

1st Grade

Week 5: April 27-May 1

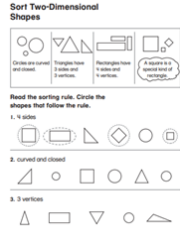
ELA and Math

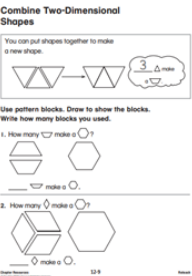
1st Grade

Week of 4/27/2020

Lesson Guidance to help students

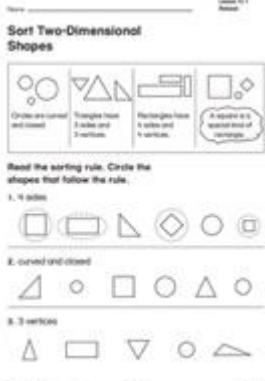
Here is an outline of each activity and how you can help students with completing the work! I plan on checking in with your student Tuesday's and Thursday's at their designated time but if you have any questions while you are working on the lessons please feel free to send me a message and I will get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

| | |
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| <p>4/27</p> <p>Monday</p> | <p><u>Reading:</u></p> <ul style="list-style-type: none">• Vocabulary: Read and define the words teacher, studied, surprised, and toward.• Read: "Bears"• Workbook pgs. 152, 154, 165 <p><u>Math:</u></p> <ul style="list-style-type: none">• First, show your student the page titled - "Sort Two-Dimensional Shapes"  <p>– . You will use this page to guide the lesson. Read the information in the top box, which will explain the characteristics for each shape.</p> <ul style="list-style-type: none">• Next, you will answer problems 1-3 by reading the sorting rule and circling the shapes that follow that rule or contain that characteristic.• Then, show your student page 672 and fill in the blanks in the top box that shows different shapes. The numbers you use to fill in the blank should tell how many sides or corners the shapes have.• Next, with your student answer numbers 1-4.• Continue onto pages 673-674 and have your student complete problems 5-14. Work through the problems together, discussing how they know the answer.• Last, your student will complete pages 675-676 independently. Please help them as needed. Go over their answers. |
| <p>4/28</p> <p>Tuesday</p> | <p><u>Reading:</u></p> <ul style="list-style-type: none">• Vocabulary: Read and define the words: bear, above, even, and pushed.• Read: "Hiding and Seeking"• Workbook pgs. 155, 161, and 162. <p><u>Math</u></p> <ul style="list-style-type: none">• First, show your student the page 677. You will use this page to guide the lesson. Brainstorm with your student as many two-dimensional shapes as you can (circle, triangle, square, oval, rectangle, rhombus, trapezoid, hexagon, octagon, pentagon, etc.) You can list them or draw the |

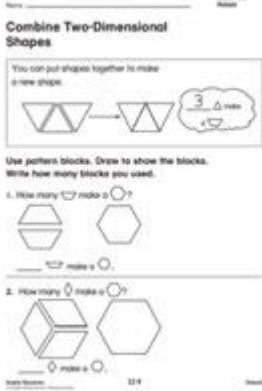
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|---|--|
| | <p>shapes on a separate sheet of paper. Then tell your student that you are going to sort those shapes based on the type of lines they have – curved or straight. Then you will draw those shapes again, under the correct side of the chart on page 677.</p> <ul style="list-style-type: none"> • Next, read page 678 and show your student the model at the top of the page that shows some shapes having straight sides and vertices (corners). Then, continue on to the bottom of the page and answer problems 1-5. You will read the shape to your student, draw the shapes the write how may straight sides and number of vertices (corners) the shapes have. • Next, show your student page 679-680 and with your student complete problems 6-17. Work through the problems together. Discuss how you know the answers. • Last, your student will complete pages 681-682 independently. Please help them as needed. Go over their answers. |
| <p>4/29 Wednesday</p> | <p>Reading:</p> <ul style="list-style-type: none"> • Read: "Speedy and Chase" • Workbook pgs. 158, 164, 166, and 167. |
| | <p>Math</p> <ul style="list-style-type: none"> • First, show your student page titled - "Combine Two-Dimensional Shapes"  <p>– . You will use this page to help guide the lesson. Read over the information in the top box that shows how you can put shapes together to make a new shape.</p> <ul style="list-style-type: none"> • Then, model for your student, how to figure out how many shapes would be needed to create the new shape. Do this by answering problems 1-2. • Next, show your student page 684. Review the information in the top box. Work through problems 1 and 2 at the bottom of the page, showing your student how to make the different shape out of the shape they show you. • Then, together with your student complete problems 3-8 on pages 685-686. • Last, your student will complete pages 687-688 independently. Please help them as needed. Go over their answers. |
| <p>4/30 Thursday</p> | <p>Reading and Math:</p> <ul style="list-style-type: none"> • 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". |
| <p>5/01 Friday</p> | <p>Reading 01ELA Practice 5</p> <ul style="list-style-type: none"> • Read the story, "Learn to Swim," and answer the questions. |
| | <p>Math</p> <ul style="list-style-type: none"> • Today your student will be assessed on previously learned skills. • You may read the directions to them, but have them answer the five questions independently. |

1er grado
Semana del 27/04/2020
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>4/27</p> <p>lunes</p> | <p><u>Lectura:</u></p> <ul style="list-style-type: none"> • Vocabulario: Leer y definir las palabras teacher(profesor), studied(estudiado), surprised(sorprendido) y towards(hacia). • Leer: "Bears." • Libro de ejercicios págs. 152, 154, 165 • Pág. 152 - Mira la imagen. Lea la palabra. Encierra en un círculo la palabra -ed o -ing que está escrita correctamente. • Pág.154 - Encierra en un círculo la palabra que cabe en la oración. • Pág. 165 - Encierra en un círculo el pronombre que puede tomar el lugar de la palabra o palabras subrayadas. * Escriba él, ella, ella, nosotros o ellos para que tengan lugar las palabras subrayadas. <p><u>Matemáticas:</u></p> <ul style="list-style-type: none"> • Primero, muéstrela a su estudiante la página titulada - "Sort Two-Dimensional Shapes (Ordenar formas bidimensionales)"  <p>Usarás esta página para guiar la lección. Lea la información en el cuadro superior, que explicará las características de cada forma.</p> <ul style="list-style-type: none"> • A continuación, responderá los problemas 1-3, leyendo la regla de clasificación y marcando las formas que siguen esa regla o que contienen esa característica. • Luego, muestre a su estudiante la página 672 y complete los espacios en blanco en el cuadro superior que muestra diferentes formas. Los números que usa para completar el espacio en blanco deben indicar cuántos lados o esquinas tienen las formas. • Luego, con su estudiante, conteste los números 1-4. • Continúe en las páginas 673-674 y haga que su estudiante complete los problemas 5-14. Trabajen juntos en los problemas y discutan cómo saben la respuesta. • Por último, su estudiante completará las páginas 675-676 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas. <p><u>Lectura:</u></p> |
|--|--|

| | |
|---|--|
| <p>4/28 martes</p> | <ul style="list-style-type: none"> • Vocabulario: lee y define las palabras: bear(oso), above(arriba) ever y pushed(empujado). • Leer: "Hiding and Seeking" • Libro de ejercicios págs. 155, 161 y 162. • Pág. 155 - Escribe las palabras de ortografía que terminan en -ing y -ed. Escribe las palabras de ortografía que se encuentran en las palabras base. • Pág. 161 - Agregue -ed o -ing a cada palabra base. Luego escriba la nueva ortografía en la línea. • Pág. 162 - escribe cada oración como una exclamación. Comienza y termina las oraciones correctamente. <p><u>Matemáticas:</u></p> <ul style="list-style-type: none"> • Primero, muéstrole a su estudiante la página 677. Utilizará esta página para guiar la lección. Su estudiante y usted van a discutir sobre todas las formas bidimensionales que puedan (círculo, triángulo, cuadrado, óvalo, rectángulo, rombo, trapecio, hexágono, octágono, pentágono, etc.) Puede enumerarlas o dibujar las formas en una hoja separada de papel. Luego díglele a su estudiante que va a ordenar esas formas según el tipo de líneas que tengan: curvas o rectas. Luego volverá a dibujar esas formas, debajo del lado correcto del gráfico en la página 677. • Luego, lea la página 678 y muestre a su estudiante el modelo en la parte superior de la página que muestra algunas formas que tienen lados rectos y vértices (esquinas). Luego, continúe hasta el final de la página y responda los problemas 1-5. Le leerá la forma a su estudiante, dibujará las formas y escribirá la cantidad de lados rectos y la cantidad de vértices (esquinas) que tienen las formas. • Luego, muestre a su estudiante la página 679-680 y con su estudiante complete los problemas 6-17. Trabajen juntos en los problemas. Discuta cómo sabe las respuestas. • Por último, su estudiante completará las páginas 681-682 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas. |
| <p>4/29 miércoles</p> | <p><u>Lectura:</u></p> <ul style="list-style-type: none"> • Leer: "Speedy and Chase" • Workbook pgs. 158, 164, 166 y 167. • Pág. 158 - Encierra en un círculo la palabra que coincide con la imagen. Escribe la palabra. • Pág. 164 - Escribe la palabra de ortografía para completar cada oración. • Pág. 166 - Revisa cada oración. Hazlo una exclamación. ** Una exclamación es una oración que muestra sentimientos fuertes, termina con un punto de explicación. • Pág. 167 - Lee las palabras. Encierra en un círculo la palabra que no pertenece. <p><u>Matemáticas:</u></p> <ul style="list-style-type: none"> • Primero, muestre su página de estudiante titulada - "Combine Two-Dimensional Shapes (Combinar formas bidimensionales)" |

