



Weeks 6-7
Online learning

HOMWORK

Name _____ Date _____

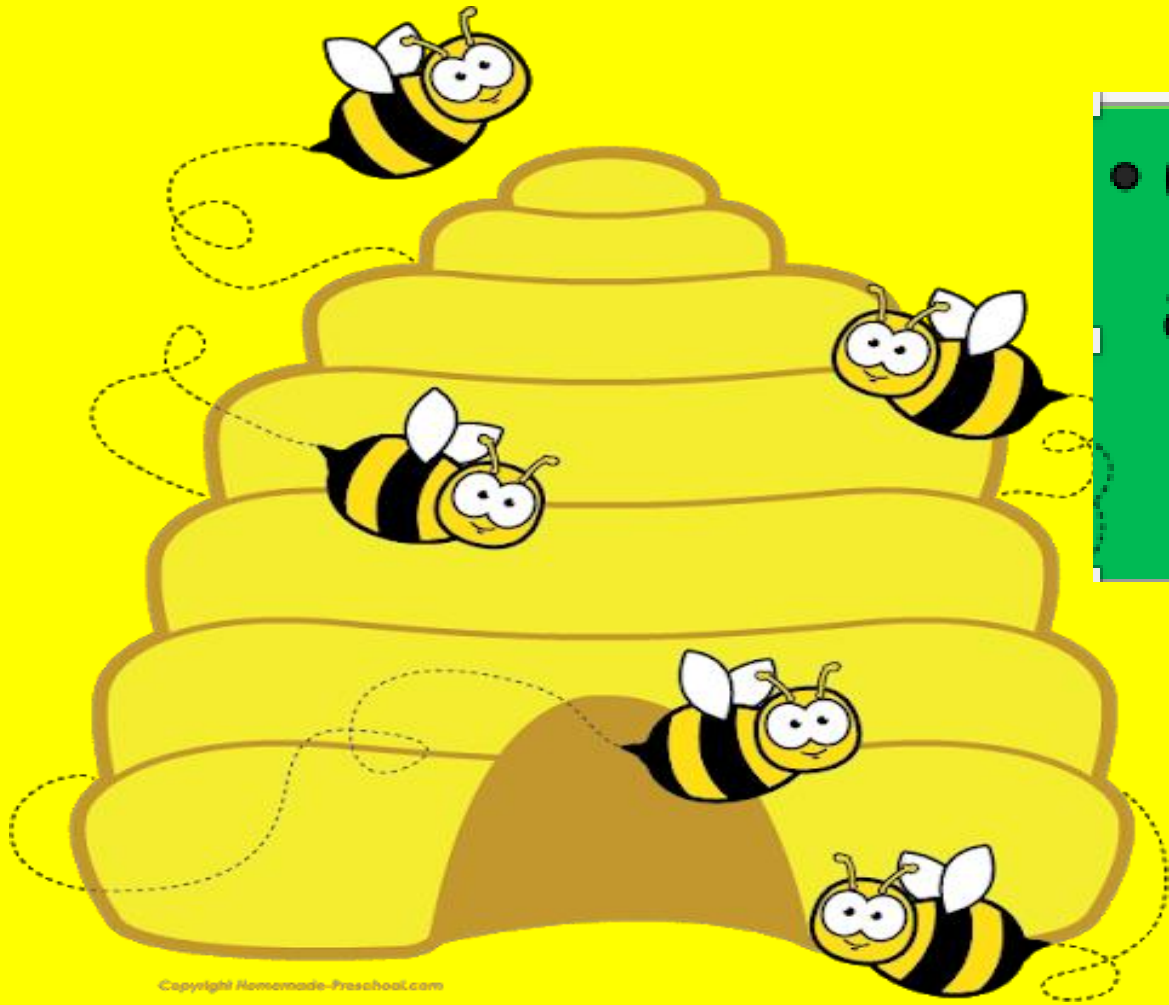
Lexile Level 75
Grade Level 1.1
Guided Reading C

Bees



There are bees. Bees are very important for our planet. Some bees make honey. We use honey in food. Bees do different things in a hive. Some bees get pollen and nectar. They bring them back to the hive. Other bees keep the hive safe. They make sure nothing but bees go into the hive. Some bees also care for the queen and the newly hatched bees.

HOMWORK



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- Can you name 2 facts about bees?

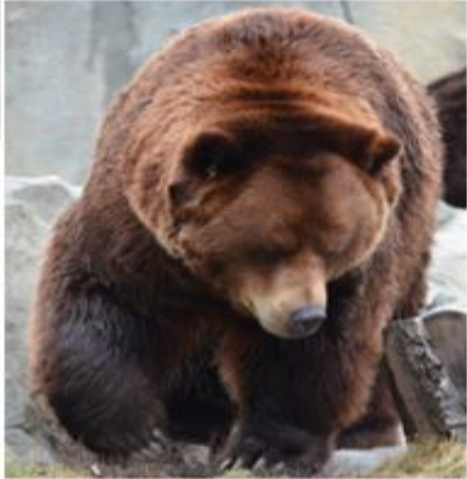
- What question do you still have about bees?



Name _____ Date _____

Lexile Levels 200-270
Grade Level 1.6
Guided Reading G

Bears



Bears are mammals. A mammal is an animal that has fur and gives live birth. They give live birth and do not lay eggs. Bears are big animals. They can weigh hundreds of pounds. Polar bears are bears that live in the Arctic.

They have special fur that helps them stay warm in this cold place. Brown and black bears live in warmer areas. They eat berries, nuts, and sometimes small animals. They run fast. This helps them get their food. Bears also use their sharp claws.

Do a close reading of the text. Underline or highlight the correct information. Then, explain.

1. What is a mammal? _____

2. How much can bears weigh? _____

3. What do brown bears eat? _____



Reading

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



Weekly Concept **Animals Together**



Essential Question

How do animals help each other?



Go Digital!

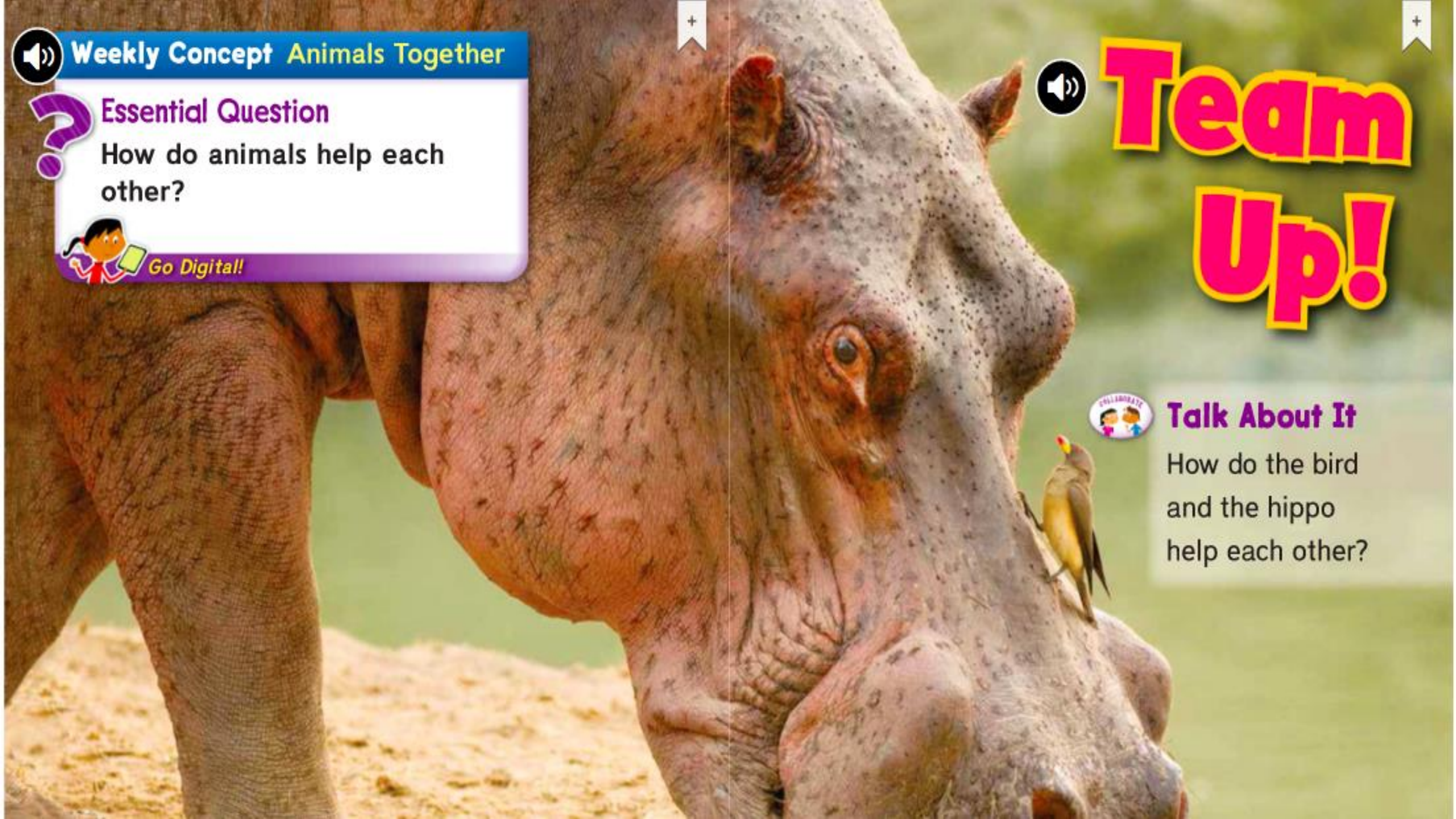


Team Up!



