

Week 9: May 11, 2020-May 15, 2020

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

Reading

1R6: Describe how illustrations and details support the point of view or purpose of the text.
(RI&RL)

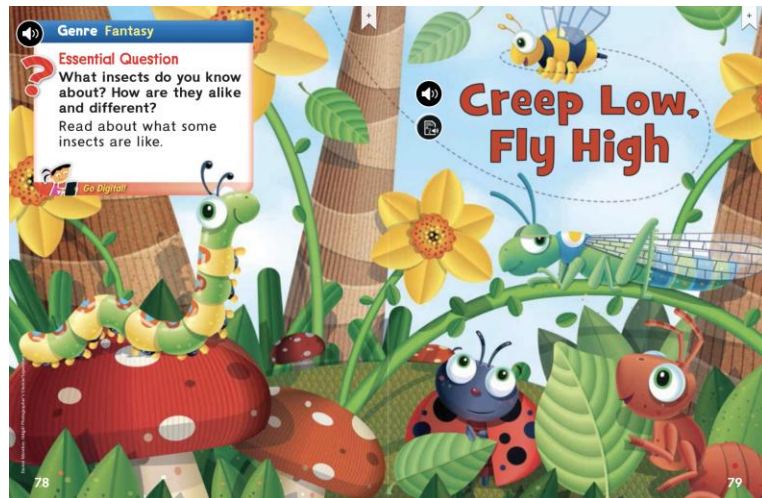


Unit 4: Week 4

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


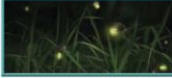








Story



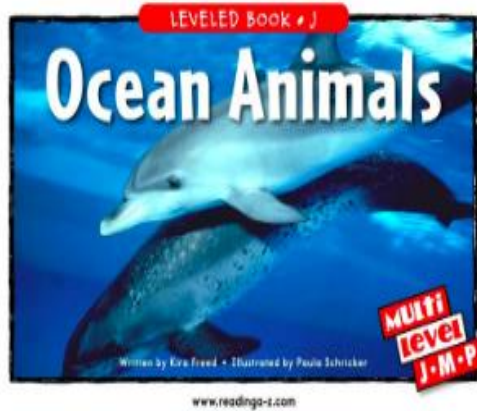
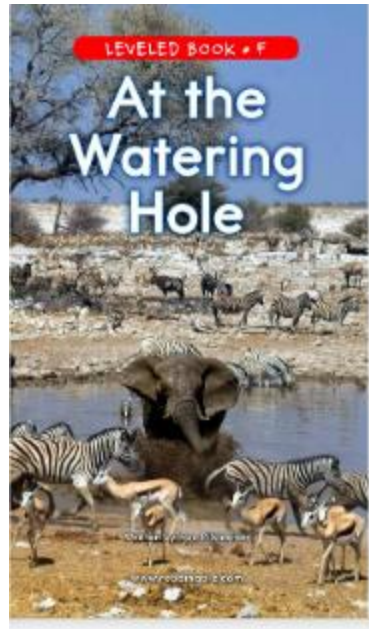
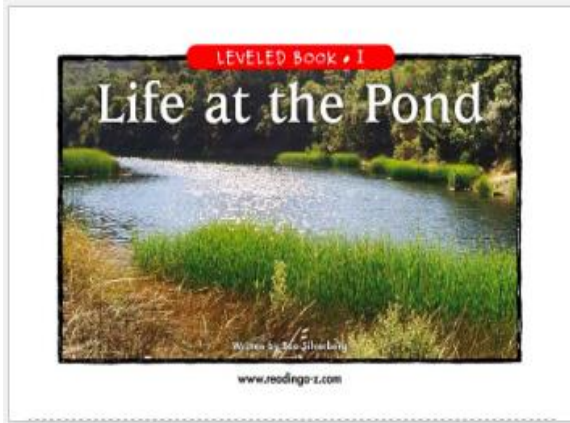
Vocabulary Words

