

Week 13

June 8, 2020-June 12, 2020

No School:

Thursday June 11, 2020 (Superintendent Conference Day)

Friday June 12, 2020

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

Reading

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

Comprehension

Cause and Effect

A **cause** is what makes something happen in a story.

An **effect** is the event that happens.

To figure out cause and effect, ask yourself:
What happened? Why did it happen?

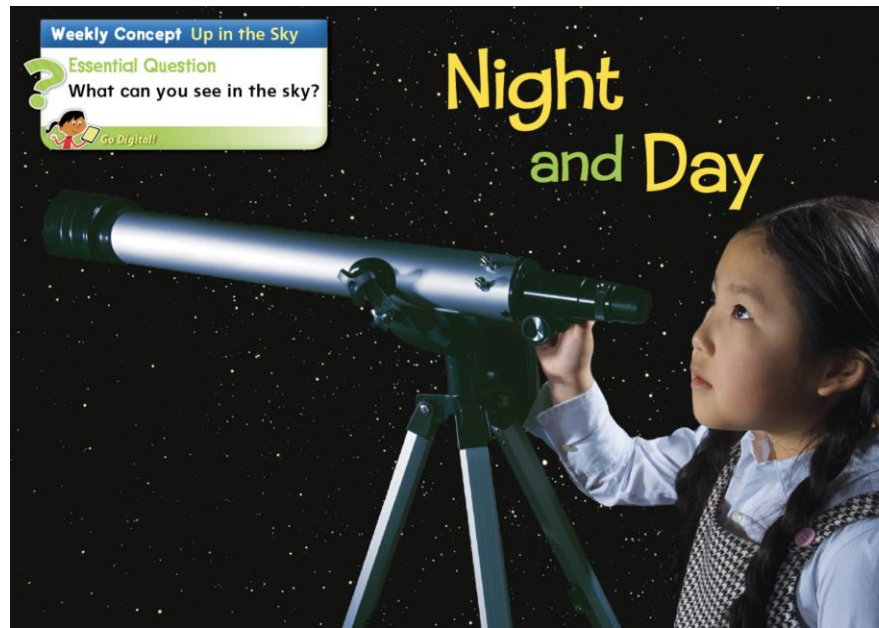
Find Text Evidence

Find a cause and its effect in the story.