Talk About It

How do the bird and the hippo help each other?





Essential Question

How do animals help each other?

Read about how some fish help each other.



Go Digital!



A Team of Fish



https://connected.mcgraw-hill.com/mhelibs/projects/ebook-reader/1.11.0/player-reflowable.html#/main?bookUrl=https:%2F%2Fcatalog.mcgraw-hill.com%2Fsecure%2F5B4M53YC3HHRMHRRC6GKZWWKB@s%3D20FA2F6FC93C0924A043E1E46FC50461&readerType=new&pageMode=double&connectEDBaseUrl=https:%2F%2Fconnected.mcgraw-hill.com&stateCode=NY&search_term=unit%204&mghApi=https:%2F%2Fconnected.mcgraw-hill.com%2Frd14s%2Fdynamic%2F1581709970%2FMGH_EBOOK_API.js&mghCourseID=PPCGOEFLLHFLOWRZXX7OHHKKOTE&mghClassID=9NME2JHZ5NYXOO1BKO1R8SM6N4&page=38

If above link doesn't work, log on as normally:

<https://my.mheducation.com/login?logout=true>



Words to Know



because

This team will win **because** it is fast.



blue

The geese fly in the **blue** sky.



into

They go **into** the water together.



or

Do you think the deer will stay **or** run?



other

One animal cleans the **other**.

Read Together



small

Small ants can carry very big bits.



danger

Mom keeps her cub out of **danger**.



partner

A **partner** is a big help.



Your Turn

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

Go Digital! Use the online visual glossary

COLLABORATE



🔊 Main Idea and Key Details

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

Key details give information about the main idea.

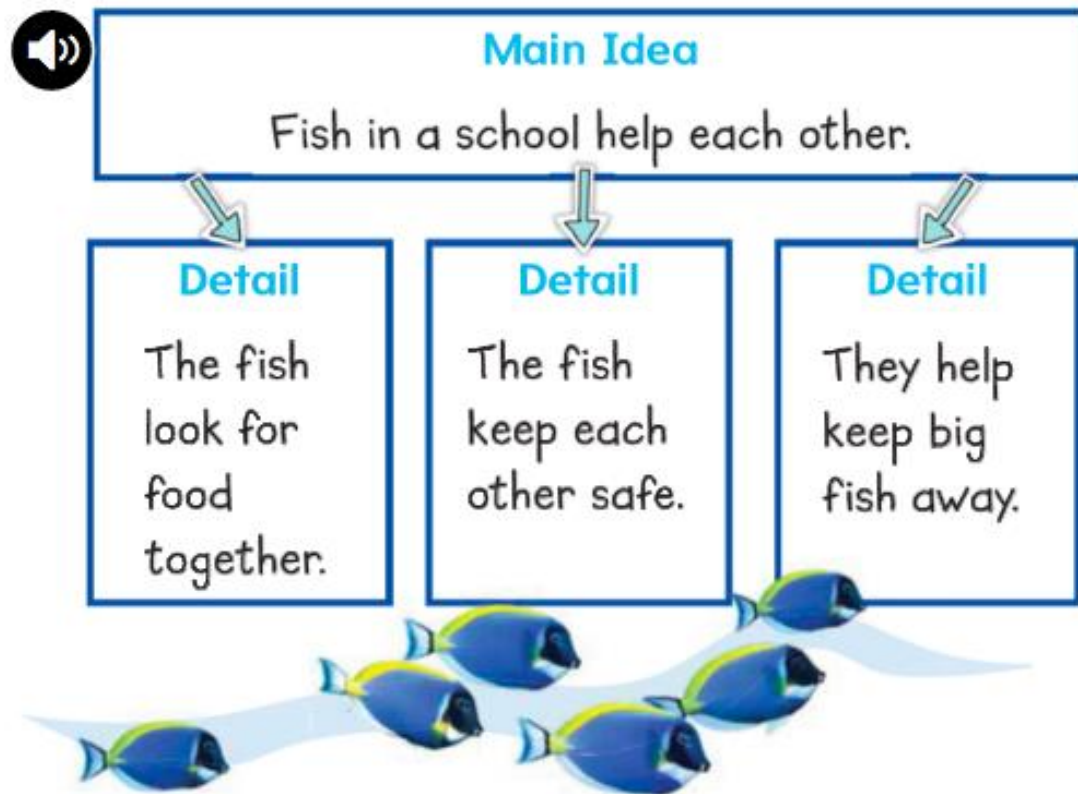
🔍 Find Text Evidence

Find a detail about how fish in a school help each other.

page 42

A school has lots of fish.
They are a team.

The fish help each **other**. **They**
look for food together.



Your Turn

COLLABORATE



Talk about the main idea and details in "A Team of Fish."



Go Digital! Use the interactive graphic organizer

VOCABULARY

Words to Know



about

Did you see this book **about** bats?



animal

This **animal** has a trunk.



carry

It's easy to **carry** a little pet.



eight

A spider has **eight** legs.



give

I **give** my dog some water.

14

Read Together



our

Our parrots like to talk.



special

Penguins move in a **special** way.



splendid

A peacock has a **splendid** tail.



Your Turn

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

Go Digital! Use the online visual glossary



15

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=JV422GBN89TZWFB38PYPR2ZWJE&originalDayId=FNDVZJV8MFFLNG93BRM6KCJT0E©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>



Main Idea

Detail

Detail

Detail

Your Turn:

1. Go to <https://www.raz-kids.com/>
2. Read the book we assigned Country Places.
3. In your notebook, write about the main idea and 3 details of the book. Be sure to use a capital in the beginning and a period at the end of each sentence.



Writing Time!

Duration: 2-3 weeks

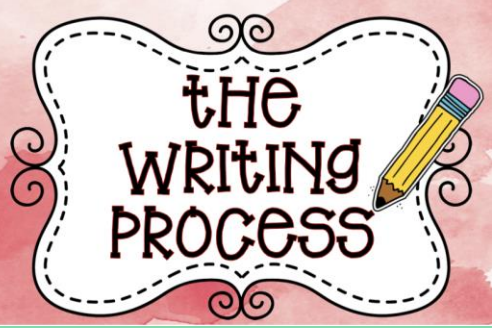
Standard 1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.



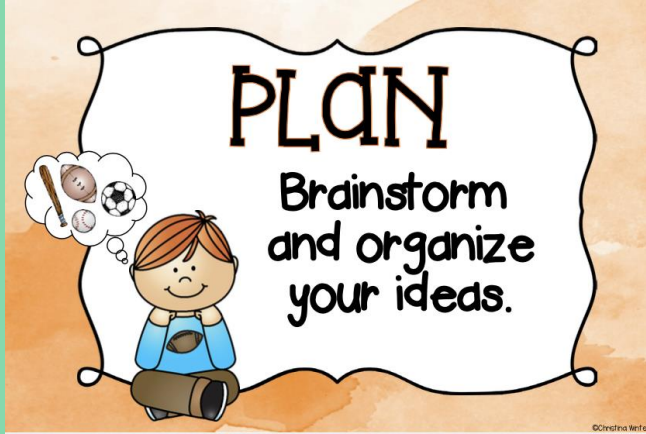
Write about a party you went to.

- * Whose party was it?
- * What did you do at the party.
- * How did you feel at the party.





Step 1:



FIRST,

NEXT,

LAST,

Personal Narrative Writing

Title: _____

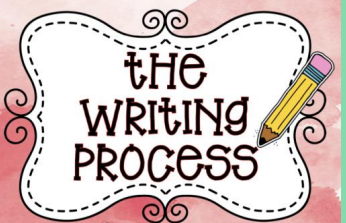
Topic Sentence	<hr/> <hr/> <hr/> <hr/>
	First, <hr/> <hr/> <hr/> <hr/>
	Next, <hr/> <hr/> <hr/> <hr/>
	Last, <hr/> <hr/> <hr/> <hr/>
Closing Sentence	<hr/> <hr/> <hr/> <hr/>

Good Writers Use:

Finger Spaces Capitals Punctuation

Name: _____

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Step 2:

DRAFT
 Use your ideas to write a rough draft.

Step 3:

REVISE
 Make changes to improve your writing.

Personal Narrative Writing

Title: _____

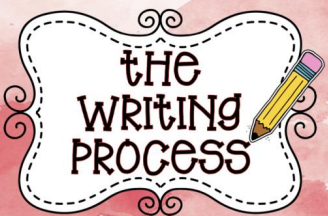
Topic Sentence	<p>_____</p> <p>_____</p> <p>_____</p>
	<p>First,</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Next,</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Last,</p> <p>_____</p> <p>_____</p> <p>_____</p>
Closing Sentence	<p>_____</p> <p>_____</p> <p>_____</p>

Good Writers Use:

Finger Spaces
 Capitals
 Punctuation

Name: _____

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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

Personal Narrative Writing

Title: _____

Topic Sentence	<p>_____</p> <p>_____</p> <p>_____</p>
	<p>First,</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Next,</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Last,</p> <p>_____</p> <p>_____</p> <p>_____</p>
Closing Sentence	<p>_____</p> <p>_____</p> <p>_____</p>

Good Writers Use:

Finger Spaces
 Capitals
 Punctuation

Name: _____

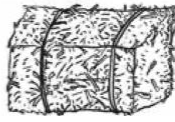
Writing Rubric



	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

Name _____

The letters **a**, **ai** and **ay** can make the long a sound.**apron****train****hay****A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.**

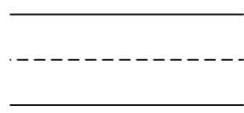
tray

snail

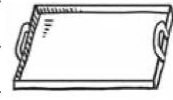
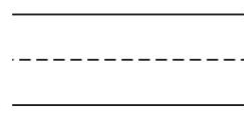
pail

day

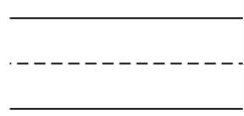
1.



