

Dear Caretakers,

Children are learning wherever they are! In this packet, you will find resources to help them grow and learn while they are not at school.

Home Links with different kinds of activities connected to what first graders are now learning about in school—Resources in Our Communities.

Word cards with images, definitions, more information, and questions to discuss. Cut them apart and use them however you want!

Books and other texts with questions for discussion, drawing, and writing

Literacy activities, including prompts for discussion, reading practice, and word practice

Writing prompts and paper. In first grade, writing includes drawing!

As children are playing, as always, you can **support learning by talking** with them about what they are doing.

Tell me what you are working on.

How did you decide to do that?

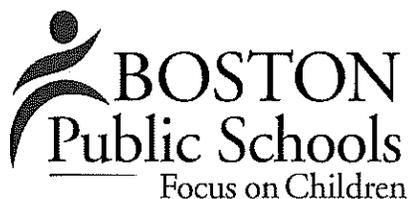
What else could you use?

Can you try that in a different way?

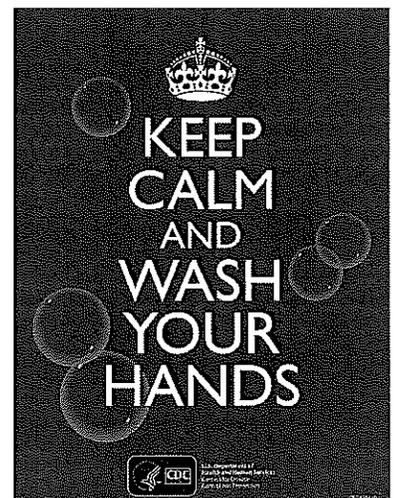
Collect materials around your home, such as food containers, packing materials, twist ties and string, paper scraps, loose buttons, sticks and leaves... all of these can be used for building and making things. Then you and your children can tell stories and draw about what you made.

You may be receiving packets from more than one grade.

Encourage children of different ages to read, work, and explore together!



Department of
Early Childhood



Estimados todos y todas,

¡Los niños y niñas aprenden en todos lados! Es por eso que en estas páginas les enviamos recursos para ayudarlos a que sigan creciendo y aprendiendo mientras no están en la escuela.

Home Links tiene distintos tipos de actividades relacionadas a la unidad que están aprendiendo en la escuela: Recursos en nuestras comunidades.

Tarjetas de palabras con imágenes, definiciones y preguntas para conversar entre ustedes. Pueden cortarlas y usarlas en el orden que deseen.

Libros y otros textos con preguntas para que sigan conversando, dibujen y escriban sobre lo que leyeron y escucharon

Varias actividades de alfabetización, incluyendo más preguntas para conversar, práctica de lectura y escritura y lectura de palabras

Escritura y papel para escribir. En primer grado dibujar es parte de la escritura también!

Mientras los niños y niñas juegan es bueno conversar sobre lo que hacen:

Dime lo que estás haciendo.

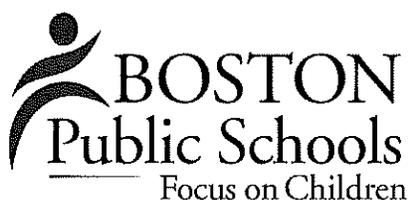
¿Cómo decidiste hacer eso?

¿Qué otra cosa podrías usar?

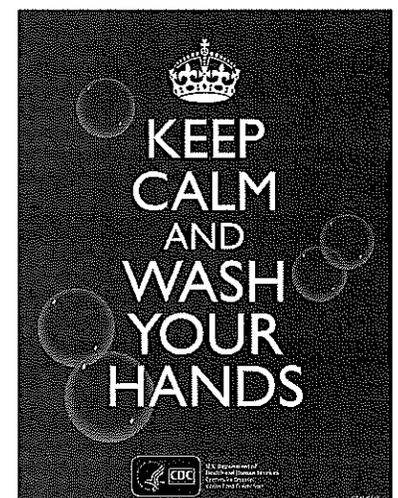
¿Puedes probar eso de otro modo?

Junten materiales reciclables en sus hogares desde cajas de comida a botones e inviten a que los niños y niñas creen y construyan con ellos. Luego juntos pueden inventar historias sobre lo creado.

Tal vez reciban materiales para niños y niñas de distintas edades. **¡Estimúlenlos a que trabajen y exploren juntos!**



Department of
Early Childhood



Fanmi yo,

Ti moun ap kontinie apran nenpòt kote yo ye! Nan pakèt sa, wap jwen risous pou ou ede timoun yo grandi epi apran pandan pa gen lekòl.

Home Links avèk diferan aktivite ki konekte avèk sa timoun yo ap apran nan premye ane. Risous nan kominote nou—Resources in Our Communities.

Word cards avèk imaj, definisyon, enfomasyon, epi kestyon pou nou ka diskite. Koupe yo epi sèvi avèk yo nenpòt jan nou vle!

Books and other texts avèk kestyon pou nou ka diskite, desine, avèk ekri.

Literacy activities, gen sipò avèk kestyon pou nou ka diskite, tèks pou nou li, mo pou nou pratike

Writing sipò avèk papye. Nan premye ane, desine fè pati de ekri tou!

Pandan tout tan ke ti moun yo ap jwe, nou ka sipòte konesans yo : **fè ti pale** avèk yo, mande yo ki sa yap fè, epi fè yo esplike nou sa yap fè.

Sak ki fè ou deside fè sa pito?

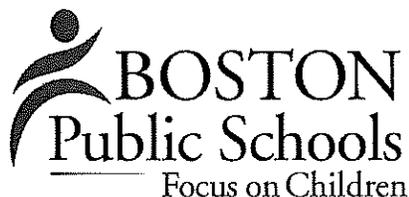
Ki sa ankò ou ka sèvi pou ou te fè sa?

Eske ou ka eseye fè sa youn lò jan?

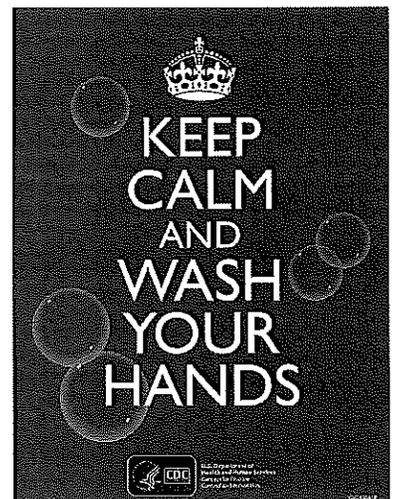
Kolekte materyèl lan tout kay lan, tankou kontenè ke te gan manje, materyèl you sèvi pou ambalaj, lasèt, moso papye, vye bouton, bout bwa, fèy... tout bagay ke nou ka sèvi pou nou fè konstriksyon lòt bagay. Apre, ou menm avèk pitit ou ka rakonte istwa epi desine bagay nou fè - bati yo.

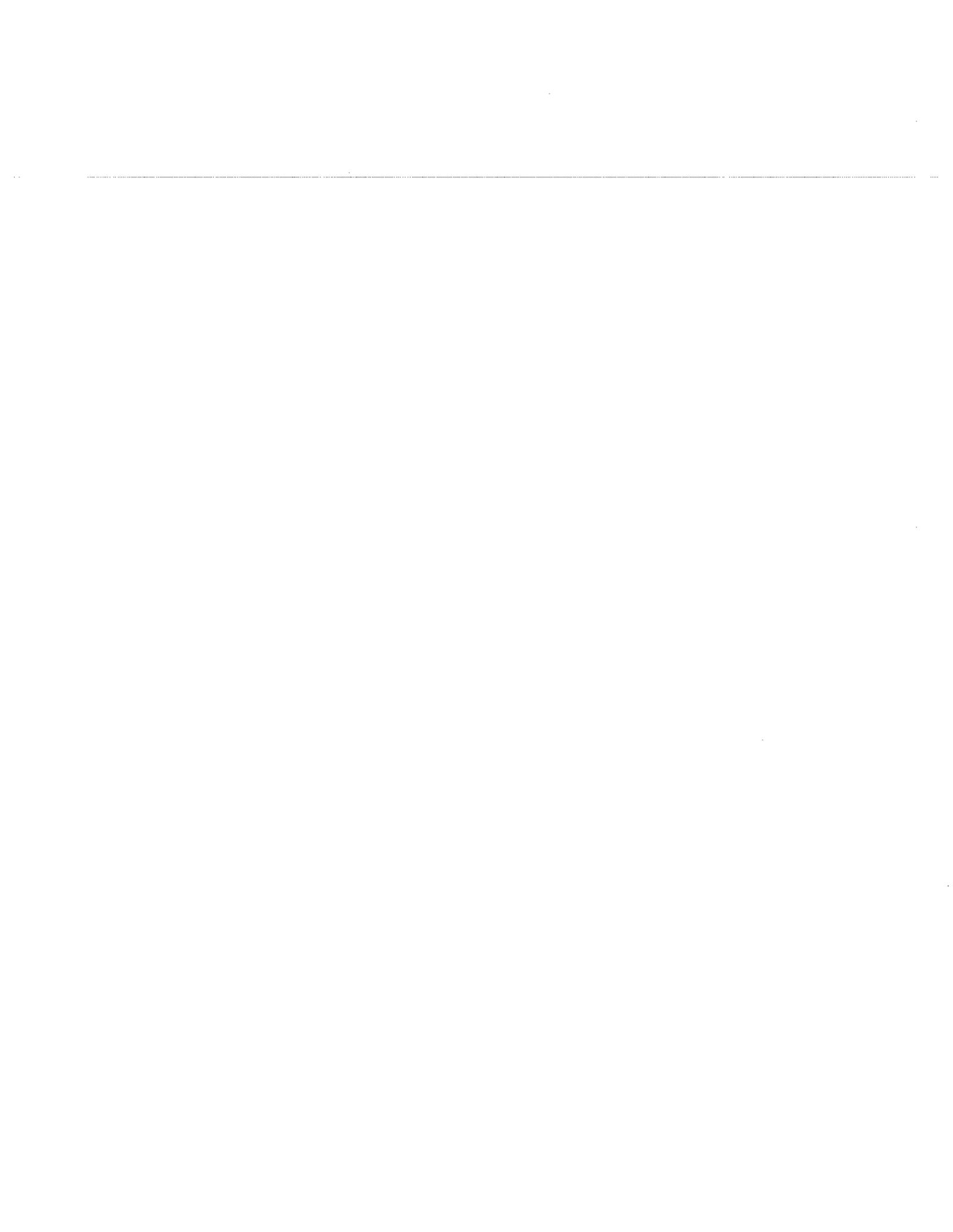
Ou ka ap resevwa pake de plizyè klas, si ou gen pitit nan diferan klas. **Ankouraje ti moun yo pou yo travay ansanm, li ansam, esplore ansam!**