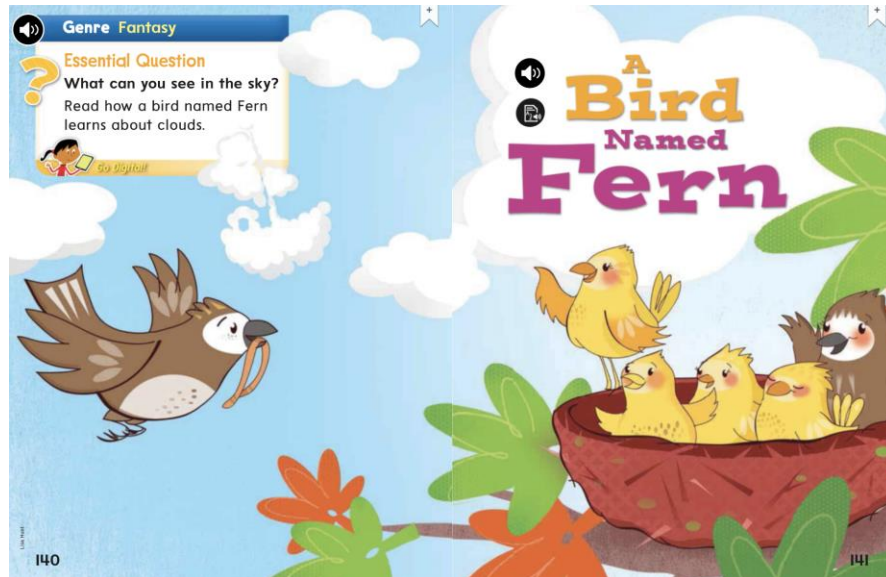


Unit 5: Week 2

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



Story



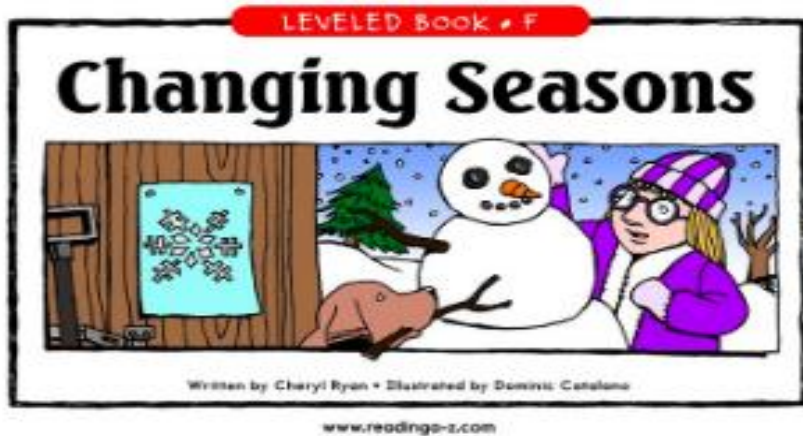
Vocabulary Words

Words to Know		Read Together
	another Will another cloud cover the sun?	 through Can you see the man through the fog?
	climb That cat can climb a tree quickly.	 leaped The frog leaped into the lake.
	full There is a full moon out tonight.	 stretched The rainbow stretched out across the sky.
	great It is a great day for a picnic!	
 136	poor My poor dog got wet in the rain.	

Your Turn
Read the sentence for each word. Then make up another sentence.
Go Digital! Use the online visual glossary.

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RAZ-KIDS READING ASSIGNMENTS

Reading A-Z

LEVEL **F**

Quick Check

Changing Seasons

Name _____ Date _____

1. What are the days like in summer?
 A long
 B cool
 C short
2. How many seasons do we have?
 A three
 B four
 C five
3. What happens to plants in fall?
 A They get bigger.
 B They get greener.
 C They stop growing.
4. Which season comes after winter?
 A summer
 B fall
 C spring
5. Listen to this sentence: *It gets cooler in the fall.* Which of the following sentences uses the same meaning for the word *fall* as the example sentence?
 A My favorite season is fall.
 B Did you fall off the bike?
 C I watch the rain fall from the sky?
6. **Extended Response:** Have the student write (or dictate) about his/her favorite season and tell why he/she likes this season the best.



Reading A-Z

LEVEL **F**

Quick Check

Best of Friends

Name _____ Date _____

- Who are the main characters in this story?
 (A) Tiger and Lily
 (B) Lily and Hiss
 (C) Friends and Best Cat
- Tiger and Lily were enemies.* What are enemies?
 (A) living things that strongly do not like each other
 (B) living things that really like each other
 (C) living things that want to play games together
- What would cause Lily to hiss at Tiger?
 (A) Tiger sitting in a lap last
 (B) Tiger falling asleep
 (C) Tiger getting to the door first
- Why did Lily wake up Tiger?
 (A) Lily wanted Tiger's toy.
 (B) Lily wanted to bother Tiger.
 (C) Lily wanted to sleep in Tiger's spot.
- What would cause Tiger to hiss at Lily?
 (A) Lily getting to the food last
 (B) Lily leaving Tiger alone
 (C) Lily playing with the toy
- Extended Response:** Have students write (or dictate) a sentence telling why Lily and Tiger might be friends when no one was around.

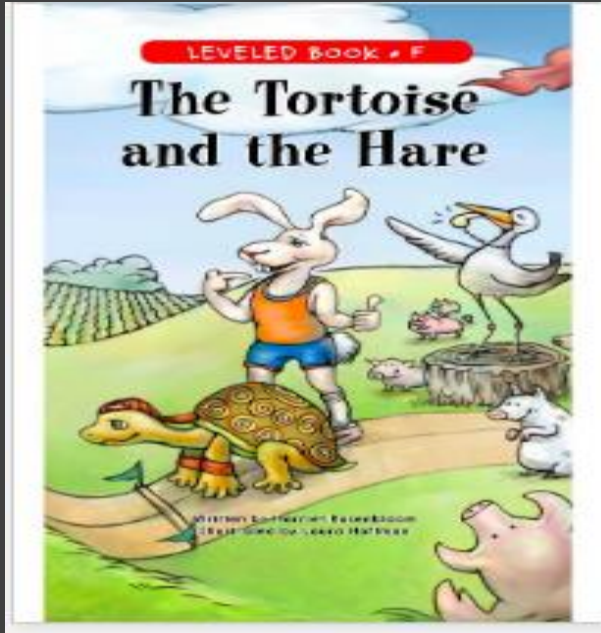
Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the

