Amplify Core Knowledge Language Arts®

1 Fables and Stories

2 The Human Body

3 Different Lands, Similar Stories

4 Early World Civilizations

5 Early American Civilizations

6 Astronomy

Knowledge 1–6

Activity Book | Grade 1

Grade 1

Knowledge 1-6

Activity Book

Amplify Core Knowledge Language Arts

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Knowledge 1

Fables and Stories

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Use this story map to describe the characters, setting, plot, and lesson of the fable.

Title

Character(s)

Setting(s)

Plot

Beginning

Middle

End

Lesson

NAME: _____

DATE: _____

Dear Caregiver,

Today, your student listened to the well-known fable, "The Boy Who Cried Wolf," and learned that fables are short stories that teach a lesson that is called the moral of the story. Over the next several days, your student will also become familiar with the fables, "The Maid and the Milk Pail," "The Goose and the Golden Eggs," "The Dog in the Manger," "The Wolf in Sheep's Clothing," and "The Fox and the Grapes." Some of these fables have animal characters that act like people (personification), which is another characteristic of fables.

Below are some suggestions for activities that you may do at home to continue enjoying the fables heard at school.

1. Character, Setting, and Plot

Talk with your student about the characters, setting, and plot of the fables. Ask questions about the fable such as, "Why did the shepherd boy play a prank and cry, *'Wolf! Wolf!'*?" Also, make personal connections to the fables with questions such as, "If you often don't tell the truth, will people believe you when you are telling the truth?"

2. Illustrating Fables

Have your student draw or paint a picture of one of the fables and then tell you about it. Again, ask questions to keep your student talking about the fable. Another option is to create a three-part picture that shows the beginning, middle, and end of the fable.

3. Different Versions of Fables

Tell or read to your student different versions of a fable, and talk about how the different versions are the same and how they are different.

4. Sayings and Phrases: "A Wolf in Sheep's Clothing" and "Sour Grapes"

Your student will learn about these phrases and their meanings. Once your student has heard the fable "The Wolf in Sheep's Clothing," reinforce that the saying "a wolf in sheep's clothing" means that people are not always who they appear to be on the outside. On the outside, the wolf looked like a sheep—but he was not. Explain that in the same way, a person can seem very nice on the outside, but may not actually be very nice on the inside. Once your student has heard the fable "The Fox and the Grapes," reinforce that when he couldn't reach the grapes, the fox said, "I didn't want those old grapes anyway. I'm sure

they are sour." Explain that the phrase "sour grapes" describes when someone cannot get what they want, so they end up saying untrue things. Talk with your student about how these phrases apply to everyday situations.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has fables and collections of fables that you can share with your student. At the end of this letter you will find a list of books and other relevant resources. Be sure to talk about the characteristics of each fable—they are short, they have a moral, they use personification—and how the moral applies to you and your student.

Let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources

Trade Books

Fables

The Classic Treasury of Aesop's Fables (Children's Illustrated Classics), illustrated by Don Daily (Running Press, 2007) ISBN 978-0762428762

Fox Tails: Four Fables from Aesop, by Amy Lowry (Holiday House, 2012) ISBN 978-0823424009

Stories

Baby Rattlesnake: A Native American Tale, by Te Ata and adapted by Lynn Moroney and illustrated by Mira Reisberg (Children's Book Press, 2006) ISBN 978-0892392162

One Grain of Rice: A Mathematical Folktale, by Demi (Scholastic Press, 1997) ISBN 978-0590939980

The People Could Fly: American Black Folktales, retold by Virginia Hamilton and illustrated by Leo Dillon and Diane Dillon (Alfred A. Knopf, 2009) ISBN 978-0394869254

NAME: _____

DATE: _____

2.1 **Activity Page**

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

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

2.2 **Activity Page**

Directions: Circle the correct image, based on the question your teacher asks.

NAME: _____

DATE: _____

4.1 **Activity Page**

Directions: Circle the image that shows personification.

NAME: _____

DATE: _____

5.1 **Activity Page**

Directions: Choose the correct article, based on the question your teacher asks.

a
the

NAME: _____

DATE: _____

Directions: These three pictures show the beginning, middle, and end of "The Fox and the Grapes." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on a piece of paper.

NAME: _____

DATE: _____

PP.1 **Assessment**

Directions: Write the number beside the picture of the fable that is being described.

_____

_____

_____

NAME: _____

DATE: _____

Directions: Write the number beside the picture of the fable that is being described.

_____

_____

_____

NAME: _____

DATE: _____

PP.2 **Assessment**

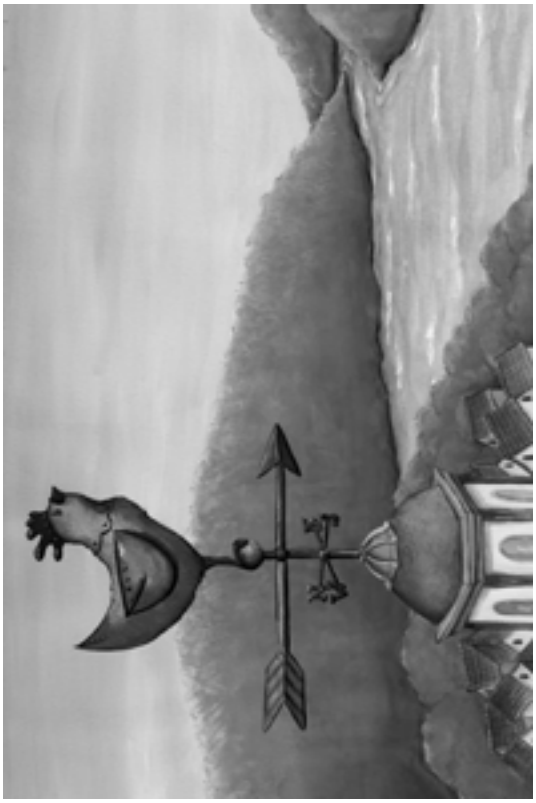
Somebody	
Wanted	
But	
So	
Then	

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



NAME: _____

DATE: _____

7.2 **Activity Page**

Directions: Circle the correct image based on the question your teacher asks.

NAME: _____

DATE: _____

Dear Caregiver,

We have finished the fables section of the *Fables and Stories* domain and are now listening to and discussing longer fictional stories. Today your student heard "The Little Half-Chick (Medio Pollito)," a Hispanic folktale. Over the next several days, they will also become familiar with "The Crowded, Noisy House," "The Tale of Peter Rabbit," and "All Stories are Anansi's."

Below are some suggestions for activities that you may do at home to continue enjoying the stories heard at school.

1. **Storytelling Time**

Have your student orally retell the story that they heard at school each day.

2. **Character, Setting, and Plot**

Talk with your student about the characters, setting, and plot of the stories. Ask questions about the story such as, "How did Peter Rabbit get into mischief?" Also, make personal connections to the stories with questions such as, "Have you ever gotten into mischief?"

3. **Illustrating Stories**

Have your student draw or paint a picture of one of the stories and then tell you about it. Again, ask questions to keep your student talking about the story. Another option is to create a three-part picture that shows the beginning, middle, and end of the story.

4. **Sayings and Phrases: "Do Unto Others as You Would Have Them Do Unto You"**

Your student has talked about this saying and its meaning at school. Talk with your student again about the meaning and ways to follow this saying. Find opportunities to compliment your student for following this proverb.

5. **Read Aloud Each Day**

It is very important that you read to your student every day. The local library has folktales and collections of folktales 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 talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

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

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Use this story map to describe the characters, setting, plot, and lesson of the fable.

Title

Character(s)

Setting(s)

Plot

Beginning

Middle

End

Lesson

NAME: _____

DATE: _____

9.1 **Activity Page**

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

DR.1 **Assessment**

Title

Character(s)

Setting(s)

Plot

Beginning

Middle

End

Lesson

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.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

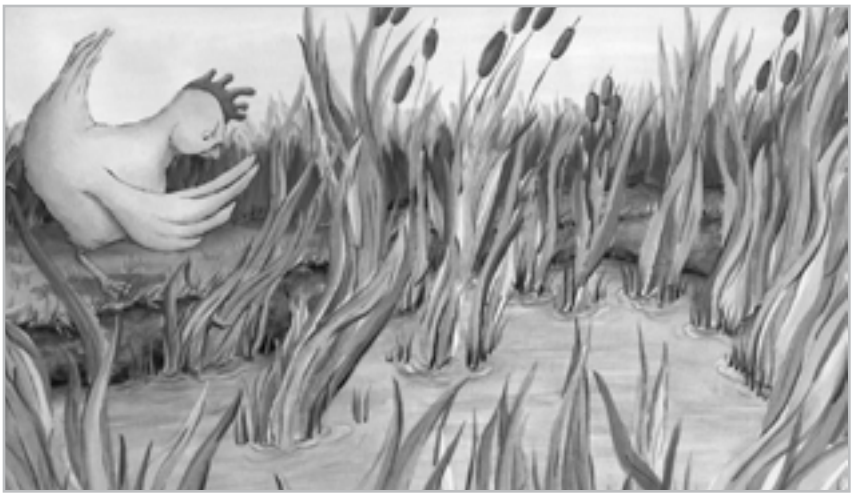
DA.3 Assessment

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

_____

_____

_____



NAME: _____

DATE: _____

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

_____

_____

_____

Knowledge 2

The Human Body

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Circle the image that represents a network of systems.

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about the human body. They will learn about five important body systems: skeletal, muscular, digestive, circulatory, and nervous. Below are some suggestions of activities to do at home to reinforce what your student is learning about how our bodies work to keep us alive.

1. What's Inside My Body?

Ask your student to describe a body organ that they learn about each day. Have them tell you why the organ is important and the name of the body system to which it belongs.

2. Systems at Work

Ask your student which body systems are at work as you walk, talk, eat, and read together. Encourage the use of vocabulary being learned at school by asking your student to explain how the systems are working together.

3. Draw and Write

Have your student draw and/or write about what has been learned about each of the body systems and then share the drawing and/or writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Words to Use

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

- *systems*—Human body systems include the digestive system and the circulatory system.
- *support*—The beams of the house support the roof.
- *voluntary*—His participation in the race was voluntary.
- *digestion*—The digestion of food takes the body several days to complete.
- *heart*—The heart is an involuntary muscle.
- *nerves*—The tips of your fingers are full of nerves that allow you to feel.

5. Read Aloud Each Day

It is very important to read with your student each day. Please refer to the list sent home with this caregiver letter of recommended trade books related to the human body that may be found at the library, as well as informative websites.

Be sure to praise your student whenever they share what has been learned at school.

Recommended Resources for *The Human Body*

The following is a list of resources relevant to *The Human Body* that you may want to share with your student. The librarian at your local library would be able to direct you to additional resources.

Trade Books

It's Catching: Colds, by Angela Royston (Heinemann Library, 2001) ISBN 978-1588102270

Louis Pasteur: A Photo Illustrated Biography, by Kremena T. Spengler (Capstone Press, 2003) ISBN 978-0736834414

The Magic School Bus Inside the Human Body, by Joanna Cole and Bruce Degen (Scholastic Press, 1990) ISBN 978-0590414272

My First Visit to the Doctor, by Eve Marleau and Michael Garton (QEB Publishing, 2009) ISBN 978-1595669872

Oh, the Things You Can Do That Are Good For You!, by Tish Rabe, illustrated by Aristides Ruiz (Random House Books for Young Readers, 2001) ISBN 978-0375810985

Websites and Other Resources

Student Resources

Children's Museum of New York
http://www.cmom.org/explore/exhibits/eat_sleep_play_building_health_every_day

Digestive System Video
http://kidshealth.org/kid/htbw/_bfs_DSmoviesource.html

Food Plate "Blast Off Game"
http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html

Kids' Biology
http://www.kidsbiology.com/human_biology/index.php

"A Kid's Guide to Shots"
http://kidshealth.org/kid/stay_healthy/body/guide_shots.html

Kids' Health Skeletal System Video
http://kidshealth.org/kid/htbw/_bfs_SSmoviesource.html

Muscular System Video
http://www.makemegenius.com/video_play.php?id=100

Nervous System Video
http://kidshealth.org/kid/htbw/_bfs_NSmoviesource.html

At-Home Resources

The Human Brain
http://www.learner.org/series/discoveringpsychology/brain/brain_flash.html

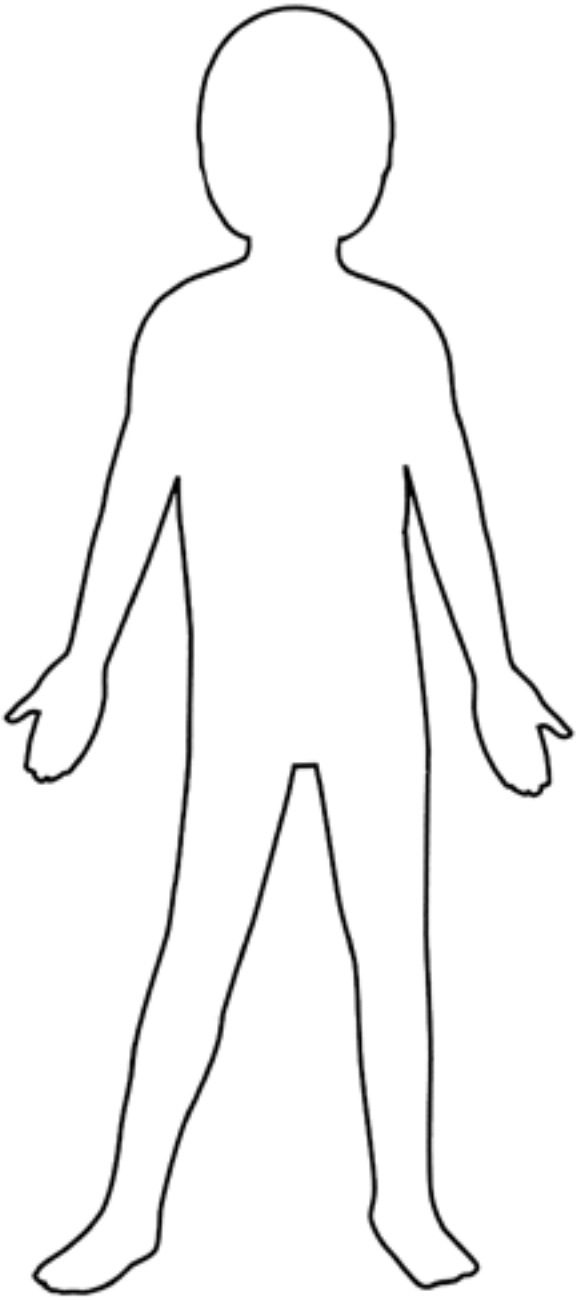
NAME: _____

DATE: _____

2.1 **Activity Page**

My _____ System

Directions: Complete the title line with the name of the system being reviewed. Next, draw the organs included in that system within the body form. Use the lines at the bottom of the page to write a sentence about the system.



