

Week 10 & Week 11

May 18, 2020-May 29, 2020

No School: Friday 5/22, Monday 5/25, &
Tuesday 5/26

Online learning : Ms. Kosiner, Ms. Gonzalez, Mrs. Lagnese

Reading

Key Ideas and Details
(Sequencing)

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



Unit 4: Week 5

Talk about it!
I see, I think, I wonder

CCSS Weekly Concept Working with Animals

Essential Question
How do people work with animals?
Go Digital!

TIME FOR KIDS
Animals and Us

Story

Genre Nonfiction **TIME FOR KIDS**








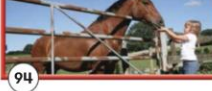
Essential Question
How do people work with animals?
Read about how people train guide dogs.
Go Digital!

From Puppy to Guide Dog

Most dogs are pets. But some dogs help people. What is the key to making a dog a good helping dog?

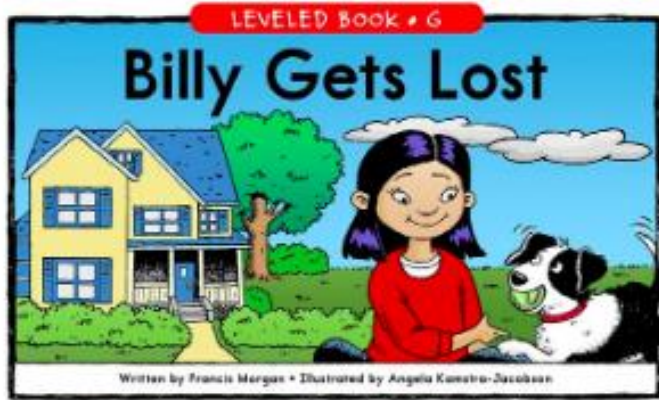
Vocabulary Words

Words to Know Read Together

	found The dog found a bone.		write She will write what we need.
	hard The horses are working hard .		clever This bird is very clever !
	near The dog is near the trainer.		signal The trainer gives a signal .
	woman The woman walks the dog.	Your Turn Read the sentence for each word. Then make up another sentence. <i>Go Digital!</i> Use the online visual glossary.	
	would She would like to ride.		

94 95





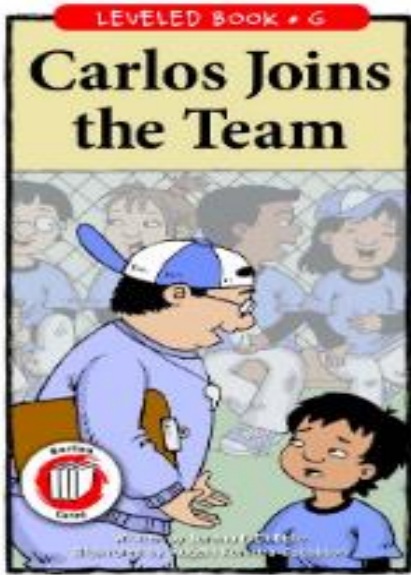
RAZ-KIDS READING ASSIGNMENTS

Quick Check

Billy Gets Lost

Name _____ Date _____

- The game of **fetch** is _____.
 A a game where a dog brings back what is thrown
 B a game dogs play with each other
 C a game using a rope
 - Why did Billy run away from Emmy?
 A She scared him.
 B He chased a cat.
 C He didn't like her.
 - Owl most likely knew the way to Billy's house because _____.
 A owls know everything
 B she and Billy were friends
 C she flies far and wide
 - How did Billy know he was lost?
 A Fox told him.
 B Billy couldn't see his house.
 C Emmy told him.
 - Fox and Cow couldn't help Billy because _____.
 A they couldn't talk
 B he never asked them for help
 C they'd never been away from their homes
- 6. Extended Response:** Have the student write what Billy did to solve the problem of being lost.



www.readinga-z.com

Reading A-Z

LEVEL 6

Quick Check

Carlos Joins the Team

Name _____ Date _____

1. Why didn't Carlos have many friends?
 A Carlos was shy.
 B Carlos was new at school.
 C Carlos liked to play.
2. Carlos wanted to miss the game because _____.
 A he didn't know how to bat
 B he was scared to play
 C he wanted to go to a party
3. Why did Carlos wear his baseball glove to bed?
 A Carlos was happy to be on the team.
 B Carlos didn't want his sister to take it.
 C Carlos got it for his birthday.
4. Why did Carlos say he couldn't go to the party?
 A He needed to help his baseball team.
 B He didn't think his mom would let him go.
 C He didn't know Becky.
5. A **coach** is someone who _____.
 A plays a game
 B teaches people to play a game
 C rides a bike
6. **Extended Response:** Ask the student to draw a picture that shows how Carlos felt at the end of the game. Ask the student to write a word to describe the picture.