Name _____ Date _____

1. What is the effect of Dog helping Mouse?
 - Ⓐ Mouse sat down next to Lizard at lunch.
 - Ⓑ Dog tripped and fell down.
 - Ⓒ Rabbit got on the bus.
2. Why did the author write this story?
 - Ⓐ to persuade
 - Ⓑ to entertain
 - Ⓒ to inform
3. What is the effect of Lizard helping Duck find the ball?
 - Ⓐ Dog helped Mouse with her backpack.
 - Ⓑ Owl helped Dog up.
 - Ⓒ Duck asked Rabbit to sit with him on the bus.
4. Where does most of this story take place?
 - Ⓐ at Duck's house
 - Ⓑ at the park
 - Ⓒ at a school
5. Listen to this sentence: *Do you want some help?* What does the word *help* mean in this sentence?
 - Ⓐ an action that makes life easier for another person
 - Ⓑ a break from school or work during the day
 - Ⓒ move downward, often fast and without control
6. **Extended Response:** Have students choose a character and tell how the character felt before someone helped him or her and how the character felt after someone helped him or her.

Instructions: Sit next to the student and read the first section of your unit's folder under the words. Ask the





Reading A-Z

LEVEL **F**

Quick Check

Tortoise and the Hare

Name _____ Date _____

1. What causes Tortoise to win the race?
 - Ⓐ Hare gets lost during the race.
 - Ⓑ Hare gives up halfway through the race.
 - Ⓒ Hare stops many times along the way.
2. Why does Hare stop for a snack and a nap?
 - Ⓐ He is tired of being in the race.
 - Ⓑ He thinks he is far ahead of Tortoise.
 - Ⓒ He needs to rest before finishing the race.
3. What does Hare do after he eats a snack?
 - Ⓐ He goes for swim in the river.
 - Ⓑ He catches up to Tortoise.
 - Ⓒ He takes a nap.
4. Hare brags because _____.
 - Ⓐ he wants Tortoise to win the race
 - Ⓑ he can run very fast
 - Ⓒ he has new running shoes
5. Which sentence from the book shows that Hare brags?
 - Ⓐ "Nobody can beat me," Hare said.
 - Ⓑ Hare wanted to win.
 - Ⓒ Tortoise won the race.
6. **Extended Response:** What does Tortoise mean when he says, "Slow and steady wins the race"?



Writing Time!

Duration: 2-3 weeks


Standard 1W3: Write an Opinion piece of writing.

Fan-N-Pick Cards

Do you like to jump rope at recess time?
Why or why not?



Do you like to do cartwheels and gymnastics at recess time?
Why or why not?



Do you like to play on the jungle gym at recess time?
Why or why not?



Do you like to play soccer at recess time?
Why or why not?



Do you like to make up games with your friends at recess time?
Why or why not?



Do you like to play hand clapping games at recess time?
Why or why not?



Do you like to play on the slide at recess time?
Why or why not?



Do you like to play tetherball at recess time?
Why or why not?



Fan-N-Pick Cards

Opinion Writing

- tells what you think.
- gives reasons to support and explain your opinion.
- has a topic sentence, detail sentences, and a closing sentence.