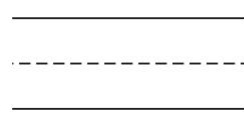
2.



3.



4.

**B. Write your own sentence using a word from the box.**

5.

Name _____

Complete each sentence. Use one of the words in the box.

about

animal

carry

eight

give

our

1. My dog is _____ this big.



2. I see _____ eggs in the nest.



3. I will _____ you this snack.



4. I can use this to _____ grapes.



5. This is _____ home.



6. A pig is an _____.



Name _____

Read each word. Underline the letters that make the long a sound. Write the word. Circle the picture that it names.

1. train



2. clay



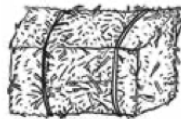
3. paint



4. apron



5. hay



Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1.

2.

3.

4.

5.

6.

7.

8.

1. me

2. feed

3. seat

4. we

5. keep

6. beak

7. other

8. because

High-Frequency Words

Name _____

me
keep

feed
beak

seat
other

we
because

Add the word parts together to make a spelling word. Write the spelling word on the line.

1. w + e = _____

2. o + ther = _____

3. s + eat = _____

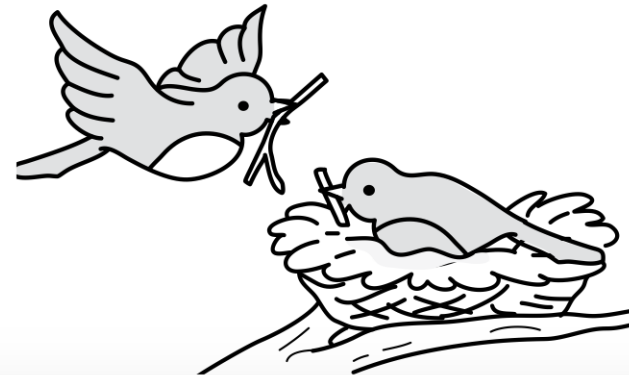
4. m + e = _____

5. f + eed = _____

6. b + eak = _____

7. k + eep = _____

8. be + cause = _____



Name _____

me	feed	seat	we
keep	beak	other	because

Write the spelling words that have 2 letters.

1. _____ 2. _____

Write the spelling words that have 4 letters.

3. _____ 4. _____

 5. _____ 6. _____

Write the spelling word that has 5 letters.

7. _____

Write the spelling word that has 7 letters.

8. _____

Name _____

A. Circle the word that is spelled correctly. Then write the word.

feed fead

 1. _____



rain rayn

 2. _____



plai play

 3. _____



beak beek

 4. _____



B. Write the spelling word that completes the sentence.

becose because

5. The animal sits in the shade _____
 it is very hot!



Online: Your turn pages: 163, 164, 165, 166


Phonics: Long e, e, ee, ea, ie


Name _____


The long e sound can be spelled with the letters e as in **be**, ee as in **keep**, ea as in **eat**, and ie as in **thief**.


Write the words from the box that have the same vowel sound and spelling.

she sleep each deep shield seat me chief

1. field  _____

2. eat  _____

3. cheese  _____

4. he  _____


Practice • Grade 1 • Unit 4 • Week 2 163


High-Frequency Words


Name _____


Complete each sentence. Use one of the words in the box.


into blue or small other because


1. The animal is very _____ 

2. We walk _____ the school. 

3. Do you want this one _____ that one? 

4. I put on a hat _____ it is cold. 

5. The flag is red, white, and _____ 

6. I will eat the _____ apple. 


164 Practice • Grade 1 • Unit 4 • Week 2


Vocabulary

Name _____

A. Read each clue. Look at each picture. Then write a vocabulary word from the box next to the clue it goes with.

danger partner

1. The cat is not safe.  _____

2. We worked together.  _____

B. Choose one of the vocabulary words from the box above to use in a sentence of your own. Then draw a picture to go with your sentence.

3. _____

Practice • Grade 1 • Unit 4 • Week 2 165

Comprehension: Main Idea and Key Details

Name _____

Fill in the Main Idea and Key Details Chart. Use words from the story.

Main Idea		
Detail	Detail	Detail

166 Practice • Grade 1 • Unit 4 • Week 2

Online: Your turn pages: 169, 170, 171

Comprehension: Main Idea and Key Details

Name _____

A. Reread "Ants Can Help" and answer the questions.

1. What can ants do in the rain?

2. What do the ants do with their legs?

3. What do the ants make?

4. How do the ants stay safe?

B. Work with a partner. Read the passage aloud. Pay attention to appropriate phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Vocabulary Strategy: Context Clues

Name _____

Context clues are words that help you figure out the meaning of a new word. When you see a new word, look for words you know to help you.

Use context clues to figure out the meaning of the word in **bold**. Fill in the correct circle.

1. The lions sit and **relax** on the grass.

- rest
- run



2. Lee **enjoys** seeing the lions. He has a fun time.

- likes
- looks



3. The **timid** lion hid behind his mother.

- shy
- happy



Phonics: Long e: e, ee, ea, ie

Name _____

Read the word. Draw a line under the letters that make the long e sound. Write the letters on the line. Circle the matching picture.

1. s h e e t



2. t e a m



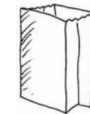
3. t r e e



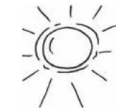
4. s h i e l d



5. b e e



6. s e a





Grammar

Name _____

A chart gives information in an organized way.

Read the chart.

Duck	Chicken
wings	wings
long, flat beak	small beak
webbed feet	no webbed feet
lays eggs	lays eggs



A. Circle the correct answer. Use the chart to help you.

- Which has wings?
duck chicken both
- Which has a small beak?
duck chicken both
- Which has webbed feet?
duck chicken both

B. Use the chart to help you answer the question.

- What is one thing that is the same about a duck and a chicken?

Name _____

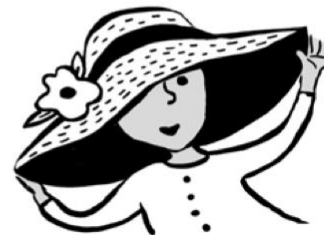
A. Write was or were to complete each sentence.

- Some hats _____ hanging on the rack.

- Kim _____ putting on a funny hat.

- Jon _____ having fun, too.

- The kids _____ dressing up.



B. Use the two words to form a contraction. Be sure to use an apostrophe.

- was + not = _____

- were + not = _____



Name _____

Every sentence begins with a capital letter.

Every sentence ends with a period, question mark, or exclamation mark.

Example: We call my new cat Puff.

Write each sentence correctly.

1. what does Nan have

2. that chick has a small beak

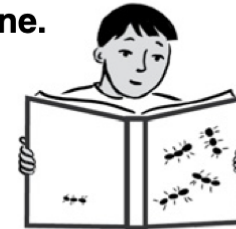


3. will the hens eat the grain

4. it is fun to feed the animals

Name _____

Each sentence has one mistake. Circle the mistake. Write the sentence correctly on the line.



1. James have a book about ants.

2. he can find out all about them.