Name _____ Date _____

1. What is Gordon's problem?
 A He doesn't like school.
 B He doesn't know how to get to music class.
 C He doesn't have any friends.
2. Who helps Gordon with his problem?
 A the art teacher
 B the principal
 C the music teacher
3. Why does Gordon go upstairs?
 A He is going to the music room.
 B He is looking for the art teacher.
 C He is following a student.
4. Which event happens last?
 A Gordon stands alone in the hall.
 B Gordon finds Mr. Lewis.
 C Gordon walks up the stairs.
5. A two-story house has two levels, or _____.
 A doors
 B floors
 C rooms
6. **Extended Response:** Have the student draw a map of his or her home showing his or her favorite room. Then have the student write a sentence telling why this is his or her favorite room.





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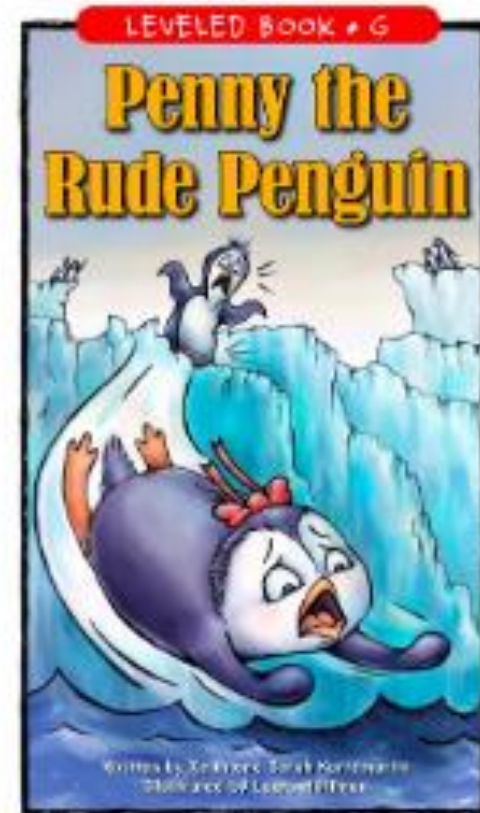
Name _____ Date _____

1. What is the main idea of this book?
 Ⓐ Flag Day is June 14.
 Ⓑ The flag of the United States has a story.
 Ⓒ The United States has grown.
2. When the United States grew, _____.
 Ⓐ the flag was named "the Stars and Stripes"
 Ⓑ the colors of the flag changed
 Ⓒ new stars and new stripes were added
3. How is the first flag of the United States different from its flag now?
 Ⓐ The colors are different.
 Ⓑ The number of stripes is different.
 Ⓒ The number of stars is different.
4. Why did the author write this book?
 Ⓐ to give information about the United States flag
 Ⓑ to tell a story about Flag Day
 Ⓒ to persuade people to make a flag
5. Listen to this sentence: *The flag had **thirteen bold stripes**.* What does the word **bold** mean in this sentence?
 Ⓐ easily seen
 Ⓑ just added
 Ⓒ grouped together
6. **Extended Response:** How is the United States flag a symbol?



Name _____ Date _____

- In this story, the character of Penny is a _____.
 A boy
 B bug
 C penguin
- What happened after Penny whacked Peter?
 A She said she was sorry, but she didn't really mean it.
 B She felt bad and helped Peter up.
 C She walked away as if nothing had ever happened.
- How does Penny change by the end of the story?
 A Penny becomes angry with Peter for bumping her down the slide.
 B Penny becomes nicer because she did not like being bumped.
 C Penny becomes sad because nobody will play with her.
- What will Penny most likely do the next time she plays with Peter?
 A She will push him down or bump into him.
 B She will play nicely and be kind to him.
 C She won't want to play with Peter anymore.
- When Peter spun around, it meant he _____.
 A tripped and fell
 B moved in circles, or twirled
 C stayed away from Penny
- Extended Response:** Have the student write about the lesson the author hopes to teach the readers of this book.



LEVELED BOOK # H

The Owl and the Pussycat



By Edward Lear • Illustrated by Kathleen McCord

www.readinga-z.com

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. How did the Owl and Kitty travel?
 (A) by plane
 (B) by train
 (C) by boat
2. What happened after Owl and Kitty got married?
 (A) They got a ring from the fat pig.
 (B) They ate sweet peas and smelly cheese.
 (C) They sailed in a pea-green boat.
3. Where did they get their wedding ring?
 (A) from a pig
 (B) from the store
 (C) from the boat
4. Why do you think the author wrote this rhyme?
 (A) to make you smile
 (B) to make you cry
 (C) to tell you about owls
5. What is a five-dollar note?
 (A) letter to the bank
 (B) check for five dollars
 (C) five-dollar bill
6. **Extended Response:** How can you tell that this rhyme is make-believe?



