

# Week 8

Monday May 4, 2020 - Friday 8, 2020  
Distance Learning

# Reading

**STANDARD 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## Unit 4: Week 3


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

Weekly Concept In the Wild

**Essential Question**  
How do animals survive in nature?

Go Digital!






# Survivors!






## Vocabulary Words

Words to Know

Read Together

	<b>find</b> Fish can <b>find</b> a place to hide.
	<b>food</b> All animals need <b>food</b> to live.
	<b>more</b> We give it <b>more</b> food to eat.
	<b>over</b> The girl jumps <b>over</b> the rope.
	<b>start</b> When does a cub <b>start</b> to walk?

	<b>warm</b> The lion sat in the <b>warm</b> sun.
	<b>search</b> Do bees <b>search</b> for plants?
	<b>seek</b> A bear will <b>seek</b> out ripe berries.

**Your Turn**

Read the sentence for each word.  
Then make up another sentence.

Go Digital! Use the online visual glossary.

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55

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## Reading Comprehension with Exit Ticket (Your Turn practice p.178)



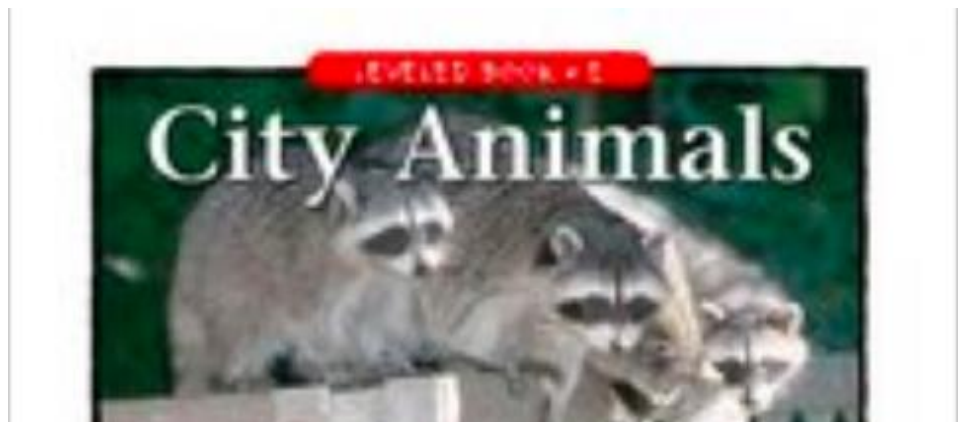
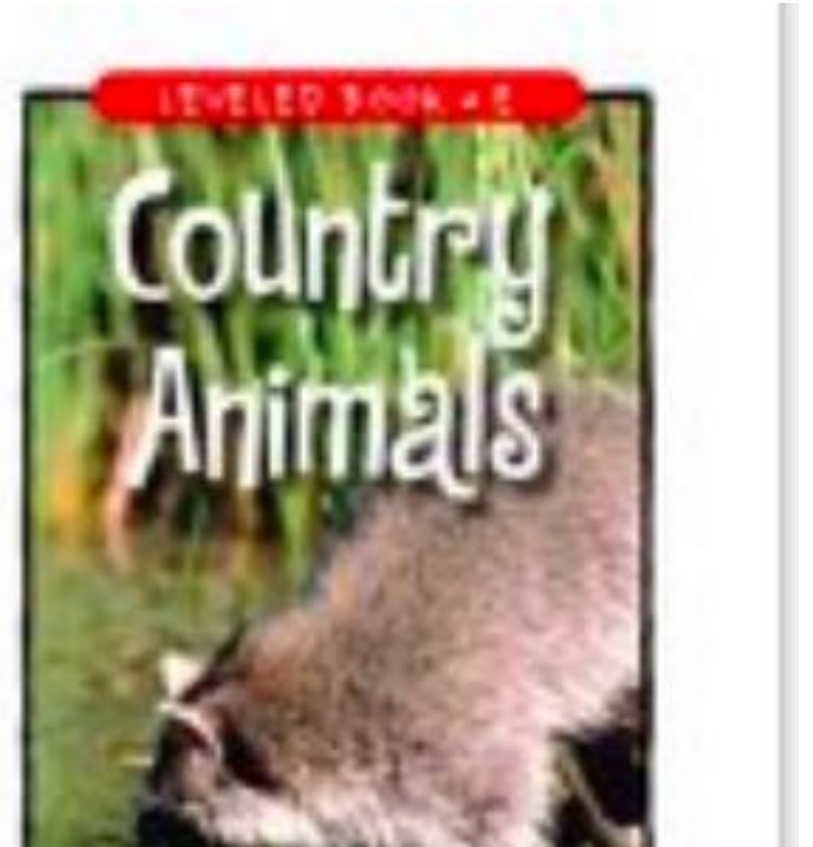
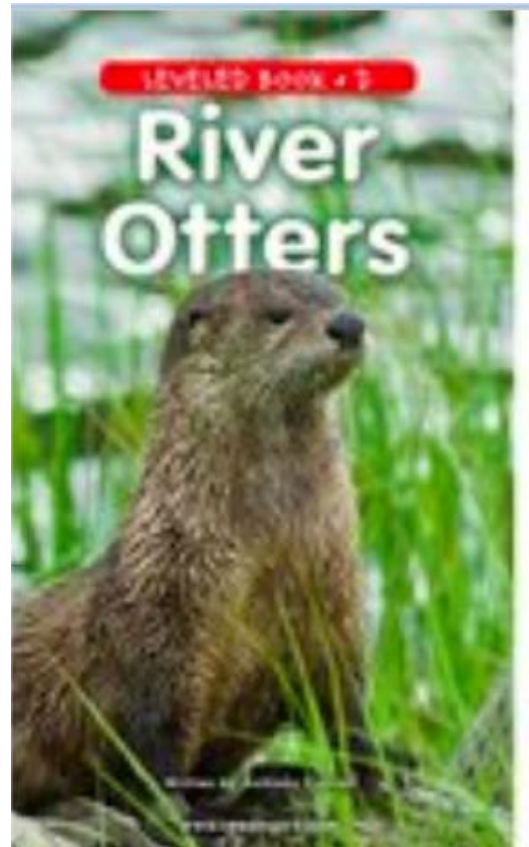
### Comprehension