RETE KALM EPI KONTINYE LAVE MEEN NOU



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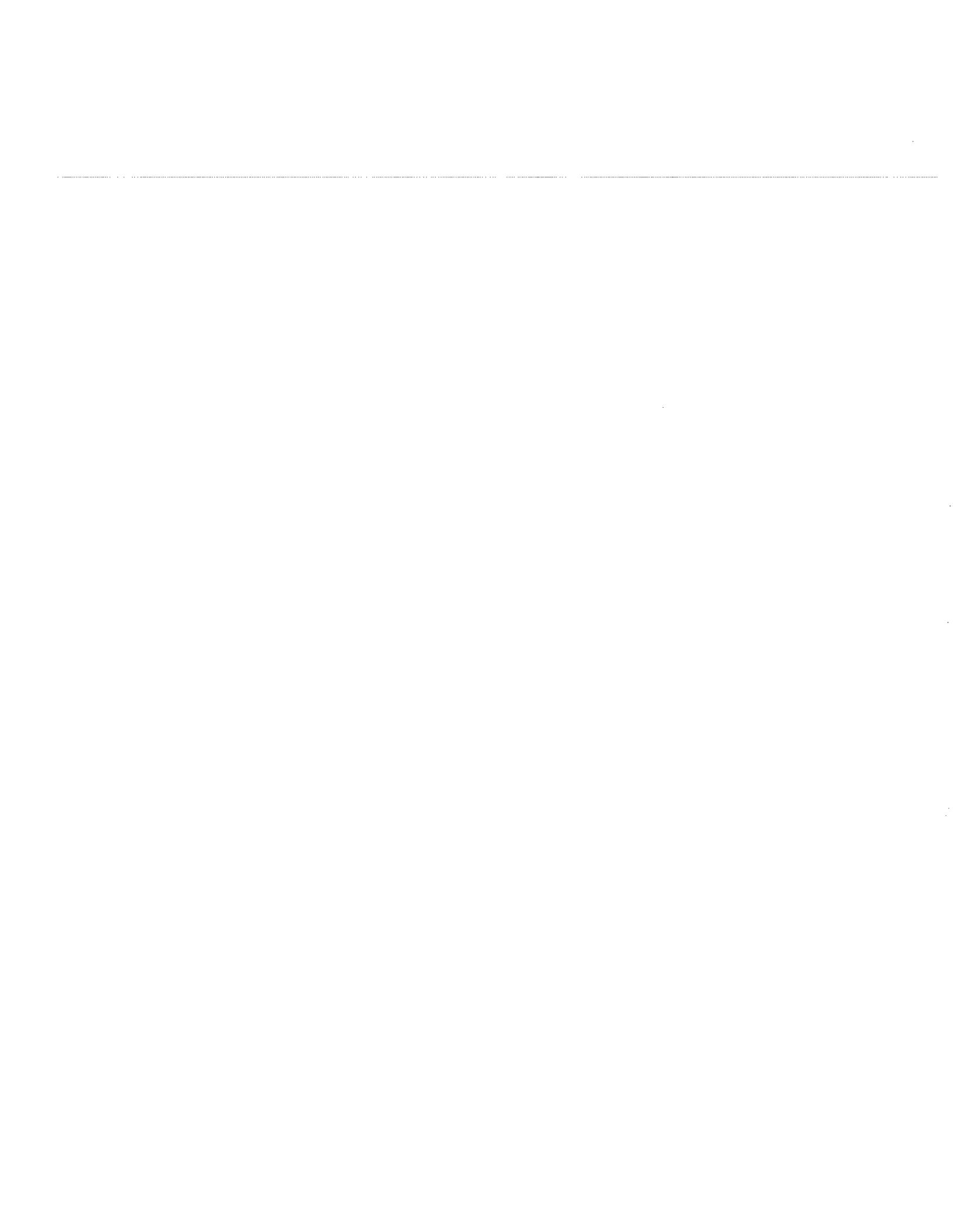
Unit 3: Resources in Our Communities
Week 6: What services do people provide and use?

Dear Families,

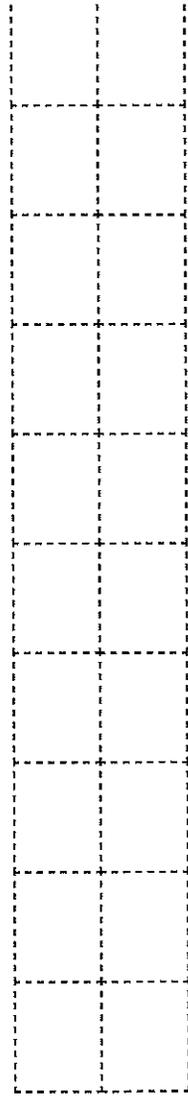
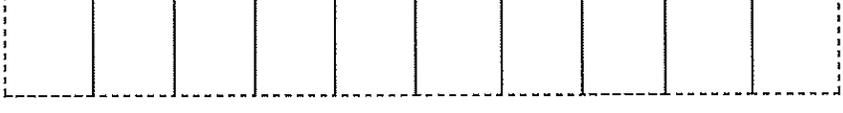
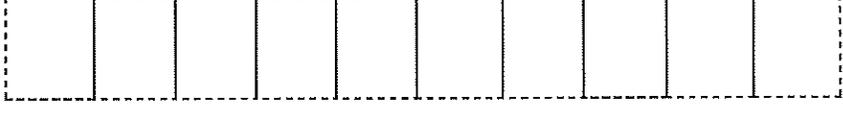
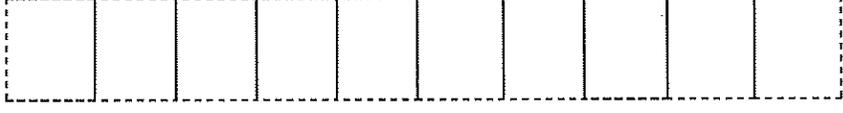
Services are a resource. This week we are learning about the kinds of services different people offer and use. Try to do one of the activities **with your child** each day of the week. Each activity will take about twenty to thirty minutes. Remember to make time for reading, too! Please help your child return the sheet to school at the end of the week. We hope you enjoy learning with your child!

<p>Go outside or look out the window <input type="checkbox"/></p> <p>What kinds of services are offered near where you live? Go for a walk to find out. Or when you are going on errands with your family, notice the service places you see on the way. Make a list of what you find.</p>	<p>Talk about... <input type="checkbox"/></p> <p>... the last time you or someone in your family paid for a service. What kind of service was it? Is this a service you use often, or only once in a while? When do you use this service? How do you decide?</p>	
<p>Tell a story <input type="checkbox"/></p> <p><i>One day when the weather was _____, there was a _____ who needed to find someone to _____.</i></p> <p>Continue the story!</p>	<p>Read together!</p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p>Play with math ideas <input type="checkbox"/></p> <p>Use new numbers to play How many tens? How many ones? Practice decomposing (breaking apart) numbers. Choose one number and represent it with groups of tens and ones.</p>
<p>Explore science and engineering <input type="checkbox"/></p> <p>Have you planted anything at home? Did you make a terrarium? What is happening now? Check in on anything that is living and growing in your home or nearby. Make a detailed drawing, and write some words to show your observations. Write a question about what you see. Don't forget to record the date and weather conditions.</p>	<p>Play with words; grow a reader <input type="checkbox"/></p> <p>Our Weekly Words are job, employment, salary, income, wage, and human resources.</p> <p>These words are about working. Ask a question about each word to see what more you can find out. Start your questions with <i>What, Who, When, Where, or How...?</i></p>	

Child's name _____ Adult's name _____



Tens and Ones Cut out units of ten and units of one.



The Bread Song

By Frente Music Collective

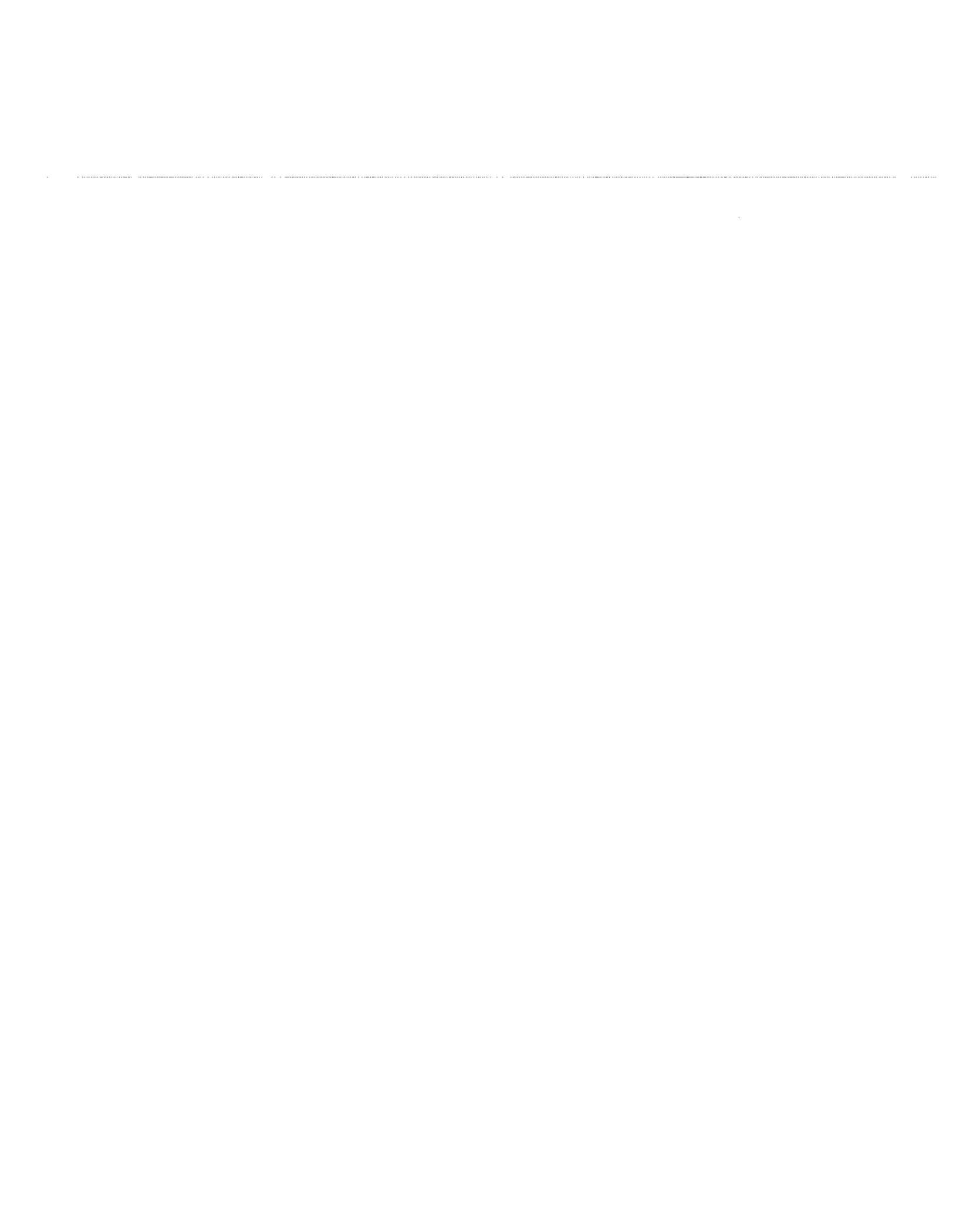
Bread, where does it come from?
You find it on the shelf with a paper bag on
It comes from the ground and a factory too
Takes a whole lot of work just to get it to you

From the sun and the air and the water and the land
Lots of working people and lots of working hands
From the sun and the air and the water and the land
Lots of working people and lots of working hands

Lettuce, where does it come from?
You find it near the pickle in a hamburger bun
Someone picks it from the ground
That's a lot of hard work and a lot of bending down

From the sun and the air and the water and the land
Lots of working people and lots of working hands
From the sun and the air and the water and the land
Lots of working people and lots of working hands

Peaches, where do they come from?
You find them in crates next to the plums
Someone picks a few from the tree
That's a lot of hard work that helps you and me.





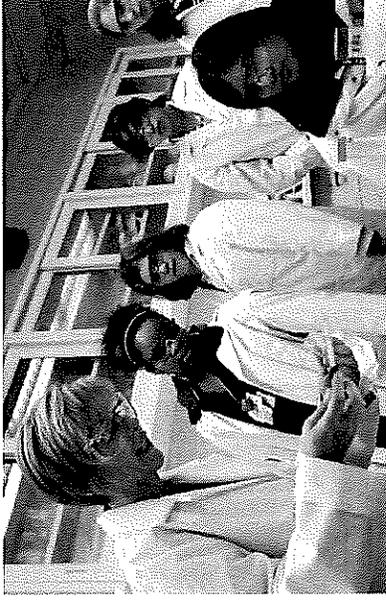
job

work for which a person is paid

These days many jobs require that workers know how to use a computer and can collaborate with co-workers to solve problems.

What is a job you would like to do? Why do you think you would like that job?

<https://www.civilityexperts.com/looking-for-a-job-or-a-promotion-who-gets-hired-and-promoted/>



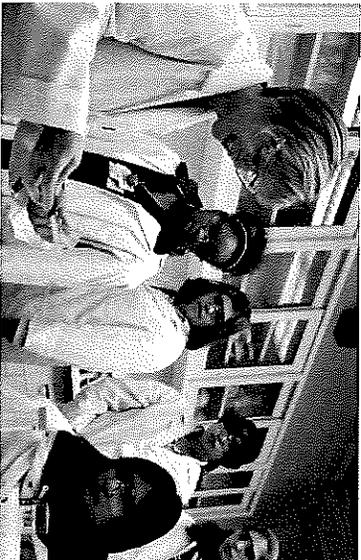
employment

having a job that is paid

Having employment means that people receive money for the work they do. This means they can afford to pay for some of the goods and services they want and need. When someone has employment, or a job, we can also say that she or he is “employed.”