_____

_____

NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed learning about her/his body and how its systems work together to keep us alive. Over the next several days, they will learn about health, nutrition, and ways to keep her/his body at its best. Below are some suggestions for activities that you may do at home to reinforce the healthy habits they are learning about at school.

1. Healthy Eating

Visit the USDA website to learn more about a healthy diet: www.choosemyplate.gov. Play one of the learning games with your student, asking questions to encourage the use of vocabulary learned at school.

2. Menu Planning, Shopping, and Cooking

Have your student help you plan a well-balanced meal using foods from a variety of food groups. Then, go to the grocery store together to buy the ingredients. Have them help in the preparation of the food.

3. Words to Use

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

- *diseases*—Scientists work hard to cure diseases that make people sick.
- *nutritious*—Every day, Luke ate a nutritious lunch with fruits and vegetables.
- *complicated*—The recipe was extremely complicated and had many steps to follow.

4. Read Aloud Each Day

It is important to read to your student each day. Please refer to the list sent home with the previous caregiver letter of recommended trade books related to the human body that may be found at the library. That list also contains informative websites.

5. Sayings and Phrases: An Apple a Day Keeps the Doctor Away

Your student will learn the saying, "an apple a day keeps the doctor away." Talk with your student about its meaning. Discuss the importance of going to the doctor for regular checkups and vaccinations.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

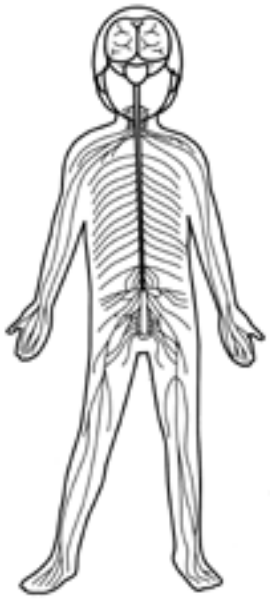
DATE: _____

PP.1 **Assessment**

Body Systems

Directions: Identify pictures of the nervous, digestive, circulatory, and muscular systems. Write the number on the line next to its corresponding picture.

_____



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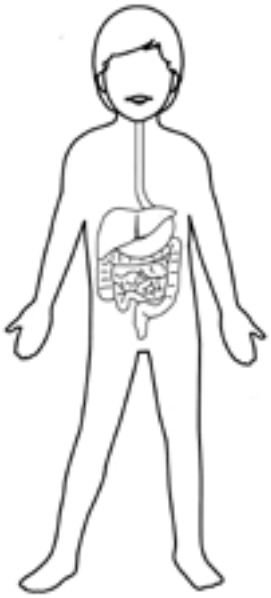


_____

_____

1. Nervous system	2. Digestive system
3. Circulatory system	4. Muscular system

NAME: _____

DATE: _____

7.1 **Activity Page**

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

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

7.2 **Activity Page**

Directions: Circle the image that shows how you can help prevent disease.

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Draw a picture about one of Dr. Welbody's five keys to health. Use the lines at the bottom to write a sentence about the key to health you drew.

_____

_____

_____

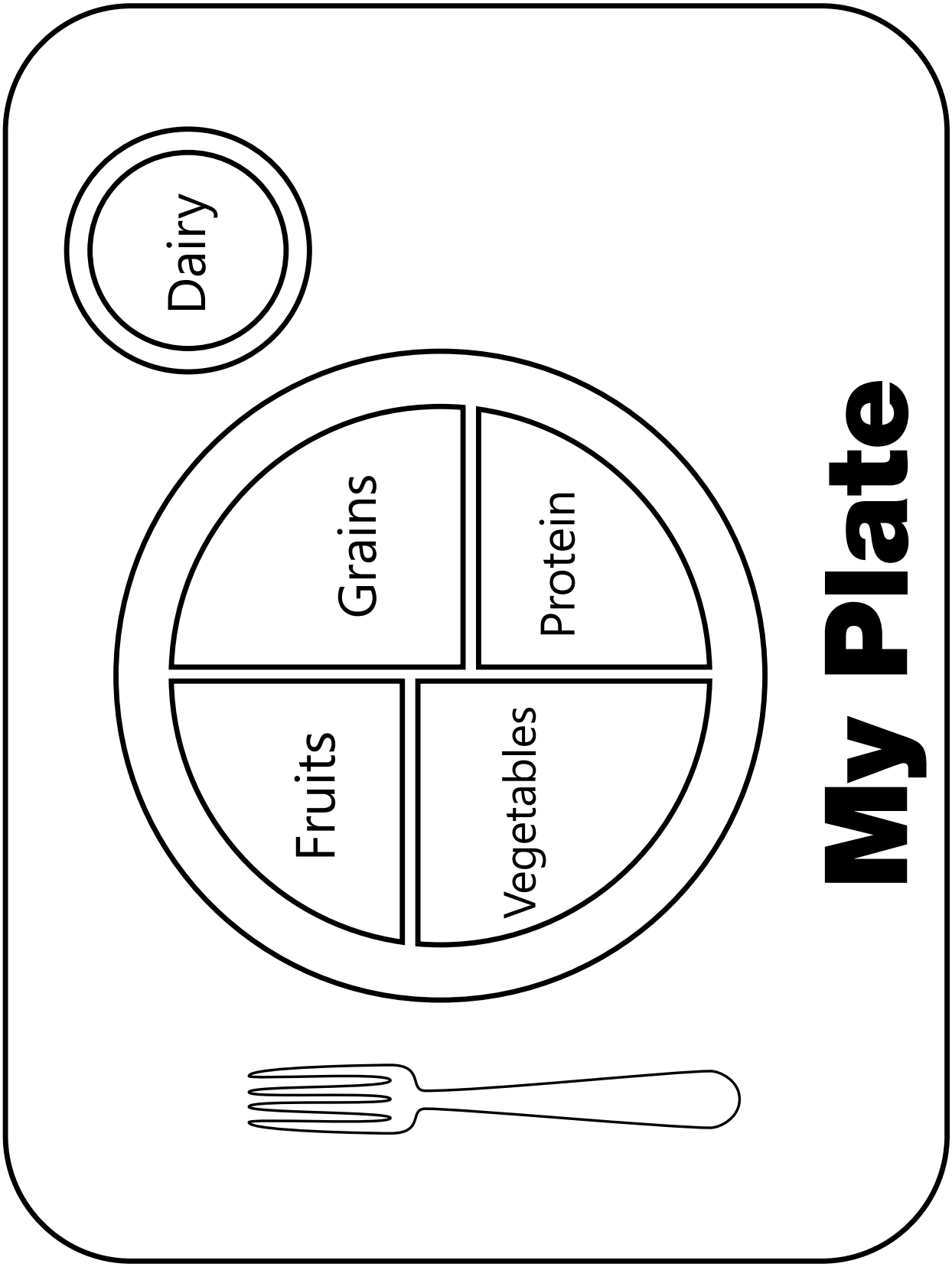
_____

_____

NAME: _____

DATE: _____

My Plate



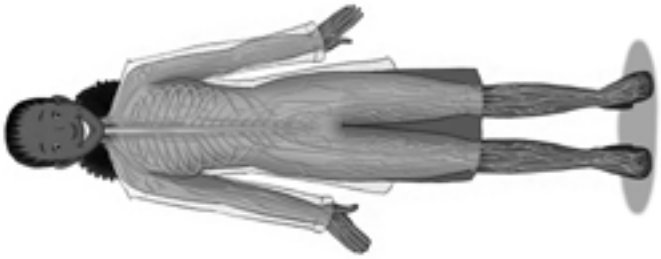
Directions: Color the "vegetable" section green; the "fruit" section red; the "grains" section orange; the "protein" section purple; and the "dairy" section blue.

NAME: _____

DATE: _____

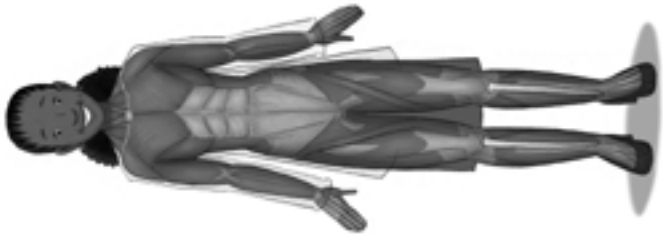
10.1 **Activity Page**

Directions: Cut out the pictures. Follow the teacher's instructions.



NERVOUS

SKELETAL



MUSCULAR

CIRCULATORY

DIGESTIVE

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.		

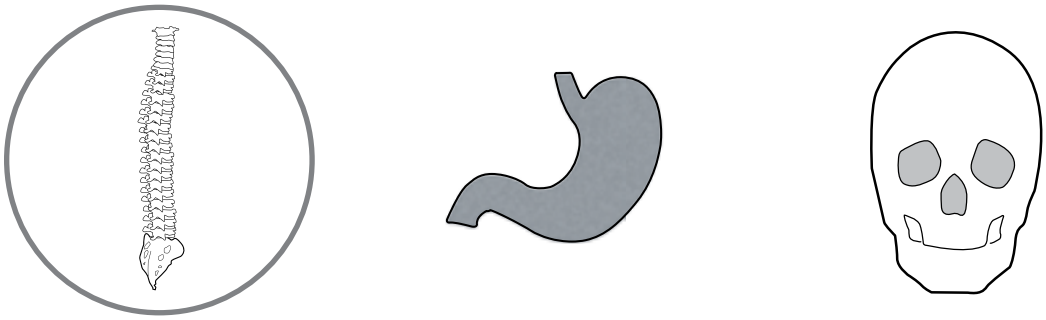
NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to the teacher's instructions. Then, draw a circle around the correct picture(s) in each row.

1.



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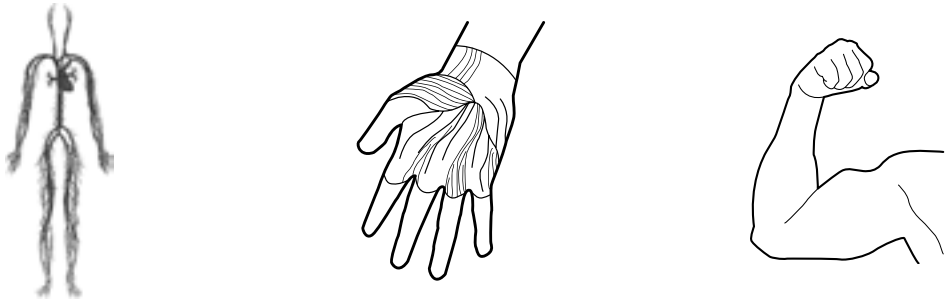
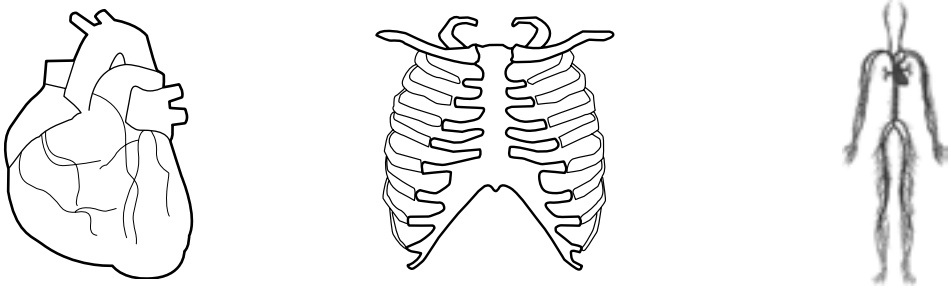


3.

4.



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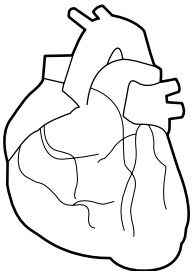
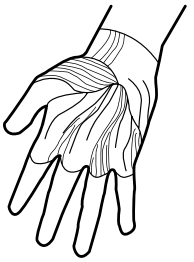
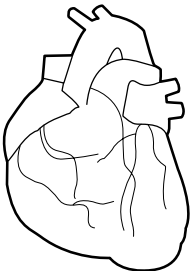
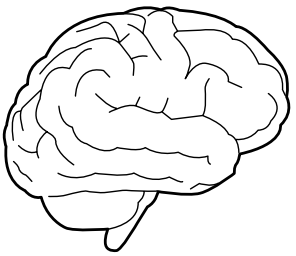
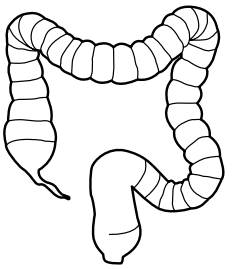




7.