## Main Idea and Key Details

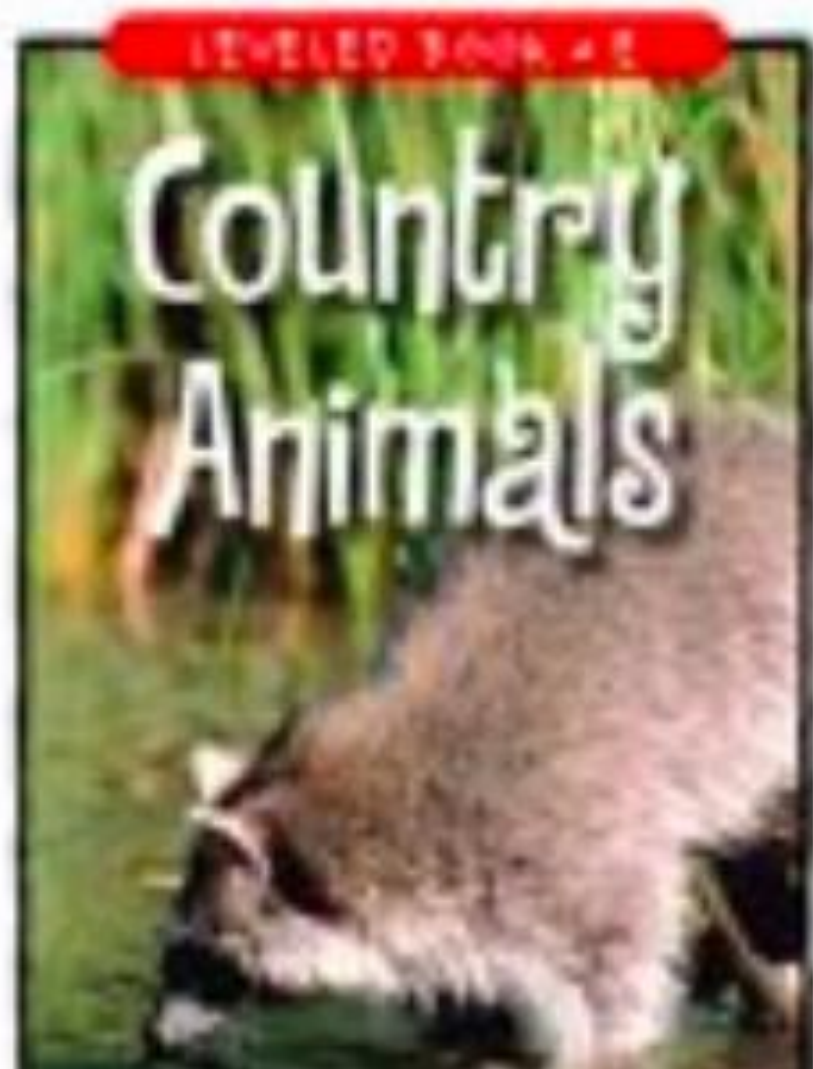
The **main idea** is what the selection is mostly about.