When people have employment, they might work during the day, evening, or night. Describe the kind of schedule you might like to have with your employment.

<https://www.energy.gov/articles/women-s-history-month-twitter-chat-changing-face-leadership-stem/>



empleo

tener un trabajo pago

Cuando una persona tiene un empleo recibe dinero por su trabajo. Esto significa que pueden pagar por los bienes que desean tener y necesitan. Cuando una persona tiene un empleo decimos que está empleado o empleada.

Cuando una persona está empleada, puede hacerlo durante el día, la tarde o la noche. Describe el tipo de horario que te gustaría tener con tu empleo cuando seas grande.

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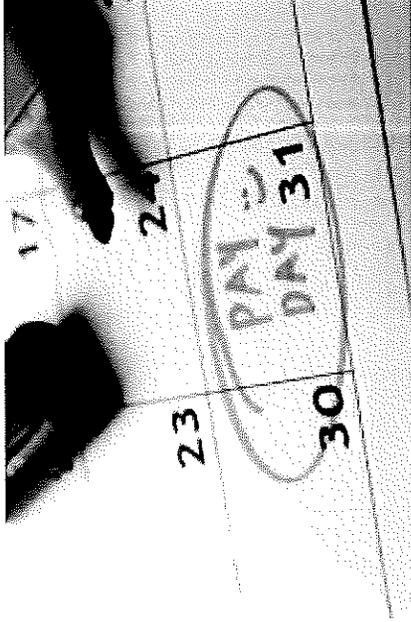
trabajo

actividad por la cual la persona recibe pago

En estos días muchos trabajos requieren que los trabajadores sepan cómo usar computadoras y que puedan colaborar con sus compañeros/as para solucionar problemas.

¿Qué tipo de trabajo te gustaría tener? ¿Por qué te parece que te gustaría hacer ese trabajo?

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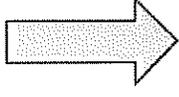
salary

regular payment for work, usually with a set total amount

Having a salary means that people know when they are getting paid. Then they can plan to pay for the things they need and want. Not everyone has a salary, or regular pay days, so many people have trouble getting what they need and want.

Why do you think that some people have high salaries, and some people do not?

<https://finance.yahoo.com/news/check-paycheck-probably-just-got-201642806.html>

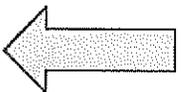


income

money received through work on a regular basis

People can get income in different ways. Some people's incomes come from jobs with salaries, and some people get income from different kinds of work they do here and there.

What are some ways that people you know earn an income?

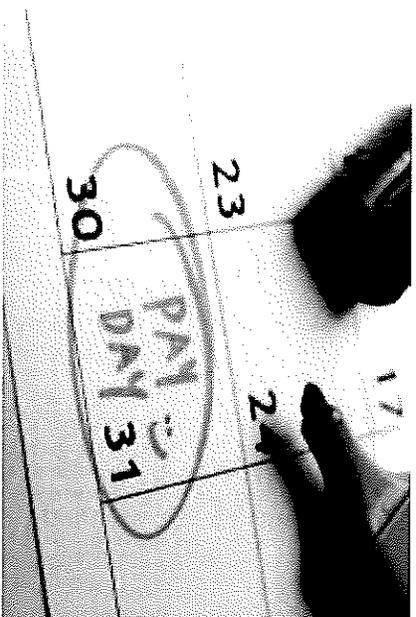


ingreso

cantidad de dinero que se recibe regularmente

La gente tiene distintos tipos de ingresos. Los ingresos de algunas personas provienen de trabajos con salarios. Otras personas tienen ingresos de trabajos que hacen un poco aquí y otro poco allá.

¿De dónde provienen los ingresos de gente que tú conoces?



salario

dinero que se recibe en forma regular por trabajo realizado

Cuando la gente tiene un salario la gente sabe cuando recibe su pago. De este modo pueden pagar por las cosas que necesitan y quieren. No todos los trabajadores reciben un salario, o pago regular, entonces hay mucha gente que tiene dificultades para conseguir lo que necesita y quiere.

¿Por qué crees que hay personas que reciben un salario alto y otras no?

<https://finance.yahoo.com/news/check-paycheck-probably-just-got-201642806.html>



wage

a fixed amount of money paid to a worker hourly, daily, or weekly

A wage can be high or low; it's the amount of money someone has agreed to pay their workers for the time they work. Many people have been advocating for wages that are high enough so that everyone can have enough money, or income, to pay for their basic needs. Starting in the year 2023, all workers will earn at least fifteen dollars for each hour they work.

What are some of the things people pay for with their wages?

<https://www.theguardian.com/us-news/2015/aug/30/fight-for-15-strategist-mcdonalds-unions#img-1>



human resources

all the people who work in an organization or business and contribute their ideas and physical work

People are resources, too! Human resources keep organizations and industries functioning. They might be people who fix things, pay people their salaries, keep track of goods coming and going, or answer phones.

What are some of the human resources in our school, and why are they important?

<https://www.concur.com/newsroom/article/four-reasons-why-employee-network-groups-are-essential-to-your-company>



recursos humanos

todas las personas que trabajan en una organización o empresa y que contribuyen sus ideas y trabajo

Las personas también somos recursos. Los recursos humanos ayudan a que las organizaciones y empresas funcionen. Algunos arreglan cosas, otros preparan los salarios de las personas, otros monitorean el transporte de bienes, o contestan teléfonos.

¿Cúales son algunos de los recursos humanos en tu escuela y por qué crees que son importantes?

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jornal

Cantidad de dinero que gana un trabajador por día

Los jornales pueden ser altos o bajos. El jornal es la suma de dinero que alguien acordó en pagarle a los trabajadores. Mucha gente está luchando para conseguir un aumento en los jornales. De ese modo podrán tener suficiente dinero o ingresos para pagar por sus necesidades básicas. A partir del año 2023 todos los trabajadores ganarán por lo menos 15 dólares la hora..

¿Cúales son algunas de las cosas que la gente puede pagar con su jornal?

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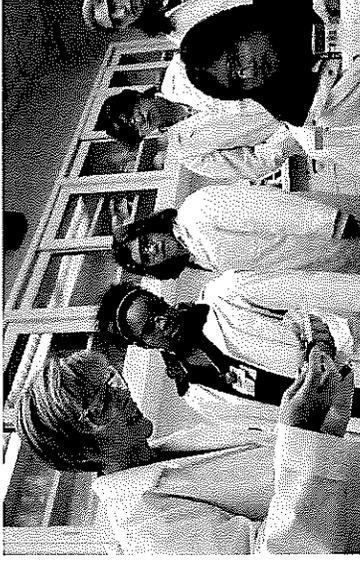
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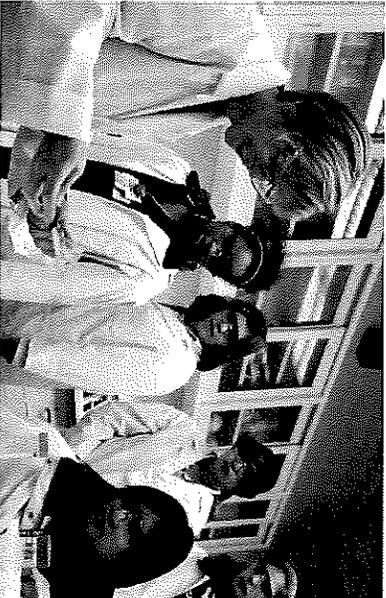
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employment

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travay: gen youn djòb ki eye

Gen youn djòb vle di ke moun ap touche lajan pou youn travay ke yo fè. Sa vle di ke yo ka peye pou sèvis avèk machadiz ke you beswen ou vle. Le youn moun gen youn jòb ou you travay, nou ka di ke you "employed"

Lè moun gen travay, yo ka travay lajounen, lesaprèmidi ou leswa, Dekri ki kalite skedil ou ta renmen fè nan travay ou.

<https://www.civilityexperts.com/looking-for-a-job-or-a-promotion-who-gets-hired-and-promoted/>



job

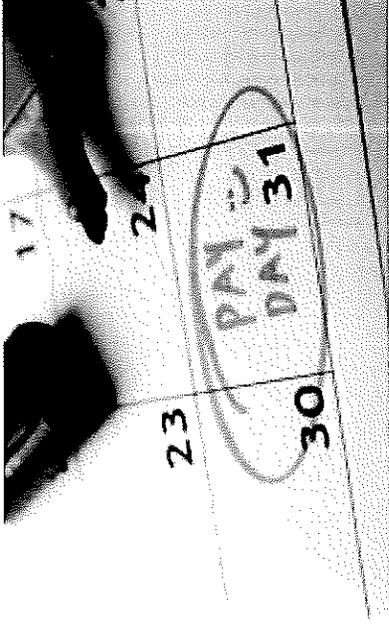
work for which a person is paid

djòb: youn travay ke you moun ap touche pou li fè

De no jou, anpil djòb mande konesans kopite avèk kolaborasyon avèk konpatriòt nan travay pou ka resoud pwoblèm

Ki djòb ou ta renmen fè? Sa ki fè ou panse ou ta renmen fè jòb sa?

<https://www.energy.gov/articles/women-s-history-month-twitter-chat-changing-face-leadership-site/>



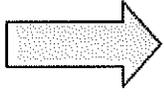
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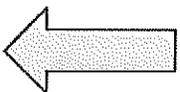


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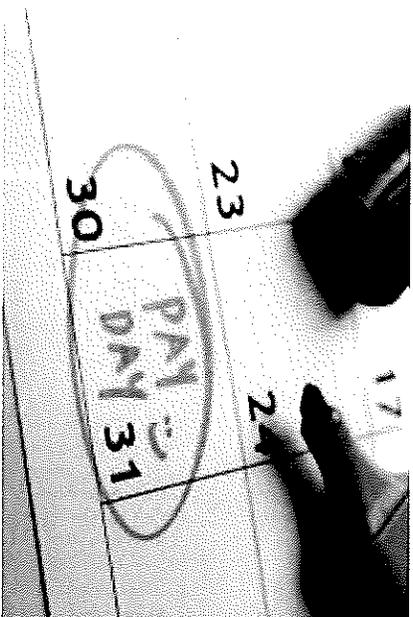
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Revni: lajan ke ou resevwa pou travay sou youn baz regilye

Moun ka gen revni diferan fason. Moun gen revni ki soti nan salè, epi lòt moun gen revni nan travay yo fò icip ak laba.

Ki diferan fason ou konnen ke moun fè pou yo gen revni?



salary

regular payment for work, usually with a set total amount

Salè: lajan ke moun touche regilyeman, abityelman pou memm kantite

Gen youn salè vle di ke moun konnen konbyen kòb yap touche. Epi, yo ka fè plan pou yo peye pou bagay ke yo beswen ou vle. Se pa tout moun ki gen youn salè ou youn chèk regilye, anpil moun gen pwoblèm pou yo pwosede sa yo beswen ou vle.

Sa ki fè ou panse gen moun ki gen gwo salè epi lòt moun pa genyen gwo salè?

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a fixed amount of money paid to a worker hourly, daily, or weekly

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human resources

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work

Risous imen: tout moun ki ap travay pou you òganizasyon epi ki kontribye ide ou byen ki bay men.

Moun se youn resous tou! Zèt imen kenbe oganizasyon avèk izin fonksyone. Yo ka moun ke ka ranje bagay, ki ka peye moun salè yo, ki ka kenbe tras kijan machandiz ap prale epi ap vini ou byen yo ka ap repon telefòn.

Ki risous imen ki genyen nan lekòl ou ki empòtan?



wage

a fixed amount of money paid to a worker hourly, daily, or weekly

Salè: lajan ke moun touche pa lè, jou ou semèn

Youn salè ka piti ou gwo. Se kantite lajan ke you bès dakò pou li peye anplwaye yo pou peròd ke yo travay. Anpli moun ap batay pou salè moun ka ho ase pou peye pou bagay bezik ke yo besweb. Komansan an 2023, tout anplwaye sipoze fè o mwen trèz dola a lè.

Ki kalite bagay moun ka peye avek salè yo?

<https://www.theguardian.com/us-news/2015/aug/30/fight-for-15-strategist-mcdonalds-unions#img-1>

Cheryl Straughter

Soleil Restaurant, Roxbury

Interview by Brooke Childs, January 13, 2020



1. What's your name, and in what business organization do you work?

My name is Chef Cheryl, and I work at Soleil restaurant which is in Roxbury. Soleil is named after my granddaughter. She's 15 and her full name is Maya Soleil. In French "soleil" means "the sun."

