student tell you about the fairy tales they have heard. Share with your student any memories you have of reading fairy tales, and discuss some of your favorite characters or tales.

2. Draw and Write

Have your student draw and/or write about the fairy tales heard and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

3. If You Were a Character

With your student, imagine what it would be like to be a character in one of these stories. Despite the happy endings, fairy tales often touch on themes of sadness, fear, and hardship. Talk about what the characters are experiencing, and encourage your student to share any thoughts or feelings they may have while listening to these stories.

4. Sayings and Phrases: The Land of Nod

Your student has learned the saying "the land of Nod." Talk with your student about the meaning of this saying. (It is a way of saying that someone is asleep.) Point out times when the saying applies in your daily life, perhaps at bedtime, or when they begin to nod off before bed!

5. What's In a Name?

Your student will hear two fairy tales ("Rapunzel" and "Rumpelstiltskin") *about* characters with interesting names. Over the next week, you may wish to talk with your student about how their name was chosen. Write their name on a note card; on the other side of the card, write a brief story about how your student's name was chosen.

6. Read Aloud Each Day

It is very important that you read to your student every day. The local library has many classic and modern fairy tales and other stories that you can share with your student. A list of books and other relevant resources is attached to this letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources for Fairy Tales

Trade Book List

The Annotated Brothers Grimm (Bicentennial Edition), by Jacob Grimm and Wilhelm Grimm (W.W. Norton and Co., 2012) ISBN 978-3836526722

Puss in Boots, by Jerry Pinkney (Dial, 2012) ISBN 978-0803716421

Claire and the Unicorn Happy Ever After, by B.G. Hennessy and illustrated by Susan Mitchell (Simon & Schuster Books for Young Readers, 2006) ISBN 978-1416908159

Dog in Boots, by Greg Gormley and illustrated by Roberta Angaramo (Holiday House, 2011) ISBN 978-0823423477

Kate and the Beanstalk, by Mary Pope Osborne and illustrated by Giselle Potter (Aladdin, 2005) ISBN 978-1416908180

Rufferella, by Vanessa Gill Brown (Bloomsbury Childrens Books, 2001) ISBN 978-0439261654

Tales from Around the World (Ten-Minute Bedtime Stories), by Graham Percy (Pavilion, 2012) ISBN 978-1843652076

Websites and Other Resources

Hear a Story: Jack and the Giant Barbecue, by Eric Kimmel
http:ericakimmel.com/hear-a-story

Hansel and Gretel
http://bit.ly/Wpzo7s

Rapunzel
http://bit.ly/ZH3oCn

Sleeping Beauty
http://bit.ly/XAy3ya

Rumpelstiltskin
http://bit.ly/X9bEIA

Jack and the Beanstalk
http://bit.ly/XAxVyA

Elements of Fairytales
http://bit.ly/15ObJoc

NAME: _____

DATE: _____

2.1 **Activity Page**

Knowledge 9

Directions: Draw or write the elements of the fairy tale in the chart.

Elements of Fairy Tales		
Title:		
Setting(s)		
Characters		
Fantasy (events)		
Problems	**Solutions**	
Ending		

NAME: _____

DATE: _____

3.1 **Activity Page**

Elements of Fairy Tales		
Title:		
Setting(s)		
Characters		
Fantasy (events)		
Problems	**Solutions**	
Ending		

Directions: Draw or write the elements of the fairy tale in the chart.