**Key details** give information about the main idea.





# **RAZ-KIDS READING ASSIGNMENTS**



Quick Check

Country Animals

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is this book mainly about?
  - (A) Many kinds of animals live in the country.
  - (B) Deer eat twigs from trees.
  - (C) Cows live in the country.
2. How are squirrels different from mice?
  - (A) Squirrels eat nuts, and mice eat grains.
  - (B) Squirrels live in the country, and mice do not.
  - (C) Both a and b
3. Which animal makes nests in trees?
  - (A) a duck
  - (B) a raccoon
  - (C) a robin
4. Which animal likes to wash its food?
  - (A) a bear
  - (B) a fox
  - (C) a raccoon
5. What is a river?
  - (A) a piece of land with no trees
  - (B) a large stream of flowing water
  - (C) a red and black bird
6. **Extended Response:** Have the children dictate (or write) the name of one kind of animal they see near home and what that animal does.



Quick Check

Sharks

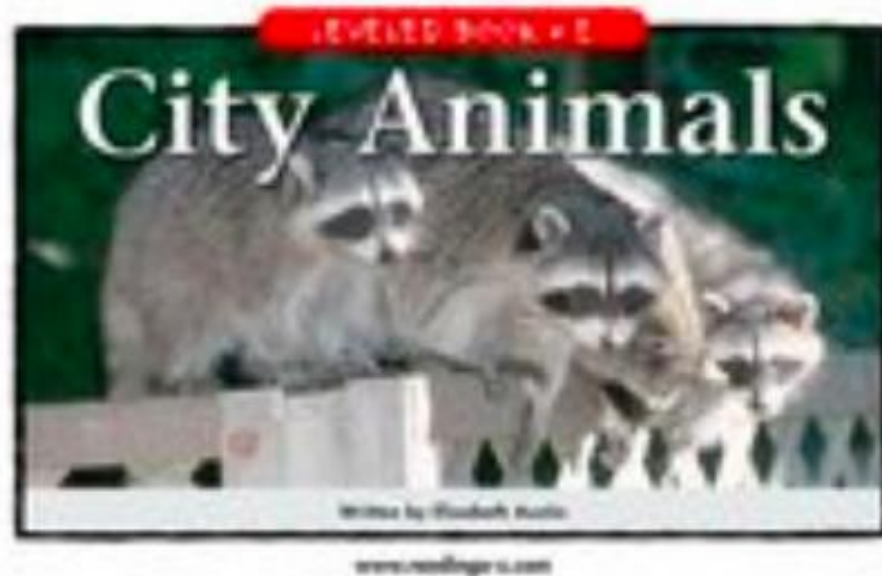
Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. How are sharks different from most fish?
  - (A) They live in oceans.
  - (B) They have rough skin.
  - (C) They come to the surface to breathe.
2. A shark can sense movement in water. How does this help a shark?
  - (A) It can swim faster.
  - (B) It can stay away from people.
  - (C) It can find fish easily.
3. Why is losing a tooth not a problem for a shark?
  - (A) When a shark loses a tooth, another tooth takes its place.
  - (B) Sharks don't get old enough to lose teeth.
  - (C) Shark teeth never fall out.
4. What is the main idea of this book?
  - (A) Sharks are an interesting kind of fish.
  - (B) Sharks eat many kinds of fish.
  - (C) Sharks live in some oceans.
5. What is **cartilage**?
  - (A) the tissue that makes up a shark's skeleton
  - (B) a type of plant that sharks eat
  - (C) a type of fish that sharks eat
6. **Extended Response:** Why did the author write this book?

