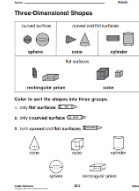# 1st Grade
Week 3: April 13-17
ELA and Math

1st Grade

Week of 4/13/2020

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 every day 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!

4/13	**Reading:** • Vocabulary: Read and define the words ready, country, soil, and kinds. • Read the story "Moose's Tooth" • Workbook pgs. 124, 125, & 134.
	Math: • This week you will begin a new math unit. This unit you will be teaching your student about geometry – shapes. • Today, you will begin by reading the story, "On the Move" with your student. • Then ask your student to write about the story you read on the next page in the packet. They will also draw 2 pictures on the following page, drawing the shapes they learned about in the story to create the picture. • The following 2 pages will have important vocabulary words that you can go over with your student (one page will have the words and the next page will have the pictures to match the words).
4/14	**Reading:** • Vocabulary: Read and define the words earth, almost, covers, and warms. • Read the story "Moon News" • Workbook pgs. 123, 127 & 128
	Math • First, show your student the page titled "Three-Dimensional Shapes" - You will use this page to help guide the lesson. Read over the information in the top box that tells important vocabulary words for this unit. • Then, read and complete #1-3, by coloring the shapes at the bottom of the page. Be sure to use the top box to help you sort the shapes below. • Next, show your student page 633. You will sort the shapes on the page and discuss with your student how you chose to sort the shapes. • Then, show your student and complete together page 634. Answer #1-3. You can have your student draw and write the names of the shapes for each question. Discuss their answers after. • Last, your student will complete pages 635-638 independently. Please help them as needed. Go over their answers.

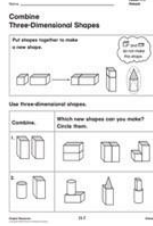|	
4/15	**<u>Reading:</u>** • Read the story "Boot's Clues" • Workbook pgs. 129, 133, 135 & 137 • Writing pg. 68-69: Write about going to the Zoo.
	<u>Math</u> • First, show your student the page titled "Combine Three-Dimensional Shapes" - You will use this page to help guide the lesson. Read over the information in the top box that explains and shows how you can put 2 shapes together to create a new shape. • Then, read and model answering #1-2. • Next, show your student page 640. After reading the information at the top of the page, ask your student to help you combine the shapes at the bottom of the page (#1-3). • Then, show your student and complete together page 641-642. Answer #4-11. Discuss your answers. • Last, your student will complete pages 643-644 independently. Please help them as needed. Go over their answers.
4/16	**<u>Reading and Math:</u>** • 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".
4/17	**<u>Reading</u>** • Read, "A Mother Who Had Seven Boys," and answer questions. • Read, "Meg," and answer questions. • Read, "Apples," and answer questions.
	<u>Math</u> • Today your student will be assessed on previously learned skills. The page will be titled, "Quiz AZ-1.NBT.C.4 - Addition Within 100" • You may read the directions to them but have them answer the five questions independently.

¡Aquí hay un resumen de cada actividad y cómo puede ayudar a los estudiantes a completar el trabajo! Planeo consultar con su estudiante todos los días 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!

4/13	**Lectura:**
	• **Vocabulario:** Lee y define las palabras ready(listo), country (país), soil (suelo) y kinds (clases). • **Leer el cuento**: "Moose Tooth" • **Paginas de ejercicios:** págs. 124, 125 y 134. • Pág. 124 - Escribe una palabra del cuadro para completar cada oración. • Pag. 125 - Escriba la palabra que mejor complete cada oración usando palabras del banco de palabras. • Pag. 134 - Escribe las palabras de ortografía que completan cada oración.
	Matemáticas:
	• Esta semana comenzará una nueva unidad de matemáticas. Esta unidad le enseñará a su estudiante sobre geometría - formas. • Hoy, comenzará leyendo la historia, "On the Move" con su estudiante. • Luego, pídale a su estudiante que escriba sobre la historia que leyó en la página siguiente del paquete. También dibujarán 2 imágenes en la siguiente página, dibujando las formas que aprendieron en la historia para crear la imagen. • Las siguientes 2 páginas tendrán palabras de vocabulario importantes que puede repasar con su estudiante (una página tendrá las palabras y la siguiente tendrá las imágenes para que coincidan con las palabras).
4/14	**Lectura:**
	• **Vocabulario:** Lee y define las palabras earth (tierra), almost(casi), covers (cubre) & warms (caliente). • **Leer el cuento**: "Moon News" • **Paginas de ejercicios:** págs. 123, 127 y 128. • pág. 123 - Encierra en un círculo la palabra que nombra la imagen. • pg. 127 - Dibuja una línea debajo del pronombre indefinido en cada oración. Escribe un pronombre indefinido en el espacio en blanco. *** Recuerde y pronombre indefinido es un pronombre especial que significa personas o cosas que no tienen nombre.** • pg. 128 - Escribe detalles claros para completar la historia.
	Matemáticas:
	• Primero, muéstrele a su estudiante la página titulada "Formas tridimensionales". _____ - Utilizará esta página para ayudar a guiar la

	lección. Lea la información en el cuadro superior que le dice palabras importantes de vocabulario para esta unidad.
	- Luego, lee y completa # 1-3, coloreando las formas en la parte inferior de la página. Asegúrese de utilizar el cuadro superior para ayudarlo a ordenar las formas a continuación. - A continuación, muestre la página 633 de su alumno. Clasificará las formas en la página y discutirá con su alumno cómo eligió clasificar las formas. - Luego, muestre a su estudiante y completen juntos la página 634. Respuesta # 1-3. Puede hacer que su alumno dibuje y escriba los nombres de las formas para cada pregunta. Discuta sus respuestas después. - Por último, su estudiante completará las páginas 635-638 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.
4/15	**<u>Lectura:</u>** **Leer el cuento**: "Boot's Clues" **Paginas de ejercicios:** págs. 129, 133, 135 & 137 **Escritura:** escriba una opinión sobre el zoológico
	<u>Matemáticas:</u> - Primero, muéstrele a su estudiante la página titulada "Combine Three- Dimensional Shapes". Utilizará esta página para ayudar a guiar la lección. Lea la información en el cuadro superior que explica y muestra cómo puede juntar 2 formas para crear una nueva forma. - Luego, lea y modele contestando las preguntas # 1-2. - Luego, muestre la página 640 a su estudiante. Después de leer la información en la parte superior de la página, pídale a su estudiante que le ayude a combinar las formas en la parte inferior de la página (# 1-3). - Luego, muestre a su estudiante y completen juntos la página 641-642. Contesten las preguntas # 4-11. Discute tus respuestas. - Por último, su estudiante completará las páginas 643-644 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.
4/16	**<u>Lectura y Matemáticas:</u>** 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.
4/17	**<u>Lectura:</u>** - Lea, "A Mother who had Seven Boys" y responda las preguntas. - Lea, "Meg" y responda las preguntas - Lea, "Apples" y responda las preguntas.

	Matemáticas:
	• Hoy su estudiante será evaluado en habilidades aprendidas previamente. La página se titulará, "Quiz AZ-1.NBT.C.4 - Addition Within 100"
	• Puede leer las instrucciones para ellos, pero que respondan las cinco preguntas de forma independiente.

1

ready

We are **ready** to pick apples.

165A | Together

ready

What Does It Mean?

Ready means to be able or prepared to do something. Ready is also used when something can be used now.

How Do I Use It?

The banana is yellow, so it is ready for you to eat. What will you do to be ready for second grade?

Talk It Over.

Think about what you do to get ready for school in the morning. Copy the chart on another sheet of paper. Write the steps.

Getting Ready for School

[empty chart with three boxes and arrows]

2

country

We live in the **country**.

166A | Read Together | 166B

country

What Does It Mean?

The country is the land away from cities and towns.

How Do I Use It?

My family moved from the city to the country. Would you rather live in the country or in the city? Why?

Talk It Over.

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

crowded
taxi
country
horses
farm
skyscraper
barn

1st Grade U5 L24 Week 3

3

soil

We planted the flowers in the soil.

167

soil

What Does It Mean?

Soil is dirt in which plants can grow.

How Do I Use It?

The garden has good soil. What would you like to grow in the soil? Why?

Talk It Over.