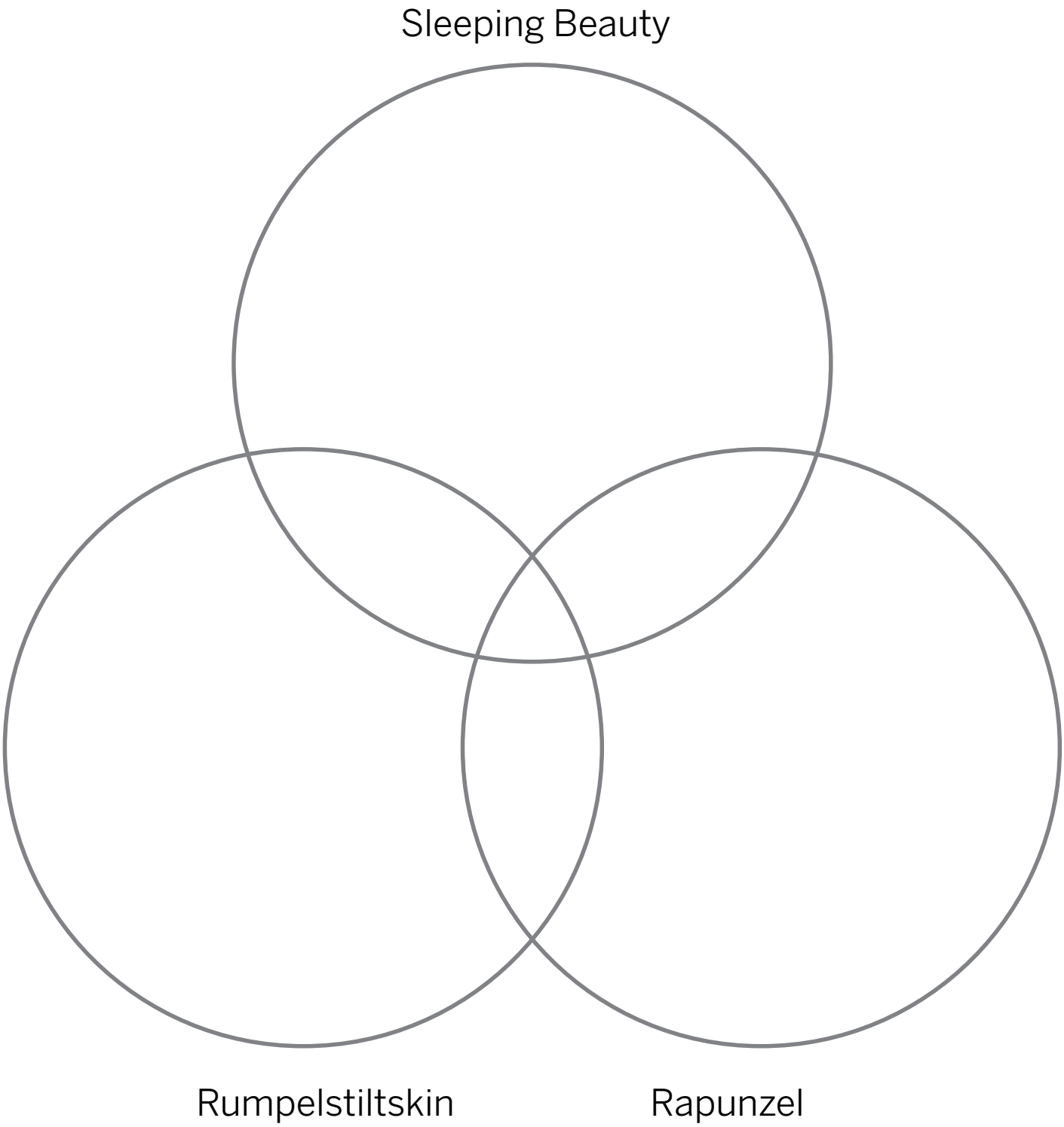
Knowledge 9

NAME: _____

DATE: _____

3.2 **Activity Page**

Directions: Record the similarities and differences between or among "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" in the Venn diagram.



NAME: _____

DATE: _____

4.1 **Activity Page**

Knowledge 9

Directions: Draw or write the elements of the fairy tale in the chart.

Elements of Fairy Tales		
Title:		
Setting(s)		
Characters		
Fantasy (events)		
Problems	**Solutions**	
Ending		

NAME: _____

DATE: _____

PP.1 **Assessment**

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4.		
5.		
6.		
7.		
8.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

6.1 **Activity Page**

Elements of Fairy Tales		
Title:		
Setting(s)		
Characters		
Fantasy (events)		
Problems	**Solutions**	
Ending		

Directions: Draw or write the elements of the fairy tale in the chart.

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed hearing some classic fairy tales. Over the next several days, your student will hear two more fairy tales: "Hansel and Gretel" and "Jack and the Beanstalk." Your student will also have an opportunity to write their own fairy tale using the knowledge they have gained from studying classic tales. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fairy tales.

1. Character Illustration

Have your student draw a picture of their favorite fairy tale character. Then have your student explain why this character is their favorite character.

2. Fairy Tales Around the World

Many countries have their own unique fairy tales or versions of fairy tales that are similar to ones your student has heard. If possible, visit the library and find a collection of fairy tales from other countries. As you are reading these tales, encourage your student to explore the similarities and differences between the tales of various countries. Ask questions to keep your student using the vocabulary learned at school.

3. Theater at Home

Your student has learned about many different types of fairy tale characters, including royalty, witches, and talking animals. Help your student act out one of the fairy tales they have read and encourage them to act differently when playing the role of the various characters. Use simple props or costumes, such as a crown made out of paper.

4. What's Your Favorite Fairy Tale?

Over the next few days, tell your student what your favorite fairy tale was as a student. You might even want to read your favorite fairy tale to your student.

5. Read Aloud Each Day

Remember to read to your student every day. The local library has many classic and modern fairy tales and other stories that you can share with your student. Refer to the list of books and other relevant resources that was sent home with the previous caregiver letter.

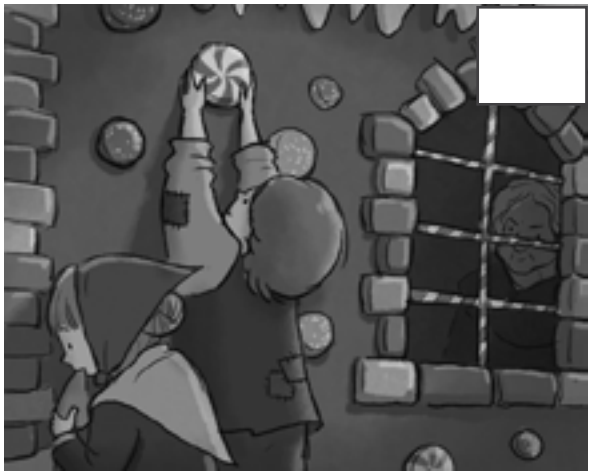
Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: These six pictures show events from "Hansel and Gretel." Think about what is happening in each one. Number the pictures in order to show the sequence of events in the fairy tale.



Knowledge 9

NAME: _____

DATE: _____

7.2 **Activity Page**

Directions: Use this story map to describe the characters, settings, and plot of the story.

Title

Character(s)

Setting(s)

Plot

Beginning

Middle

End

NAME: _____

DATE: _____

8.1 **Activity Page**

Elements of Fairy Tales		
Title:		
Setting(s)		
Characters		
Fantasy (events)		
Problems	**Solutions**	
Ending		

Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 9

NAME: _____

DATE: _____

8.2 **Activity Page**

Title _____

NAME: _____

DATE: _____

8.3 **Activity Page**

_____

(Fairy Tale Title)

Once upon a time there was _____ _____ who lived _____ _____.

One day, _____ _____ _____.

Then _____ _____ _____ _____ _____.