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is this book mainly about?
  - (A) People bring dogs to the park.
  - (B) Different kinds of animals live in the city.
  - (C) Pigeons live in cities.
2. What is the same about squirrels and hawks?
  - (A) They both live in ponds.
  - (B) They both make nests.
  - (C) They both have wings.
3. Which animals live in the city?
  - (A) giraffes
  - (B) mice
  - (C) lions
4. Where do raccoons find their food?
  - (A) in bins
  - (B) in ponds
  - (C) in nests
5. What animal likes to swim in ponds?
  - (A) raccoons
  - (B) geese
  - (C) squirrels
6. **Extended Response:** Have the children divide the back of this page into three columns. Have the children write (or dictate) in the first column the animals from this book that they have seen before. Have the children tell where the animals were seen in the second column, and what they were doing in the third column.





Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is the main idea of this book?
  - Ⓐ River otters are good swimmers.
  - Ⓑ River otters are amazing animals.
  - Ⓒ River otters have thick fur.
2. Why did the author write this book?
  - Ⓐ to persuade readers to have river otters for pets
  - Ⓑ to entertain readers with a story about river otters
  - Ⓒ to inform readers about river otters
3. What detail supports the main idea of this book?
  - Ⓐ All river otters have long legs.
  - Ⓑ All river otters have thick bodies.
  - Ⓒ All river otters are good at catching food.
4. In which group would river otters belong?
  - Ⓐ animals that live in trees
  - Ⓑ animals that live near water
  - Ⓒ animals that live in deserts
5. Listen to this sentence: *River otters are **amazing** animals.* What does the word **amazing** mean in this sentence?
  - Ⓐ grabbing and holding something
  - Ⓑ moving one's body through water
  - Ⓒ causing great wonder or surprise
6. **Extended Response:** Remind students that the book states that river otters live near water. Have students use details from the book and their own knowledge to dictate or write why river otters make their homes near water.



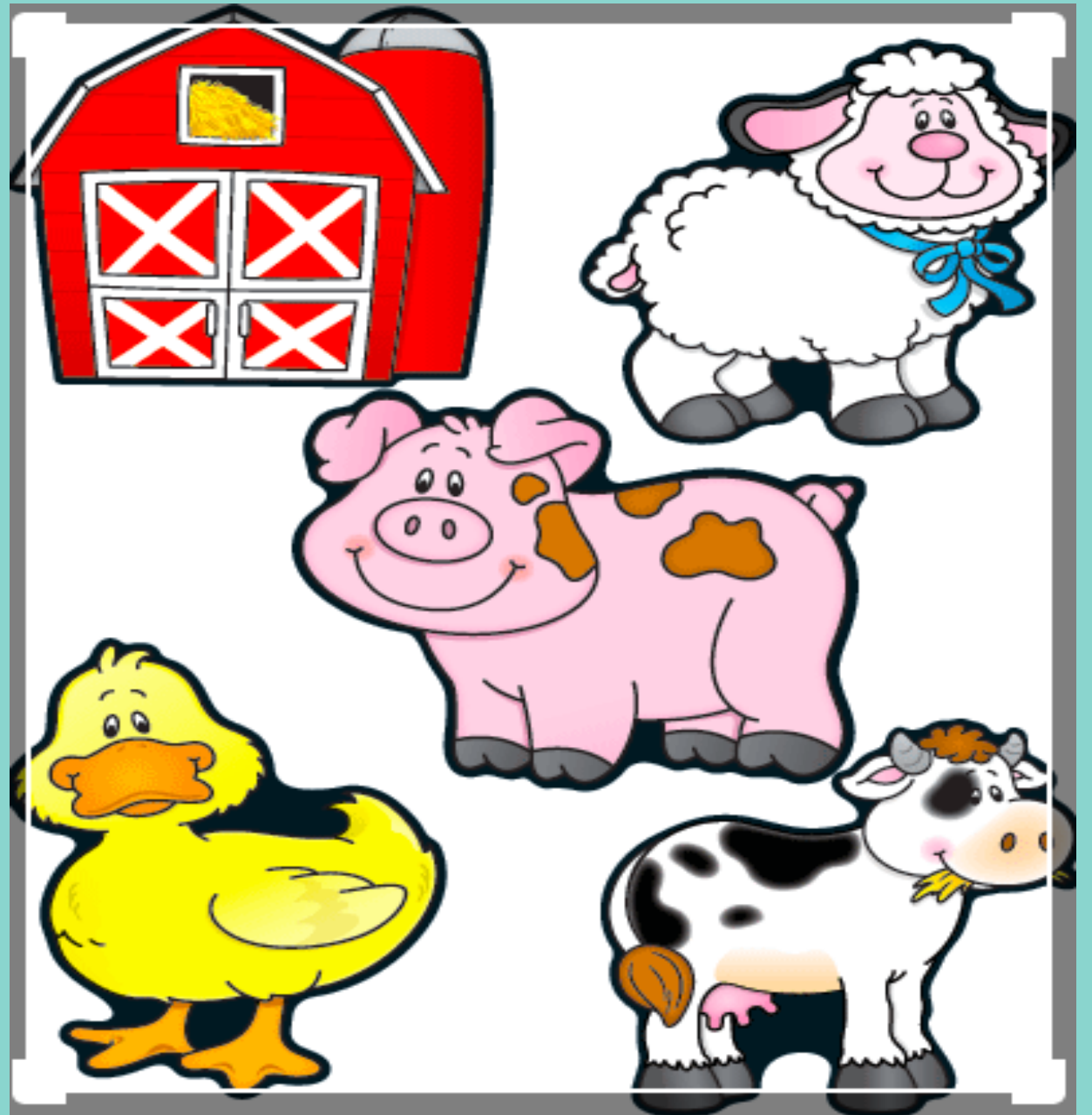
# Writing Time!