Words to Know

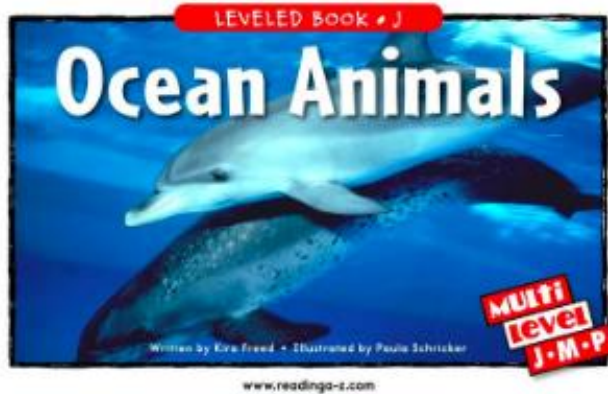
	caught A bug is caught in this web.		were Fireflies were out last night.
	flew The wasp flew over to the flower.		beautiful The butterfly has beautiful wings.
	know I know how to catch a bug!		fancy We are wearing fancy hats.
	laugh That bug story made us laugh .	Your Turn Read the sentence for each word. Then make up another sentence. <i>Go Digital! Use the online visual glossary.</i>	
	listen Listen to the buzzing bees!		

74 75





RAZ-KIDS READING ASSIGNMENTS



Reading A-Z

LEVEL **J**

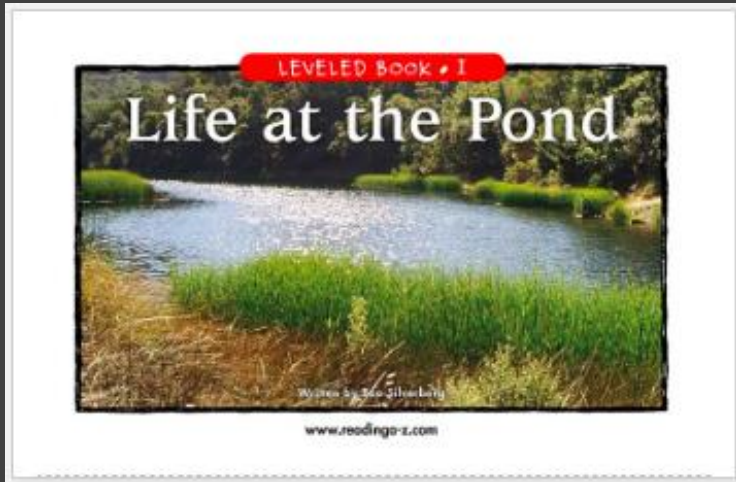
Quick Check

Ocean Animals

Name _____ Date _____

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

1. What is the main idea of this book?
 - (A) Sea lions are noisy and playful.
 - (B) Many kinds of animals live in the ocean.
 - (C) Ocean animals are mammals.
2. What is the same about sharks and sea lions?
 - (A) They are both covered with short fur.
 - (B) They both change color to hide.
 - (C) They both eat fish.
3. What helps a walrus stay warm on ice and in cold water?
 - (A) a thick layer of fat on its body
 - (B) long, ivory tusks
 - (C) flat flippers
4. What does an octopus do to get away from danger?
 - (A) It barks like a dog.
 - (B) It shoots black ink from its body.
 - (C) It shows its very sharp teeth.
5. Endangered animals are animals that _____.
 - (A) may soon all be dead
 - (B) all live in the ocean
 - (C) can change their colors to hide
6. **Extended Response:** How can people help ocean animals stay healthy and survive?