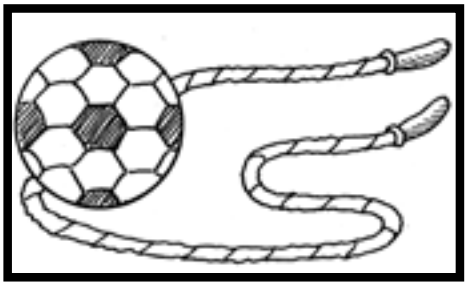


NAME: _____

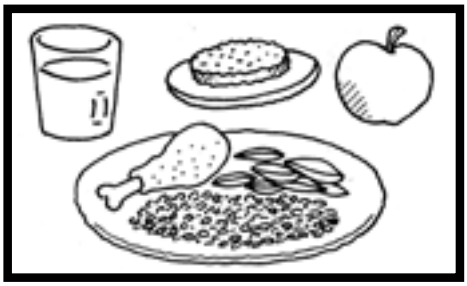
DATE: _____

DA.3 **Assessment**

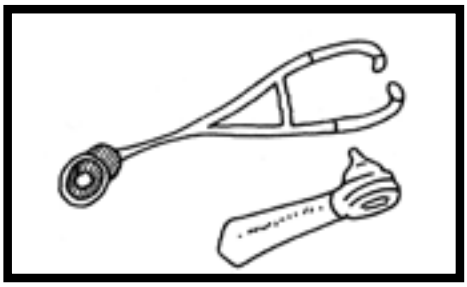
Five Keys to Keeping Healthy



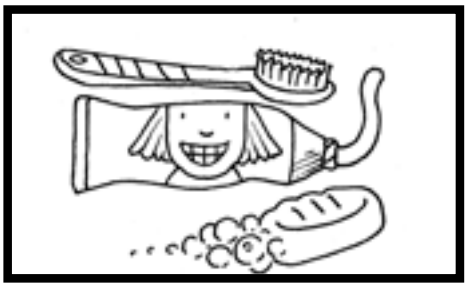
Rest



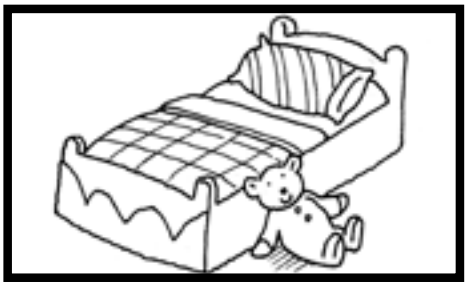
Keep Clean



Have Checkups



Eat Well



Exercise

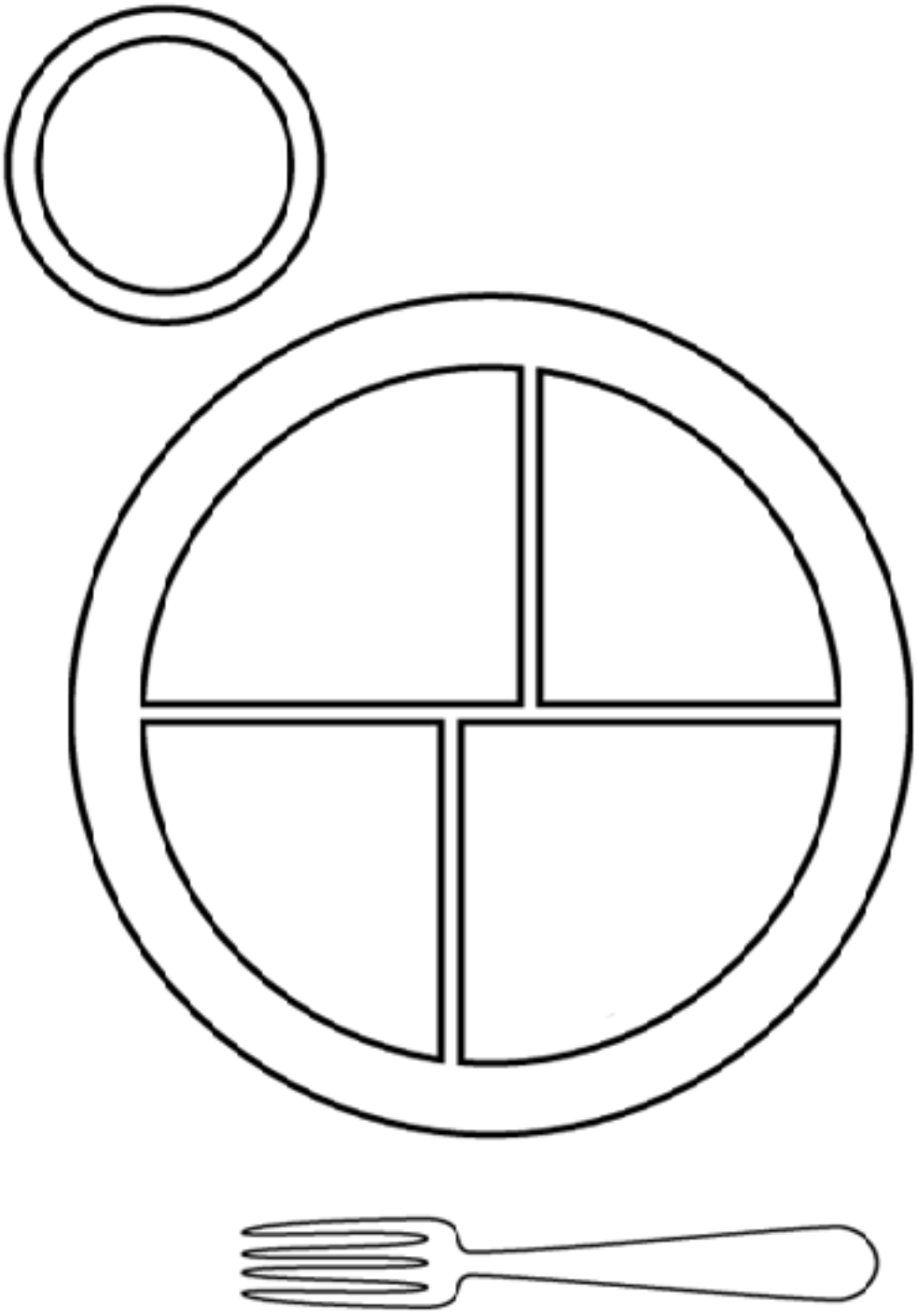
Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

CA.1 **Activity Page**

A Well-Balanced Meal (Grains, Fruits, Vegetables, Meat and Beans, Milk)



Directions: Create a healthy meal to fill the empty plate. Include foods from all food groups.

Knowledge 3

Different Lands Similar Stories

NAME: _____

DATE: _____

1.1 **Activity Page**

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

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

Dear Caregiver,

Today your student listened to "Cinderella," a fairy tale that originated in France. Over the next few days, your student will hear fairy tales with similar themes that originated in Egypt and Ireland. Similarly, your student will hear folktales from around the world that feature people who are no bigger than the size of a thumb: "Tom Thumb," from England; "Thumbelina," from Denmark; and "Issun Boshi," from Japan.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school and to reinforce the idea that different countries or lands tell similar stories.

1. **"Cinderella"**

Reread "Cinderella" with your student to increase your student's awareness of the similarities and differences between this fairy tale and the stories that originated in Egypt and Ireland. Although your student will hear several fairy tales that share themes with "Cinderella," there are many other variations in print. Tell or read to your student different versions of the folktale. Talk about how the different versions are the same and how they are different.

2. **Character, Setting, Plot, Conflict**

Talk with your student about the characters, setting, plot, and conflict (or problem) of the folktales and fairy tales. Ask questions about the tales such as, "Who became royalty in the end?"

3. **Storytelling Time**

Have your student orally retell the story that they heard at school each day, pointing out on a world map or globe where the folktale originated. Today's fairy tale originated in France. The fairy tales in the next lessons originated in Egypt and Ireland.

4. **Sayings and Phrases: "There's No Place Like Home"**

Your student will talk about this saying and its meaning at school in relation to "Tom Thumb." Talk with your student again about the meaning and situations in which you can use this saying and how this saying relates to the folktale "Tom Thumb."

5. Read Aloud Each Day

Set aside time to read to your student every day. Please refer to the list of books and other resources sent home with this caregiver letter, recommending resources related to this domain. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

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

Recommended Resources

Trade Books

Rags-to-Riches Folktales

The Golden Sandal: A Middle Eastern Cinderella Story, by Rebecca Hickox and illustrated by Will Hillenbrand (Holiday House, 1999) ISBN 978-0823415137

Little Gold Star: A Spanish American Cinderella Tale, by Robert D. San Souci and illustrated by Sergio Martinez (HarperCollins, 2000) ISBN 978-0688147808

Thumb-Sized People Folktales

Thumbelina, by Hans Christian Anderson and illustrated by Brad Sneed (Dial, 2004) ISBN 978-0803728127

Cunning Animal Folktales

Lon Po Po: A Red-Riding Hood Story from China, by Ed Young (Puffin, 1996) ISBN 978-0698113824

Pretty Salma: A Little Red Riding Hood Story from Africa, by Niki Daly (Clarion Books, 2007) ISBN 978-0618723454

Websites

Student Resources

Cinderella Read-Aloud
www.learner.org/interactives/story/Cinderella.html

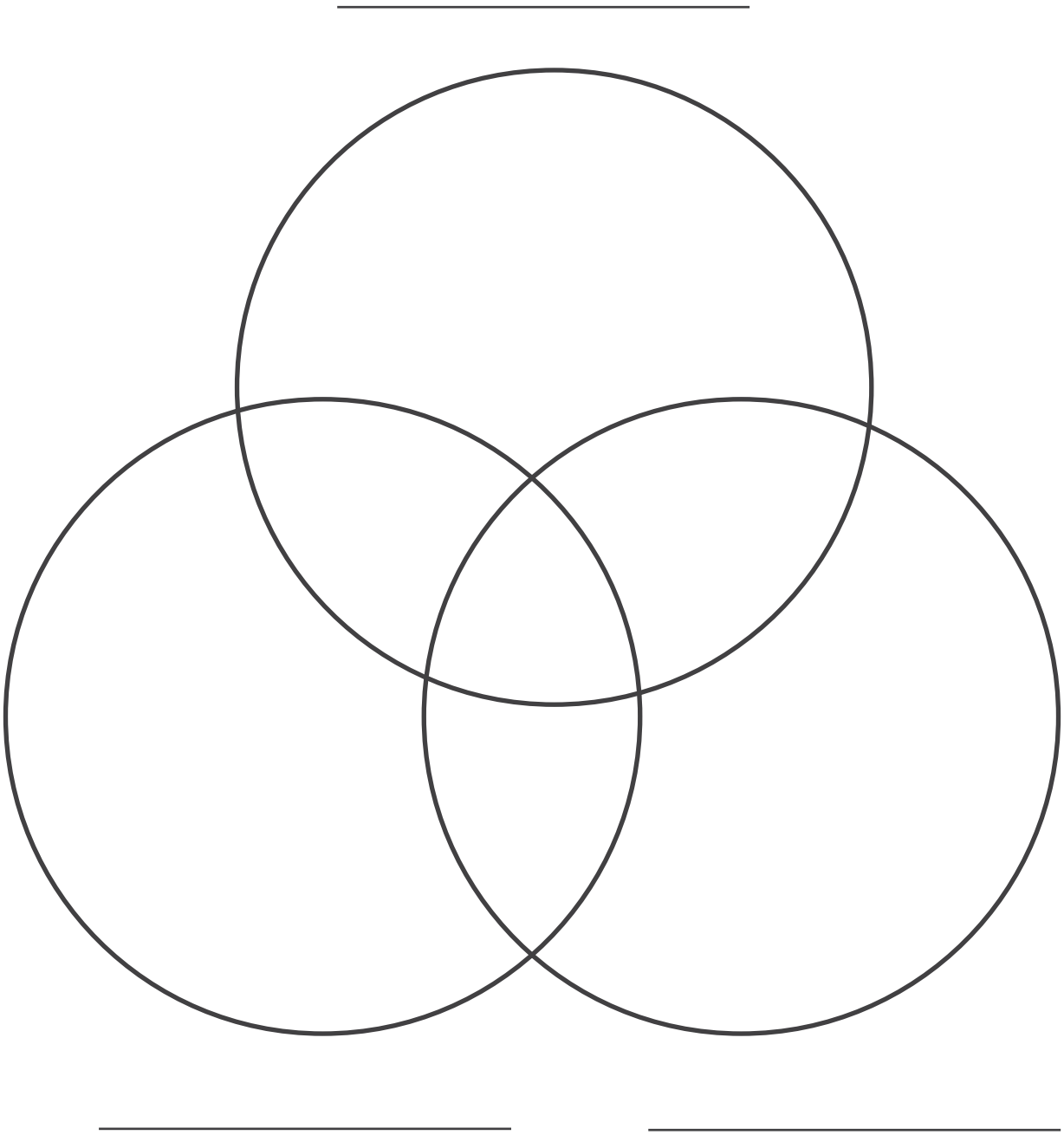
Elements of Stories
http://www.flocabulary.com/fivethings

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Think about how "Cinderella," "The Girl with the Red Slippers," and "Billy Beg" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.

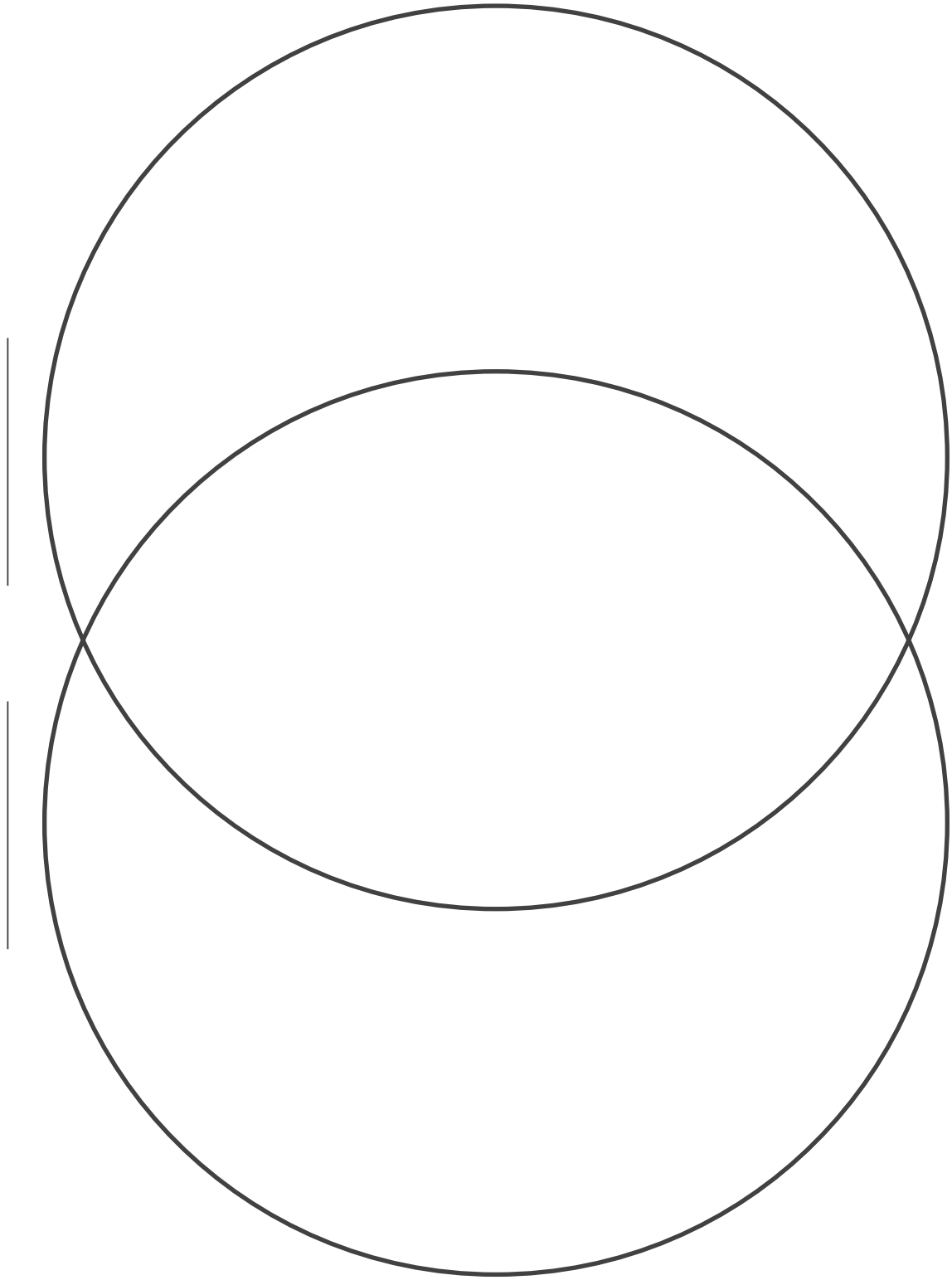


NAME: _____

DATE: _____

5.1 **Activity Page**

Directions: Think about how "Tom Thumb" and "Thumbelina" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how they are different in the parts of the circles that do not overlap.