Reading A-Z

LEVEL **H**

Quick Check

Hedgehogs

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Quills help a hedgehog _____.
Ⓐ see well
Ⓑ find food
Ⓒ stay safe
2. When hedgehogs get scared, they _____.
Ⓐ hide in their burrow
Ⓑ roll into a ball
Ⓒ find other hedgehogs
3. Hedgehogs use their _____ to help them move around.
Ⓐ eyes
Ⓑ quills
Ⓒ nose
4. How are hedgehogs like hogs?
Ⓐ They look like hogs.
Ⓑ They sound like hogs.
Ⓒ They smell like hogs.
5. Based on this book, when is the best time to see a hedgehog?
Ⓐ at night
Ⓑ in the morning
Ⓒ in the afternoon
6. **Extended Response:** Do wild hedgehogs live where you live? Explain.

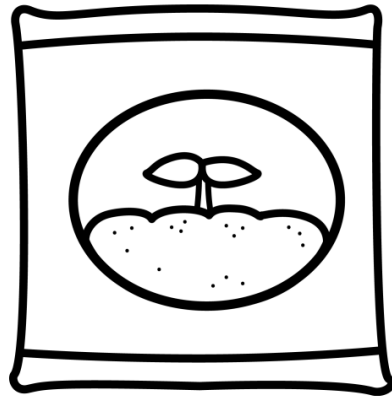
Writing Time!

Duration: 2-3 weeks

Standard 1W3: Write an informational
piece of writing.



Planting a Seed



Write about how you planted your seed.



Word Bank



pot



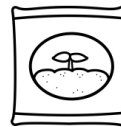
water



soil



sprout

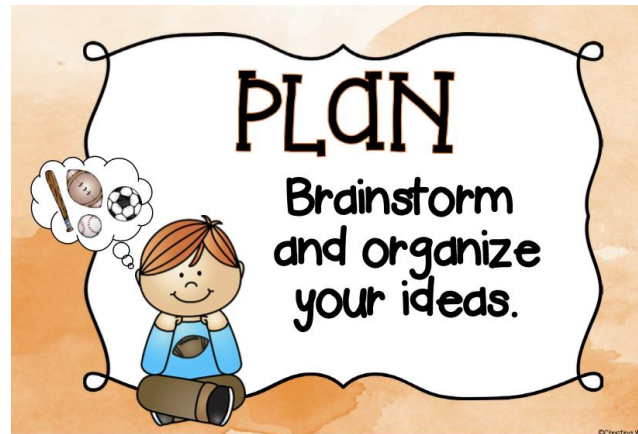
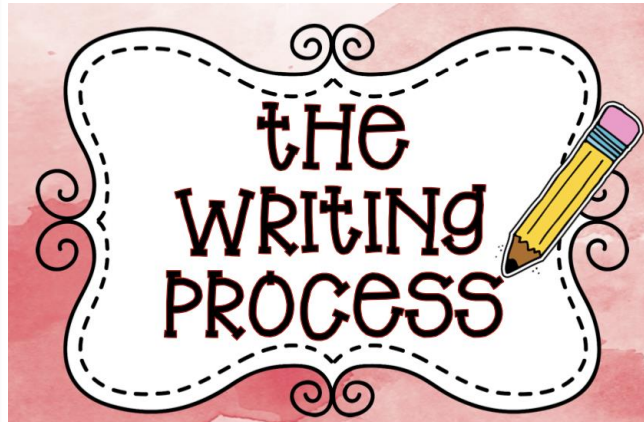


seed



plant

Step 1:



Sequencing

Write a sentence and draw a picture to show the correct order of events from the story.

First

Next

Then

Last

247 x 320

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the WRITING PROCESS



Step 2:

DRAFT

Use your ideas to write a rough draft.



Step 3:

REVISE

Make changes to improve your writing.



Sequencing

Write a sentence and draw a picture to show the correct order of events from the story.

FIRST

NEXT

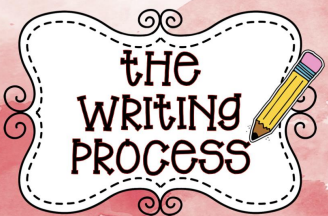
THEN

LAST



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Step 4:

edit

Proofread and correct mistakes.



