



Riverside Traditional School

May
4 Weeks Packet /week 1
Math, Language Arts, Science & Social
Studies

Dear 1st Grade Families and Students,

This Distance Learning Packet is created for my students to review what we have been learning this year. I arranged for students to work on this packet within a period of 4 weeks. The goal is for students to work on [3 pages/3 assignments] daily. Each day there will be an opportunity for your child to practice Language Arts and Math. In addition, there will be some extra activities that will allow students to review Science and Social Studies activities.

For the month of April, my goal is to stay in touch through [zoom/email/phone] at least once a week.

However, I also included my contact information and a schedule of the best time to contact me if you need any additional support.

Miss Munoz: lmunoz@riverside.k12.az.us Miss Villalobos: nvillalobos@riverside.k12.az.us Miss Hernandez: gbernandez@riverside.k12.az.us

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Language Arts: Writing: I can write a narrative (story) using complete sentences on page 2. Topics found on page 1</p> <p>Reading I can retell details of any story that was read to me by an adult in writing. Page 7</p>	<p>Language Arts: Writing: I can write an opinion story using complete sentences on page 3. Topics found on page 1.</p> <p>Reading I can retell details of any story that was read to me by an adult in writing. Page 8 I will read a book of my choice and I can write a complete sentence about</p>	<p>Language Arts: Writing: I can write a how to story using complete sentences. On page 4. Topics found on page 1.</p> <p>Reading I can retell details of any story that was read to me by an adult in writing. Page 9</p>	<p>Language Arts: Writing: I can write a narrative (story) using complete sentences on page 5 Topics found on page 1</p> <p>Reading I can retell details of any story that was read to me by an adult in writing. Page 10 I will read a book of my choice and I can write a complete sentence about</p>	<p>Language Arts: Writing: I can write a narrative (story) using complete sentences on page 6. Topics found on page 1</p> <p>Reading I can retell details of any story that was read to me by an adult in writing. Page 11</p>

<p>I will read a book of my choice and I can write a complete sentence about the story using my weekly reading log on page 12.</p> <p>Spelling I can identify words with ai, and ay. Page 15</p> <p>Print practice I can print high frequency words using correct upper and lower case letters. Write each word five times each. Words on p.13</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29 *See page with online resources</p> <p>STEM connection Frog characteristics I can identify features of a frog. Read p.30 and 31</p>	<p>the story using my weekly reading log on page 12</p> <p>Spelling/Grammar I can categorize movements of different animals. Page 16 I can write a contraction in a sentence. Page 18</p> <p>Print practice I can write words with ai and ay. Write words five times each on p. 13 More Words</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29 *See page with online resources</p> <p>STEM connection Frog characteristics I can identify features of a frog. Read p.30 and 31</p>	<p>I will read a book of my choice and I can write a complete sentence about the story using my weekly reading log on page 12</p> <p>Spelling/Grammar I can write verbs in the correct tense (present or past) page 19</p> <p>Print practice I can write 3 complete sentences using words on p.13 Write the sentences on p. 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Robert Mensch and Eric Carl are some great authors that you might want to read. *See page with online resources</p> <p>STEM connection I can answer questions about frogs. Questions 6-11 on p. 32</p>	<p>the story using my weekly reading log on page 12</p> <p>Spelling/Grammar I can identify singular and plural nouns. Cut and paste activity p. 20,21,22</p> <p>Print practice I can write 3 complete sentences using words on p.13 Write the sentences on p. 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29 *See page with online resources</p> <p>STEM connection STEM Box Challenge p. 33 and 34 I can identify an engineering process.</p>	<p>I will read a book of my choice and I can write a complete sentence about the story using my weekly reading log on page 12</p> <p>Spelling/Grammar I can identify singular and plural nouns by reading them. NOUN PUZZLE p. 23</p> <p>Print practice I can write 3 complete sentences using words on p.13 Write the sentences on p. 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29 *See page with online resources</p> <p>STEM connection STEM Box Challenge p. 35-38 I can identify an engineering process.</p>
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Math

Adding over the rainbow.
I can add two digit numbers up to 20. P.24

Student resources for learning

Zoom: For live class lessons

Step1: go to zoom.com

Step2: go to join a meeting- log in

Step3: Enter the meeting ID provided by teacher before scheduled meeting.

