

**1<sup>st</sup> Grade**  
**Week 4: April 20-24**  
**ELA and Math**



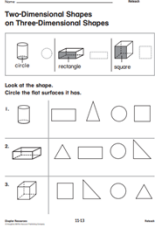
# 1<sup>st</sup> Grade

Week of 4/20/2020

## Lesson Guidance to help students

Here is an outline of each activity and how you can help students with completing the work! I plan on checking in with your student Tuesday's and Thursday's at their designated time but if you have any questions while you are working on the lessons please feel free to send me a message and I will get back to you as soon as I can!

<p><b>4/20</b> <b>Monday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulary: Read the words and definitions to the words: <b>city, myself, school, and party.</b></li><li>• Read, "<b>Down on the Farm.</b>"</li><li>• Workbook: pgs. <b>139, 140, &amp; 144.</b></li></ul> <p><b><u>Math:</u></b></p> <ul style="list-style-type: none"><li>• First, show your student the page 645. Tell your student they will learn how to put shapes together to make a new shape and also copy that new shape to create another new shape. Ask your student to identify the two shapes drawn on the page. Then model how to copy the shapes by drawing them in the space provided beside the original shape.</li><li>• Next, read and model for your student page 646. Read the steps of combining shapes together to make a new shape. Then complete problems 1-3.</li><li>• Continue onto page 647 and have your student complete problems 4-7. Work through the problems together.</li><li>• Last, your student will complete pages 648-649 independently. Please help them as needed. Go over their answers.</li></ul>
<p><b>4/21</b> <b>Tuesday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulary: Read the words and definitions to the words: <b>seven, buy, please, and family.</b></li><li>• Read, "<b>Scout and Count.</b>"</li><li>• Workbook: pgs. <b>147 &amp; 149.</b></li></ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"><li>• First, show your student the page 651. Tell your student they will learn how to identify the shapes needed to create something. Go over the steps on the page and show them how to figure out which shapes were used to create the "bridge" of blocks. At the bottom of the page, you can draw a line from the blocks on the right-side to the matching blocks on the left-side of the page. Hint: the only two blocks that were used, were the cylinder and rectangular prism. The cone and cube should be crossed out.</li><li>• Next, read and model for your student page 652. You will follow the same steps you did on the previous page to complete numbers 1-4.</li><li>• Continue onto page 653 and have your student complete problems 5-7. Work through the problems together.</li><li>• Last, your student will complete pages 654-656 independently. Please help them as needed. Go over their answers.</li><li>•</li></ul>

<p><b>4/22</b> <b>Wednesday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Read “<b>Dawn’s Voice.</b>”</li> <li>• Workbook pgs. <b>148 &amp; 151.</b></li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• First, show your student the page titled “Two-Dimensional Shapes on Three-Dimensional Shapes” -  - You will use this page to help guide the lesson. Read over the information in the top box that shows a flat surface or two-dimensional shape that is used to make a three-dimensional shape.</li> <li>• Then, model for your student, finding the flat surface that each of the shapes have. Complete numbers 1-3.</li> <li>• Next, show your student page 658. Discuss the different two-dimensional shapes that are used to create the rectangular prism. Have your student trace over those two-dimensional shapes.</li> <li>• Then, together with your student complete problems 1-3.</li> <li>• Last, your student will complete pages 659-662 independently. Please help them as needed. Go over their answers.</li> </ul>
<p><b>4/23</b> <b>Thursday</b></p>	<p><b><u>Reading and Math:</u></b></p> <ul style="list-style-type: none"> <li>• This is a catch-up day. Students can use the day to complete any unfinished assignments and get any questions answered they may have by their teacher. Use the rest of your day to “sharpen the saw”.</li> </ul>
<p><b>4/24</b> <b>Friday</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read, “Birthday Party” and answer questions.</li> <li>• Read, “Ann’s Mom” and answer questions.</li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• Today your student will be assessed on previously learned skills. The page will be titled, “<a href="#">01 Math Practice</a> – Add and Subtract Within Ten”</li> <li>• You may read the directions to them, but have them answer the five questions independently.</li> </ul>

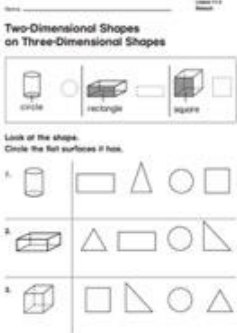
# 1er grado

Semana del 20/04/2020

## Guía de lecciones para ayudar a los estudiantes

¡Aquí hay un resumen de cada actividad y cómo puede ayudar a los estudiantes a completar el trabajo! Planeo consultar con su estudiante los martes y jueves a la hora designada, pero si tiene alguna pregunta mientras está trabajando en las lecciones, no dude en enviarme un correo electrónico y me pondré en contacto con usted, tan pronto como puedo!

<p><b>4/20</b> <b>lunes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulario: Lea las palabras y definiciones de las palabras: <b>city</b>(ciudad), <b>myself</b> (yo mismo), <b>school</b> (escuela) y <b>party</b> (fiesta).</li><li>• Lea, " <b>Scout and Count</b>".</li><li>• Libro de trabajo: pgs. <b>139, 140 y 144.</b></li><li>• Pg.139 - Dibuja una línea para que cada imagen coincida con la palabra que la acompaña. Usa la palabra siete y por favor juntos en una oración.</li><li>• Pg.140 - Encierra en un círculo la palabra que mejor complete cada oración.</li><li>• Pg.144 - encierra en un círculo las 2 palabras en cada fila que tienen el mismo sonido vocal. Escribe las letras que representan ese sonido.</li></ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"><li>• Primero, muéstrole a su estudiante la página 645. Dígale a su estudiante que aprenderán cómo juntar formas para crear una nueva forma y también copiar esa nueva forma para crear otra nueva forma. Pídale a su estudiante que identifique las dos formas dibujadas en la página. Luego modele cómo copiar las formas dibujándolas en el espacio provisto al lado de la forma original.</li><li>• Luego, lea y modele para su estudiante la página 646. Lea los pasos de combinar formas para crear una nueva forma. Luego completa los problemas 1-3.</li><li>• Continúe en la página 647 y haga que su estudiante complete los problemas 4-7. Trabajen juntos en los problemas.</li><li>• Por último, su estudiante completará las páginas 648-649 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li></ul>
<p><b>4/21</b> <b>martes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulario: Lea las palabras y definiciones de las palabras: seven(siete), <b>buy</b> (comprar), <b>please</b> (por favor) y <b>family</b> (familia).</li><li>• Lea, " <b>Scout and Count</b>".</li><li>• Libro de trabajo: pgs. , <b>147y 149.</b></li></ul> <p>Pág.147 - Escribe la palabra de ortografía que se ajusta a cada pista.</p> <p>Pág.149 - Escribe la palabra de ortografía que completa cada oración.</p> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"><li>• Primero, muéstrole a su estudiante la página 651. Dígale a su estudiante que aprenderá a identificar las formas necesarias para crear algo. Repase los pasos de la página y muéstrole cómo descubrir qué formas se usaron para crear el "puente" de bloques. En la parte debajo de la página, puede dibujar una línea desde los bloques en el lado derecho hasta los bloques coincidentes en el lado izquierdo de la página. Sugerencia: los únicos dos bloques que se utilizaron fueron el cilindro y el prisma rectangular. El cono y el cubo deben tacharse.</li><li>• Luego, lea y modele para su estudiante la página 652. Seguirá los mismos pasos que hizo en la página anterior para completar los números 1-4.</li></ul>

