

**1<sup>st</sup> Grade**  
**Week 7: May 11-15**  
**ELA and Math**



# 1<sup>st</sup> Grade

Week of 5/11/2020

## 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>5/11</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>second, ball, across, and head.</b></li><li>• Read: <b>“Sally, Jane and Beth Ann”</b></li><li>• Workbook pgs. <b>182, 184, and 186.</b></li></ul> <p><b><u>Math:</u></b></p> <ul style="list-style-type: none"><li>• First, show your student the page 12-17. You will use this page to guide the lesson. Tell your student they will learn how to take apart shapes to become two separate shapes. Show your student the top box and explain how you can break apart a hexagon into 2 trapezoids. Then complete problems 1-4, drawing a line on the full shapes to show the 2 smaller shapes.</li><li>• Next, on page 708 complete problems 1-4 with your student. Have your student draw the lines on each shape to show the 2 smaller shapes that is being given.</li><li>• Continue onto page 709-710 and have your student complete problems 5-12. Work through the problems together.</li><li>• Last, your student will complete pages 711-712 independently. Please help them as needed. Go over their answers.</li></ul>
<p><b>5/12</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>heard, large, cried, and should.</b></li><li>• Read: <b>“Ty and Big Gilly.”</b></li><li>• Workbook pgs. <b>191, 192, and 195.</b></li></ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"><li>• First, show your student the page 714. You will use this page to guide the lesson. Tell your student they will learn about shapes that show equal parts and unequal parts. Show your student the top box and explain how you can tell the difference between the shapes that have equal parts and shapes that have unequal parts. Then complete problems 1-6, circling the shapes that show equal parts.</li><li>• Continue onto page 715-716 and have your student complete problems 7-17. Work through the problems together.</li><li>• Last, your student will complete pages 717-718 independently. Please help them as needed. Go over their answers.</li></ul>
<p><b>5/13</b> <b>Wednesday</b></p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>• Read: <b>“Bird Watching.”</b></li><li>• Workbook pgs. <b>187, 188, and 196.</b></li></ul>

	<p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• First, show your student the page 720. You will use this page to guide the lesson. Tell your student they will learn that 1 whole can be broken apart into 2 equal parts or halves. Show your student the top box and explain how you can cut the circle in half to create 2 equal parts. Then complete problems 1-4, drawing a line to show halves.</li> <li>• Continue onto page 721-722 and have your student complete problems 5-18. Work through the problems together.</li> <li>• Last, your student will complete pages 723-724 independently. Please help them as needed. Go over their answers.</li> </ul>
<p><b>5/14</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>5/15</b> <b>Friday</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Reading:</u></b> ELA Practice 7: Reading Read the story, “<b>Reading,</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 Graphing”</li> <li>• You may read the directions to them, but have them answer the five questions independently.</li> </ul>

# 1er grado

Semana del 11/05/2020

## 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>5/11</b></p> <p><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>second</b> (segundo), <b>ball</b> (bola), <b>across</b> (cruz) y <b>head</b> (cabeza).</li><li>• Leer: "<b>Sally, Jane y Beth Ann</b>"</li><li>• Libro de trabajo págs. <b>182, 184 y 186</b>.</li><li>• Página 182 - Mira la imagen. Encierra en un círculo la palabra que da nombre a cada imagen.</li><li>• Página 184 - Escriba una palabra del cuadro para completar cada oración.</li><li>• Página 186 - Dibuje una línea debajo de cada adjetivo, luego escriba el adjetivo.</li></ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"><li>• Primero, muéstrole a su estudiante la página 12-17. Usará esta página para guiar la lección. Dígame a su estudiante que aprenderán cómo separar formas para convertirse en dos formas separadas. Muestre a su estudiante el cuadro superior y explique cómo puede separar un hexágono en 2 trapecios. Luego complete los problemas 1-4, dibujando una línea en las formas completas para mostrar las 2 formas más pequeñas.</li><li>• Luego, en la página 708 complete los problemas 1-4 con su estudiante. Haga que su estudiante dibuje las líneas en cada forma para mostrar las 2 formas más pequeñas que se le están dando.</li><li>• Continúe en la página 709-710 y haga que su estudiante complete los problemas 5-12. Trabajen juntos en los problemas.</li><li>• Por último, su estudiante completará las páginas 711-712 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li></ul>
<p><b>5/12</b></p> <p><b>martes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"><li>• Vocabulario: Lea y defina las palabras <b>heard</b> (escuchadas), <b>large</b> (grandes), <b>cried</b> (lloradas) y <b>should</b> (deberían).</li><li>• Lea: "<b>Ty and Big Gilly</b>".</li><li>• Libro de trabajo págs. <b>191, 192 y 195</b>.</li><li>• Página 191 - Escriba cada grupo de palabras de ortografía en orden ABC.</li><li>• Página 192 - Dibuje una línea debajo de cada adjetivo, luego escribe el adjetivo.</li></ul>

	<ul style="list-style-type: none"> <li>• Página 195 - Escribe el pronombre correcto para terminar 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 714. Utilizará esta página para guiar la lección. Dígale a su estudiante que aprenderá formas que muestran partes iguales y partes desiguales. Muestre a su estudiante el cuadro superior y explique cómo puede distinguir la diferencia entre las formas que tienen partes iguales y las formas que tienen partes desiguales. Luego complete los problemas 1-6, rodeando las formas que muestran partes iguales.</li> <li>• Continúe en la página 715-716 y haga que su estudiante complete los problemas 7-17. Trabajen juntos en los problemas.</li> <li>• Por último, su estudiante completará las páginas 717-718 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li> </ul>
<p><b>5/13</b> <b>miercoles</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Leer: " Bird Watching".</b></li> <li>• Libro de trabajo págs. <b>187, 188 y 196.</b></li> <li>• Página 187 - Cambie una palabra repetida a una palabra exacta. Use una palabra de la caja o la suya.</li> <li>• Página 188 - Escriba la palabra que mejor complete cada oración. Usa las palabras de la caja.</li> <li>• Página 196 - Revisa cada oración. use las marcas de revisión para agregar un adjetivo. * Algunos adjetivos describen sustantivos al contar sobre el gusto, el olfato, el sonido o la sensación.</li> </ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>• Primero, muéstrole a su estudiante la página 720. Utilizará esta página para guiar la lección. Dígale a su estudiante que aprenderán que 1 entero se puede dividir en 2 partes iguales o mitades. Muestre a su estudiante el cuadro superior y explique cómo puede cortar el círculo por la mitad para crear 2 partes iguales. Luego complete los problemas 1-4, dibujando una línea para mostrar las mitades.</li> <li>• Continúe en la página 721-722 y haga que su estudiante complete los problemas 5-18. Trabajen juntos en los problemas.</li> <li>• Por último, su estudiante completará las páginas 723-724 de forma independiente. Por favor, ayúdelos según sea necesario. Repasa sus respuestas.</li> </ul>
<p><b>5/14</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>5/15</b> <b>viernes</b></p>	<p><b><u>Lectura:</u></b></p> <ul style="list-style-type: none"> <li>• Lea el cuento "<b>Reading</b>" y responda las preguntas.</li> </ul> <p><b><u>Matemáticas:</u></b></p> <ul style="list-style-type: none"> <li>• Hoy su estudiante será evaluado en habilidades previamente aprendidas. La página se titulará, "01 Prácticas de Matemáticas Gráficas"</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 7: May 11-15**

**Monday/lunes**

1

**second**

The boy is trying to tie his **second** sneaker.

**second**

Together

**What Does It Mean?**

A second person or thing comes after the first.

Spanish cognate: segundo

**How Do I Use It?**

This is the **second** book I have read this week. Would you like to win **second** place in a race? Why or why not?

**Talk It Over.**

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

- Why would someone want to see a movie for a **second** time?

2

**ball**

She practiced until she could hit the **ball** well.

