

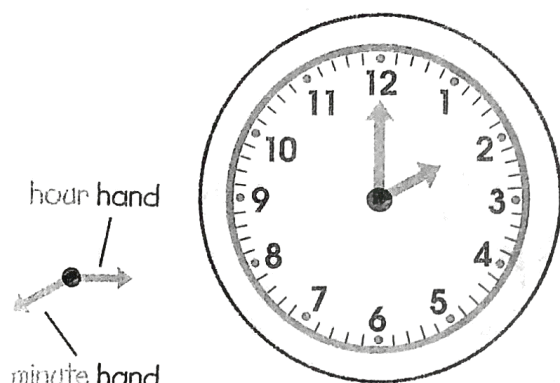
LEARNING ABOUT HOUR TIME

Name: _____

Morning
work

4/27

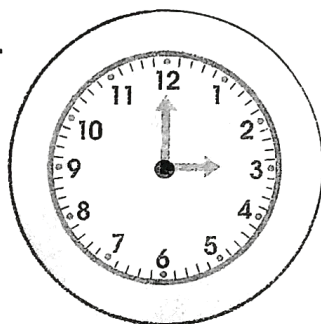
A clock has two hands. The short hand shows the hour.
When the long hand points to the 12, we say o'clock.



The hour hand points to the 2.
The minute hand points to the 12.
The time is 2 o'clock or 2:00.
We can say: "two o'clock."

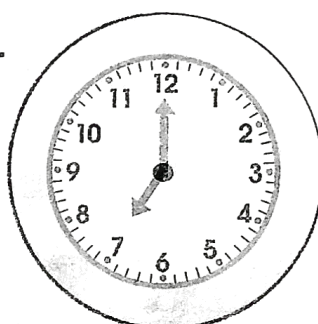
Read the hour hand first. Then read the minute hand.
Write the time in two ways. The first one is done for you.

1.



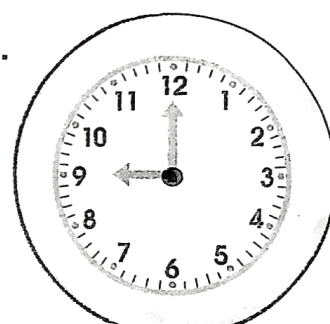
3 o'clock
3:00

2.



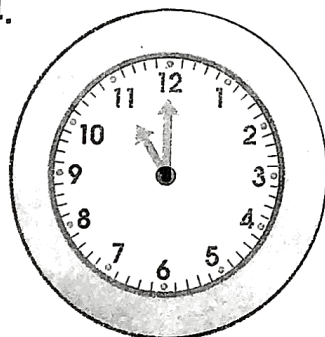
_____ o'clock
_____ :

3.



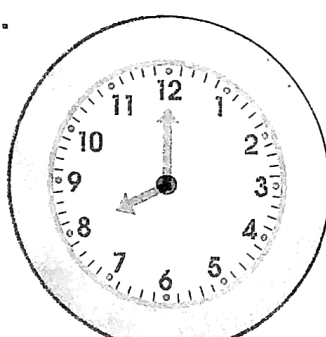
_____ o'clock
_____ :

4.



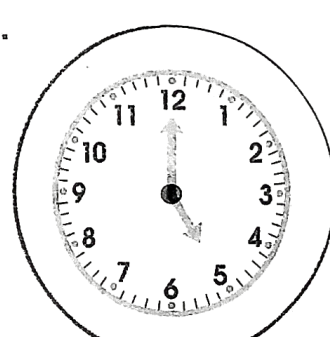
_____ o'clock
_____ :

5.



_____ o'clock
_____ :

6.



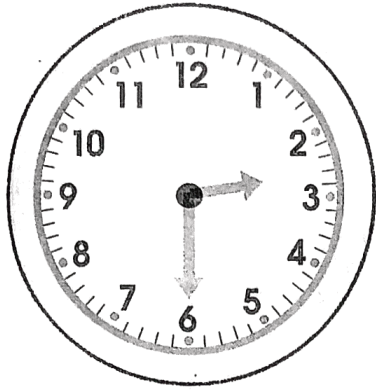
_____ o'clock
_____ :

LEARNING ABOUT HALF PAST THE HOUR

Name: _____

Morning Work 4/29

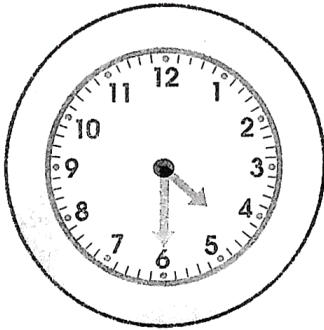
The long hand tells the minutes. When the minute hand points to the **6**, we say that it is **half past** the hour. The minute hand is *halfway* around the clock. The hour hand is *halfway* between the hour numbers.