Step4: Accept the audio and microphone. The meeting will begin on its own.

Step1: Go to

<https://www.ixl.com/signin/riverside>

Step2: Enter user

name _____@riversidets

Step3: Enter your password (success)

Step4: Chose the content that you wish to practice.

Math

I can identify fact family numbers. P. 25

Student resources for learning

Zoom: For live class lessons (**Miss Hernandez ONLY 2:00p.m.**)

Step1: go to zoom.com

Step2: go to join a meeting- login

Step3: Enter the meeting ID provided by teacher before scheduled meeting.

Step4: Accept the audio and microphone. The meeting will begin on its own.

Step1: Go to

<https://www.ixl.com/signin/riverside>

Step2: Enter user

name _____@riversidets

Step3: Enter your password (success)

Step4: Chose the content that you wish to practice.

Math

I can identify place value in two digit numbers. P. 26

Student resources for learning

Zoom: For live class lessons (**Miss Villalobos ONLY 2:00p.m.**)

Step1: go to zoom.com

Step2: go to join a meeting- login

Step3: Enter the meeting ID provided by teacher before scheduled meeting.

Step4: Accept the audio and microphone. The meeting will begin on its own.

Step1: Go to

<https://www.ixl.com/signin/riverside>

Step2: Enter user

name _____@riversidets

Step3: Enter your password (success)

Step4: Chose the content that you wish to practice.

Math

I can subtract by finding the difference in two digit numbers. P. 27

Student resources for learning

Zoom: For live class lessons (**Miss Munoz ONLY 2:00p.m.**)

Step1: go to zoom.com

Step2: go to join a meeting- login

Step3: Enter the meeting ID provided by teacher before scheduled meeting.

Step4: Accept the audio and microphone. The meeting will begin on its own.

Step1: Go to

<https://www.ixl.com/signin/riverside>

Step2: Enter user

name _____@riversidets

Step3: Enter your password (success)

Step4: Chose the content that you wish to practice.

Math

I can subtract by using counting back method. P.28

Student resources for learning

Zoom: For live class lessons

Step1: go to zoom.com

Step2: go to join a meeting- login

Step3: Enter the meeting ID provided by teacher before scheduled meeting.

Step4: Accept the audio and microphone. The meeting will begin on its own.

Step1: Go to

<https://www.ixl.com/signin/riverside>

Step2: Enter user

name _____@riversidets

Step3: Enter your password (success)

Step4: Chose the content that you wish to practice.



Hey First Graders,
 The best way to become a good writer, is to WRITE!
 Let's write each day. If you are not sure what to write
 about, here are some ideas...



Write a Personal Narrative, a story about YOU...

I Like
Stories...

Helpful
Stories...

Animal
Stories...

Family
Stories...

Mad or Sad
Stories...

Friend
Stories...

***Remember to have a Beginning, Middle and End in your story.

Write an Opinion Story

Favorite
Game

Favorite
Food

In my opinion, _____ is _____.
 First, _____.
 Next, _____.
 Then, _____.
 Last, _____.
 These are the reasons _____ is _____.

Favorite
Place

Favorite
Person

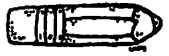
Favorite
Part of School

Favorite Animal

Favorite
Weather

Or Write a How-to Story

I know how to _____.
 First, _____.
 Next, _____.
 Then, _____.
 Last, _____.
 That is how you _____.



My Writing Topics:



Pick a topic to write about and color in the rectangle:

Narrative:

Opinion:

Expository:

Topic Sentence: :

Draw a picture for your three supporting reasons.

Draw A Picture: :

Pick 1 topic and write 4 sentences about that topic. Please make sure that you have a topic sentence and 3 supporting sentences. Use finger spaces, nice penmanship, capitals and periods.

Handwriting practice area with 10 sets of lines (top solid, middle dashed, bottom solid).