Reading A-Z

LEVEL 1

Quick Check

Life at the Pond

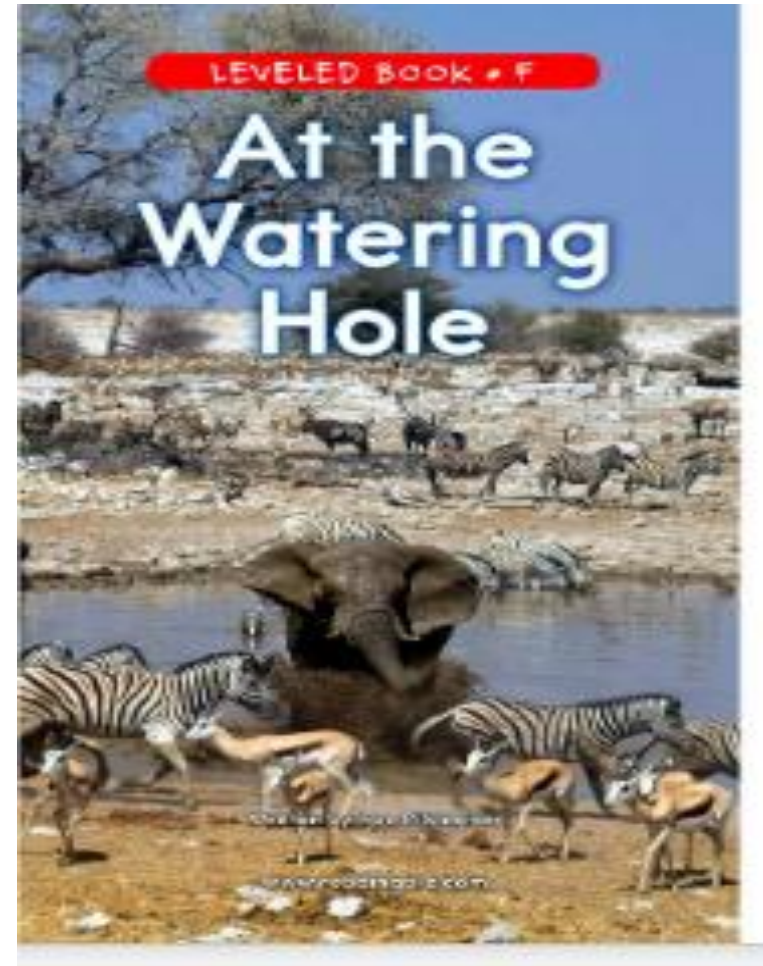
Name _____ Date _____

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

1. How does a frog begin its life in the pond?
 (A) as an egg
 (B) as a tadpole
 (C) as a blue heron
2. How are ducks the same as turtles?
 (A) They both sleep in the mud in winter.
 (B) They both eat small fish.
 (C) They both hop on the water.
3. What is the main idea of this book?
 (A) Ducks eat tiny plants.
 (B) Many fish swim in ponds.
 (C) Many living things are found at the pond.
4. What is a detail about a duck?
 (A) Ducks dive to catch small fish.
 (B) Ducks sleep in the mud during the winter.
 (C) Ducks pile sticks on the pond.
5. Which animal is an insect?
 (A) a duck
 (B) a turtle
 (C) a water strider
6. **Extended Response:** Explain why you think so many animals live in and around the pond.

Name _____ Date _____

- In which group would a stork belong?
 - animals that drink at the watering hole
 - animals that drink and hunt at the watering hole
 - animals that come alone to the watering hole
- Which of the following is a fact?
 - A hippo is the most scary animal at the watering hole.
 - A giraffe is the most beautiful animal at the watering hole.
 - Dogs travel to the watering hole in a pack.
- Why do most animals come to the watering hole?
 - to drink and hunt
 - to hunt
 - to drink
- Why did the author write this story?
 - to teach readers about the animals they might see at a watering hole
 - to explain how watering holes are formed
 - to entertain people with a story about animals
- Listen to this sentence: *A flock of storks comes to take a drink.* What does the word **flock** mean in this sentence?
 - a group of wolves or wild dogs
 - a group of hippos
 - a group of the same type of birds
- Extended Response:** Have students explain what would most likely happen if the zebras and lion were at the watering hole at the same time.