The hour hand is halfway between the **2** and the **3**.
The minute hand points to the **6**.
The time is **half past 2** or **2:30**.
It is **30** minutes after **2**.
It is **2:30**.
We can say: "**two thirty**."

Read the hour hand first. Then read the minute hand.
Write the time in two ways. The first one is done for you.

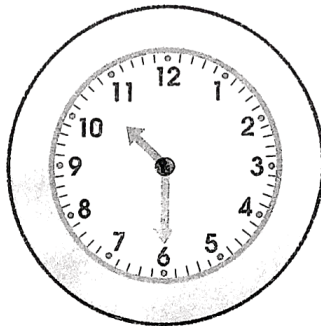
1.



Half past 4

4:30

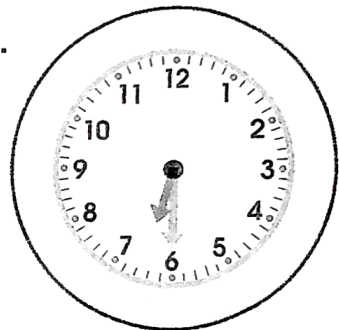
2.



Half past _____

_____ : _____

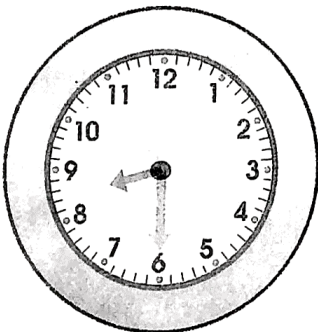
3.



Half past _____

_____ : _____

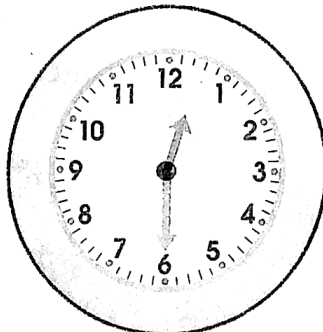
4.



Half past _____

_____ : _____

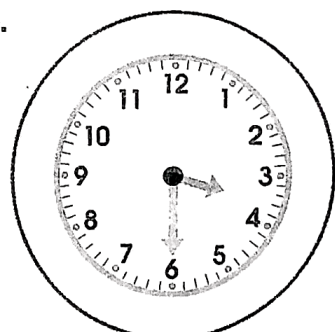
5.



Half past _____

_____ : _____

6.



Half past _____

_____ : _____

Name: _____

MY CAT, PAT

*h w 4/26

Read the story.

This is my cat.

His name is Pat.

Pat sat on his mat.

Oh! Pat saw a bat.

Pat ran after the bat.

Drat!

Pat could not catch the bat.

Pat sat back on his mat.