**ball**

Read Together 198B

**What Does It Mean?**

A ball is something that is round and can roll. Spanish cognate: bola

**How Do I Use It?**

Let's throw this **ball** in the park. What is your favorite game to play with a **ball**?

**Talk It Over.**

What games do you need a **ball** to play? Look at this list. Decide with a partner.

- soccer
- hopscotch
- checkers
- kickball
- bowling



3

## across

The runners dashed **across** the finish line.



### across

Together

#### What Does It Mean?

To go **across** means to go to the other side.

#### How Do I Use It?

The post office is **across** from the bank.  
What is **across** the street from your school?

#### Talk It Over.

Decide where the word **across** makes sense in these sentences. Compare answers with a partner.

The grocery store is \_\_\_\_\_ the street.

I sit \_\_\_\_\_ from my friend Nancy.

How many \_\_\_\_\_ do you need?

The apple fell \_\_\_\_\_ the tree.

4

## head

He hit the ball with his **head** to make a goal.



### head

Read Together 200B

#### What Does It Mean?

The **head** is the part of the body that has eyes, a mouth, a nose, and ears.

#### How Do I Use It?

I patted the dog on top of his **head**. When is it important to wear a helmet on your **head**?

#### Talk It Over.

What can you place on your **head**? Look at the list below. Decide whether each thing can be placed on your **head**. Compare answers with a partner.

Things That Can Go on Your Head	Yes or No?
boot	
newspaper	
crown	
bike helmet	

# Sally Jane and Beth Ann

by James McKinley  
illustrated by Tom Leonard



Sally Jane was a large brown bat.  
She spent much of her time hanging  
by her feet in her safe, dark cave.

67



At night, Sally Jane liked to  
fly across the sky. She could hear  
sounds from far away. Her good  
hearing helped her catch bugs.

68



Last night, Sally Jane heard an odd sound. She saw a bat that needed help. It was Beth Ann.

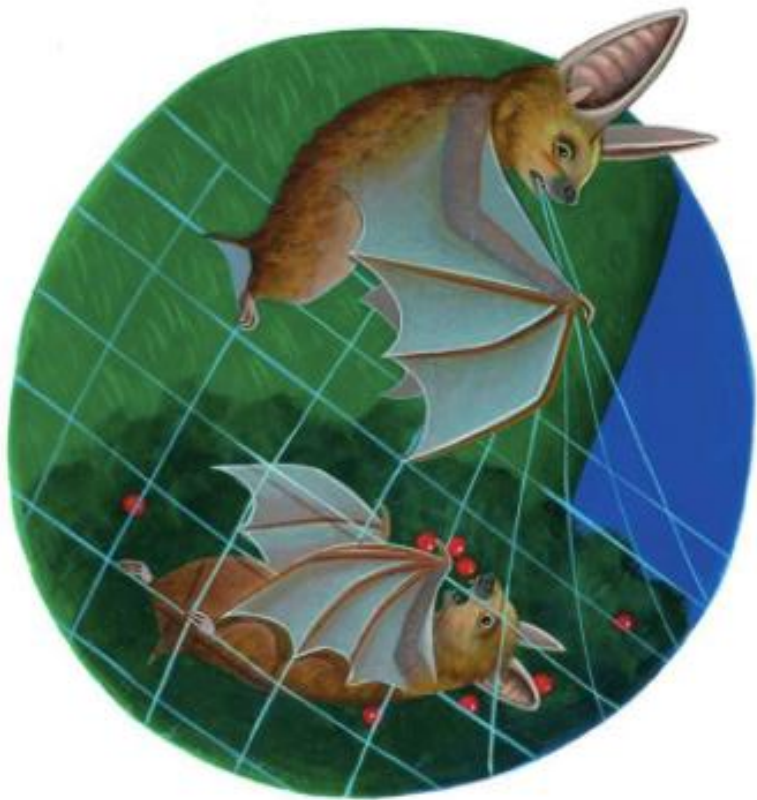
69



"My wing is snagged in this net," Beth Ann cried.  
"I will try to get you out," Sally Jane said with a bright smile.

70





Sally Jane gave it her best try.  
She tugged and bit at the net. At  
last, Beth Ann got free!

71



“Let’s fly,” said Sally Jane.  
“I can’t fly,” groaned Beth Ann.  
“My wing is still stiff.”  
“My, my, so it is,” sighed Sally  
Jane. “Let me try to pick you up. I  
can fly you back to my cave.”

72



"You can lift me!" cried Beth Ann.  
"I am strong," boasted Sally Jane.  
"Let's go then!" said Beth Ann.  
Sally Jane held Beth Ann tight  
and took flight.

73



Sally Jane flew high across the  
sky. Beth Ann was in her grasp. They  
landed in the cave. Beth Ann thanked  
Sally Jane. Sally Jane was happy to  
help her new buddy, Beth Ann.

74

Name \_\_\_\_\_

# Long *i* Spelling Patterns *igh*, *y*, *ie*

**The Kite**  
Phonics: Long *i* Spelling Patterns  
*igh*, *y*, *ie*



Look at the picture. Circle the word that names the picture.

1.



spy      line

2.



pine      pie

3.



sky      nine

4.



high      hive

5.



think      thigh

6.



fine      fly

Name \_\_\_\_\_

# Long *i* Spelling Patterns *igh, y, ie*

**The Kite**  
Phonics: Long *i* Spelling Patterns  
*igh, y, ie*



Write a word from the box to finish each sentence.

thigh    dry    try    tie    high

\_\_\_\_\_

-----

1. Sam hurt his \_\_\_\_\_ when he fell.

\_\_\_\_\_

-----

2. Dad's \_\_\_\_\_ has dots and stripes.

\_\_\_\_\_

-----

3. I will \_\_\_\_\_ to swim.

\_\_\_\_\_

-----

4. The bird will fly up \_\_\_\_\_.

\_\_\_\_\_

-----

5. The wet shirt will \_\_\_\_\_.



Name \_\_\_\_\_



# Adjectives for Taste and Smell



Draw a line under each adjective.

Then write the adjective.

1. I smell the sweet roses.

\_\_\_\_\_

-----

\_\_\_\_\_

2. We taste the bitter lemon.

\_\_\_\_\_

-----

\_\_\_\_\_

3. Does the milk smell sour?

\_\_\_\_\_

-----

\_\_\_\_\_



Draw a line under each adjective and add commas where they are needed.

4. Some nuts are crunchy sweet and salty.



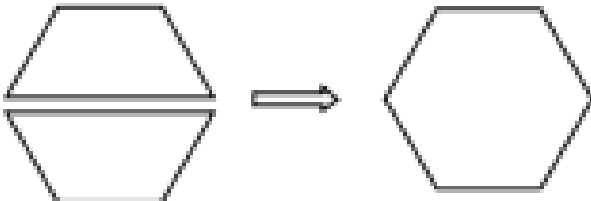
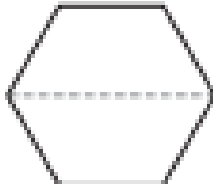
5. The fruit was sweet moist and chewy.



Name \_\_\_\_\_

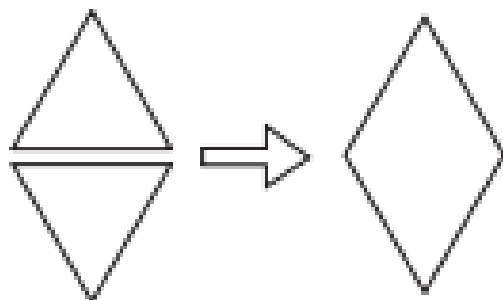
## Take Apart Two-Dimensional Shapes


Use pattern blocks to help you find the parts of a shape.