	<ul style="list-style-type: none"> <li>• Continúe en la página 653 y haga que su estudiante complete los problemas 5-7. Trabajen juntos en los problemas.</li> <li>• Por último, su estudiante completará las páginas 654-656 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li> </ul>
<p><b>4/22</b> <b>miercoles</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"> <li>• Lea, " <b>Dawn's Voice</b>".</li> <li>• Libro de trabajo: pgs. , <b>148</b> y <b>151</b>.</li> <li>• Pág.148 - Escribir la contracción del cuadro para las palabras subrayadas.</li> <li>• Pág.151 - Corrige los errores en cada oración. * Recuerde que una contracción es una forma corta de escribir algunas palabras. Esta marca (') tiene lugar con las letras que faltan.</li> </ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>• Primero, muestre a su estudiante la página titulada "Two-Dimensional Shapes on Three-Dimensional Shapes" (Formas bidimensionales en formas tridimensionales) . Utilizará esta página para ayudar a guiar la lección. Lea la información en el cuadro superior que muestra una superficie plana o una forma bidimensional que se utiliza para hacer una forma tridimensional.</li> <li>• Luego, modele para su estudiante, encontrando la superficie plana que tienen cada una de las formas. Completa los números 1-3.</li> <li>• Luego, muestre a su estudiante la página 658. Discuta las diferentes formas bidimensionales que se usan para crear el prisma rectangular. Tenga al estudiante trazar las formas bidimensionales.</li> <li>• Luego, junto con su estudiante, complete los problemas 1-3.</li> <li>• Por último, su estudiante completará las páginas 659-662 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li> </ul>
<p><b>4/23</b> <b>jueves</b></p>	<p><b><u>Lectura y Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>• Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder.</li> </ul>
<p><b>4/24</b> <b>viernes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"> <li>• Lea, "Birthday Party" y responda las preguntas.</li> <li>• Lea, "Ann's Mom" y responda las preguntas</li> </ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>• Hoy su estudiante será evaluado en habilidades previamente aprendidas. La página se titulará, "01 Math Practice – Add and Subtract Within Ten "</li> <li>• Puede leer las instrucciones para ellos, pero que respondan las cinco preguntas de forma independiente.</li> </ul>

**1<sup>st</sup> Grade**

**Week 4: April 20-24**

**Monday/lunes**

# city

They moved to the **city** from the country.



## city

### What Does It Mean?

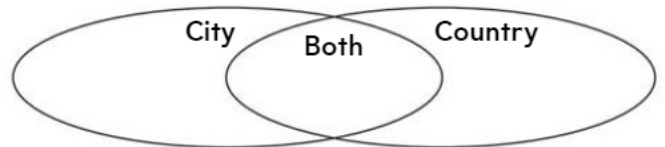
A city is a place where many people live and work.

### How Do I Use It?

My family moved from the country to the city. What kinds of buildings would you see in a big city? Describe them.

### Talk It Over.

The city and the country are alike in some ways and different in others. Copy the diagram on another sheet of paper. On the left side, write things about the city. On the right side, write things about the country. In the middle space, write things about both.



2

# myself

I took the box into the house all by **myself**.



## myself

### What Does It Mean?

Myself is a word you use when you are talking about you.

### How Do I Use It?

I cannot go to the store by myself. How do you feel when you say, "I did it myself"?

### Talk It Over.

When you were young, your parents had to help you do things. Now you can do many things by yourself. Talk to your partner about each thing in this list you can do by yourself.

#### What I Can Do By Myself

get dressed

write my phone number

put words in ABC order



3

# school

He met many new friends at **school**.



# school

### What Does It Mean?

A school is a place where you go to learn.

### How Do I Use It?

There is no school on Sunday. What is your favorite subject in school?

### Talk It Over.

Work with a partner. Decide which of these words goes with the word school. Trace a line with your finger from those words to the word school.

teacher

books

tree

school

balloon

fish

math

4

# party

They had a **party** for their new classmate.



# party

### What Does It Mean?

A party is a gathering of people who are together to have a good time or to celebrate something.

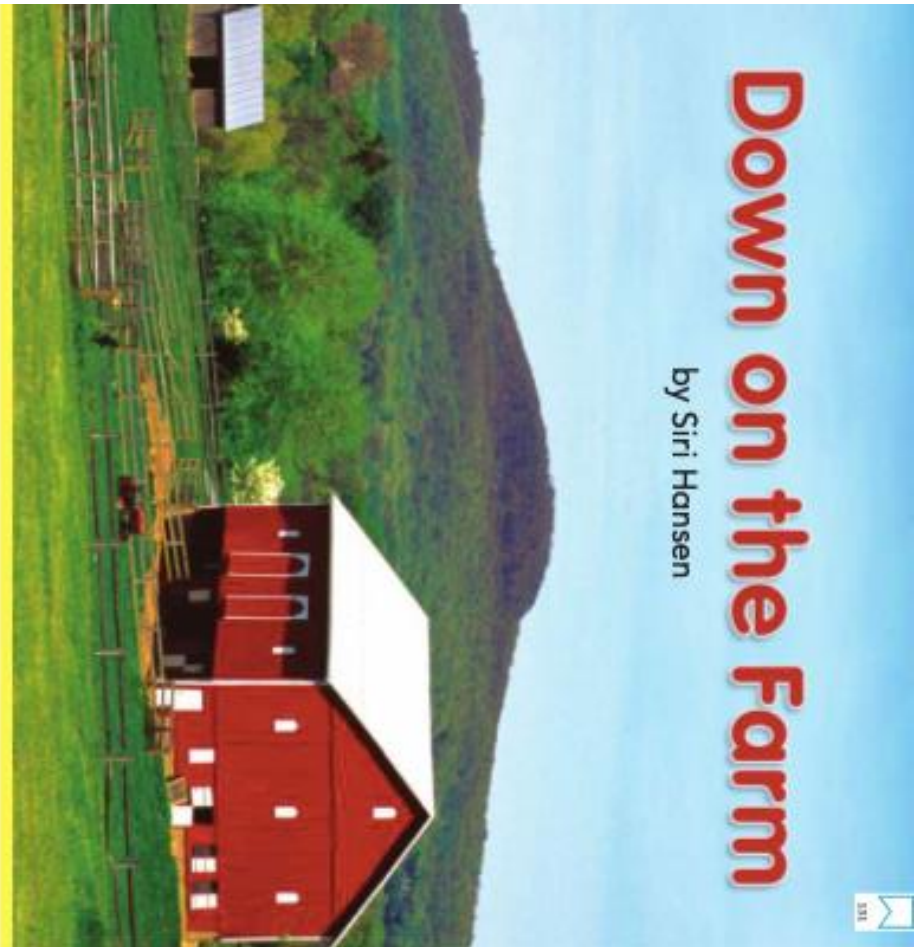
### How Do I Use It?

There were ten people at John's party. What kinds of things do you see at a party?

### Talk It Over.

Think of something you would like to celebrate with a party. Talk with a partner about the party you would like to have.

Monday/lunes



It is spring on this farm. Come  
and see a farm animal here.

131



Up on a hill is a brown horse with  
white feet. Her foal is with her. Her  
foal is growing up now.

132



133

Out in the grass is a brown and white cow with her brown and white baby. Her baby is growing up now.