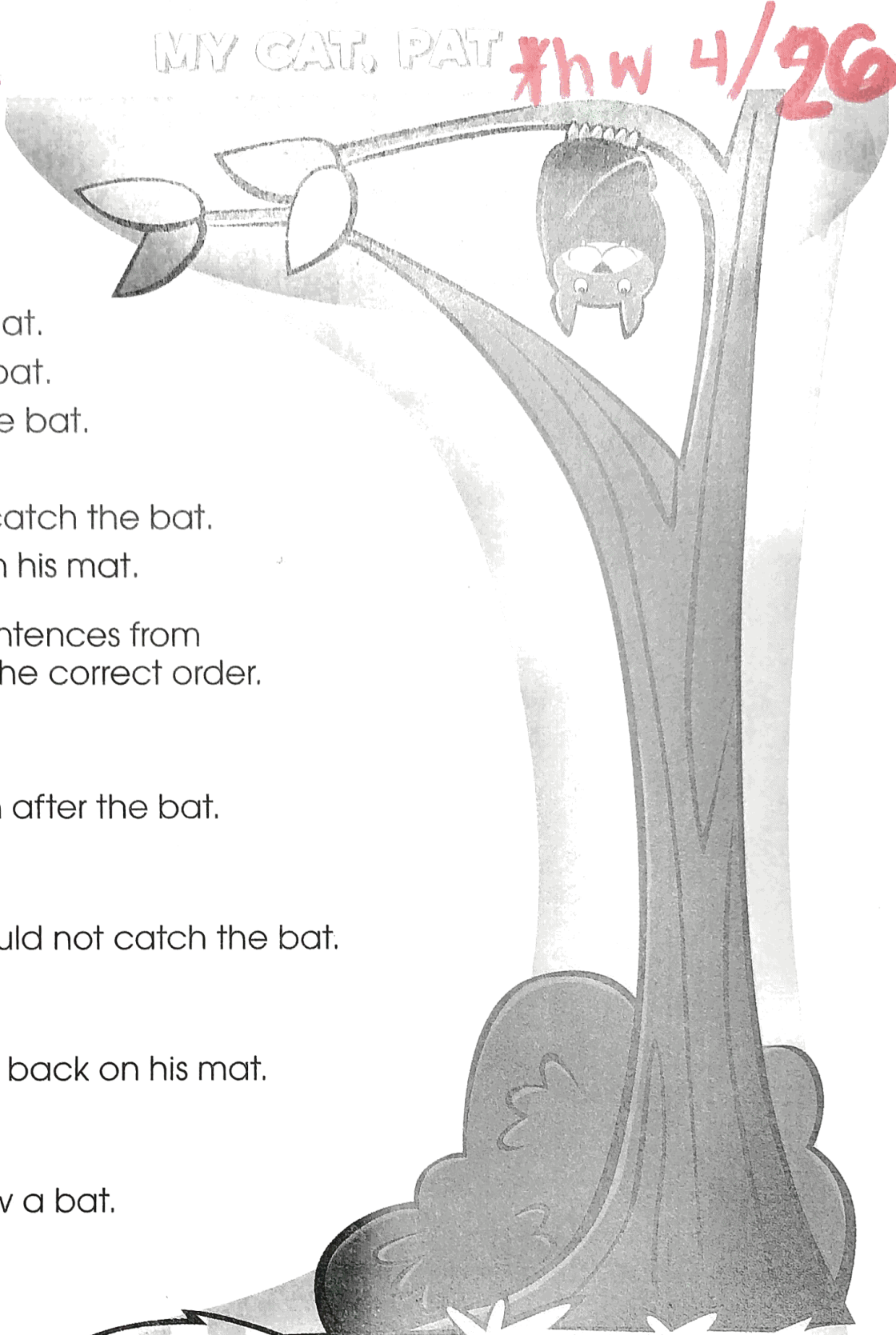
Number the sentences from
1 to 4 to show the correct order.

_____ Pat ran after the bat.

_____ Pat could not catch the bat.

_____ Pat sat back on his mat.

_____ Pat saw a bat.



Name: _____

EXCLAMATIONS

#hw 4/27

An **exclamation** is a sentence that shows strong feeling.
An exclamation begins with an uppercase letter and ends with an **exclamation point** (!).

I can't believe we won!
We're the best!

Write exclamation points at the end of the exclamations.
Write periods at the end of the statements.

1. My team played soccer today
2. The most amazing thing happened
3. The score was 3 to 3
4. Our team got the ball
5. We made a goal
6. It was awesome



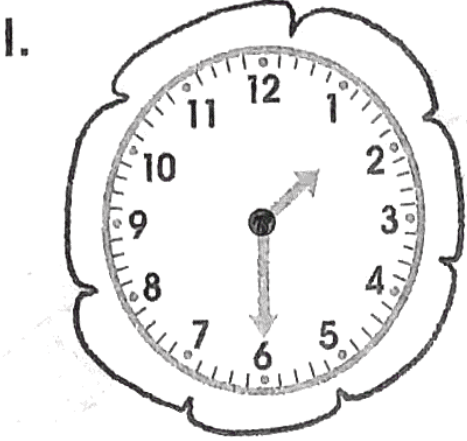
Write an exclamation about your favorite sport.