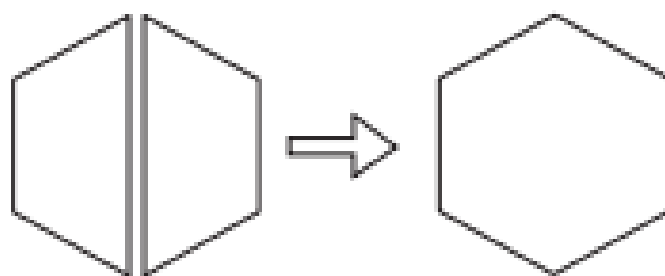
<p>Use 2  to find parts of .</p> 	<p>Draw a line to show the parts.</p> 
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Use pattern blocks. Draw a line to show the parts.

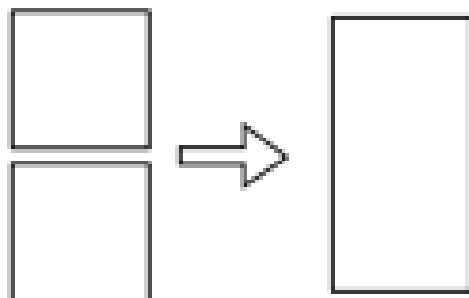
1. Show 2 .



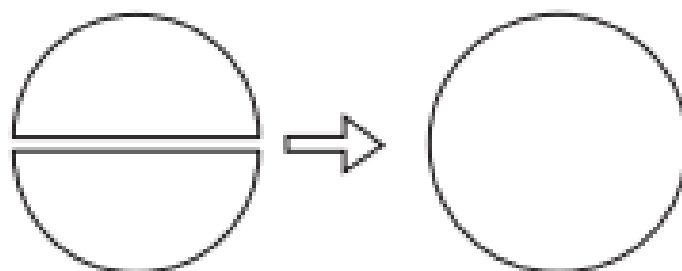
2. Show 2 .



3. Show 2 .





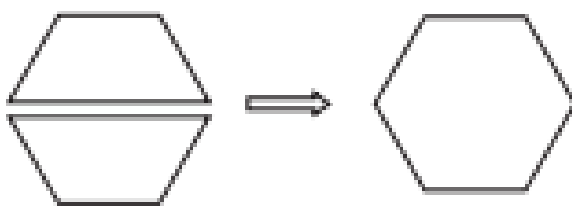
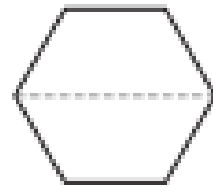
4. Show 2 .



Name \_\_\_\_\_

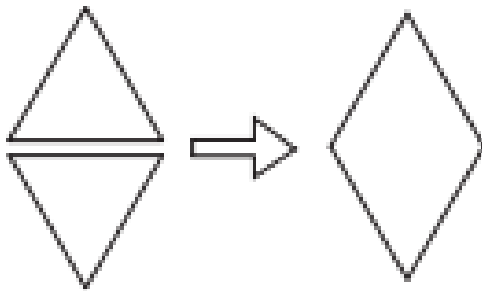
# Desmonta Formas en Segunda Dimension


Usa bloques de patrones para ayudarte a encontrar las partes de la forma.

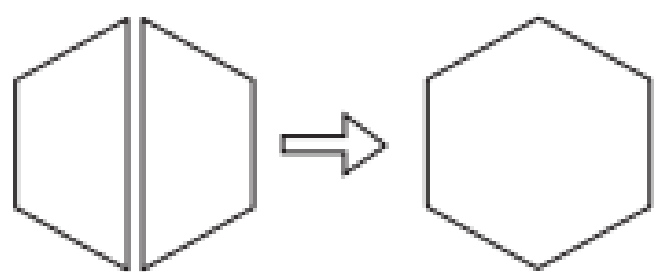
<p>Usa 2  para encontrar partes de .</p> 	<p>Dibuja una línea para mostrar las partes de la figura.</p> 
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Usa bloques de patrones para ayudarte a encontrar las partes de la figura.

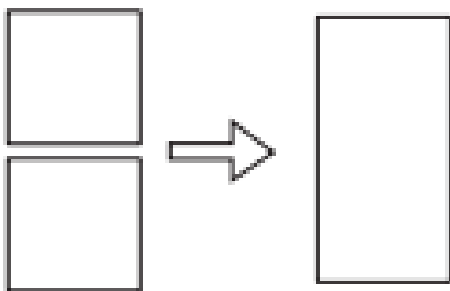
1. Muestra 2 .



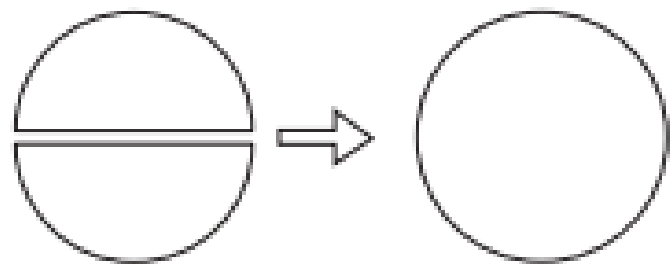
2. Muestra 2 .




3. Muestra 2 .

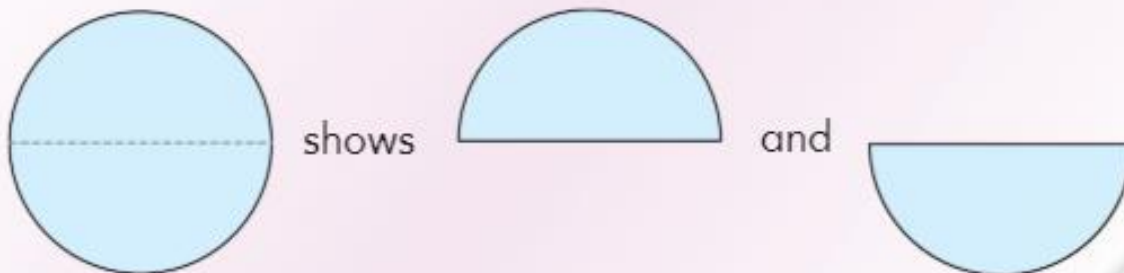


4. Muestra 2 .




**Model and Draw**


You can draw to show parts of a shape.

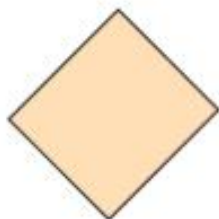




**Share and Show**


Draw a line to show the parts.



1. Show 2 .

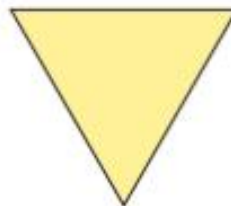
2. Show 2 .




3. Show 2 .




4. Show 2 .



**708** seven hundred eight

Name \_\_\_\_\_




**On Your Own**

**MATHEMATICAL PRACTICE 7**

**Identify Relationships**

Draw a line to show the parts.



5. Show 2 .



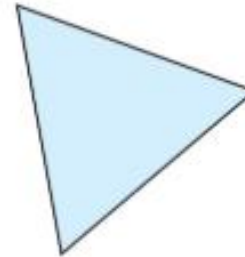
6. Show 2 .



7. Show 1  and 1 .



8. Show 1  and 1 .



**THINK SMARTER**

Draw two lines to show the parts.



9. Show 3 .



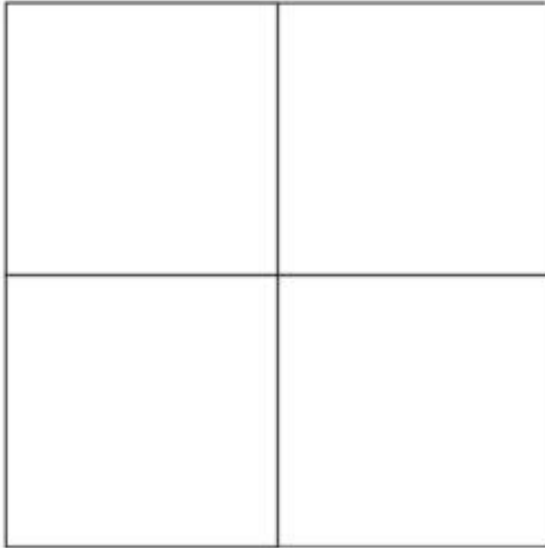
10. Show 2  and 1 .