Copy the web below. In each circle, write the name of a plant that grows in soil. Talk about your web with a partner.
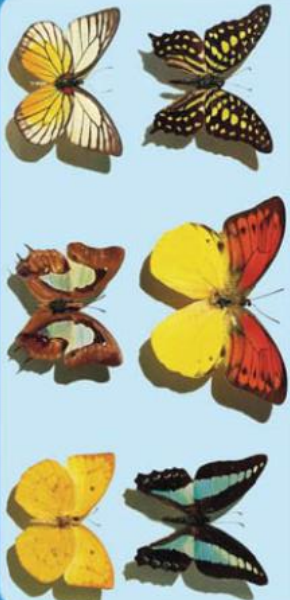
Grows in Soil
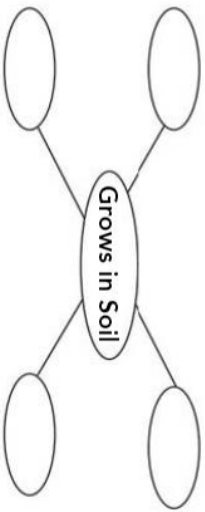
4

kinds

There are many kinds of butterflies here.

168B

kinds

What Does It Mean?

Kinds means types of something.

How Do I Use It?

Sharon has two favorite kinds of cookies. What kinds of movies do you like to watch? Why?

Talk It Over.

Think about the animals below. Decide which are the kinds of animals that fly and which are the kinds of animals that swim. Are there any kinds of animals that can do both?

| dolphin | bat | duck | owl |
| eagle | shark | octopus | butterfly |

1st Grade U5 L24 Week 3

Moose's Tooth

by Paul Giuliano
illustrated by Sachiko Yoshikawa

99
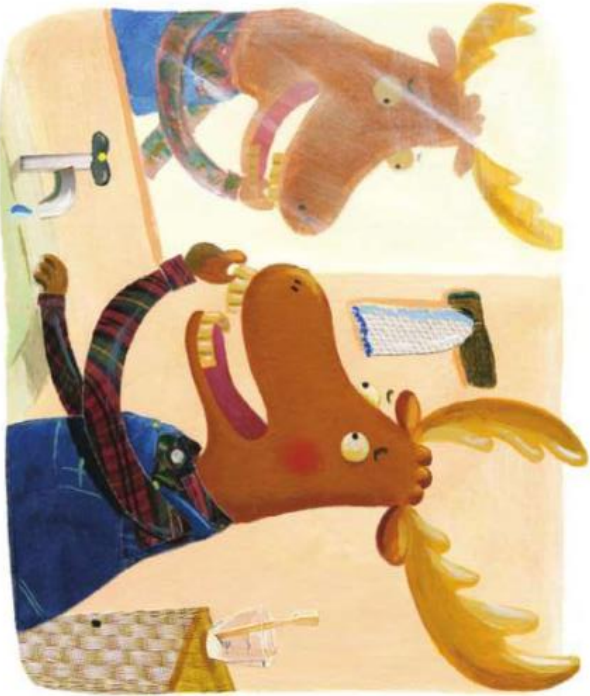
Moose has a loose tooth. His loose tooth feels funny. A loose tooth can go back and forth.

99

Moose likes to eat water plants. Moose has to get in deep water up to his knees.

100

100

Moose dips down and scoops up all kinds of plants. Moose's food is wet. Dip and scoop! Dip and scoop!

101

Moose has a loose tooth. Now, Moose can't chew his food. Chewing can make his tooth too loose. Moose must get a new plan.

102

1st Grade U5 L24 Week 3

Moose has a new plan. Moose takes his food inside. He knows just what to do. If Moose can't chew, he will mix a brew. That is his plan.

103

Moose adds plants and a spice or two to the mix. His plant and spice mix looks like thick green goop.

104

1st Grade U5 L24 Week 3

Moose adds milk. His green goop shake is ready. Moose can drink it. Moose has no need to chew!

105

Moose likes his new brew. Moose's loose tooth likes it, too.

106

1st Grade U5 L24 Week 3

Monday

Name _____

Words to Know

✏ Write a word from the box to complete each sentence.

Words to Know

- almost
- country
- covered
- earth
- kinds
- ready
- soil
- warms

1. I planted flowers in the _____.

2. Our heater _____ our house.

3. Pete _____ hit a home run.

4. Mr. Lee lives in the _____ .

5. Mom _____ us with a blanket.

6. Are you _____ to go?

7. Dinosaurs walked the _____ millions of years ago.

8. I got many _____ of games for my birthday.

1st Grade U5 L24 Week 3

Name _____

Words with *oo (moon)*, *ou, ew*

✏️ Write the word that best completes each sentence. Use the words in the Word Bank.

Word Bank

cool   group   room   drew   stool

_____

1. I got together with a _____ of friends.

_____

2. We had fun playing in my _____ .

_____

3. We _____ some pictures and hung them up.

_____

4. Then we painted my old _____ .

_____

5. Now the room looks _____ !

1ˢᵗ Grade U5 L24 Week 3

Name _____

Spelling Words with the *oo* (moon) Sound

✏️ Write the Spelling Word that completes each sentence.

Spelling Words

soon
new
noon
zoo
boot
too
moon
blew
soup
you

_____

1. We will have our lunch at _____ .

_____

2. I hope that I will see you _____ .

_____

3. The wind _____ the tree over.

_____

4. I saw many animals at the _____ .

_____

5. There was a full _____ last night.

_____

6. It is _____ hot to play outside.

_____

7. We will have _____ for lunch.

_____

8. I need a _____ pencil.

1st Grade U5 L24 Week 3

5

earth

She covers the seeds with earth.

Together 169B

169A

---

earth

What Does It Mean?

Another word for dirt, or soil, is earth.

How Do I Use It?

The earth in the garden is very good for growing plants. What grows in the earth near your home?

Talk It Over.

Think about things that grow in earth. Copy the chart onto another sheet of paper. Write yes or no next to each item.

Does it grow in earth?	Yes or No?
a rose plant	
mud	
a fish	
grass	

6

almost

The apples are almost ripe.
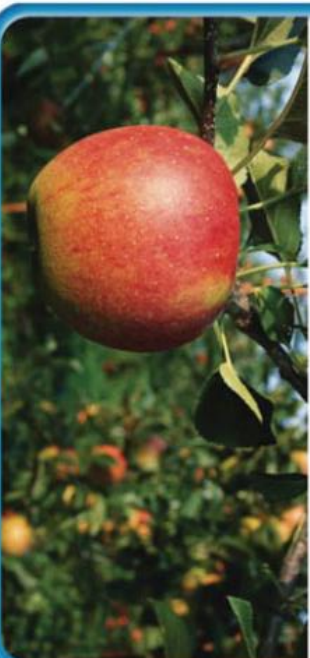
Read Together 170B

170A

---

almost

What Does It Mean?

Almost means not quite, or nearly.

How Do I Use It?

I have read almost the whole book. How do you feel when you are almost finished with something?

Talk It Over.

Work with a partner. Take turns reading the sentences below. Fill in the blank to make each sentence true for you.

I am almost _____ years old.

I almost cried once when _____.

I was almost late for school because _____.

1st Grade U5 L24 Week 3

7

covers

Pollen covers the bee.

171A

covers

Together 171B

covers

What Does It Mean?

Covers means spread over the surface.

How Do I Use It?

It is so pretty when snow covers all the trees. What should you do when trash covers the ground?

Talk It Over.

Make a match. Decide what item covers each thing. Talk about your answers with a partner.

hands	hat
table	roof
head	cloth
house	socks
feet	gloves

8

warms

The oven warms our apple pie!

172A

Read Together 172B

warms

What Does It Mean?

Warms means making something hotter.

How Do I Use It?

On cold mornings, my dad warms up the car before he drives us to school. What warms you on a cold day?

Talk It Over.

Read the chart below. Decide if the sentence could or could not happen.

What happens?	Could Happen	Could Not Happen
The fire warms the room.		
The ice warms my drink.		
The sun warms the pool.		
The refrigerator warms the food.		

Moon News
by James Franklin

This is our moon. We can see the moon at night. We cannot see it at noon. That's a scoop! No moon at noon.

107

This is a full moon. It can look white. It can look yellow. It can look almost red. The moon is covered with dust and rocks.

108

This is a new moon. It looks like a slice of moon. But it is not a moon slice. A new moon shows just the part that is lit up.

109

This moon chart shows ways the moon can look from Earth. It starts with the new moon on day 1. It shows the full moon on day 14.

110

Look at this painting. It shows the moon and stars. Did the person who painted this have fun with the moon? How can you tell?