_____ lived happily ever after because _____ _____ _____ _____.

Directions: Use this worksheet to write your fairy tale.

Knowledge 9

NAME: _____

DATE: _____

9.1 **Activity Page**

1, 2, 3

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.1 Assessment

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6.		
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9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to your teacher's instructions.

1	2
3	**4**

5

6

NAME: _____

DATE: _____

DA.3 Assessment

1.		
2.		
3.		
4.		
5.		
6.		

Directions: Listen to your teacher's instructions.

Knowledge 10

A New Nation: American Independence

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Color the thirteen original colonies in North America. On the back of the paper, write a sentence about what you have learned about the thirteen colonies.

Knowledge 10

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about the events that led to the birth of the United States of America. They will learn about the thirteen original colonies, the Boston Tea Party, the shot heard round the world, the Declaration of Independence, and the legend of Betsy Ross. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about this period of American history.

1. **Where Are We?**

On a U.S. map, have your student locate the thirteen original colonies in America. Share with each other any knowledge that you have of this area. (If you do not have a map, you may check one out from the library.)

2. **Draw and Write**

Have your student draw and/or write about what they have learned about these events and then share their drawing and/or writing with you. Ask questions to keep your student using the vocabulary learned at school.

3. **If You Had Been There**

With your student, imagine what it would have been like to have been at one of the following events: Boston Tea Party, Paul Revere's ride, signing of the Declaration of Independence, or sewing of the flag. Talk about what you would have seen and heard and how you would have felt.

4. **Sayings and Phrases: Let the Cat Out of the Bag**

Your student will be learning the saying "let the cat out of the bag." Talk with your student about the meaning of this saying and when it may or may not be appropriate to reveal a secret.

5. **Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books on the history of the United States as a new nation, and a list of books and other resources relevant to this topic is attached to this letter.

Recommended Resources

Trade Book List

American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday, by Mary Pope Osborne and Natalie Pope Boyce and illustrated by Sal Murdocca (Random House Books for Young Readers, 2004) ISBN 978-0375823794

George Washington (Welcome Books), by Philip Abraham (Children's Press, 2002) ISBN 978- 0516236032

Independent Dames: What You Never Knew About the Women and Girls of the American Revolution, by Laurie Halse Anderson and illustrated by Matt Faulkner (Simon & Schuster Books for Young Readers, 2008) ISBN 978-0689858086

Roanoke: The Lost Colony, by G.S. Prentzas (Chelsea House Pub, 2011) ISBN 978-1604139709

Websites and Other Resources

Patriot Symbols Lessons and Activities
https://sites.google.com/a/solteacher.com/olteacher-com/home/first-grade-virginiasol-resources/first-grade-social-studies/sol-1-11-patriotic-symbols

School House Rock: "No More Kings"
http://www.youtube.com/watch?v=t-9pDZMRCpQ

School House Rock: "The Shot Heard Round the World"
http://www.youtube.com/watch?v=Y6ikO6LMxF4

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

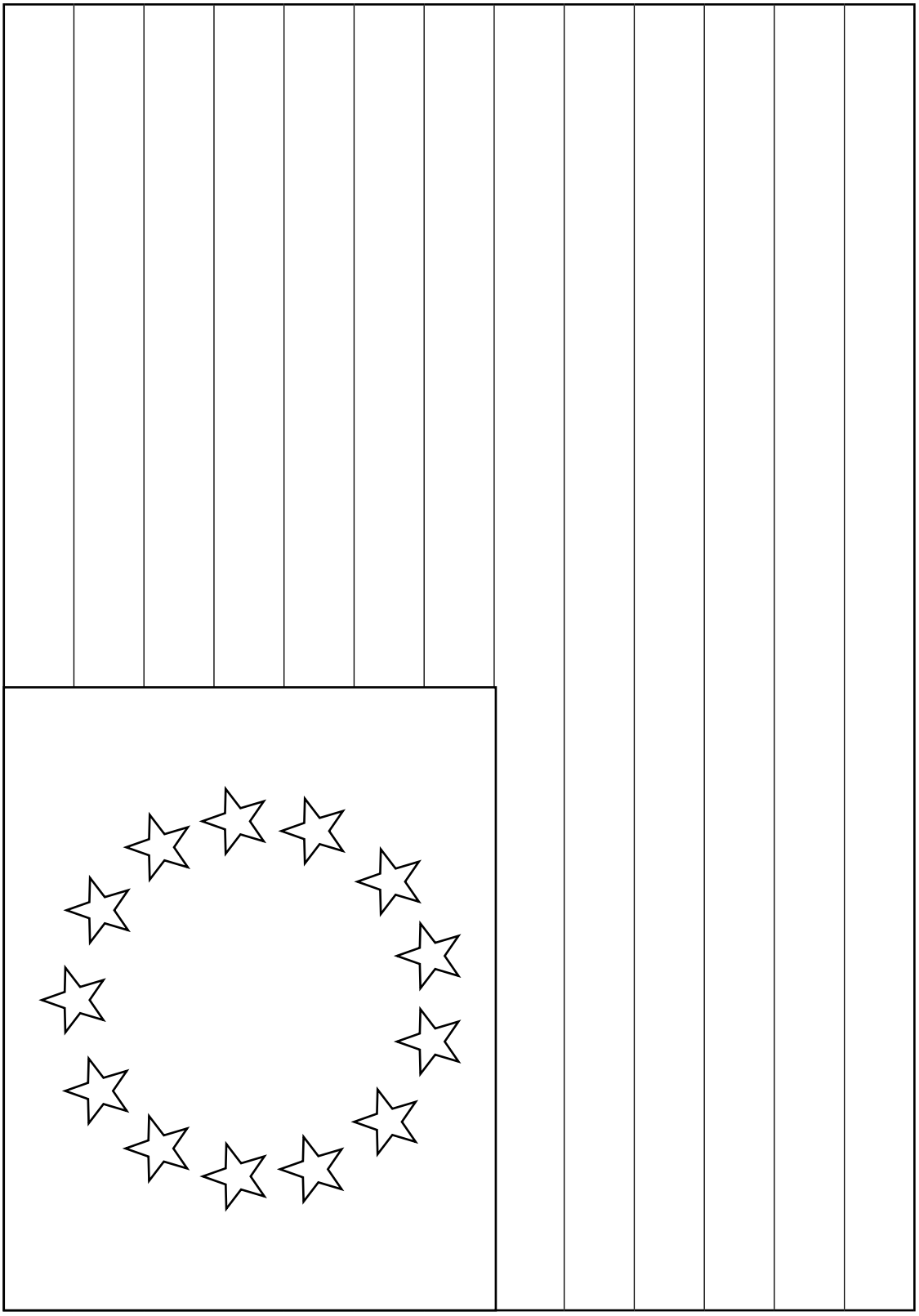
Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