Good Writers...

- use capital letters
- use punctuation marks (. ? !)
- use spacing and spelling?
- reread their story

Sequencing

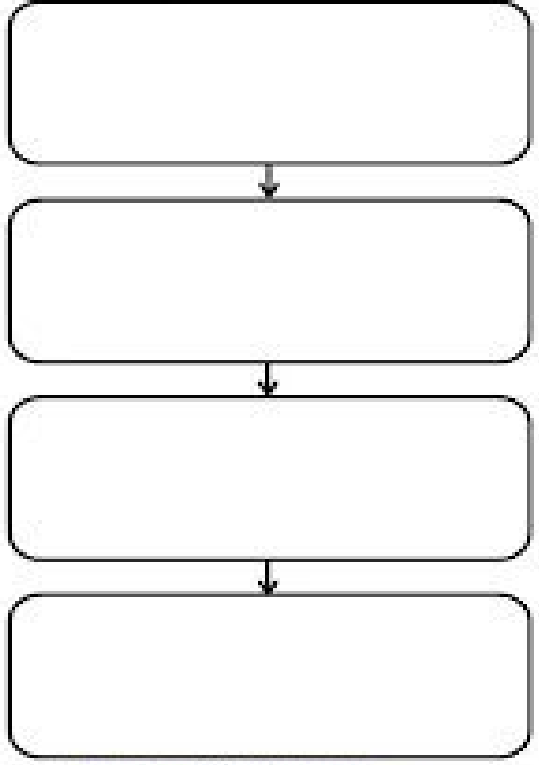
Write a sentence and draw a picture to show the correct order of events from the story.

First

Next

Then

Last



247 x 320

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Writing Rubric



	4	3	2	1
Handwriting	Awesome! I formed ALL of my letters neatly!	I did a good job MOST of the time.	I did an okay job but there were SOME mistakes.	I didn't do my personal best. It was too sloppy.
Capitalization	I capitalized ALL names, titles, places and the beginning of sentences.	I used correct capitalization MOST of the time.	I had SOME correct capitalization in my story.	I used NO correct capitalization in my story.
Punctuation	I have ALL of my punctuation.	I have MOST of my punctuation.	I have SOME punctuation.	I have NO punctuation in my story.
Spelling	ALL of my words are spelled correctly.	MOST of my words are spelled correctly.	SOME of my words are spelled correctly.	NONE of my words are spelled correctly.
Complete Story	I have ALL parts of a story. Yay!	I have MOST parts of a story.	I have SOME parts of a story.	I have NO parts of a story.

Phonics

Phonics:

Phonics: Long E: y, ey (Phonics & Spelling Book p. 96-100)

Phonics: Long E: y, ey (Practice Book p. 199, 207)

High Frequency (Practice Book p. 200)

Vocabulary:

Clever, Signal (Practice Book p. 201)

Vocabulary Strategy: Root Words (Practice Book p.206)

Structural Analysis: Compound Words (Practice Book p. 208)

Text Feature: Captions (P. 209)

Reading Comprehension:

Sequence with Story of Week (Practice Book p. 202)

Sequence with A New Puppy (Practice Book p. 203-205)