www.readinga-z.com

Reading A-Z

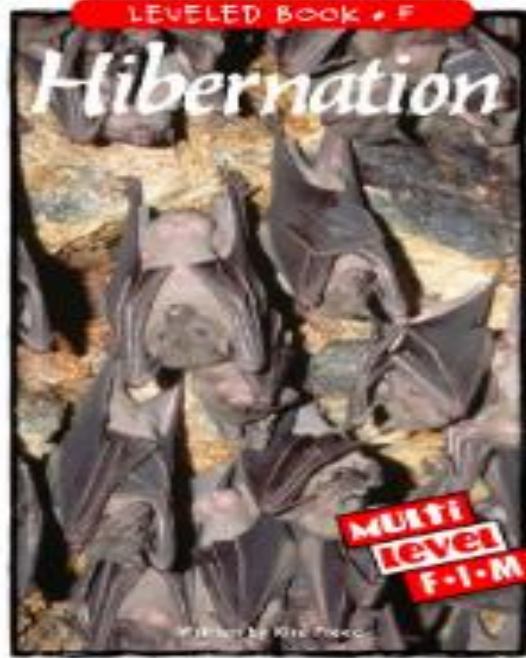
LEVEL **G**

Quick Check

Caring for Your Dog

Name _____ Date _____

1. What is the main idea of this book?
 (A) Dogs are the best pets.
 (B) Dogs need many things from people.
 (C) Dogs need a warm place to sleep.
2. What is a detail in this book?
 (A) A dog fetches a ball.
 (B) A dog needs to be washed.
 (C) A dog likes to ride in a car.
3. An active dog would best fit with a family that _____.
 (A) plays lots of sports outside
 (B) likes a lot of quiet time indoors
 (C) lives in a space with little room to run around
4. The author wrote this book to _____.
 (A) give information about caring for a dog
 (B) tell a story about a dog
 (C) persuade people to get a dog
5. Listen to this sentence: *A dog needs to be walked.* What does the word **needs** mean in this sentence?
 (A) things one must have
 (B) things one does outside
 (C) things one uses to play with
6. **Extended Response:** What are some important things to think about before getting a dog?



www.readinga-z.com

Reading A-Z

Quick Check

LEVEL **F**

Hibernation

Name _____ Date _____

1. How is a hibernating animal different from an animal that does not hibernate?
 Ⓐ Its breathing slows.
 Ⓑ Its heartbeat gets faster.
 Ⓒ Its breathing gets faster.
2. Why do hibernating animals wake up in the spring?
 Ⓐ They can find food more easily.
 Ⓑ They like warm weather.
 Ⓒ They like cold weather.
3. Hibernating animals need to be safe from _____.
 Ⓐ eating too much
 Ⓑ cold weather
 Ⓒ warm weather
4. Why do some animals hibernate?
 Ⓐ They hate cold weather.
 Ⓑ Food is hard to find.
 Ⓒ The animal gets sleepy.
5. A _____ animal lives off fat while it sleeps.
 Ⓐ changing
 Ⓑ hibernating
 Ⓒ walking
6. **Extended Response:** Have students draw one animal that hibernates, showing how it might look before it hibernates and how it might look after.