Duration: 2-3 weeks

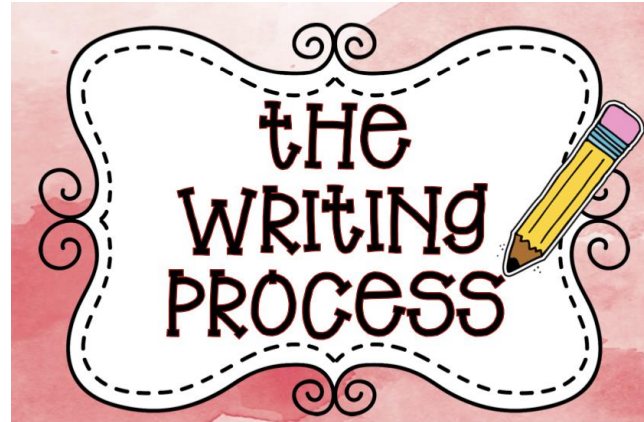
Standard 1W3: Write an informational  
piece of writing.



Choose a farm animal to write an informational piece of writing.



# Step 1:



Author's Name: \_\_\_\_\_

## Informative Writing

Title: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Fact #1: \_\_\_\_\_

Fact #2: \_\_\_\_\_

Fact #3: \_\_\_\_\_

Fact #4: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

©

# the WRITING PROCESS



## Step 2:

### DRAFT

Use your ideas to write a rough draft.



## Step 3:

### REVISE

Make changes to improve your writing.



Author's Name: \_\_\_\_\_

## Informative Writing

Title: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

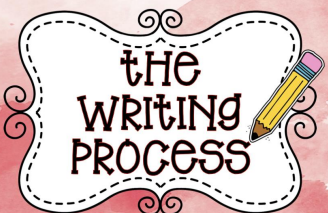
Fact #1

Fact #2

Fact #3

Fact #4

Concluding Sentence: \_\_\_\_\_



Step 4:

**edit**

Proofread and correct mistakes.