111

This painting shows the moon. This painting shows what the moon shone on. It shone on land. It shone on trees. Trees gleam in the moon's glow.
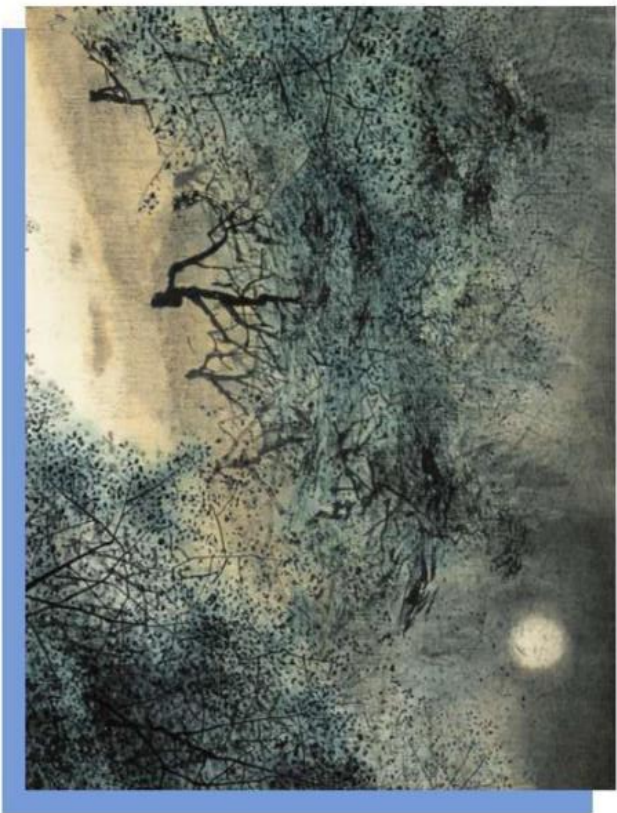
112

1st Grade U5 L24 Week 3

This painting shows the moon.

This painting shows what the moon shone on. It shone on water. Water gleams in the moon's glow.

113

Moon Song

I like to look at the moon
and hope to visit it soon.

You can come, too.

You can be in my crew!

114

1st Grade U5 L24 Week 3

Tuesday

Words with *oo (moon)*, *ou, ew*

✏️ Circle the word that names the picture.

1.

moth   moon

2.

spoon   spot

3.

scream   screw

4.

soap   soup

5.

boat   boot

6.

stool   stole

1st Grade U5 L24 Week 3

Tuesday

Name _____

Indefinite Pronouns

✏️ **Indefinite pronouns** are special **pronouns** that stand for people or things that are not named.

Word Bank

anyone	someone	everything
something	everybody	somebody

✏️ Draw a line under the indefinite pronoun in each sentence.

1. He knows everything about trees.

2. Would anyone like an apple?

3. Someone baked apple pie.

✏️ Write an indefinite pronoun from the Word Bank to complete each sentence.

4. I learned _____ about trees.

5. Has _____ picked apples before?

1st Grade U5 L24 Week 3

Tuesday

Words with *ou*, *ow*

✏️ Circle the word that names the picture.

1.
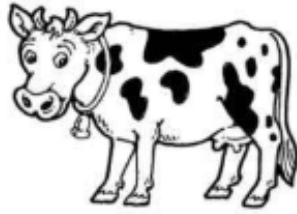
cot   cow

2.
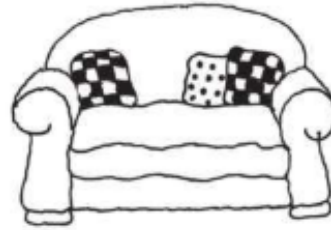
couch   coach

3.

moose   mouse

4.

crow   crown

5.
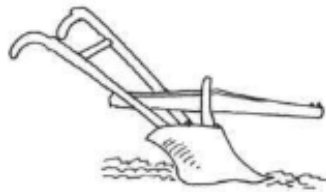
plate   plow

6.

cloud   closed

1st Grade U5 L24 Week 3

Boot's Clues

by Cindy Detmar
illustrated by
Bill Brandon

Here is a tale about Boot and Sue. I hope you like it! This tale is just for you.

115
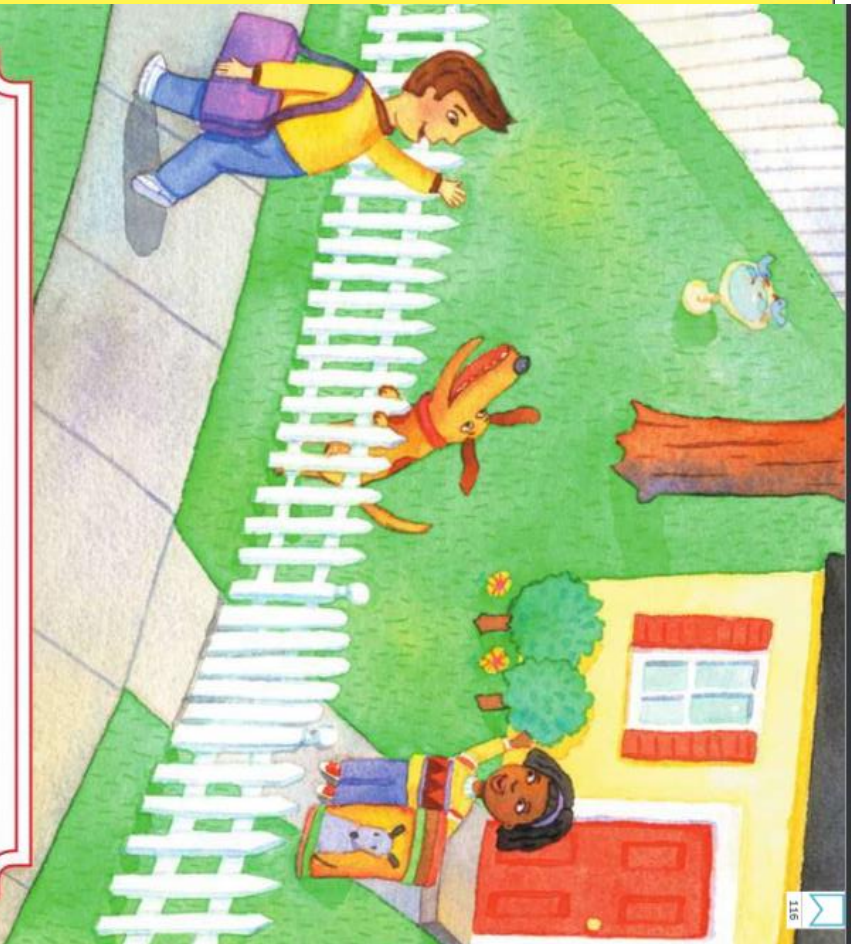
Drew had to take a trip to the country. He left Boot with Sue. "Thanks," Drew said. "Boot's clues will tell you what to do."

116

Boot ran and ran. He picked up a stick and gave it to Sue.

"Is this a clue?" asked Sue.

"What kind of clue is this, Boot?"

Boot gave Sue a grin.