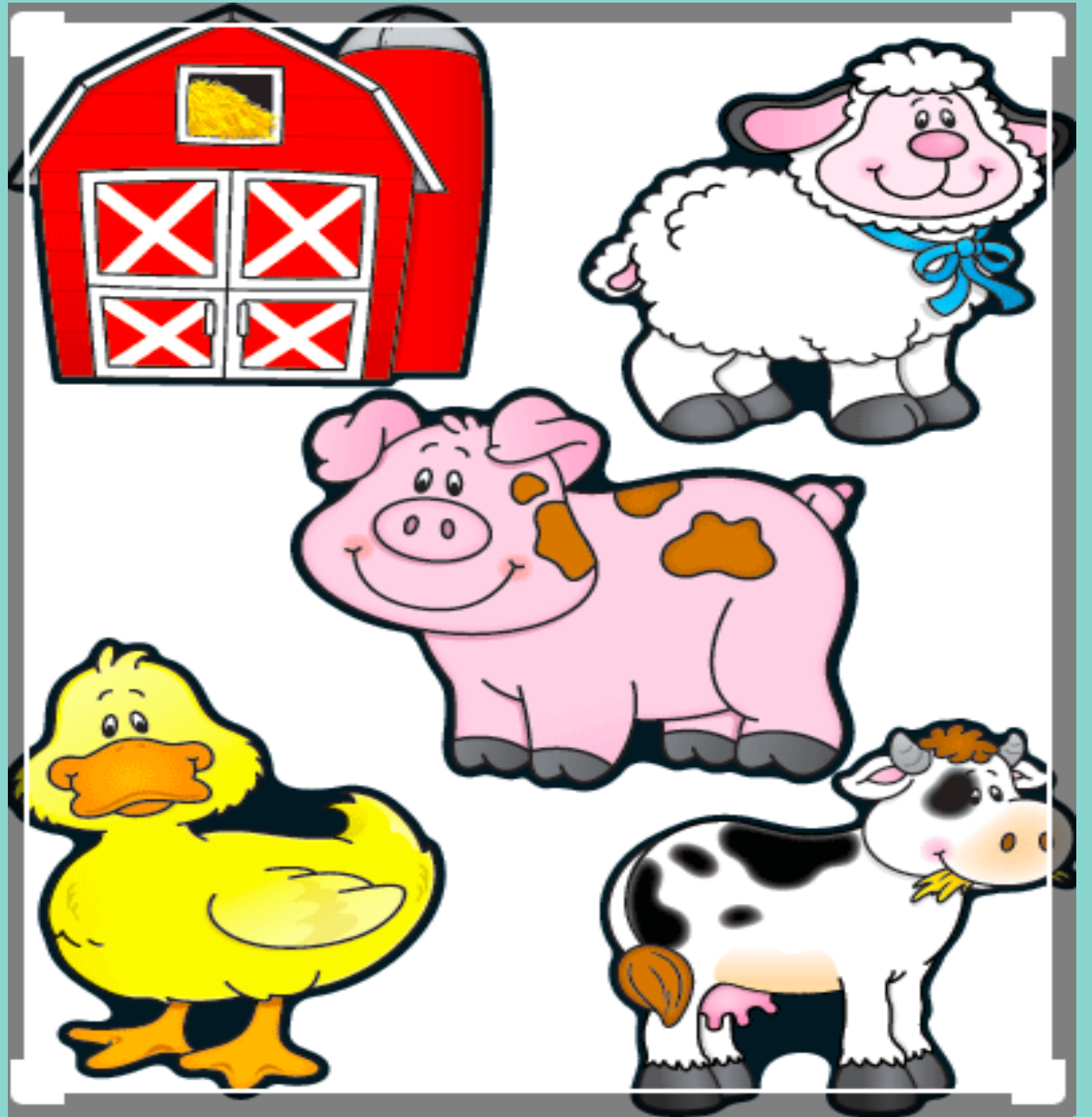
Writing Time!

Duration: 2-3 weeks

Standard 1W3: Write an informational
piece of writing.



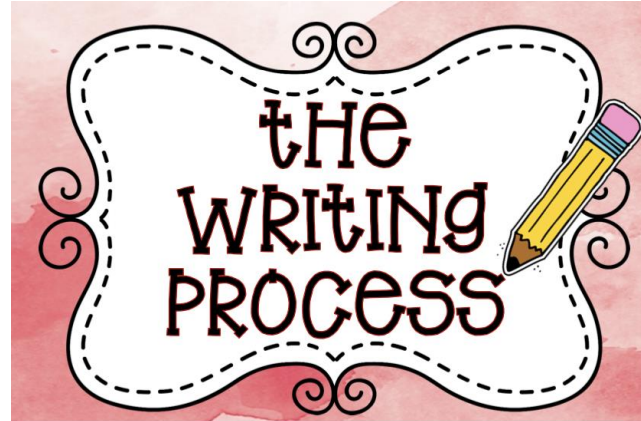
Choose a farm animal to write an informational piece of writing.



Virtual Field Trip



Step 1:



Author's Name: _____

Informative Writing

Title: _____

Topic Sentence: _____

Fact #1: _____

Fact #2: _____

Fact #3: _____

Fact #4: _____

Concluding Sentence: _____

©

A writing template for informative writing. It features a grid-like structure with a dashed border. At the top, there is a line for the author's name. Below that is the title "Informative Writing". The template includes sections for a title, a topic sentence, four fact boxes (labeled Fact #1 through Fact #4), and a concluding sentence. A small copyright symbol is located in the bottom right corner.

the WRITING PROCESS



Step 2:

DRAFT

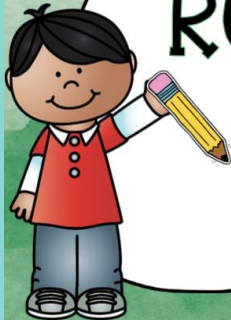
Use your ideas to write a rough draft.



Step 3:

REVISE

Make changes to improve your writing.