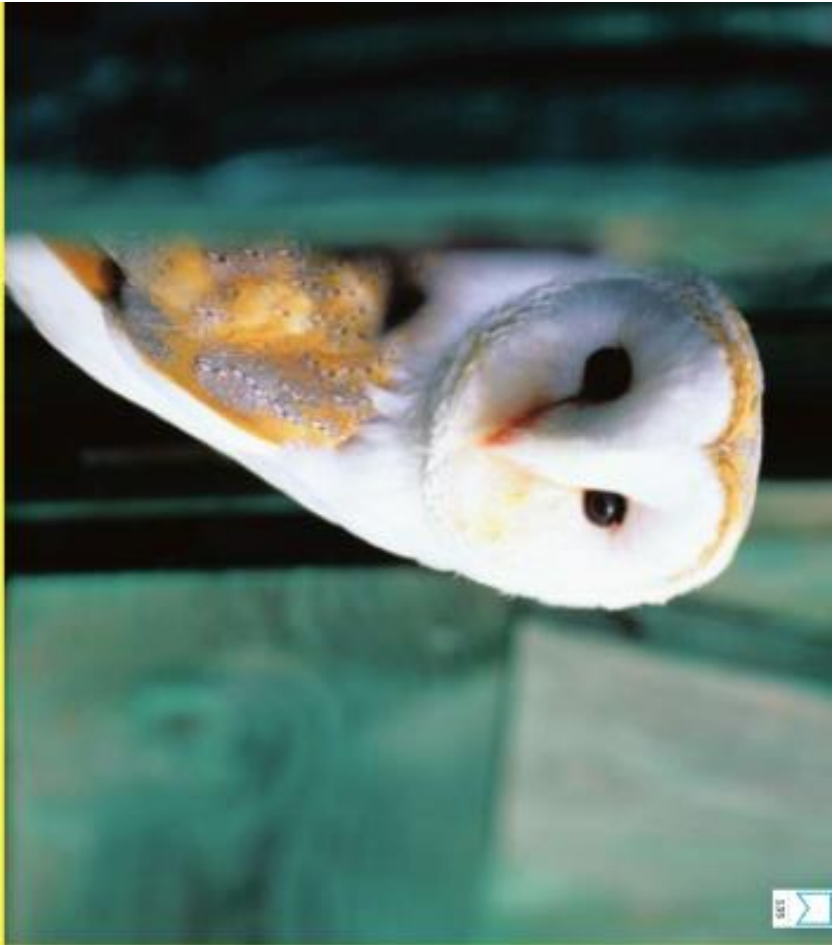
133



134

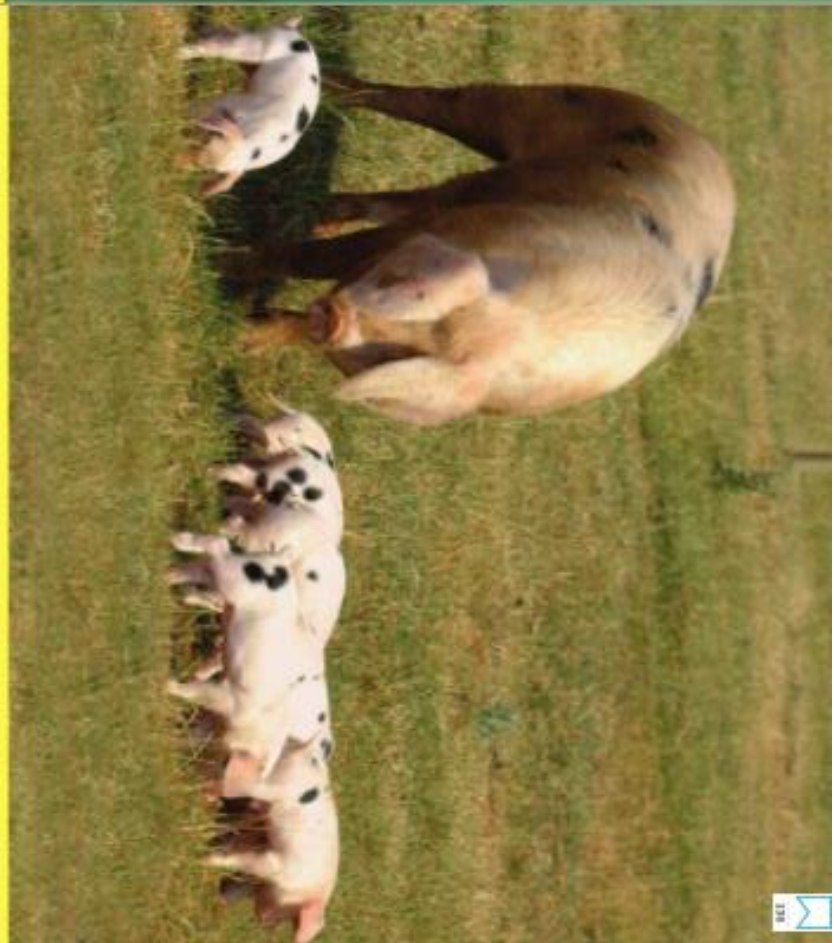
This cute wood mouse skips along the ground. This mouse likes to sneak into the barn. It likes to get bits of food in the barn.

134



A barn owl sits in this barn. If the mouse sees the barn owl, the mouse will not go in. Barn owls help keep mice out of barns.

135



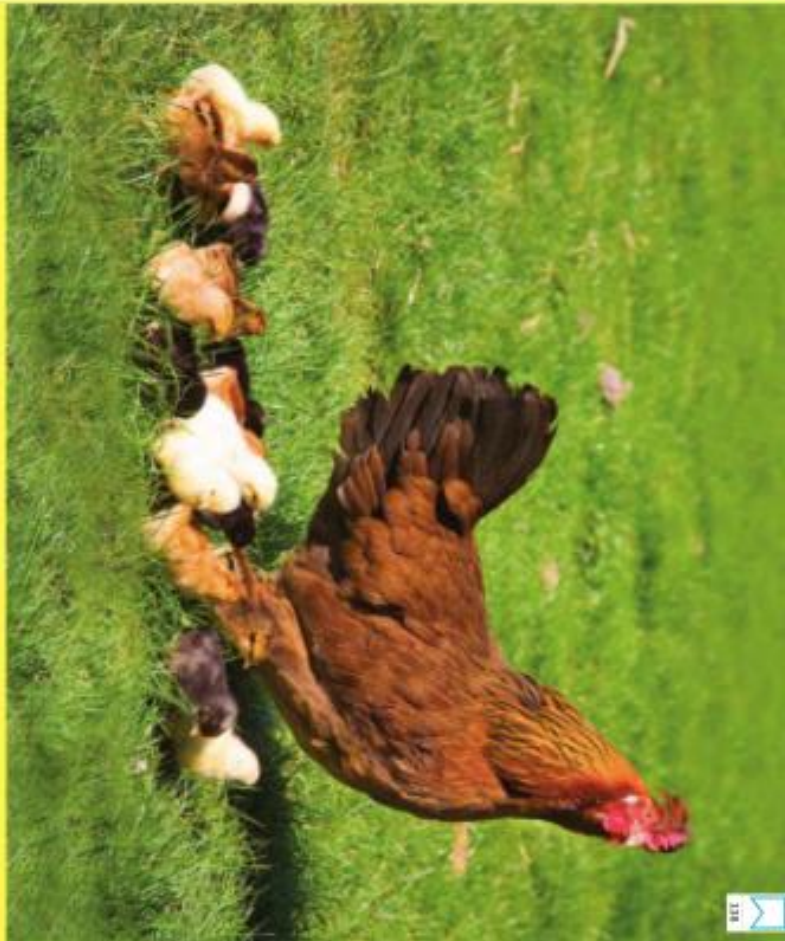
Look at this proud mother pig and her family. She sniffs the ground with her snout. Soon her seven piglets will be as big as their mom.

136



The wool coat on this mother sheep is thick and soft! She is with her lamb. Soon her lamb will have a thick, soft coat, too.

137



This hen is with her baby chicks. Her family stays with her for now. It's spring down on the farm. It is time to shout, "Come and see each animal and its family!"

138

Name \_\_\_\_\_

# Words to Know



Draw a line to match each picture to the word that goes with it.

1.



family

2.



school

3.



party

4.



city

5.



buy

6.



myself



Use the words **seven** and **please** together in a sentence. Write it on the line.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

## Words with *ou*, *ow*



Circle the word that best completes each sentence.

1. I got a new pet. He's a \_\_\_\_\_ dog.

hound      hold

2. He should not jump up on the \_\_\_\_\_.

coach      couch

3. At night, my dog \_\_\_\_\_ at the moon.

holes      howls

4. My dog's bark is very \_\_\_\_\_.

loud      load

5. He will \_\_\_\_\_ when someone comes to the house!

grow      growl

6. He sits when I tell him to get \_\_\_\_\_.

down      dome



# Words with *oi*, *oy*, *au*, *aw*

**The New Friend**  
Phonics: Words with *oi*, *oy*,  
*au*, *aw*



Circle the two words in each row that have the same vowel sound. Write the letters that stand for the sound.