| | |
|---------------------------------------|---|
| |  <p>Utilizará esta página para ayudar a guiar la lección. Lea la información en el cuadro superior que muestra cómo puede juntar formas para crear una nueva forma.</p> <ul style="list-style-type: none"> • Luego, modele para su estudiante, cómo calcular cuántas formas se necesitarían para crear la nueva forma. Haga esto respondiendo los problemas 1-2. • Luego, muestre a su estudiante la página 684. Revise la información en el cuadro superior. Trabaja en los problemas 1 y 2 en la parte inferior de la página, mostrándole a tu estudiante cómo hacer que la forma diferente de la forma que te muestran. • Luego, junto con su estudiante, resuelva los problemas 3-8 en las páginas 685-686. • Por último, su estudiante completará las páginas 687-688 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas. |
| <p>4/30 jueves</p> | <p><u>Lectura y Matemáticas:</u></p> <ul style="list-style-type: none"> • 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. |
| <p>5/01 viernes</p> | <p><u>Lectura:</u> 01ELA Practice 5</p> <ul style="list-style-type: none"> • Lea el cuento "Learn to swim," y contesta las preguntas. <p><u>Matemáticas:</u></p> <ul style="list-style-type: none"> • Hoy su estudiante será evaluado en habilidades previamente aprendidas. • Puede leer las instrucciones para ellos, pero que respondan las cinco preguntas de forma independiente. |

1st Grade

Week 5: April 27-May 1

Monday/lunes

teacher

The art **teacher** shows how to use a brush.



Read Together 181A

teacher

What Does It Mean?

A teacher is someone who shows other people how to do something.

How Do I Use It?

Ms. Carter is my **teacher** this year. Who was your **teacher** for kindergarten?

Talk It Over.

Think about things that your **teacher** would ask you to do. Look at the list. Decide *yes* or *no*. Talk about your answers with a partner.

| Would your teacher ask you to . . . | Yes or No? |
|-------------------------------------|------------|
| touch the ceiling? | |
| read a book? | |
| write a sentence? | |
| make a pie? | |

2

studied

She **studied** the flower before she drew it.



Read Together 182B

studied

What Does It Mean?

A person who **studied** something looked at it carefully.

Spanish cognate: estudiar

How Do I Use It?

Lucy **studied** all of the chocolates in the box before choosing one. Have you ever **studied** the clouds in the sky?

Talk It Over.

Answer this question with a partner. See whether your answers are the same.

- What is something you have **studied** in the school library?

3 surprised

He was surprised to see such a big statue.



Read Together 183A

surprised

What Does It Mean?

A person who is surprised did not expect something to happen.

Spanish cognate: sorprender

How Do I Use It?

I was surprised to see Emily at the party. Do you like to feel surprised?

Talk It Over.

Answer this question aloud with a partner. See whether your answers are the same.

- Would you be surprised if your whole family showed up at school? Why or why not?

4

toward

He walked slowly toward the art table.



Read Together 184B

toward

What Does It Mean?

Going toward something means going closer to it.

How Do I Use It?

Billy walked toward the ocean. When have you run toward something?

Talk It Over.

Think about these questions. Talk about your answers with a partner.

| Would you go toward . . . | Yes or No? |
|---------------------------|------------|
| a fire? | |
| a friendly dog? | |
| a loud noise? | |
| your friend? | |



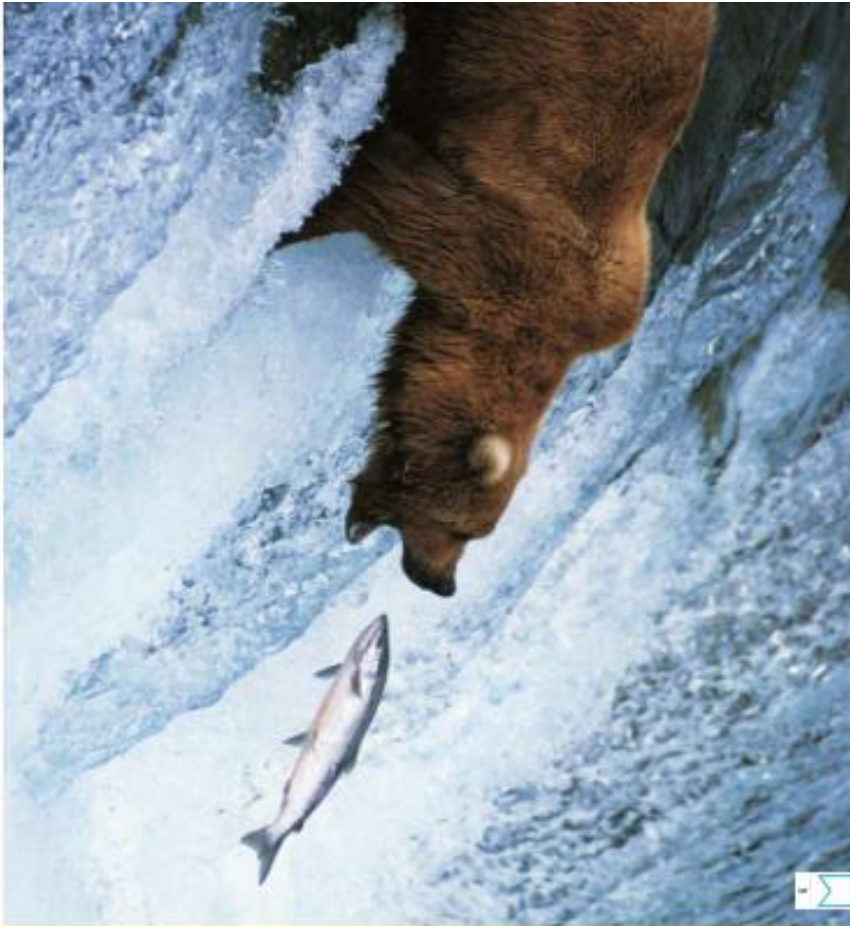
What things do bears like? Just
look and see!

3



Bears like eating. This black bear
is sitting up in a tree. It is getting
nuts. It grabbed them and ate them.
It likes eating nuts!

4



Bears like fishing. Fishing is best when streams are filled with fish. Fast swimming fish race past this bear. They are racing up stream.

5



Bears like swimming. It is a thrill to see this big, white bear swimming in the sea! It is bobbing up and down in the waves like floating ice. It swims toward the ice.

6



This bear has an itch. He likes scratching. He is rubbing his back on that tree. He looks as if he is grinning. He must have found just the spot to scratch.

7



This bear likes napping. It can sleep well even during the day. It will wake up and go trotting off to look for food. It will eat and nap again. This bear likes napping a lot.

8

Name _____

Adding *-ed*, *-ing*



Look at the picture. Read the word.
Circle the *-ed* or *-ing* word that is spelled correctly.

1.



hop

hoping

hopeing

hopping

2.



bat

batted

bated

bateed

3.



skate

skating

skatting

skateing

4.



bike

bikked

biked

bikeed

5.



hug

huging

hugging

hugiing

6.



wave

waved

waveed

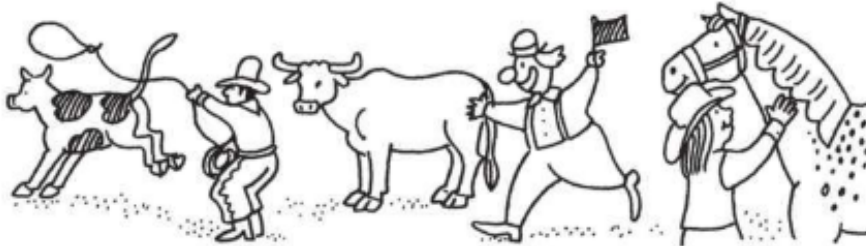
wavvd

Name _____

Adding -ed, -ing

The Dot
Phonics: Adding -ed, -ing

 Circle the word that fits in the sentence.