5.1 **Activity Page**

Directions: Color the original flag of the United States. Remember that the white stars are on a blue background and the top stripe is red and then alternates with white. On the back of the paper, write one to three sentences about what you have learned about the original flag.



NAME: _____

DATE: _____

PP1.1 **Assessment**

_____

_____

_____

_____

_____

_____

Directions: Listen to your teacher's instructions.

Knowledge 10

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, they will learn more about some of the key people who played significant roles during those events. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about George Washington, Benjamin Franklin, and Thomas Jefferson.

1. Money Detective: Search for the Founding Fathers

Look on coins and paper bills with your student to find images of the people they have been learning about. George Washington's face is on the one-dollar bill and on some quarters. Thomas Jefferson is on some nickels with his home, Monticello, appearing on the reverse. Jefferson is also pictured on the two-dollar bill with a picture of the signing of the Declaration of Independence on the opposite side. Benjamin Franklin appears on the one-hundred dollar bill!

2. Draw and Write

Have your student draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

3. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to the history of the United States as a new nation.

4. Sayings and Phrases: There's No Place Like Home/Never Leave Until Tomorrow What You Can Do Today

Your student will learn two common sayings, "there's no place like home," and "never leave until tomorrow what you can do today." Talk to your student about the meaning of these sayings, and try to use them in everyday speech.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

PP2.1 Assessment

_____ _____

_____ _____

_____ _____

Directions: Listen to your teacher's instructions.

Knowledge 10

NAME: _____

DATE: _____

11.1 **Activity Page**

	Image 1	Image 2	Image 3 (Optional)
Description			
Connection			
Details about the pictures	**1.**		
	2.		
	3.		
Importance (Why are these events or people important?)			

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, they will learn more about some of the key people who played significant roles during those events. Your student will learn about three special symbols representing America as a land of freedom. They will also learn that some people, both then and now, still struggle for freedom. Below are some suggestions for activities that you may do at home to reinforce what your student is learning.

1. **Draw and Write**

Have your student draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

2. **Symbol Walk**

Take your student for a walk to look for one of the most prominent symbols of the United States, the U.S. flag. You might also set a greater challenge for yourselves by trying to find two other American symbols your student has learned about: the bald eagle and the Liberty Bell.

3. **Read Aloud Each Day**

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to the history of the United States as a new nation.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

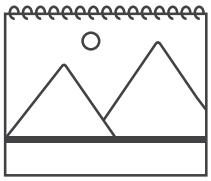
DATE: _____

12.1 **Activity Page**

NAME: _____

DATE: _____

DR.1 Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		

NAME: _____

DATE: _____

DA.2 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Listen to the sentence read by the teacher. Circle the picture or pictures in each row that the sentence describes.

1.	G.W.	B.F.	T.J.
2.	G.W.	B.F.	T.J.
3.	G.W.	B.F.	T.J.
4.	G.W.	B.F.	T.J.
5.	G.W.	B.F.	T.J.

6.	G.W.	B.F.	T.J.
7.	G.W.	B.F.	T.J.
8.	G.W.	B.F.	T.J.
9.			
10.			

Knowledge 11

Frontier Explorers

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Listen to your teacher's directions, and color or mark the appropriate parts of the map.

Knowledge 11

NAME: _____

DATE: _____

Dear Caregiver,

Today, your student has started learning about Daniel Boone, one of the first persons to explore the land west of the Appalachian Mountains. Daniel Boone helped make the Wilderness Road, which allowed other settlers to move west. During the next several days, your student will continue to learn about the westward expansion of the United States and specifically about the travels of Lewis and Clark. Below are some suggestions for activities you may do at home to reinforce what your student is learning about this period of American history.

1. Where Are We?

Have your student locate the Appalachian Mountains on a map. Share with each other any knowledge that you have of this area. (If you do not have a map, check one out from the library.)

2. Draw and Write

Have your student draw and/or write about what has been learned about Daniel Boone and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school, such as *barrier, claimed, settlements, woodsmen, passes, pioneers, trailblazer,* and *wilderness*.

3. If You Were There

With your student, imagine what it would have been like to have been with Daniel Boone when he crossed the Appalachian Mountains through the Cumberland Gap or made the Wilderness Road. Talk about what you would have seen and heard and how you would have felt.

4. Borrow a Book

Set aside time to read to your student each day. The local library has a variety of books about this period of American history. A list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your student know how much you enjoy hearing about what they have been learning about at school.