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

11. **THINK SMARTER** How many squares are there?



\_\_\_\_\_ squares

12. **THINK SMARTER** Draw a line to show the parts.  
Show 2 .



**TAKE HOME ACTIVITY** • Ask your child to explain how he or she solved Exercise 11.



710 seven hundred ten


Name \_\_\_\_\_


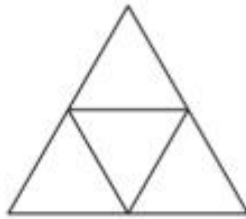
 **Take Apart Two-Dimensional Shapes**

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



Draw a line to show the parts.

 1. Show 2 .

 2. Show 2 .

 **Problem Solving** 
 3. How many triangles are there?


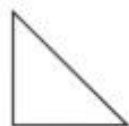
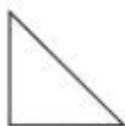
\_\_\_\_\_ triangles

 4.  **WRITE** Math Draw a shape.  
 Then draw one or two lines  
 to show parts of the shape.




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

1. Look at the picture.  
Circle the pair that shows the parts.



**Spiral Review** (1.MD.C.4, 1.G.A.2)

2. Use the graph.

How many children chose ?

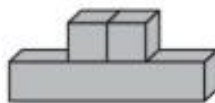
Our Favorite Sport								
	soccer							
	baseball							
	tennis							

Each stands for 1 child.

\_\_\_\_\_ children

3. Which new shape can you make?  
Circle your answer.

Combine and .



712 seven hundred twelve



**1<sup>st</sup> Grade**  
**Week 7: May 11-15**  
**Tuesday/martes**



5

## heard

The children **heard** clapping at the end.



Read Together 2018

## heard

### What Does It Mean?

Someone who **heard** took in sounds with the ears.

### How Do I Use It?

I **heard** that you were not feeling well. What is something you **heard** that made you happy?

### Talk It Over.

Answer these questions. Talk about your answers with a partner. Are your answers the same?

Have you ever heard . . .	Yes or No?
a parrot talk?	
a siren?	
a dog bark?	
the wind blow?	

6

## large

It was not too hard to ride up the **large** hill.



Read Together 2028

## large

### What Does It Mean?

Large means big.

### How Do I Use It?

This is a **large** box. What would you plant in a **large** garden?

### Talk It Over.

Answer this question aloud with a partner. See whether your answers are the same. Tell why you said what you did.

- Which do you like better—**large** dogs or small dogs? Why?

7

**cried**

"We can do it!" **cried**  
the team.

Read  
Together 203B**cried****What Does It Mean?**

Someone who cried yelled or spoke loudly.

**How Do I Use It?**

"That's not fair!" Jonas cried. What have you cried out when you were feeling happy?

**Talk It Over.**

With a partner, decide if cried is used correctly in these sentences. Explain your reasons.

- "I am hungry!" cried the child.
- "Sweet dreams," cried the babysitter.

8

**should**

The teacher said that  
she **should** try again.

Read  
Together 204A**should****What Does It Mean?**

Should is a word that you use to tell the right thing to do.

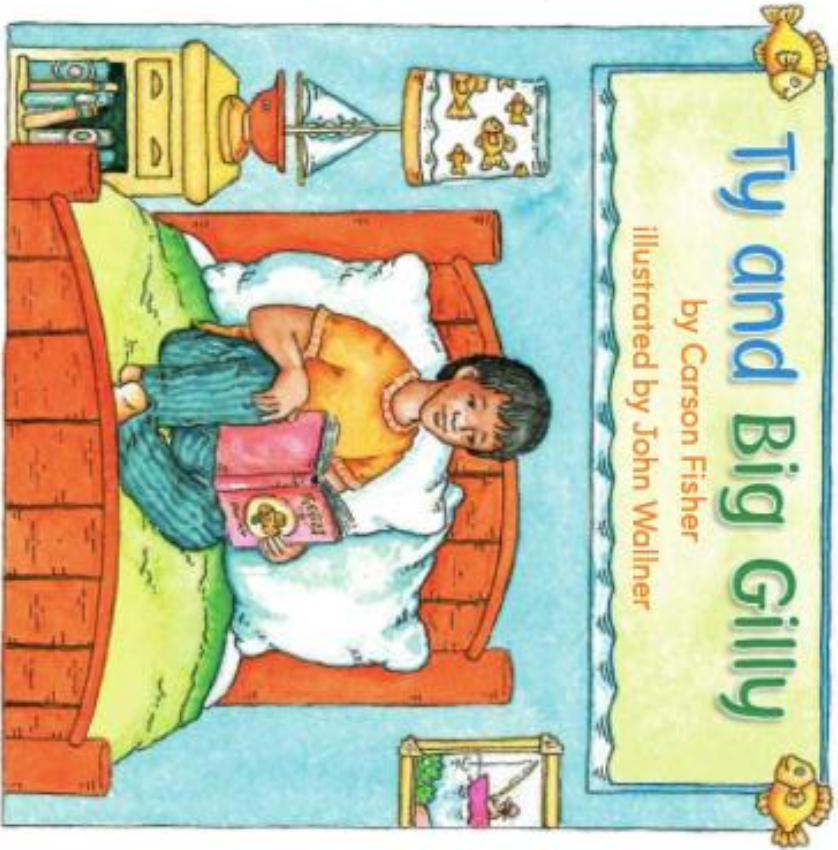
**How Do I Use It?**

I **should** water my plants. What **should** you do every day if you have a pet?

**Talk It Over.**

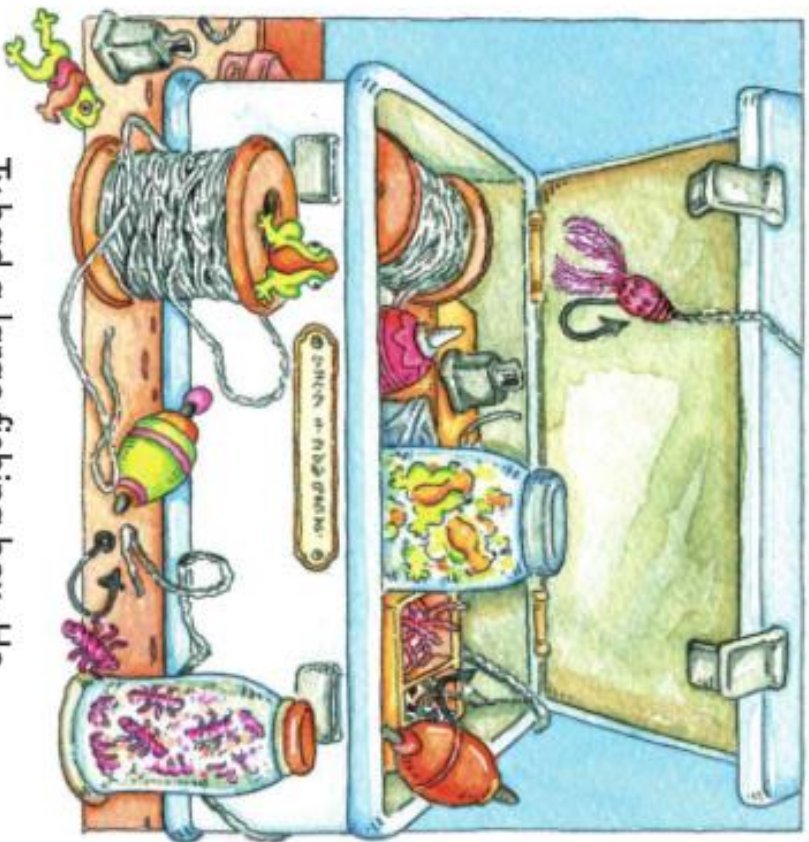
What **should** people do to stay healthy? Do you agree with the answers below? Why or why not? Talk about it with a partner.