1. The cowboy _____ a cow.

roped roped

2. A clown was _____ a red flag.

waveing waving

3. The bull _____ running.

stoped stopped

4. Kate _____ Silver.

peted petted

Name _____

Spiral Review



Circle the pronoun that can take the place of the underlined word or words.

1. Jack and Fred want to paint.

We They He

2. Roy drew a picture of a puppy.

It He She

3. The picture is very big.

We It He



Write **He**, **She**, **It**, **We**, or **They** to take the place of the underlined word or words.

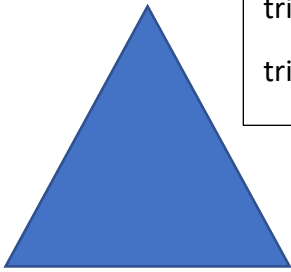
4. Jenny went to the art store.

5. Rob and Liz were there.

6. The store is a fun place.

Here are shapes for your reference. Please feel free to cut them out and trace to make more as you need throughout this week's lessons.

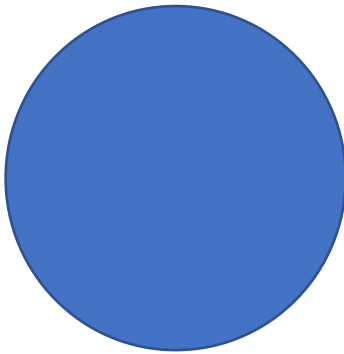
Aquí hay figuras para su referencia. Siéntase en libertad de cortarlos y calcarlos para hacer más a medida que necesite durante las lecciones de esta semana.



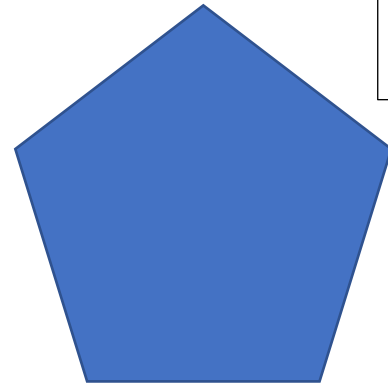
triangle
triángulo



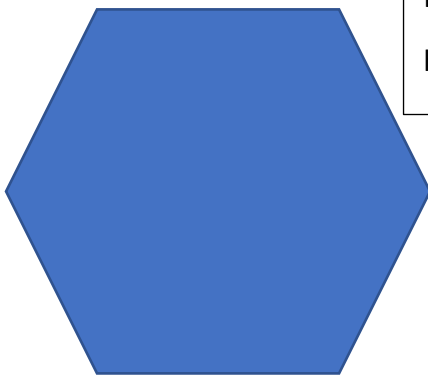
Rectangle
rectángulo



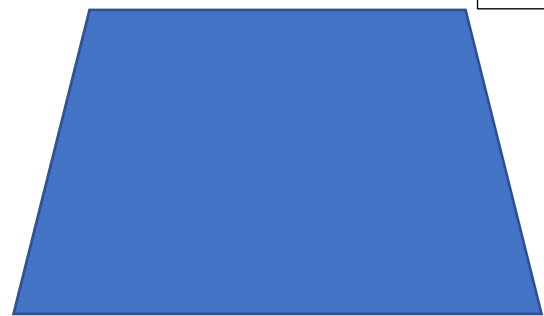
Circle
circulo



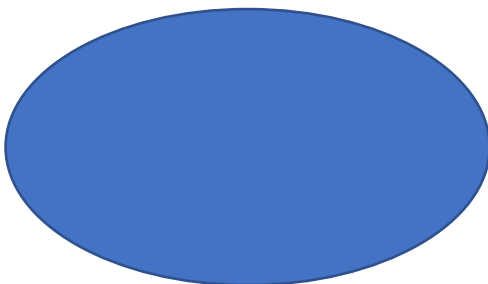
pentagon
pentágono



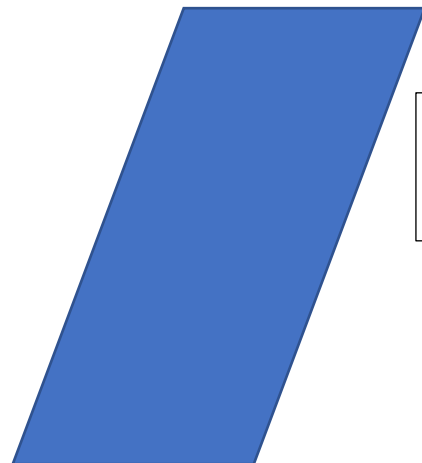
Hexagon
hexágono



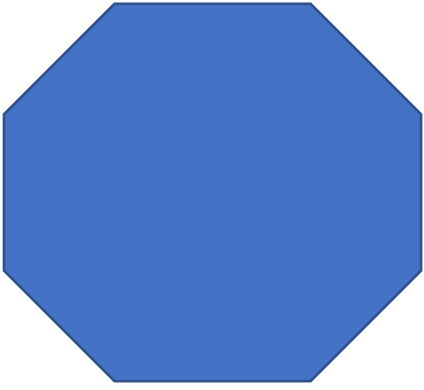
Trapezoid
trapezoide



Oval
Ovaló


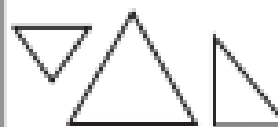
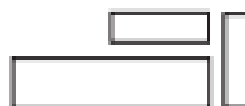
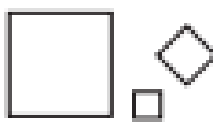


Rhombus
romboide



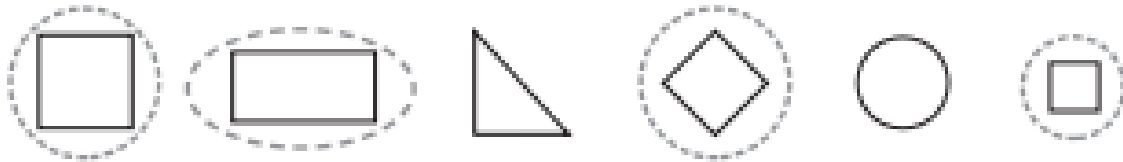
Octagon
octágono

Sort Two-Dimensional Shapes

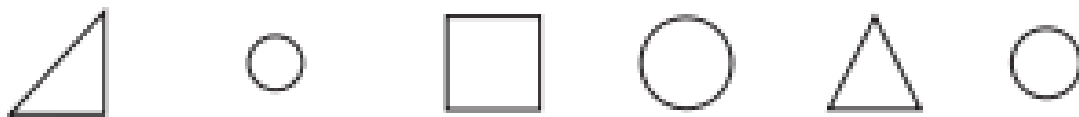
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|---|---|---|---|
|  <p>Circles are curved and closed.</p> |  <p>Triangles have 3 sides and 3 vertices.</p> |  <p>Rectangles have 4 sides and 4 vertices.</p> |  <p>A square is a special kind of rectangle.</p> |
|---|---|---|---|

Read the sorting rule. Circle the shapes that follow the rule.

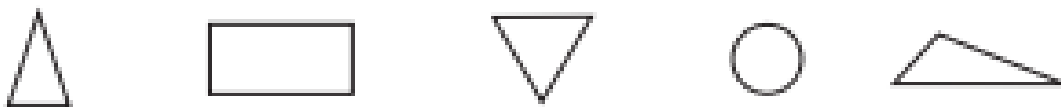
1. 4 sides




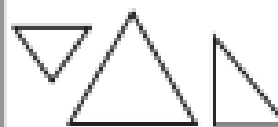
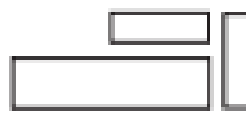
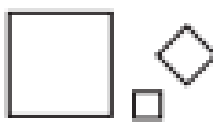
2. curved and closed



3. 3 vertices

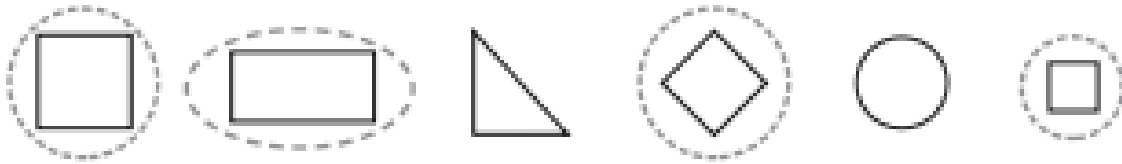


Escojer las Figuras con Segunda Dimension

| | | | |
|--|---|---|---|
|  <p>Los círculos son curvos y cerrados.</p> |  <p>Los triángulos tienen 3 lados y 3 vértices (esquinas).</p> |  <p>Los rectángulos tienen 4 lados y 4 vértices (esquinas).</p> |  <p>Un cuadrado es un tipo especial de rectángulo.</p> |
|--|---|---|---|

Lee la regla de clasificación. Circula las figuras que correspondan.