	<i>oi</i>	<i>oy</i>	<i>au</i>	<i>aw</i>
1. coins    coats    join	_____	_____	_____	_____
2. joy    boy    book	_____	_____	_____	_____
3. house    sauce    pause	_____	_____	_____	_____
4. dune    dawn    crawl	_____	_____	_____	_____
5. point    paint    moist	_____	_____	_____	_____



Name \_\_\_\_\_

**Make New Three-Dimensional Shapes**

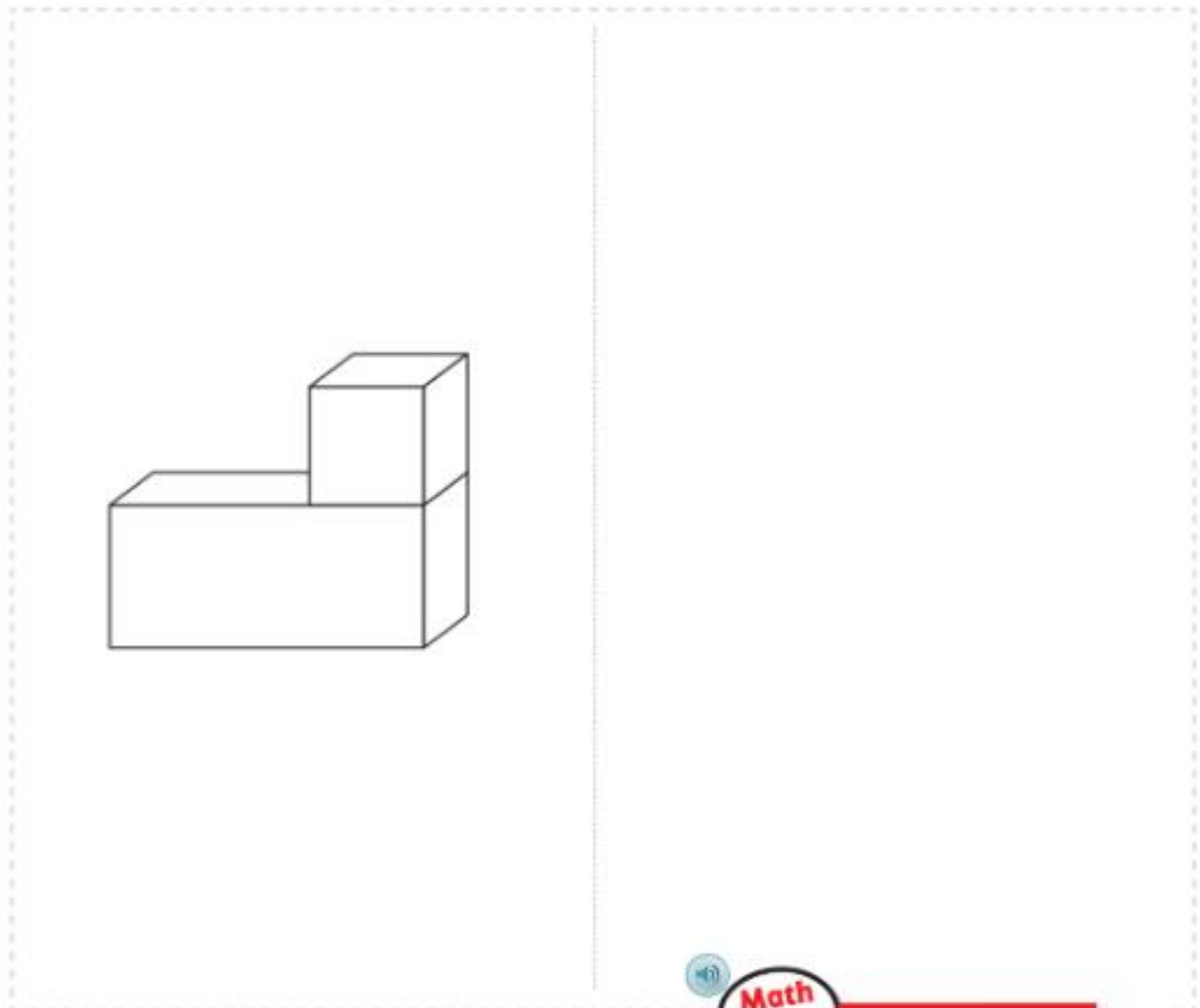
**Essential Question** How can you use a combined shape to build new shapes?

Common Core Geometry—1.G.A.2

**MATHEMATICAL PRACTICES**  
MP1, MP2, MP3, MP5

**Listen and Draw**

Draw to copy the shape.



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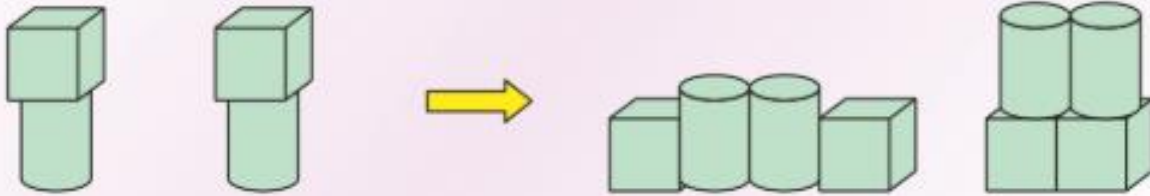
**FOR THE TEACHER** • Leila put a box on top of another box. Draw to copy the new shape Leila made.

**Math Talk** **MATHEMATICAL PRACTICES**

**Describe** how to draw to copy the new shape.

**Model and Draw**

- Step 1** Build.
- Step 2** Repeat.
- Step 3** Combine.

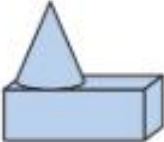
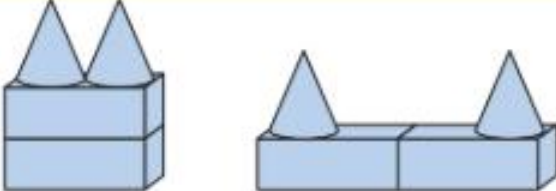

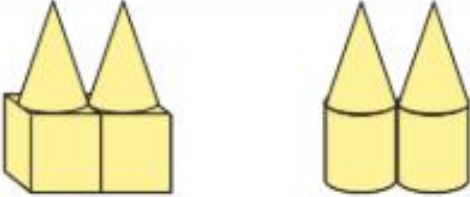




Circle a new shape you can make. **Explain** why you cannot make the other shape.

**Share and Show**



Use three-dimensional shapes.

Build and Repeat.	Combine. Which new shape can you make? Circle it.
<p>1.</p> 	
<p>2.</p> 	
<p>3.</p> 	

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**646** six hundred forty-six

Name \_\_\_\_\_



**On Your Own**

**MATHEMATICAL PRACTICE 6**

**Use a Concrete Model**



Use three-dimensional shapes.



**Build and Repeat.**

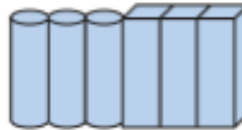
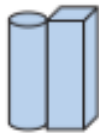


**Combine. Which new shape can you make? Circle it.**

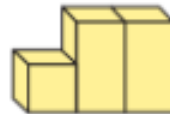
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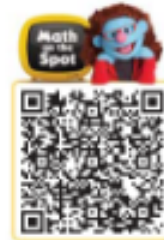
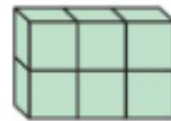
6.



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**7. THINK SMARTER** Look at the shape.



How many  are used to make the shape?

\_\_\_\_\_  make the shape.

How many  are used to make the shape?

\_\_\_\_\_  make the shape.



**TAKE HOME ACTIVITY** • Ask your child to explain how he or she solved Exercise 4.

Name \_\_\_\_\_

  **Mid-Chapter Checkpoint**



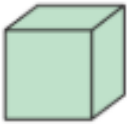

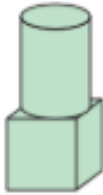




  **Concepts and Skills**


1. Circle the rectangular prisms. (1.G.A.1)
2. Draw a line under the shapes that have both flat and curved surfaces.




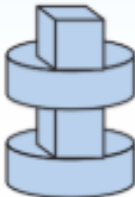
 Use three-dimensional shapes. (1.G.A.2)

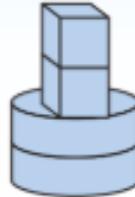
 <b>Combine.</b>	 <b>Which new shape can you make? Circle it.</b>
<p>3.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>



 4. **THINK SMARTER** Which new shape can you make? (1.G.A.2)









Combine

and

.

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**648** six hundred forty-eight

Name \_\_\_\_\_

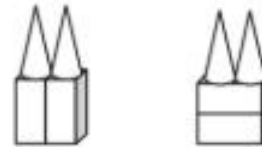
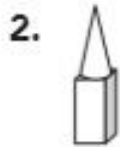
**Make New Three-Dimensional Shapes**

**Use three-dimensional shapes.**



COMMON CORE STANDARD—1.G.A.2  
*Reason with shapes and their attributes.*

**Build and Repeat.**



**Combine. Which new shape can you make? Circle it.**

**Problem Solving**

3. Dave builds this shape. Then he repeats and combines. Draw a shape he can make.



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4. **WRITE** **Math** Use a cube and a cylinder to build a new shape. Repeat. Draw to show how you can combine these two new shapes to make a larger shape.

**1<sup>st</sup> Grade**

**Week 4: April 20-24**

**Tuesday/martes**

## seven

She will bring **seven** apples to school.