117
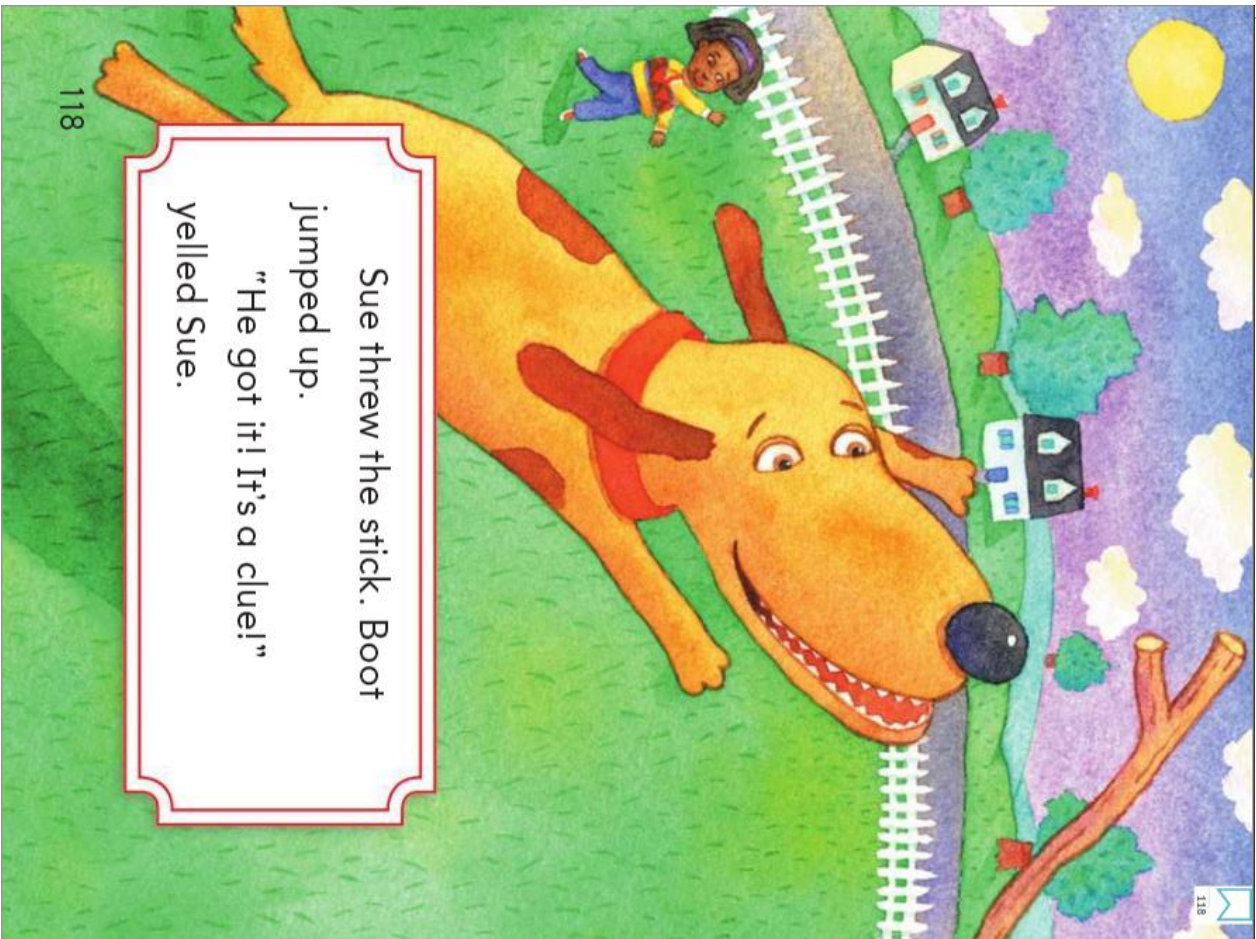
Sue threw the stick. Boot jumped up.

"He got it! It's a clue!" yelled Sue.

118

Sue and Boot went inside.
Boot bumped his food bowl
with his nose.
"Is this a clue?" asked Sue.
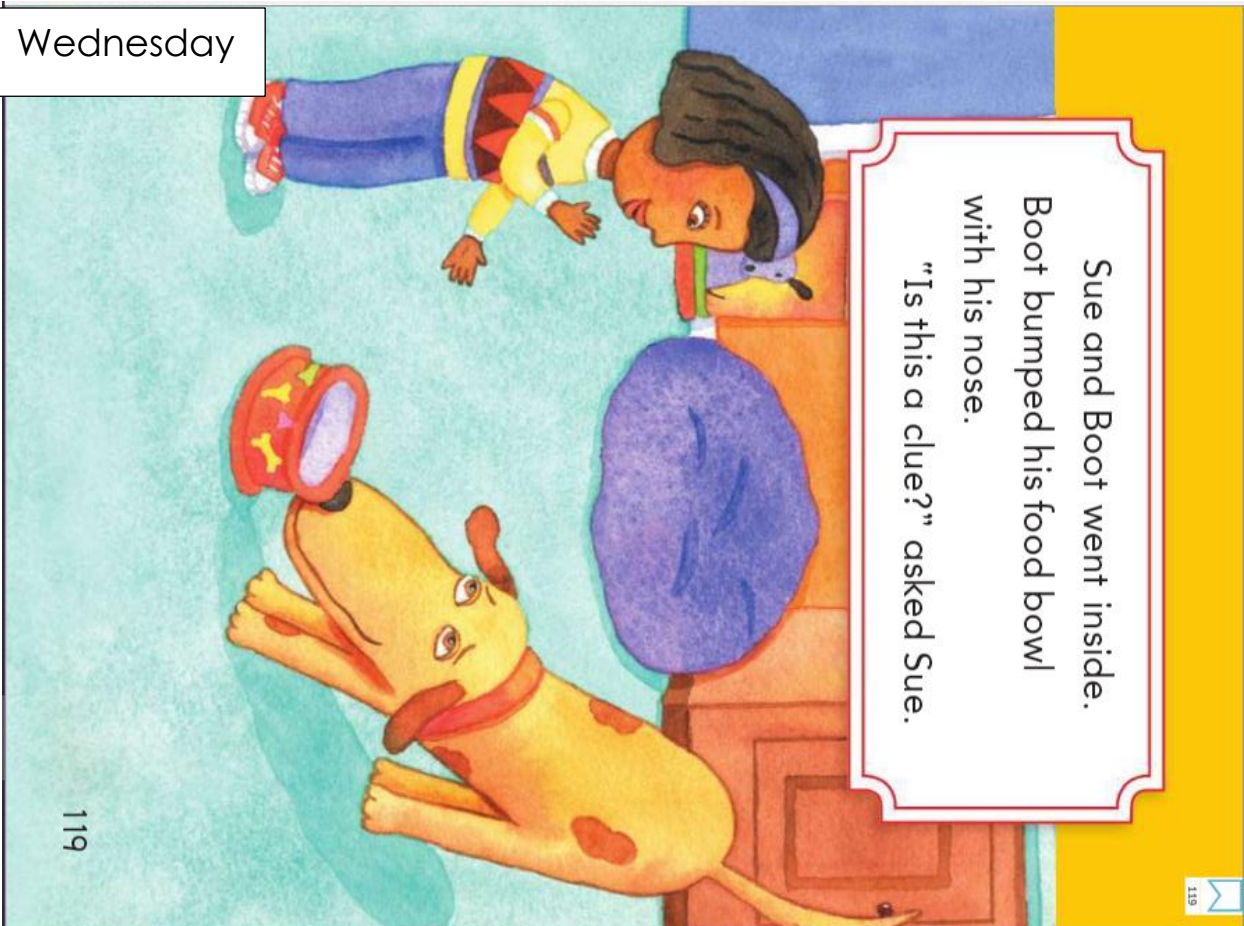
119
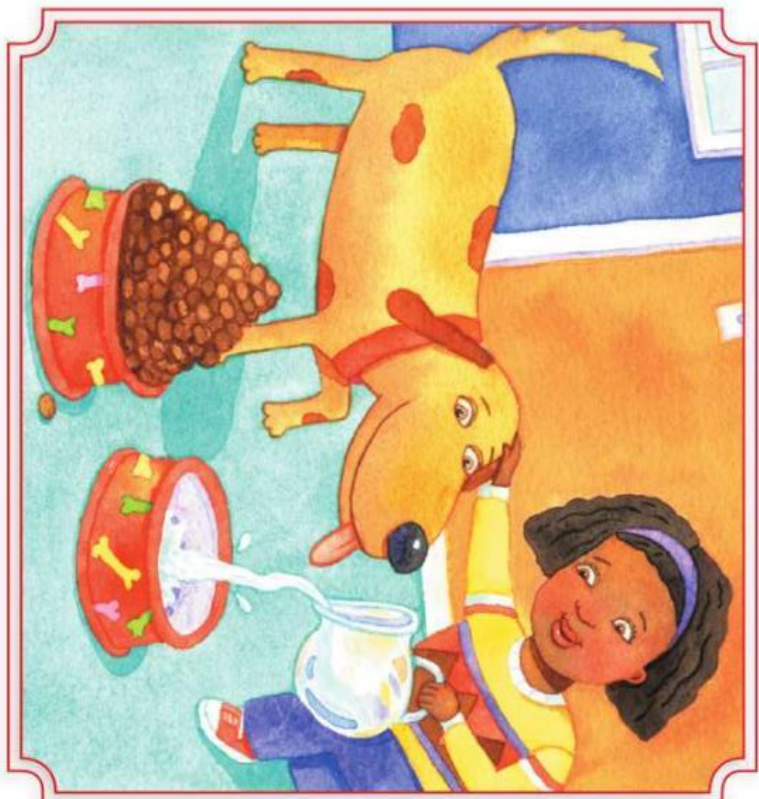
"That is a neat clue, Boot!" said
Sue. "You let me know that you need
food and water."