- exercise
- wear red socks
- brush your teeth
- wash your hands
- walk backwards



Ty had a hobby that made him happy. His hobby was fishing. Ty liked fishing.

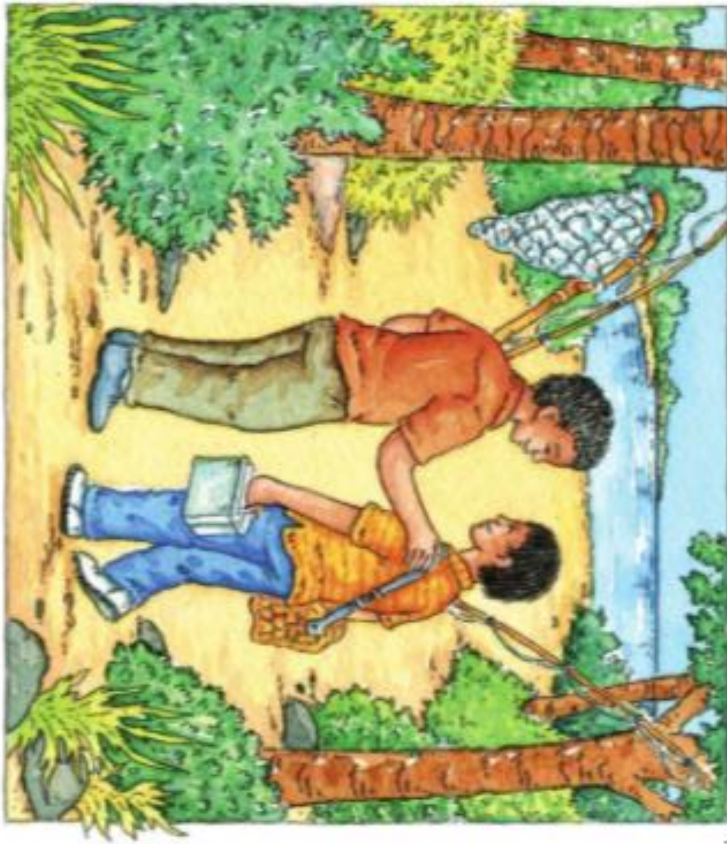
75



Ty had a large fishing box. He kept it right by his bed. It was filled with hooks, jelly bugs, and all sorts of fishing stuff. It had a fly that his dad had made.

76





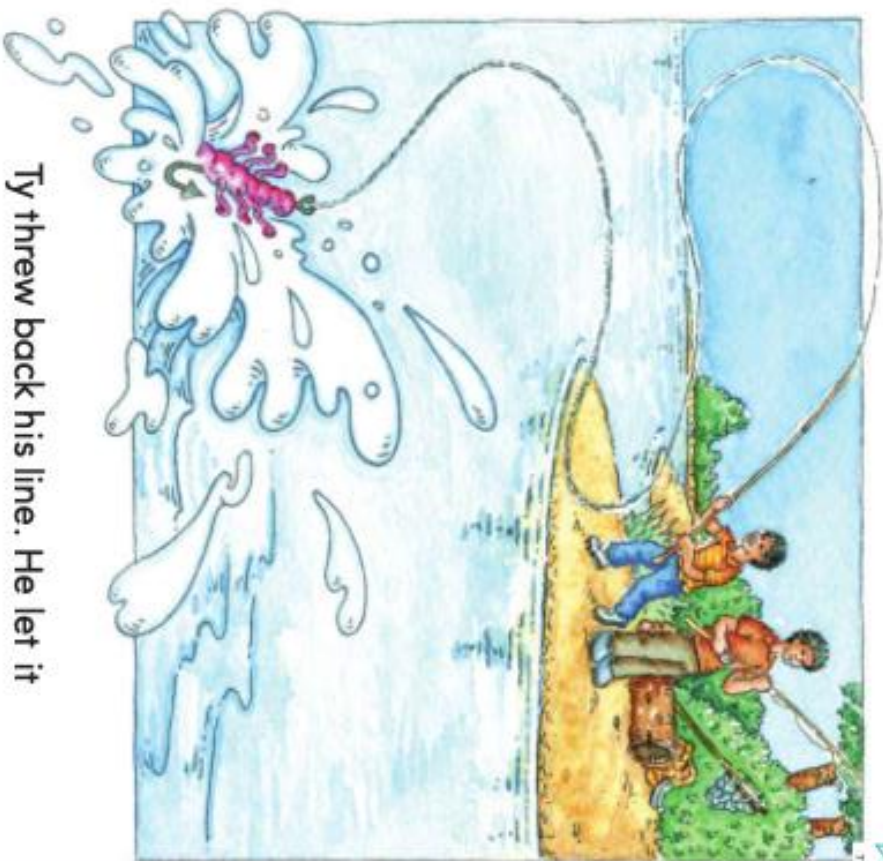
One bright, sunny day, Ty and his dad went fishing. Ty had his fishing box, rod, and reel. He and Dad hiked to Sand Lake.

77



Ty sat under the pale blue sky as he baited his hook. He used a jelly bug. Ty closed his fishing box lid. Ty tried to keep the box neat and clean.

78



Ty threw back his line. He let it fly high across the lake. His jelly bug landed with a plopl! Dad cast his line. Ty and Dad waited.

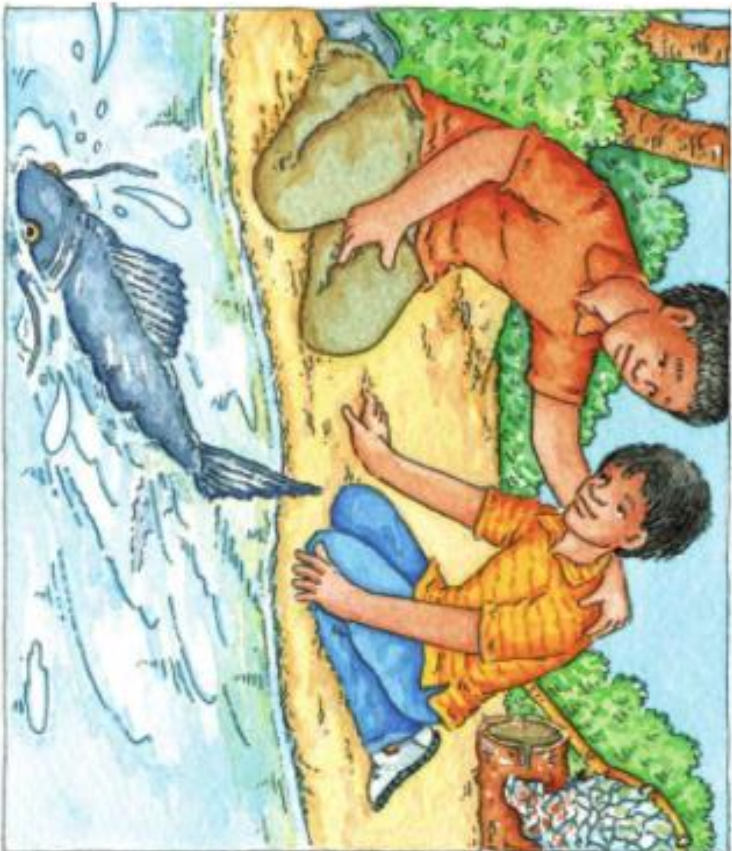


Then Ty had a bite! Ty had to reel it in. He gave it his best try. The fish was fighting hard. Then the fish on his line jumped up and out of the water. It was big!





It jumped a second time. What a sight! It was Big Gilly! Big Gilly had a big head. Its tail snapped back and forth. "That's the biggest fish in Sand Lake," Dad cried out.



Ty grabbed Big Gilly and took out the hook. He let Big Gilly go. Big Gilly swam off, still king of Sand Lake. Dad winked at Ty. He was glad Ty let Big Gilly go.