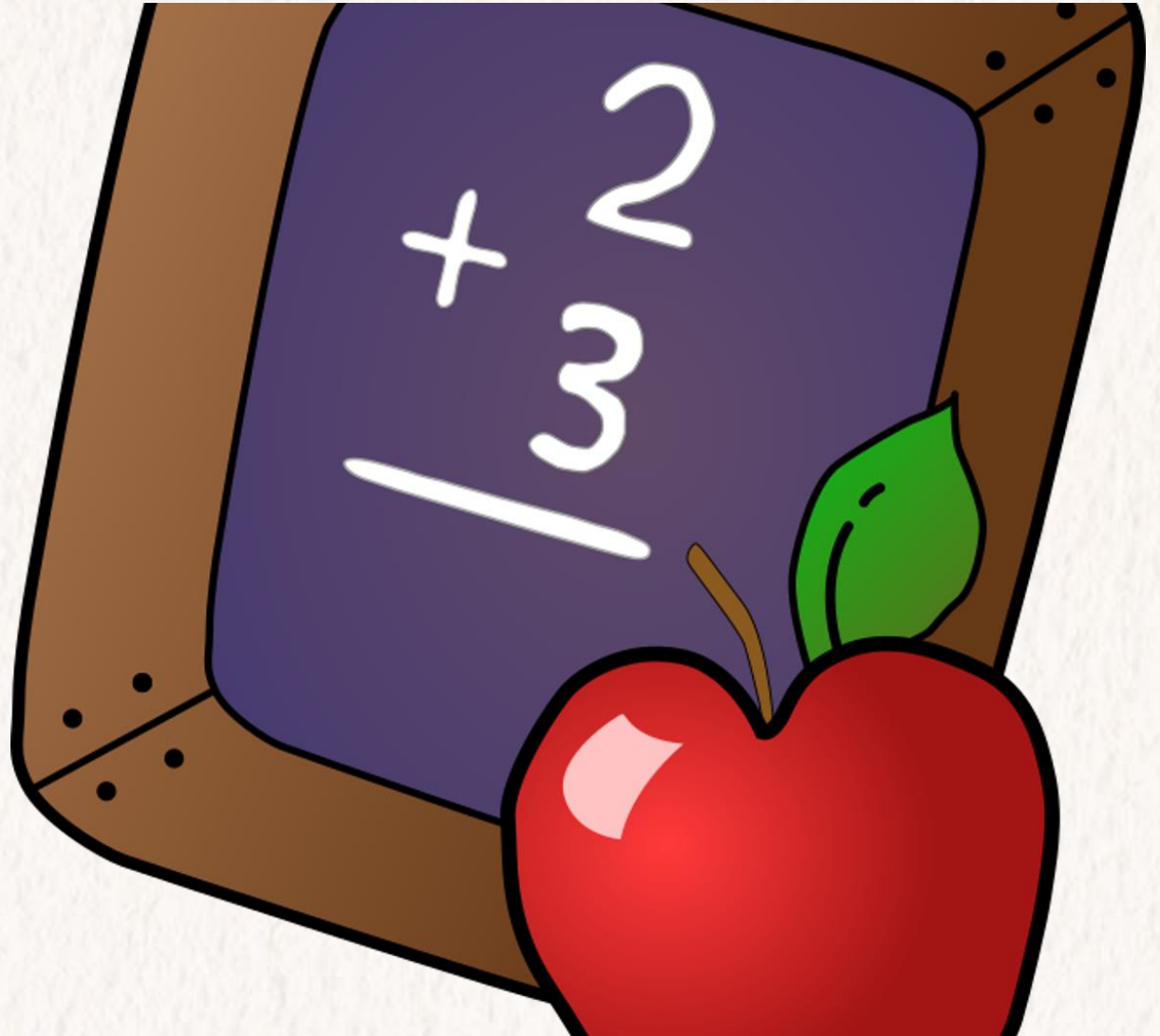


GRAMMAR

- GO AND DO (P. 86-90)
- SEE AND SAW (P91-95)
- ADVERBS THAT TELL WHEN (P96-100)

Math

Chapter 7



Chapter 7

Monday 5/18/20

TEST

<https://forms.office.com/Pages/ResponsePage.aspx?id=RoD0RV0f3Ua68VkbMaYfSXci9oCyPipNobelzIR2ehRUMkFCUDZOOVBEUzJTRDFTS1IGQUIyM0E0RC4u>

Chapter 7 Math test (100 Points)

1

What is your name? *

Enter your answer

2

What symbol is missing? *
(10 Points)



Chapter 8

Tuesday 5/19/20

Show What You Know

Objective: I can add and subtract within 20.

Name _____

Show What You Know

Personal Math Trainer
Online Assessment and Intervention

Add and Subtract

Use and to add. Write the sum.
Break apart to subtract.
Write the difference. (K.O.A.A.1)

1. $4 + 1 =$ _____
 $5 - 1 =$ _____

Count Groups to 20

Circle groups of 10. Write how many. (1.NB.T.A.1)

2. _____

3. _____

Use a Hundred Chart to Count

Touch and count. Shade the last number counted. (1.NB.T.A.1)

4. Start at 1 and count to 20.
5. Start at 30 and count to 56.
6. Start at 77 and count to 93.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This page checks understanding of important skills needed for success in Chapter 8.

434 four hundred thirty-four

Name _____

Vocabulary Builder

Review Words

add
subtract
sum
difference

Visualize It

Sort the review words from the box.

Put Together

Take Apart

Understand Vocabulary

Use a review word to complete each sentence.

1. 8 is the _____ for $17 - 9$.

2. 17 is the _____ for $8 + 9$.

3. When you _____ 4 to 8, you find the sum.

4. When you _____ 4 from 8, you find the difference.

Chapter 8

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Multimedia eGlossary

four hundred thirty-five **435**

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)

Chapter 8

Wednesday 5/20/20

8.1

Objective: I can add and subtract within 20.