Informative
How-To

1st & 2nd
Grades

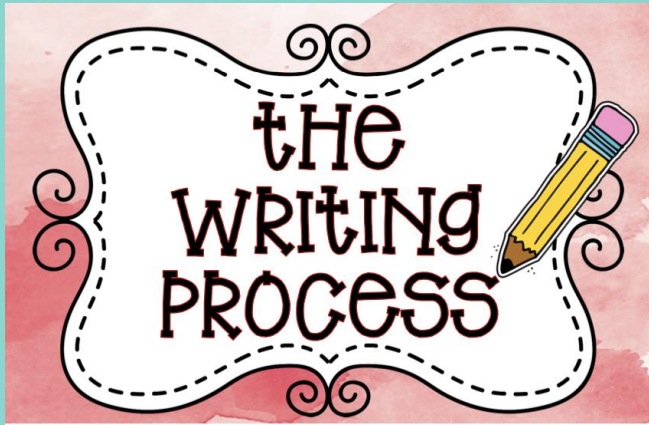
Opinion
Personal
Narrative

One Topic, Three Types of Writing

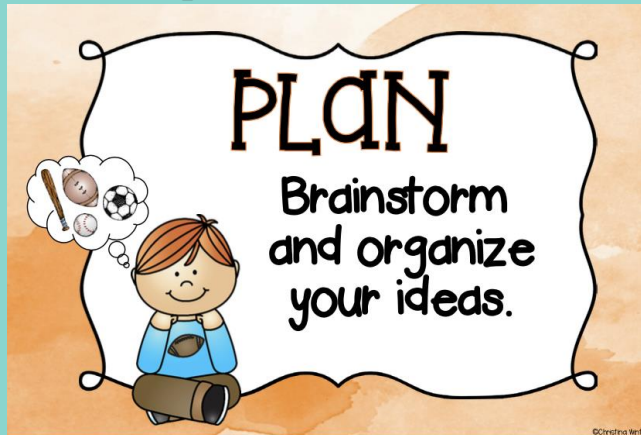
It's
recess
time!



Created by Lisa Lilienthal



Step 1:



Name _____

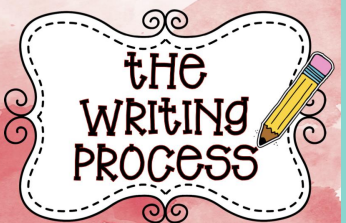
It's Recess Time!

Brainstorming Circle Map

What do you like to do at recess?


Recess
Activities

A worksheet with a black and white grid border. At the top right, there is a line for the student's name. Below that, the title "It's Recess Time!" is written in a large, bold, sans-serif font. Underneath the title, the text "Brainstorming Circle Map" and the question "What do you like to do at recess?" are written in a smaller, sans-serif font. The main part of the page is a large circle with a smaller circle inside it. The smaller circle is labeled "Recess Activities" in a simple, sans-serif font.




Step 2:

DRAFT
Use your ideas to write a rough draft.



Step 3:

REVISE
Make changes to improve your writing.



Name _____

It's Recess Time! ~ Opinion Writing

Prewriting Graphic Organizer

Topic Sentence(s):
The best thing to do at recess is _____.


Reason	Reason	Reason
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Closing Sentence(s):
I love to _____
when it's time for recess!



Step 4:

edit
Proofread and correct mistakes.



Good Writers...

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

Name _____

It's Recess Time! ~ Opinion Writing

Prewriting Graphic Organizer

Topic Sentence(s):
The best thing to do at recess is _____.

Reason	Reason	Reason
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Closing Sentence(s):
I love to _____
when it's time for recess!

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

Your Turn Practice Book:

Phonics: /ûr/er, ir, ur, or - p. 223, 231

High Frequency Words – p. 224

Vocabulary - p. 225

Comprehension – p. 226

Reader/Comprehension: A Bunny Wish p. 227-229

Vocabulary Strategies: p. 230

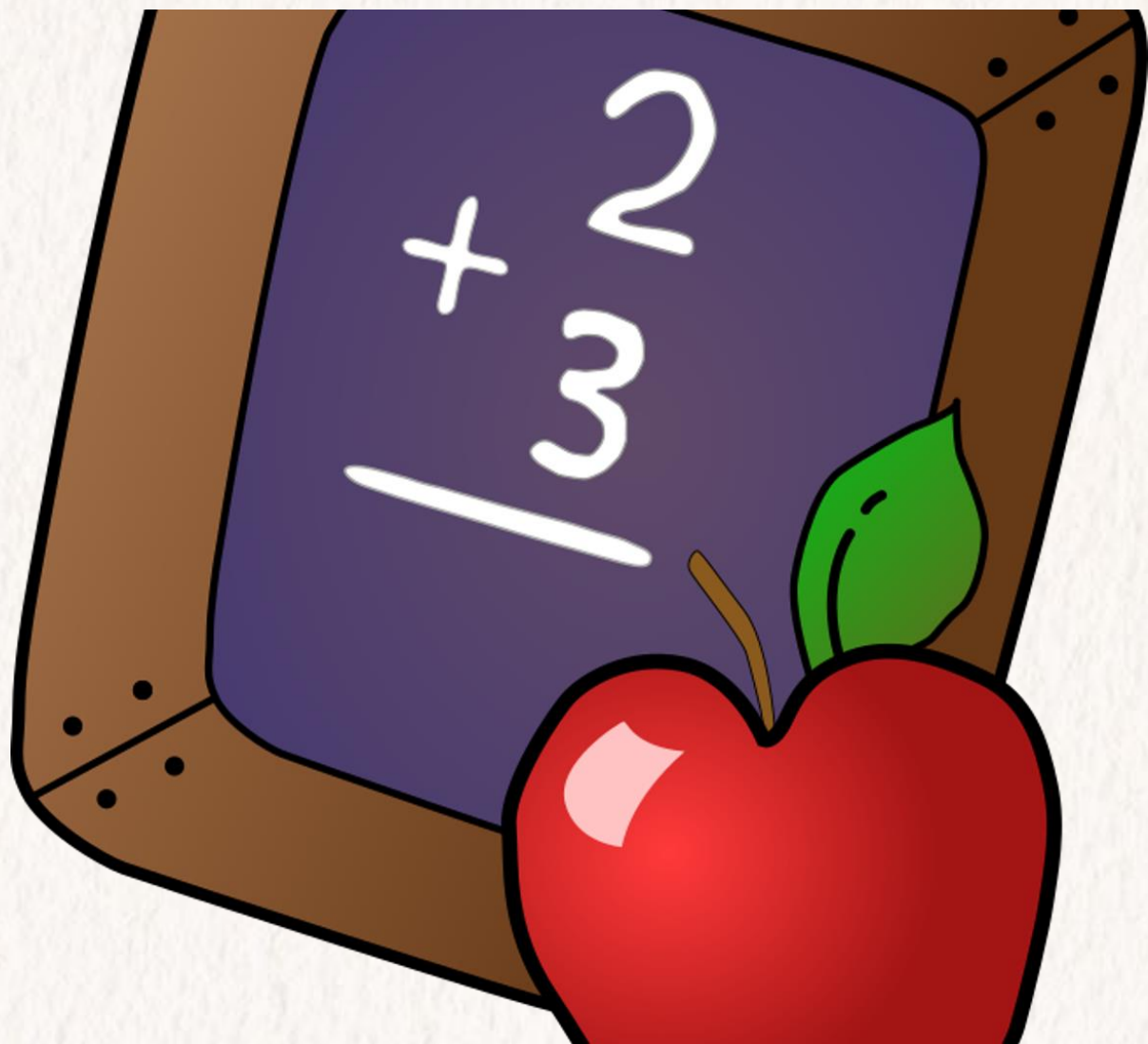
Structural Analysis p. 232

Text Feature: p. 233

Spelling Book: /ûr/ er, ir, ur, or p. 107-110



Math



Chapter 8

Monday 5/8/20

NO SCHOOL

Clerical

PLC Meeting

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

Tuesday 6/9/20

8.7

Objective: I can use tens and ones to add two-digit numbers.

Pages: 473-476

Homework: 477-478



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 _____

Use Place Value to Add

Essential Question How can you model tens and ones to help you add two-digit numbers?

Common Core Number and Operations in Base Ten—1.NBT.C.4
MATHEMATICAL PRACTICES
MP1, MP2, MP6, MP7

Listen and Draw  

Model the problem with  .
Draw a quick picture to show your work.

Tens	Ones

Math Talk **MATHEMATICAL PRACTICES**

Describe How many tens? How many ones? How many in all?

FOR THE TEACHER • Read the following problem.
Cameron has 30 old stamps and 25 new stamps.
How many stamps does Cameron have?

Chapter 8

four hundred seventy-three **473**

Chapter 8

Wednesday 6/10/20

8.8

Objective: I can solve and explain two-digit addition word problems using the strategy draw a picture.

Pages: 479-482

Homework: 483-484

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 8.8

Problem Solving • Addition Word Problems

Essential Question How can drawing a picture help you explain how to solve an addition problem?

Common Core Number and Operations in Base Ten—1.NBT.C.4
MATHEMATICAL PRACTICES MP1, MP2, MP6, MP8

Kelly gets 6 new toy cars.
He already has 18 toy cars.
How many does he have now?




Unlock the Problem

What do I need to find?
_____ toy cars
how many _____
Kelly has now

What information do I need to use?
Kelly has 18 cars.
He gets 6 more cars.

Show how to solve the problem.

 **HOME CONNECTION** • Being able to show and explain how to solve a problem helps your child build on their understanding of addition.