Name \_\_\_\_\_

# Spelling Words with Patterns *igh*, *y*, *ie*



Write each group of Spelling Words in  
ABC order.

**The Kite**  
Spelling: Words with Patterns *igh*,  
*y*, *ie*

## Spelling Words

my  
try  
sky  
fly  
by  
dry  
pie  
cried  
night  
light

my	try	dry	pie
sky	fly	cried	night
by		light	
_____		_____	
-----		-----	
_____		_____	
-----		-----	
_____		_____	
-----		-----	
_____		_____	
-----		-----	
_____		_____	
-----		-----	
_____		_____	
-----		-----	
_____		_____	
-----		-----	

Name \_\_\_\_\_

# Adjectives for Sound and Texture

**The Kite**  
Grammar: Adjectives

Draw a line under each adjective.  
Then write the adjective.

1. We sail on the smooth lake.

\_\_\_\_\_

-----

\_\_\_\_\_

2. I hear the loud cry of a seagull.

\_\_\_\_\_

-----

\_\_\_\_\_

3. The blanket feels warm.

\_\_\_\_\_

-----

\_\_\_\_\_



Draw a line under each adjective and  
add commas where they are needed.

4. The beat was noisy loud and pounding.

5. The music was soft catchy and nice.



Name \_\_\_\_\_

# Spiral Review



Write the correct pronoun to finish each sentence.

1. Is the yellow kite? \_\_\_\_\_

your      yours

2. That is \_\_\_\_\_ kite.

her      hers

3. Rex put away \_\_\_\_\_ kite.

he      his

4. Would you like to play at \_\_\_\_\_ house?

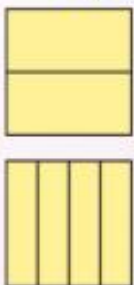
my      mine

5. We went to \_\_\_\_\_ party.

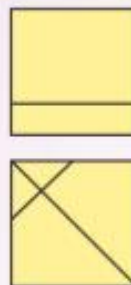
their      theirs

**Model and Draw**

These show **equal parts**, or **equal shares**.



These show **unequal parts**, or **unequal shares**.



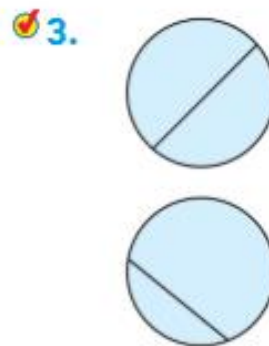
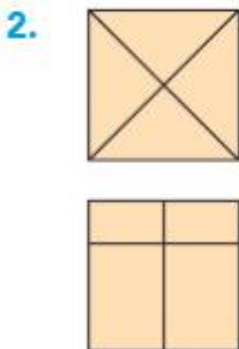
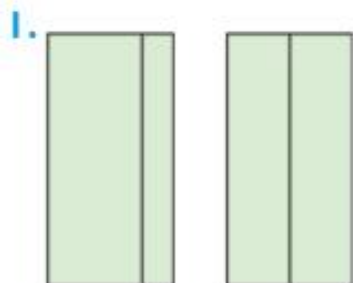
How can you describe equal shares?

**Share and Show**

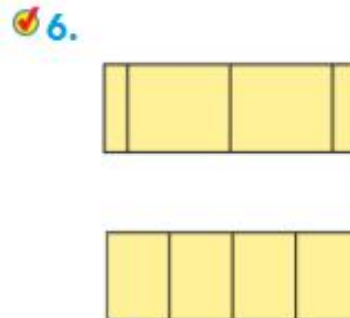
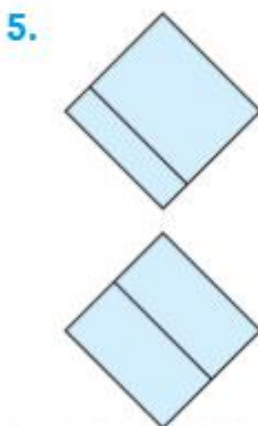
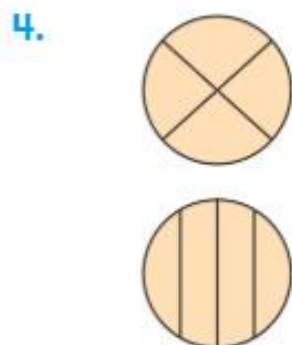


**THINK**  
Are the parts the same size?

Circle the shape that shows equal parts.



Circle the shape that shows unequal parts.



714 seven hundred fourteen

Name \_\_\_\_\_



**THINK**  
Equal shares means  
the same as equal  
parts.



**On Your Own**

**MATHEMATICAL PRACTICE 6 Use Math Vocabulary**

Color the shapes that show unequal shares.

7.

8.

Color the shapes that show equal shares.

9.

10.

**THINK SMARTER**

Write the number of equal shares.

11. \_\_\_\_\_ equal shares

12. \_\_\_\_\_ equal shares



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**Problem Solving • Applications**

**WRITE** Math

**THINK SMARTER** Draw lines to show the parts.

13. 2 equal parts



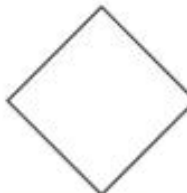
14. 2 unequal parts



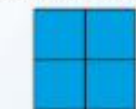
15. 4 equal shares



16. 4 unequal shares



17. **THINK SMARTER** Does the shape show equal shares? Choose Yes or No.



Yes     No



Yes     No



Yes     No



**TAKE HOME ACTIVITY** Draw a circle on a piece of paper. Ask your child to draw a line so the circle shows 2 equal shares.

Name \_\_\_\_\_

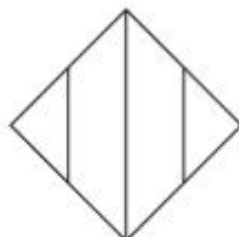
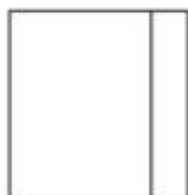
**Equal or Unequal Parts**



COMMON CORE STANDARD—1.G.A.3  
*Reason with shapes and their attributes.*

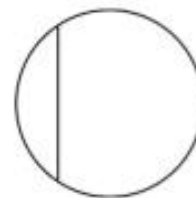
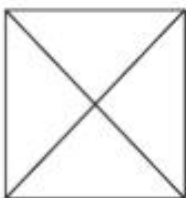
**1** Color the shapes that show unequal shares.

1.



**2** Color the shapes that show equal shares.

2.



**Problem Solving** *Real World*

Draw lines to show the parts.

**3.** 4 equal shares



**4.** **WRITE** Math Draw two rectangles. Draw lines on one rectangle to show equal parts. Draw lines on the other rectangle to show unequal parts.



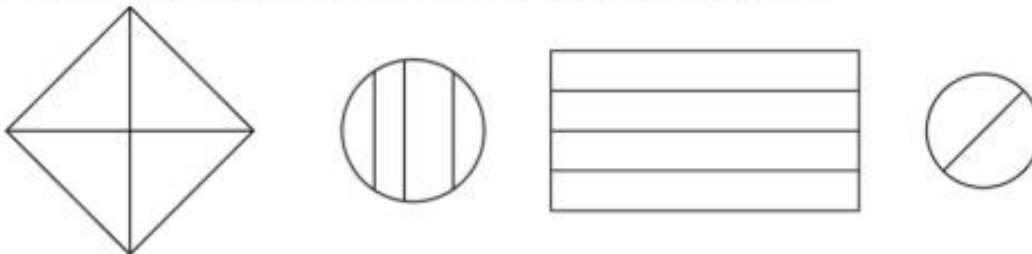
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**Lesson Check** (1.G.A.3)