3. Can Stef read about fish.

4. I has six fish at home.

5. We all read books?

Name _____

A. Write has or have to complete each sentence.

1. Deb and Dan _____ a new dog named Ruff.

2. Ruff _____ to go to pet class.

3. Mr. Sam _____ a special leash for Ruff.

4. Deb, Dan, and Ruff _____ fun at pet class.

**B. Write the sentence correctly.**

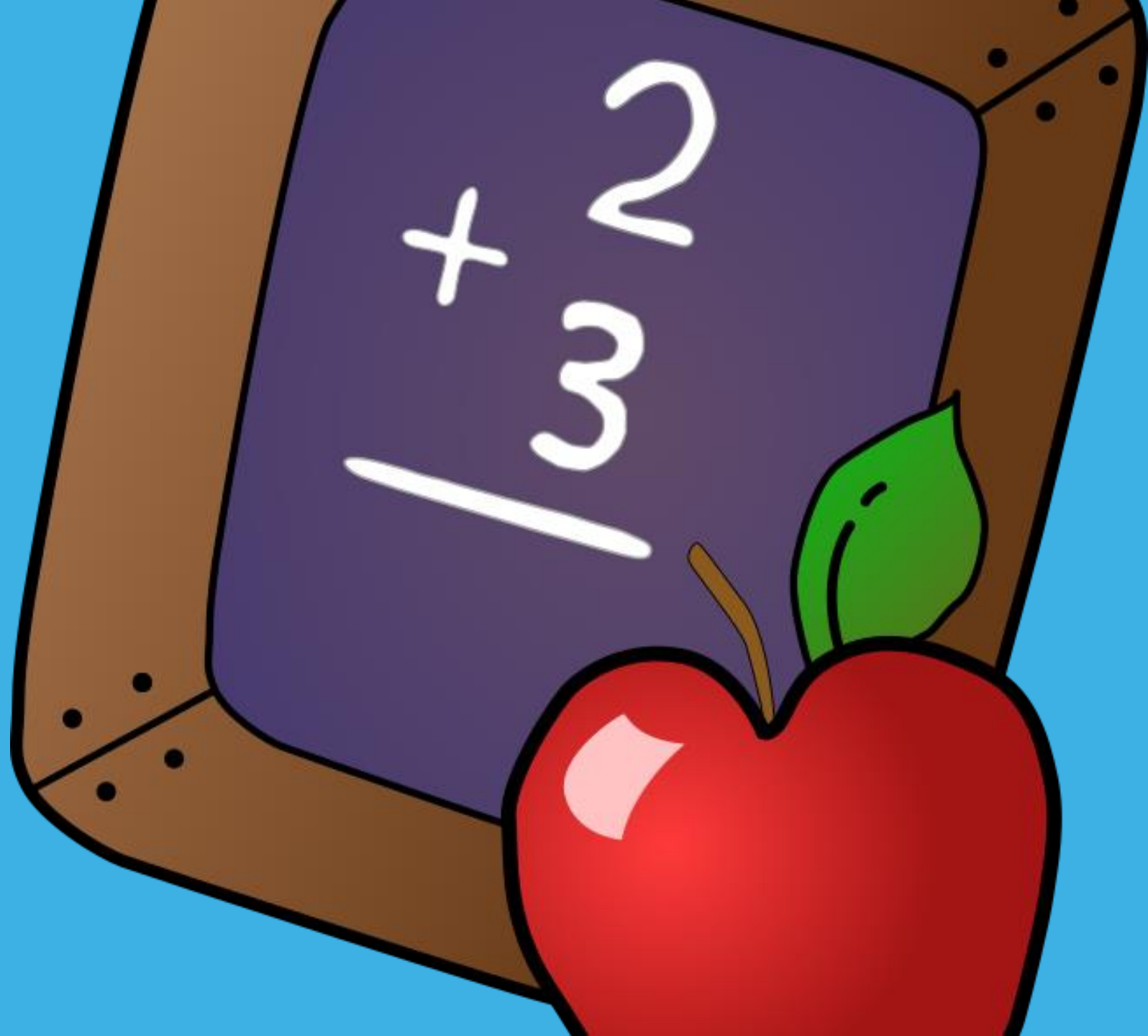
5. Will Deb take Ruff out for a walk



Math Time!

Week 6

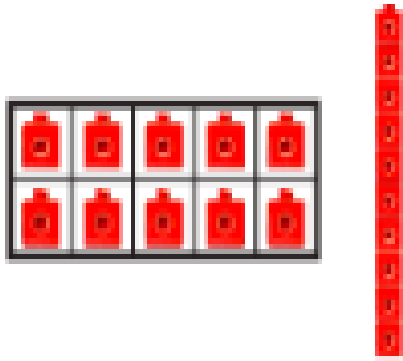
Ch. 6 Lesson 5



Vocabulary Review!

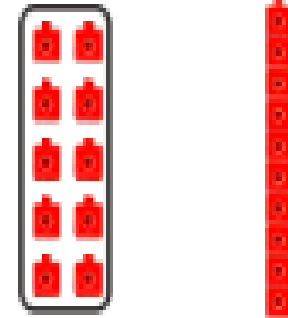
Ch. 6

Ones



10 **ones** = 1 **ten**

Tens



10 ones = 1 **ten**

Sum

2 plus 1 is equal to 3.
The **sum** is 3.

Let's Review!



1.

Model and Draw

You can group ones to make tens. Draw a quick picture to show the tens.

20 ones = 2 tens 0 ones 2 tens = 20 twenty

2.

Share and Show MATH BOARD

Use . Make groups of ten. Write the tens and ones. Draw the tens. Count by tens.

1.

30 ones = tens ones tens = thirty

2.

40 ones = tens ones tens = forty

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Practice time!

Lesson 6.5

On Your Own

MATHEMATICAL PRACTICE 3 Use Repeated Reasoning

Use . Make groups of ten. Write the tens and ones.

3. 50 ones

___ tens ___ ones ___ tens = ___
fifty

4. 60 ones

___ tens ___ ones ___ tens = ___
sixty

5. 70 ones

___ tens ___ ones ___ tens = ___
seventy

6. 80 ones

___ tens ___ ones ___ tens = ___
eighty

7. 90 ones

___ tens ___ ones ___ tens = ___
ninety

8. **THINK SMARTER** 100 ones

___ tens ___ ones ___ tens = ___
hundred

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6. 80 ones

___ tens ___ ones ___ tens = ___
eighty

7. 90 ones

___ tens ___ ones ___ tens = ___
ninety

8. **THINK SMARTER** 100 ones

___ tens ___ ones ___ tens = ___
hundred



Homework



Name _____

Practice and Homework
Lesson 6.5

Tens

Use . Make groups of ten. Write the tens and ones.

COMMON CORE STANDARDS—
1.NBT.B.2a, 1.NBT.B.2c
Understand place value.

1. 90 ones
 _____ tens _____ ones _____ tens = _____ ninety

2. 50 ones
 _____ tens _____ ones _____ tens = _____ fifty

3. 40 ones
 _____ tens _____ ones _____ tens = _____ forty

Problem Solving

Look at the model. Write the number.

4. What number does the model show?

5. **WRITE** **Math** Draw a quick picture and write a number to show thirty.

Lesson Check (1.NBT.B.2a, 1.NBT.B.2c)

1. What number does the model show?
 Write the number.

 _____ tens = _____

2. What number does the model show?
 Write the number.

 _____ tens = _____

Spiral Review (1.OA.B.3, 1.OA.D.8)

3. Write the missing number.
 $6 + \square = 13$

4. What is the sum for $3 + 3 + 4$?

FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

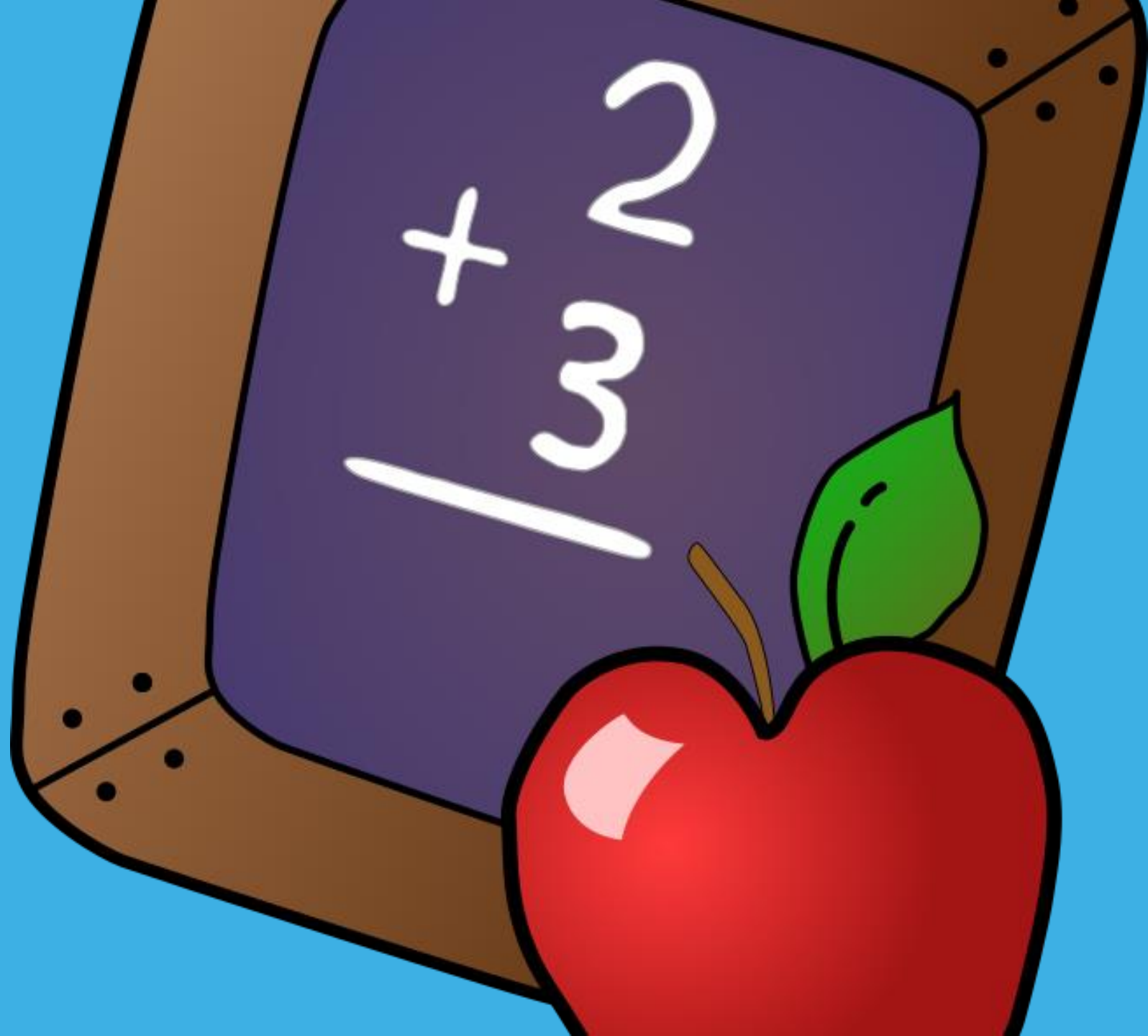
360 three hundred sixty

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Math Time!