Recommended Resources for Frontier Explorers

Trade Book List

Exploring the West, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050119

Lewis and Clark for Kids: Their Journey of Discovery with 21 Activities, by Janis Herbert (Chicago Review Press, 2000) ISBN 978-1556523748

The Mississippi River, by Allan Fowler (Children's Press, 2000) ISBN 978-0516265568

A Picture Book of Sacagawea, by David A. Adler and illustrated by Dan Brown (Holiday House, 2000) ISBN 978-0823414857

Who Was Daniel Boone?, by Sydelle Kramer and illustrated by George Ulrich (Grosset and Dunlap, 2006) ISBN 978-0448439020

Websites and Other Resources

At-Home Resources

Lewis and Clark
http://www.archives.gov/education/lessons/lewis-clark/

Louisiana Purchase
http://www.learner.org/interactives/historymap/states_louisiana.html

Thomas Jefferson and the Louisiana Purchase
http://www.loc.gov/exhibits/jefferson/jeffwest.html

Journals of Lewis and Clark
http://www.lewisandclarkjournals.unl.edu

NAME: _____

DATE: _____

2.1 **Activity Page**

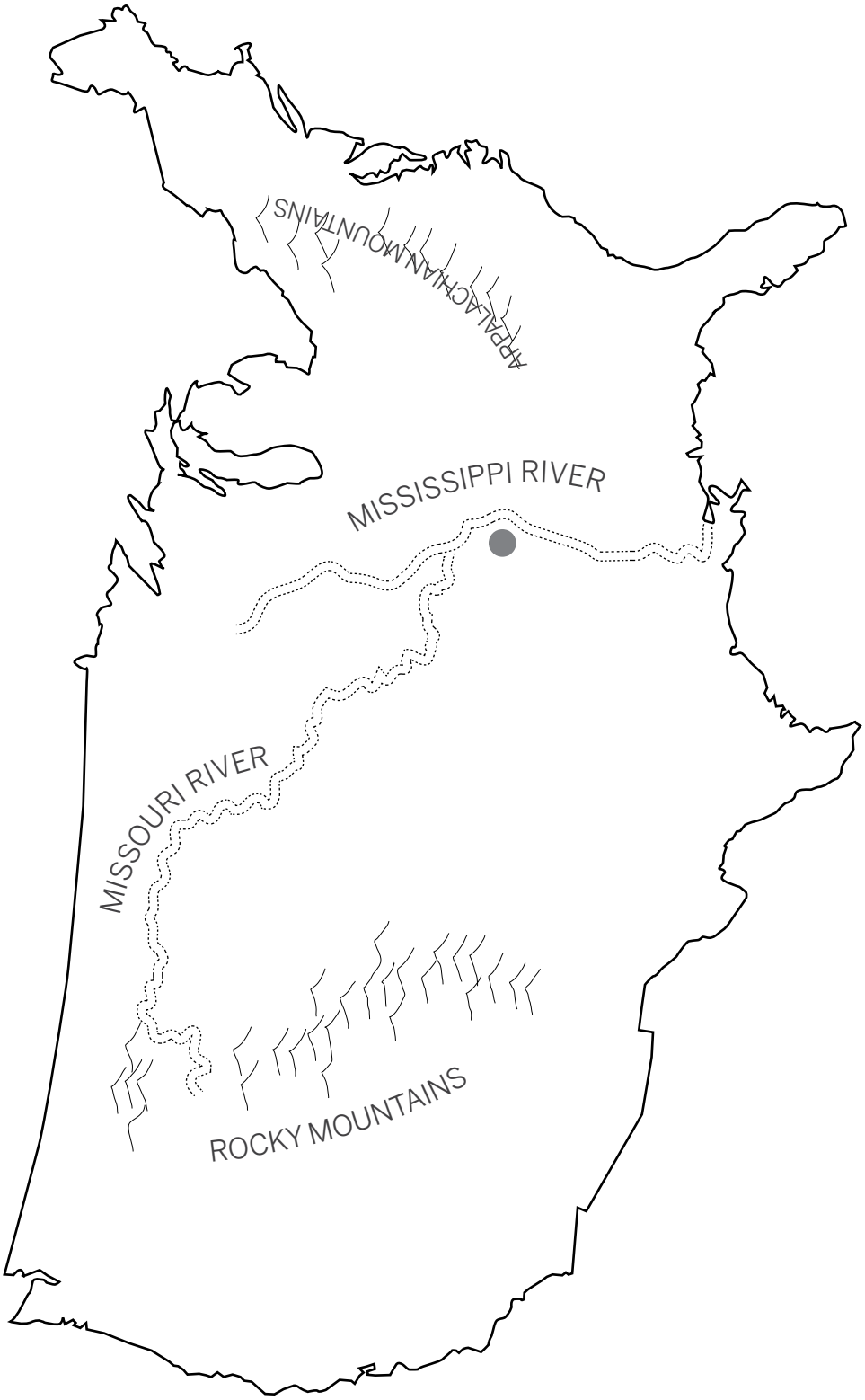
Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Listen to the directions the teacher reads and color or mark the appropriate parts of the map.