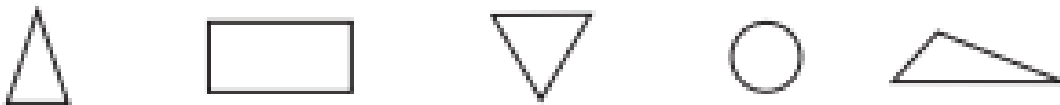
1. Figuras con 4 lados



2. Figuras curvas y cerrados



3. Figuras con 3 vértices (esquinas).



Model and Draw

Here are some ways to sort two-dimensional shapes.

A **square** is a special kind of rectangle.

curved and closed shapes



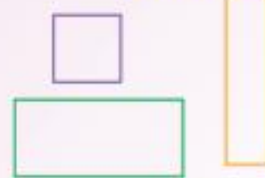
circles

with _____ **sides**



triangles

closed shapes with _____ **vertices**



rectangles

Share and Show

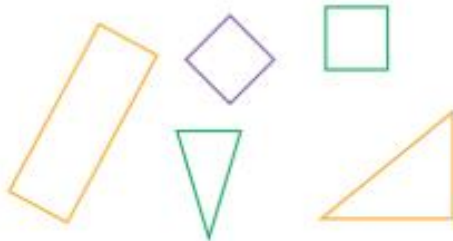


Read the sorting rule. Circle the shapes that follow the rule.

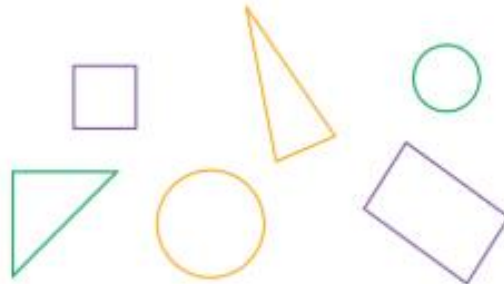
THINK

Vertices (corners) are where the sides meet.

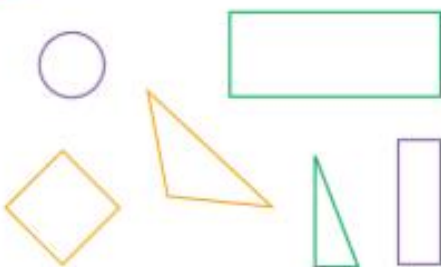
1. 4 vertices (corners)



2. **not** curved



3. only 3 sides



4. more than 3 sides



672 six hundred seventy-two

Name _____



On Your Own



MATHEMATICAL PRACTICE 6

Use Math Vocabulary

Circle the shapes that follow the rule.



REMEMBER
Read the sorting rule first.



5. curved



6. only 3 vertices (corners)



7. 4 sides

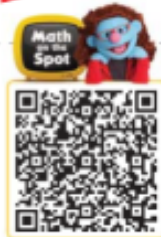


8. 4 sides are the same length



THINK SMARTER

Draw 2 different two-dimensional shapes that follow both parts of the sorting rule.



9. 3 sides and 3 vertices (corners)



10. 2 sides are long and 2 sides are short



Problem Solving • Applications

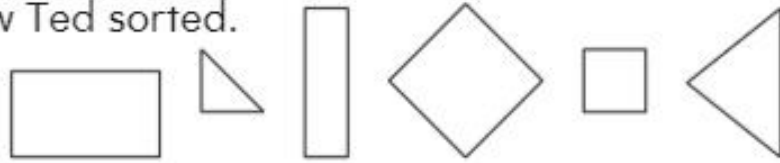


WRITE

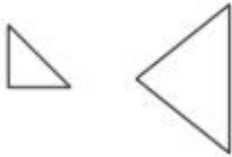
Math



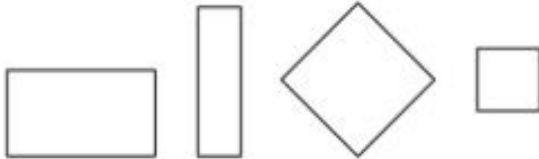
Ted sorted these shapes three different ways. Write sorting rules to tell how Ted sorted.



11.

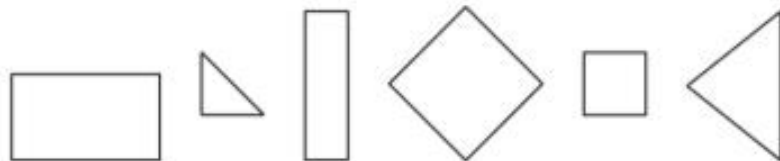


12.



13.

THINK SMARTER





14.

THINK SMARTER

Which shapes have more than 3 sides? Choose all that apply.



TAKE HOME ACTIVITY • Gather some household objects such as photos, buttons, and napkins. Ask your child to sort them by shape.

Name _____

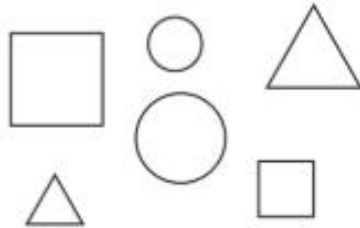
Sort Two-Dimensional Shapes



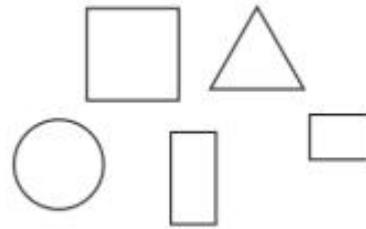
COMMON CORE STANDARD—1.G.A.1
Reason with shapes and their attributes.

1. Read the sorting rule. Circle the shapes that follow the rule.

1. not curved



2. 4 vertices



Problem Solving *Real World*

3. Katie sorted these shapes.
Write a sorting rule
to tell how Katie sorted.



4. **WRITE** *Math* Explain how you would name a sorting rule for 1 square, 1 rectangle, and 1 triangle.



Lesson Check (1.G.A.1)

1. Circle the shape that would **not** be sorted into this group.



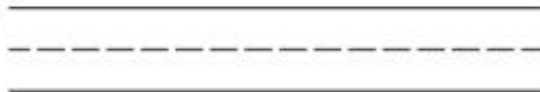
2. Circle the shape that has fewer than 4 sides.



Spiral Review (1.MD.A.1)

Solve. Draw or write to explain.

3. Clue 1: A black line is shorter than a white line.
 Clue 2: The white line is shorter than a gray line.
 Is the black line longer or shorter than the gray line? _____



1st Grade

Week 5: April 27-May 1

Tuesday/martes

5

bear

The picture of the bear looks very real.



Read Together 1858

bear

What Does It Mean?

A bear is a large animal with a shaggy coat, a very short tail, and sharp claws.

How Do I Use It?

We saw a bear at the zoo. Which kind of bear is your favorite? Why?

Talk It Over.

Point to the words that have to do with a bear. Talk your answers over with a partner.

cave

furry

square

tiny

Bear

fins

shiny

brown

claws

6

above

These shapes hang high above the floor.



Read Together 1868

above

What Does It Mean?

Above means over.

How Do I Use It?

There is a row of pictures above the fireplace. What is above your bed?

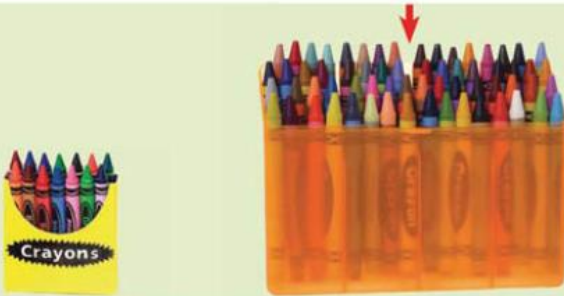
Talk It Over.

Answer this question with a partner. See if your answers are the same.

- What might you find in a tree above you?

even

This box has **even** more crayons in it.



Read Together 187B

even

What Does It Mean?

Even is a word that you use to show that something is surprising.

How Do I Use It?

At the shoe store, we saw all kinds of sneakers, **even** striped ones! Tonight we saw **even** more stars than we saw last night.

Talk It Over.

Decide where the word **even** makes sense in these sentences. Compare your answers with those of a partner.

We saw many cats and _____ tiny kittens.
 I would like to _____ after school.
 Next week Henry will _____ more books.
 She is _____ taller than my sister.

pushed

He **pushed** the clay into new shapes.



Read Together 188B

pushed

What Does It Mean?

Pushed means to have moved something forward or away from you.

How Do I Use It?

We **pushed** the couch back to get the toy under it. Have you ever **pushed** a shopping cart?

Talk It Over.

What things can be **pushed** up a hill? Look at the chart below and say *yes* or *no*. Talk about your answers with a partner.

| Can these be pushed up a hill? | Yes or No? |
|--------------------------------|------------|
| a sheet of paper | |
| a stroller | |
| a rug | |
| a bicycle | |

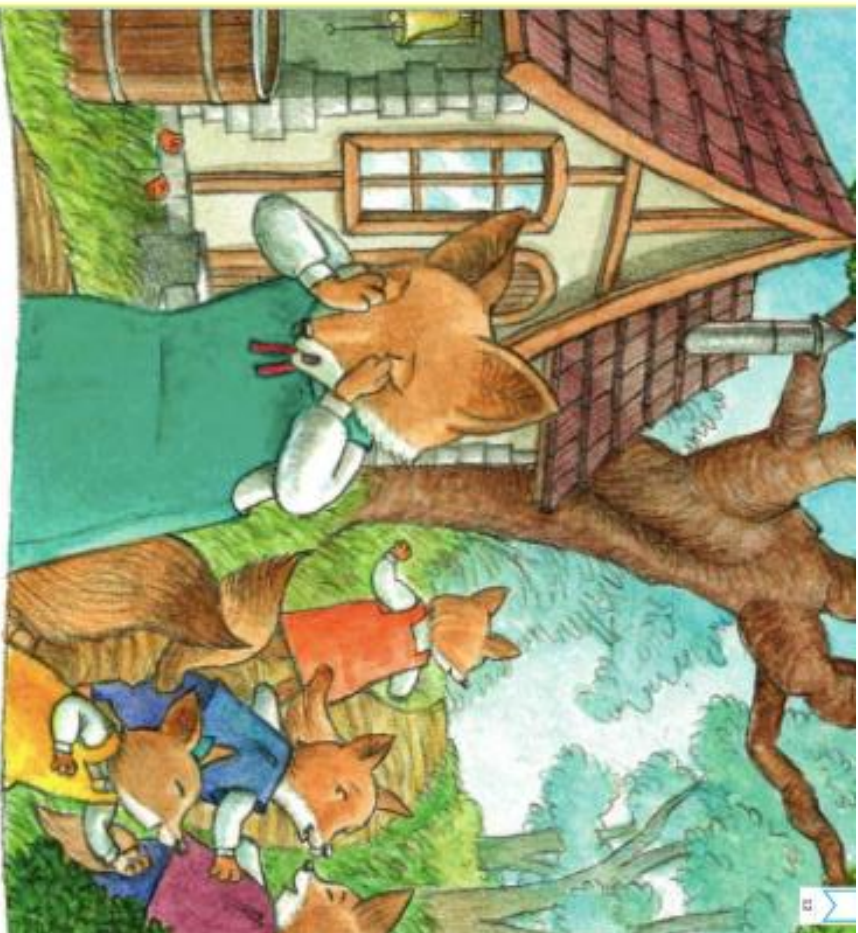
Hiding and Seeking

by Lance Langley
illustrated by Dominic Catalano



The kits liked their first grade teacher, Miss Fox. Miss Fox liked them, and she liked playing games. She was fun!

11



At playtime, the kits begged for a game of Hide and Seek. Miss Fox was IT. Miss Fox counted to ten. Her class hid while she counted.

12



Red was hiding in a good place, but he did not sit still. He wagged his tail. Miss Fox spotted Red. She tagged him. Red was out.

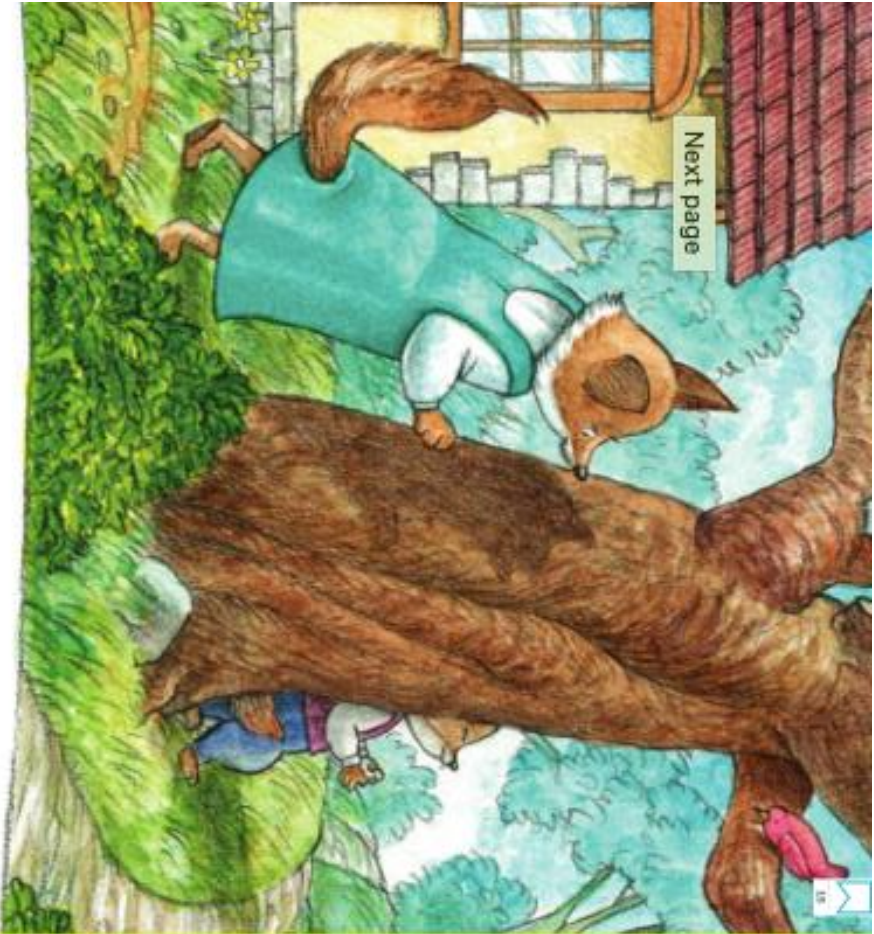
13



Meg was hiding in this very good place, but her ears jutted out. Miss Fox spotted Meg. She tagged her. Meg was out.

14





Blaze was hiding in a good place,
but he clapped and hummed. Miss
Fox spotted Blaze. She tagged him.
Blaze was out.

15



Jill was hiding in a good place.
She hid in a tree above Miss Fox.
Miss Fox looked and looked but she
didn't see Jill. Jill smiled.

16



Miss Fox hunted up and down for
Jill. Jill had fun fooling Miss Fox.
Jill's laughs made Jill's tree shake.
Miss Fox saw it shaking.

17



Miss Fox spotted Jill at last! Miss
Fox tagged her. Jill was out. Jill
was good at hiding, but Miss Fox was
great at seeking!


18

Spelling Words Ending in *-ed, -ing*


The Dot
Spelling: Words Ending in
-ed, -ing

Spelling Words

mix
mixed
hop
hopped
hope
hoping
run
running
use
used

 Write the Spelling Words that end in *-ing*.

1. _____ 2. _____

 Write the Spelling Words that end in *-ed*.

3. _____ 4. _____

5. _____

 Write the Spelling Words that are base words.

6. _____ 7. _____

8. _____ 9. _____

10. _____

Name _____



Spelling Words Ending in -ed, -ing

The Dot
Spelling: Words Ending in
-ed, -ing

Spelling Words

- mix
- mixed
- hop
- hopped
- hope
- hoping
- run
- running
- use
- used



Add -ed to each base word. Then write the new Spelling Word on the line.

1. mix

2. hop

3. use



Add -ing to each base word. Then write the new Spelling Word on the line.

4. hope

5. run

Name _____

Writing Exclamations

The Dot
Grammar: Exclamations



Write each sentence as an exclamation.

Begin and end the sentences correctly.

1. those paints are pretty

2. i love these new pencils

3. this painting got a prize

4. there is too much paper

5. we can't wait to draw

Name _____

Describe Two-Dimensional Shapes

Essential Question What attributes can you use to describe two-dimensional shapes?



Common Core Geometry—1.G.A.1

MATHEMATICAL PRACTICES
MP6, MP7, MP8

Listen and Draw



Use two-dimensional shapes. Sort them into two groups. Draw to show your work.

| curved | straight |
|---|--|
|  |  |

Math Talk **MATHEMATICAL PRACTICES 7**

Look for Structure How did you sort the shapes into two groups? Name the shapes in each group.

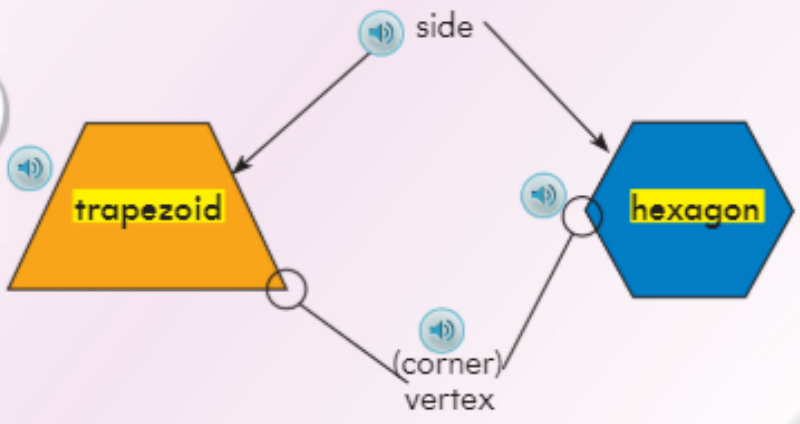
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FOR THE TEACHER • Have children sort two-dimensional shapes into groups that are curved and straight. Have them draw the shapes to show how they sorted.

Model and Draw

Some shapes have straight sides and vertices (corners).



Share and Show

Use two-dimensional shapes.
Draw and write to complete the chart.

| Shape | Draw the shape. | Number of Straight Sides | Number of Vertices (Corners) |
|--------------|-----------------|--------------------------|------------------------------|
| 1. hexagon | | | |
| 2. rectangle | | | |
| 3. square | | | |
| 4. trapezoid | | | |
| 5. triangle | | | |

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678 six hundred seventy-eight

Name _____



On Your Own



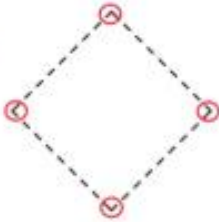
Use to trace each straight side.

Use to circle each vertex (corner).

Write the number of sides and vertices (corners).



6.



___ sides
___ vertices



7.



___ sides
___ vertices



8.



___ sides
___ vertices



9.



___ sides
___ vertices



10.



___ sides
___ vertices



11.



___ sides
___ vertices



THINK SMARTER

Draw a picture to solve.



12. I am a shape with 3 straight sides and 3 vertices.



13. I am a shape with 4 straight sides that are the same length and 4 vertices.



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Problem Solving • Applications



Math

MATHEMATICAL PRACTICE 6 Use Math Vocabulary



Draw shapes to match the clues.



14. Jake draws a shape that has fewer than 5 sides. It has 3 vertices.



15. Meg draws a shape with 4 sides. She labels it as a trapezoid.



16. **GO DEEPER** Ben draws two different shapes. They each have only 4 vertices.



17. **THINK SMARTER** Circle the number that makes the sentence true.

A  has

| |
|---|
| 2 |
| 3 |
| 4 |

 vertices (corners).



TAKE HOME ACTIVITY • Have your child draw a square, a trapezoid, and a triangle. For each shape, have him or her show you the sides and vertices and tell how many of each.


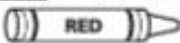
680 six hundred eighty


Name _____

Describe Two-Dimensional Shapes





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

Use  to trace each straight side. Use  to circle each vertex. Write the number of sides and vertices.

1.  _____ sides
_____ vertices

2.  _____ sides
_____ vertices

3.  _____ sides
_____ vertices


4.  _____ sides
_____ vertices

Problem Solving 

Draw a shape to match the clues.

5. Ying draws a shape with 4 sides. She labels it as a rectangle.

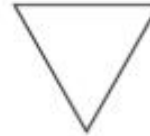
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6.  **Math** Use pictures and words to show the attributes of a hexagon.



Lesson Check (1.G.A.1)

1. How many vertices does a triangle have?



_____ vertices



2. How many vertices does a  have?

_____ vertices



Spiral Review (1.OA.C.5, 1.MD.A.2)



3. Circle the greater addend.
Count on to find the sum.

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$



4. Corey measures a crayon box with his paper clip ruler. About how long is the box?

about _____ 



1st Grade

Week 5: April 27-May 1

Wednesday/miercoles

Speedy and Chase

by Christopher K. Lyne
illustrated by Rick Stromoski



It was sunny but not too hot. It was a good day for a race. Goats, pigs, and cows lined up in the field. They would get a good look.

27



Chase looked at Speedy. Chase studied him. Speedy hopped in place. Chase hoped he could keep up with Speedy. Was Speedy as speedy as he looked?

28



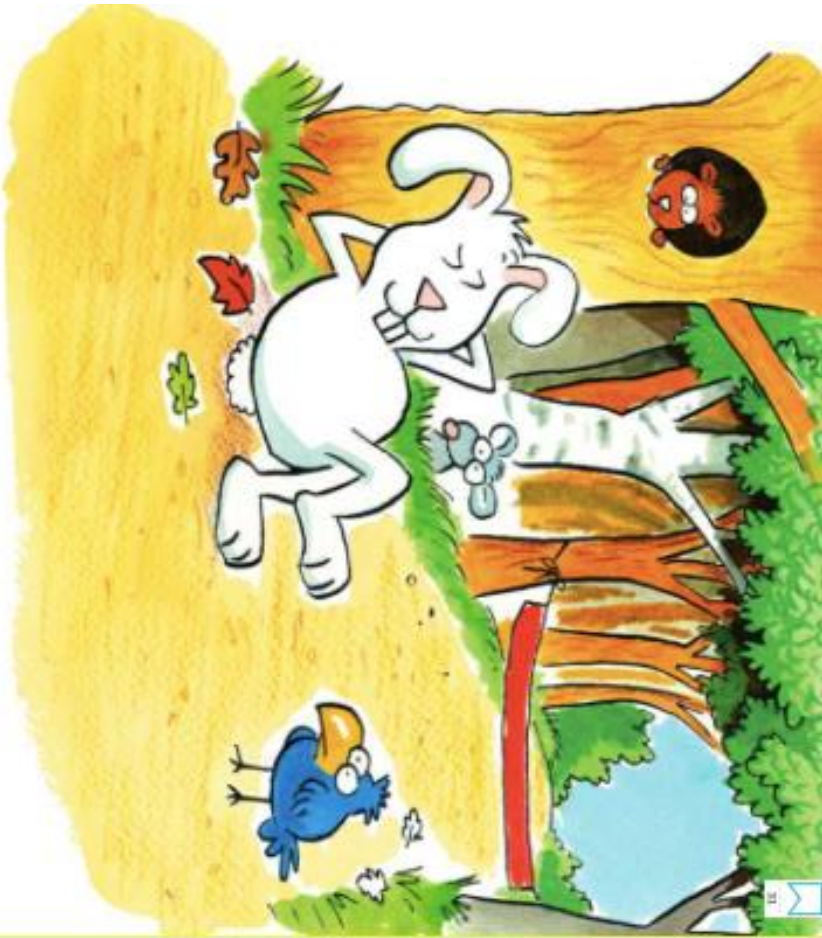
29

"I plan on winning this race!"
shouted Speedy.
"You seem fast," said Chase.
"Yes!" Speedy grinned. "Fast
and planning on winning. It will be
easy!"



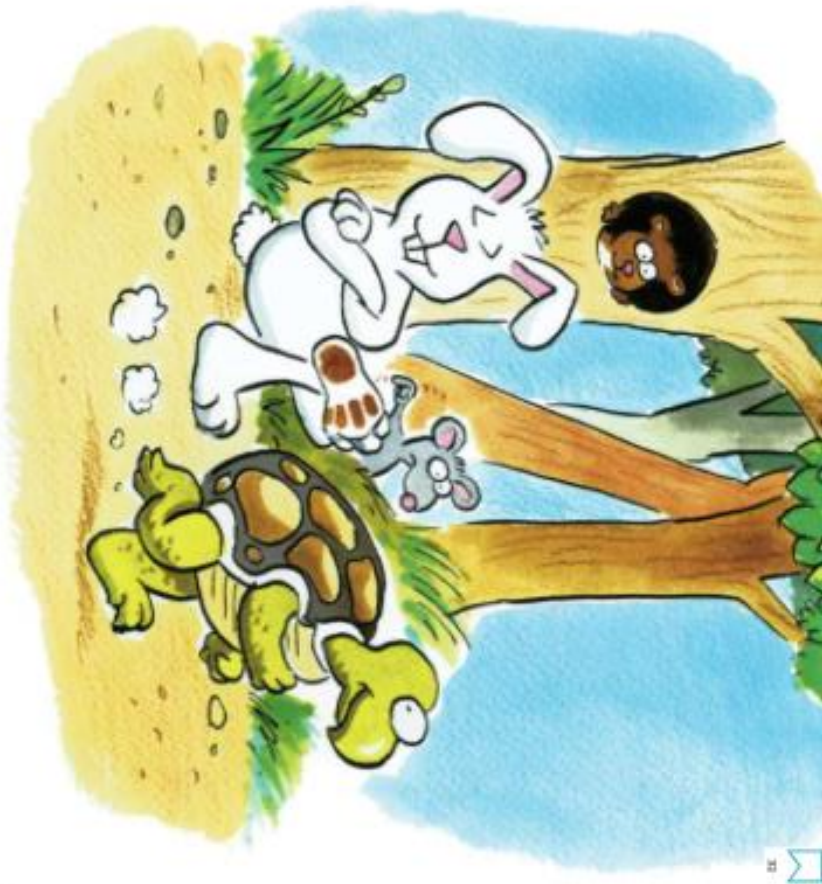
30

"Get ready. Go!" yelled Sheep.
Speedy zoomed past clapping
fans. Speedy really was speedy!
Chase jogged past them at his own
slow pace.



Speedy took the lead. "Chase can't catch up, " Speedy bragged. "I feel a bit sleepy. I will win even if I take a nap!"

He flopped down and napped.



Speedy was still napping when Chase jogged by. He was running at his own slow pace. He was smiling, too.



33

Chase pushed on toward the finish line. Chase didn't give up. He kept on going. Fans clapped and yelled. Speedy woke up surprised!

33



34

Speedy had planned on winning, but Chase was first. Chase was the winner!

34

Name _____

Words with Long e Spelling Patterns y, ie

The Dot
Phonics: Long e Spelling Patterns
y, ie



Circle the word that matches the picture. Write the word.

1.



bus bunny

2.



park party

3.



baby babies

4.



chief cheese

5.



sunny seed

6.



when windy

Name _____

Words with Endings *-ed* and *-ing*

The Dot
Spelling: Words with *-ed* and *-ing*



Write the Spelling Word to complete each sentence.

- _____
-
1. The bunny _____ away.
(hop, hopped)

2. I _____ I will win the race.
(hope, hoping)

3. He is _____ very fast.
(run, running)

4. Kim _____ all the glue in her art project.
(use, used)

5. I _____ the eggs and the butter.
(mix, mixed)



Name _____

Grammar in Writing

The Dot
Grammar: Exclamations

An **exclamation** is a sentence that shows strong feeling. It ends with an exclamation point (!).

Example: Meg is an artist.

Revised: Meg is the best artist I know!



Revise each sentence. Make it an exclamation.

1. I like blue.

2. Mandy drew a picture.

3. Karl likes to paint.

4. Your pictures are nice.

Adding -er, -est (change y to i)

What Can You Do?

 Phonics: Adding -er, -est
(change y to i)


Read the words. Circle the word that does not belong.

1.

fancy

fancier

fanciest

find

2.

happy

happier

hand

happiest

3.

silly

sillier

silliest

still

4.

funny

far

funnier

funniest

5.

jolly

jollier

jolliest

joke

6.

messy

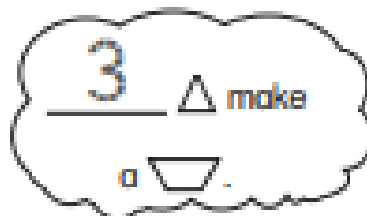
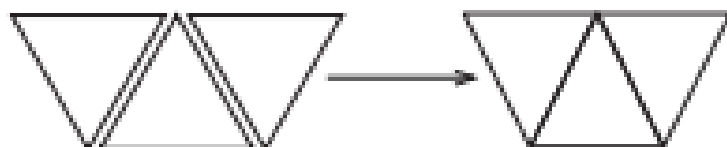
miss

messier

messiest

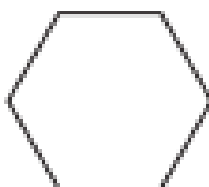
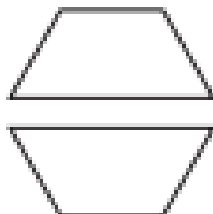
Combine Two-Dimensional Shapes

You can put shapes together to make a new shape.



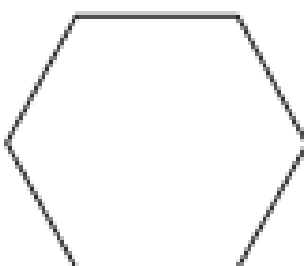
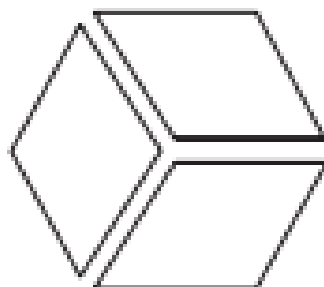
Use pattern blocks. Draw to show the blocks.
Write how many blocks you used.



1. How many  make a  ?



_____  make a .

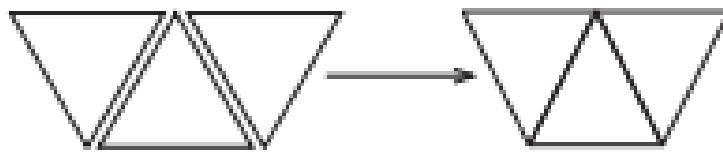
2. How many  make a  ?





_____  make a .

Combinar Figuras en Segunda Dimension

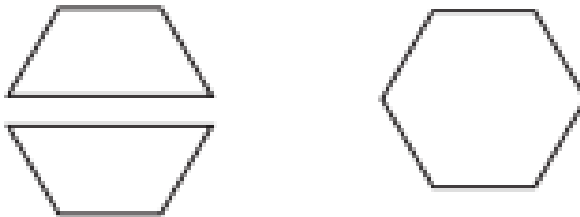
Puede juntar figuras para formar una nueva figura.





3  forma
un  forma

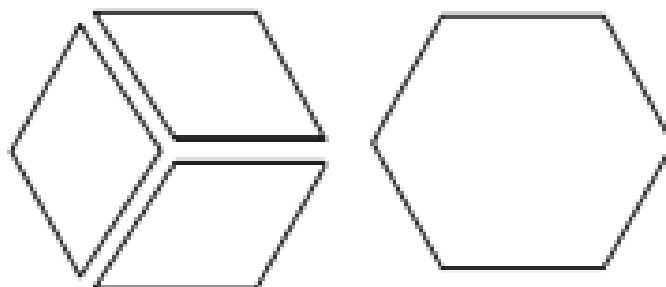
Usa bloques de patrones. Dibuja para mostrar los bloques. Escribe cuántos bloques usaste.