Name: _____

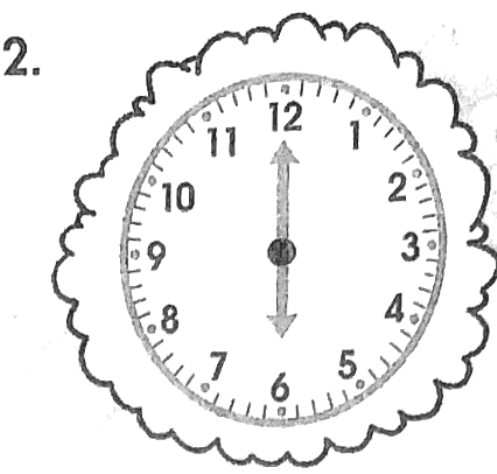
TELLING TIME

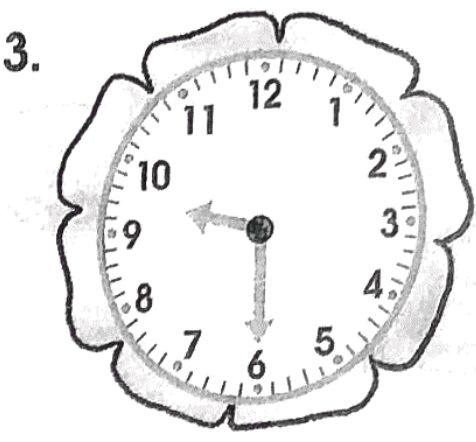
h W 4/28

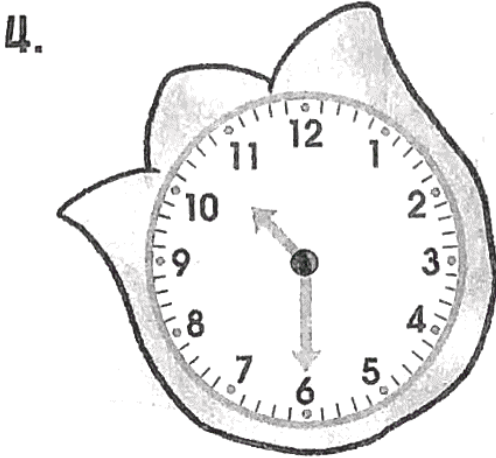
Write the time. The first one is done for you.