Week 6

Ch. 6 Lesson 6

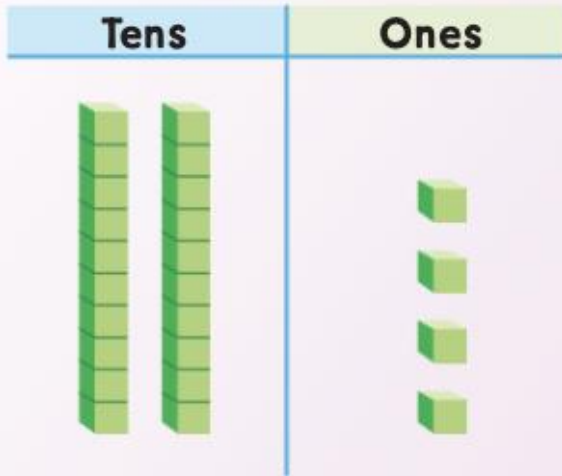


Let's Review!



1.

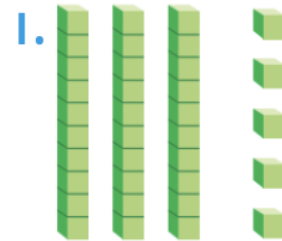
The **2** in **24** means **2** tens.



2 tens 4 ones = 24

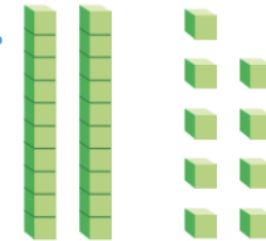
2.

Use your MathBoard and to show the tens and ones. Write the numbers.



___ tens ___ ones = ___

2.



___ tens ___ ones = ___

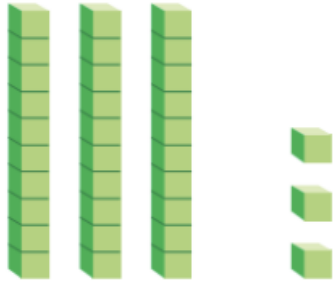
Practice time!



MATHEMATICAL PRACTICE 6 Make Connections

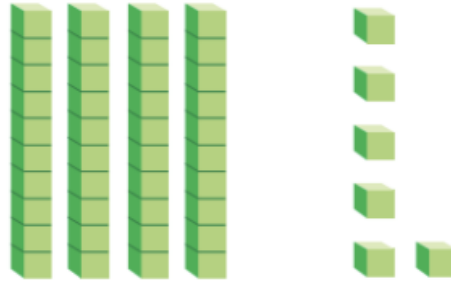
Write the numbers.

5.




 _____ tens _____ ones = _____

6.



 _____ tens _____ ones = _____

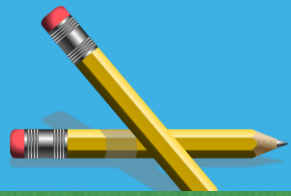
Solve. Write the numbers.

10. I have 46 cubes. How many
 tens and ones can I make?

_____ tens _____ ones

11. I have 32 cubes. How many
tens and ones can I make?

_____ tens _____ ones



Homework



Name _____

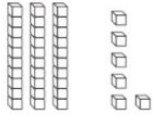
Practice and Homework Lesson 6.6

Tens and Ones to 50

Common Core **COMMON CORE STANDARDS—1.NBT.B.2**
Understand place value.

Write the numbers.

1.



_____ tens _____ ones = _____

2.



_____ tens _____ ones = _____

Problem Solving **Real World**

Solve. Write the numbers.

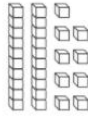
3. I have 43 cubes. How many tens and ones can I make?

_____ tens _____ ones

4. **WRITE** Math Write a number from 20 to 50 that has both tens and ones. Use pictures and words to show the tens and ones.

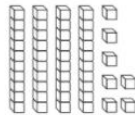
Lesson Check (1.NBT.B.2)

1. What number does the model show?
Write the numbers.



_____ tens _____ ones = _____

2. What number does the model show?
Write the numbers.



_____ tens _____ ones = _____

Spiral Review (1.OA.A.1, 1.OA.C.6)

3. Write the sum.

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

4. Show taking from. Circle the part you take from the group. Then cross it out. Write the difference.

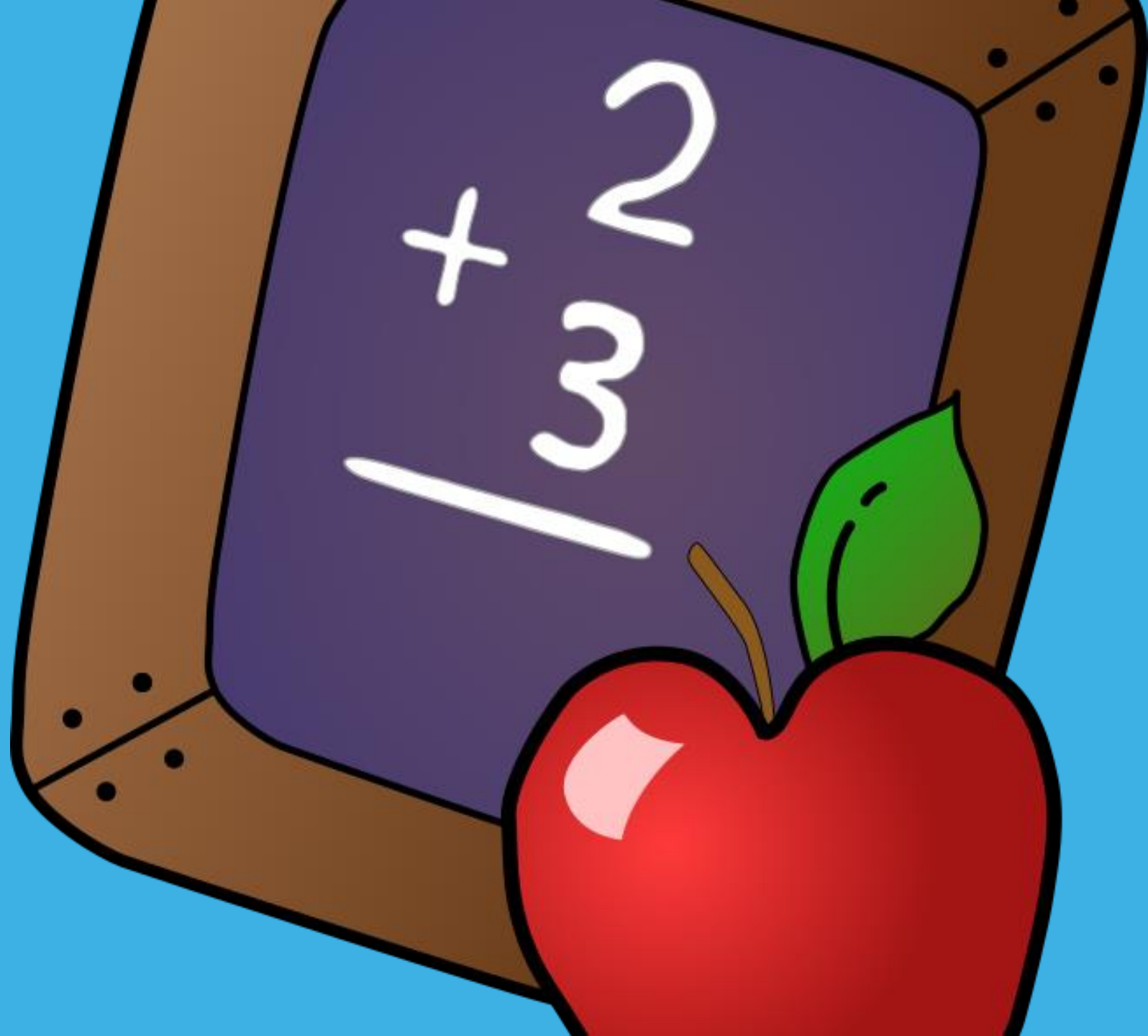


$$6 - 4 = \underline{\quad}$$

Math Time!

Week 6

Ch. 6 Lesson 7



Let's Review!




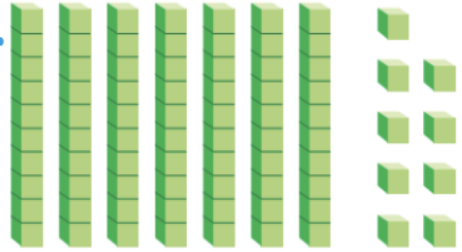
1.

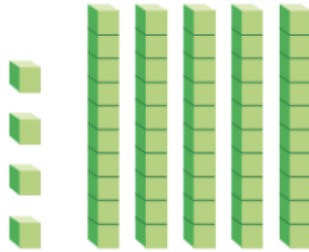
Draw quick pictures to show 99 and 100.

9 tens 9 ones = 99 10 tens 0 ones = 100

2.

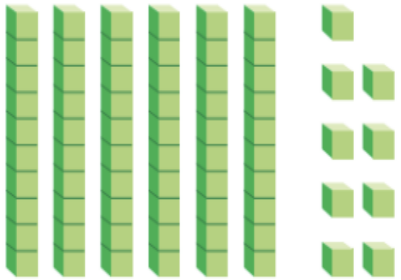
Use your MathBoard and  to show the tens and ones. Write the numbers.

1.  _____ tens _____ ones = _____

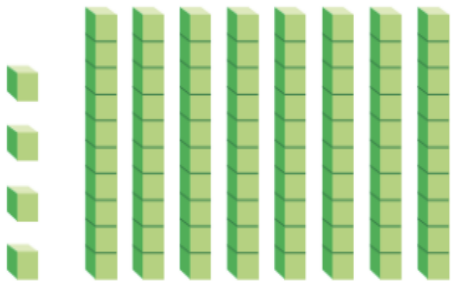
2.  _____ tens _____ ones = _____



Practice time!