120

Then Sue gave a clue. She turned off the light to see if Boot would jump in his bed. Did he do it?
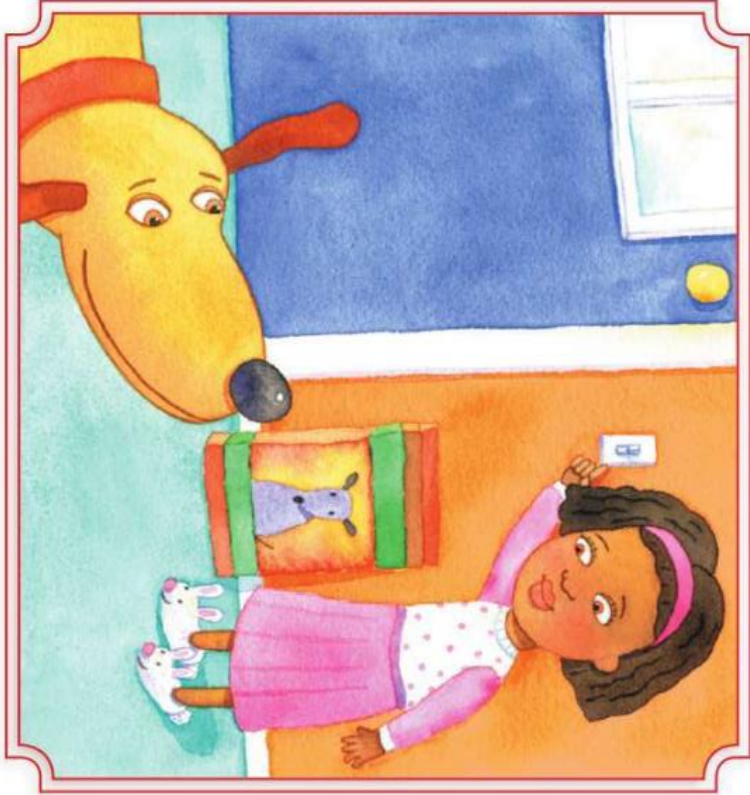
121

"You did it, Boot!" said Sue. "You are cute. You give clues and you get clues!"

122

1st Grade U5 L24 Week 3

Name _____

A Tree Is a Plant
Phonics: Words with *ue*, u, *u_e*

Words with *ue, u, u_e*

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

			ue	u	u-e
1.	clue	trust	true	___		___
2.	prune	flute	float	___		___
3.	goal	flu	truth	___		___
4.	tone	tune	rule	___		___
5.	blue	blunt	glue	___		___

1st Grade U5 L24 Week 3

Wednesday

Name _____

Indefinite Pronouns

✏️ **Indefinite pronouns** stand for people or things that are not named.

Word Bank

anyone	someone	everyone
something	everybody	everything

✏️ Write an indefinite pronoun from the Word Bank to complete each sentence.

_____

1. We met _____ in the park.

_____

2. Did you bring _____ to eat.

_____

3. Can _____ pick apples with me?

_____

4. I put _____ in the box.

_____

5. _____ likes red apples.

1st Grade U5 L24 Week 3

Name _____

Spiral Review

✏️ Rewrite each sentence to tell about the future.

1. It stopped raining.

_____

- -

_____

2. I picked apples.

- -

_____

_____

- -

_____

3. We learn about trees.

- -

_____

4. I climbed a tree.

- -

_____

5. They planted new trees.

- -

_____

_____

- -

_____

1st Grade U5 L24 Week 3

A Tree Is a Plant
Grammar: Indefinite Pronouns

Name _____

Grammar in Writing

✏️ Use **indefinite pronouns** to stand for the names of people or things. They do not name certain people or things.

> **Word Bank**
>
> anyone   something   someone
>
> everything   everyone   everybody

✏️ Write an indefinite pronoun from the Word Bank to complete each sentence.

1. _____ went to the farm.

2. The farmer knew _____ about apples.

3. She helped _____ pick apples.

4. She didn't want _____ to get hurt.

1st Grade U5 L24 Week 3

Opinion Sentences

Opinion sentences tell what you believe. They give reasons why you have that opinion.

Parts of Opinion Sentences

- The topic sentence tells your opinion, or what you think.
- Detail sentences tell the reasons for your opinion.
- Exact words make the ideas clear.

At the Circus

We saw the best circus ever!

One funny part was when a lot of clowns hopped out of a tiny car.

I loved the dancer's blue dress because it was so sparkly.

Name _____

Follow your teacher's directions.

_____

1 The zoo _____

_____

_____.

I saw _____

_____

_____.

The _____

_____

_____.

2 Use your plan. Write opinion sentences.
If you like, you can write about the story
you read.

Friday

1

"Apples"

Apples are a good fruit. They grow on trees. There are many different kinds of apples. Some are green. Some are yellow. Others are red. Each kind of apple has a name. They might be "Granny Smith" or "Gala."

Apples are sold in grocery stores. They can be sold in farmer's markets, too. In some places in the United States, you can pay to pick an apple right off a tree. These places are called apple orchards. Some apples taste sweet. Others taste sour. Both kinds are good for you. They help you to grow strong.

Assessment Technology, Inc. 2007

1) from "Apples"

What is the title of this text?

A) "Gala"

B) "Apples"

C) "Red"

D) "Tree"

2) from "Apples"

What is an apple orchard?

A) a kind of apple

B) a farmer's market

C) a place like a grocery store

D) a place where apple trees grow

3) from "Apples"

Why are apples good for you?

A) They help you to grow strong.

B) They can be picked from trees.

C) They taste sweet.

D) They are red and green.

2

1st Grade U5 L24 Week 3

Friday

4) from "Apples"

What is the topic of this text?

A) green

B) apples

C) stores

D) dogs

5) from "Apples"

What is the second paragraph about?

A) where to get apples

B) what apples taste like

C) the color of apples

D) how apples grow

3

6) from "Apples"

Write down what the paragraph is about.

4

1st Grade U5 L24 Week 3

Friday

"Fruit Is Good"

Fruit is good for you. It makes you strong. It tastes sweet. It is much better than candy.

You should eat fruit every day. Try an apple. Eat fruit. Grow strong.

Assessment Technology, Inc. 2005

7) from "Apples" and "Fruit Is Good"

In which text can you find out where you can buy apples?

A) only in "Apples"

B) only in "Fruit Is Good"

C) in both texts

8) from "Apples" and "Fruit Is Good"

What do both texts tell you about eating fruit?

A) It helps you run fast.

B) It helps you grow strong.

C) You should eat fruit instead of candy.

D) You should eat fruit every day.

9) from "Apples" and "Fruit Is Good"

In which text can you find out where apples grow?

A) only in "Apples"

B) only in "Fruit Is Good"

C) in both texts

1st Grade U5 L24 Week 3

Friday

10) from "Apples" and "Fruit Is Good"

What do both texts tell you about fruit?

A) It must be washed before eating.

B) It can taste sour.

C) It is fun to eat.

D) It can taste sweet.

11) from "Apples" and "Fruit Is Good"

How is "Fruit Is Good" different from "Apples"?

A) It tells facts about candy.

B) It tells facts about fruit.

C) It is about all kinds of fruit.

D) It is about how to eat fruit.

7

Read each question carefully.

"The Mother Who Had Seven Boys"

A mother lived in a small town in Korea. She had seven boys. Every night she left the house. She went to find food for her sons. The food grew in the hills. She had to cross a deep stream. It was very cold.

One night the oldest boy followed his mother. He wanted to see where his mother went. He saw her shiver as she crossed the stream. He decided to help. He and his brothers would build a bridge. Then his mother wouldn't have to walk in the cold water.

The next night the mother left the house. She saw the bridge. She said, "Whoever built this bridge is very kind. I hope that they will have a place in the stars." She didn't know that her own boys built the bridge.

All the boys lived very long lives. When they died they became stars. They are now the constellation called the Big Dipper.

---

1) from "The Mother Who Had Seven Boys"

Why does the oldest son follow his mother?

A) He wants to know where she is going at night.

B) He wants to help her find food for the family.

C) He wants to make sure that she is safe.

D) He thinks she might need his help.

from "The Mother Who Had Seven Boys"

Why does the mother shiver?

A) She does not like the cold night air.

B) She has to walk in cold water.

C) She thinks she hears a noise.

D) She is very hungry.

3) from "The Mother Who Had Seven Boys"

Why does the mother go into the hills every night?

A) The stream is low enough to cross only at night.

B) The bridge is open only at night.

C) She needs to get food for her boys.

D) She wants to see the stars and the Big Dipper.

Friday

"Meg"

It was Meg's first day of school. The bell rang. Meg went into her classroom. She didn't know anyone. She was the new kid. Meg sat in the corner. She was scared. The other kids talked. They laughed. They played. Meg was sad. Then a girl walked over.

"Hi! My name is Kay," she said. She smiled too.

"Hi," Meg said. She felt better already.