Pages: 437-440

Homework: 441-442

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)

Name _____

Add and Subtract Within 20

Essential Question What strategies can you use to add and subtract?

Lesson 8.1

Common Core Operations and Algebraic Thinking—1.OA.C.6
MATHEMATICAL PRACTICES
MP1, MP3, MP6

Listen and Draw **Real World**

What is $5 + 4$?
Use a strategy to solve the addition fact. Draw to show your work.

5 + 4 = ____

Math Talk **MATHEMATICAL PRACTICES 3**
Apply What strategy did you use to find the answer?

FOR THE TEACHER • Have children choose and model a strategy to solve the addition fact. Then have them draw to show their work.

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Chapter 8

four hundred thirty-seven **437**

Chapter 8

Thursday 5/21/20

8.2

Objective: I can draw a model to add tens.

Pages: 443-446

Homework: 447-448


1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Name _____

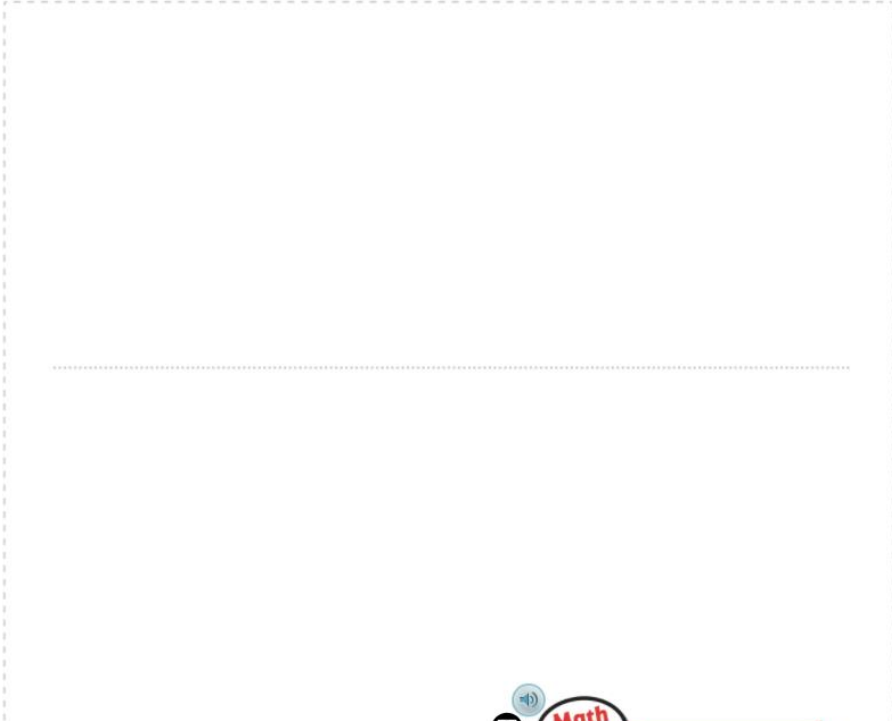
Hands On Lesson 8.2

Add Tens
Essential Question How can you add tens?

Common Core Number and Operations in Base Ten—1.NBT.C.4
MATHEMATICAL PRACTICES
MP2, MP7

Listen and Draw 

Choose a way to show the problem.
Draw a quick picture to show your work.



Math Talk **MATHEMATICAL PRACTICES 2**

Reasoning Why will there be no ones in your answer when you add $20 + 30$?

FOR THE TEACHER • Read the following problems. Barb has 20 baseball cards. Ed has 30 baseball cards. How many baseball cards do they have? Kyle has 40 baseball cards. Kim has 50 baseball cards. How many baseball cards do they have?

Chapter 8

four hundred forty-three **443**

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Chapter 8

Wednesday 5/27/20

8.3

Objective: I can draw a model to subtract tens.


Pages: 449-451

Homework: reteach

1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Name _____

Subtract Tens
Essential Question How can you subtract tens?

Listen and Draw 

Choose a way to show the problem.
Draw a quick picture to show your work.

Common Core Number and Operations in Base Ten—1.NBT.C.6
MATHEMATICAL PRACTICES MP3, MP4, MP6, MP8

Math Talk **MATHEMATICAL PRACTICES** 4
Represent How does your picture show the first problem?

FOR THE TEACHER • Read the following problems.
Tara has 30 seashells. 20 shells are big. The rest are small. How many small shells does she have?
Sammy has 50 shells. He gives 30 shells to his friend. How many shells does Sammy have now?

Chapter 8

four hundred forty-nine **449**

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Chapter 8

Thursday 5/28/20

Mid chapter



Objective: I can draw a model to subtract tens.


Pages: 452


Homework: 453-454

1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.