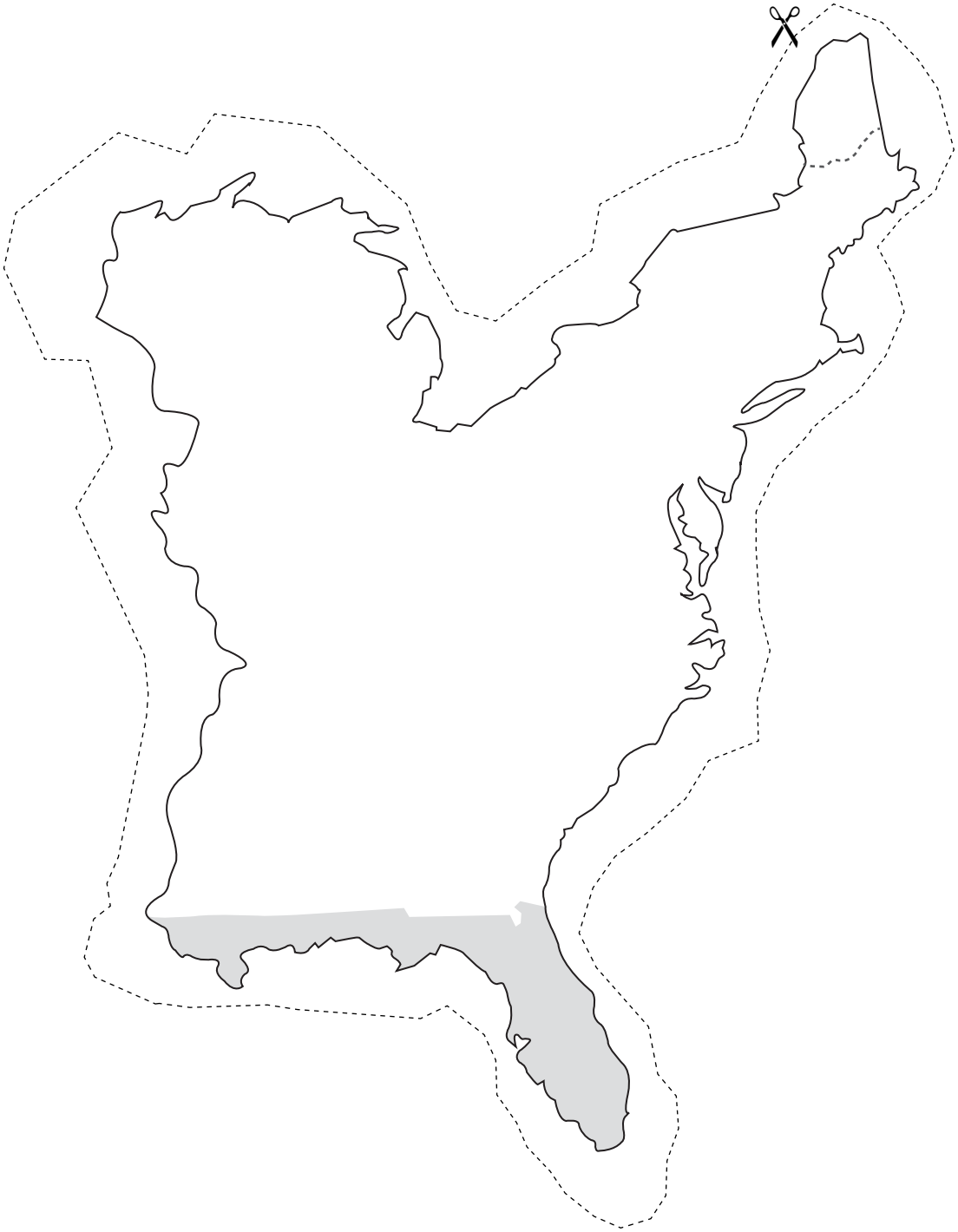
Knowledge 11

NAME: _____

DATE: _____

4.1 **Activity Page**

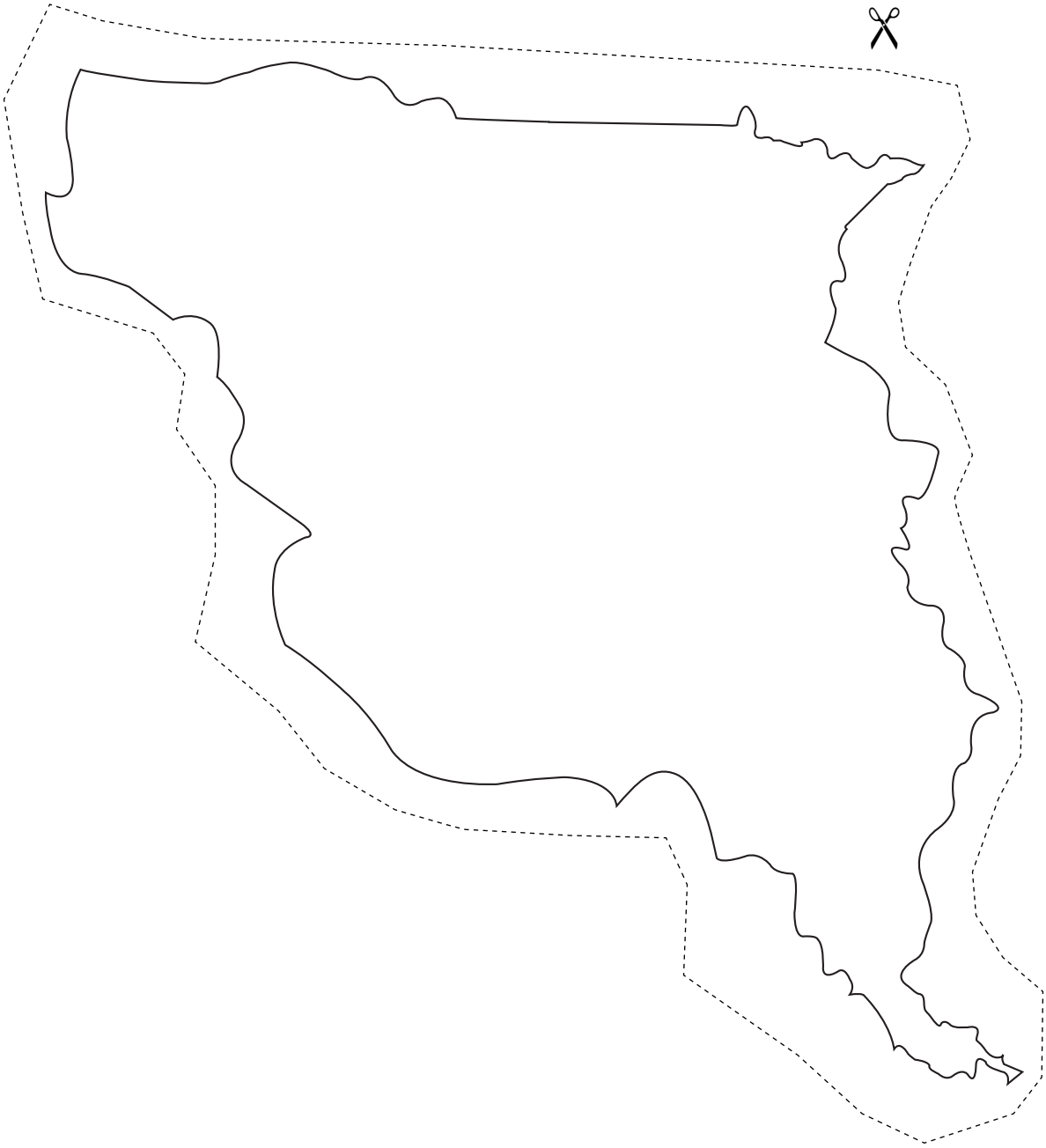
Directions: Color the picture of the United States before the purchase of the Louisiana Territory and then cut it out. Color the picture of the Louisiana Territory another color and then cut it out. Place the Louisiana Territory and the eastern portion of the United States together. Glue or tape the two pieces of the puzzle together on a blank sheet of paper.