Kay asked Meg to sit by her. Meg came and sat next to Kay. Kay helped her all day. She would say things like, "Here is the extra paper. Here are the crayons. There is the paint."

The girls played together at recess. Meg wasn't scared anymore. She had a friend.

4

from "Meg"

Why does Meg feel scared?

A) The bell is very loud.

B) The other children are not nice.

C) She does not like her teacher.

D) She does not know anyone.

from "Meg"

Why does Meg feel better?

A) She begins to like her teacher.

B) Kay is being nice to her.

C) She finds out where the paint is.

D) Kay tells her everything will be okay.

from "Meg"

What did Meg do last in the story?

A) ate lunch

B) painted pictures

C) sat alone

D) played at recess

1st Grade U5 L24 Week 3

MY 2020 COVID-19 TIME CAPSULE

BY: _____

1st Grade U5 L24 Week 3

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING

- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

PAGES BY LONG CREATIONS

1st Grade U5 L24 Week 3

♡ ♡ ALL ABOUT ME ♡ ♡

I AM

( ) YEARS OLD

I STAND

( ) INCHES TALL

I WEIGH

( ) POUNDS

SHOE SIZE

( )

── MY FAVOURITES ──

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

_____

WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

PAGES BY LONG CREATIONS

1st Grade U5 L24 Week 3

HOW I'M FEELING
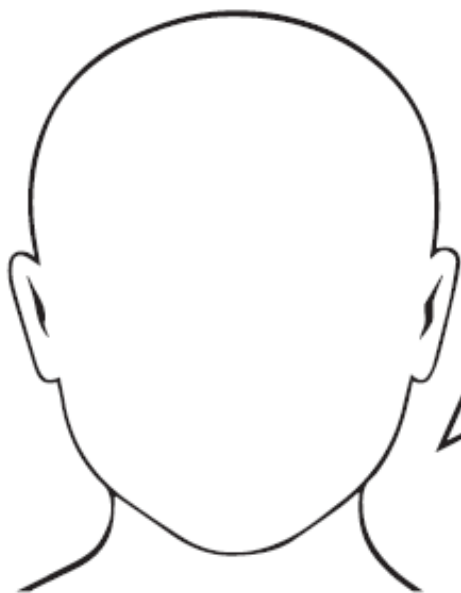
WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

☺ ☺ ☺ ☹ ☹

I AM MOST THANKFUL FOR

_____

_____

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

_____

_____

_____

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1 _____

_____

_____

2 _____

_____

_____

3 _____

_____

_____

1st Grade U5 L24 Week 3

MY COMMUNITY
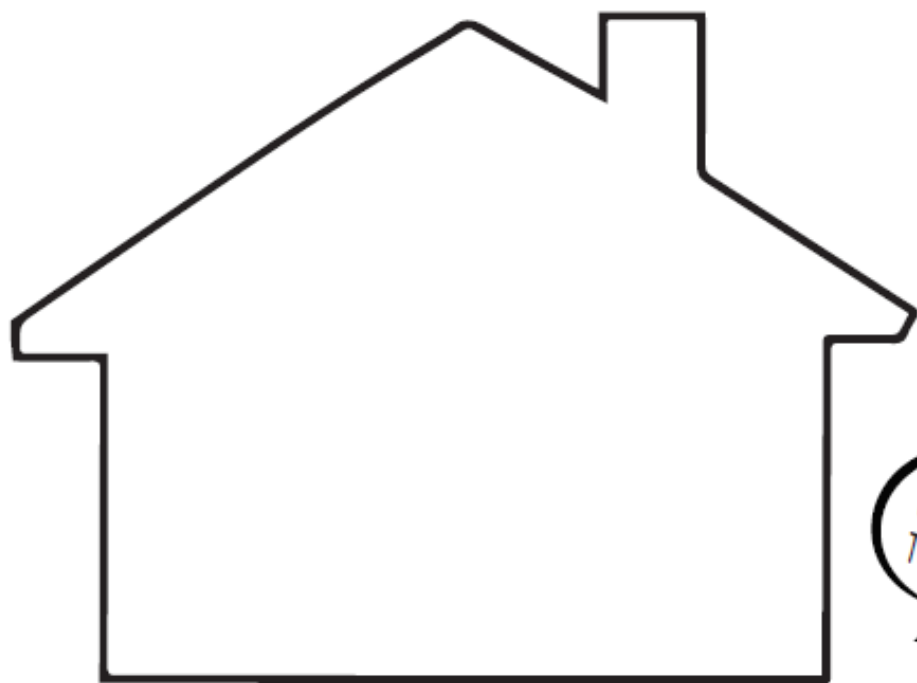
COLOUR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

_____

_____

_____

_____

HOW ARE YOU CONNECTING WITH OTHERS?

_____

1st Grade U5 L24 Week 3

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!

WHAT I AM DOING TO KEEP BUSY:

1st Grade U5 L24 Week 3

OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME (IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

1st Grade U5 L24 Week 3

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

1st Grade U5 L24 Week 3

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

1st Grade U5 L24 Week 3

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?
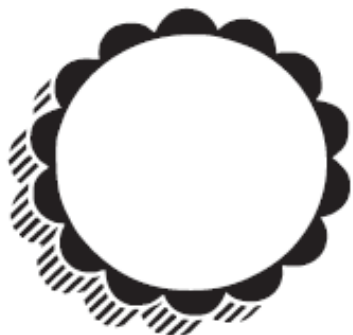
DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

PAGES BY LONG CREATIONS

1st Grade U5 L24 Week 3

LETTER FROM YOUR PARENTS

_____

DEAR, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOVE, _____

1ˢᵗ Grade

Week 3

Math

Vocabulary Reader

Critical Area Geometry

On the Move

written by Jennifer Earnshaw

Common Core

CRITICAL AREA Reasoning about attributes of, and composing and decomposing geometric shapes

621

The train car waits for the engine.
Name some shapes you see.

Social Studies

What will this train bring?

622

1st Grade U5 L24 Week 3

Monday

623

The big truck travels up the road.

Name some shapes you see.

What will this truck bring?

624

The ship loads at the dock.

Name some shapes you see.

What will this ship bring?

1st Grade U5 L24 Week 3

These trucks drive across town.

Name some shapes you see.

What will these trucks bring?

625

The airplane arrives at the airport.

Name some shapes you see.

What will this airplane bring?

626

Name _____

Write About the Story

Think of another kind of truck that takes goods from one place to another. Draw a picture. Use circles, squares, triangles, or rectangles in your drawing.

Vocabulary Review

circle   triangle

square   rectangle

truck

WRITE Math Write about your drawing.

_____

_____

_____

_____

Figure It Out

1. Draw an airplane.
   Use some triangles and
   circles in your drawing.
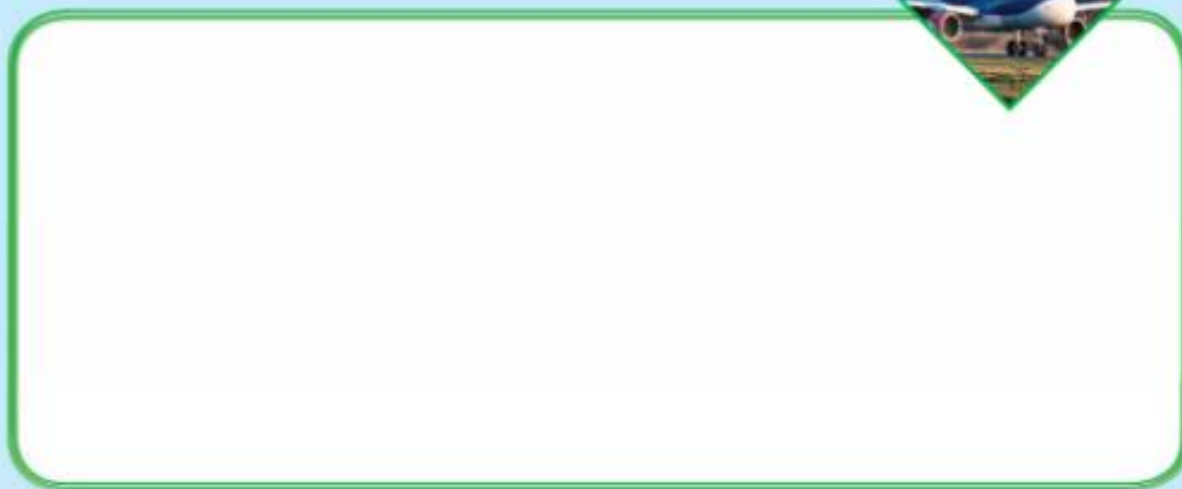
2. Draw a train.
   Use some rectangles and
   circles in your drawing.