Knowledge 3

NAME: _____

DATE: _____

PP.1 **Activity Page**

Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Circle the correct picture.

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

Knowledge 3

NAME: _____

DATE: _____

PP.2 **Activity Page**

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced, glue or tape the pictures on a piece of paper.

Knowledge 3

NAME: _____

DATE: _____

Dear Caregiver,

Today your student listened to the folktale "Little Red Riding Hood," which originated in Germany. Over the next several days, your student will hear two more folktales that are similar to "Little Red Riding Hood": "Hu Gu Po" from China, and "Tselane" from Botswana.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school, and to reinforce the idea that different countries or lands tell similar stories.

1. **Character, Setting, Plot, Conflict**

Talk with your student about the characters, setting, plot, and conflict (or problem) of the folktales. Ask questions about the tales such as, "Why did Little Red Riding Hood have to walk through the woods? Where was she going?" Also, make personal connections to the folktales such as, "What should you do if you're approached by a stranger?"

2. **Different Versions of Folktales**

Although your student will hear a few folktales whose characters have similar adventures, there are many other variations in print. Tell or read to your student different versions of these folktales and talk about how the different versions are the same or different.

3. **Storytelling Time**

Have your student orally retell the story that they hear at school each day, pointing out on a world map or globe where the folktale originated. Countries will be introduced in the following order: Germany, China, and Botswana.

4. **Read Aloud Each Day**

Set aside time to read to your student every day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to this domain. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

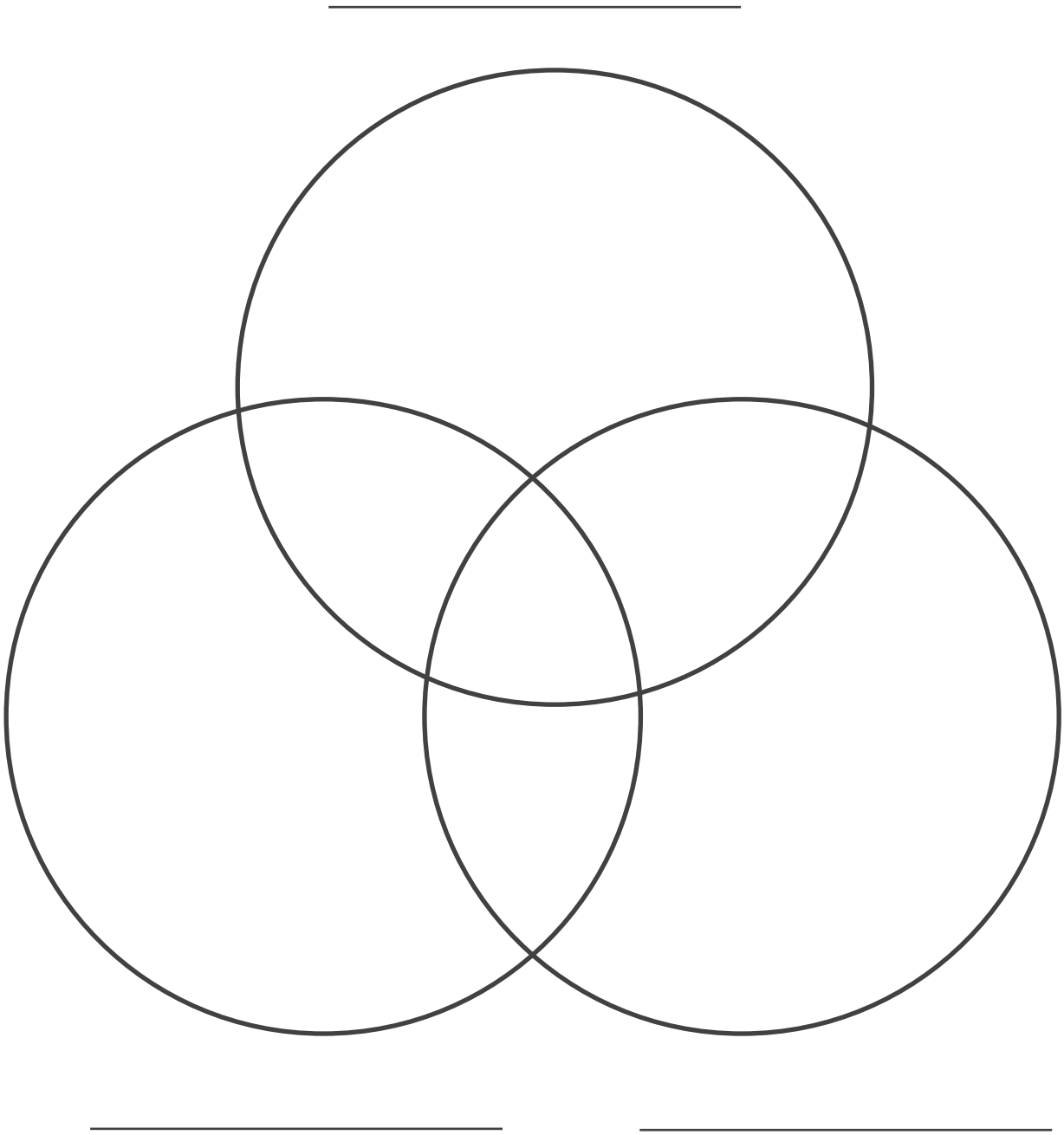
Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Think about how "Little Red Riding Hood," "Hu Gu Po," and "Tselane" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.



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

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

Directions: Listen to your teacher's instructions.

Knowledge 4

Early World Civilizations

NAME: _____

DATE: _____

1.1 **Activity Page**

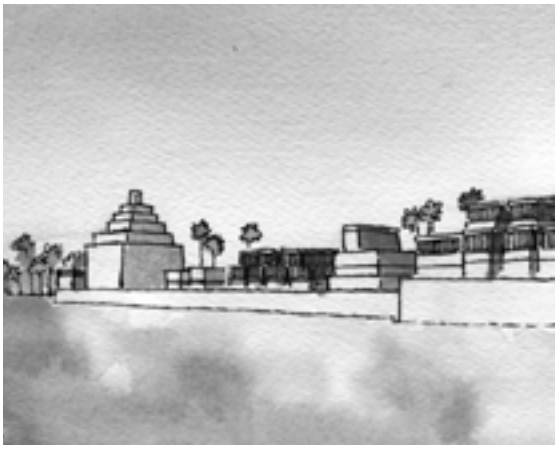
Directions: Draw a picture and/or write about what you have learned about each of these components of the civilizations of Mesopotamia and ancient Egypt.

	Mesopotamia	Ancient Egypt
Religion		
Leaders		
Writing		
Cities		
Farming		

NAME: _____

DATE: _____

1.2 **Activity Page**



Knowledge 4

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about the ancient civilization of Mesopotamia. They will learn about the importance of the Tigris and Euphrates rivers for farming and for the cities that grew where people settled. Your student will also learn about the development of a system of writing called cuneiform, the existence of leaders called kings, and the importance of religion. Your student will come to understand that it is because of these key components that Mesopotamia is considered a civilization. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about Mesopotamia.

1. **Where Are We?**

Have your student locate the area known as Mesopotamia (located in the Middle East) on a world map or globe. (If you do not have a map, check one out from the library.) Talk about the geography of this area. (desert, Tigris and Euphrates rivers, etc.)

2. **Draw and Write**

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

3. **Compare Civilizations**

Compare/contrast the farming, cities, writing, leaders, and religion of Mesopotamia and the United States. Talk about the importance of each of these components in any civilization.

4. **Read Aloud Each Day**

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

5. **The Golden Rule**

Your student will learn the Golden Rule: "Do unto others as you would have them do unto you." Talk with your student about the meaning of this saying and ways to follow it. Find opportunities to compliment your student for following the Golden Rule.

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

Recommended Resources for Early World Civilizations

Trade Book List

Mesopotamia

Gilgamesh the King (The Gilgamesh Trilogy), retold and illustrated by Ludmila Zeman (Tundra Books, 1998) ISBN 978-0887763809

Ancient Egypt

The 5,000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt, by Claudia Logan (Farrar, Straus and Giroux, 2002) ISBN 978-0374323356

Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs, by James Rumford (Houghton Mifflin, 2003) ISBN 978-0618333455

Three World Religions

Exodus, by Brian Wildsmith (Eerdmans Books for Young Readers, 1998) ISBN 978-0802851758

The Miracles of Jesus, illustrated by Tomie dePaola (Penguin Group, 2008) ISBN 978-0142410684

Under the Ramadan Moon, by Sylvia Whitman (Albert Whitman & Company, 2011) ISBN 978-0807583050

Websites and Other Resources

Student Resources

Geography of Egypt
http://kids.nationalgeographic.com/kids/places/find/egypt

Ziggurats
http://www.eduplace.com/kids/socsci/ca/books/bkf3/igraphics/AC_03_093_ziggurat/AC_03_093_ziggurat.html

At-Home Resources

Brooklyn Museum
http://www.brooklynmuseum.org/exhibitions

Sacred Sites in Jerusalem
http://www.sacred-destinations.com/israel/jerusalem-holy-sepulchre-photos

World Religions for Teachers
http://www.bbc.com/schools/religion

NAME: _____

DATE: _____

PP1.1 **Assessment**

Directions: Draw a picture and/or write about what you have learned about each of these components of the civilizations of Mesopotamia

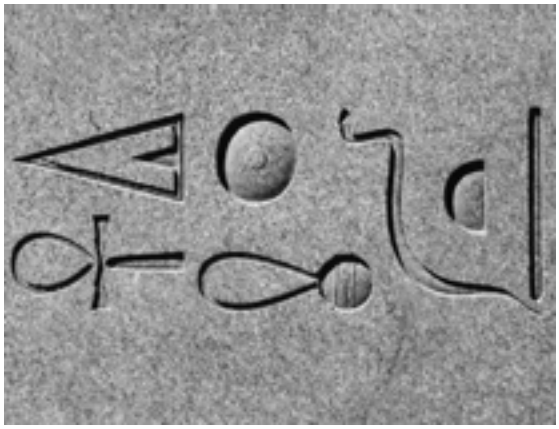
	Mesopotamia
Religion	
Leaders	
Writing	
Cities	
Farming	

Knowledge 4

NAME: _____

DATE: _____

5.1 **Activity Page**



Knowledge 4

NAME: _____

DATE: _____

5.2 **Take-Home**

Dear Caregiver,

I hope you have enjoyed talking with your student about the ancient civilization of Mesopotamia. For the next several days, your student will be learning about another ancient civilization, ancient Egypt. They will learn about the importance of the Nile River for farming and the cities that grew where people settled. Your student will also learn about the development of a system of writing using hieroglyphs, the existence of leaders called pharaohs, and the importance of religion as key elements or components of a civilization. Your student will be able to compare this ancient civilization to Mesopotamia. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about ancient Egypt.

1. **Where Are We?**

Have your student locate the continent of Africa and the country of Egypt on a world map or globe. (If you do not have a map, check one out from the library.) Talk about the geography of this area. (Sahara Desert, Nile River . . .)

2. **Draw and Write**

Have your student draw and/or write about what has been learned about ancient Egypt and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

3. **Compare Civilizations**

Compare/contrast the farming, cities, writing, leaders, and religion of ancient Mesopotamia and ancient Egypt. Talk about the importance of each of these components in both civilizations.

4. **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 ancient Egypt.