Kelli C @ Teachers Pay Teachers

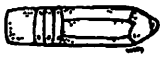
Self Check: Color in each box if you have these in your writing.

I used capital letters.

I used finger spaces.

I have nice writing.

I used punctuation.



My Writing Topics:



Pick a topic to write about and color in the rectangle:

Narrative:

.....

Opinion:

.....

Expository:

.....

Topic Sentence: :

Draw a picture for your three supporting reasons:

Draw A Picture:::

Pick 1 topic and write 4 sentences about that topic. Please make sure that you have a topic sentence and 3 supporting sentences. Use finger spaces, nice penmanship, capitals and periods.

Handwriting practice area with multiple sets of lines (top solid, middle dashed, bottom solid).

Kelli C © Teachers Pay Teachers

Self Check: Color in each box if you have these in your writing.

I used capital letters.

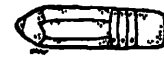
I used finger spaces

I have nice writing.

I used punctuation.



W/9 WRITING TOPICS:



Pick a topic to write about and color in the rectangle:

Narrative:

Opinion:

Expository:

Topic Sentence: :

Draw a picture for your three supporting reasons.

Draw A Picture: :

Pick 1 topic and write 4 sentences about that topic. Please make sure that you have a topic sentence and 3 supporting sentences. Use finger spaces, nice penmanship, capitals and periods.

Handwriting practice area with 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Kelli C © Teachers Pay Teachers

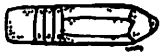
Self Check: Color in each box if you have these in your writing.

I used capital letters.

I used finger spaces

I have nice writing.

I used punctuation.



My Writing Topics:



Pick a topic to write about and color in the rectangle:

Narrative:

Opinion:

Expository:

Topic Sentence: :

Draw a picture for your three supporting reasons:

Draw A Picture: :

Pick 1 topic and write 4 sentences about that topic. Please make sure that you have a topic sentence and 3 supporting sentences. Use finger spaces, nice penmanship, capitals and periods.

Handwriting practice area with 10 sets of lines (top solid, middle dashed, bottom solid).

Kelli C © Teachers Pay Teachers

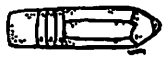
Self Check: Color in each box if you have these in your writing.

I used capital letters.

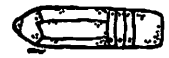
I used finger spaces.

I have nice writing.

I used punctuation.



MY WRITING TOPICS:



Pick a topic to write about and color in the rectangle:

Narrative:

Opinion:

Expository:

Topic Sentence: :

Draw a picture for your three supporting reasons.

Draw A Picture:::

Pick 1 topic and write 4 sentences about that topic. Please make sure that you have a topic sentence and 3 supporting sentences. Use finger spaces, nice penmanship, capitals and periods.

Handwriting practice area with multiple sets of lines (solid top and bottom lines, dashed middle line).

Kelli C © Teachers Pay Teachers

Self Check: Color in each box if you have these in your writing.

I used capital letters.

I used finger spaces

I have nice writing.

I used punctuation.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the ~~adult~~ reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of four sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for drawing a picture related to the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of four sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for drawing a picture related to the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of four sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for drawing a picture related to the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the end of the story.

MY WEEKLY READING LOG:



On Monday I read: (write the title):

Write a sentence about the story:

On Tuesday I read: (write the title):

Write a sentence about the story:

On Wednesday I read: (write the title):

Write a sentence about the story:

On Thursday I read: (write the title):

Write a sentence about the story:

On Friday I read: (write the title):

Write a sentence about the story:

Week 1 Spelling List

Words with ai, ay:

wait

stay

Contractions:

I've

You're

High Frequency Words:

funny

hurt

light

mean

sea

sound

More words

trail

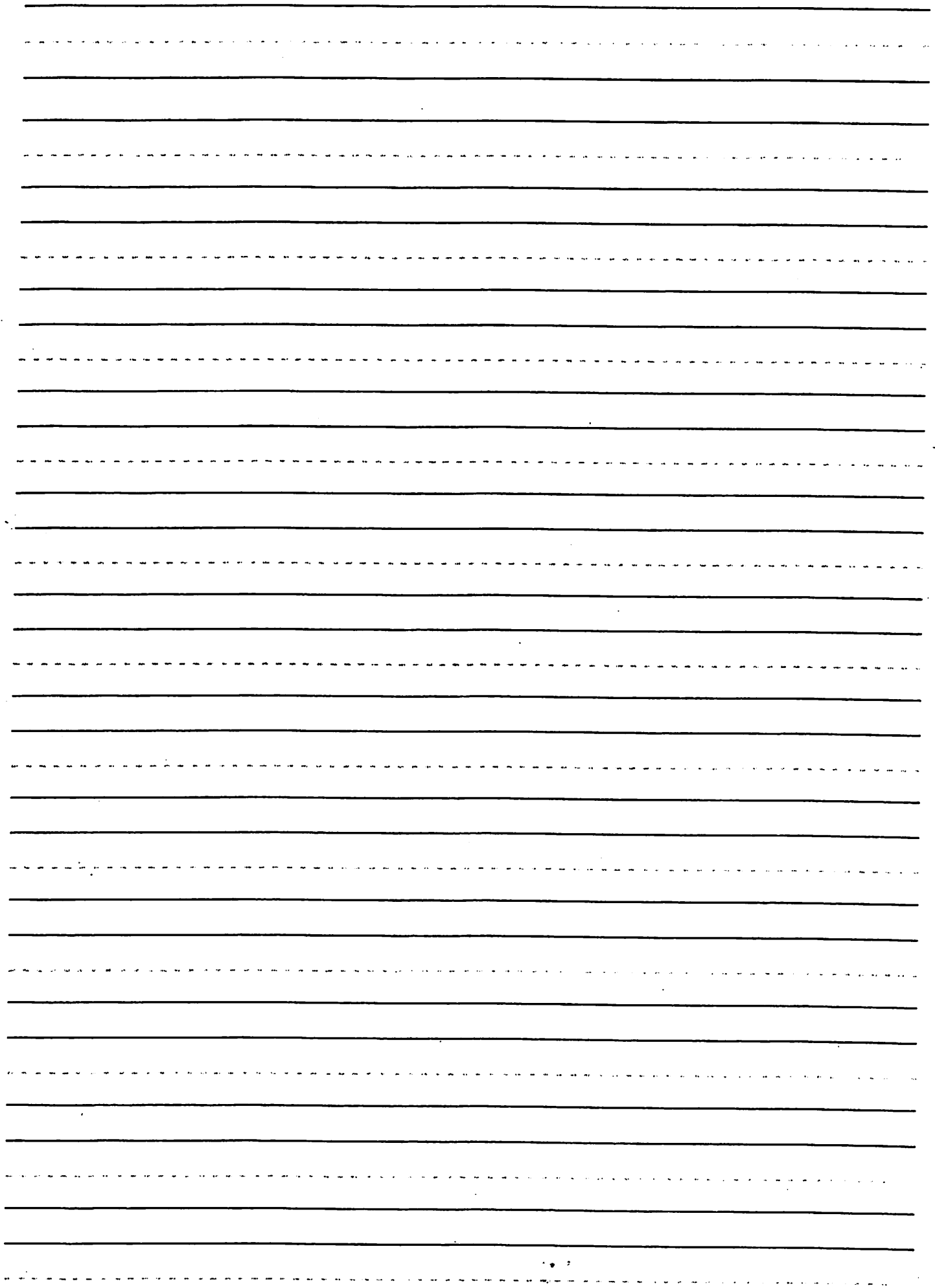
say

clay

we'll

plain

I'm



Spelling

I can write sentences using my spelling words.

Handwriting practice lines consisting of multiple rows of solid top and bottom lines with a dashed midline.