2. What's your role in the restaurant?

As the owner, I'm responsible for ordering all the food we use to cook meals; I'm responsible for paying staff; and I'm responsible for making sure that the food is cooked correctly. I also make sure that the customers have a good time.

3. What service does Soleil provide for the community?

Our restaurant is a place where people meet and mingle. People also have community meetings to talk about what's happening here in Boston. Some of our local politicians and nonprofit neighborhood organizations meet here. So, not only do we provide food, we provide a space for people to come in and conduct business and also to bring their families to eat.

Writing U3 W5 D3

4. How did you get started in this work?

I always wanted to have a restaurant. In 1996, I worked with the city of Boston and I opened my first restaurant, Keith's Place. I ran that restaurant for 10 years. Then I wanted to learn more about my craft, so I went to cooking school. I opened this restaurant in May of 2018.

5. What inspires you to keep doing this work?

There's something that every community, every nationality, and every race has in common, and that is we all eat. Eating nourishes your body, and that's how I got started wanting to do this.

What inspires me is my mother and my grandmother. They all cooked, and even though it was cooking in their home, there was always this conversation in the kitchen about food. There was always conversation about how we should eat food that's grown and you know, food from the farm. My grandmother actually farmed some food. So what inspires me is really kind of an old tradition about farming and eating.

6. Can you talk a little about where you get the food you serve?

Some of my food I buy from a restaurant purveyor. That's just a big word for a place that supplies food to restaurants all throughout Boston. But some of the food comes from urban farming. This allows me to get food both on the organics side and on the typical restaurant side.

7. What's the thing you like most about your job?

Meeting people! I have bumped into people that I was in high school with here in Boston, that I'd lost track of. So that's been kind of cool. I bumped into people that I met when I had my first restaurant. So I enjoy the interaction and the conversation that can happen at a restaurant like mine. I also enjoy working with my staff.

8. What's the most challenging part of your job?

Getting my staff to come on time is the hard part, and it is challenging to stand on your feet all day. It could be ten, eleven, twelve hours a day by the time we finish. Like tonight. We have a catering job. So I would have

been going from four o'clock this morning to about nine o'clock tonight. So the challenge sometimes can be a physical one.

9. What final message do you have for first graders?

I'm sure that all of you all have heard this before about going to class and learning about different people in different places, but I think that's really important because there's a big world out there. The world is beyond Roxbury, where my restaurant is, beyond Boston. I had the pleasure of working for United Airlines, so I've been to some really cool places in the world.

I want you to read, and I would want you to just talk to people who were born in different places, because we all have something to bring to our conversations. Thank you!

.....

Keilah Acevedo and April Pumphret Curley K-8 School

Interview by Brooke Childs, January 7, 2020



1. What organization do you work for, and what's your job?

April: We are school nurses for Boston public schools at the Curley School in Jamaica Plain.

2. What service do you provide for people in your community?

Keilah: We address any injuries, so if students fall or bump their heads or have an accident, we help them. Or if they are hungry or have a stomach ache, we address those things. Sometimes we have to help with other things outside of school to help students stay healthy.

Sometimes students don't have the things that they need like a place to live, glasses, clothing, or medicine. They need these things for their well-being, so we work with their families to help them get those things.

April: We also give out medication at school. Sometimes we take care of the staff as well. The community we serve includes staff, children, and families.

3. How did you get started in this work?

April: Originally I was an EMT for the city of Boston EMS. Then I went back to school while I was an EMT to become a nurse. I wanted to become a school nurse because the hours are much better for mothers to take care of their own kids.

Keilah: I started as a substitute nurse. Working as a school nurse is like working at a medical facility. You have to go to college or higher, and you have to take different tests.

Text Talk U3 W6 D1

4. What inspires you to do this work?

April: It's busy! It almost kind of reminds me of the emergency room where you never know what could happen. The work could be something different every day. You never know.

Keilah: I enjoy helping people—it's very satisfying when you can actually help solve someone's problem. It's nice when people tell you that their life is better because you were part of it.

5. What's your favorite part about the job?

April: I like the kids of course, but also the staff—we have a great staff here. The school is so huge that it we are always busy. It makes the day fly by! And I also really like that I have another nurse. Most schools don't have another nurse that they can talk to during the day and kind of bounce ideas off.

Keilah: It's unpredictable every day!

6. What's the most challenging part of your job?

April: Probably the same thing that I like—that it's so busy. You can sometimes feel like you just don't have enough hours in the day to get everything done.

Keilah: The challenging part is that you wish that you could do more outside of the school, but your resources are limited.

7. What's your final message for first graders?

Keilah: Whatever they want to do, they can do, as long as they put their mind to it!

April: First graders, wash your hands and remind your parents to send in your physical from the doctors when you go for your checkup. Finally, never be afraid to come to the nurse. We're always here to help you!

Dr. Michelle Anderson

Sprout Kids Dentistry

Interview by Brooke Childs on January 8, 2020

1. What is your name and what is your job?

My name is Doctor Michelle Anderson. I work for myself in a private office called Sprout Kids Dentistry. I also work in a hospital for children called Franciscan Children's Hospital. My job is to fix teeth and to help people understand how to take care of their teeth.



2. What service do you provide for people in your community?

The service that I provide is to little children in my community. I help children understand why it's important to take care of their teeth, and how to fix their teeth if their teeth are unhealthy. I also help parents understand the importance of taking care of their children's teeth.

3. What's the community you serve?

The community I serve is Quincy, Brighton, and the Greater Boston area.

4. How did you get started?

When I was a little girl, I used to have the same dentist as my mom and dad. He was a man. When I was older I saw a dentist in my school, and I realized that a dentist could come to your school and fix your teeth there. I thought that was pretty cool! He was a special kind of dentist. All his patients were kids like me. He is called a pediatric dentist. Right then and there I knew what I wanted my career to be: I wanted to be a pediatric dentist because I wanted to have a job where I could help children have healthy smiles.

I began to look for other pediatric dentists in my community to see who they were. All the pediatric dentists I could find in my community were

Text Talk U3 W6 D2

men and not women. I was motivated to be a pediatric dentist because I wanted to prove that a woman could be a pediatric dentist, too.

5. What did you have to do in order to live out that dream?

I went to high school and then college. In college, I studied biology. Then I went to dental school at Tufts University in Boston, Massachusetts. I studied dentistry for four years. All that studying allowed me to fix grown-up teeth. I wanted to have a job fixing children's teeth, so I had to stay in dental school for two more years to learn exactly how to work in a child's mouth.

6. What inspires you to do this work?

Kids inspire me to do my work. They are fun. They are happy. They are silly. Sometimes they are sad. Sometimes they are mad. Every kid is different, and I enjoy coming to work and not really knowing what the patient is going to be like when they sit in my dental chair. They might be talkative. They might be shy. They might be really scared. They might be really brave. I like being able to work with different types of kids and their feelings.

7. What do you like most about your job?

I most like being able to help kids feel better. Sometimes they come to me with a toothache or a wiggly tooth, and I just like being able to make them smile, or feel happy and healthy again.

8. What's challenging about your job?

I try to figure out a way to make kids feel comfortable, safe, and excited about coming back to my dental office to visit me again.

9. What's your final message for first graders?

Dentistry is a really fun career. Working with kids is also really fun. Little girls don't need to think about dentistry as a job that only boys can do—it can be a career for girls, too. It doesn't matter what color you are either. If you want to be a dentist, you can be one, just like me. You should stay in school and study hard, and you can grow up to be anything you want to be.

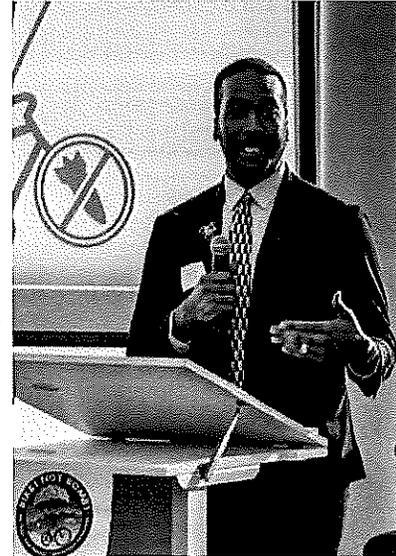
Elijah Evans

Director of Bikes Not Bombs

Interview by Brooke Childs on
January 6, 2020

1. What's your name and what organization do you work for?

My name is Elijah Evans, and I'm the Executive Director of Bikes Not Bombs, a nonprofit organization here in Boston.



Bikes Not Bombs was started in the 1980s when some people from Boston heard that there was a war in Nicaragua. They also heard that the United States government was helping buy weapons for the war, and they didn't agree with that. They thought, let's bring bikes to Nicaragua instead of weapons.

Now the organization does a lot more, but it has always been about bringing people together and thinking about ways in which we can solve our problems and benefit society.

2. What is your role at Bikes Not Bombs?

At Bikes Not Bombs, I'm the executive director, which means that I lead the organization. Our goal is to increase access to bicycles here in Boston and throughout the world. We do that by reclaiming bikes—going around the state and collecting bikes that have either been thrown out or that people donate to us. Being the director means I help us achieve our goal.

3. What service do you provide for people in your community?

The service that we provide is collecting used bicycles and taking them out of the garbage; this helps the environment. We redistribute those

Text Talk U3 W6 D3

bicycles to communities in Boston and throughout the world, especially in countries in Africa, South America, and in the Carribean. We redistribute the bicycles by donating and selling them. We also work with folks both locally and globally to start bike shops. Those experiences in bike shops help people become ready for jobs and future success.

4. How did you get started in this work?

I started 17 years ago, in 2003. I was a middle schooler going onto high school. I was going to school between Boston and Brookline as part of the METCO program. After school I'd go home and just hang out and not do anything. One day my mom was like, "You got to stop wasting your life, man, and get involved in something that will start shaping the kind of person you want to become." So I got involved in the "Earn a Bike" program. In five weeks I built my first bike—it was an orange Mongoose bike. That really helped me realize that I could do something. It gave me some confidence.

I started using the bike to get around and go to my aunt's house. I could get to school with it, and it just really opened up my world.

Why I'm still involved? Well, I just couldn't stop coming to Bikes Not Bombs, and they were willing to help me learn how to be a leader.

5. What inspires you to keep doing this work?

I think it's the potential that BNB has to create change at many levels. We create change on an individual level through internal development and developing technical skills.

We also work at the community level: wherever we go, whether it's here or in different parts of the world, we bring people together—people who would otherwise not have any reason to connect. Often folks from Roxbury don't go to Mattapan, or folks in Mattapan don't go to Fenway. Creating an experience around a bicycle that can literally help you get to different places—I think this is what drives me to continue to do this work.

6. What's your favorite part of your job?

Text Talk U3 W6 D3

Being in the programs with teens that we employ is my favorite part. They play a big role in helping us to run our programs. They teach adults. You get to really challenge the idea in our society that young people don't teach adults. Why do we think that? So it's cool to be able to challenge ideas about what young people can do.

For example, we run a program called Bike Institute. It's an opportunity for anyone 15 years old or older to gain mechanic skills. You also get experience in public speaking, managing a group, and you learn how to teach others to fix bikes.

7. What's the most challenging part of your job?

Raising money to keep everything going. We have a bike shop that makes money that helps cover the cost of the programs with teens but it's still a challenge to have enough.