1. Color the shape that shows unequal shares.



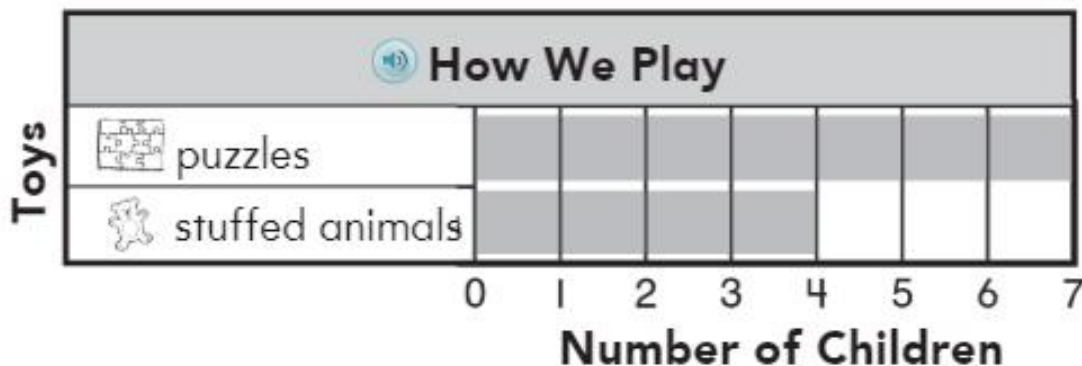
**Spiral Review** (1.MD.C.4)

2. Which food did the most children choose?  
Circle your answer.

Our Favorite Breakfast			Total
	eggs		4
	waffles		3
	pancakes		6



3. Use the graph. How many children chose ?



\_\_\_\_\_ children

718 seven hundred eighteen



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

**Week 7: May 11-15**

**Wednesday/miercoles**

# Bird Watching

by Rebecca McDermott

This is a large bird. Three large eggs can fit in its nest. That huge nest is quite a sight!

83

This bird has a long bill. It flies low across the sea. It scoops up a lot of fish in that long bill!



84





Look at this bird's long, bright tail!  
It looks like a fan. Its tail is shiniest  
in sunlight. This bird is fun to see.

85



This hawk can take flight high  
across the sky. Then it can dive  
down in a flash. It can fly faster  
than a racecar can race!

86



Which bird is the fastest swimmer? Few birds swim, but this one can zoom right by. It looks like it is flying in water!

87



This bird is the biggest and the strongest. One of its eggs is as big as 24 hen's eggs. It is the fastest runner, too!

88



This bird is not big. Its nest is not big. Its eggs are not big. Keep your eyes open if you want to spy this bird!



89

What can this bird do best?  
It sings the sweetest songs.  
Hush. You might hear it!



90

Name \_\_\_\_\_

# Using Different Words

**The Kite**  
Writing: Opinion Writing



Change a repeated word to an exact word. Use a word from the box or your own.

bright	down	high
flew	funny	blue
mean	ran	sunny

Toad went fast, and the kite went up.  
 \_\_\_\_\_  
 -----  
 Toad \_\_\_\_\_ fast, and the kite went up.

The little birds laughed at Toad's little kite.  
 \_\_\_\_\_  
 -----  
 The little birds laughed at Toad's \_\_\_\_\_ kite.

The pretty kite danced in the pretty sky.  
 \_\_\_\_\_  
 -----  
 The pretty kite danced in the \_\_\_\_\_ sky.

Name \_\_\_\_\_

# Adding *-ed*, *-ing*, *-er*, *-est*, *-es*

**The Kite**  
Phonics: Adding *-ed*, *-ing*, *-er*,  
*-est*, *-es*



Write the word that best completes each sentence. Use words from the box.

smaller jumped riding highest foxes

1. Those trees are the \_\_\_\_\_ of all.

2. That bird is \_\_\_\_\_ than this one.

3. Who is \_\_\_\_\_ a red bike?

4. A frog \_\_\_\_\_ into the pond.

5. Five \_\_\_\_\_ ran to the woods.



Name \_\_\_\_\_

# Grammar in Writing

**The Kite**  
Grammar: Kinds of Adjectives

Some adjectives describe nouns by telling about **taste, smell, sound, or feel**.

Example: I feel the <sup>cool</sup>  
^  
breeze.



Revise each sentence. Use the proofreading mark to add an adjective.

sweet      fresh      happy      soft

1. Mr. Bee shares some honey.
2. The frog gave a croak.
3. We sit on the grass.
4. We enjoy the air.

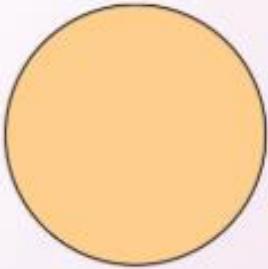
## Proofreading Mark

^

add

### Model and Draw

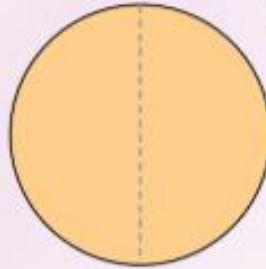
The 2 equal shares make 1 whole.



1 whole



2 equal shares



2 halves

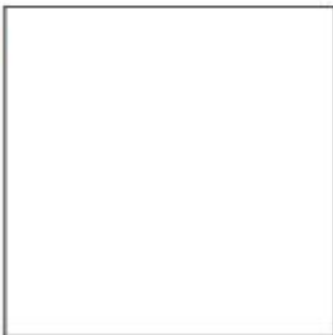
Is **half of** the circle larger or smaller than the whole circle?

### Share and Show

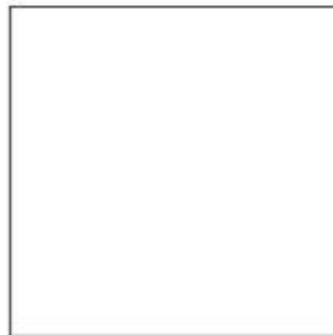


Draw a line to show halves.

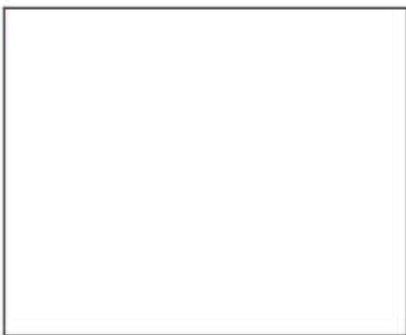
1.



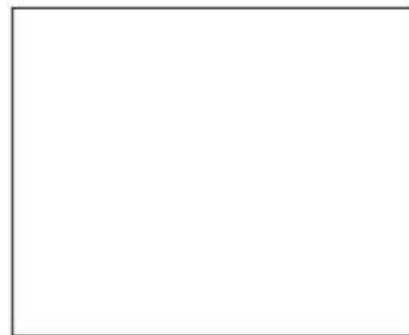
2.



3.



4.



Name \_\_\_\_\_



**On Your Own**



**THINK**  
Halves are equal shares.

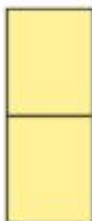


**MATHEMATICAL PRACTICE 1**

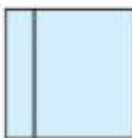
**Analyze Relationships**

Circle the shapes that show halves.

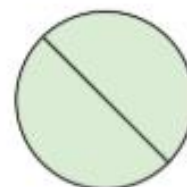
5.



6.



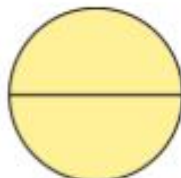
7.



8.



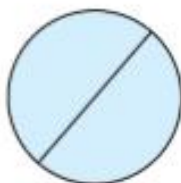
9.



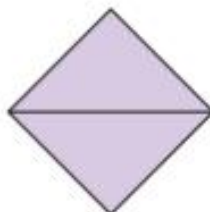
10.



11.



12.



13.



14.

**THINK SMARTER**

Use the picture.



Write numbers to solve.



The picture shows \_\_\_\_\_ halves.

The \_\_\_\_\_ equal shares make \_\_\_\_\_ whole.