Author's Name: _____

Informative Writing

Title: _____

Topic Sentence: _____

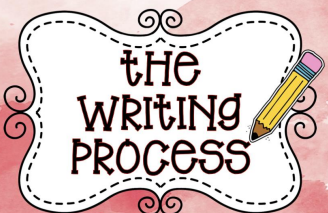
Fact #1

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:

Phonics: Long i: i, y, igh, ie (p. 187 & 195)

High Frequency (p.188)

Vocabulary:

Beautiful, Fancy (p. 189)

Structural Analysis: Inflectional Endings (p.196)

Headings (p197)

Context Clues (p194)

Reading Comprehension:

Eve and Pete with Context Clues (p191-193)

Creep Low, Fly High Comprehension (p.190)



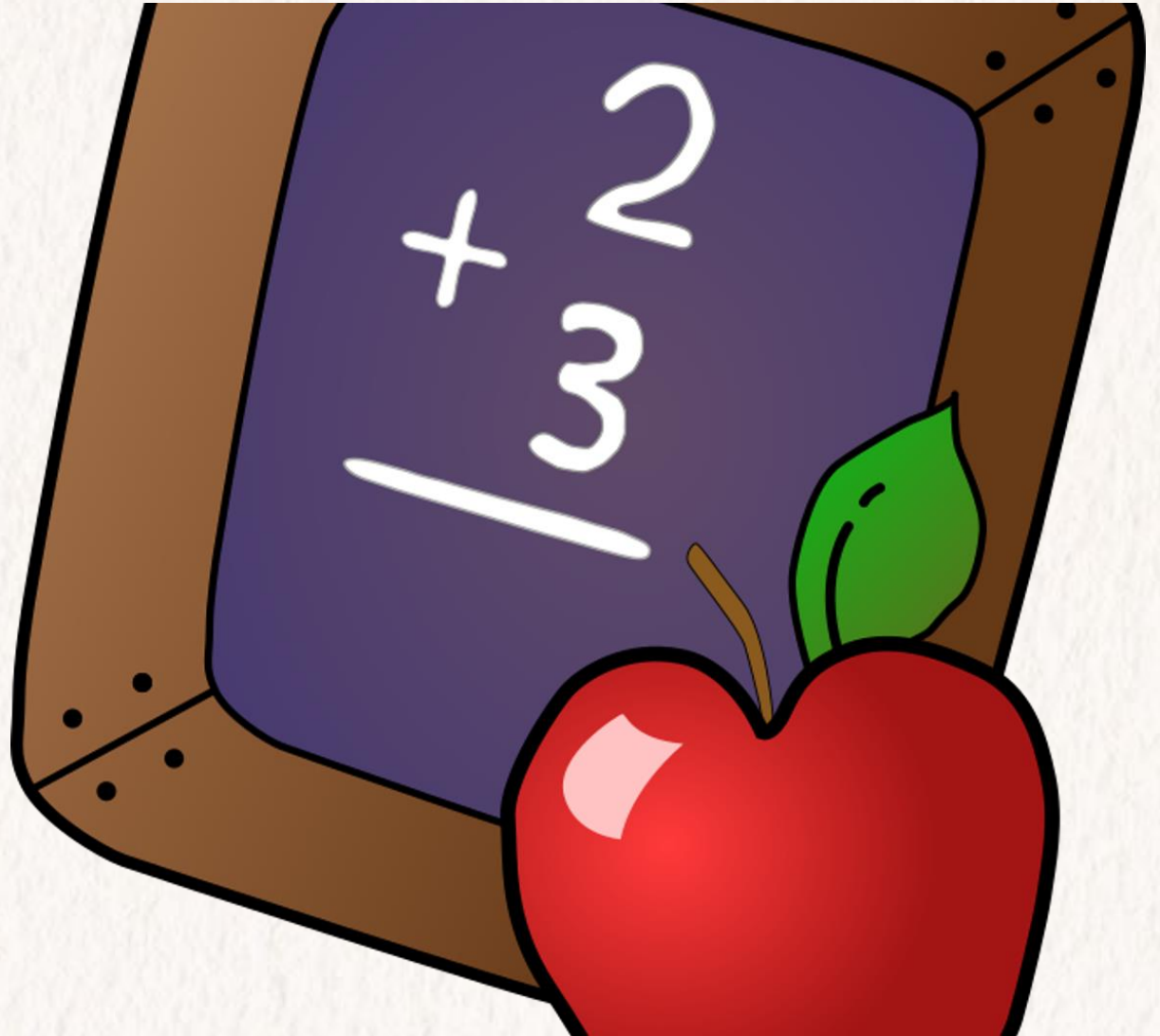


GRAMMAR

- GO AND DO (P. 86-90)
- SEE AND SAW (P91-95)

Math

Chapter 7



Chapter 7

Monday 5/11/20

Lesson 7.3

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

Pages 413 – 414


Homework: 415-416


Name _____

Algebra • Use Symbols to Compare

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

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.