Name _____



 **Mid-Chapter Checkpoint**  Personal Math Trainer
2. Online Assessment and Intervention


 **Concepts and Skills**



 Add or subtract. (1.OA.C.6)


1. $\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$	2. $\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	3. $\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	4. $\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	5. $\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$	6. $\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$
--	---	--	--	---	---


 Use . Draw to show tens. Write the sum. Write how many tens. (1.NBT.C.4)



 7. $30 + 50 = \underline{\quad}$  tens

8. $40 + 20 = \underline{\quad}$  tens

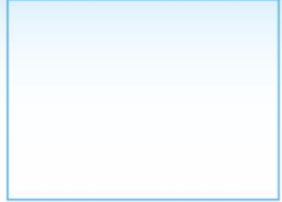
 Use . Draw to show tens. Write the difference. Write how many tens. (1.NBT.C.6)

9. $90 - 20 = \underline{\quad}$  tens

10. $60 - 40 = \underline{\quad}$  tens

 **11. THINK SMARTER** Mike has 60 marbles.  He gives 20 to Kathy. How many marbles does Mike have left? Show your work. (1.NBT.C.6)

 marbles



452 four hundred fifty-two

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Chapter 8

Friday 5/29/20

8.4

Objective: I can use a hundred chart to find sums.

Pages: 455-458

Homework: 459-460

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten

Name _____

Lesson 8.4

Use a Hundred Chart to Add
Essential Question How can you use a hundred chart to count on by ones or tens?

Common Core Number and Operations in Base Ten—1.NBT.C.4
MATHEMATICAL PRACTICES MP4, MP5, MP6

Listen and Draw Real World

Use the hundred chart to solve the problems.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math Talk MATHEMATICAL PRACTICES 6
Explain how you can use a hundred chart to find each sum.

FOR THE TEACHER • Read the following problems. Alice picks 12 flowers. Then she picks 4 more flowers. How many flowers does Alice pick? Ella picks 10 strawberries. Then she picks 20 more strawberries. How many strawberries does Ella pick?

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Chapter 8

four hundred fifty-five **455**



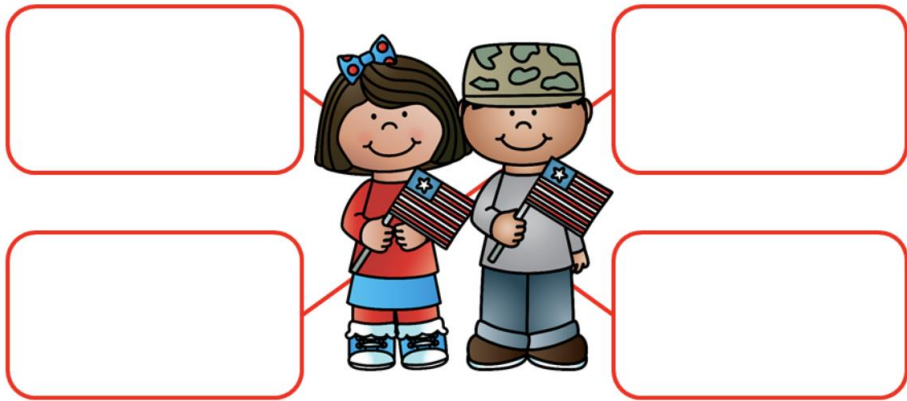
Science/Social Studies

Memorial Day

https://www.brainpop.com/social_studies/ushistory/memorialday/

Celebrating Memorial Day

Americans celebrate Memorial Day in many ways. Some people have cookouts or picnics with their family and friends. Others attend parades or go visit monuments or cemeteries of fallen soldiers. Describe four ways you can celebrate Memorial Day.