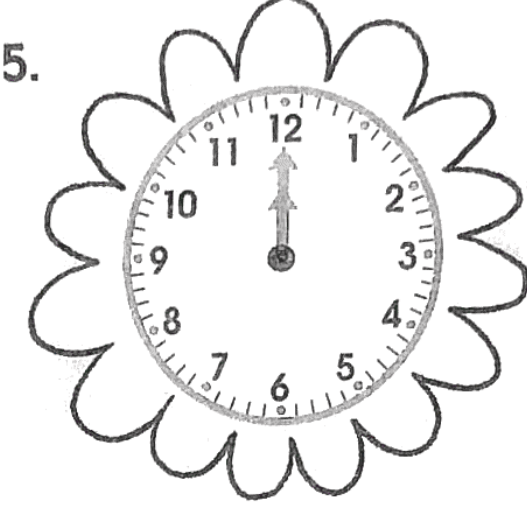


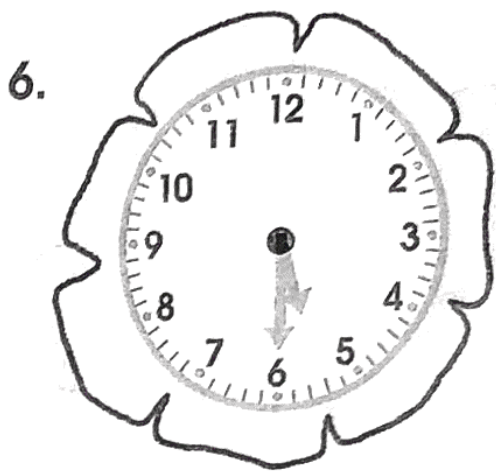
1:30



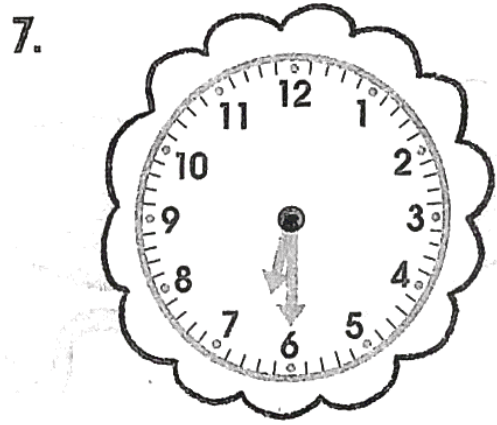




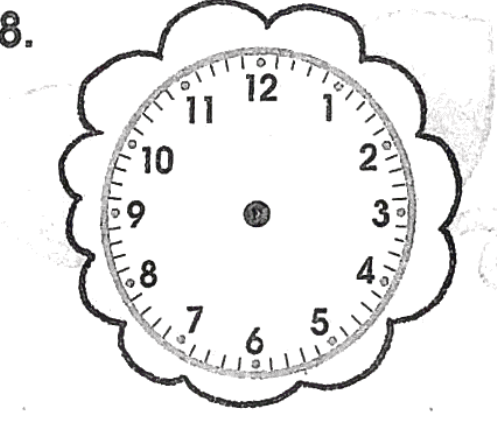




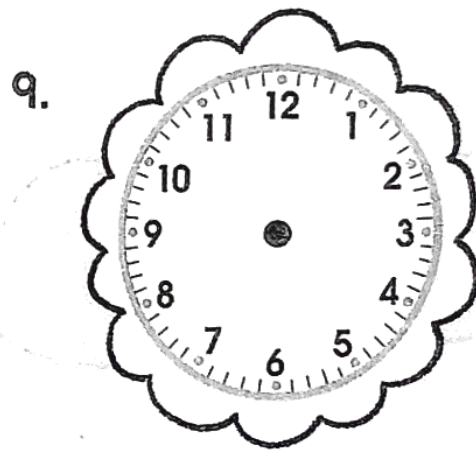
Draw hands on the clock face to show the time.
The first one is done for you.



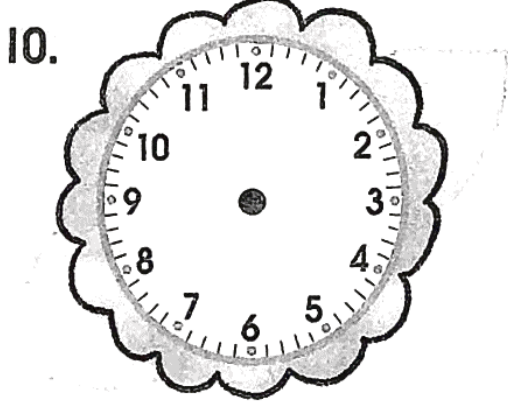
6:30



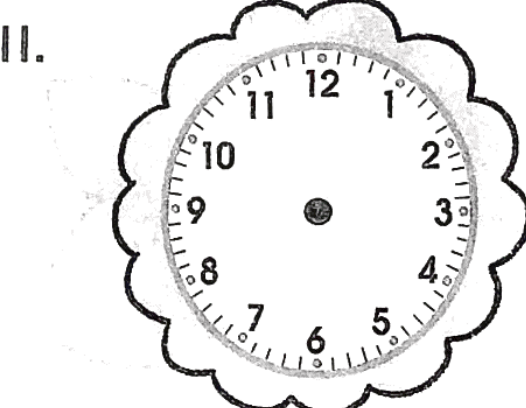
8:00



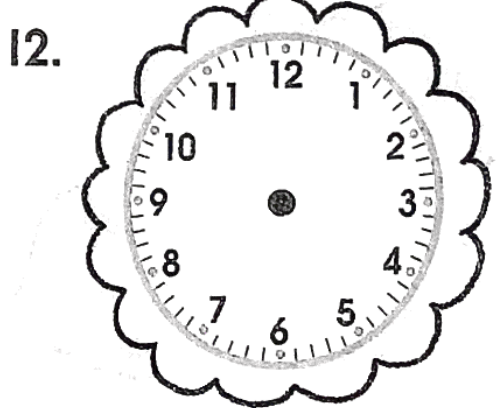
1:00



11:30



5:00



2:30

Name: _____ Date: ~~th~~ w 4/28

Sequencing Events

Whitney is going on a field trip to the zoo. The bus arrives at school to pick up the students. At the zoo the students have to buy tickets to get in the gate. The first thing Whitney sees are the elephants. She feeds them peanuts. Next, Whitney see the lions. There are three lions in the den. Then, Whitney walks to see the giraffes. Whitney gets to pet the giraffe's long neck. This is her favorite part of the day. After, Whitney eats lunch. She packed a jelly sandwich. Finally, it is time to go back to school.

Write 1-5 on the line to put the events from the story in order.

_____ Whitney gets to pet a giraffe.

_____ She eats a jelly sandwich.

_____ Whitney sees the elephants.

_____ The bus arrives at the school.

_____ The students buy tickets.

Dear Parents and Families,

In Social Studies we are learning about different cultures. We are learning about customs, tradition, and celebrations within different cultures. This is a great opportunity for students to learn and share about their culture with their class! Please work with your child to complete the following pages. They should write their name, where their family is from, traditional foods in their culture, a special tradition, holidays celebrated, and then they can color the flag for where their family is from!

This project is due in school on Wednesday, **May 5th**. Please make sure students are writing this and coloring the flag. This should be written neatly, and in complete sentences!

I can't wait to hear all about your cultures!

MS. Falco

CELEBRATING OUR HERITAGE

My name is

My family is from:



Traditional foods in my
culture are:

A special tradition is...

Holidays I celebrate in my culture:

