

**1<sup>st</sup> Grade**  
**Week 6: May 4-8**  
**ELA and Math**



# 1<sup>st</sup> Grade

Week of 5/04/2020

## Lesson Guidance to help students

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

<p><b>5/04</b> <b>Monday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulary: Read and define the words <b>different</b>, <b>near</b>, <b>enough</b>, and <b>stories</b>.</li><li>• Read: "<b>The Three Races</b>."</li><li>• Workbook pgs. <b>169, 170, 171</b>.</li></ul> <p><b><u>Math:</u></b></p> <ul style="list-style-type: none"><li>• First, show your student the page 690. You will use this page to guide the lesson. Tell your student they will learn how to put shapes together to make a new shape. Show your student how they can put two rectangles (pictured at the top of the page) together to various new shapes. Ask them how else they can rearrange the rectangles to make other new shapes. Your student can draw those shapes anywhere on the page.</li><li>• Continue to the bottom of page 690. Have your student explain which two shapes are needed to create the finished shape shown to the left of the page. They can circle the two shapes. They will complete problems 1-3.</li><li>• Next, on page 691-692 complete problems 4-11 with your student. Work and discuss the problems together.</li><li>• Last, your student will complete pages 693-694 independently. Please help them as needed. Go over their answers.</li></ul>
<p><b>5/05</b> <b>Tuesday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulary: Read and define the words <b>high</b>, <b>always</b>, <b>once</b>, and <b>happy</b>.</li><li>• Read: "<b>Seed Sisters</b>."</li><li>• Workbook pgs. <b>173, 176, &amp; 179</b>.</li></ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"><li>• First, show your student the page 695. You will use this page to help guide the lesson. Tell your student that they will learn how to solve word problems that involve making new two-dimensional shapes. Read through all the information on that page and answer each question. Basically, you are showing your student how you can take a quarter of a circle and combine that quarter, with more quarters to make a half circle and eventually a full circle.</li><li>• You will continue this on the next page 696. This time modeling for your student how to create a rectangle out of square pieces.</li><li>• Then, on page 697, complete 3 and 4 with your student. Work through and discuss the steps to create new shapes.</li><li>• Last, your student will complete pages 698-699 independently. Please help them as needed. Go over their answers.</li></ul>

<p><b>5/06</b> <b>Wednesday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Read: <b>“The Fox and the Grapes.”</b></li> <li>• Workbook pgs. <b>177, 180, &amp; 181.</b></li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• First, show your student the page 702. You will use this page to help guide the lesson. Tell your student that they will learn how to identify two-dimensional shapes that were used to create a new shape. Basically, your student will learn to break apart shapes. Show them the shape at the top of the page and discuss the two shapes that were used to create it – a triangle and hexagon.</li> <li>• You will continue this on the bottom of the page 702. You can show them how to find the shapes that were used to create the bigger shapes by drawing the various, given shapes inside the bigger shape to see which ones fit.</li> <li>• Then, on pages 703-704, complete problems 3-12 with your student. Work through and discuss which shapes were needed to create the bigger shape.</li> <li>• Last, your student will complete pages 705-706 independently. Please help them as needed. Go over their answers.</li> </ul>
<p><b>5/07</b> <b>Thursday</b></p>	<p><b><u>Reading and Math:</u></b></p> <ul style="list-style-type: none"> <li>• This is a catch-up day. Students can use the day to complete any unfinished assignments and get any questions answered they may have by their teacher. Use the rest of your day to “sharpen the saw”.</li> </ul>
<p><b>5/08</b> <b>Friday</b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read <b>“Freddy the Fish”</b> and answer the questions.</li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• Today your student will be assessed on previously learned skills. The page will be titled, “01 Math Practice Coins”</li> <li>• You may read the directions to them, but have them answer the five questions independently.</li> </ul>

# 1er grado

Semana del 04/05/2020

## Guía de lecciones para ayudar a los estudiantes

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

<p><b>5/04</b> <b>lunes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulario: Lee y define las palabras: <b>different</b>(diferente), <b>near</b>(cerca), <b>enough</b>(suficiente) e <b>stories</b>(historias).</li><li>• Lea: "<b>The Three Races</b>".</li><li>• Libro de trabajo págs. <b>169, 170, y 171</b>.</li><li>• Pág.169 - Encierra en un círculo la palabra que mejor completa la oración. Pág.170 - Ordenar las palabras. Escriba las palabras ortográficas correctas en cada columna.</li><li>• Pág. 171 - Dibuje una línea hasta el signo de puntuación correcto.</li></ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"><li>• Primero, muéstrole a su estudiante la página 690. Utilizará esta página para guiar la lección. Dígale a su estudiante que aprenderán a unir formas para crear una nueva forma. Muéstrole a su estudiante cómo pueden juntar dos rectángulos (en la parte superior de la página) para crear varias formas nuevas. Pregúnteles de qué otra manera pueden reorganizar los rectángulos para hacer otras formas nuevas. Su estudiante puede dibujar esas formas en cualquier lugar de la página.</li><li>• Continúe hasta el final de la página 690. Haga que su estudiante le explique qué dos formas son necesarias para crear la forma final que se muestra a la izquierda de la página. Pueden rodear las dos formas. Completarán los problemas 1-3.</li><li>• Luego, en la página 691-692 complete los problemas 4-11 con su estudiante. Trabajen y discutan los problemas juntos.</li><li>• Por último, su estudiante completará las páginas 693-694 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li></ul>
<p><b>5/05</b> <b>martes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulario: Lee y define las palabras <b>high</b>(alto), <b>always</b>(siempre), <b>once</b>(una vez) y <b>happy</b>(feliz).</li><li>• Lea: "<b>Seed Sisters</b>".</li><li>• Libro de trabajo págs. <b>173, 176 y 179</b>.</li><li>• Página 173 - Encierra en un círculo la palabra que nombra la imagen.</li><li>• Página 176 - Añadir -er a cada palabra base. Luego escriba la nueva palabra de ortografía en la línea.</li><li>• Página 179 - Escriba la palabra de ortografía que completa cada oración.</li></ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"><li>• Primero, muéstrole a su estudiante la página 695. Utilizará esta página para ayudar a guiar la lección. Dígale a su estudiante que aprenderá cómo resolver problemas de palabras que implican hacer nuevas formas bidimensionales. Lea toda la información en esa página y responda cada pregunta. Básicamente, le está mostrando a su estudiante cómo puede tomar un cuarto de un círculo y combinar ese</li></ul>

	<p>cuarto, con más cuartos para hacer un semicírculo y eventualmente un círculo completo.</p> <ul style="list-style-type: none"> <li>Continuará esto en la página siguiente 696. Esta vez, modelando para su estudiante cómo crear un rectángulo a partir de piezas de cuadros.</li> <li>Luego, en la página 697, complete 3 y 4 con su estudiante. Trabaja y discute los pasos para crear nuevas formas.</li> <li>Por último, su estudiante completará las páginas 698-699 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li> </ul>
<p><b>5/06</b> <b>miercoles</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"> <li>Lea: "<b>The Fox and the Grapes</b>".</li> <li>Libro de trabajo págs. <b>177, 180 y 181</b>.</li> <li>Página 177 - Combina dos oraciones más cortas para escribir una oración compuesta.</li> <li>Página 180 - Elija las palabras correctas del cuadro de palabras para terminar cada oración.</li> <li>Página 181 - Revisa cada oración. Cambia al tipo que se muestra. * Una declaración y una recomendación finalizan con un punto. * Una exclamación termina con un signo de exclamación. * Todas las oraciones comienzan con letras mayúsculas.</li> </ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>Primero, muéstrela a su estudiante la página 702. Utilizará esta página para ayudar a guiar la lección. Dígale a su estudiante que aprenderá a identificar formas bidimensionales que se usaron para crear una nueva forma. Básicamente, su estudiante aprenderá a separar formas. Muéstrelas la forma en la parte superior de la página y analice las dos formas que se usaron para crearla: un triángulo y un hexágono.</li> <li>Continuará esto en la parte inferior de la página 702. Puede mostrarles cómo encontrar las formas que se usaron para crear las formas más grandes dibujando las diversas formas dadas dentro de la forma más grande para ver cuáles encajan.</li> <li>Luego, en las páginas 703-704, complete los problemas 3-12 con su estudiante. Trabaje y discuta qué formas se necesitaban para crear la forma más grande.</li> <li>Por último, su estudiante completará las páginas 705-706 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li> </ul>
<p><b>5/07</b> <b>jueves</b></p>	<p><b><u>Lectura y Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder.</li> </ul>
<p><b>5/08</b> <b>viernes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"> <li>Lea "<b>Freddy the Fish</b>" y responde a las preguntas.</li> </ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>Hoy su estudiante será evaluado en habilidades previamente aprendidas. La página se titulará, "01 Monedas de práctica matemática"</li> <li>Puede leer las instrucciones para ellos, pero que respondan las cinco preguntas de forma independiente.</li> </ul>

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

**Week 6: May 4-8**

**Monday/ lunes**

1 **different**

These friends help sort things in **different** bins.



Read Together 189B

**different**

**What Does It Mean?**

Different means not the same.

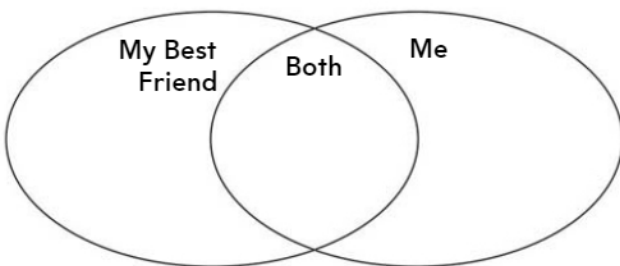
Spanish cognate: diferentes

**How Do I Use It?**

My sister and I are very **different**. How is first grade **different** from kindergarten?

**Talk It Over.**

Think about your best friend. How are you the same? How are you **different**? Use the diagram to help you think about your answers. Talk over your answers with a partner.



2 **near**

The girl helps plant flowers **near** the porch.



Read Together 190A

**near**

**What Does It Mean?**

Near means close to.

**How Do I Use It?**

The flower shop is **near** my house. Who sits **near** you in class?

**Talk It Over.**

What do you live **near**? Answer these questions by saying *yes* or *no*. Compare your answers with those of a partner.

Do you live near . . .	Yes or No?
a playground?	
a farm?	
your school?	
a store?	



3

## enough

Is there **enough** paint for everyone?



## enough

### What Does It Mean?

**Enough** means as much or as many as needed.

### How Do I Use It?

I have **enough** toys to keep me busy. What can you do if you have more than **enough** for a snack?

### Talk It Over.

Imagine that you have only ten minutes to get something done. What do you have **enough** time to do? Copy this table onto a sheet of paper and fill it in.

Do you have enough time to . . .	Yes or No?
draw a picture?	
drink a glass of milk?	
take a bath?	

4

## stories

They read silly **stories** to each other.



## stories

### What Does It Mean?

People tell **stories** about things that are make-believe or real.

Spanish cognate: historias

### How Do I Use It?

I like **stories** about princesses. Do you know any **stories** about dogs?

### Talk It Over.

Martha likes to read scary **stories**. Which of these **stories** do you think she would read?

Martha would want to read stories about . . .	✓
dragons	
monsters	
fluffy cats	

# The Three Races

by Madeleine Jeffries

illustrated by Amanda Harvey



Fran had her box of cars. She and Ken each chose two racecars.

35



Ken picked a slick red racecar. Fran picked next. She chose a much bigger blue car. Fran hoped it was faster, too. Speedier cars win!

36





Then Ken picked a racecar with black stripes. Fran picked next. Fran picked a green car. It was nicer and had fatter wheels than Ken's.



37



In the first race, Fran's bigger blue car raced Ken's slick red car. Ken and Fran lined them up at the top of the hill.



38



Fran's car zipped faster than Ken's. Ken's car was much slower. Fran's car raced fast enough to win. That made Fran happy.

39



In the next race, Ken's striped car raced Fran's green car. This time, Ken's car zoomed faster. It was fast enough to win. It made Ken happy.

40

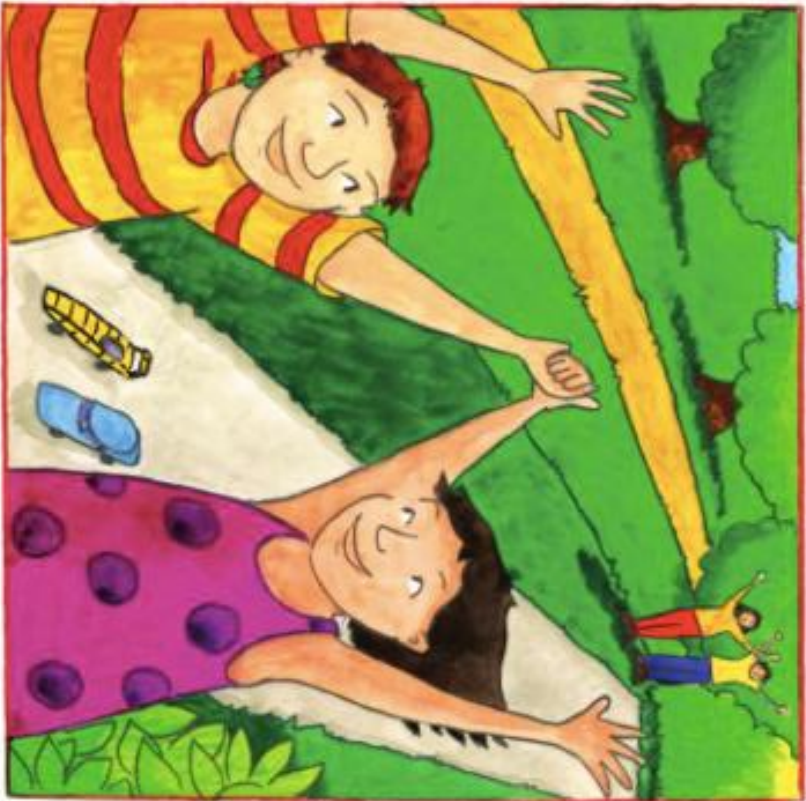




Ken and Fran had one last race.  
Fran's speedy blue car raced Ken's  
fast striped car.

Which car would be faster?

41



The cars raced at the same speed.  
Fran's car was not faster. Ken's car  
was not faster. That made Fran and  
Ken happy, too!

42



Name \_\_\_\_\_

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

**What Can You Do?**Phonics: Adding *-er, -est*  
(change *y* to *i*)

Circle the word that best completes  
the sentence.

1. My glue is \_\_\_\_\_.  
sticky      stickier
2. That chick is the \_\_\_\_\_ of all.  
fluffy      fluffiest
3. This cupcake is \_\_\_\_\_.  
yummy      yummiest
4. My hat is the \_\_\_\_\_ of all.  
fancier      fanciest
5. Her bird makes the \_\_\_\_\_ sounds.  
sillier      silliest
6. Luke tells \_\_\_\_\_ jokes.  
funny      funnier

Name \_\_\_\_\_

# Spelling Words Ending in *-er, -est*



Sort the words. Write the correct Spelling Words in each column.

**What Can You Do?**  
Spelling: Words Ending in  
*-er, -est*

## Spelling Words

- hard
- harder
- hardest
- fast
- faster
- fastest
- slow
- slower
- slowest
- sooner

Words with <i>-er</i>	Words with <i>-est</i>	
_____	_____	
-----	-----	
_____	_____	
_____	_____	
-----	-----	
_____	_____	
_____	_____	
-----	-----	
_____	_____	
_____	_____	
-----	-----	
_____	_____	
<b>Base Words</b>		
_____	_____	_____
-----	-----	-----
_____	_____	_____

Name \_\_\_\_\_

# Question, Exclamation, Statement, or Command?

**What Can You Do?**  
Grammar: Kinds of Sentences



Draw a line from each question to the question mark (?). Draw a line from each exclamation to the exclamation point (!). Draw a line from each statement or command to the period(.).

1. I really love to sing

?

!

2. Do you play drums

?

!

3. Give the children a snack

?

.

4. Mark makes the snacks

?

.

5. May I have one

?

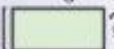
.



**Model and Draw**

Combine shapes to make a new shape.



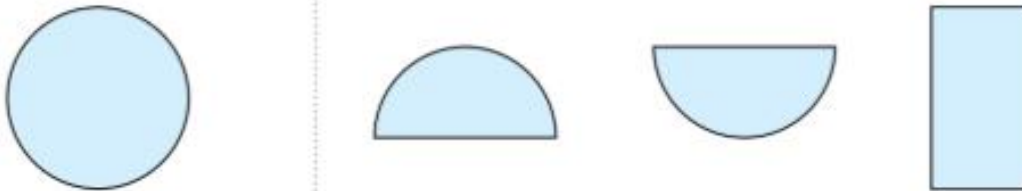
How else could you combine 2  ?

**Share and Show**



Circle two shapes that can combine to make the shape on the left.

1.



2.



3.



Name \_\_\_\_\_



**On Your Own**

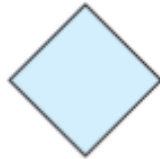


**MATHEMATICAL PRACTICE**

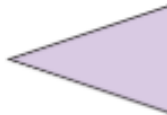
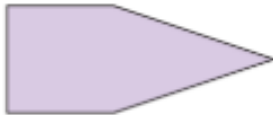
**Use Diagrams** Circle two shapes that can combine to make the shape on the left.



4.



5.

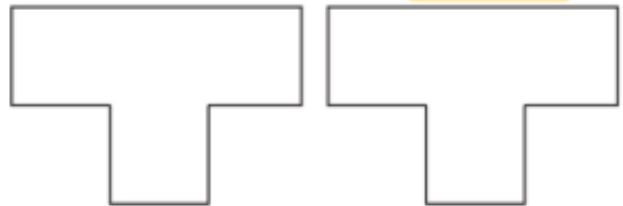
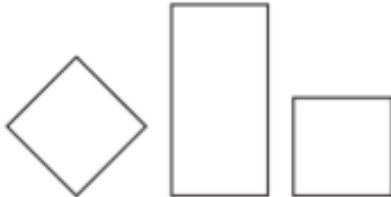


**THINK SMARTER**

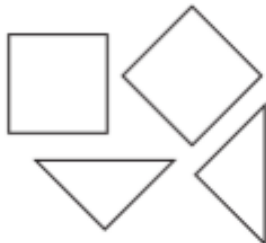
Draw lines to show two different ways to combine the shapes on the left to make new shapes on the right.



6.



7.



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**Problem Solving • Applications**



**THINK SMARTER**

Draw lines to show how the shapes on the left combine to make the new shape.

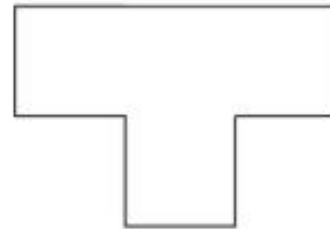
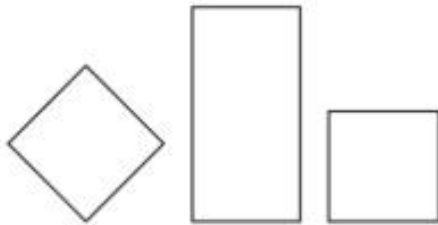
8.



9.



10.



11.

**THINK SMARTER**

Circle the two shapes that can combine to make this new shape.



**TAKE HOME ACTIVITY** • Ask your child to draw a new shape he or she can make by combining two triangles.

Name \_\_\_\_\_

**Combine More Shapes**

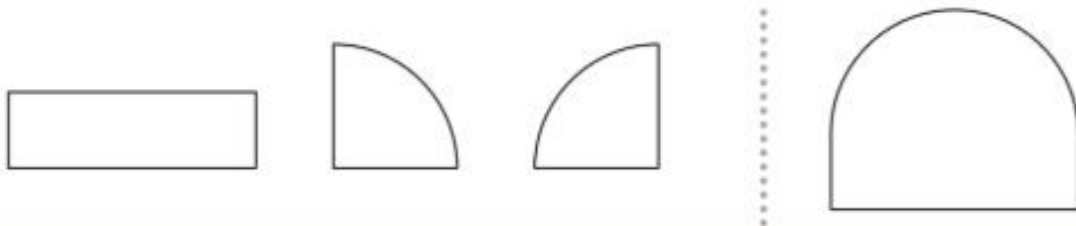
**Common Core** COMMON CORE STANDARD—1.G.A.2  
*Reason with shapes and their attributes.*

**1** Circle two shapes that can combine to make the shape on the left.



**Problem Solving** *Real World*

3. Draw lines to show how the shapes on the left combine to make the new shape.



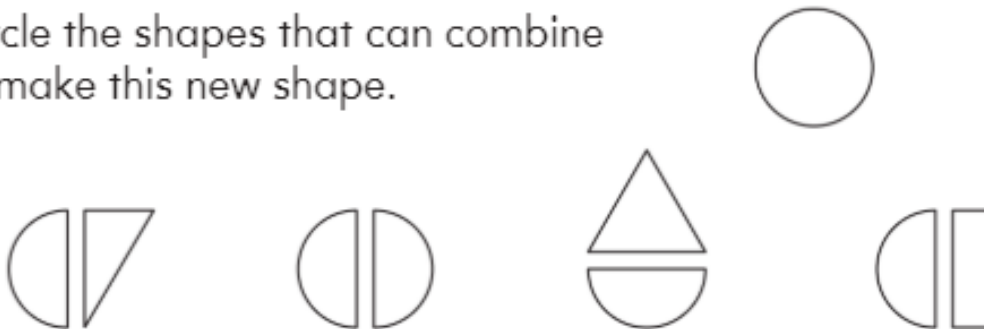
4. **WRITE** **Math** Draw two shapes. Then draw what they would look like if you put them together to make a new shape.





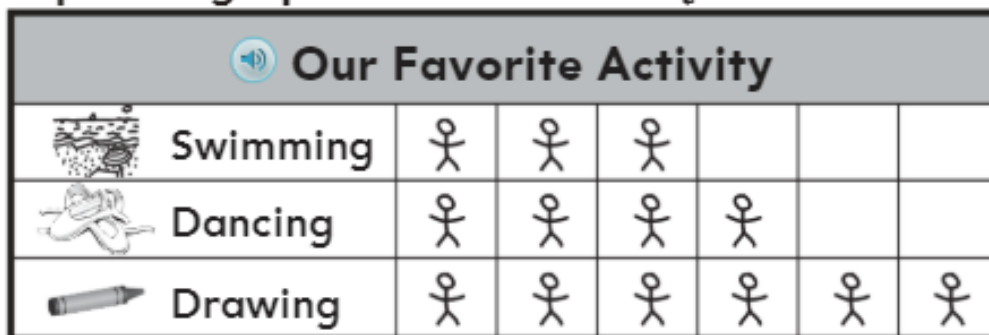
## Lesson Check (1.G.A.2)

1. Circle the shapes that can combine to make this new shape.



## Spiral Review (1.MD.C.4)

- Use the picture graph to answer each question.



Each stands for 1 child.

2. How many more children chose than ?

\_\_\_\_\_ more children

3. How many children chose and ?

\_\_\_\_\_ children

694 six hundred ninety-four



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

**Week 6: May 4-8**

**Tuesday/ martes**



5

# high

The girl helped him swing **high**!



Read Together 193B

## high

### What Does It Mean?

High means far above.

### How Do I Use It?

The books are **high** on the shelf. What do you do if something is too **high** for you to reach?

### Talk It Over.

Copy the table below. Decide whether these things are **high** or low. Compare your answers with a partner's.

Things	High	Low
the top of a mountain		
a flying airplane		
a submarine		
a tunnel		

6

# always

She **always** helps her brother tie his shoes.



Read Together 194B

## always

### What Does It Mean?

Always means happening all the time.

### How Do I Use It?

Brenda **always** pushes her chair in. Do you **always** listen to a story before bed?

### Talk It Over.

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

- What is something you **always** do in the morning?

7

# once

The boys cleaned up **once** they were done.



Read Together 195B

## once

### What Does It Mean?

Once means as soon as.

### How Do I Use It?

Once I get home, I'll call you. What do you do **once** you've finished washing your hands?

### Talk It Over.

Copy this sentence and finish it by adding your own words. Compare your sentence with a partner's.

Once I am old enough, I want to \_\_\_\_\_.

8

# happy

She was **happy** to help wash the dog.



Read Together 196A

## happy

### What Does It Mean?

Happy means feeling joy or pleasure.

### How Do I Use It?

Being with my friend Alex makes me **happy**. Are you **happy** when you have dessert after dinner?

### Talk It Over.

What are some things that make you **happy**? Think of four things that make you **happy**. Compare answers with a partner.





# Seed Sisters

by Anne Miranda

illustrated by Janet Pedersen



It is spring. Liz and Rose are shopping for seeds. Liz and Rose always plant seeds in the spring.

43



Rose picks a smaller pack of seeds. Liz's pack is much bigger. Liz and Rose go back home to plant the seeds that they just got.

44



Liz and Rose see that the seeds in each pack are different. Rose's seeds are much smaller and rounder. Liz's seeds are much longer and flatter.



45

Liz and Rose dig. Liz digs faster than Rose. Liz plants her seeds first. Rose digs slower than Liz. Rose plants her seeds last.



46





The seeds sprout. Liz's seeds sprout quicker. Rose's seeds are slower to sprout. Liz and Rose rake and weed their backyard plot once.

47



All spring the plants grow. They grow bigger and bigger and bigger each day. Liz's plants are different from Rose's.

48



Liz plants grow higher than  
Rose's plants. Rose's are shorter.  
Rose and Liz tell stories as they  
wait for the plant buds to open!



The plants are in bloom. How  
nice the backyard looks! Rose and  
Liz think their yard is the nicest yard  
in town!



Name \_\_\_\_\_

# Syllable -le

**What Can You Do?**  
Phonics: Syllable -le

 Circle the word that names the picture.

1.



bottle    bubble

2.



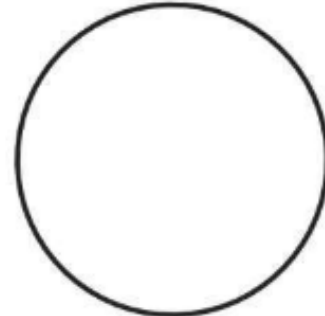
handle    candle

3.



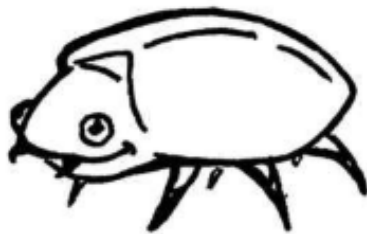
paddle    apple

4.



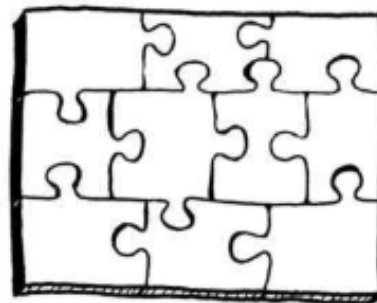
circle    cattle

5.



bumble    beetle

6.



poodle    puzzle



Name \_\_\_\_\_


# Spelling Words Ending in *-er, -est*

### What Can You Do?

Spelling: Words ending in *-er, -est*

### Spelling Words

- hard
- harder
- hardest
- fast
- faster
- fastest
- slow
- slower
- slowest
- sooner

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

1. hard

\_\_\_\_\_

-----

\_\_\_\_\_

2. fast

\_\_\_\_\_

-----

\_\_\_\_\_

3. slow

\_\_\_\_\_

-----


\_\_\_\_\_

4. soon

\_\_\_\_\_

-----

\_\_\_\_\_

 Add *-est* to each base word. Then write the Spelling Word on the line.

5. hard

\_\_\_\_\_

-----

\_\_\_\_\_

6. fast

\_\_\_\_\_

-----

\_\_\_\_\_

7. slow

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# Words with Endings -er and -est

**What Can You Do?**  
Spelling: Words with -er and -est



Write the Spelling Word that completes each sentence.

fast

faster

fastest

1. The bus goes \_\_\_\_\_ .

2. The truck goes \_\_\_\_\_ than the bus.

3. The car goes the \_\_\_\_\_ .

slow

slower

slowest

4. The bug is \_\_\_\_\_ .

5. The worm is \_\_\_\_\_ than the bug.

6. The turtle is the \_\_\_\_\_ of all.





**Try Another Problem**

Use shapes to solve.  
Draw to show your work.

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

1. Use □ to make a larger □.

**Step 1** Combine shapes to make a new shape.



**Step 2** Then use the new shape.



2. Use △ to make a □.

**Step 1** Combine shapes to make a new shape.



**Step 2** Then use the new shape.



**Math Talk**

**MATHEMATICAL PRACTICES 4**

**Model** How did you make the rectangle in Exercise 2?

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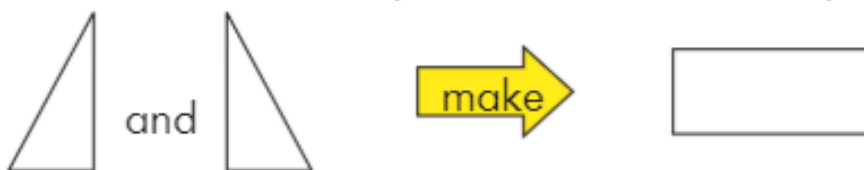
Name \_\_\_\_\_



**MATHEMATICAL PRACTICE 0** **Analyze Relationships** Use shapes to solve. Draw to show your work.

**3.** Use to make a .

**Step 1** Combine shapes to make a new shape.

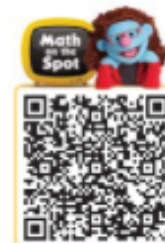
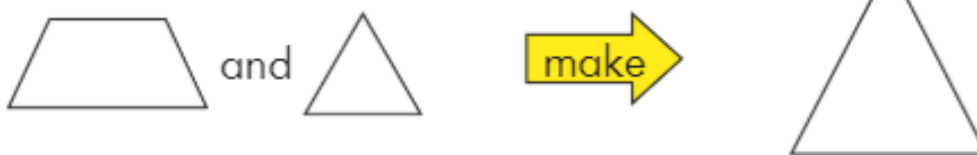


**Step 2** Then use the new shape.



**4.** **THINK SMARTER** Use and to make a .

**Step 1** Combine shapes to make a new shape.



**Step 2** Then use the new shape.



**TAKE HOME ACTIVITY** • Have your child explain how he or she solved Exercise 3.



Name \_\_\_\_\_



# Mid-Chapter Checkpoint




## Concepts and Skills

Write the number of sides and vertices (corners). (1.G.A.1)



1.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices



2.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices



Circle the shapes that can combine

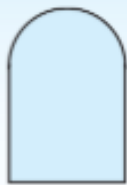


to make the new shape. (1.G.A.2)

3.



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



**Step 1**

Combine  and  to make .

**Step 2**

Then use  and .





Name \_\_\_\_\_

**Problem Solving • Make New Two-Dimensional Shapes**

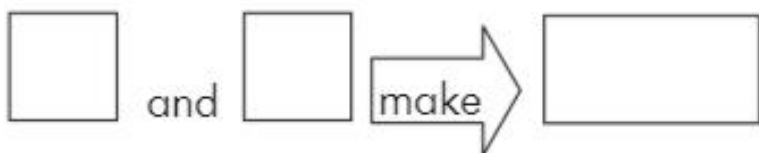


COMMON CORE STANDARD—1.G.A.2  
Reason with shapes and their attributes.

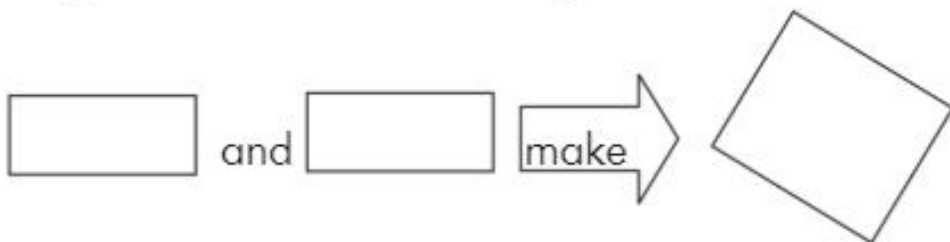
Use shapes to solve.  
Draw to show your work.


1. Use  to make a .

**Step 1.** Combine shapes to make a new shape.



**Step 2.** Then use the new shape.



2.  **Math** Use pictures to show how you can make a new shape using a combined shape made from two trapezoids.



**1<sup>st</sup> Grade**  
**Week 6: May 4-8**  
**Wednesday/ miércoles**



# The Fox and the Grapes

retold by Lindsey Pare

illustrated by Jeff Mack



Digger Fox is always happy to see Gram. Gram has a big back porch. Digger is happiest there. Grapes grow near that porch.

51



Gram brings lunch. She brings the reddest apples Digger has ever seen. He likes grapes better, but the grapes aren't ripe yet.

52

Gram goes inside. Digger has a plan. He jiggles the benches closer to the grapes. He just has to have a grape!



53

Digger jiggles himself up. He reaches for the biggest bunch of grapes. He wiggles up, up, up, up. Then Digger tumbles down. Gram catches him.

54





Gram cuddles Digger and tells him, "You must be the luckiest little fox ever. I got here just in time."  
"Can't I eat one grape, Gram?" asks Digger.



55

Gram reaches for a grape and hands it to Digger. He tastes it.



56



"Yuck," he grumbles. "It tastes like a pickle!"

"Yes," winks Gram. "The grapes aren't ripe yet. Next time, trust me."




Digger puts the benches back in place. Gram will ask Digger back when the grapes get ripe. Digger can't wait! Those grapes are much tastier when they are ripe!



Name \_\_\_\_\_

# Kinds of Sentences

**What Can You Do?**  
Grammar: Kinds of Sentences Combine the two shorter sentences to write a compound sentence.

1. Go home. Come with us.

,or

2. Dan loves to run! He loves to swim even more!

,but

3. I can knit. I can sew.

,and

4. Will Jen come home soon? Will she be out late?

,or

Name \_\_\_\_\_

**What Can You Do?**  
Grammar

# Spiral Review



Choose the correct words from the word box to finish each sentence.

Mark      I      me

\_\_\_\_\_ and \_\_\_\_\_  
-----  
1. \_\_\_\_\_ and \_\_\_\_\_ act in a play.

I      Tammy      me

\_\_\_\_\_ and \_\_\_\_\_  
-----  
2. The teacher reads \_\_\_\_\_ and \_\_\_\_\_ a story.

me      I      Ricky

\_\_\_\_\_ and \_\_\_\_\_  
-----  
3. Nana watches \_\_\_\_\_ and \_\_\_\_\_.

I      me      Sue

\_\_\_\_\_ and \_\_\_\_\_  
-----  
4. \_\_\_\_\_ and \_\_\_\_\_ like to slide.



Name \_\_\_\_\_

# Grammar in Writing

**What Can You Do?**  
Grammar: Kinds of Sentences

A **statement** and a **command** end with a period. A **question** ends with a question mark. An **exclamation** ends with an exclamation point. All sentences begin with capital letters.



**Revise each sentence. Change it to the kind shown in ( ).**

Example: Glen can read. (question)

Can Glen read?

1. Is skating fun? (statement)

---



---



---

2. I like to ride my bike. (exclamation)

---



---



---

3. Chuck likes to act. (question)

---



---



---

4. You write a story. (command)

---



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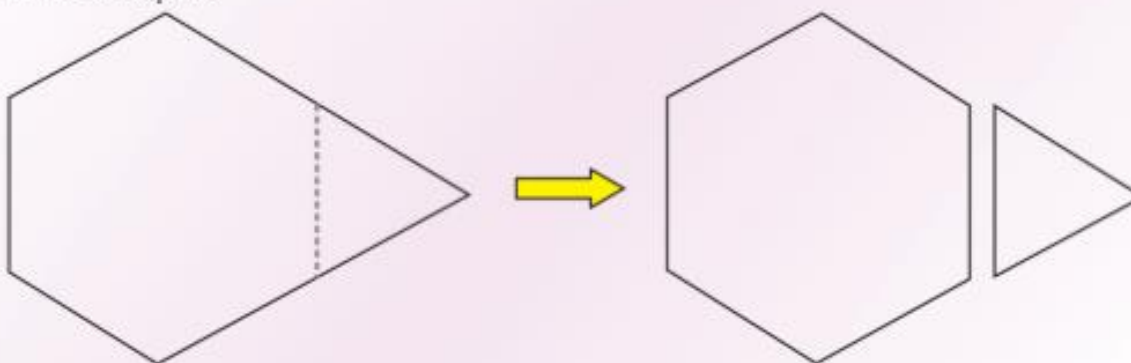


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**Model and Draw**

Which two pattern blocks make this shape?

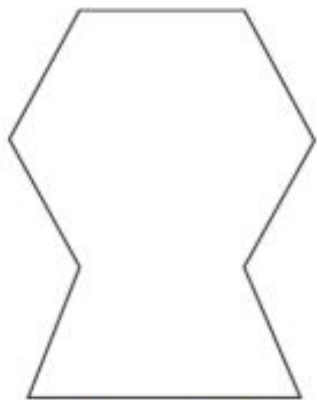


**Share and Show**

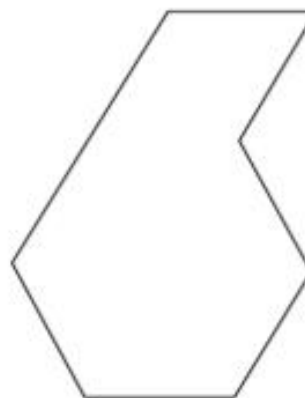


Use two pattern blocks to make the shape. Draw a line to show your model. Color the shapes. Circle the blocks you use.

1.



2.



Name \_\_\_\_\_



**On Your Own**



**MATHEMATICAL PRACTICE 5**

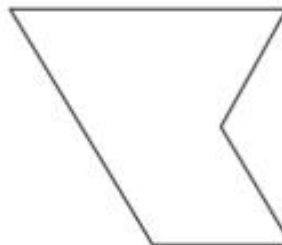
**Use a Concrete Model**

Use two pattern blocks to make the shape. Draw a line to show your model. Color the shapes. Circle the blocks you use.