NAME: _____

DATE: _____

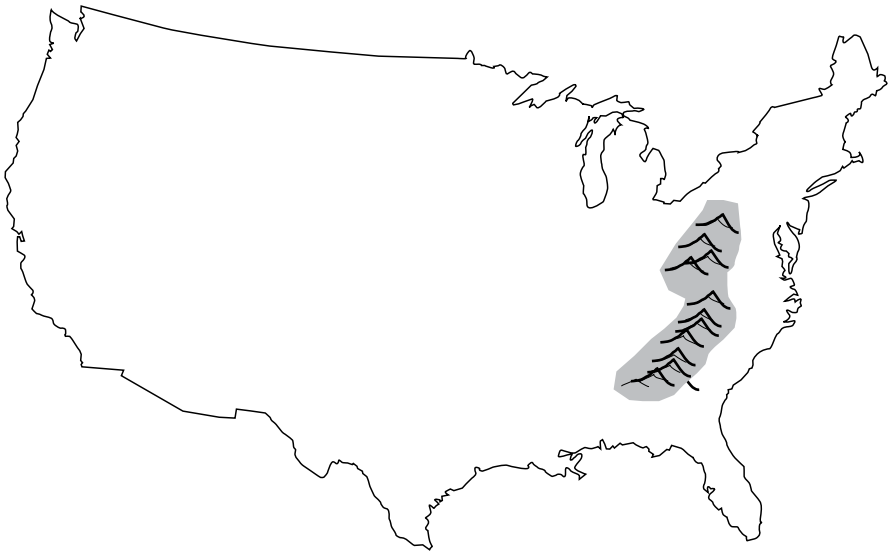
Activity Page

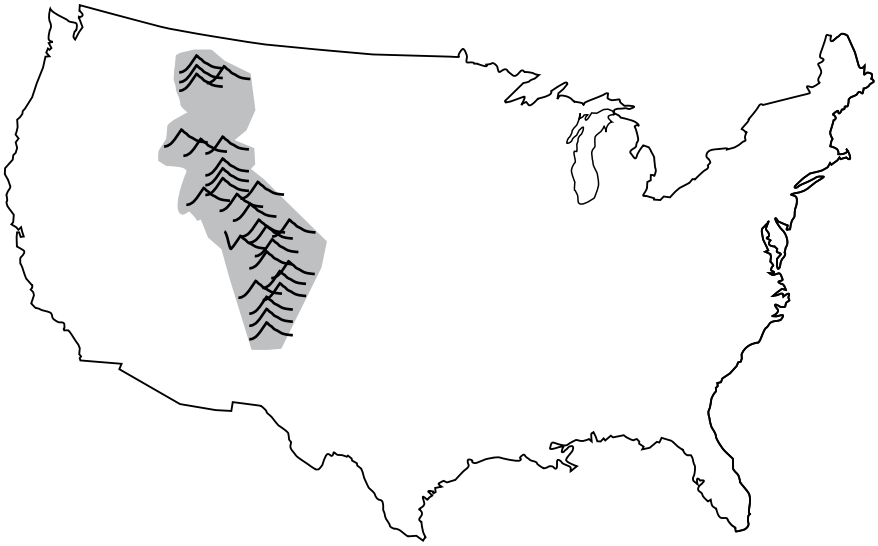


NAME: _____

DATE: _____

PP.1 **Activity Page**





Directions: Listen to your teacher's directions.

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

Three Tasks

Make friends with Native Americans	Find an all-water route to the Pacific Ocean	Collect samples of plants and animals

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will learn more about the westward expansion of the United States. They have already learned about the Louisiana Purchase and will continue learning about Lewis and Clark and the Corps of Discovery. They will also learn about Sacagawea, who helped the Corps as a guide.