Week

Words with ai, ay:

wait
stay

Contractions:

I've
you're

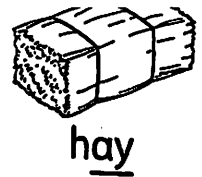
High Frequency Words:

funny
hurt
light
mean
sea
sound

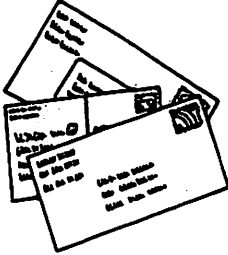

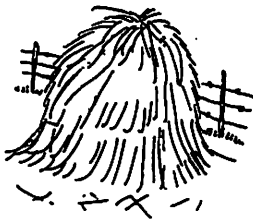
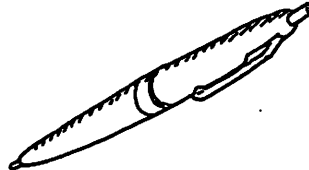
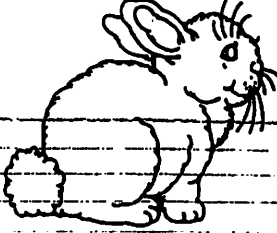
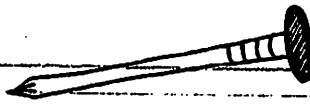
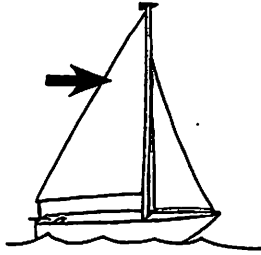
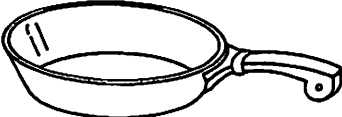
More Words:

trail
say
clay
we'll
plain
I'm

Words with ai, ay



Circle the word that names the picture. Read the question.

<p>1.</p>  <p>mill map mail</p>	<p>2.</p>  <p>ran rain run</p>
<p>3.</p>  <p>hat hay hen</p>	<p>4.</p>  <p>paint pen pan</p>
<p>5.</p>  <p>tap till tail</p>	<p>6.</p>  <p>net nail nap</p>
<p>7.</p>  <p>sand sill sail</p>	<p>8.</p>  <p>pan pail pet</p>

Read It Together

Did you say the mail is in the pail?

Categorize Movements

Add animals and their movements to the category chart.

Animals	Movement
fish turtle	swim
	fly
	run

High Frequency Words

Trace each word two times and then write it.

funny funny funny

hurt hurt hurt

light light light

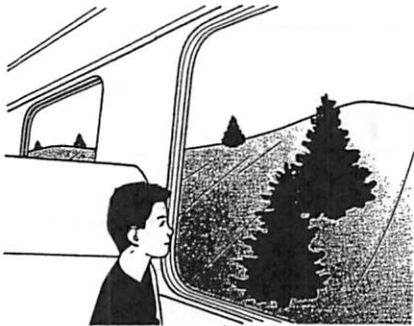
mean mean mean

sea sea sea

sound sound sound

Contractions

Write the contraction.
Read the sentence.



I + am = I'm

he + will = he'll

you + have = you've

they + are = they're

1. We are on the way to see Gramps.

_____ on the way to see Gramps.

2. We have got to take a train there.

_____ got to take a train there.

3. I know it will be a long ride.

I know _____ be a long ride.

4. I think I am going to take a nap!

I think _____ going to take a nap!

Verbs

Name: _____

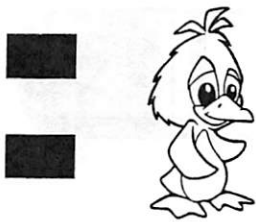
Write the verbs on the correct penguins.

walk	played	threw	choose	ate	write	came
won	go	fly	took	bring	broke	drink

PRESENT

PAST

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Singular and Plural Noun Practice

Directions:

Read the five sentences on the next page.

Choose and cut out a **singular** or **plural noun** from the **Word Bank** to complete each sentence.

Glue the words into the boxes.

Rewrite the sentences on the lines.



The **tree** is growing.

The tree is growing.



birds

flower

person

child

boy

pools

man

planes

bugs

ducks

kites

girl



Directions: Use your pencil to trace the words on the **Singular and Plural Nouns Card**.