MATH BOARD Choose two shapes to use to draw
a ship. Draw the ship.

628

Chapter II Vocabulary

bar graph gráfica de barras 4	**cone** cono 7
cube cubo 10	**curved surface** superficie curva 11
cylinder cilindro 12	**flat surface** superficie plana 20
rectangular prism prisma rectangular 46	**sphere** esfera 50
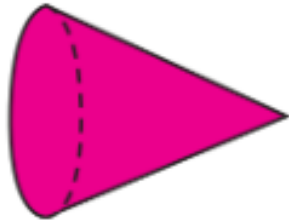
Flowers in the Garden

Kinds of Flowers								
daisies								
sunflowers								

Number of Flowers
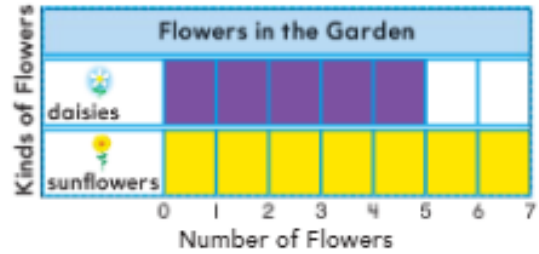
Some three-dimensional shapes have a **curved surface.**
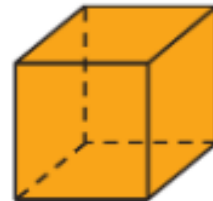
Some three-dimensional shapes have only **flat surfaces.**
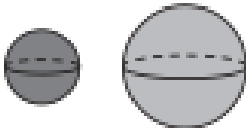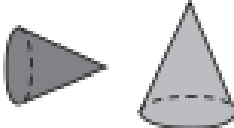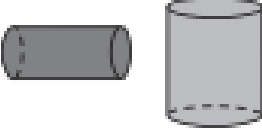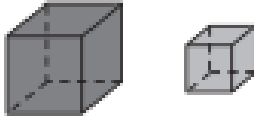
1st Grade U5 L24 Week 3

Tuesday

~~Name~~

Three-Dimensional Shapes

curved surface	curved and flat surfaces	
sphere	**cone**	**cylinder**

flat surfaces

rectangular prism   **cube**

Color to sort the shapes into three groups.

1. only **flat surfaces** (|||) RED (|||)>

2. only a **curved surface** (|||) BLUE (|||)>

3. both **curved** and **flat surfaces** (|||) YELLOW (|||)>

cone   cube   cylinder

sphere   rectangular prism

1st Grade U5 L24 Week 3

Formas Tridimensionales

superficie curva	superficies curvas y planas	
esfera	cono	cilindro

superficies planas

prisma rectangular   **cubo**

Color para ordenar las formas en tres grupos.

1. solo **superficies planas**   [RED]   rojo

2. solo una **superficie curva**   [BLUE]   azul

3. superficies **curvas y planas**   [YELLOW]   amarillo
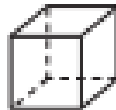
cono   cubo   cilindro

esfera   prisma rectangular

1st Grade U5 L24 Week 3

Tuesday

Name _____

Three-Dimensional Shapes

Essential Question How can you identify and describe three-dimensional shapes?

Common Core Geometry—1.G.A.1

MATHEMATICAL PRACTICES
MP4, MP6, MP8

Listen and Draw

Draw to sort the three-dimensional shapes.
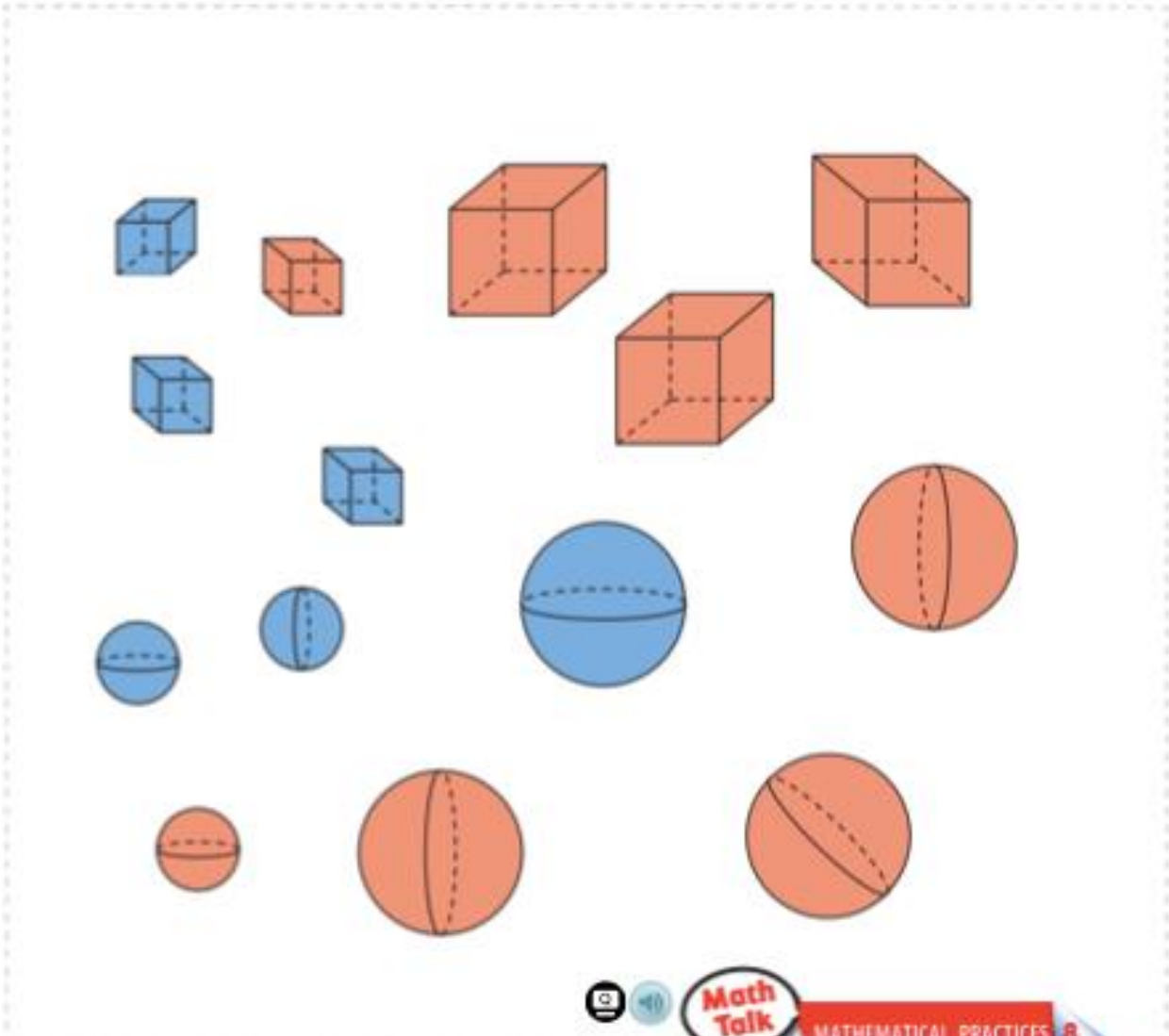
FOR THE TEACHER • Have children sort the three-dimensional shapes into two groups. Have them draw around each group to show how they sorted.

Math Talk MATHEMATICAL PRACTICES 8

Generalize Explain how you sorted the shapes.

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Chapter 11

six hundred thirty-three **633**

1st Grade U5 L24 Week 3

Model and Draw

These are three-dimensional shapes.

Why is a cube a special kind of rectangular prism?

sphere   cone   cylinder   rectangular prism   cube

Share and Show   MATH BOARD

Use three-dimensional shapes.
Sort the shapes into three groups.
Name and draw the shapes.

1. only flat surfaces

2. only a curved surface

3. both flat and curved surfaces

1st Grade U5 L24 Week 3

Name _____

On Your Own

MATHEMATICAL PRACTICE 🕐 **Use Models** Use three-dimensional shapes. Write the number of flat surfaces for each shape.

4. A rectangular prism has ___6___ flat surfaces.

5. A cube has _____ flat surfaces.

6. A cylinder has _____ flat surfaces.

7. A sphere has _____ flat surfaces.

> Exercises 4–7 can help you write the shape names.

GO DEEPER Write to name each shape.

8.

sphere

9.

10.

11.