Hi Dink © 2017

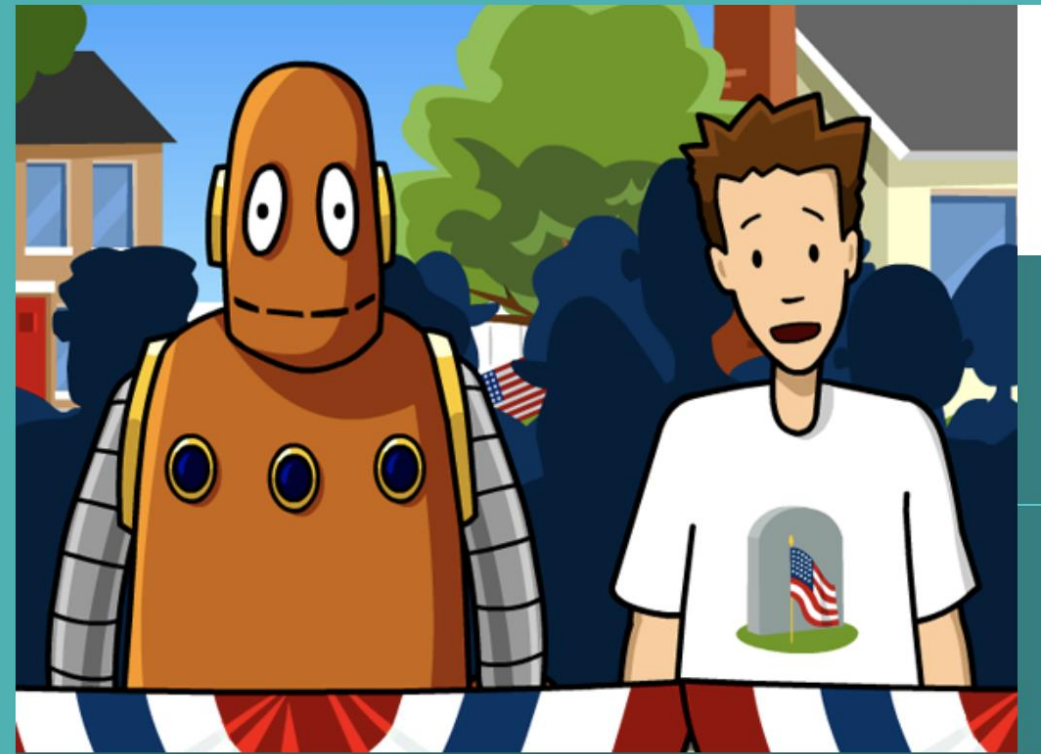
Send us a picture of how you celebrated Memorial Day!



Memorial Day



There's so much more to BrainPOP than meets the eye. Use your creativity for your students in a few clicks.



Week 1: Life Science, Living Things

Name: _____ Date: _____
Science 1st Grade Studies Weekly Week 1, Life Science

Most living things need water, air, food and space to survive. Look at each picture. Is it a living thing or a non-living thing? Cut and paste the items into the correct box.

living

nonliving

--	--



- | | |
|-----------|----------|
| rock | car |
| an animal | soil |
| water | a person |
| flower | a tree |

Name: _____ Date: _____
Science 1st Grade Studies Weekly Week 1, Life Science

Write the best word on the line.

1. Living things need _____.

(dogs, rocks, food)

2. Living things _____ and change.

(grow, car, jump)

3. Living things need air and _____.

(candy, water, goats)

4. Some things on _____ are not alive.

(cats, feet, Earth)

5. _____ are nonliving things.

(Flowers, Rocks, Fish)



Assessment:
To be completed online
by each student.

Name: _____ Date: _____
Science 1st Grade Studies Weekly Week 1, Life Science

Living Things Assessment

Circle **yes** if the sentence is correct. Circle **no** if the sentence is not correct.

1. All living things eat the same food.

yes

no

2. Living things need food, air, water and space to live in.

yes

no

3. Living things are alike in some ways and different in some ways.

yes

no

4. Circle the pictures that show living things. Draw a box around the pictures that show nonliving things.



Week 20: Changes in communities

Name: _____ Date: _____

Natural resources are things found in nature.

Fill in the letters to finish the word. Then write one way you could protect each natural resource.



l _ _ _ d



w _ _ t _ _ r

Name: _____ Date: _____

Weekly Literacy Connection

Use the words in the word bank to complete each sentence.

extinct

recycle

Pollution

1. _____ makes air and water dirty.
2. Some animals are _____.
3. We can protect the Earth when we _____.

Put the following words in ABC order.

people air extinct pollution recycle

4. _____
5. _____
6. _____
7. _____
8. _____

Correct the sentence. Rewrite it on the lines below.

9. can Earth. We the help

Name: _____ Date: _____

Fill in the circle next to the best answer.

1. What lived on Earth before people?

- Ⓐ only plants and animals
- Ⓑ nothing

2. Over time, the number of people on Earth _____.

- Ⓐ got smaller
- Ⓑ got larger

3. People built _____ to get from one place to another.

- Ⓐ houses
- Ⓑ roads

4. _____ resources are things found in nature.

- Ⓐ Natural
- Ⓑ Normal

5. The changes people make to their communities have consequences.

- Ⓐ yes
- Ⓑ no

Circle the word or group of words that does not belong with the others.

6. recycle

ride bikes

leave the lights on

take shorter showers

Write the answer on the line.

7. How can you help keep Earth clean and safe?

Social Studies Assessment