Neatly color the picture of the penguin.

Use your scissors to cut out the **Singular and Plural Nouns Card**.
(Cut on the dotted lines.)

Glue the **Singular and Plural Nouns Card** into your Language Notebook.



Singular means
one. Plural
means more
than one.

A cartoon duckling with a friendly expression, standing and facing left. It has a small tuft of feathers on its head and is wearing a simple, light-colored shirt. The duckling is positioned to the right of the text, within the dashed border.

Name _____

1. I saw a in the yard.

I saw a in the yard.

2. Tia saw two .

Tia saw two .

3. The are flying.

The are flying.

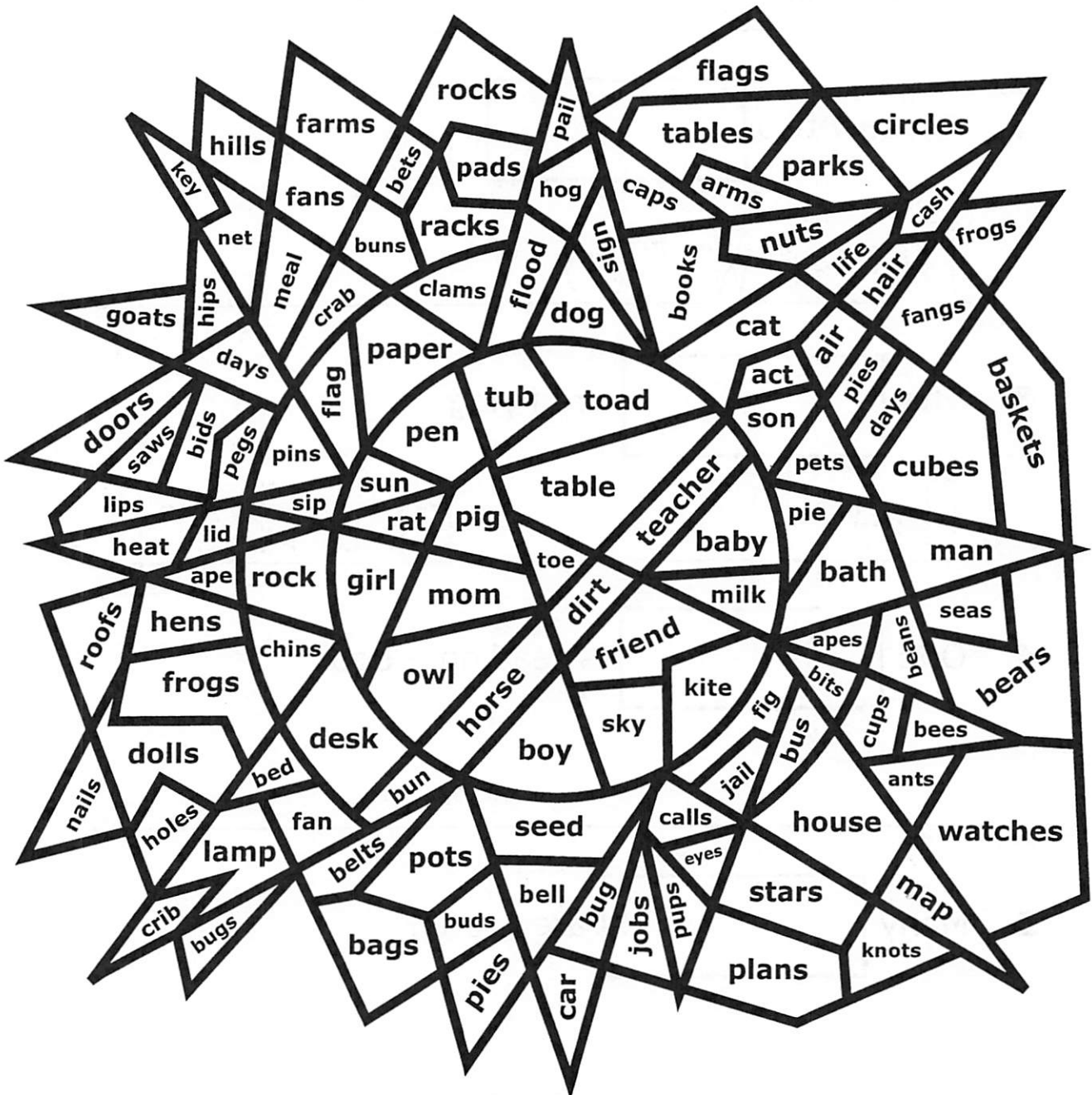
4. One is reading a book.