## seven

### What Does It Mean?

Seven is the number that is one more than six.

### How Do I Use It?

Seven is the number of days in one week. What are some good and bad things about being seven years old?

### Talk It Over.

Work with a partner. Read the words below. Decide which things are more than seven and which are less than seven.

- |               |               |
|---------------|---------------|
| one cent      | nine flowers  |
| two mittens   | ten numbers   |
| eight buttons | three crayons |

6

## buy

She will **buy** a plant for her friend.



## buy

### What Does It Mean?

Buy means to give money to get something.

### How Do I Use It?

Francis is going to buy a new bicycle. If you could buy your family one special thing, what would it be? Why?

### Talk It Over.

Jay has a pet store. Make a sign for Jay's store that will make people want to come in and buy something. Talk about your sign with a partner.

7 **please**

"Please play with us," they said.



**please**

**What Does It Mean?**

Please is the word you use to ask nicely.

**How Do I Use It?**

Please pass the peas. When is a good time to say please?

**Talk It Over.**

Read the sentences in the first column with a partner. Each sentence has the word **please**. Read the second column, and then match each sentence with the person who said it.

What the Person Said	Who Said Please?
"Please pass your spelling papers to me."	the salesperson
"Please do not touch the dinosaur model."	the museum director
"Please pay for your coat at the counter."	the teacher

8 **family**

They invited the family to come in.



**family**

**What Does It Mean?**

Family means a parent, parents, or guardian and their children.

Spanish cognate: familia

**How Do I Use It?**

The woman took a picture of my family. Who are the people in your family?

**Talk It Over.**

Think about your family. If you wanted to make a picture album of your family, whose pictures would you put in it? Make a web like the one below and fill it in.

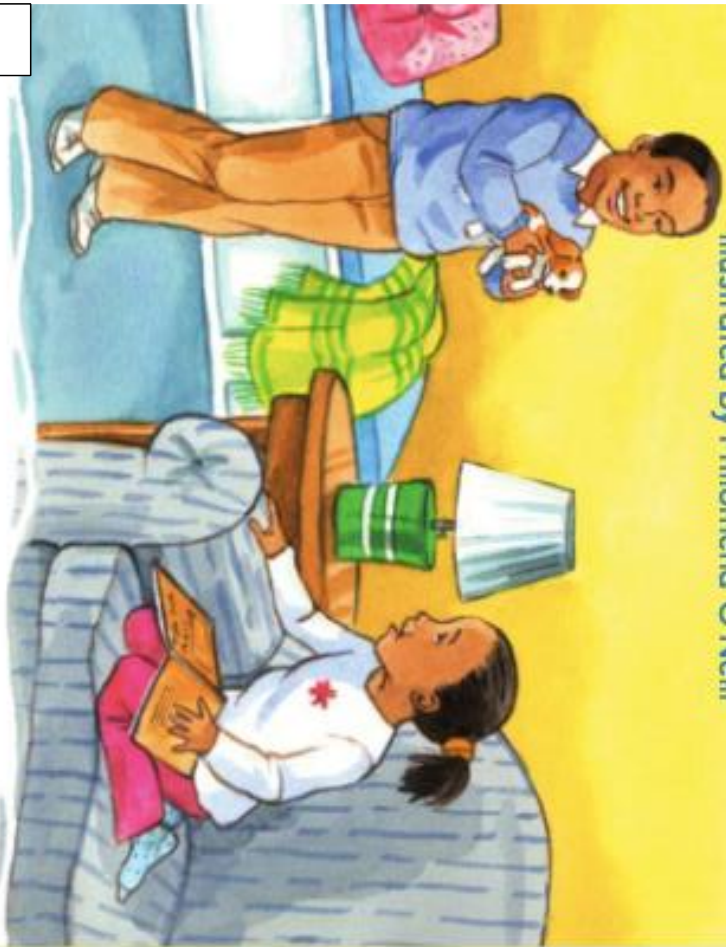




# Scout and Count

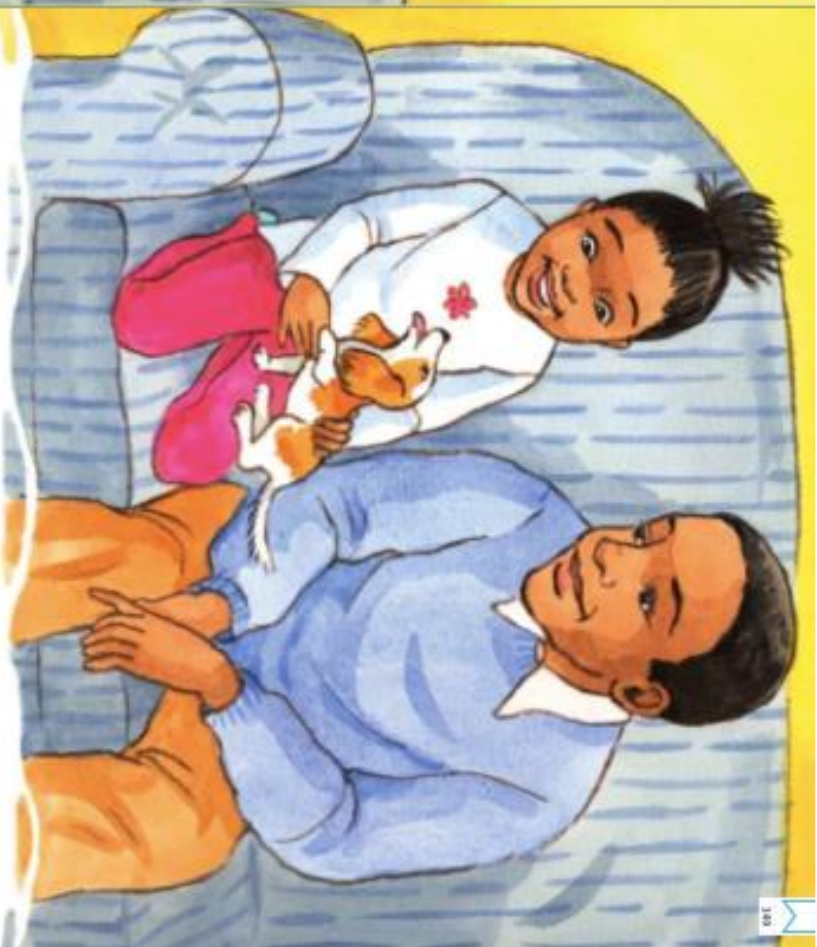
by Tawana Ross

illustrated by Philomena O'Neill



Scout sat on the couch when Dad came into the house. In his arms was a sweet brown and white pup.

139



"Miss Crown gave us this pup. Will we keep him, Scout?"

"Wow!" said Scout. "Yes! Please, let's keep him. He's so cute. He's a sweet pup."

140



141

"What will we name him?" asked

Dad. "How about Sprout?"

Scout frowned. Then she asked,

"Can we name him Count?"

"Count is a good name," said Dad.

141



142

"Here, Count," Scout shouted as

Count sniffed around his new house.

Count did not come.

"I will teach Count myself," vowed

Scout. "It will be like dog school!"

142



Scout found a bowl for food.

"Here, Count," shouted Scout.

Count did not come. So Scout

took that bowl to Count and fed him.

Count ate and ate.

143



Scout found a brush for Count's  
coat. Scout did not see Count.

"Here, Count," shouted Scout.

Count did not come to her. So

Scout found Count, sat down, and

brushed his coat.

144



One day, Scout played out in the yard. Count sat with Dad. Count and Dad sat on the deck.

"Here, Count," shouted Scout. Count jumped down off the deck and ran to Scout.

145



"Wow! Count knows his name now!" shouted Scout.

"Bow wow," barked Count.

146

Name \_\_\_\_\_

# Spelling Words with Vowel Diphthongs *ou, ow*

**The New Friend**  
Spelling: Words with *ou, ow*

## Spelling Words



Write the Spelling Word that fits  
each clue.

1. Opposite of **later**

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. Opposite of **lost**

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. A farm animal

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. Smaller than a city

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. Opposite of **in**

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. A bird

\_\_\_\_\_  
-----  
\_\_\_\_\_

how

now

cow

owl

ouch

house

found

out

gown

town


Name \_\_\_\_\_

# Spelling Words with *ow* and *ou*

**The New Friend**  
Spelling: Words with *ow* and *ou*

## Spelling Words

how  
house  
now  
owl  
cow  
found  
town  
ouch  
out  
gown

 Write the Spelling Word that completes each sentence.