**Good Writers...**

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

Author's Name: \_\_\_\_\_

# Informative Writing

Title: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_


Fact #1 \_\_\_\_\_

Fact #2 \_\_\_\_\_

Fact #3 \_\_\_\_\_

Fact #4 \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_



# 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:

Long o: o, oa, ow, oe (p. 175 & 176, 183)

## Vocabulary:

Seek, Search (p. 177)

Word Strategies (p. 182)

Literary Element: Sensory Words (p. 185)

## Reading Comprehension:

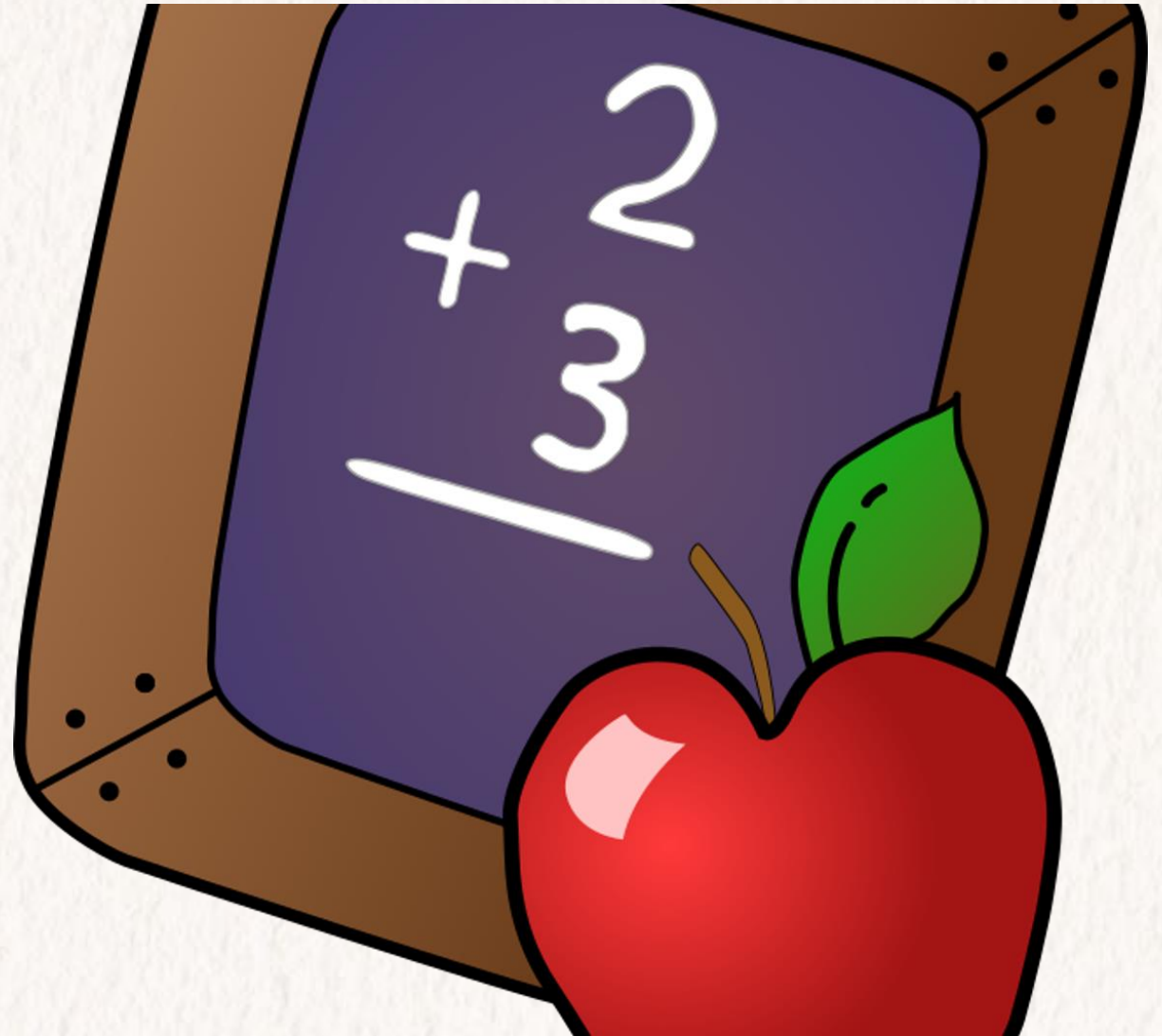
Crows (p. 179-181)





# Math

## Chapter 7



# Chapter 7

Monday 4/4

Show what you know /  
Vocabulary

Name \_\_\_\_\_

## Chapter 6 Review/Test

Personal Math Trainer  
Online Assessment  
and Intervention

1. Felix counts 46 cubes. Then he counts forward some more cubes. Write the numbers.



46, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Count by tens. Match each number on the left to a number that is 10 more.