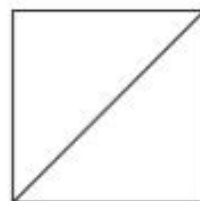
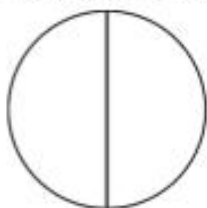
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**Problem Solving • Applications**  **WRITE**  **Math**

Draw or write to solve.

**15.** Color half of each shape.



**16.** Linus cut a circle into equal shares. He traced one of the parts. Write **half of** or **halves** to name the part.

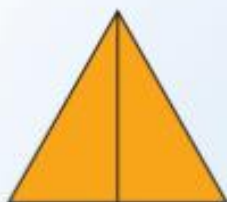


\_\_\_\_\_ a circle  
 \_\_\_\_\_  
 \_\_\_\_\_

**17.** **GO DEEPER** Draw three different ways to show halves.



**18.** **THINK SMARTER** Circle the shapes that show halves.



**TAKE HOME ACTIVITY** • Draw a rectangle on a piece of paper. Ask your child to draw a line to show halves.

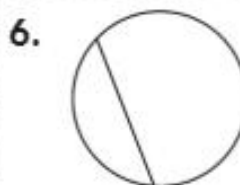
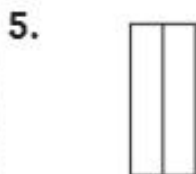
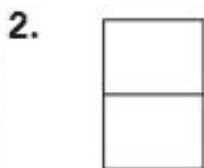
Name \_\_\_\_\_

**Halves**



COMMON CORE STANDARD—1.G.A.3  
Reason with shapes and their attributes.

**Circle the shapes that show halves.**



**Problem Solving**



Draw or write to solve.

7. Kate cut a square into equal shares. She traced one of the parts. Write **half of** or **halves** to name the part.



\_\_\_\_\_ a square

8. **WRITE** Math Draw a circle and separate it into halves. Color each half a different color.





**Lesson Check** (1.G.A.3)

1. Circle the shape that shows halves.



**Spiral Review** (1.G.A.1, 1.G.A.2)

2. Circle the new shape you can make.

Combine  and .



3. Circle the shape that has both flat and curved surfaces.



4. How many  $\triangle$  do you use to make a  $\triangle$ ?  
Draw to show your answer.



724 seven hundred twenty-four



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

**Week 7: May 11-15**

**Friday/viernes**

## "Reading"

Learning to read is hard work. You need to practice. First, you have to learn what the 26 letters look like and what sounds they make. Next, you put sounds together to read short words. Then, you learn longer words. There are a lot of words to learn. Pretty soon, though, you will be able to read a whole book!

Learning to read is important. You need to read to do well in school. Your teachers will give you books and other things to read almost every day. Your friends may send you letters or emails that you will want to read. Many adults have to read every day at their jobs.

Reading is fun! Once you learn to read, you will be able to enjoy books on your own. Some books tell stories. Some give information. You can find a book on just about anything you can think of. You can read stories about faraway places or learn about famous people. You might even like reading better than watching TV!

1) from "Reading"

Which is a reason the author says reading is fun?

- A) You might stop watching TV.
- B) You can learn about famous people.
- C) You can learn to play games from books.

2) from "Reading"

Which is a reason the author says reading is important?

- A) Reading helps you do well in school.
- B) Your parents may write you a letter.
- C) There are many books in the library.

3) from "Reading"

Which is a reason the author says learning to read is hard work?

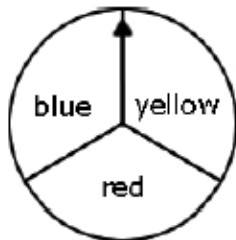
- A) Books are long.
  - B) Reading takes a lot of time.
  - C) There are a lot of words to learn.
- 

4) from "Reading"

Write down what the text is about.

- 1) Jacob spun 10 blues, 18 yellows, and 15 reds using the spinner below.

Which set of tally marks goes in the box for yellow?



blue	
yellow	
red	

A) |||| |

B) |||| |

C) |||| |

D) |||| |

- 2) Which number was rolled less than the number 1?

Number Cube Game

•					
••					
•••					




= 1 roll

- A) 1
- B) 2
- C) 3
- D) 2 and 3



3) Which is right?

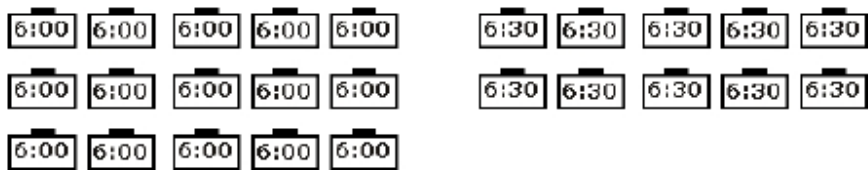
Weather Chart

 snowy	X	X	X	X	X
 sunny	X	X	X	X	
 rain	X	X			

X = 1 day

- A) It rained the least number of days.
- B) It rained the greatest number of days.
- C) It rained an equal number of days as it snowed.
- D) It rained more than it snowed.

4) Erin made a tally chart to count the times on the clocks shown below. Which tally chart did Erin make?



A) 

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	

B) 

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	

C) 

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	




D) 

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	



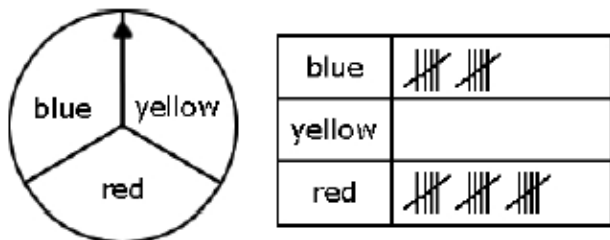
5) Which statement is NOT true?

Favorite Shapes

triangle	
circle	
square	

- A) There are more triangles than circles.
- B) There are more circles than squares.
- C) There are fewer triangles than squares.
- D) There are more squares than triangles.

- 1) Jacob hizo girar 10 azules, 18 amarillos y 15 rojos usando la rueda de abajo.  
¿Qué conjunto de marcas de conteo va en el cuadro de amarillo?



A) ||||| ||||| ||||| |

B) ||||| ||||| ||||| ||

C) ||||| ||||| ||||| |||

D) ||||| ||||| ||||| ||||

- 2) ¿Qué número salió menos que el número 1?

### Number Cube Game




•					
••					
•••					

= 1 roll

- A) 1  
B) 2  
C) 3  
D) 2 and 3

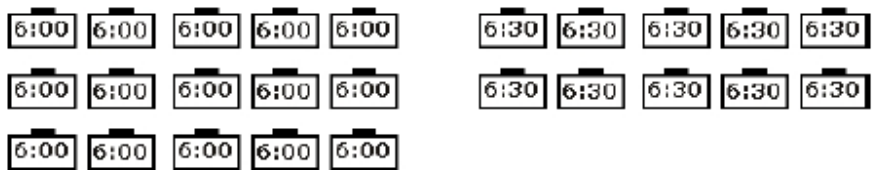
3) ¿Cual está bien?

Weather Chart

 snowy	X	X	X	X	X
 sunny	X	X	X	X	
 rain	X	X			

X = 1 day

- A) Llovió la menor cantidad de días.
  - B) Llovió la mayor cantidad de días.
  - C) Llovió la misma cantidad de días que nevaba.
  - D) Llovió más de lo que nevó.
- 4) Erin hizo una tabla de conteo para contar las veces en los relojes que se muestran a continuación. ¿Qué tabla de conteo hizo Erin?



- A)

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	
- B)




6:00 a.m.	
6:30 a.m.	
7:00 a.m.	
- C)

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	
- D)

6:00 a.m.	
6:30 a.m.	
7:00 a.m.	

5) ¿Qué afirmación NO es verdadera?

**Favorite Shapes**

triangle	
circle	
square	

- A) Hay más triángulos que círculos.
- B) Hay más círculos que cuadrados.
- C) Hay menos triángulos que cuadrados.
- D) Hay más cuadrados que triángulos.