1. We're walking to my \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_ will you get home?

3. Do you live far from  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

4. I'm going \_\_\_\_\_ to play.

5. \_\_\_\_\_ ! That hurt!

6. He's coming home right \_\_\_\_\_.

Name \_\_\_\_\_

**Problem Solving • Take Apart Three-Dimensional Shapes**

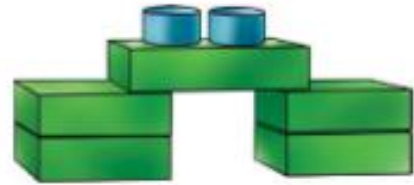
**Essential Question** How can acting it out help you take apart combined shapes?



Geometry—1.G.A.2

**MATHEMATICAL PRACTICES**  
MP1, MP6, MP7, MP8

Mike has , ,  and . He chose some shapes to build a bridge. Which shapes did Mike use to build the bridge?



**Unlock the Problem** 

What do I need to find?

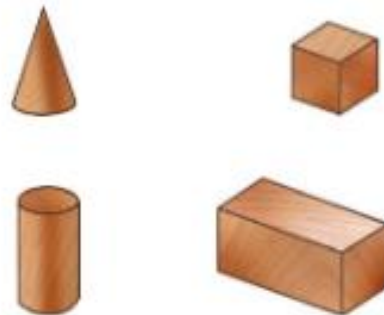
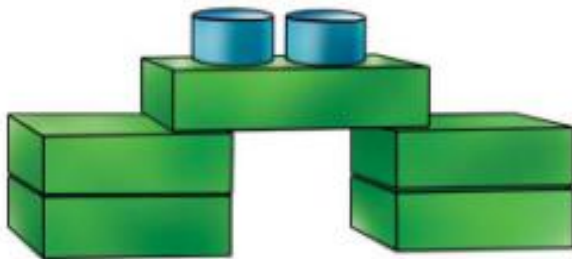
which shapes Mike chose to build the bridge

What information do I need to use?

Mike has these shapes.



Show how to solve the problem.



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**HOME CONNECTION** • Your child is investigating how shapes can be taken apart. Being able to decompose shapes into smaller parts provides a foundation for future work with fractions.

**Try Another Problem**

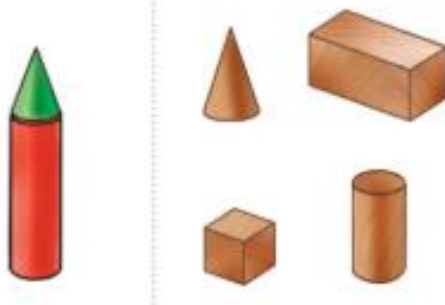


Kim used shapes to build this castle.

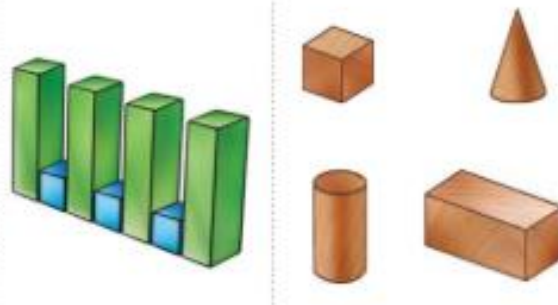
Use three-dimensional shapes. Circle your answer.

• What do I need to find?  
• What information do I need to use?

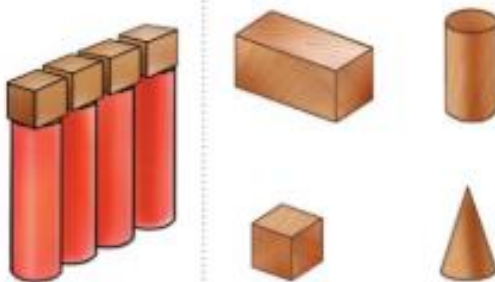
1. Which shapes did Kim use to build the tower?



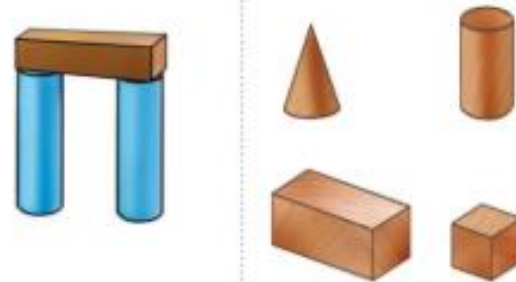
2. Which shapes did Kim use to build this wall?



3. Which shapes did Kim use to build this wall?



4. Which shapes did Kim use to build the gate?



**Math Talk**

**MATHEMATICAL PRACTICES 7**

**Look for Structure** How do you know which shapes Kim used to build the tower?

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Name \_\_\_\_\_



**Share and Show**



**MATHEMATICAL PRACTICE 1**

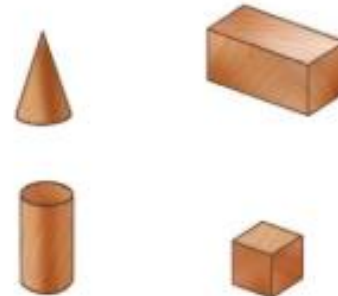
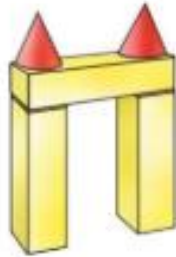
**Analyze** Use three-dimensional shapes.



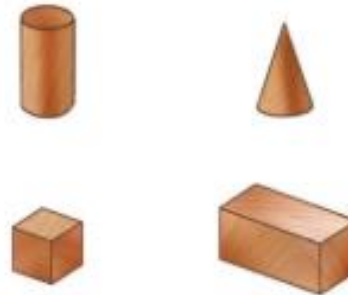
Circle your answer.



**5.** Zack used shapes to build this gate. Which shapes did Zack use?



**6.** Chris used shapes to build this wall. Which shapes did Chris use?



**7. THINK SMARTER** Rosa uses , , , and 

to build a tower. Draw to show a tower Rosa could build.

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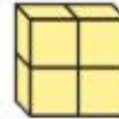
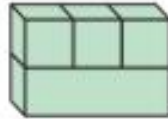
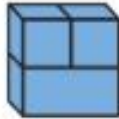
**On Your Own**



**GO DEEPER**

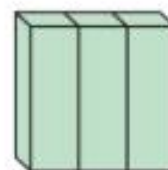
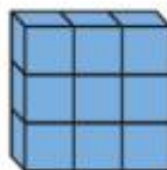
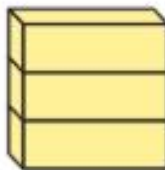
Circle the ways that show the same shape.

8.



9.

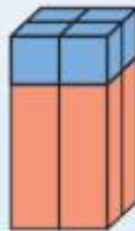
**THINK SMARTER**



10.

**THINK SMARTER**

Sharon has many different blocks. She built this shape with her blocks.



Choose all the shapes Sharon used.



**TAKE HOME ACTIVITY** • Use real items such as a soup can (cylinder) and a cereal box (rectangular prism) to build a shape. Ask your child to name the shapes you used.

Name \_\_\_\_\_

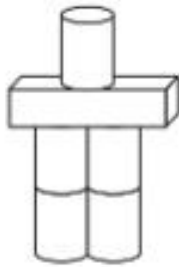
**Problem Solving • Take Apart Three-Dimensional Shapes**



COMMON CORE STANDARD—1.G.A.2  
Reason with shapes and their attributes.

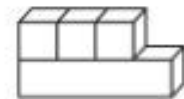
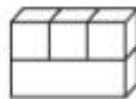
**Use three-dimensional shapes. Circle your answer.**

1. Paco used shapes to build this robot. Circle the shapes he used.



**Problem Solving Real World**

2. Circle the ways that show the same shape.



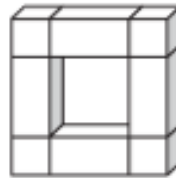
3. **WRITE** Math Draw a picture of a house made from shapes. Write the shape names you used.