35 • • 69

49 • • 59

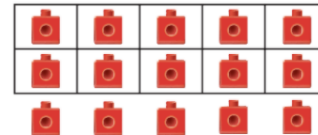
59 • • 75

65 • • 45

57 • • 67

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3. Does the number match the model? Choose Yes or No.



- $10 + 10$        Yes     No
- 1 ten 4 ones       Yes     No
- 1 ten 5 ones       Yes     No
- $10 + 5$        Yes     No

4. Circle the numbers that make the sentence true.

There are 

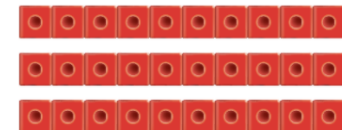
1
2
10

 tens and 

1
2
10

 ones in 12.

5. Choose all the ways that name the model.



- 3 ones
- 3 tens
- 3 tens 0 ones
- 30

# Chapter 7

Tuesday 4/5/20

## Lesson 7.1

Objective: I can model and compare two-digit numbers to determine which is greater.

Pages 399-402

Homework: 403-404


Name \_\_\_\_\_

**Algebra • Greater Than**  
Essential Question How can you compare two numbers to find which is greater?

**Hands On**  
Lesson 7.1

Common Core Number and Operations in Base Ten—1.NBT.B.3  
MATHEMATICAL PRACTICES MP5, MP7

**Listen and Draw**

Use  or an *i* Tool to solve.  
Draw quick pictures to show your work.

Tens	Ones

**Math Talk** MATHEMATICAL PRACTICES 5  
How did you **use tools** to decide which number is greater?

**FOR THE TEACHER** • Read the problem. Which number is greater, 65 or 56? Have children use base-ten blocks and draw quick pictures to solve.

Chapter 7 three hundred ninety-nine **399**

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

# Chapter 7

Wednesday 4/6/20

Lesson 7.2

Objective: I can model and compare two-digit numbers to determine which is less.

Pages 405 – 407

Homework: reteach

Name \_\_\_\_\_


**Algebra • Less Than**

**Essential Question** How can you compare two numbers to find which is less?

**Common Core** Number and Operations in Base Ten—1.NBT.B.3  
MATHEMATICAL PRACTICES MP3, MP5, MP7

**Hands On**

**Listen and Draw**

Use  to solve. Draw quick pictures to show your work.

Tens	Ones

**Math Talk** MATHEMATICAL PRACTICES 3

**Compare** How does your drawing show which number is less? Explain.

**FOR THE TEACHER** • Read the problem. Which number is less, 22 or 28? Have children use base-ten blocks to solve.

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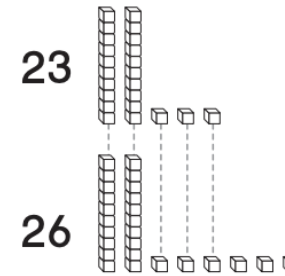
# Reteach Lesson 7.2

## Lesson 7.2

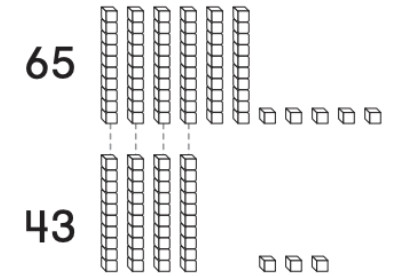
Objective: I can model and compare two-digit numbers to determine which is less.

## Algebra • Less Than

You can compare numbers to find which is less.