© Houghton Mifflin Harcourt Publishing Company

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 <.

Chapter 7

Tuesday 5/12/20

Lesson 7.4

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

Pages 417 – 418

Homework: reteach

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 $<$.

Name _____

PROBLEM SOLVING
Lesson 7.4

Problem Solving • Compare Numbers

Essential Question How can making a model help you compare numbers?

Common Core Number and Operations in Base Ten—1.NBT.B.3
MATHEMATICAL PRACTICES MP2, MP4, MP6

Cassidy has the **number cards** shown below. She gives away the cards with numbers less than 49 or greater than 53. Which number cards does Cassidy have now?

Unlock the Problem

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

the ~~number cards~~ that Cassidy has now number cards $<$ 49
or $>$ 53

Show how to solve the problem.

~~47~~ ~~48~~ 51 52 ~~54~~

Cassidy has **number cards** 51, 52.

HOME CONNECTION • Your child made a model of the problem. The numbers crossed out are less than 49 or greater than 53. The remaining numbers are the solution to the problem.

Chapter 7 four hundred seventeen **417**

Chapter 7

Wednesday

5/13/20

Lesson 7.4

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

Pages 419 – 420

Homework: 421-422


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 $<$.

Name _____





 **Share and Show** 

 **Use Models** Make a model to solve.


 3. Felipe has these number cards. He gives away cards with numbers less than 60 or greater than 65. Which number cards does Felipe have now?

58 61 63 64 68

 Felipe has number cards _____.

 4. **THINK SMARTER** Molly underlines the number cards greater than 76 and circles the number cards less than 84. Which number cards are both greater than 76 and less than 84?

72 75 78 82 85

 Number cards _____ are both greater than 76 and less than 84.

© Houghton Mifflin Harcourt Publishing Company • Image Credits: © iStockphoto/Shutterstock

Chapter 7

Thursday

5/14/20

Lesson 7.5

Objective: I can identify numbers that are 10 less or 10 more than a given number.

Pages 423-424

Homework: reteach

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 $<$.

Name _____

10 Less, 10 More


Essential Question How can you identify numbers that are 10 less or 10 more than a number?

HANDS ON Lesson 7.5

Common Core Number and Operations in Base Ten—1.NBT.C.5
MATHEMATICAL PRACTICES
MP1, MP2, MP3, MP6

Listen and Draw



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

Pat _____

Tony _____

Jan _____

© Houghton Mifflin Harcourt Publishing Company



FOR THE TEACHER • Read the following problem. Tony has 2 boxes of markers and 2 more markers. Pat has 10 fewer markers than Tony. Jan has 10 more markers than Tony. How many markers does each child have?



Math Talk

MATHEMATICAL PRACTICES 6

What number has one less 10 than 12? **Explain.**

Chapter 7

Friday 5/15/20

Lesson 7.5

Objective: I can identify numbers that are 10 less or 10 more than a given number.

Pages 425-426

Homework: 427-428

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 $<$.

Name _____

On Your Own

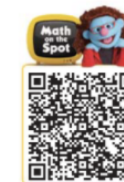
MATHEMATICAL PRACTICE 3 Apply Use mental math.

Complete the chart. Explain your method.



	10 Less		10 More
9.	___	39	___
10.	___	75	___
11.	___	64	___
12.	___	90	___
13.	___	43	___
14.	11	___	___
15.	___	___	26

16. **THINK SMARTER** Solve.
I have 89 rocks. I want to collect 10 more. How many rocks will I have then?



___ rocks

© Houghton Mifflin Harcourt Publishing Company • Image Credits: © iStockMaster/Shutterstock



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.



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