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**Lesson Check** (1.G.A.2)

1. Lara made this picture frame. Circle the shapes she used to make the frame.



**Spiral Review** (1.NBT.B.3, 1.NBT.C.6)

2. Compare each pair of numbers.  
Write  $<$ ,  $>$ , or  $=$ .

$13 \bigcirc 31$      $13 \bigcirc 13$      $31 \bigcirc 13$      $31 \bigcirc 31$

3. Subtract. What is the difference?  
Write the number.

$60 - 30 = \underline{\quad}$

**656** six hundred fifty-six



**1<sup>st</sup> Grade**

**Week 4: April 20-24**

**Wednesday/miercoles**

# Dawn's Voice

by Eileen Brody  
illustrated by Tim Bowers



Dawn had a nice voice.  
Outside, her voice was loud.  
Inside, her voice was soft.

147



At times, Dawn forgot which  
voice to use. If she forgot at home,  
Mom would say, "Use an inside  
voice, Dawn."


148





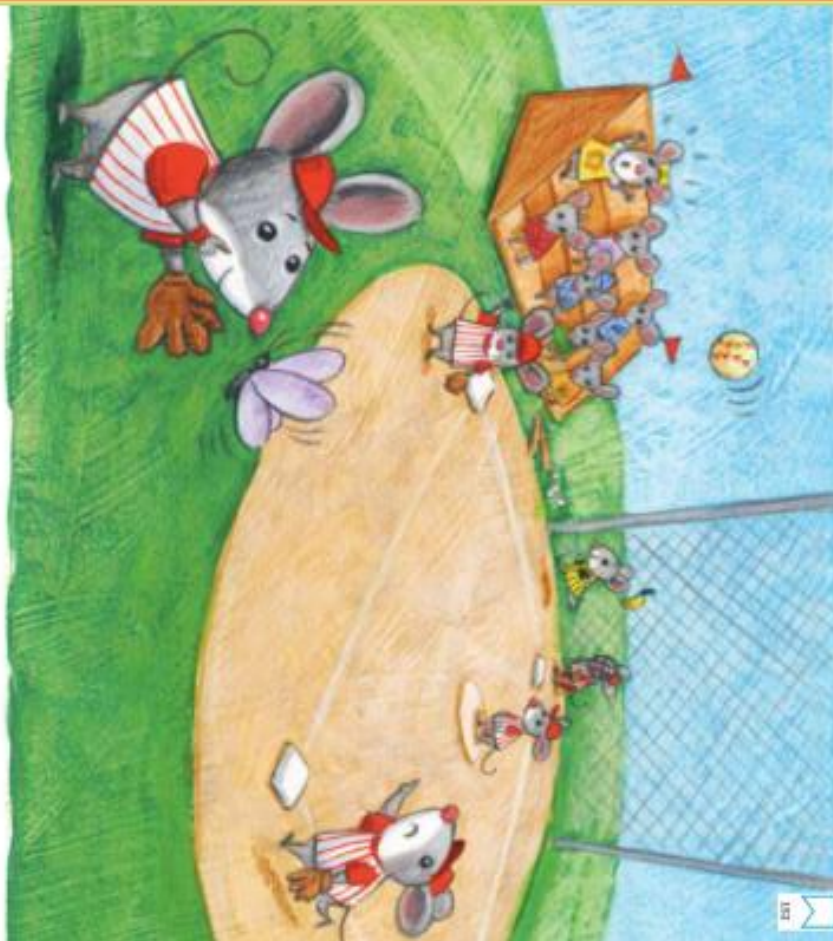
If she forgot at school, Miss Law  
would whisper, "Too much noise.  
How can we read? Use an inside  
voice, Dawn."





Last week, Dawn was at a school game. Her school's Red Team led the game. The Yellow Team was at bat. The batter swung and hit hard.

151



Dawn shouted to Paul, "Look up, Paul! Look up!"  
Dawn's loud voice filled the park.  
Would Paul hear it?

152





Paul did hear it. He looked up and made the catch. Dawn's team got the win.

153



With joy, Dawn joined the school party. Paul thanked Dawn. "My loud voice was just right!" Dawn shouted. Then she said with her soft voice, "Just right."

154

Name \_\_\_\_\_

**The New Friend**  
Grammar: Contractions

# Contractions with Pronouns



Write a contraction from the box for the underlined words.

**Word Bank**

I'm

he's

she's

it's

1. It is a pretty day.

\_\_\_\_\_

-----

\_\_\_\_\_

2. I am going to school with my new friend.

\_\_\_\_\_

-----

\_\_\_\_\_

3. He is in the car with his mom.

\_\_\_\_\_

-----

\_\_\_\_\_

4. She is driving us.

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

# Grammar in Writing

**The New Friend**  
Grammar: Contractions

- A contraction is a short way of writing some words.
- This mark (') takes the place of missing letters.

**Fix the mistakes in these sentences.****Use proofreading marks.**

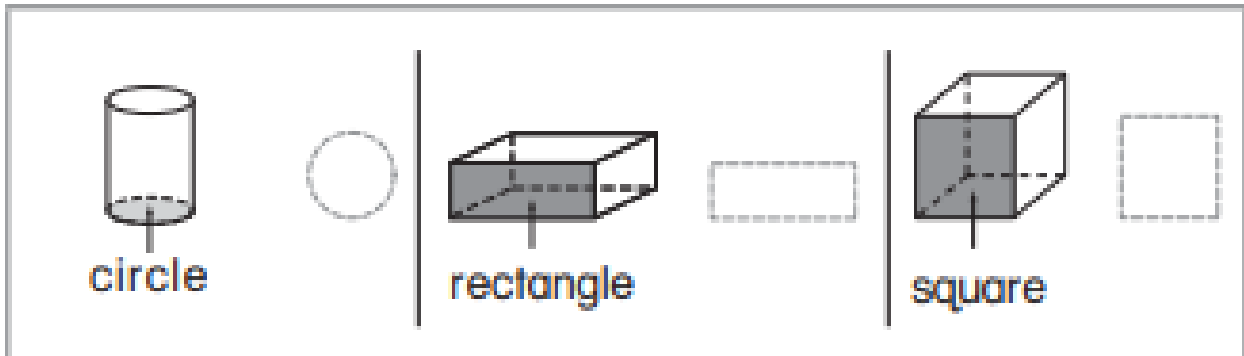
Example: <sup>He's</sup> ~~He's~~ in a new house.  
                  ^

1. Im' with my new friend.
2. Today shes putting her toys away.
3. She cant' find the games.
4. The books are'nt in the box.
5. We do'nt play today.

Proofreading Marks	
^	add
↪	take out

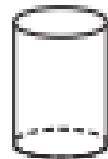



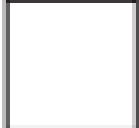
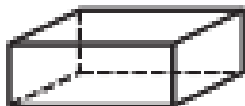
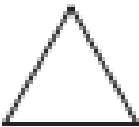

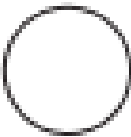
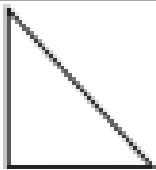
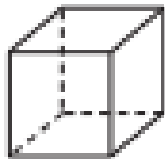

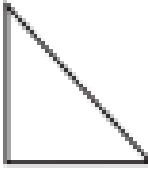

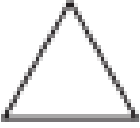
Name \_\_\_\_\_

## Two-Dimensional Shapes on Three-Dimensional Shapes

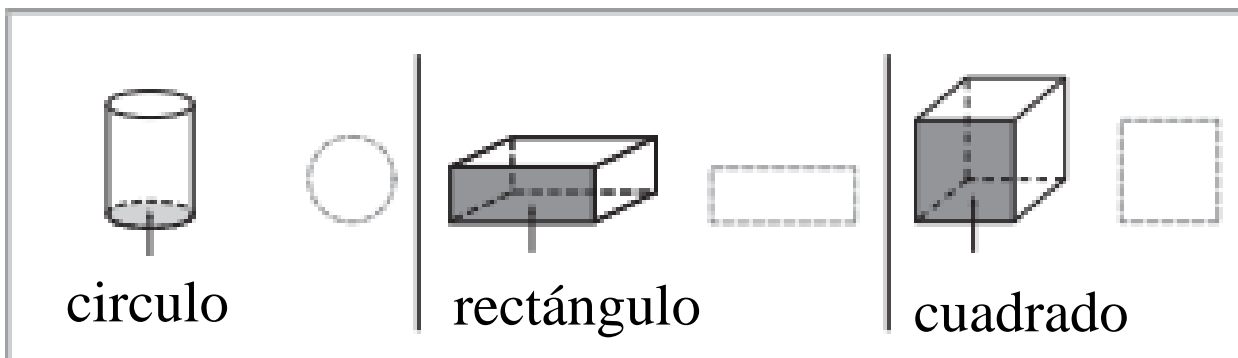


Look at the shape.