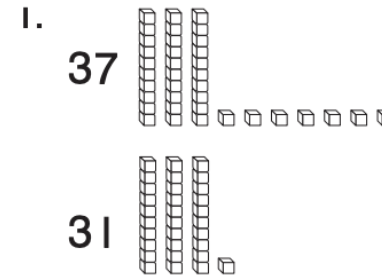
23 is less than 26.  
23 < 26



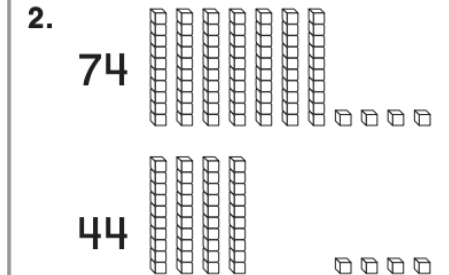
43 is less than 65.  
43 < 65

Draw lines to match.

Write the numbers to compare.



\_\_\_\_\_ is less than \_\_\_\_\_.  
\_\_\_\_\_ < \_\_\_\_\_



\_\_\_\_\_ is less than \_\_\_\_\_.  
\_\_\_\_\_ < \_\_\_\_\_

# Chapter 7

Thursday 4/7/20

## Lesson 7.2

Objective: I can model and compare two-digit numbers to determine which is less.

Pages 407 – 408

Homework: 409-410

Name \_\_\_\_\_


**Algebra • Less Than**

**Essential Question** How can you compare two numbers to find which is less?

**Common Core** Number and Operations in Base Ten—1.NBT.B.3  
MATHEMATICAL PRACTICES MP3, MP5, MP7

**Hands On**

**Listen and Draw**

Use  to solve. Draw quick pictures to show your work.

<b>Tens</b>	<b>Ones</b>

**Math Talk** MATHEMATICAL PRACTICES 3

**Compare** How does your drawing show which number is less? Explain.

**FOR THE TEACHER** • Read the problem. Which number is less, 22 or 28? Have children use base-ten blocks to solve.

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# Chapter 7

Friday 4/8/20

## Lesson 7.3

Objective: I can use symbols for is less than “<”, is greater than “>”, and is equal to “=” to compare numbers.

Pages 411 – 413

Homework: reteach

Name \_\_\_\_\_


**Algebra • Use Symbols to Compare**

**Essential Question** How can you use symbols to show how numbers compare?

**Hands On** Lesson 7.3

**Common Core** Number and Operations in Base Ten—1.NBT.B.3 Also 1.OA.D.7  
**MATHEMATICAL PRACTICES** MP1, MP4, MP8

**Listen and Draw**

Use . Draw quick pictures to show your work. Write the numbers to compare.

\_\_\_\_\_ < 36      \_\_\_\_\_ = 36      \_\_\_\_\_ > 36

**Math Talk** **MATHEMATICAL PRACTICES 4**

**Represent** Compare 47 and 32 in two ways. What two symbols do you use?

**FOR THE TEACHER** • Have children use base-ten blocks to show a number less than 36, a number equal to 36, and a number greater than 36.

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Chapter 7

four hundred eleven 411

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

# Reteach Lesson 7.2

## Lesson 7.2

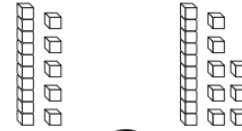
Objective: I can model and compare two-digit numbers to determine which is less.

Name \_\_\_\_\_

Lesson 7.3  
Reteach

## Algebra • Use Symbols to Compare

You can use symbols to compare numbers.



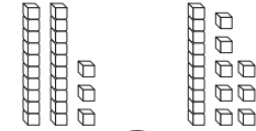
15  $<$  18

This symbol means  
is less than.



18  $=$  18

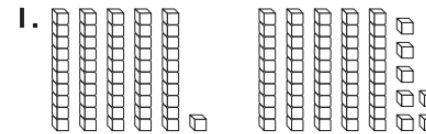
This symbol means  
is equal to.



23  $>$  18

This symbol means  
is greater than.

Write  $>$ ,  $<$ , or  $=$ . Complete the sentence.



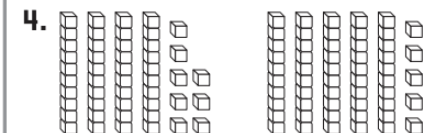
51  $<$  57  
51 **is less than** 57.



29  $\bigcirc$  29  
29 \_\_\_\_\_ 29.



35  $\bigcirc$  33  
35 \_\_\_\_\_ 33.



48  $\bigcirc$  55  
48 \_\_\_\_\_ 55.



# 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.