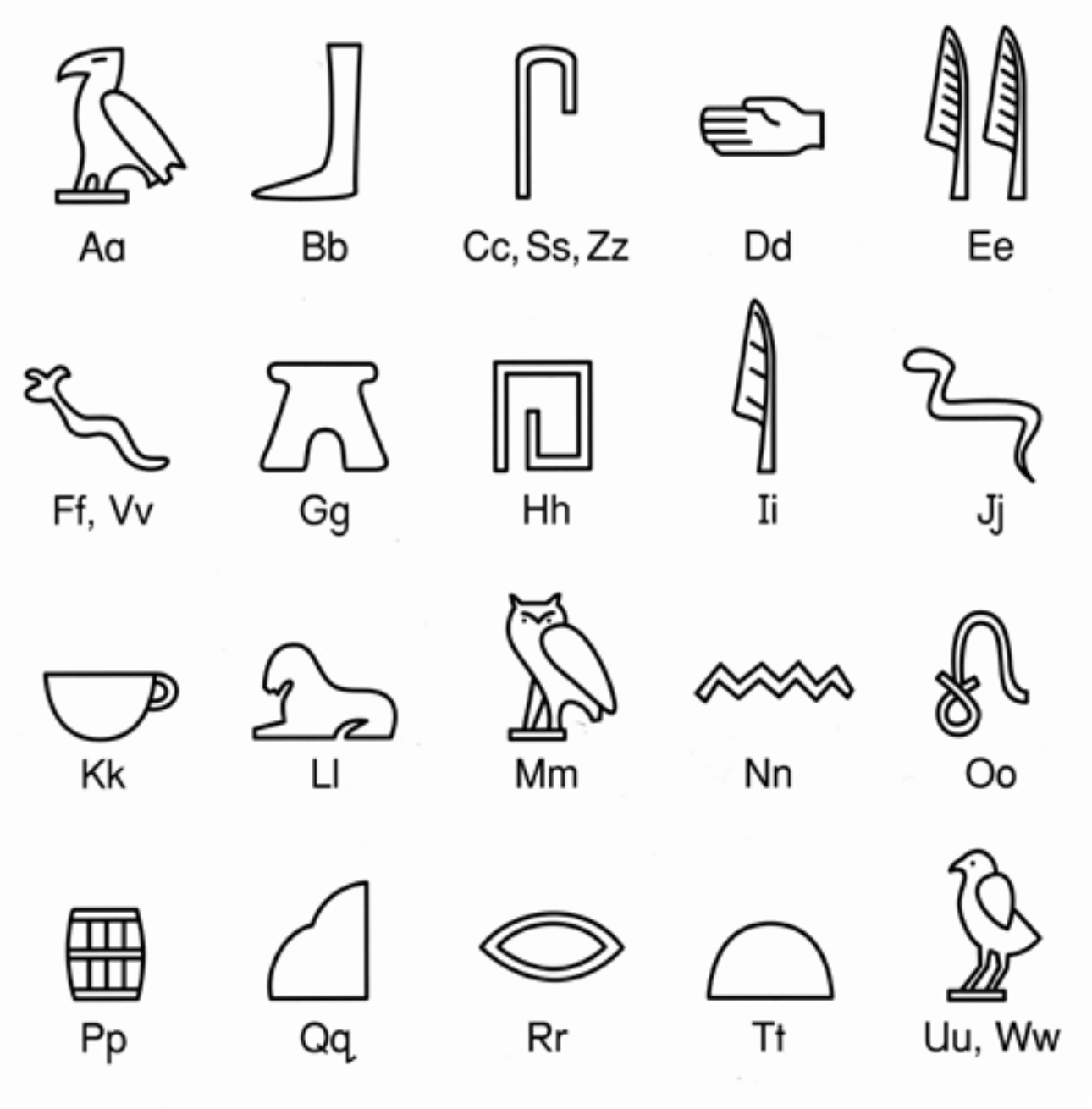
Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

6.1 **Activity Page**

Egyptian Hieroglyphs



Directions: Use these hieroglyphs to write your name and then some other words or a short message.

Knowledge 4

NAME: _____

DATE: _____

10.1 **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: _____

Dear Caregiver,

During the past several weeks, your student has been listening to Read-Alouds about the ancient civilizations and people of Mesopotamia and Egypt. They have learned that the ancient Mesopotamians and Egyptians worshiped many different gods. We have talked about how these beliefs influenced the daily lives of the ancient Mesopotamians and Egyptians and helped to shape their civilizations.

On _____, we will begin the remaining lessons in this unit of study. The Read-Alouds will extend what students have already learned about the ancient Mesopotamians' and Egyptians' belief in many gods. Lessons 13–16 will explain the historical changes that began to take place and how these ancient people developed new beliefs and practices focused on one God rather than many gods. These final Read-Alouds provide a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in a single God.

The Core Knowledge Language Arts program introduces students at various grade levels to the major world religions as part of their study of world history. The intent is to provide the vocabulary and context for understanding the many ways that the world religions have influenced ideas and events in history. It is important to understand that the religions your student will hear about in first grade—Judaism, Christianity, and Islam—are not being singled out or presented in any way that suggests the merits or correctness of specific religious beliefs.

The Read-Alouds in first grade focus on teaching students very basic similarities and differences among religions, and fostering an understanding and respect for those similarities and differences. The historical events and ideas leading to the development of each religion are presented in a balanced and respectful manner. If students have questions about the truth or "rightness" of any beliefs or religions, we will encourage them to discuss their questions with you at home, by saying, "People of different faiths believe different things to be true. These are questions you may want to talk about with an adult at home."

The Core Knowledge Language Arts program's inclusion of world religions within the teaching of world history is comprehensive and balanced over the course of the elementary grades, presenting historical knowledge from around the world from ancient times to the present. The Read-Alouds about Judaism, Christianity, and Islam that your student will hear in first grade will be elaborated on in later grades. In addition, students in later grades will be introduced to other religions—such as Hinduism and Buddhism—as they learn about historical events in other parts of the world.

Please let us know if you have any questions or if you would like to see any of the Read-Alouds we are using.

NAME: _____

DATE: _____

PP2.1 **Assessment**

Directions: Draw a picture and/or write about what you have learned about each of these components of the civilizations of ancient Egypt.

	Ancient Egypt
Religion	
Leaders	
Writing	
Cities	
Farming	

NAME: _____

DATE: _____

13.1 **Activity Page**

Three World Religions Chart

Directions: Fill in the chart with information you have learned about each religion.

	JUDAISM	CHRISTIANITY	ISLAM
NUMBER OF GODS			
NAME(S) OF IMPORTANT PEOPLE			
NAME OF FOLLOWERS			
BUILDING OF WORSHIP			
NAME OF HOLY BOOK			
IMPORTANT HOLIDAY(S)			
INTERESTING FACT			

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 sentence read by the teacher. If the sentence is true for the civilization of Mesopotamia, circle the 'M' in the row. If the sentence is true for the civilization of ancient Egypt, circle the 'E' in the row. If the sentence is true for both civilizations, circle both the 'M' and the 'E' in the row.

1.	M	E
2.	M	E
3.	M	E
4.	M	E
5.	M	E
6.	M	E
7.	M	E
8.	M	E

9.	M	E
10.	M	E
11.	M	E
12.	M	E

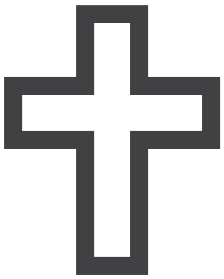
NAME: _____

DATE: _____

DA.3 Assessment

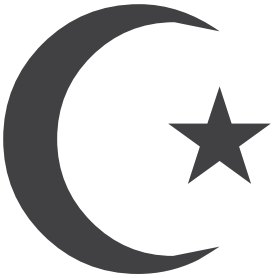
Directions: Listen to the teacher read aloud the words in the left-hand and right-hand columns. Draw a line to match each religion with its symbol and leader.

1. Judaism



A. Jesus

2. Christianity



B. Moses

3. Islam

C. Muhammad

Knowledge 4

NAME: _____

DATE: _____

DA.4 Assessment

Directions: Listen to the sentence read by the teacher. If the sentence is true for Judaism, circle the 'J' in the row. If the sentence is true for Christianity, circle the 'C' in the row. If the sentence is true for Islam, circle the 'I' in the row.

1.	J	C	I
2.	J	C	I
3.	J	C	I
4.	J	C	I
5.	J	C	I
6.	J	C	I
7.	J	C	I
8.	J	C	I

9.	J	C	I
10.	J	C	I
11.	J	C	I
12.	J	C	I

Knowledge 5

Early American Civilizations

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about the Maya as part of a domain on early American civilizations. They will learn about the importance of farming and the cities that grew where people settled. Your student will also learn about the existence of leaders called kings as well as the importance of the stars and planets in the Mayan religion. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Maya.

1. **Where Are We?**

Have your student locate the region where the Maya lived (Yucatán Peninsula and Mexico) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography and climate of this area. (rainforest, hot)

2. **Draw and Write**

Have your student draw and/or write about what they have learned about the Maya and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

3. **Sayings and Phrases: The More the Merrier**

Your student has learned the saying "the more the merrier." Talk with your student about the meaning of this saying. (The more people who are involved in something, the more fun it will be.) Point out times when the saying applies in your daily life.

4. **Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Maya and Mayan civilizations. 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 at school.

It is recommended that you preview all books before presenting them to determine whether the content is appropriate for your student. Because human sacrifice was a common practice in the Mayan, Aztec, and Incan cultures, a number of trade books mention this topic.

Recommended Resources for Early American Civilizations

Trade Books

Aztec, Inca & Maya (Eyewitness Books), by Elizabeth Baquedano (DK Children, 2011) ISBN 978-0756673208

The Ancient Maya (True Books: Ancient Civilizations), by Jackie Maloy (Children's Press, 2010) ISBN 978-0531252291

The Aztec Empire: Excavating the Past, by Nicholas Saunders and Tony Allan (Heinemann-Raintree, 2005) ISBN 978-1403448392

Machu Picchu with Code (Virtual Field Trips), by Gillian Richardson, Heather Kissock (Weigl Publishers, 2012) ISBN 978-1619132566

Websites

The Mayans
http://www.mayankids.com

Archaeology Game
http://www.history.org/kids/games/dirtDetective.cfm

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

NAME: _____

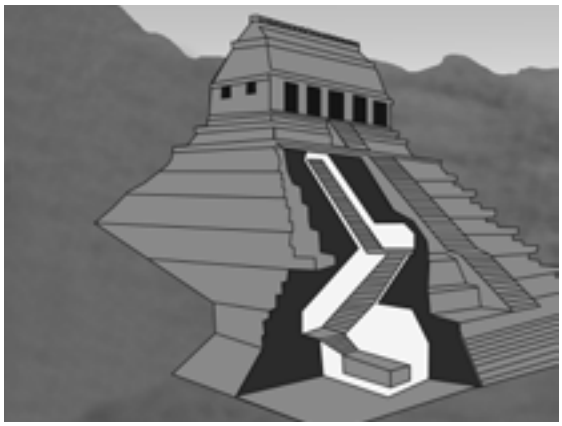
DATE: _____

PP1.1 **Assessment**

Directions: Circle the image that shows what is being described.

1.

2.



3.

Knowledge 5

4.		
5.		
6.		
7.		
8.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

PP1.2 **Activity Page**

Directions: Draw a picture and/or write about what you have learned about each of these components of the Maya civilization.

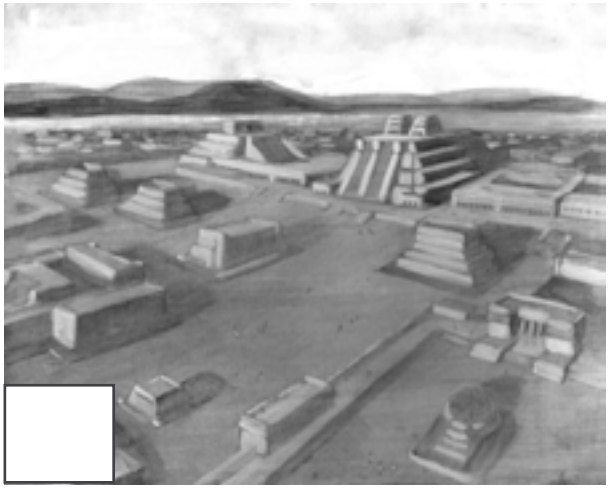
Maya			
	Farming	**Cities**	**Leaders**	**Religion**

NAME: _____

DATE: _____

5.1 **Activity Page**

Directions: Number the pictures in order to show the proper sequence of events in the legend.



Knowledge 5

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about another ancient civilization called the Aztec. They will learn about the importance of farming and the cities that grew where people settled. Your student will also learn about the existence of leaders called emperors. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Aztec.

1. **Where Are We?**

Have your student locate the region where the Aztec lived (central Mexico, around Mexico City, north of the Maya) on a world map or globe. If you do not have a world map at home, you may be able to obtain one at your local library. Talk about the geography of this area. (swampland, lakes)

2. **Draw and Write**

Have your student draw and/or write about what has been learned about the Aztec and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

3. **Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Aztec and their civilizations. Refer to the list of books and other resources relevant to this topic 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 been learning at school.

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Fill in the Idea Web with ideas that relate to Tenochtitlan as you listen to the Read-Aloud.

NAME: _____

DATE: _____

PP2.1 **Assessment**

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

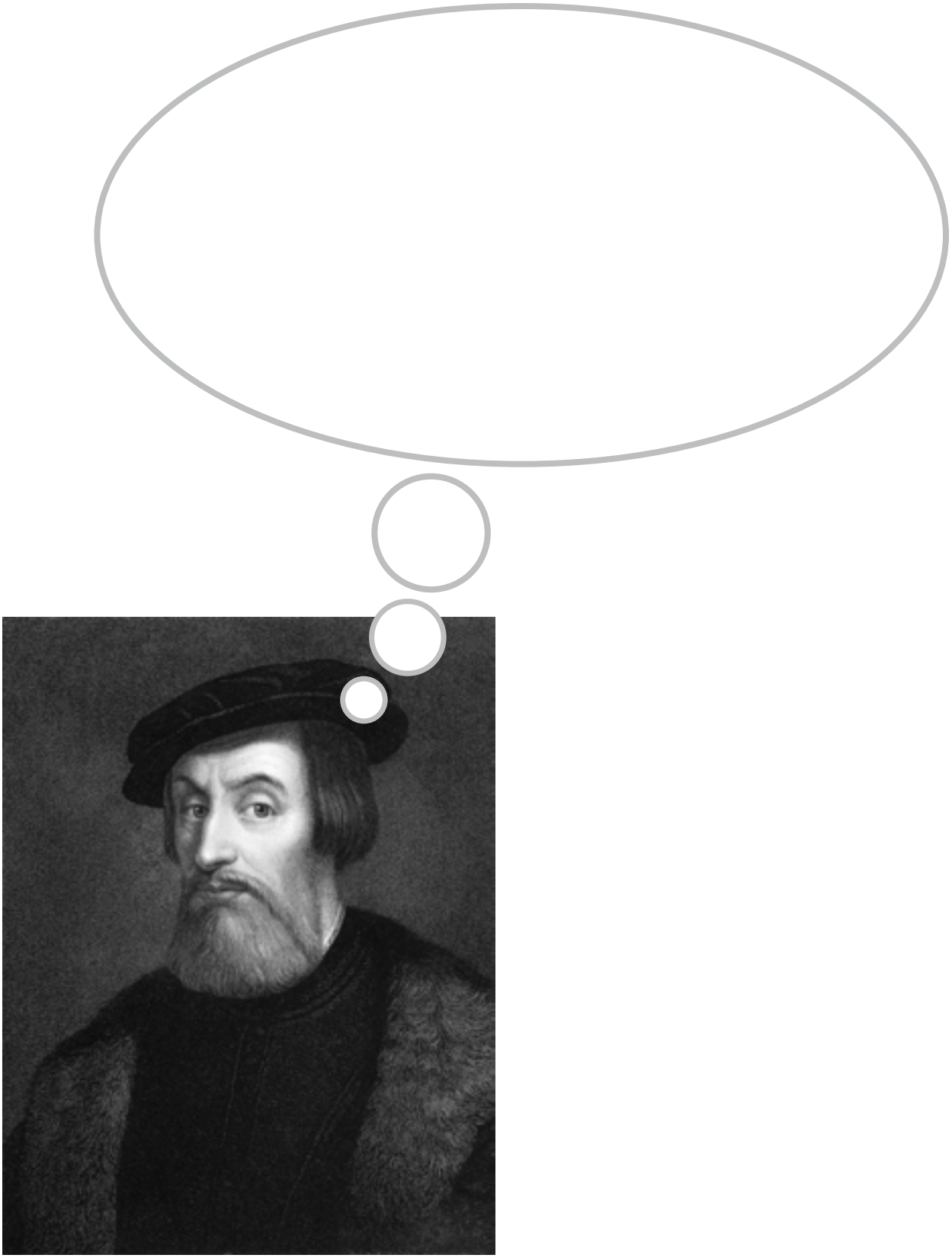
Directions: Listen to your teacher's instructions

NAME: _____

DATE: _____

PP2.2 **Activity Page**

Directions: Fill in the thought bubble with Cortés's thoughts and impressions after visiting the Aztec city of Tenochtitlan.