___ tens ___ ones = ___



___ tens ___ ones = ___

Draw a quick picture to show the number.
Write how many tens and ones there are.

12. Edna has 82 stamps.



___ tens ___ ones

13. Amy has 79 beads.



___ tens ___ ones



Homework



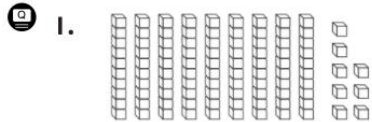
Name _____

Practice and Homework Lesson 6.7

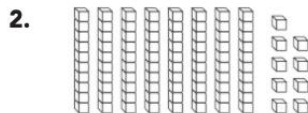
Common Core COMMON CORE STANDARDS—1.NBT.B.2
Understand place value.

Tens and Ones to 100

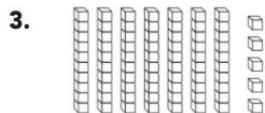
Write the numbers.



_____ tens _____ ones = _____



_____ tens _____ ones = _____



_____ tens _____ ones = _____

Problem Solving

Draw a quick picture to show the number.
Write how many tens and ones there are.

4. Inez has 57 shells.

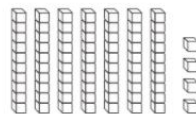
_____ tens _____ ones

5. **WRITE** Math Use words and pictures to show 59 and 95.

Lesson Check (1.NBT.B.2)

1. What number has 10 tens 0 ones?

2. What number does the model show?
Write the numbers.



_____ tens _____ ones = _____

Spiral Review (1.OA.B.3, 1.OA.C.5)

3. Barry knows that $6 + 5 = 11$.
What other addition fact does he know? Write the new fact.

_____ + _____ = _____

4. Count on to solve $2 + 6$.
Write the sum.

$2 + 6 =$ _____

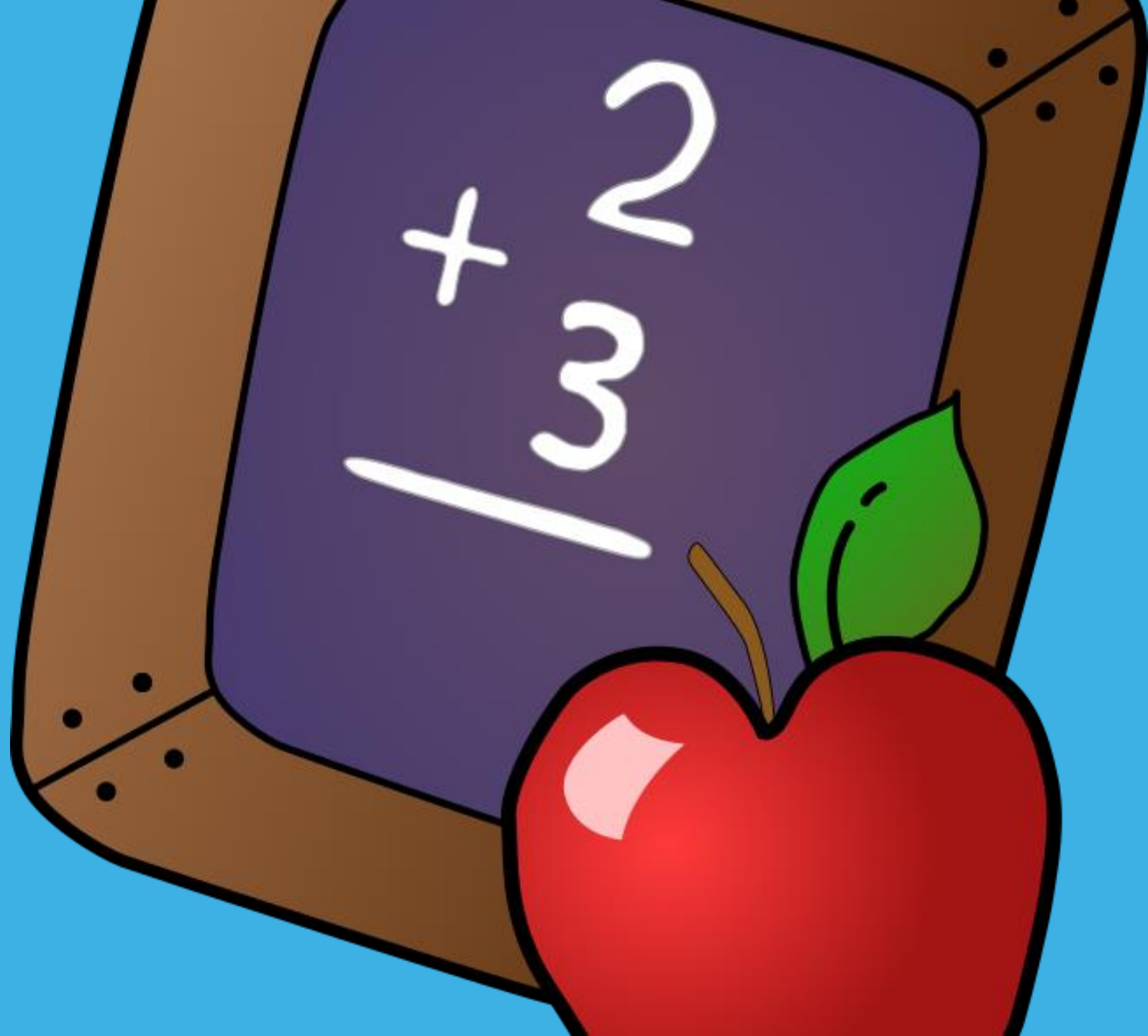


FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Math Time!

Week 6

Ch. 6 Lesson 8



Gary and Jill both want 23 stickers for a class project. There are 3 sheets of 10 stickers and 30 single stickers on the table. How could Gary and Jill each take 23 stickers?



Unlock the Problem 

What do I need to find?

two different ways to make a number

What information do I need to use?

The number is 23.

Show how to solve the problem.

 Gary

Tens	Ones

23

 Jill

Tens	Ones

23



Let's Review!





Practice time!

Use  to show the number two different ways. Draw both ways.

• What information do I need to use?

1. 46

Tens	Ones

Tens	Ones



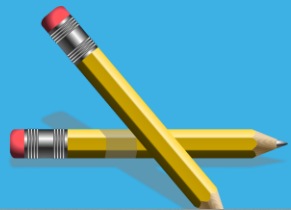
2. 71

Tens	Ones

Tens	Ones



Homework



Name _____

Practice and Homework Lesson 6.8

Problem Solving • Show Numbers in Different Ways



COMMON CORE STANDARDS—1.NBT.B.2a,
1.NBT.B.3 Understand place value.

Use to show the number two different ways. Draw both ways.

1. 62

Tens	Ones	Tens	Ones
_____	○	_____	_____

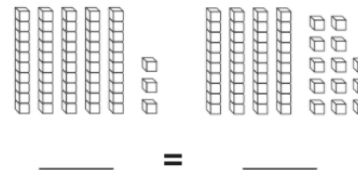
2. 38

Tens	Ones	Tens	Ones
_____	○	_____	_____

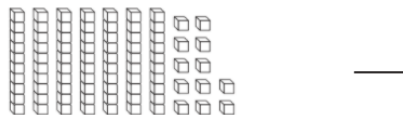
3. Math Draw to show 55 three different ways.

Lesson Check (1.NBT.B.2a, 1.NBT.B.3)

1. What number does each model show? Write the numbers.



2. What number does the model show? Write the number.



Spiral Review (1.OA.C.6)