Chapter 8

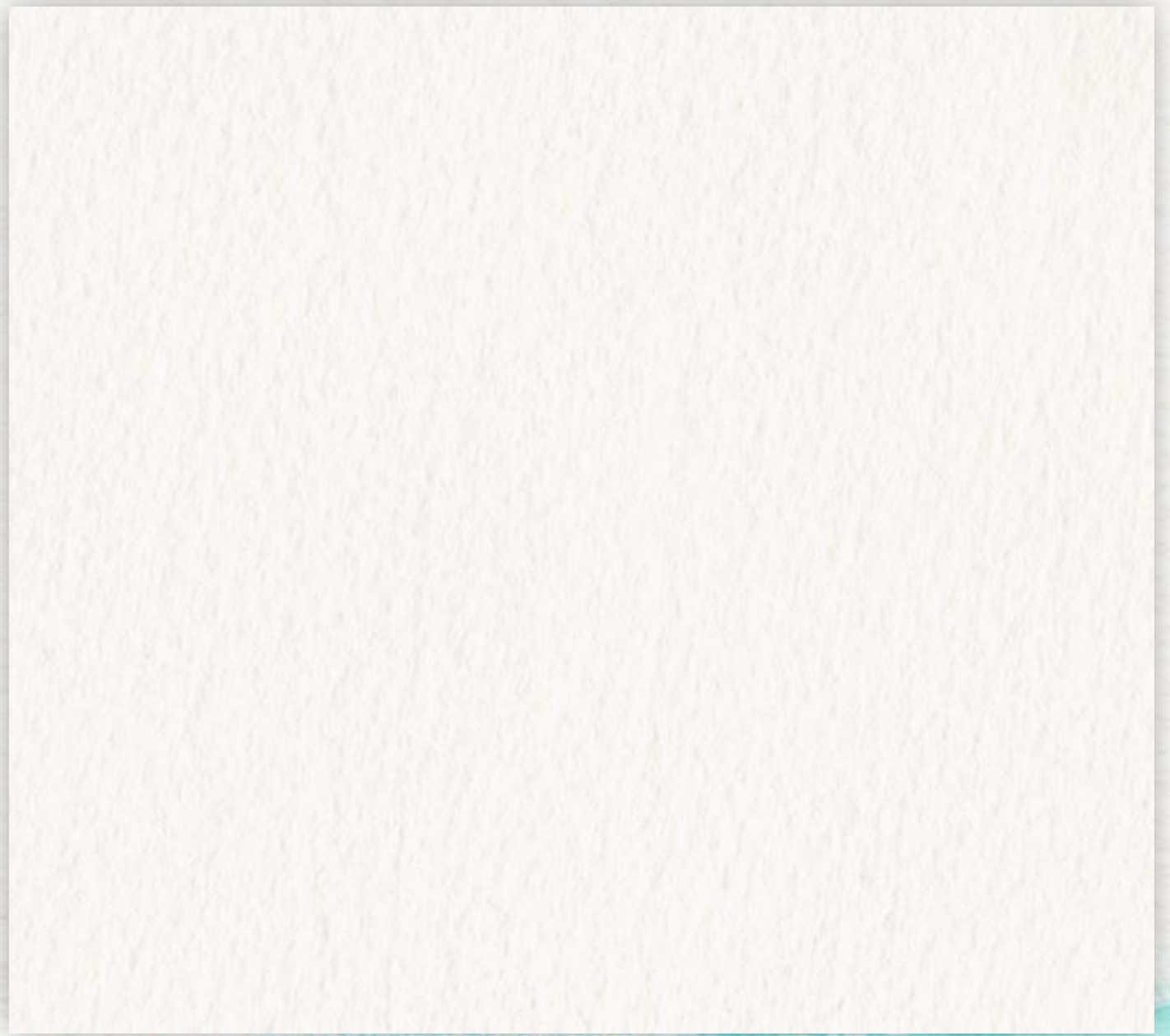
four hundred seventy-nine **479**

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Chapter 8

Thursday 6/11/20

NO SCHOOL



Chapter 8

Friday 6/12/20

NO SCHOOL





Science/Social Studies

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.



What is a community?

A place where people and animals live.



Ways to keep our Earth clean and safe

1. Ride my bike.
2. Clean my house.
3. Don't cut down trees!
4. Clean up the ocean.
5. Don't waster your water!

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