Knowledge 5

NAME: _____

DATE: _____

PP2.3 Assessment

Directions: Draw a picture and/or write about what you have learned about each of these components of the Aztec civilization.

Aztec			
	Farming	**Cities**	**Leaders**	**Religion**

NAME: _____

DATE: _____

Dear Caregiver,

During the next several days, your student will be learning about another ancient civilization called the Inca. They will learn about the importance of farming and the cities that grew where people settled. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Inca.

1. **Where Are We?**

Have your student locate the region the Inca lived in the Andes Mountains along the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru).

2. **Draw and Write**

Have your student draw and/or write about what has been learned about the Inca and then share the drawing with you. Ask questions to help your student use the vocabulary learned at school.

3. **Compare Civilizations**

Compare/contrast the farming, cities, leaders, and religion of the Inca relative to Maya, Aztec, and present-day Americans. Talk about the importance of each of these components in any civilization.

4. **Read Aloud Each Day**

It is very important that you read to your student each day. The local library has many books about early American civilizations, including books about the Inca and their civilizations. Refer to the list of books and other resources relevant to this topic 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 been learning at school.

NAME: _____

DATE: _____

DR.1 **Assessment**

Directions: Draw a picture and/or write about what you have learned about each of these components of the Inca civilization.

Inca	Farming	Cities	Leaders	Religion

Knowledge 5

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		

Directions: Listen to your teacher's instructions.

8.		
9.		
10.		
11.		

NAME: _____

DATE: _____

DA.2 Assessment

1.	M	A	I
2.	M	A	I
3.	M	A	I
4.	M	A	I
5.	M	A	I
6.	M	A	I
7.	M	A	I
8.	M	A	I

Directions: Listen to your teacher's instructions.

9.	M	A	I
10.	M	A	I
11.	M	A	I

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Listen to your teacher's instructions.

_____

Farming	Cities	Leaders	Religion

_____

Farming	Cities	Leaders	Religion

_____

Farming	Cities	Leaders	Religion

Knowledge 5

NAME: _____

DATE: _____

CA.1 Assessment

Directions: Cut out the words and place them under the correct category.

taclla	pyramids	most accurate calendar
Moctezuma	Machu Picchu	emperors
Tenochtitlan	emperors	pyramids
kings	many roads	studied stars and planets
eagle and serpent	Cuzco	runner as job

NAME: _____

DATE: _____

CA.1 CONTINUED **Assessment**

Maya	Aztec	Inca

Directions: Cut out the words and place them under the correct category.

Knowledge 6

Astronomy

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Make a journal for each student by folding and stapling this activity page (see back) with at least two sheets of paper.

My Astronomy Journal

By _____

NAME: _____

DATE: _____

1.2 **Activity Page**

Directions: Draw and label the things you see in the sky. Then fill in the blanks to complete the sentences.

In my drawing, _____

_____

are objects found in outer space.

_____

_____ are objects found in the atmosphere.

NAME: _____

DATE: _____

Dear Caregiver,

Over the next few weeks, your student will be learning about astronomy. Your student will learn about the sun, the moon, the stars, and the eight planets in our solar system. Your student will also learn about space exploration, including the first astronauts to land on the moon.

In the next few days, we will focus our study of astronomy on the sun, the moon, and the stars. The most powerful way you can help support your student's learning about astronomy is to take them outside to observe the sky. Below are some suggestions for ways you can make their study of astronomy even more meaningful and fun, and some words they are learning that relate to each activity.

1. Sunrise or Sunset

Your student is learning that the earth orbits or revolves around the sun. They are also learning that even though it looks like the sun moves across the sky each day, it is actually the earth spinning on its axis that causes day and night. Go outside with your student at dawn to observe the sunrise, or at dusk to observe the sunset.

Words to use: *dusk, dawn, atmosphere, revolve, horizon*

2. Stargazing

In a few days your student will learn about the stars and the constellations. Take your student out in the evening to observe the stars. The Big and Little Dipper are part of the Big Bear constellation. They will learn to recognize the dippers and Polaris (the North Star). Together with your student, try to identify these groups of stars in the night sky. You may wish to obtain a book from the library on constellations to guide your observations.

Words to use: *constellation, star, telescope, outer space, meteor*

3. Phases of the Moon

Your student will learn about the moon and how it orbits the earth, reflecting the sun's light. They will also learn to recognize four of its phases: the new moon, the crescent moon, the half moon, and the full moon. Look for the moon every few days and talk with your student about how much of it is visible in the sky.

Words to use: *crescent, full, reflecting, orbit, craters, man in the moon*

4. Read Aloud Each Day

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

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

Recommended Resources for Astronomy

Trade Books

Exploring the Solar System, by Mary Kay Carson (Chicago Review Press, 2008) ISBN 978-1556527159

Find the Constellations, by H. A. Rey (Houghton Mifflin Books for Children, 2008) ISBN 978-0547131788

The Moon Seems to Change, by Franklyn M. Branley and illustrated by Barbara and Ed Emberley (HarperCollins, 1987) ISBN 978-0064450652

Websites

NASA Kids' Club
http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html

American Museum of Natural History Resources on Space
http://www.amnh.org/content/search?SearchText=space&x=0&y=0

Photographs from the Hubble Space Telescope
http://hubblesite.org/gallery/album/entire/npp/all/

NAME: _____

DATE: _____

3.1 **Activity Page**

Stars

Directions: Draw a picture of what you can see at dusk or dark and answer the questions.

What can you see in the sky at dusk or dark?

I can see _____

_____

_____

_____

_____

What did you learn from the Read-Aloud, "Stars"? (What did people learn about stars in modern times?)

I learned that _____

_____

_____

_____

_____

What did the poem say about stars?

In the poem, _____

_____

_____

_____

_____

NAME: _____

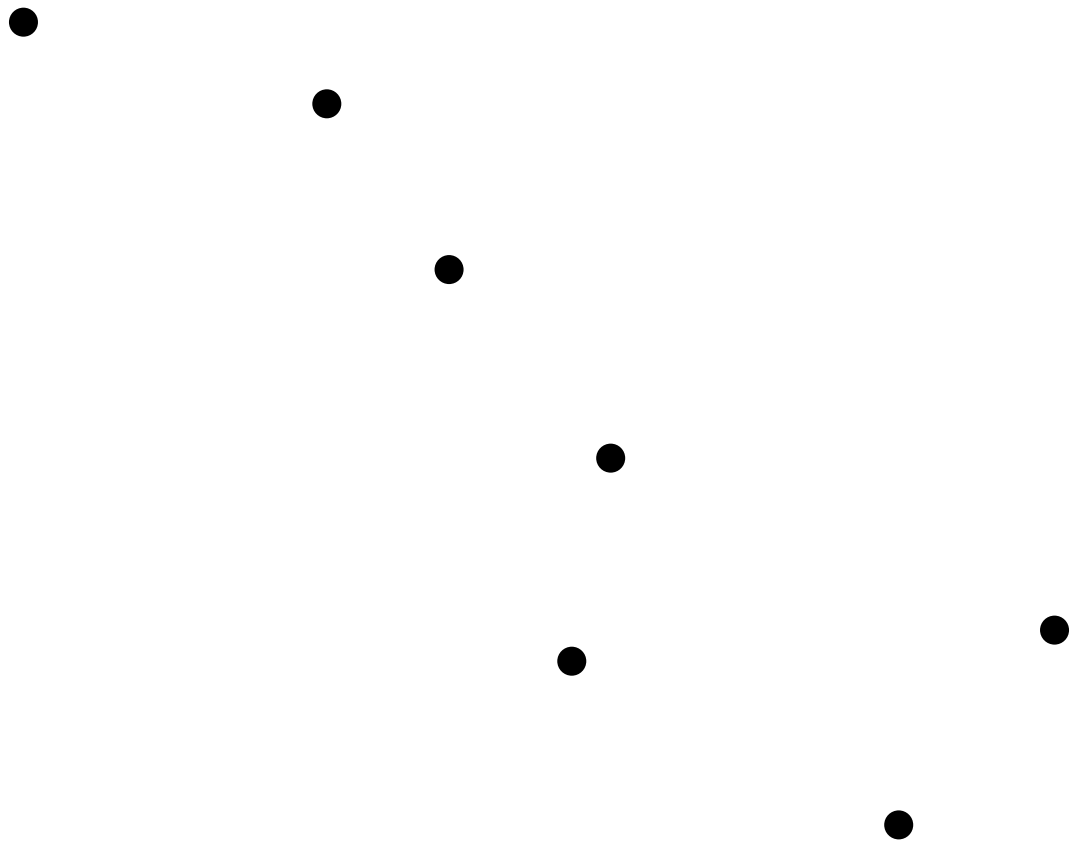
DATE: _____

4.1 **Activity Page**

Stargazing and Constellations

Directions: Write the name of this group of stars on the blank. Then write one sentence about what you learned about stargazing and constellations today.

_____



_____

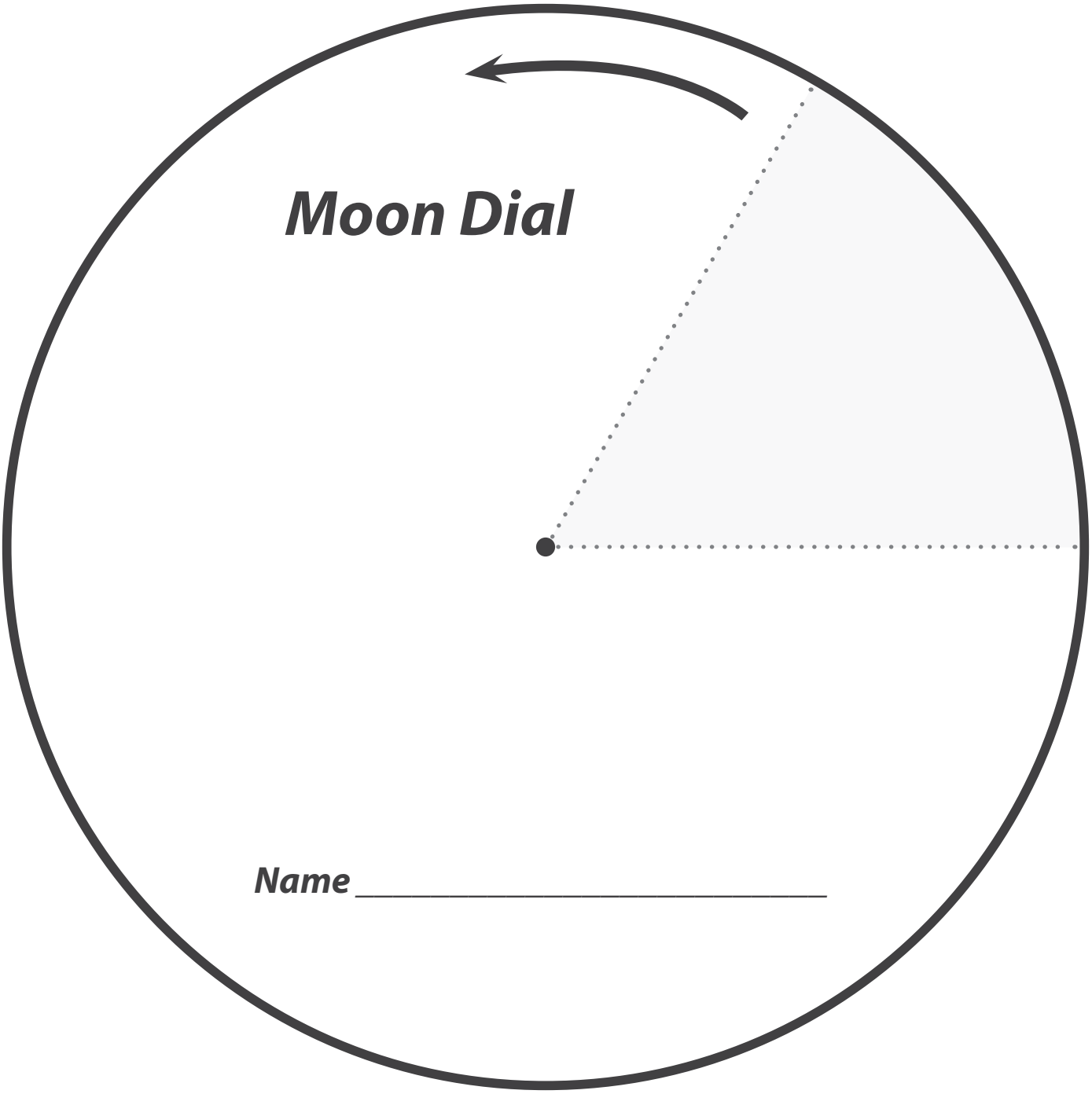
_____

_____

NAME: _____

DATE: _____

5.1 **Activity Page**



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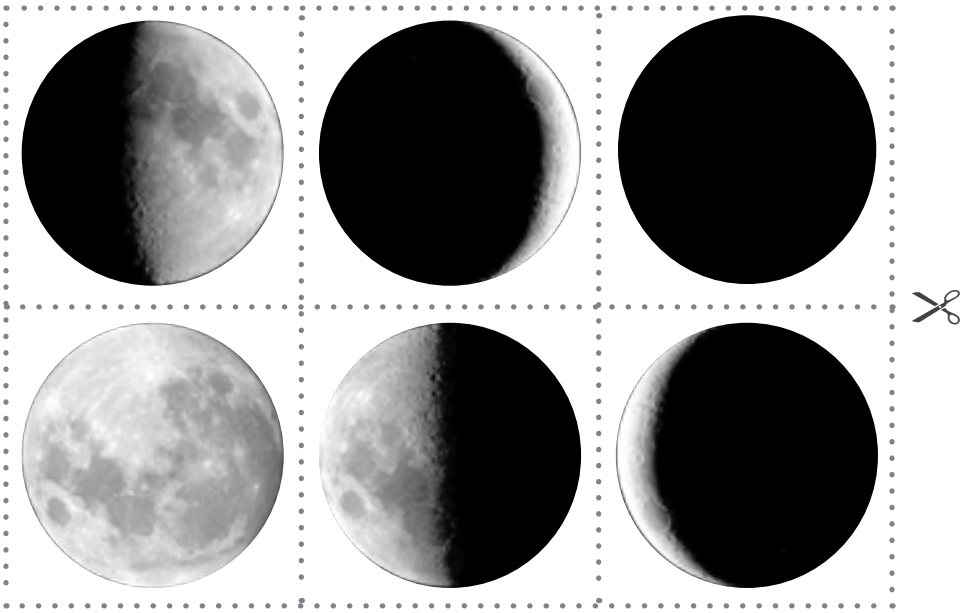