Circle the flat surfaces it has.

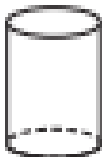




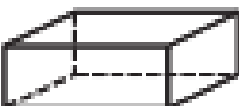



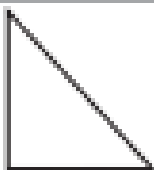
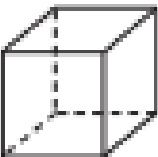
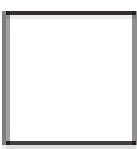
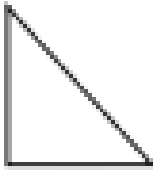

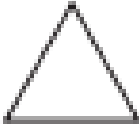
<p>1.</p> 	   
<p>2.</p> 	   
<p>3.</p> 	   

## Figuras en Segunda Dimencion dentro de figuras de Tercera Dimencion



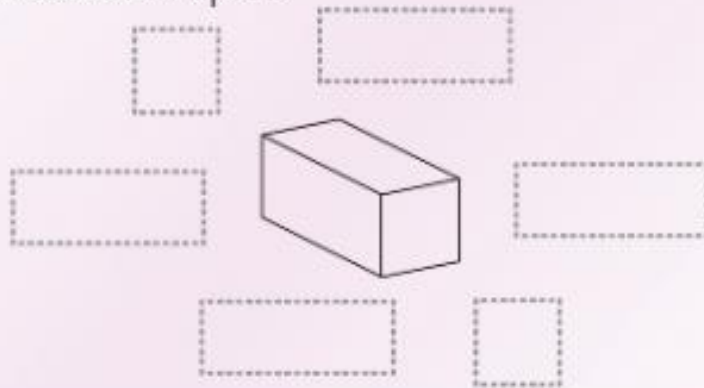
Mira la figura.

Encierra en un círculo las superficies planas que tiene.

1. 				
2. 				
3. 				

**Model and Draw**

Trace around the flat surfaces of the three-dimensional shape to find the two-dimensional shapes.

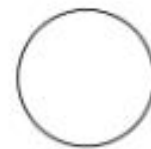
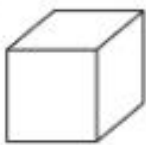


**Share and Show**



Use three-dimensional shapes. Trace around the flat surfaces. Circle the shapes you draw.

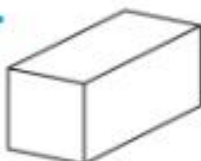
1.



2.



3.



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**658** six hundred fifty-eight

Name \_\_\_\_\_



**On Your Own**



**MATHEMATICAL PRACTICE 6**

**Make Connections** Circle the objects you could trace to draw the shape.

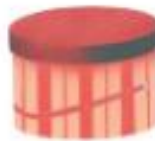
4.



5.



6.



7.



8. **THINK SMARTER** Draw a shape you would make if you traced this object.

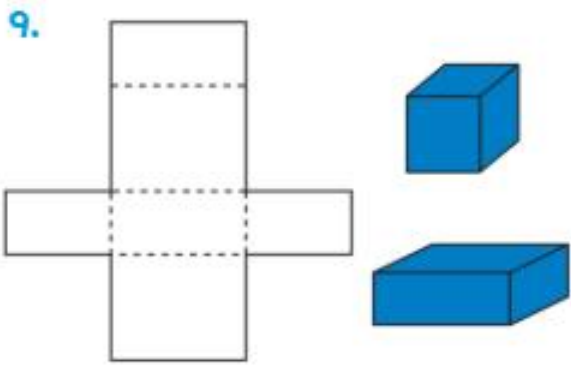


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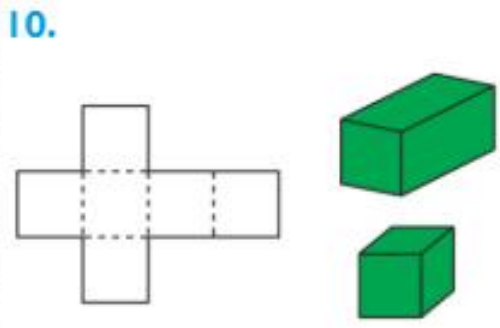
**Problem Solving • Applications**  **WRITE**  **Math**



**10** Circle the shape that the pattern will make if you fold it and tape it together.


**9.**




**10.**



**11.** **THINK SMARTER +** Kei wants to trace a . She finds these objects. Which object should she use? **Personal Math Trainer** 



globe      jar      box

What would happen if Kei used the  to trace a shape?

 **TAKE HOME ACTIVITY** • Collect a few three-dimensional objects, such as boxes, that are shaped like rectangular prisms or cubes. Ask your child what two-dimensional shapes are on those objects.





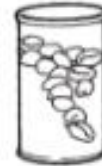
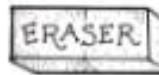
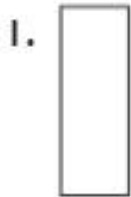
Name \_\_\_\_\_

**Two-Dimensional Shapes on Three-Dimensional Shapes**



COMMON CORE STANDARD—1.G.A.1  
Reason with shapes and their attributes.

**Circle the objects you could trace to draw the shape.**



**Problem Solving**

3. Look at this shape.  
Draw the shape you would make if you traced this object.



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4. **WRITE** Math Use pictures or words to explain how you would describe the shapes of flat surfaces you may see on a tissue box.



**Lesson Check** (1.G.A.1)

1. Which flat surface does a cone have?  
Circle the shape.



2. Which flat surfaces could a rectangular prism have?  
Circle the pair of shapes.



**Spiral Review** (1.OA.B.3, 1.OA.C.5)

- Write a subtraction sentence to solve.

3. Jade has 8 books.  
She gives some of them to Dana.  
Now Jade has 6 books.  
How many did she give to Dana?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$  books

4. Write the sum.

$$3 + 0 = \underline{\quad}$$

662 six hundred sixty-two



**1<sup>st</sup> Grade**

**Week 4: April 20-24**

**Friday/viernes**

## 01 ELA Practice 4: Birthday Party &amp; Ann's Mom

## "Birthday Party"

Peter turned six this week. He had a birthday party. Three of his friends were at his party.

Mom and Dad took Peter and his friends to the circus. The clowns were funny. Peter liked the elephants.

After the circus, they went home. Peter and his friends ate cake and ice cream. Then they played games. Peter's friends brought him presents. Peter thanked them. He was happy because he liked his friends.

Peter had fun at his party. When it was over, he was ready to go to sleep.

## 01 ELA Practice 4: Birthday Party &amp; Ann's Mom

1) from "Birthday Party"

How does Peter feel in this story?

- A) happy
  - B) old
  - C) sad
  - D) funny
- 

2) from "Birthday Party"

What is this story mainly about?

- A) going to the circus
- B) eating cake and ice cream
- C) Peter's birthday party
- D) clowns and monkeys

3) from "Birthday Party"

What happened first in this story?

- A) They ate ice cream.
- B) Peter was ready to go to sleep.
- C) Peter and his friends played games.
- D) They went to the circus.

"Ann's Mom"

Ann's mom opened the peanut butter. She put it on the bread. She filled the cups with milk. Then, she got out a box of cookies. She called Ann into the room.

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4) from "Ann's Mom"

What will most likely happen next in this story?

- A) Ann and her mother will bake a cake.
- B) Ann and her mother will eat lunch.
- C) Ann and her mother will play tag.
- D) Ann and her mother will buy a kitten.

5) from "Ann's Mom"

What is Ann's mom making?

- A) a game
- B) lunch
- C) a flower
- D) money

**01 Math Practice Add and Subtract within 10**

1)  $2 + 6 =$

A) 6

B) 7

C) 8

D) 9

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2)  $3 + 5 =$

A) 8

B) 6

C) 3

D) 1

---

3) Subtract.

$9 - 6 =$  \_\_\_\_\_

A) 0

B) 1

C) 3

D) 15

4) Subtract.

$$11 - 7 = \underline{\quad}$$

A) 4

B) 5

C) 7

D) 18

5) Subtract.

$$8 - 3 = \underline{\quad}$$

A) 11

B) 6

C) 5

D) 2