1. If You Were There

With your student, imagine what it would have been like to have journeyed with the Corps of Discovery as they traveled through new lands and discovered new plants and animals. Talk about what you would have seen and heard and how you might have felt.

2. Draw and Write

Have your student draw and/or write about what has been learned about Lewis and Clark and the Corps of Discovery, and then ask them to share the drawing with you. Ask questions to keep your student using the vocabulary learned at school. You may wish to have your student list the three tasks President Thomas Jefferson wanted the Lewis and Clark expedition to accomplish (1. making friends with Native Americans; 2. collecting samples of different plants and animals; 3. finding a water route all the way to the Pacific Ocean).

3. Sacagawea and the Dollar Coin

If possible, show your student a dollar coin and point out Sacagawea.

4. Borrow a Book

Set aside time to read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to Lewis and Clark's expedition.

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
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6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to your teacher's instructions.

1.	Daniel Boone	Lewis and Clark	Thomas Jefferson
2.	Daniel Boone	Lewis and Clark	Thomas Jefferson
3.	Daniel Boone	Lewis and Clark	Native Americans
4.	Daniel Boone	Lewis and Clark	Native Americans
5.	Daniel Boone	Lewis and Clark	Sacagawea

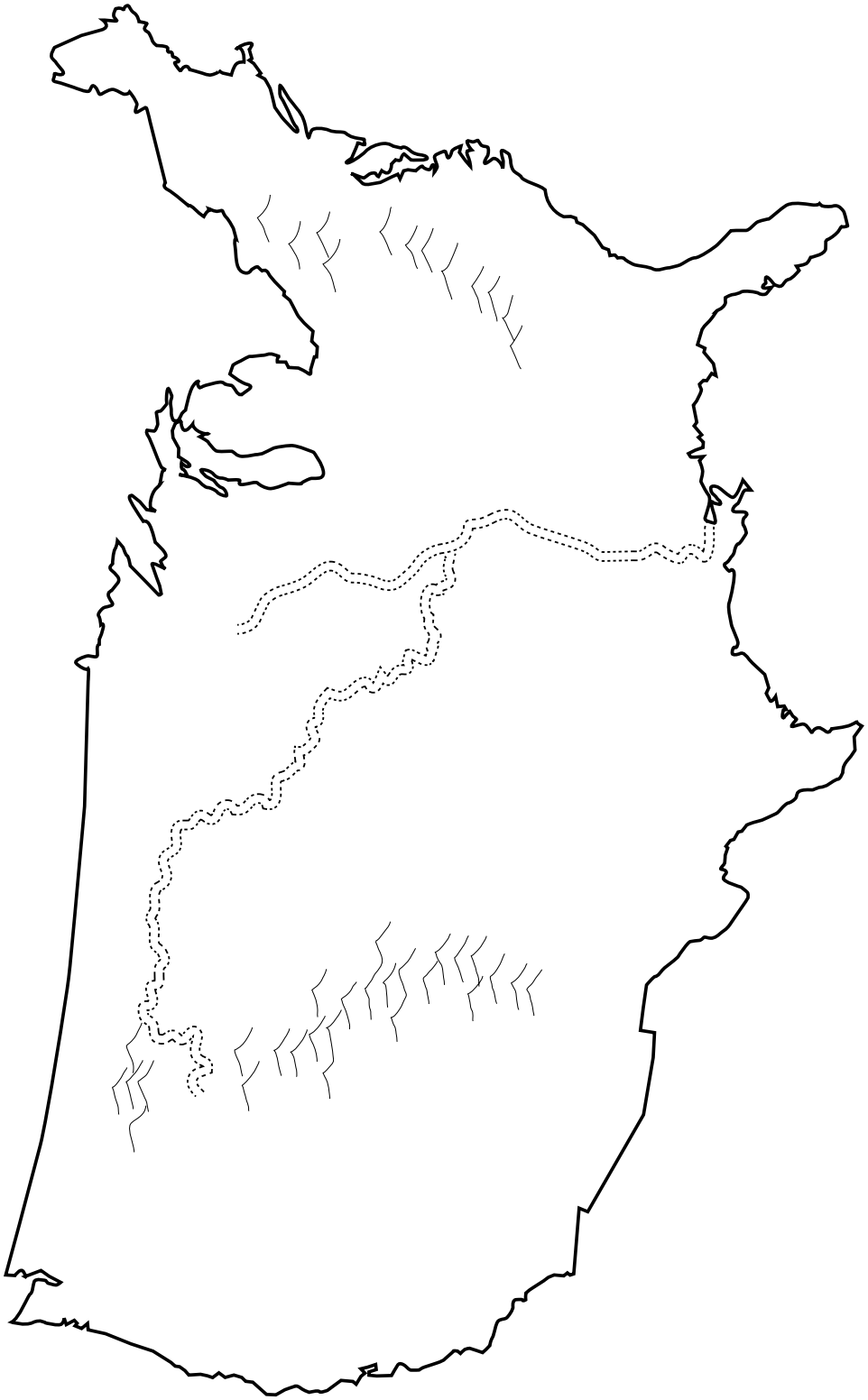
6.	Daniel Boone	Lewis and Clark	Native Americans
7.	Daniel Boone	Lewis and Clark	Thomas Jefferson
8.	Daniel Boone	Lewis and Clark	Sacagawea
9.	Daniel Boone	Lewis and Clark	Native Americans
10.	Daniel Boone	Lewis and Clark	Thomas Jefferson

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Look at your map. First, find the Appalachian Mountains and color them brown. Next, find the Mississippi River and color it blue. Then, find the Rocky Mountains and color them yellow. Last, find the area or territory that represents the Louisiana Purchase and color it green.



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Schools

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