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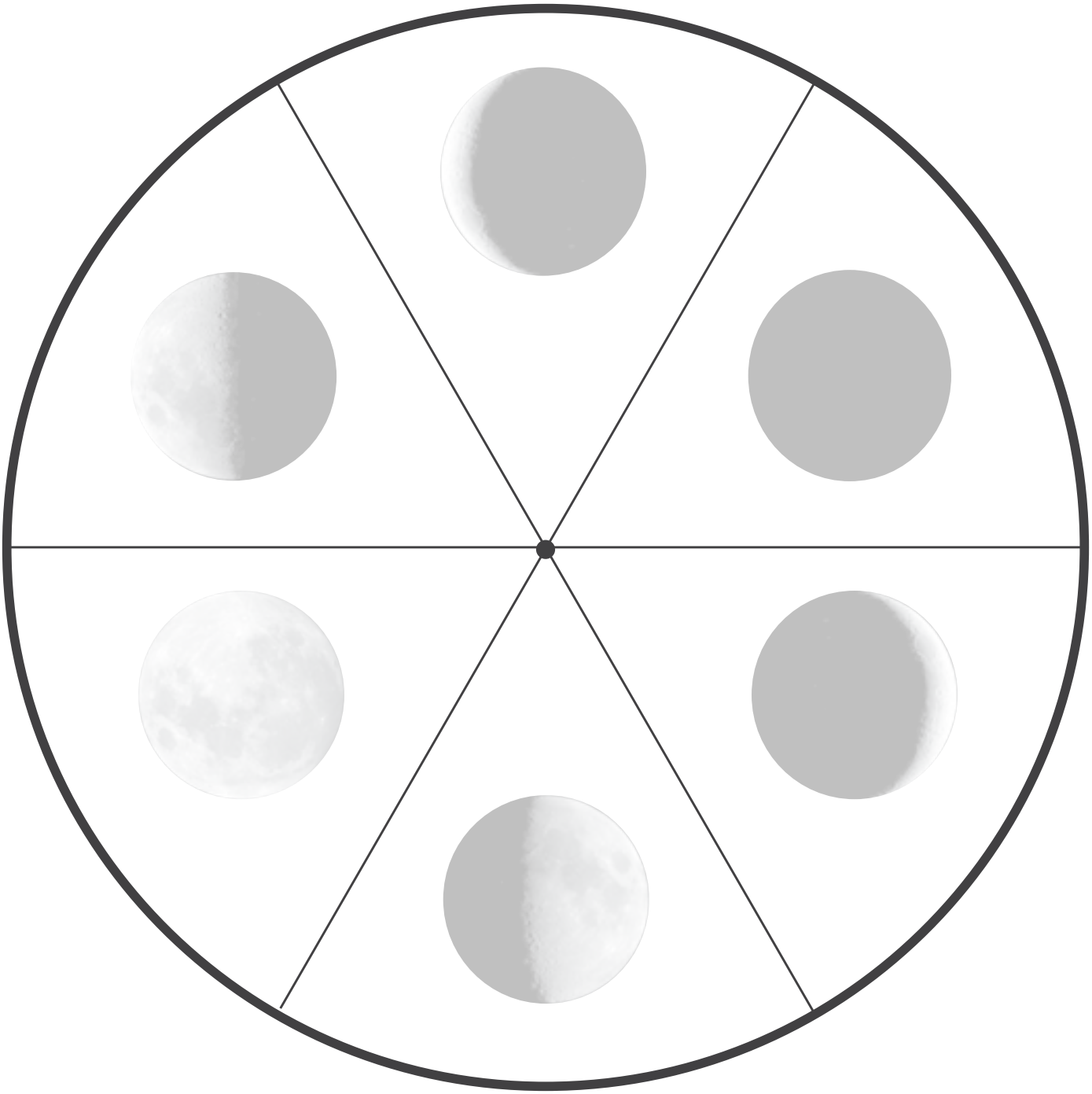
DATE: _____



NAME: _____

DATE: _____

5.2 **Activity Page**

_____

_____

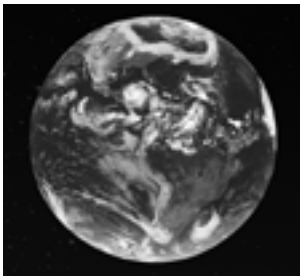
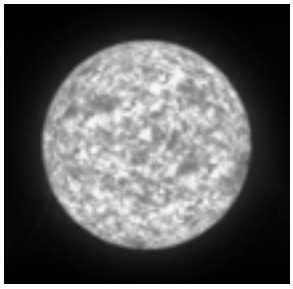
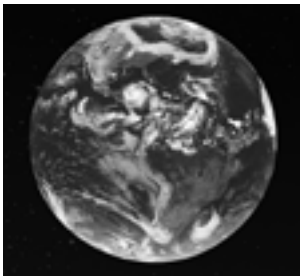
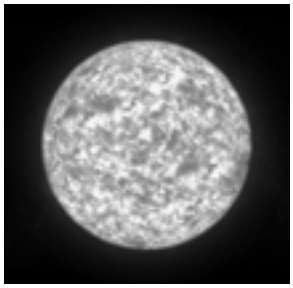
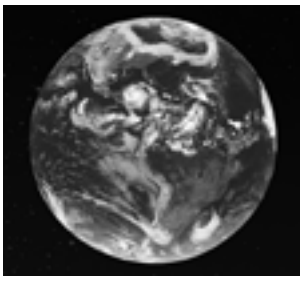
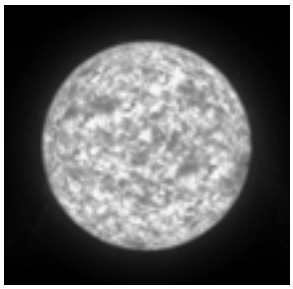
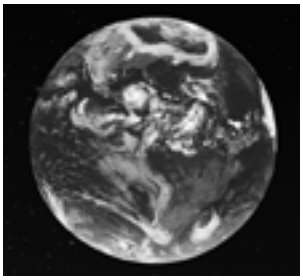
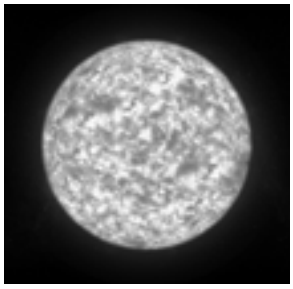
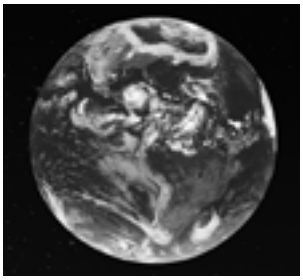
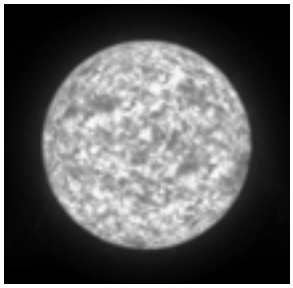
_____

_____

NAME: _____

DATE: _____

PP.1 **Assessment**

	Earth	Sun	Moon
1.			
2.			
3.			
4.			
5.			

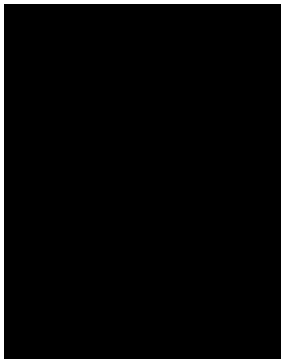
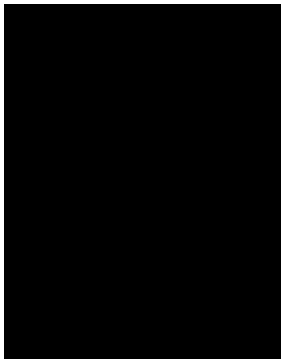
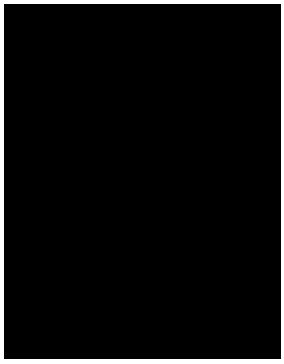
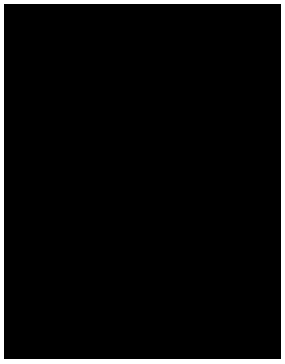
Directions: Listen to your teacher's directions.

NAME: _____

DATE: _____

PP.2 Assessment

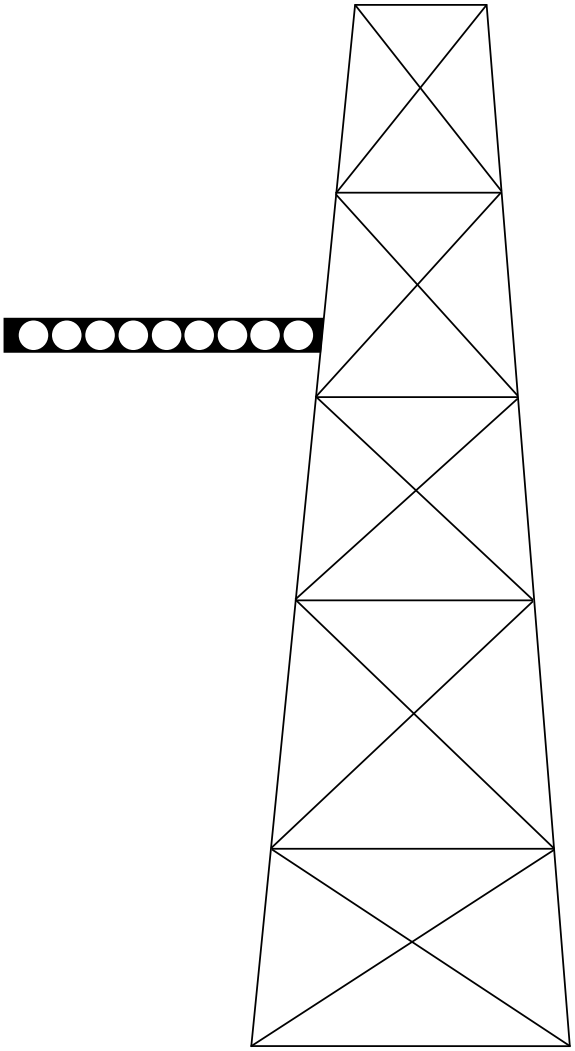
Directions: Listen to your teacher's directions.

			
1.	2.	3.	4.

NAME: _____

DATE: _____

6.1 **Activity Page**



Directions: Draw a picture of a rocket ship taking off, and complete the opinion statement.

I think the hardest part of being an astronaut is _____

_____because (1) _____

_____.

and (2) _____

_____.

NAME: _____

DATE: _____

Dear Caregiver,

Over the next few days, your student will be continuing their study of astronomy. Your student has now learned about the sun and the stars, and has begun to learn about the moon. In the next few days, our class will focus our study on space exploration and the planets in the solar system. The most powerful way you can help support your student's learning about astronomy is to continue taking them outside to observe the sky. Below are some additional suggestions for activities, and some words they are or will be learning that relate to each activity.

1. Name the Planets

Your student will be learning about the eight planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. They will also learn that Pluto was once considered a planet, but in 2006 was categorized as a dwarf planet. When you were in school, you may have learned a mnemonic to remember the names of the (then) nine planets, such as "My Very Educated Mother Just Served Us Nine Pizzas." Write a new mnemonic with your student to help them remember the list of eight names above.

2. Make a Model

Work with your student to use play dough or modeling clay to create models of the sun and the planets. Lay the models on a black piece of paper, and draw chalk lines to represent orbits. Alternatively, work with your student to paint or draw a diagram of the solar system on a piece of paper.

3. Planet Earth

Your student has learned that our home, Earth, is a planet that is in constant motion. It is difficult to believe that we are living on a moving sphere when the land beneath our feet seems still and flat. Explore a globe with your student and help them understand that it represents the planet Earth. Locate the United States and other countries your student knows about. Observe how much of the planet is covered by the continents and how much is covered by the oceans.

4. Astronauts for a Day

Your student will learn about spacecraft and astronauts in the coming days. If the thought of space travel captures your student's imagination, pretend to be astronauts together. Dress up in spacesuits and helmets. Using furniture or boxes, assemble a spacecraft. Countdown to launch, hurtle through space propelled by a rocket, and pretend to land on the moon or another planet.

