Name_____
Blizzard Bag - **Day 1 – First Grade**

	First Grade Blizzard Bag Day 1
Reading	Read aloud to someone for 20 minutes. - Orally retell story including key details, main character, setting, and main events from story. - Draw a picture of the characters from the text and label each character.
Writing	Write an informative/explanatory text using a combination of pictures and writing. Name your topic (what you are writing about) and tell some facts/information about the topic. (e.g., Topics: All about my dog Avery, How to …, What makes ice…)
Social Studies	Look at the weather report for cities in different regions of the United States either in the newspaper or online. Ask students to choose two cities and tell how they would dress if they were visiting thoes city.

Math Part 1 – *Collect 10 Game* – use a deck of playing cards with the face cards and 10s removed. (The game is similar to Go Fish.) Shuffle the cards and deal out five cards to each player. Place the remaining cards face down to form a deck. Each player looks at his or her hand of five cards. If any player has two cards that make a sum of 10 that player pairs up the cards and places them to the side. The first player thinks about what card he or she would need to pair up with one of his or her cards to make a sum of 10. The player asks another player for the card he or she needs (Do you have a 2?) and if the player receives the card they place the pair to the side and their turn is over. If the player does not receive the card then they must draw a card from the deck and then their turn is over (even if they get a card that makes a sum of 10).
Options for play:
Option 1 – If a player runs out of cards in their hand they win the game.
Option 2 – If a player runs out of cards and there are cards still in the deck they draw 2 cards and the game continues until all the pairs are found. The player with the most sums of 10 wins the game.

Math Part 2 – Solve the following problem. Record your strategy for solving your problem along with the answer.
A student had ten crayons. Two of them were broken. How many were not broken?

Day 1 – Science

Learning Target: ***The physical properties of water can change. These changes occur due to changing energy. Water can change from a liquid to a solid and from a solid to a liquid. Weather observations can be used to examine the property changes of water.***

Web link and Directions:

1. Read Floating Ice along with the narrator. Adult help may be needed. Click on the Play button to hear the narrator read the story.

http://www.contentclips.com/services/getPresenterHtml?uri=http://rs1.contentclips.com/ipy/clips/ipy_0808_01v2_ice_01714.swf&whence=link

2. Experiment with water and ice. Adult guidance is needed. **Put an ice cube into a cup. Record your observations and responses to these questions**.

What is in the cup?
Describe the ice. What does it look like? Feel like?
What is the ice made of?
How is ice made?
Pour the ice into a container of a different shape or size. What does it look like now? Does it look the same or different? Has the shape of the ice changed? Why do you think that is?
What will happen if we leave the ice out on the desk/table? Why? How do you know? How long might this take?

Observe the ice over time to see what changes take place. Set a timer or note 15-minute intervals on the clock. Record your observations and responses to these questions.

What happened to the ice? Why?
What is in the cup?
How is it like the ice? How is it different from the ice?
Describe the water. What does it look like? Feel like? Pour the water into a container of a different shape or size. What does it look like now? Does it look the same or different? Has the shape of the water changed? Why do you think that is?
Did the ice change its shape when you poured it into this container? Why or why not? Can you think of something else that we can pour in that will take the shape of the container? Return the water to the glass. Is there any way that we could change this water back to ice? How? How long might this take?

Put the glass of water in the freezer. Set a timer or note 15-minute intervals on the clock. Record your observations.

Answer the questions below in your journal, using words and/or pictures.

How can we make water go from water to ice?
How can we make water go from ice to water?
Give two examples of where you would see water going back and forth from one form to another.
Does the water ever "get tired?" Would we ever get to a point where we couldn't get this change to happen?

What to bring back to school: your science journal.