8. Do you have a final message for first graders?

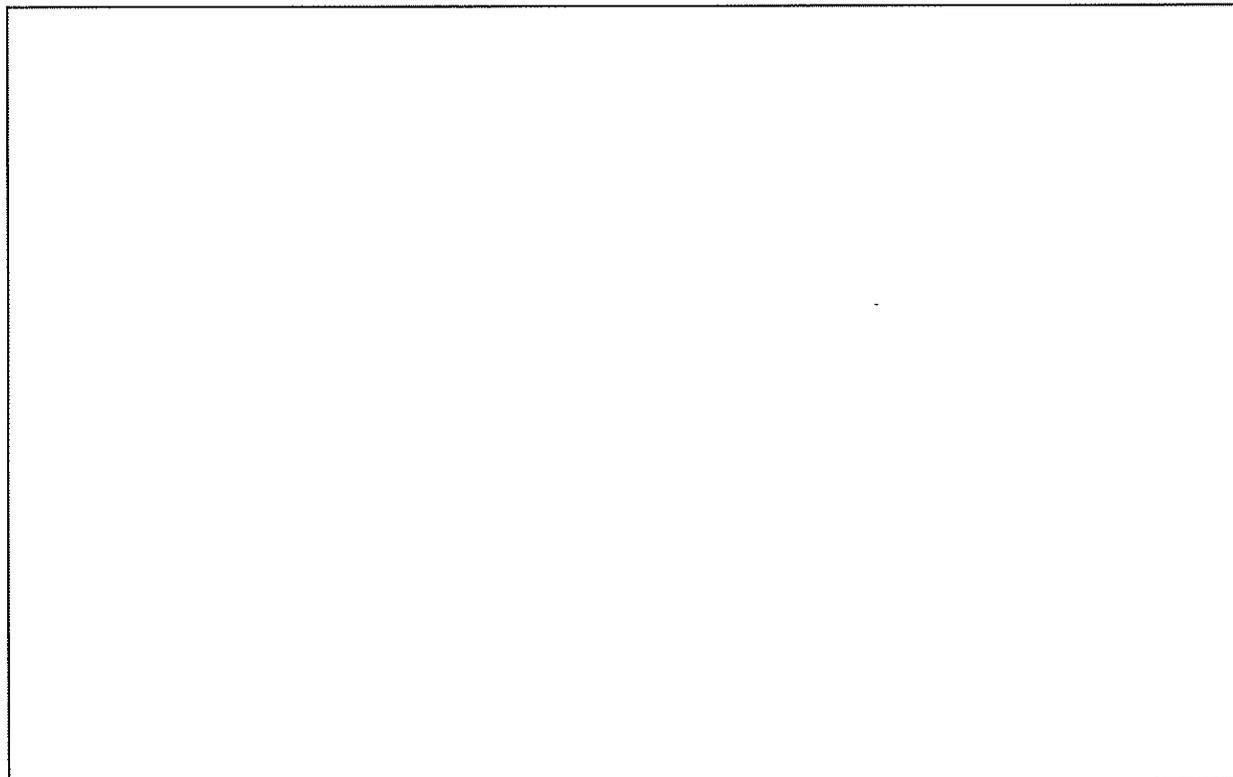
Find out what motivates you, what excites you. It's so valuable to learn at a young age that you can find work that can pay you and also that drives you. You can find something to do that you're excited about when you wake up every day.

.....

Name: _____

Who are you inspired by? Why? _____

What does this person inspire you to do? _____



Talk, Draw, Talk Week 6



<https://gscsda.org/community-services>



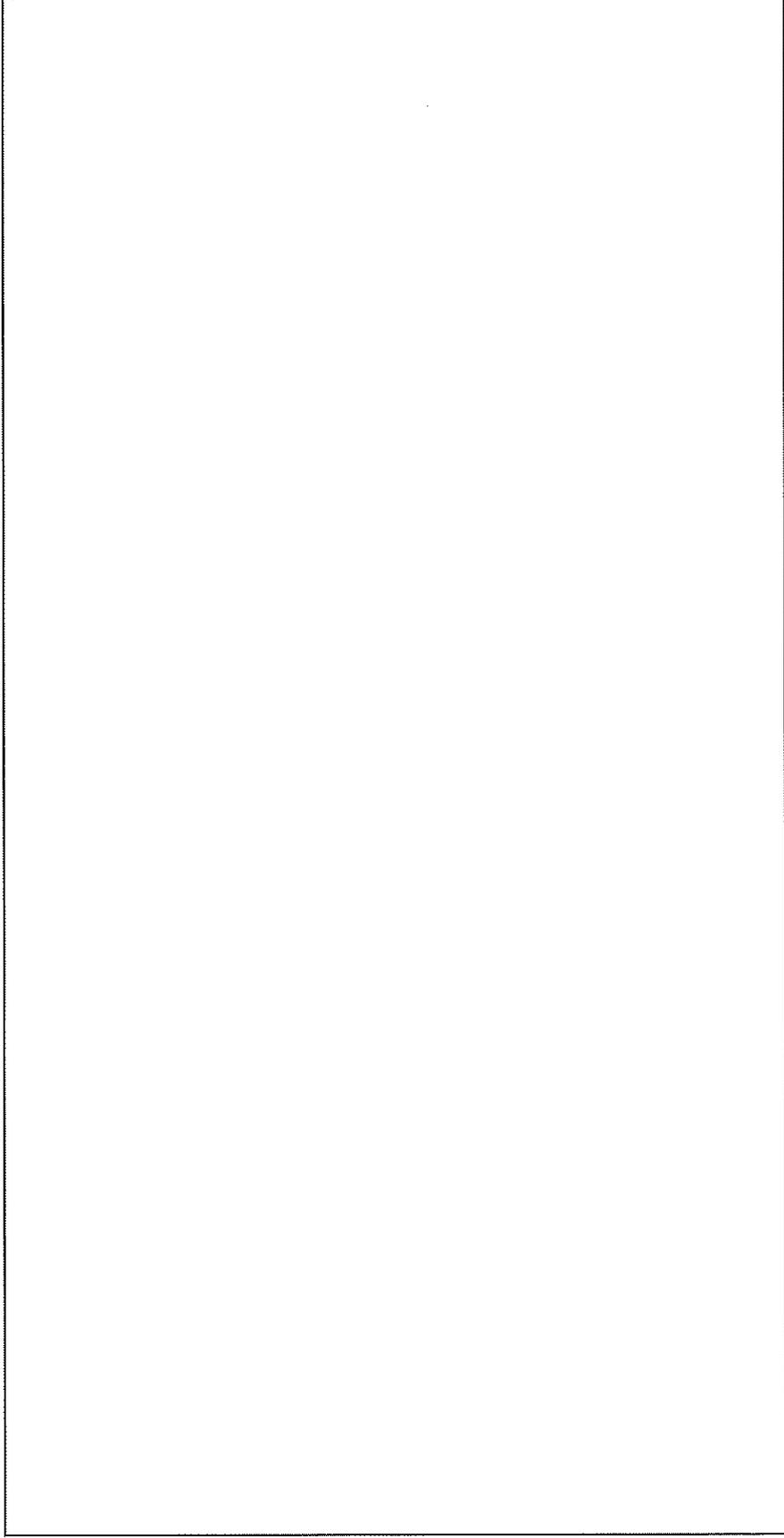
<https://gscsda.org/community-services>

Listening & Speaking U3 W6.1

Name: _____

Talk Draw Talk

Look carefully at all the images. Talk with your partner about the services these people are providing in their communities. After you talk, draw someone who provides an important service in your community. Then talk with your partner about your drawings.

A large, empty rectangular box with a thin black border, intended for drawing. It occupies the central portion of the page.

Name: _____

Fluent Reader's Challenge

Ben twists off **many** lids.

They can rest **and** get **some** drinks.

Get **some** stamps **now**.

You can chop the stump down.

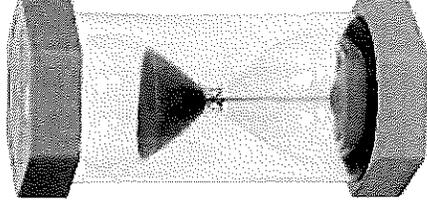
The tot crept to **her** dad.

How did **the** skunks smell?

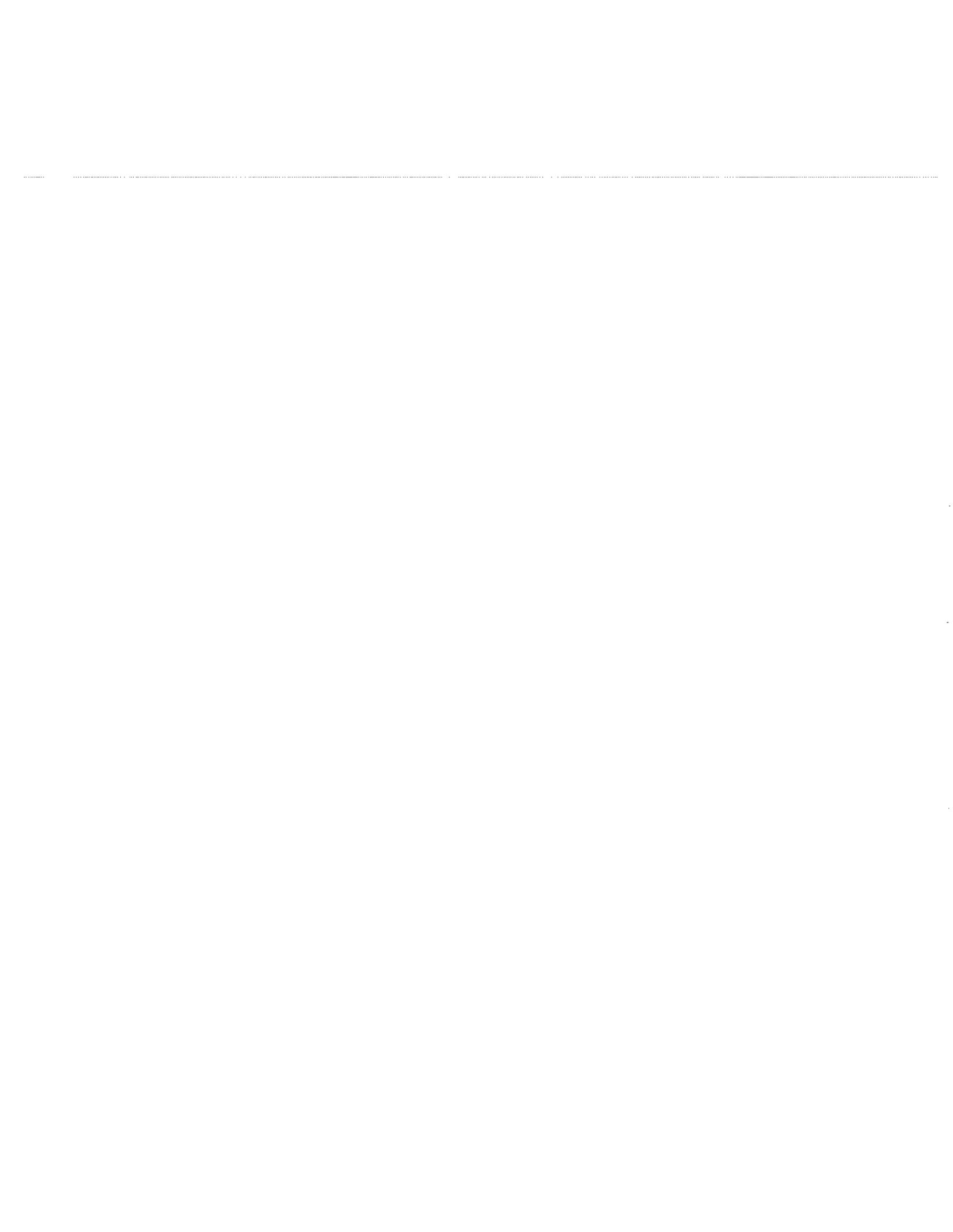
The skunk stinks!

I sat **down** on **the** clump of grass.

How many pranks did **they** do?



Minutes:



Name: _____

Say It	Build It	Write It
how		<hr/> <hr/> <hr/>
down		<hr/> <hr/> <hr/>
now		<hr/> <hr/> <hr/>
any		<hr/> <hr/> <hr/>
many		<hr/> <hr/> <hr/>

Say It

Build It

Write It

over

number

each

between

see

Fundations Unit 10, Week 2

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W6

Focus on First | Boston Public Schools Department of Early Childhood P-2

Name: _____



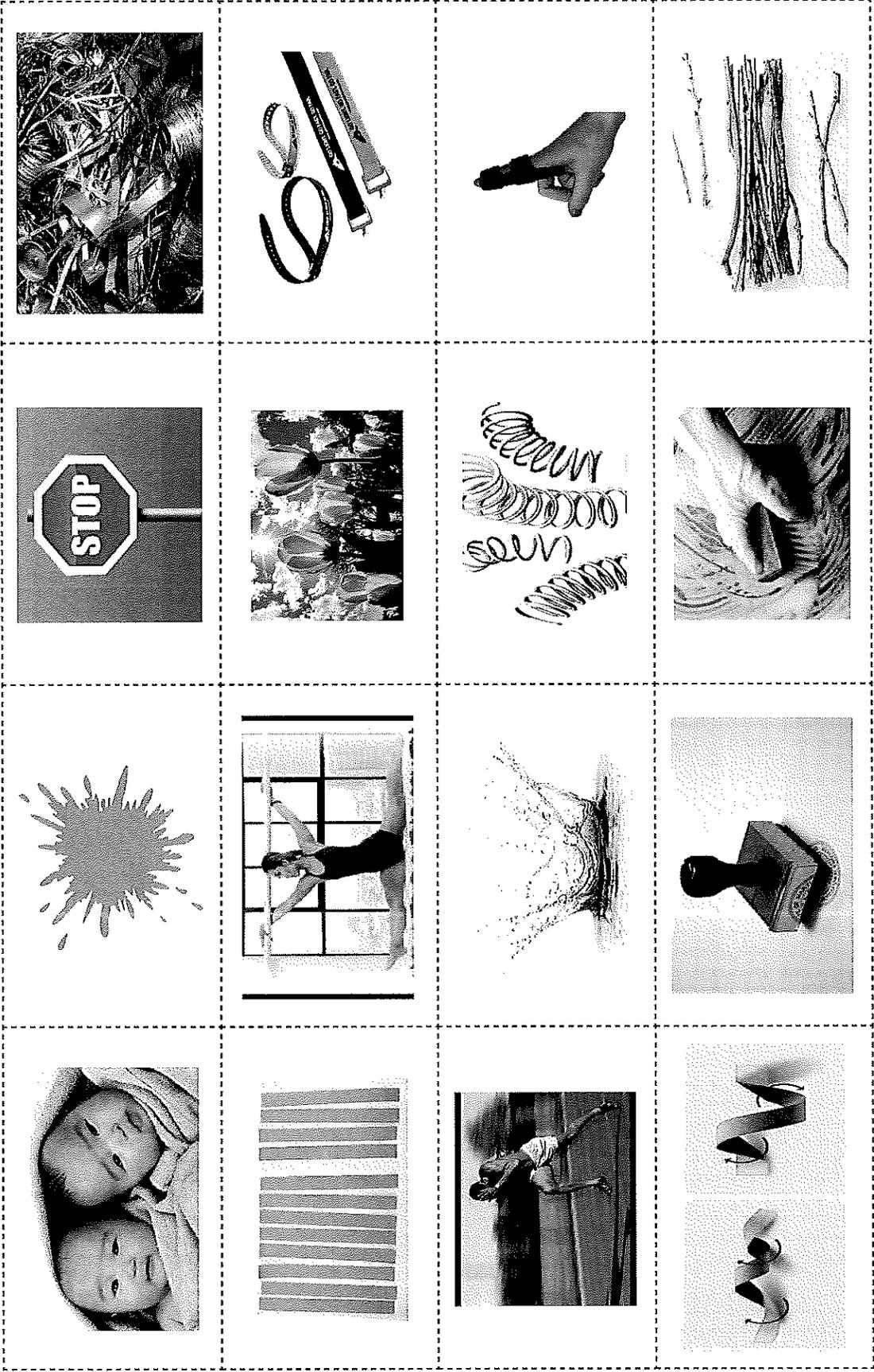
Cut the pictures apart. Name the pictures. Sort them out under the right blend.
Read the words. Write the words in the correct columns.

str	spl	tw

scr	spl	st

Word Bank		scrap	strip	strap
scrub	twist	twin	spring	splint
sprint	stop	stamp	twig	splat
spring	splash	split		

Word Work Station U3 W6



Word Work Station U3 W6



Homework Guide

Review **closed syllables** with your child during the next 2 weeks.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.
5. Ask your child to point out the closed syllables in each sentence. (See Answer Key).

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	pill	brush	chips
On Tuesday Dictate	Review Words	→	crash	fluffs	snug
On Wednesday Dictate	Trick Words	→	our	over	comic
On Thursday Dictate	Sentence	→	Bob had the last mint.		

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	miss	quick	pails
On Tuesday Dictate	Review Words	→	lamp	munch	flags
On Wednesday Dictate	Trick Words	→	would	about	also
On Thursday Dictate	Sentence	→	Pass the small block to Beth.		

Answer Key

WEEK 1 Sentence Closed Syllables - Bob, had, last, mint

WEEK 2 Sentence Closed Syllables - pass, small, block, Beth



Do the "Closed Syllable Search" Activity

Find and circle all the closed syllables. Cross out any syllable if it is not a closed syllable.

spin

crank

ask

no

grab

so

sing

grass

I

lump

smell

tail

pink

eat

snap

Answer Key

Cross out the words **no**, **so**, **I**, **tail** and **eat**. Circle all other words.

.....

WEEK 1

our

over

come

WEEK 2

would

after

also

- **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these.
2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the trick word and have your child write it with his or her finger on the table while naming each letter.

.....

Writing Grid for Word and Sentence Homework

Handwriting practice grid consisting of 20 rows. Each row is a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are decorated with cartoon illustrations of a sun, a bird, a caterpillar, and a cloud at the beginning and end of each line.

Writing

Each week, choose one of the prompts below to guide your writing.

Personal Recount

Write a story about a time you had a problem and how it was resolved.

Write a poem about a time you had a problem and how it was resolved.

Write a story about a special day you experienced. Include what happened and why it was special.

Write a poem about a special day you experienced. Include what happened and why it was special.

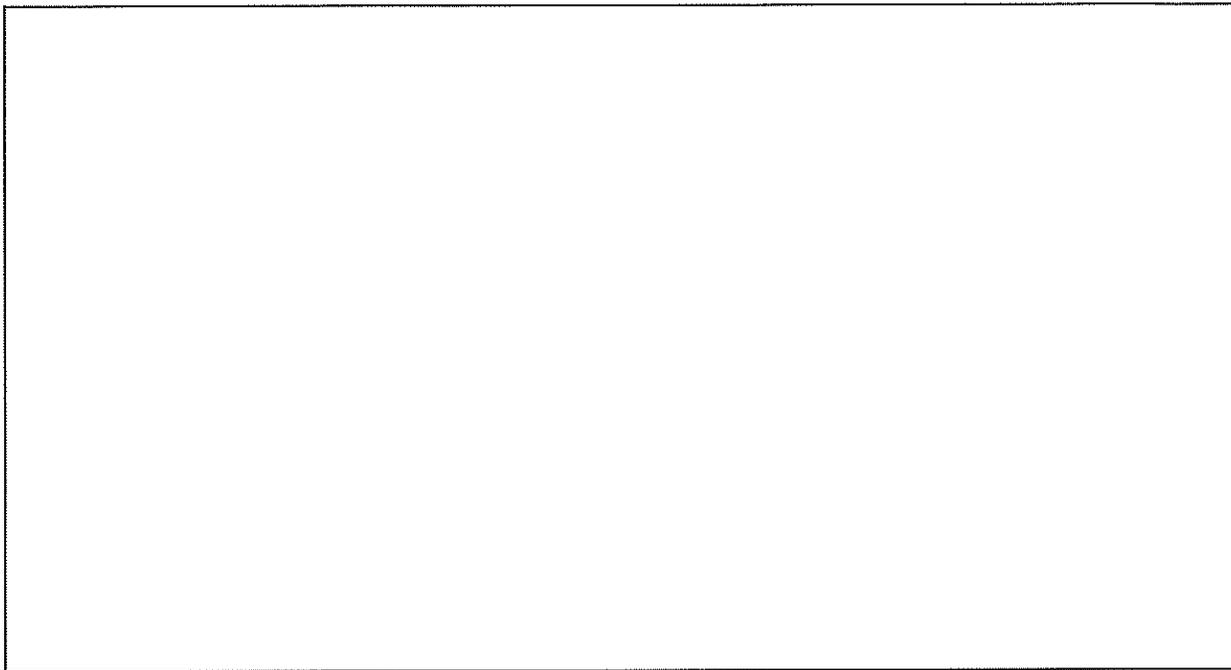
Procedure

Write a procedure for how to cook something.

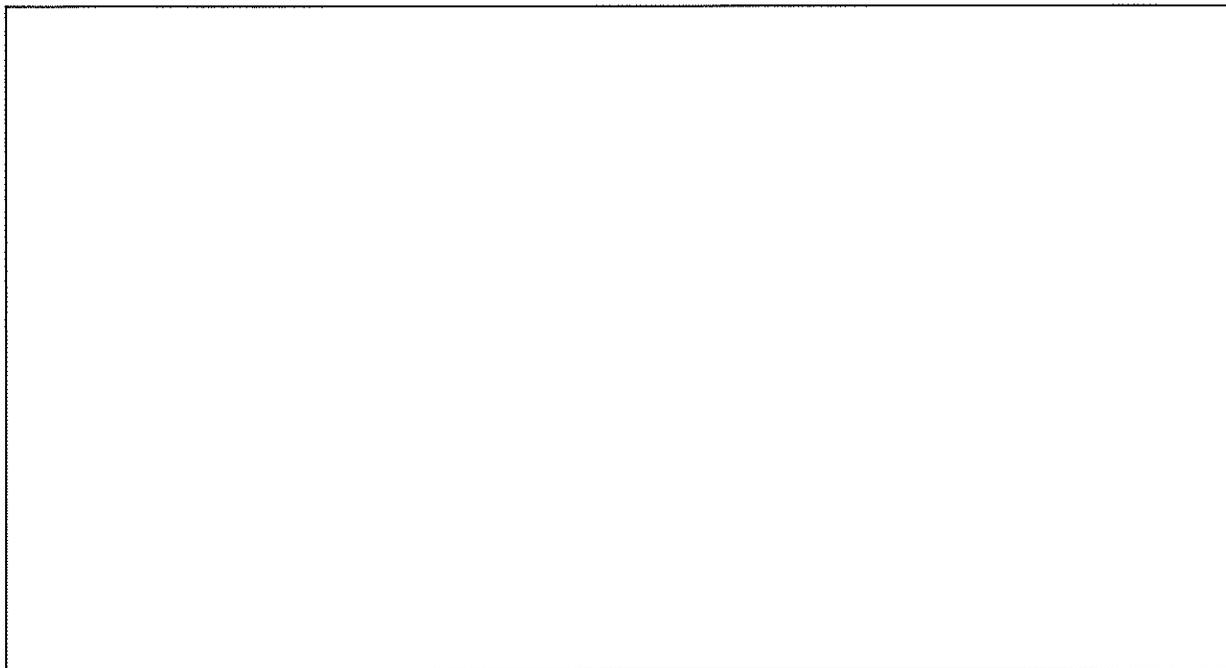
Write a procedure for how to play a game.

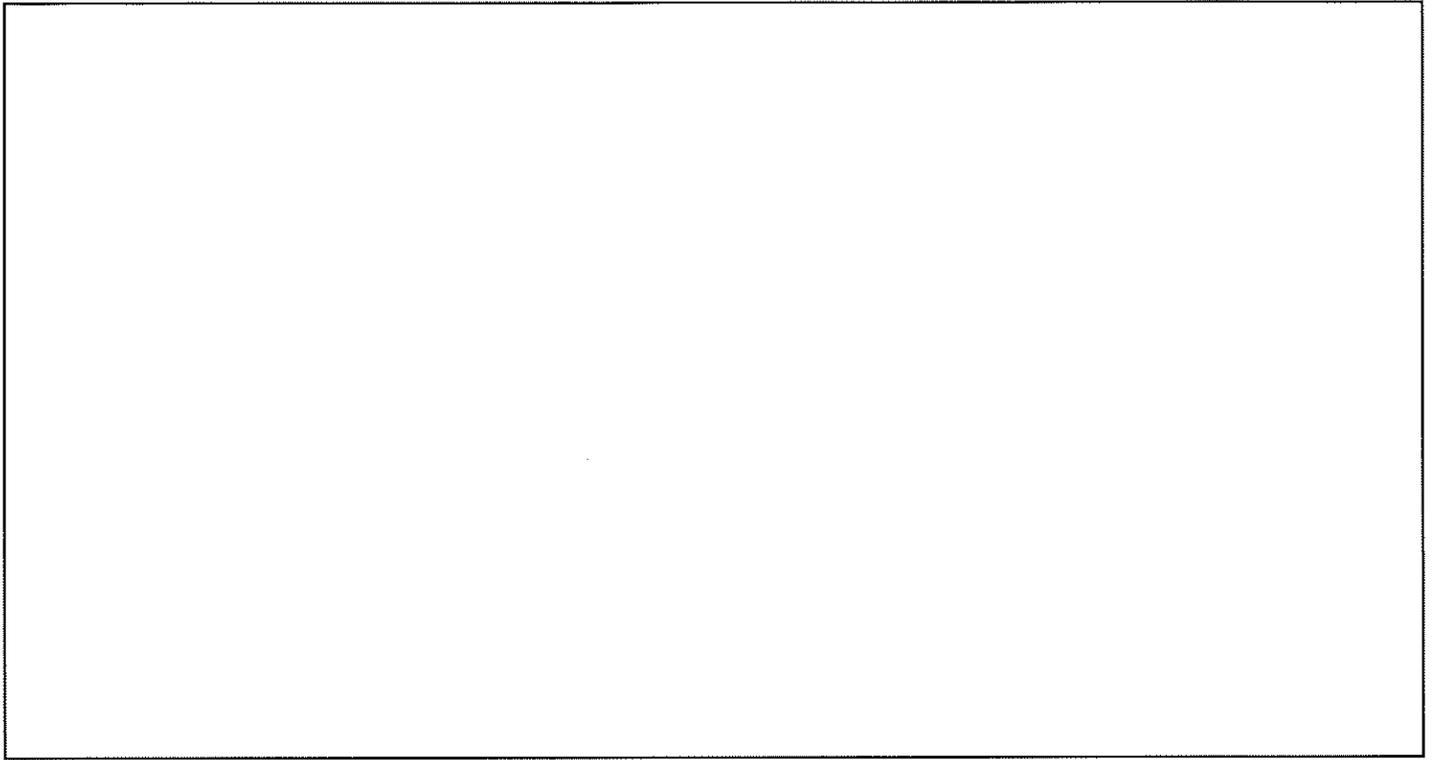
Write a procedure for how to do something that you are really good at.

Name _____ Date _____



Name _____ Date _____

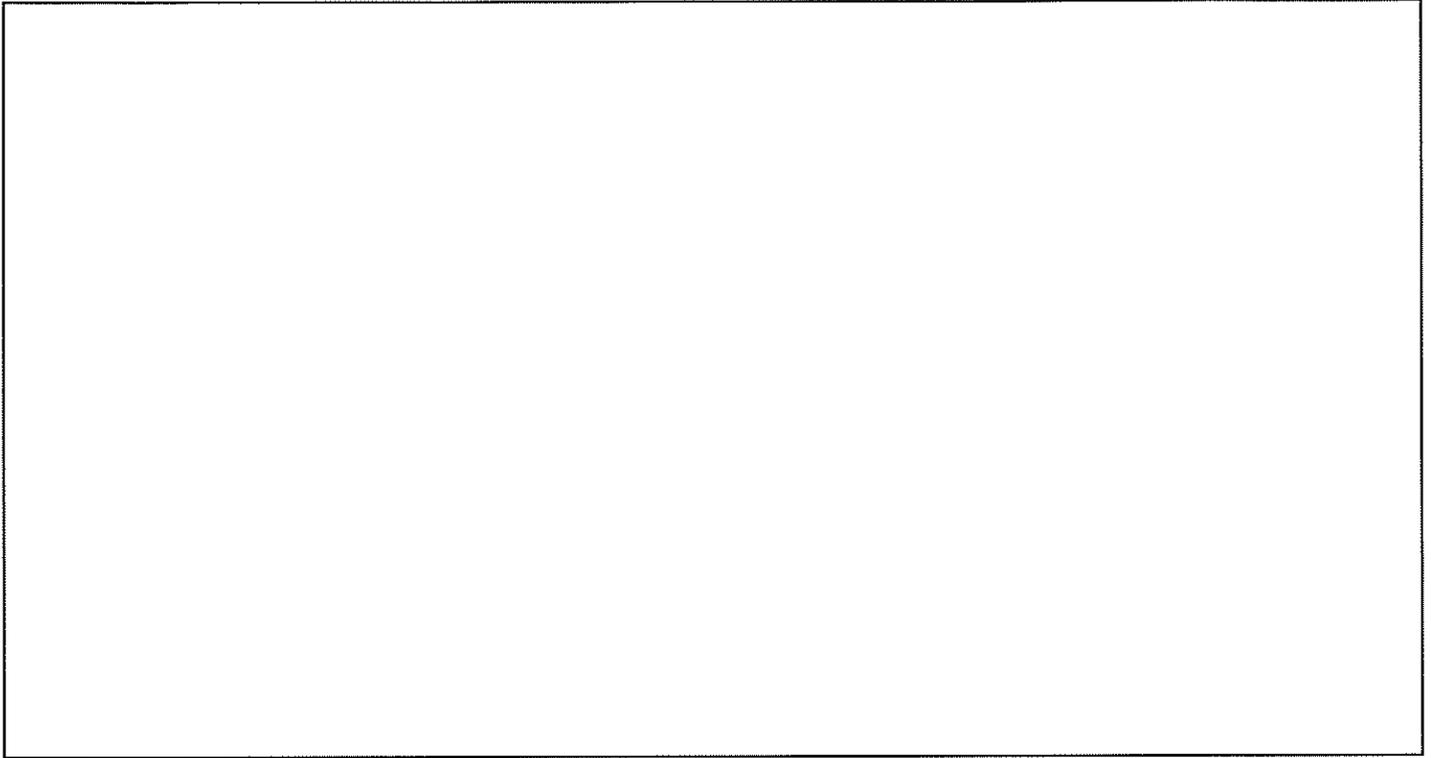




Name: _____

Date: _____





Name: _____

Date: _____



Name: _____

Materials:

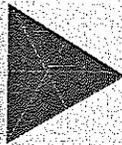
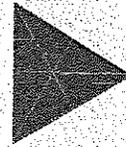
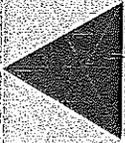
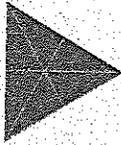
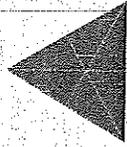
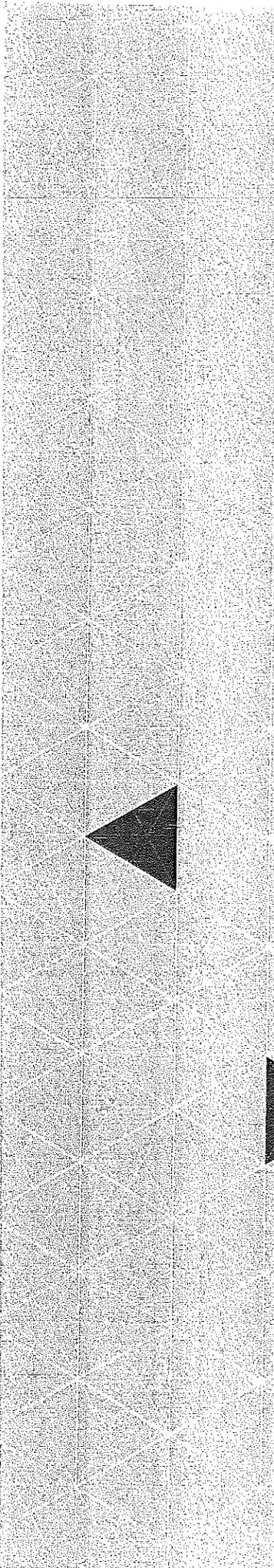
Steps:

Steps:

Steps:

GRI
WK 2

Would You Rather Be
an Eagle or a Whale?





NAME _____

DATE _____

Gloves or Mittens?

Some first grade students were asked, "Do you wear gloves or mittens?"

Here are their data.

Gloves	
Mittens	

Answer the questions.

1 How many students chose mittens? _____

2 How many students chose gloves? _____

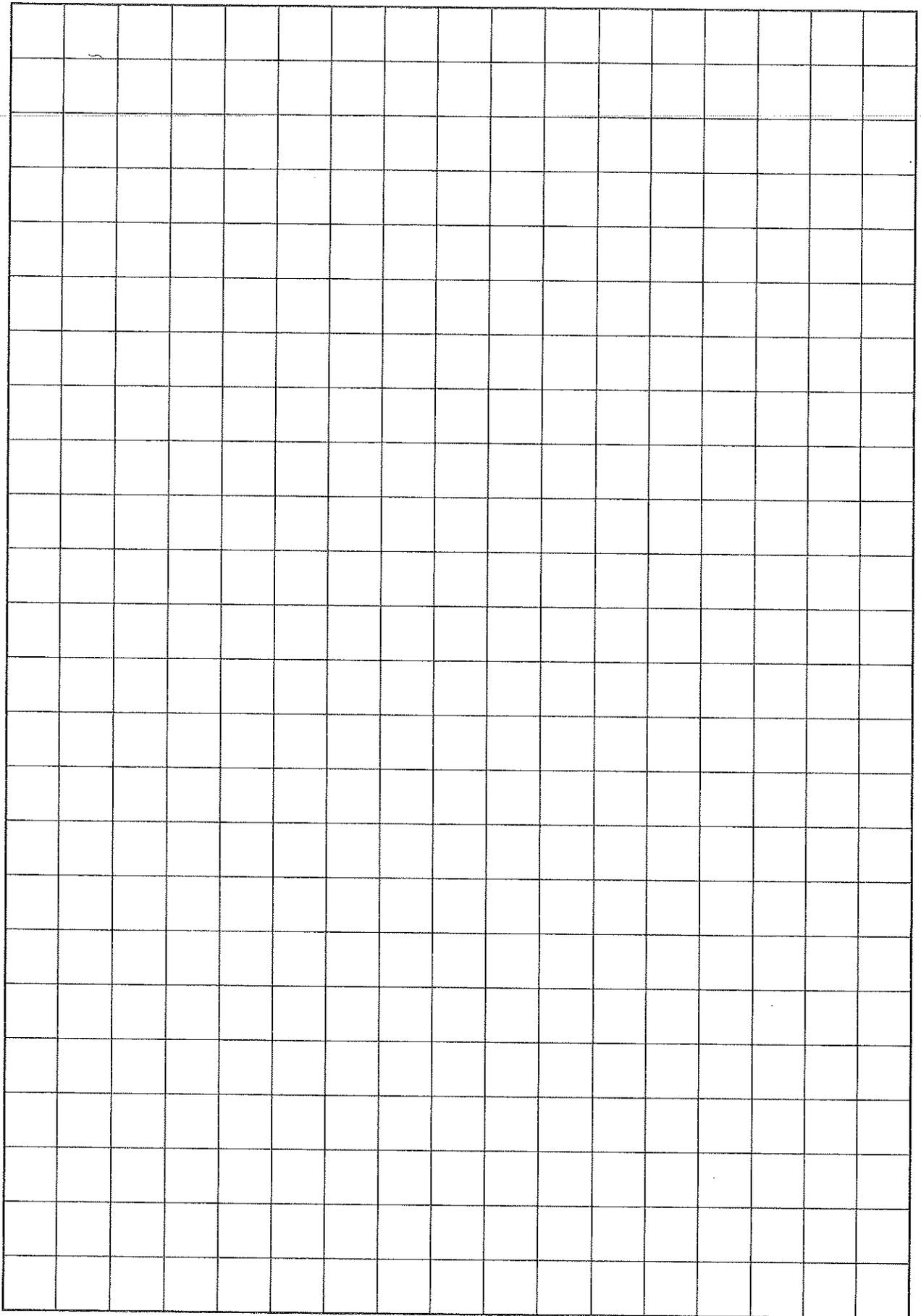
3 Did more students choose gloves or choose mittens?

4 How many students took the survey?

NOTE

Students describe the results of a survey question about gloves and mittens.