12.

1st Grade U5 L24 Week 3

Problem Solving • Applications Real World   WRITE Math

Circle the objects that match the clues.

13. Kelly drew objects that have both flat and curved surfaces.

14. THINK SMARTER Sandy drew some rectangular prisms.

15. THINK SMARTER + Match each shape to the group where it belongs.

| Both flat and curved surfaces | Only flat surfaces | Only a curved surface |

TAKE HOME ACTIVITY • Ask your child to name real objects shaped like a sphere, a rectangular prism, and a cylinder.

636 six hundred thirty-six

Name _____

Three-Dimensional Shapes

Use three-dimensional shapes.
Write the number of flat surfaces
for each shape.

1. A cylinder has __ flat surfaces.

....

2. A rectangular prism has __ flat surfaces.

....

3. A cone has __ flat surface.

....

4. A cube has __ flat surfaces.

Problem Solving Real World

5. Circle the object that matches the clue.
   Mike finds an object that has only a curved surface.

6. WRITE Math Use pictures or
   words to describe a cone.

Chapter 11

1st Grade U5 L24 Week 3

Lesson Check (1.G.A.1)

1. Circle the shape that has both flat and curved surfaces.
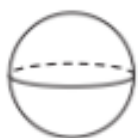
2. Circle the shape that has only a curved surface.
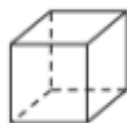
Spiral Review (1.OA.C.6, 1.NBT.A.1)

3. Count forward. Write the number that is missing.

$$109, 110, 111, \underline{\hspace{1cm}}, 113$$

4. What is the sum of 2 and 3? Write the number sentence.

$$\underline{\hspace{0.8cm}} \bigcirc \underline{\hspace{0.8cm}} = \underline{\hspace{0.8cm}}$$

FOR MORE PRACTICE
GO TO THE
Personal Math Trainer
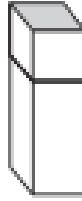
638 six hundred thirty-eight
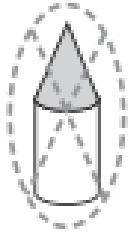
Combine
Three-Dimensional Shapes

Put shapes together to make a new shape.

and do not make this shape.
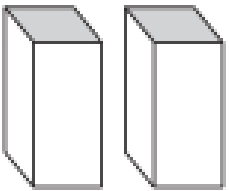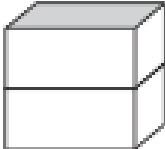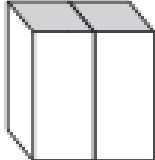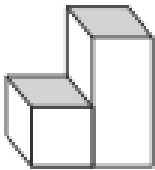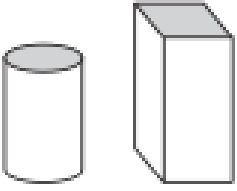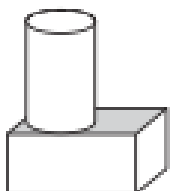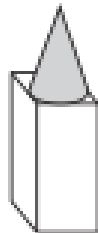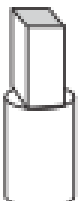
Use three-dimensional shapes.

Combine.	Which new shapes can you make? Circle them.
I.	
2.	

1st Grade U5 L24 Week 3

Combinar Formas Tridimensionales

Poner formas juntas para hacer una nueva forma.

y

no hacen esta forma.

Usa formas tridimensionales.

Combina.	¿Qué nuevas formas puedes hacer? Circulalos.
1.	
2.	

640

Model and Draw

You can put shapes together to make a new shape.
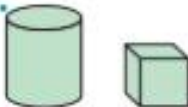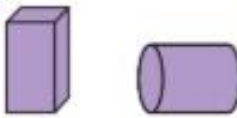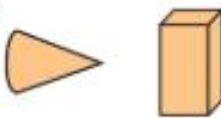
What other new shapes could you make?
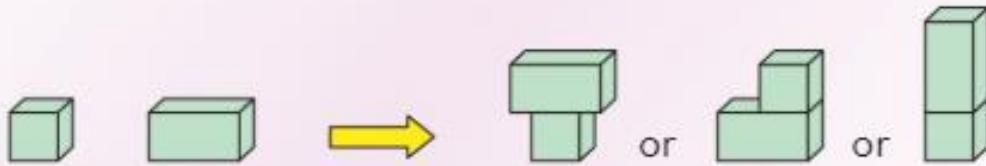
Share and Show MATH BOARD

Use three-dimensional shapes.

Combine.	Which new shape can you make? Circle it.
1.	
2.	
3.	

1st Grade U5 L24 Week 3

Name _____

On Your Own

MATHEMATICAL PRACTICE 6 **Attend to Precision**

Use three-dimensional shapes.

Combine.	Which new shape can you make? Circle it.
4.	
5.	
6.	
7.	
8. THINK SMARTER	

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Chapter 11 • Lesson 2

six hundred forty-one **641**

Problem Solving • Applications Real World   **WRITE ▸ Math**

GO DEEPER Circle the shapes you could use to model the ice cream cone.

9.

10. **THINK SMARTER** Circle the ways that make the same shape.
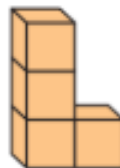
11. **THINK SMARTER** Combine ▢ and △.
Choose all the new shapes you can make.

○

○

○

○
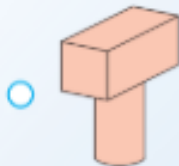
TAKE HOME ACTIVITY • Ask your child to show you two different new shapes he or she can make by combining a soup can and a cereal box.

Wednesday

Name _____

Combine Three-Dimensional Shapes

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

Use three-dimensional shapes.

Combine.

Which new shape can you make?
Circle it.

1.

2.

Problem Solving Real World
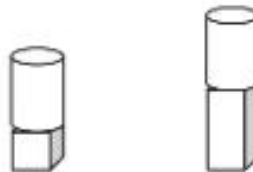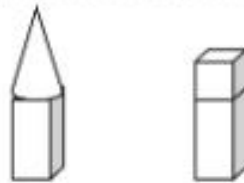
3. Circle the shapes you could use to model the bird feeder.

4. WRITE Math Combine two shapes to make a new shape. Describe how you put the shapes together.

_____

_____

_____

_____

Chapter 11

six hundred forty-three 643

1st Grade U5 L24 Week 3

Lesson Check (1.G.A.2)

1. Circle the shape that combines △ and ⬭.

Spiral Review (1.OA.A.1, 1.NBT.C.4)

2. Write the sum. Write how many tens.

$$40 + 20 = \underline{\quad}$$

_____ tens

3. Emi has 15 crayons.
She gives some crayons to Jo.
Now she has 9 crayons.
How many crayons did
Emi give to Jo?
Use the model to solve.

_____ crayons

FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

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1st Grade U5 L24 Week 3
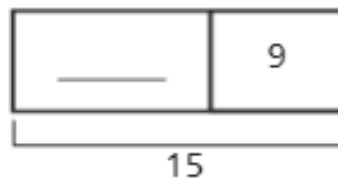
Friday

Read each question carefully.

1) What is the sum?

   17 + 70

   A) 177

   B) 87

   C) 78

   D) 24

2) Add.

A)

B)

C)

D)

Friday

3) Add.

```
  23
+  4
```

A) 26

B) 27

C) 28

D) 29

---

4) Add.

```
  12
+  6
```

A) 6

B) 16

C) 18

D) 72

Quiz AZ-1.NBT.C.4

5) Add.

```
  13
+  6
```

A) 5

B) 13

C) 15

D) 19

1st Grade U5 L24 Week 3

Quiz AZ-1.NBT.C.4 - Suma dentro de 100

Lee cada pregunta cuidadosamente.

1) ¿Cuál es la suma?

17 + 70

A) 177

B) 87

C) 78

D) 24

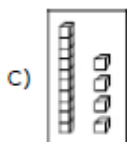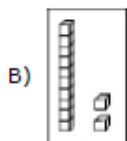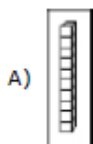**Quiz AZ-1.NBT.C.4 -** Suma dentro de 100

2) Suma.

A)

B)

C)

D)

3) Suma.

```
  23
+  4
```
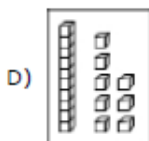
A) 26

B) 27

C) 28

D) 29

_____

4) Suma.

```
  12
+ 6
```

A) 6

B) 16

C) 18

D) 72

Quiz AZ-1.NBT.C.4

5) Suma.

```
  13
+ 6
```

A) 5

B) 13

C) 15

D) 19