1. Cuantos  forma  ?

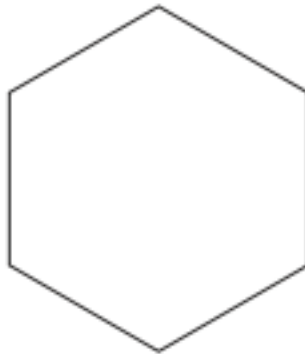
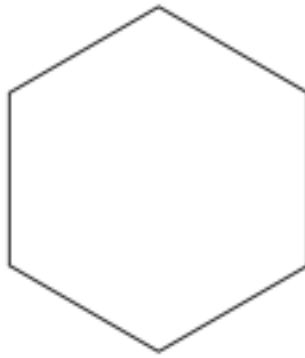
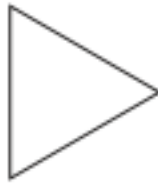
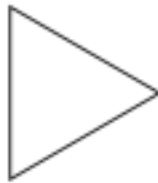
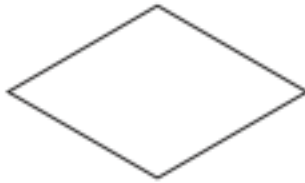
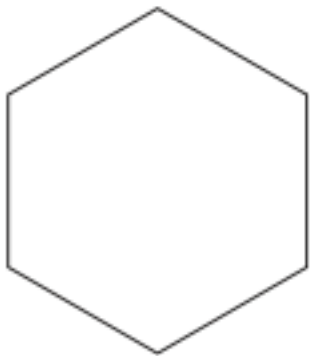
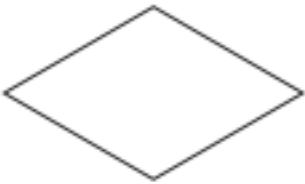
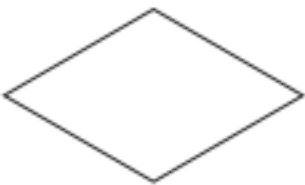
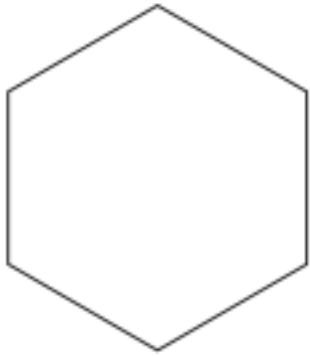
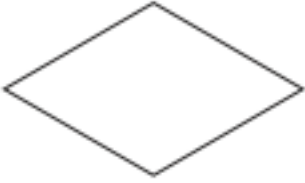
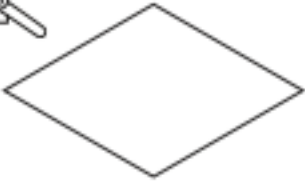


_____  forman .



2. Cuantos  forma  ?

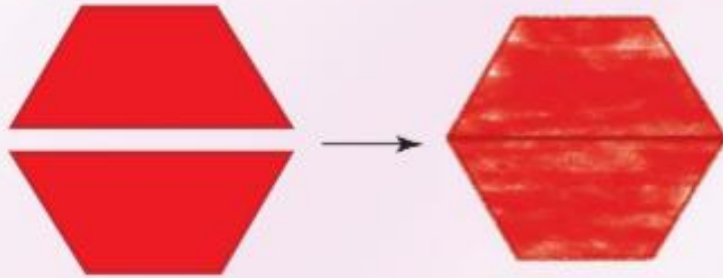


_____  forman .



Model and Draw

How many  do you need to make a  ?



2  make a .



Share and Show



Use pattern blocks. Draw to show the blocks. Write how many blocks you used.

1. How many  make a  ? 2. How many  make a  ?

  make a .

  make a .

Name _____



On Your Own

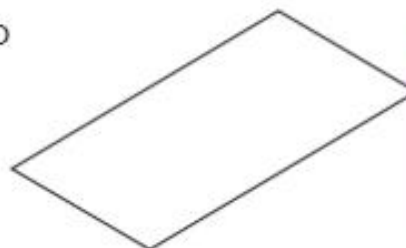
MATHEMATICAL PRACTICE 6 **Use a Concrete Model** Use pattern blocks. Draw to show the blocks. Write how many blocks you used.

3. How many make a ? 4. How many make a ?

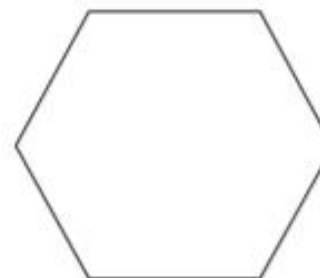
_____ make a .

_____ make a .

5. **THINK SMARTER** Use me two times to make this shape. Which block am I? Circle a block to show your answer.



6. **GO DEEPER** Use these pattern blocks to make the shape. Write how many times you used each block.



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Problem Solving • Applications



Math



GO DEEPER

Use pattern blocks.

Draw to show your answer.



7.2 make a .

How many make 3 ?

_____ make 3 .

Personal Math Trainer



8.

THINK SMARTER +

How many make a ?

Use pattern blocks. Draw to show the blocks you used.



TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 7.

686 six hundred eighty-six

Document1 - Word

Name _____

Combine Two-Dimensional Shapes



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

1 Use pattern blocks. Draw to show the blocks. Write how many blocks you used.

1. How many \triangle make a \square ? 2. How many \triangle make a \diamond ?

_____ \triangle make a \square .

_____ \triangle make a \diamond .

Problem Solving

Use pattern blocks. Draw to show your answer.

3. 2 \square make a \hexagon .

How many \square make 4 \hexagon ?



_____ \square make 4 \hexagon .



4. **Math** Draw the shapes you could put together to make a rectangle.







Lesson Check (1.G.A.2)

1. How many  do you use to make a ?




_____  make a .

2. How many  do you use to make a ?

_____  make a .



Spiral Review (1.MD.A.2, 1.MD.B.3)

3. Use . Which string is about 5  long?
Circle the string that is about 5  long.



4. Look at the hour hand. Write the time.





1st Grade

Week 5: April 27-May 1

Friday/viernes

01 ELA Practice 5: Learn to Swim (NF)

"Learn to Swim"

Why should you learn to swim? There are many good reasons. One of the best is that swimming is fun! There are games you can only play in the water. Marco Polo is a game of tag played in the pool. There are toys that you can play with. There are boats that you can float and race. There are even toy submarines that dive! Plus, everyone loves to splash.

What do you do on a hot summer's day? If you play basketball or baseball, you will get very hot and sweaty. You will feel tired. Go swimming instead. The water will cool you off. You will have fun and you will not get dirty.

Swimming is good for your body. It makes your legs and arms strong. It helps you build up more energy. Having more energy is good because you can play longer.

When you know how to swim, you will not be afraid of the water. You will not be scared to go on a boat ride. You will not be afraid of the ocean. Think of all the fun things you can do just because you know how to swim.

You should take lessons if you want to learn to swim. Once you learn to swim, you will never forget how. You will probably make new friends at your swimming lessons, too.

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1) from "Learn to Swim"

Which is a reason the author says you should go swimming on a hot day?

- A) You will get cooled off.
- B) You will get sweaty.
- C) You will not be afraid of the ocean.

2) from "Learn to Swim"

Which is a reason the author says you should learn to swim?

- A) You can teach other people how to swim.
- B) You will be brave enough to do things in the water.
- C) You will be able to have swimming races with your friends.

3) from "Learn to Swim"

Which is a reason the author says having more energy is good?

- A) Your legs and arms will be stronger.
 - B) You will be able to play longer.
 - C) You will probably make new friends.
-

4) from "Learn to Swim"

Which is a reason the author says you should learn to swim?

- A) Swimming is the best hobby.
 - B) Swimming teaches you about the ocean.
 - C) Swimming makes you stronger.
-

5) from "Learn to Swim"

Which is a reason the author says you should learn to swim?






- A) It is fun to play in the pool.
 - B) It does not cost any money.
 - C) It is better than watching TV.
-

6) from "Learn to Swim"

Write down what the paragraph is about.

1

Which two shapes have the same number of corners?

- A. 
- B. 
- C. 
- D. 
- E. 

2

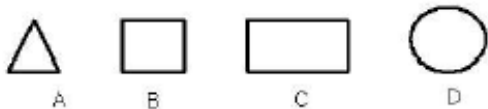
How many sides does a trapezoid have?



- A. 4
- B. 5
- C. 6
- D. 7

3

Which two shapes have four sides and four corners?



- A. A and B
- B. B and C
- C. C and D
- D. A and D

4

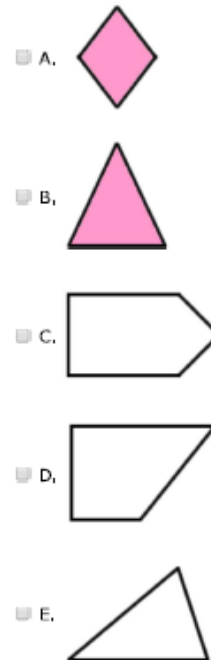
Which two shapes have 3 sides?



- A. A and B
- B. A and C
- C. B and C
- D. C and D






5

Which two shapes have 3 sides?



- A.
- B.
- C.
- D.
- E.

1 Escoje las dos figuras que tienen el mismo número de esquinas.

- A. 
- B. 
- C. 
- D. 
- E. 

2

¿Cuántos lados tiene un trapecioide?



- A. 4
- B. 5
- C. 6
- D. 7

3

¿Cuáles son las dos figuras que tienen 4 lados y 4 esquinas?



- A. A and B
- B. B and C
- C. C and D
- D. A and D

4





¿Cuáles son las dos figuras que tienen 3 lados?



- A. A and B
- B. A and C
- C. B and C
- D. C and D

5

Escoje las dos figuras que tienen 3 lados.

- A. 
- B. 
- C. 
- D. 
- E. 