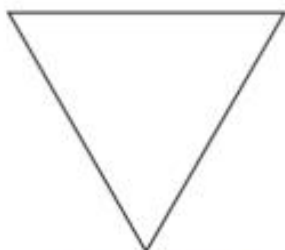
3.



4.



5.



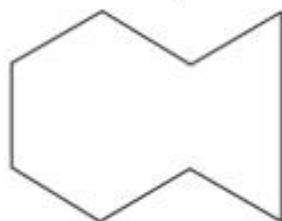
6.



7.

**THINK SMARTER**

Use three pattern blocks to make the shape. Draw lines to show your model. Color the shapes. Circle the blocks you use.



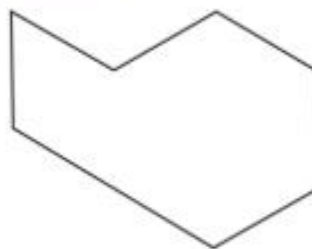
**Problem Solving • Applications**



**WRITE** Math

**THINK SMARTER** Make this shape.

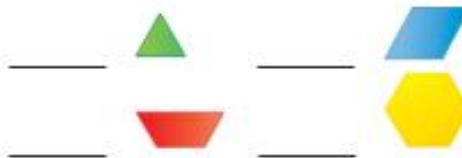
Use the number of pattern blocks listed in the exercise. Write how many of each block you use.



8. Use 3 blocks.



9. Use 5 blocks.



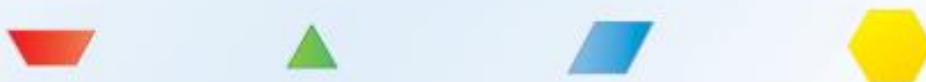
10. Use 7 blocks.



11. Use 8 blocks.



12. **THINK SMARTER** Use 4 pattern blocks to make the shape. Draw and color to show the blocks you used.



**TAKE HOME ACTIVITY** • Have your child use this page to explain how to find shapes within the given shape.

**704** seven hundred four

Name \_\_\_\_\_

**Find Shapes in Shapes**



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

Use two pattern blocks to make the shape. Draw a line to show your model. Circle the blocks you use.

1.

2.

**Problem Solving**

Make the shape to the right. Use the number of pattern blocks listed in the exercise. Write how many of each block you use.



3. Use 3 blocks.

4. **Math** Use pictures or words to explain what shapes can be put together to make a hexagon shape.



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

1. Circle the pair of pattern blocks that can make this shape.



**Spiral Review** (1.MD.B.3, 1.MD.C.4, 1.G.A.1)

2. Write the time.



\_\_\_\_\_

3. Write tally marks to show the number 8.

\_\_\_\_\_

4. How many vertices does a have?

\_\_\_\_\_ vertices

**706** seven hundred six



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

**Week 6: May 4-8**

**Friday/ viernes**

**01 ELA Practice 6: Freddy the Fish****"Freddy the Fish"**

Freddy was a fish. He wanted to go for a swim. His mom told him to be careful. She told him to stay away from the sun. A fisherman might catch him.

Freddy swam down deep. He swam along the bottom. He swam into a sunken ship. He saw gold coins. He saw big fish.

Soon Freddy swam back up. He saw the sun on the water. It was so pretty. He swam closer. Then he saw a worm. He was hungry.

Assessment Technology, Inc. 2005

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1) from "Freddy the Fish"

What did Freddy do first in the story?

- A) ate a worm
- B) went for a swim
- C) saw gold coins
- D) talked to his mom

2) from "Freddy the Fish"

What happens in this story?

- A) Freddy swims deep into the water and then back up.
  - B) Freddy sees a fisherman catch a fish.
  - C) Freddy and his mom eat worms and crabs for lunch.
  - D) Freddy lies in the sun and gets a tan.
- 

3) from "Freddy the Fish"

What role does Freddy's mom play in this story?

- A) She makes Freddy lunch.
  - B) She warns Freddy about the sun.
  - C) She finds some gold coins.
  - D) She goes swimming and sees a big fish.
-



4) from "Freddy the Fish"

What will most likely happen next in this story?

- A) Freddy will be caught by a fisherman.
  - B) Freddy will swim home.
  - C) Freddy will swim through the ship.
  - D) Freddy will forget how to swim.
- 

5) from "Freddy the Fish"

What else can be found in water?

- A) books
  - B) sand
  - C) cookies
  - D) lion
-

1) Which of these coins is worth the most?



2) I have one coin. It is worth 5 cents.

What coin do I have?

A) penny

B) nickel

C) dime

D) quarter

3) I have a dime. How much is it worth?

- A) 1 cent
- B) 5 cents
- C) 10 cents
- D) 100 cents

4) What is one way that a quarter is different from a dime?

- A) It is smaller in size than a dime.
  - B) It is worth more than a dime.
  - C) It is made out of paper instead of metal.
- 

5) Which of these coins is worth the least?



1) ¿Cuál de estas monedas vale más?



2) Tengo una moneda. Vale 5 centavos. ¿Que moneda tengo?

A) penny

B) nickel

C) dime

D) quarter



3) Tengo un centavo (dime) ¿Cuánto vale?

- A) 1 cent
- B) 5 cents
- C) 10 cents
- D) 100 cents

4) ¿De qué manera una moneda de veinticinco centavos (quarter) es diferente a una moneda de diez centavos (dime)?

- A) Es más pequeño que una moneda de diez centavos (dime).
- B) Vale más que una moneda de diez centavos (dime).
- C) Está hecho de papel en lugar de metal.

---

5) ¿Cuál de estas monedas vale menos?