 Data and Surveys





NAME

DATE

About the Mathematics in This Unit

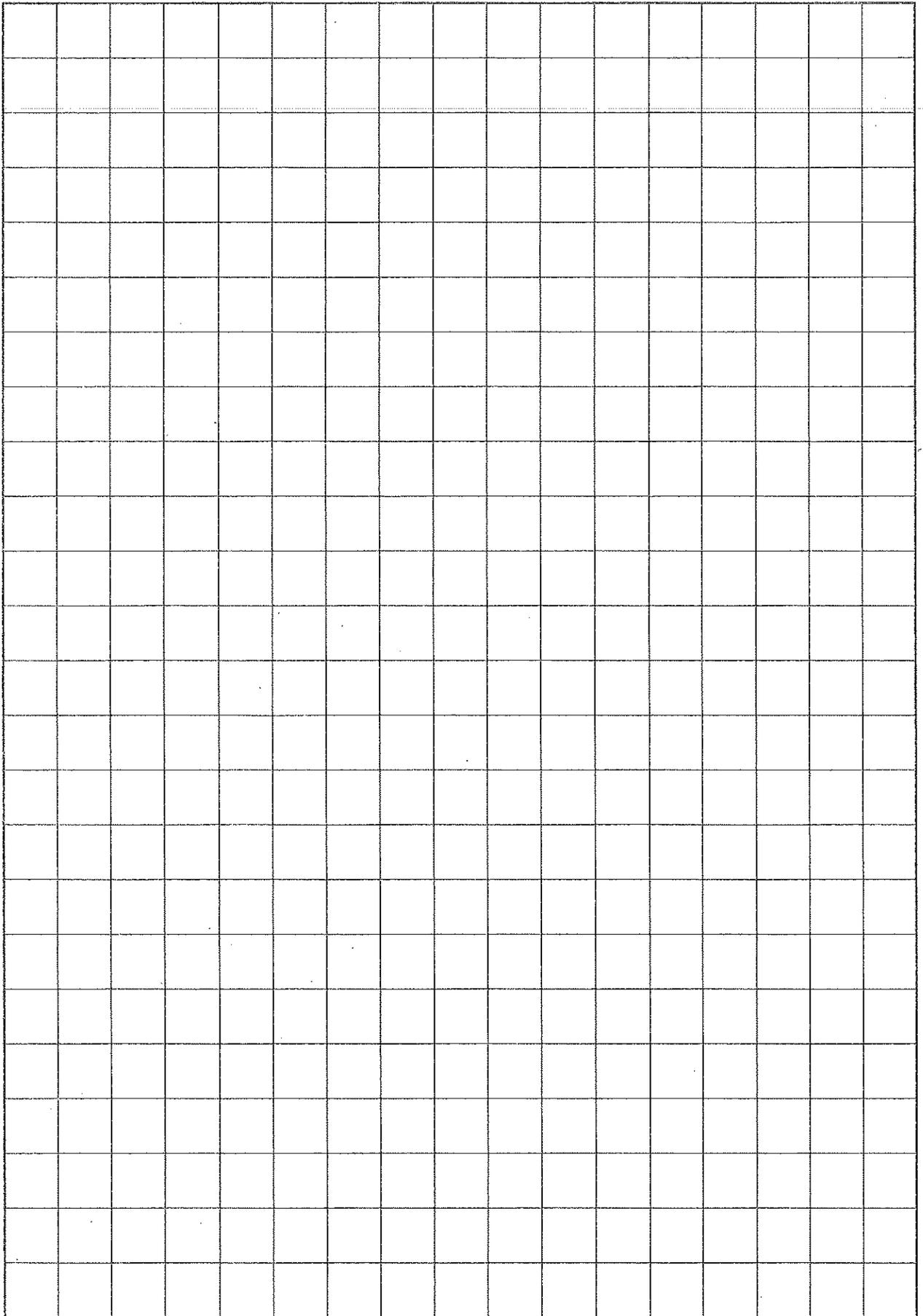
Dear Family,

Our class is starting a new unit in mathematics called *Would You Rather Be an Eagle or a Whale?* This unit is about data—the facts or information we collect about people and things in our world. Students will be posing questions, collecting data, and making representations of the data they collect. These representations help communicate the important information, for example, how many people are in each group, which group has more/fewer and how many more/fewer, and how many people responded to the survey. Students will also be solving comparison problems that are based on data.

Throughout this unit, students will be working toward these goals:

Benchmark/Goal	Example				
Represent and describe a set of data with two or three categories.	Do you walk to school? <table border="1" data-bbox="743 1213 1307 1396"> <tr> <td data-bbox="743 1213 961 1306">Walk to School</td> <td data-bbox="961 1213 1307 1306">XXXXXXXXXXXXXXXX</td> </tr> <tr> <td data-bbox="743 1306 961 1396">Don't Walk to School</td> <td data-bbox="961 1306 1307 1396">XXXXXXXXXX</td> </tr> </table> How many children walk to school? Do more children walk to school or not? How many more? How many children responded to this survey?	Walk to School	XXXXXXXXXXXXXXXX	Don't Walk to School	XXXXXXXXXX
Walk to School	XXXXXXXXXXXXXXXX				
Don't Walk to School	XXXXXXXXXX				
Solve comparison story problems with a bigger or smaller unknown.	A teacher asked a group of students about how they get to school. 8 children walk. 2 more children ride the bus than walk. How many children ride the bus to school? 10 children ride the bus. 2 fewer children walk than ride the bus. How many children walk?				

Please look for more information and activities about *Would You Rather Be an Eagle or a Whale?* that will be sent home soon.





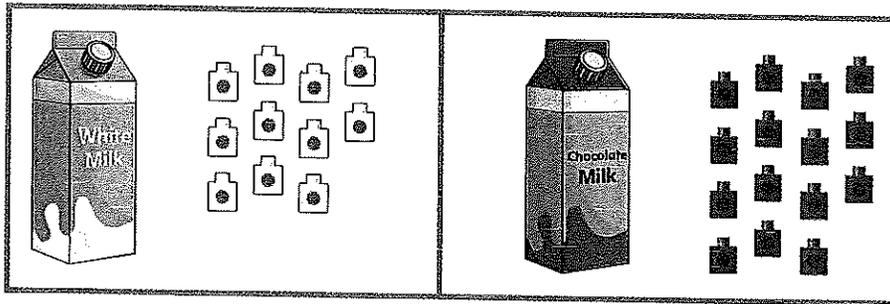
NAME _____

DATE _____

Would You Rather...?

Students in a first grade class answered the question, "Would you rather drink white milk or chocolate milk?"

Here are their data.



Answer these questions.

1

How many students prefer white milk?

2

How many students prefer chocolate milk?

3

How many students answered the question?

4

On another sheet of paper, draw two cube towers to show how students responded.

NOTE

Students describe the data from a survey question about milk.

W What Did We Learn?



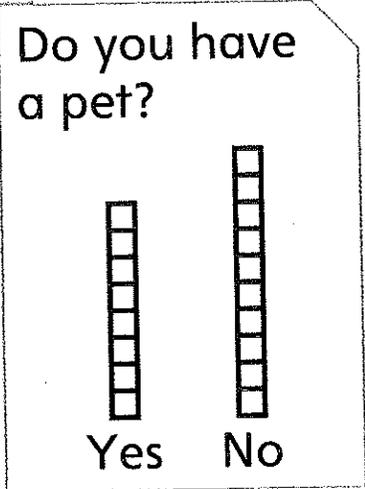
NAME _____

DATE _____

Do You Have a Pet at Home?

Students in a first grade class answered the question, "Do you have a pet?"

Here are their data.



Answer these questions.

1

How many people have a pet?

2

How many people do not have a pet?

3

How many people answered the survey?

4

How do you know?

NOTE

Students describe the data from a survey question about pets.

NOTE What Did We Learn?



NAME _____

DATE _____

Do You Like Broccoli or Carrots?

Students in a first grade class were asked,
“Which do you like better, broccoli or carrots?”

Rosa made this representation.

Broccoli	
Carrots	

Answer the questions.

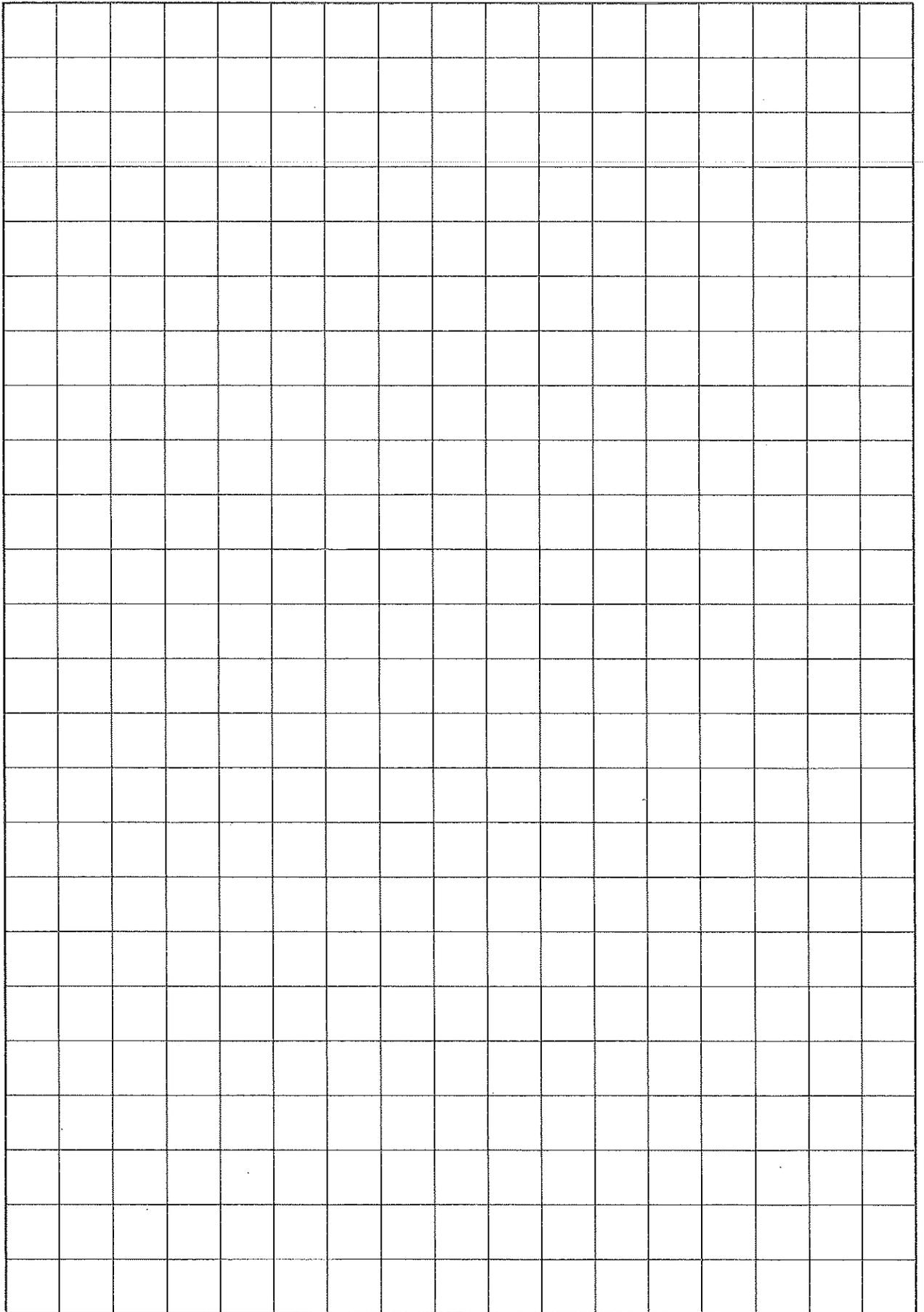
- 1 How many students like broccoli better than carrots? _____
- 2 How many students like carrots better than broccoli? _____
- 3 How many students answered the survey?

- 4 Did more students like broccoli or carrots?

NOTE

Students describe the data from a survey question about vegetables.

 Ways to Represent Data





NAME _____

DATE _____

Our Plan for Collecting Data

1

What is your question?

2

Who will ask the question?

3

Who will record students' responses?

4

How will you record students' responses?

5

How will you make sure that you asked everyone?



NAME _____

DATE _____

Attendance Data

The chart shows how many students are in class today and how many are not.

Attendance in Room 110	
Here	Not Here
	

Answer these questions.

1	How many students are here today? _____
2	How many students are not here today? _____
3	How many students are in the class? _____
4	How do you know? _____ _____ _____

NOTE

Students describe attendance data.

WJW What Did We Learn?



NAME _____

DATE _____

What We Found Out

1

What was your question?

2

What did you find out?

3

What surprised or interested you?

4

Write an equation that shows the number of people in each group, and how many people answered the question.



NAME _____

DATE _____

Walk or Ride?

First grade students answered the question, “Did you walk or ride the bus to school today?”

Here is a representation of their data.

Did you walk or ride the bus to school today?	
Walk	Ride

Answer these questions.

1	How many people walked to school? _____
2	How many people rode the bus to school? _____
3	How many people answered this survey? _____
4	How do you know? _____ _____ _____

NOTE

Students describe the data from a survey question about how they get to school.

Data and Surveys