3. Subtract to solve. Then add to check your answer.

$$12 - 4 = \square$$

$$\square + 4 = \square$$

4. Write two ways to make 15.

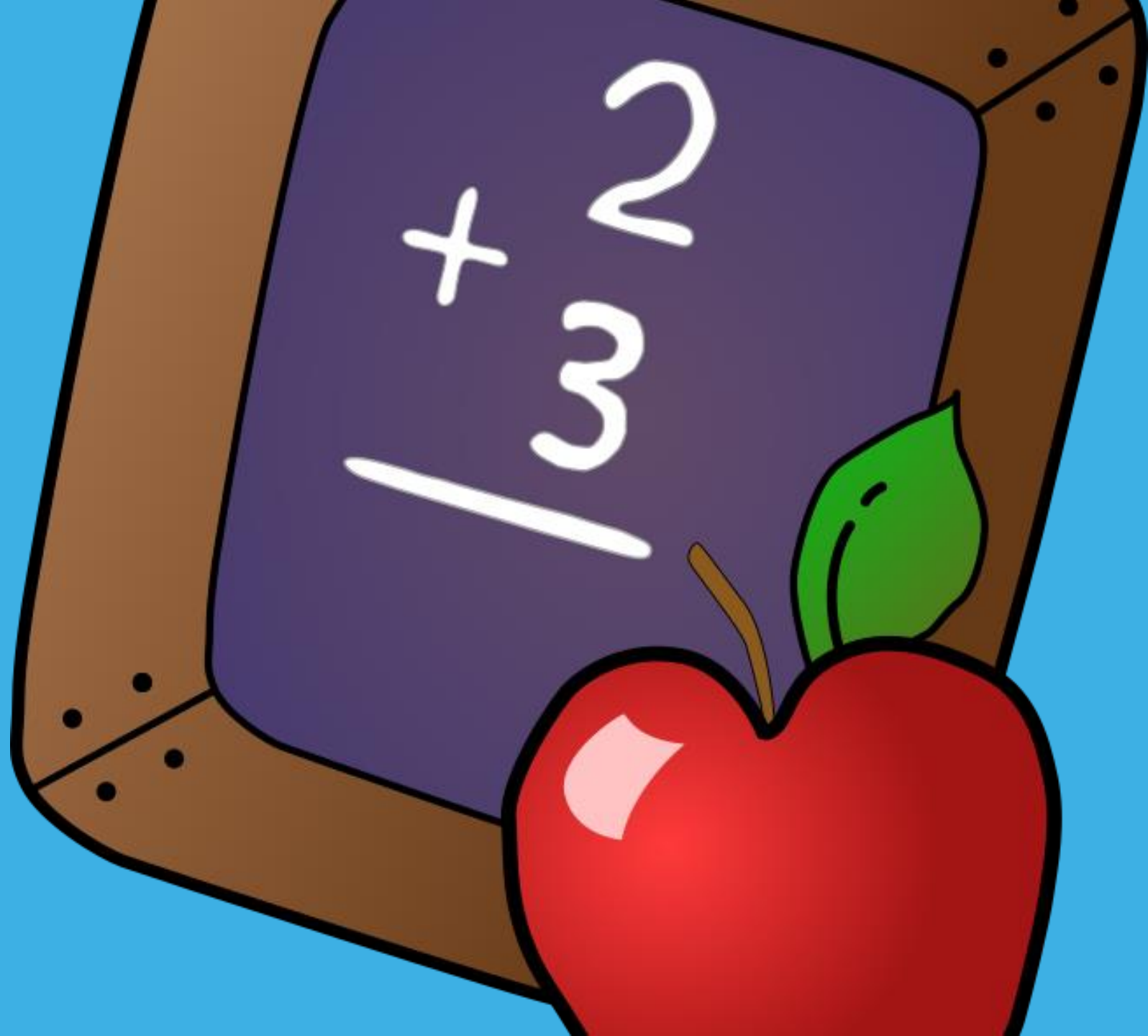
$$15 = \underline{\quad} + \underline{\quad}$$

$$15 = \underline{\quad} + \underline{\quad}$$

Math Time!

Week 6

Ch. 6 Lesson 9



Let's Review!



1.

Model and Draw

10 20 30 40 50 60 70 80 90 100 101 | 10 20 30 40 50 60 70 80 90 100 110

10 tens and 1 more = 101 10 tens and 10 more = 110

2.

Share and Show

Use to model the number.
Write the number.

1. 10 tens and 1 more 2. 10 tens and 2 more

REMEMBER
10 tens = 100



Practice time!

7. 10 tens and
7 more



8. 10 tens and
8 more



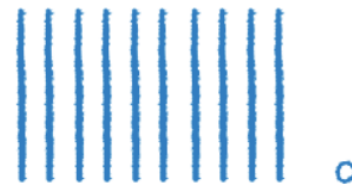
9. 10 tens and
9 more

Write the number.

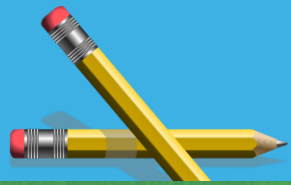
12.



13.



Homework

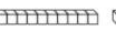


Name _____

Practice and Homework Lesson 6.9

Common Core COMMON CORE STANDARDS—1.NBT.A.1
Understand place value.

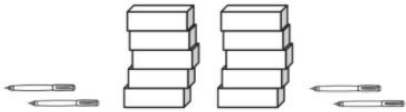
Model, Read, and Write Numbers from 100 to 110



Use  to show the number. Write the number.

1. 10 tens and 6 more 2. 10 tens and 1 more 3. 10 tens and 10 more


Problem Solving

4. Solve to find the number of pens.



THINK
 = 1 pen
 = 10 pens

There are _____ pens.

5.  **Math** Choose a number from 101 to 110. Write it. Draw a picture to show it as 10 tens and more.

Lesson Check (1.NBT.A.1)

1. What number does the model show?
Write the number.



Spiral Review (1.OA.A.1)

2. Show taking from. Circle the part you take from the group. Then cross it out. Write the difference.



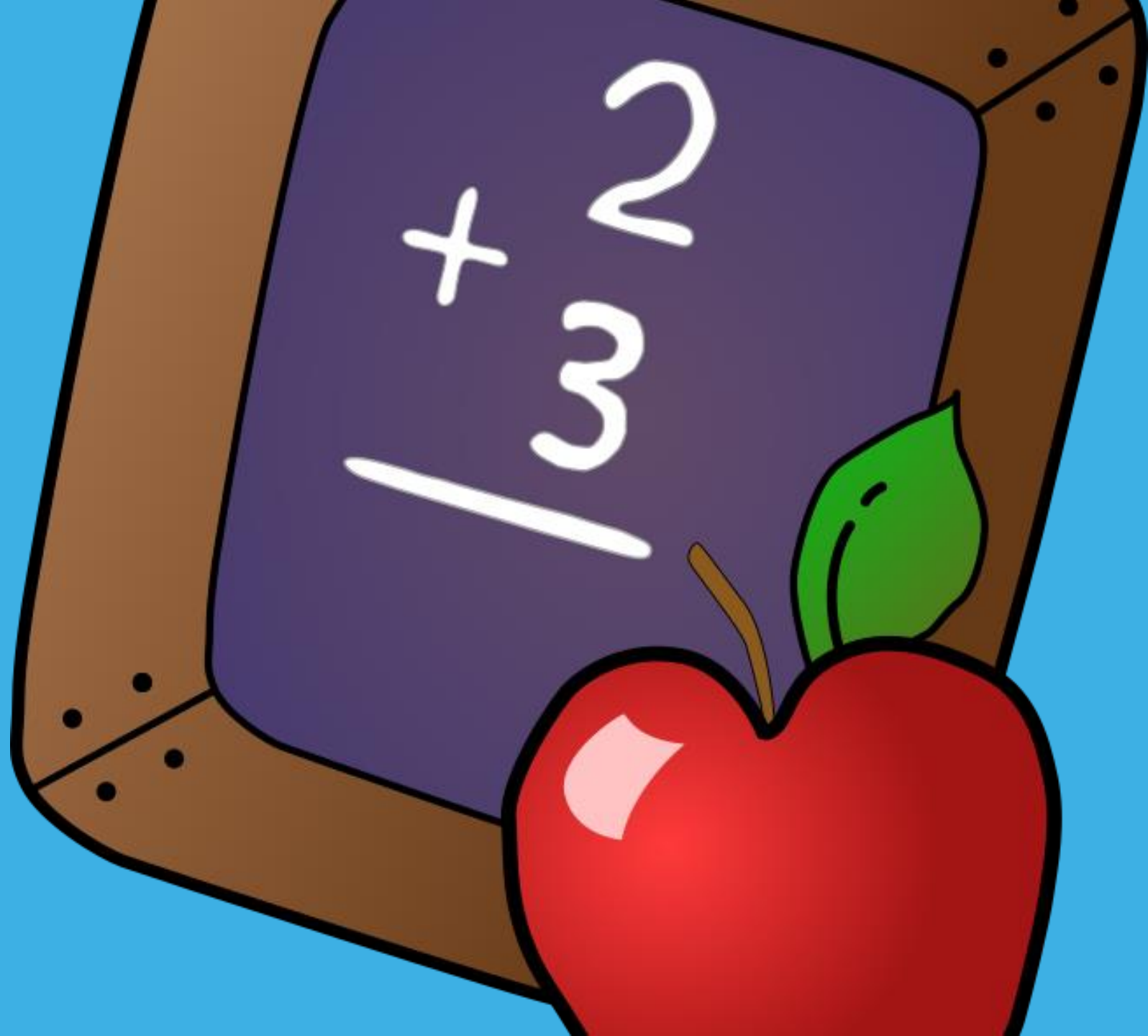
3. Use the model to solve. Ken has 8 toy trains. Ron has 3 toy trains. How many fewer toy trains does Ron have than Ken?

	8

Math Time!

Week 6

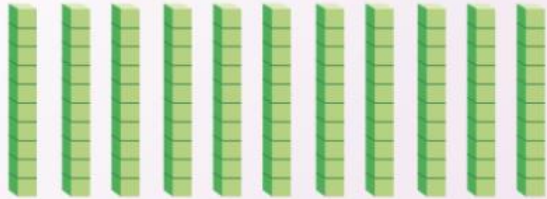
Ch. 6 Lesson 10



Let's Review!

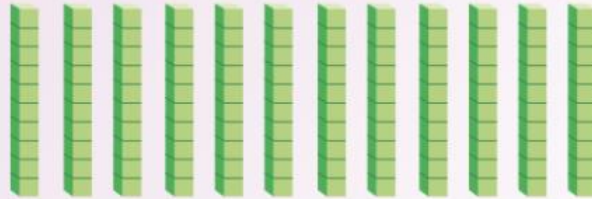
Model and Draw

11 tens is 110 .




110

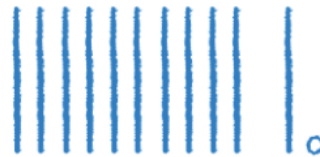
12 tens is 120.



120

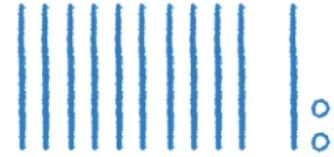
Use  to model the number.
Write the number.

1.



110


2.