5. Read Aloud Each Day

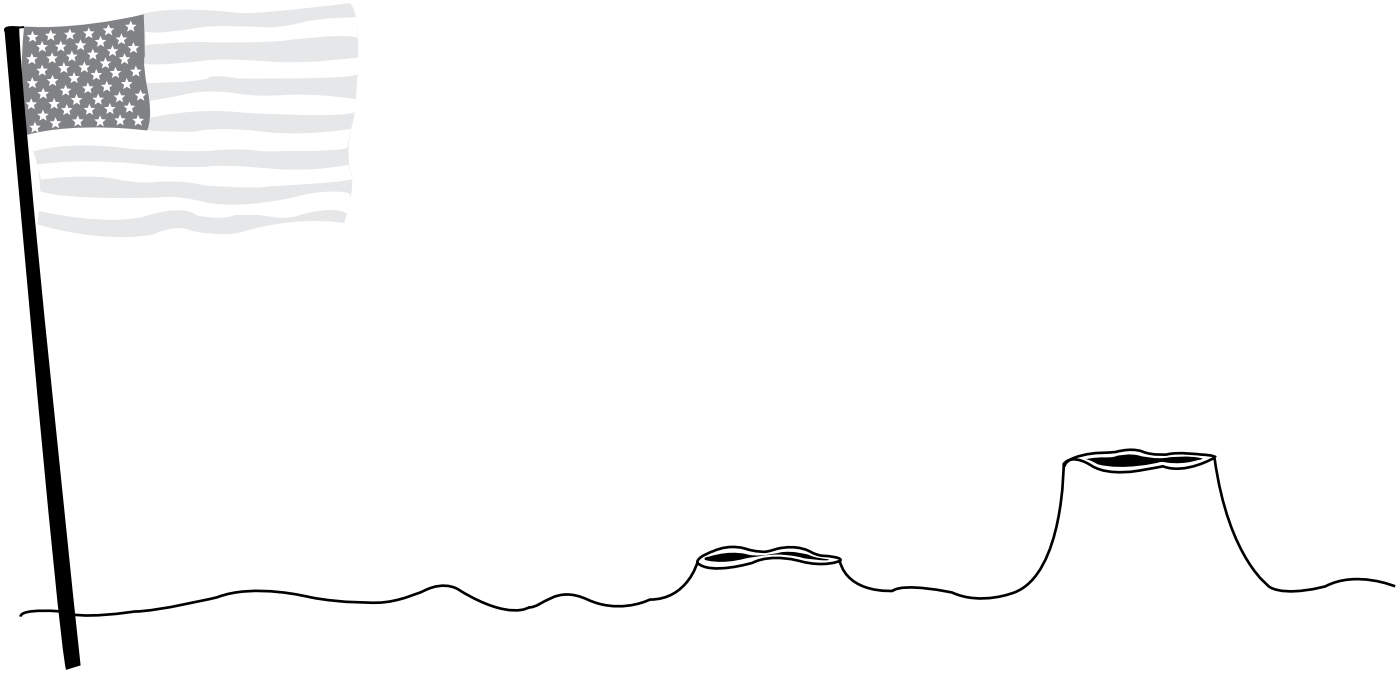
It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to astronomy.

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

NAME: _____

DATE: _____

7.1 **Activity Page**



Directions: Draw a picture of you on the moon and complete the opinion statements.

If I went to the moon, I would _____

The best part about going to the moon would be_____

_____ because _____

_____.

The worst part about going to the moon would be_____

_____ because _____

_____.

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Draw a picture of the inner planets and finish the sentences below.

The four inner planets are _____ ,

_____ , _____ ,

and _____.

One thing I learned about _____ is

_____.

One thing I learned about _____ is

_____.

NAME: _____

DATE: _____

9.1 **Activity Page**

Directions: Draw a picture of the outer planets and finish the sentences below.

The four outer planets are _____ ,

_____ , _____ ,

and _____.

One thing I learned about _____ is

_____.

One thing I learned about _____ is

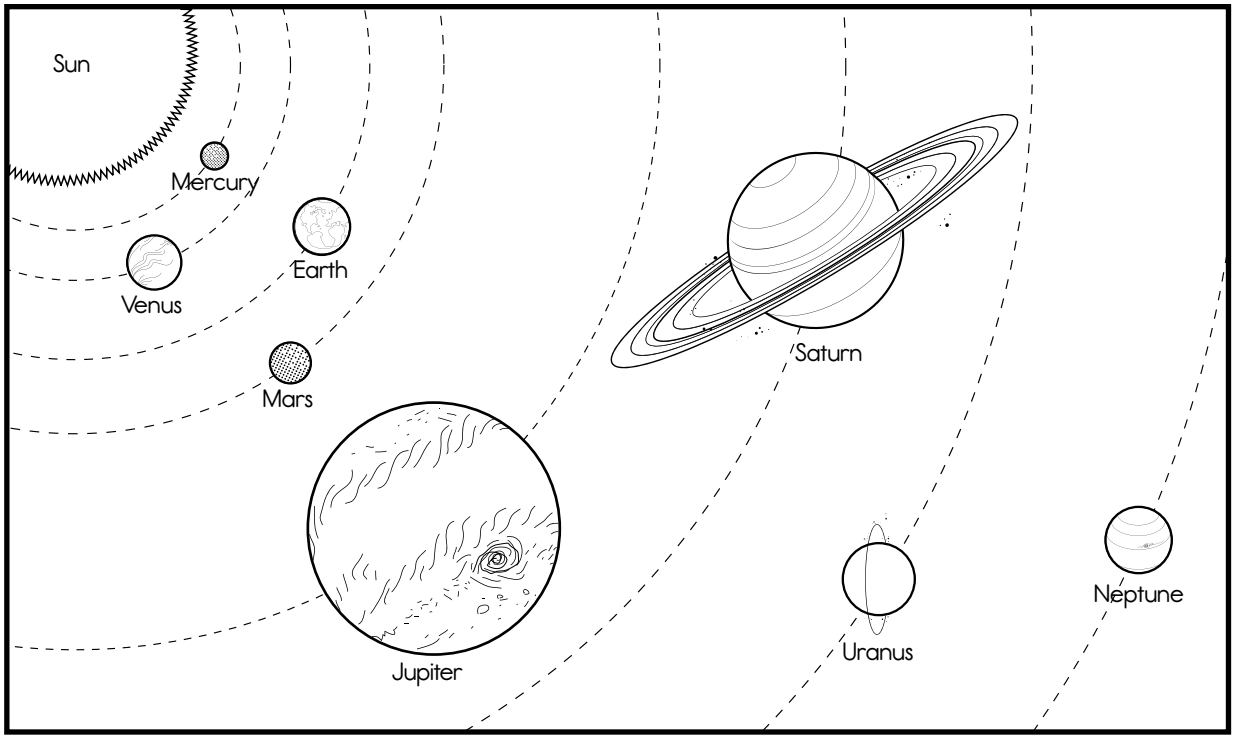
_____.

NAME: _____

DATE: _____

DR.1 Assessment

Directions: Read and answer each question using the diagram. You may wish to color the diagram to reflect what you know about the colors of certain planets in the solar system.



1. How many planets orbit the sun?

_____

2. Which planet is closest to the sun?

_____

3. Is Mars larger or smaller than Earth?

_____

4. Which planet is famous for its rings?

_____

NAME: _____

DATE: _____

DA.1 Assessment

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

Directions: Listen to your teacher's instructions.

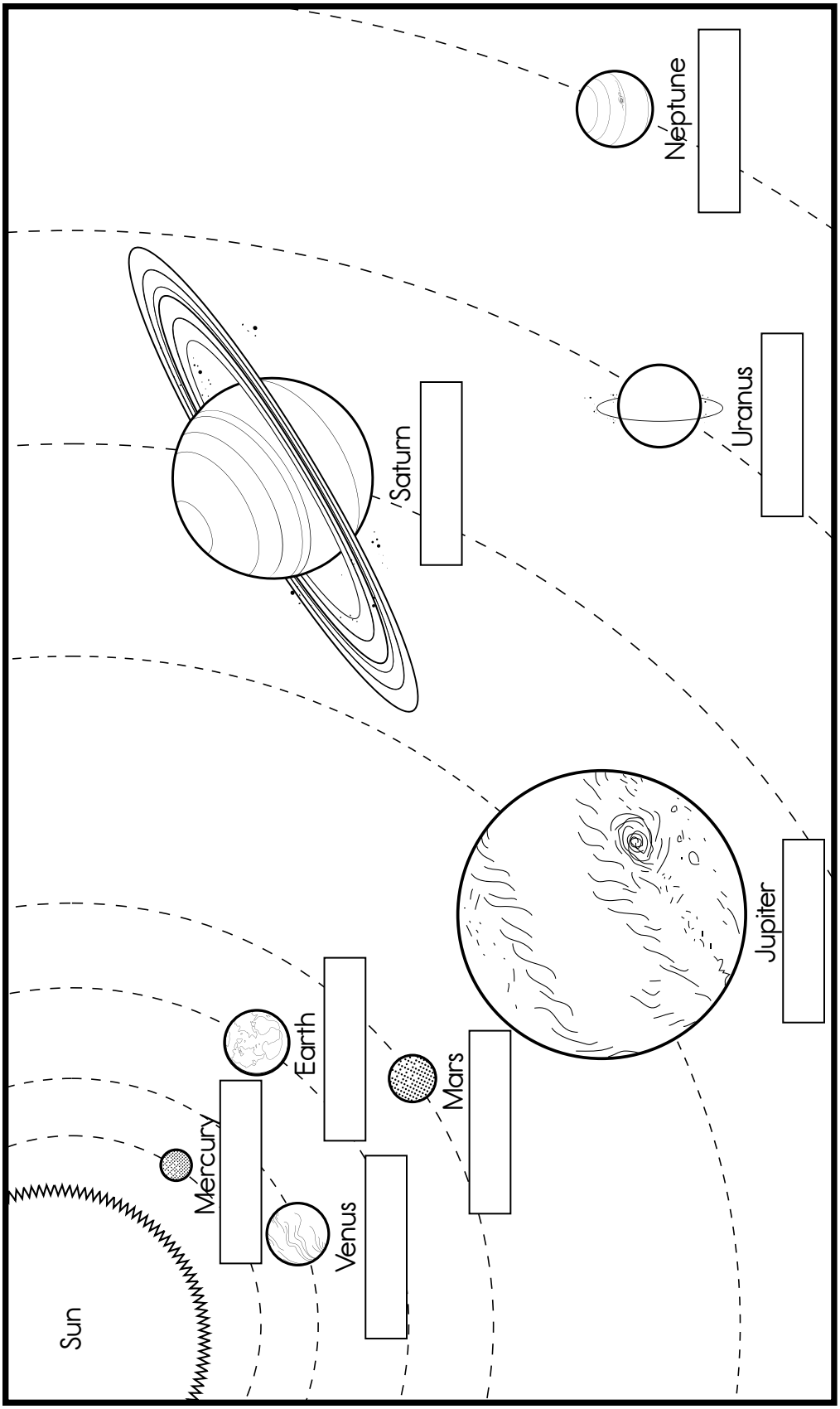
9.		
10.		
11.		
12.		
13.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to your teacher's instructions.

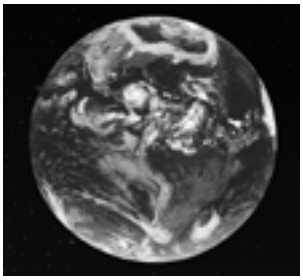
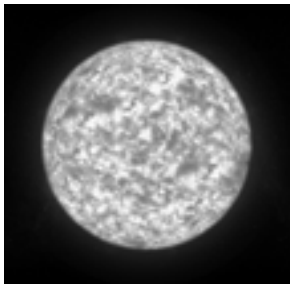
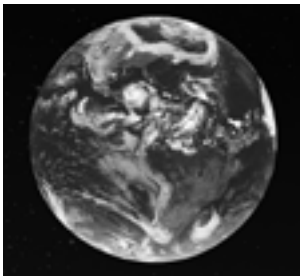
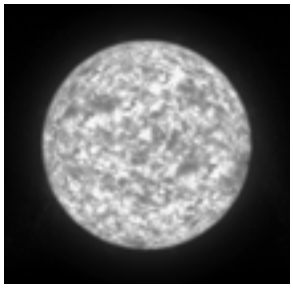
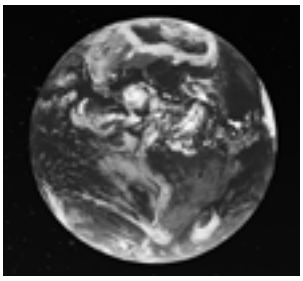
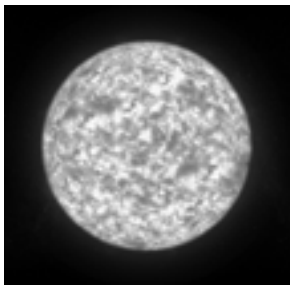
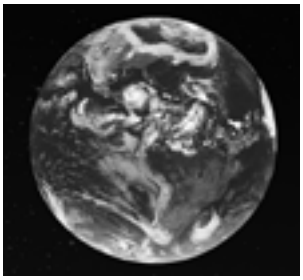
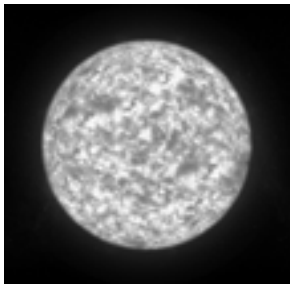
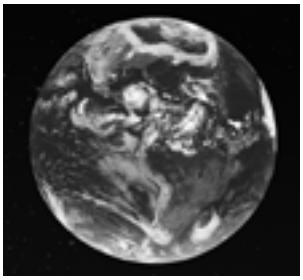
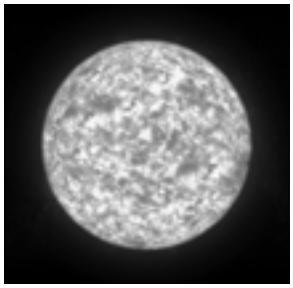


NAME: _____

DATE: _____

DA.3 Assessment

Directions: The pictures show the earth, the sun, and the moon. If what I read to you describes something about the earth, circle the first picture in the row. If what I read to you describes something about the sun, circle the second picture in the row. If what I read to you describes something about the moon, circle the last picture in the row.

	Earth	Sun	Moon
1.			
2.			
3.			
4.			
5.			

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