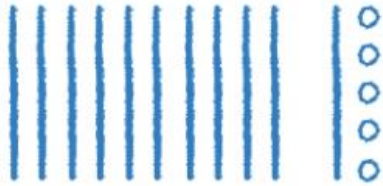
120



Practice time!

Use  to model the number.
Write the number.

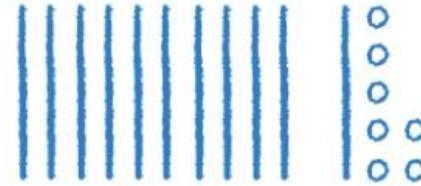
5.



6.



7.



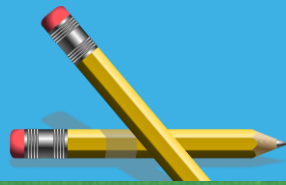
Draw or write to explain.

14. Joe collects **toy cars**. He can make 11 groups of 10 toy cars.
How many toy cars does Joe have?



_____ **toy cars**

Homework



Name _____

Practice and Homework Lesson 6.10

Common Core COMMON CORE STANDARDS—1.NBT.A.1
Extend the counting sequence.

Model, Read, and Write Numbers from 110 to 120

Use to model the number.
Write the number.

1. _____

2. _____

3. _____

Problem Solving **Real World**

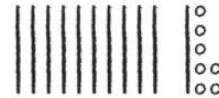
Choose a way to solve. Draw or write to explain.

4. Dave collects rocks. He makes 12 groups of 10 rocks and has none left over. How many rocks does Dave have? _____ rocks

5. **WRITE** Math Choose a number from 111 to 120. Write the number. Draw a picture to show it as tens and ones.

Lesson Check (1.NBT.A.1)

1. What number does the model show?
Write the number.



Spiral Review (1.OA.C.6)

2. Show how to make a ten to solve $13 - 7$.
Write the number sentence.



$$\begin{array}{r} - \\ \hline - = \end{array}$$

So, $13 - 7 = \underline{\quad}$.

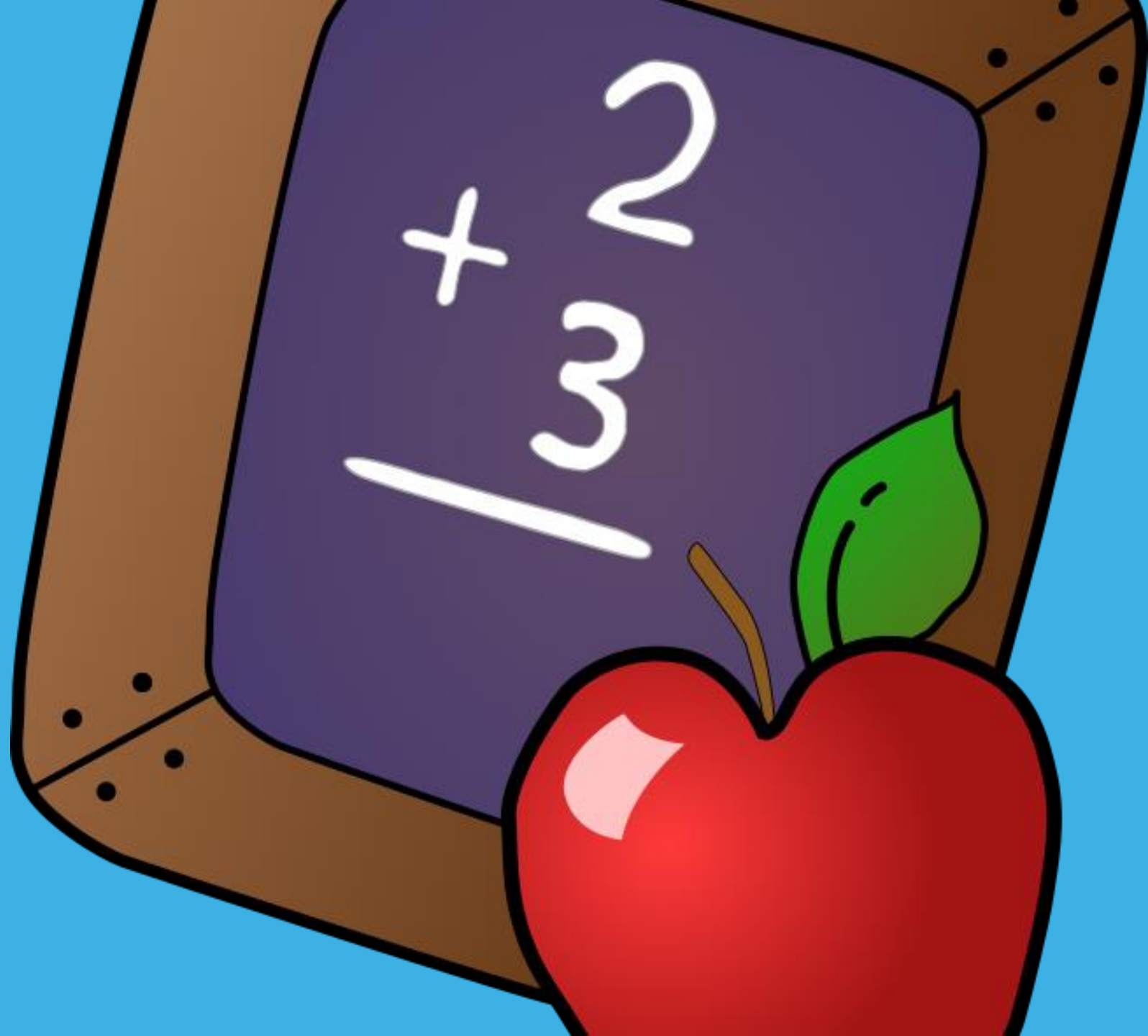
3. What is the difference?
Write the number.

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$



Math Time!

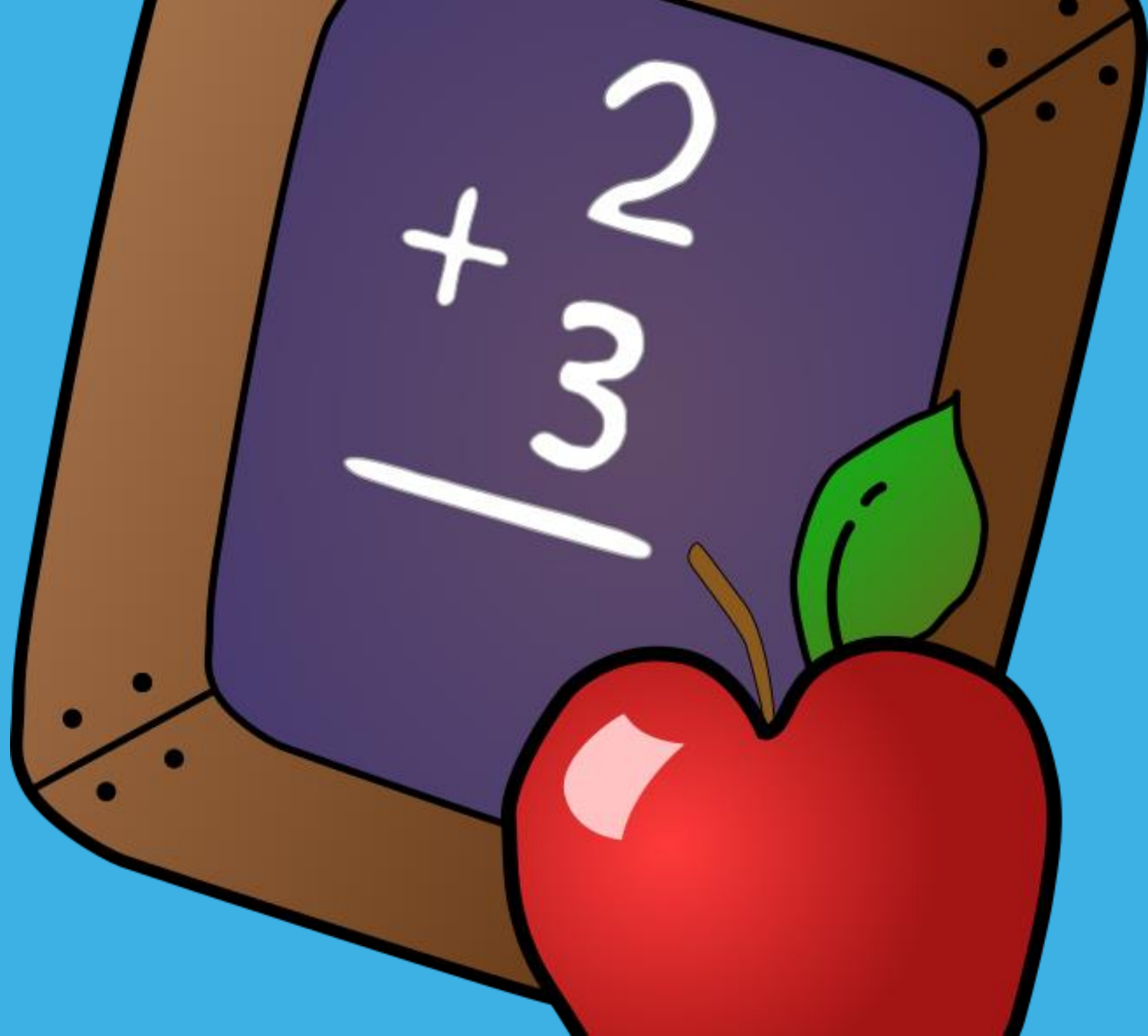
Ch. 6 TEST



Math Time!

Ch. 7

Introduction Lesson





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.