5. Many are pretty.

NOUN PUZZLE



Directions: Color all of the **singular nouns** in the puzzle yellow and the **plural nouns** orange .



Name: _____


ADDING OVER THE RAINBOW

Add the numbers to find the sum. Then color the pot using the code.


even number pots = green

odd number pots = yellow

$3+4+2$
9




$4+3+5$




$7+2+6$




$4+4+6$



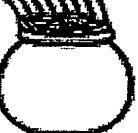
$2+5+5$




$6+1+8$



$9+2+3$



$5+6+4$




$6+2+9$




$8+2+6$




$2+7+4$




$9+1+8$




$8+4+6$




$6+0+9$




$5+3+8$




$6+3+4$



$1+7+9$




$7+3+10$




$0+8+6$




$1+2+8$




$5+7+2$




$6+7+6$




$1+10+9$




$2+9+8$




$6+6+6$




$5+5+5$



$4+4+4$



$7+7+3$



Name _____

Fact Families

Directions: Use the fact family numbers. Write the fact family.

1. 6, 7, 13

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

2. 5, 10, 15

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

3. 2, 12, 14

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

4. 3, 9, 12

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

5. Write your own fact family numbers.

_____, _____, _____

$_____ + _____ = _____$

$_____ + _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

6. Write your own fact family numbers.

_____, _____, _____

$_____ + _____ = _____$

$_____ + _____ = _____$

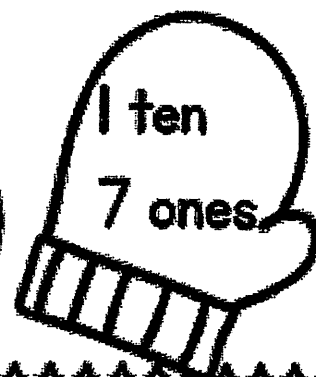
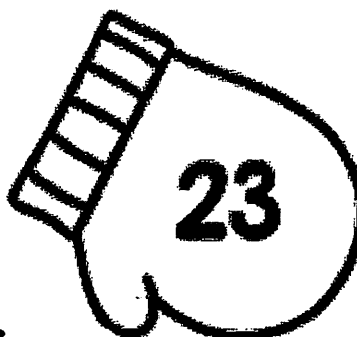
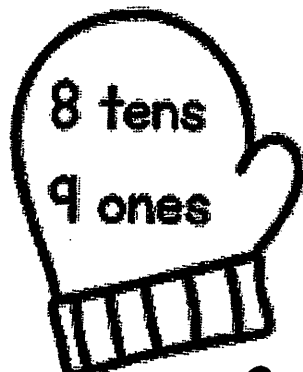
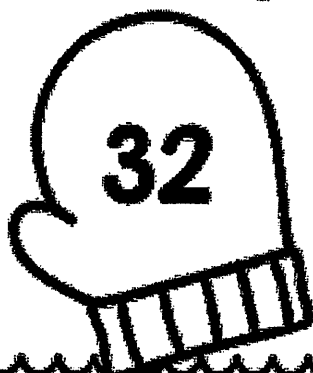
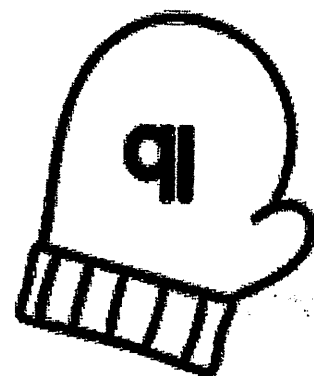
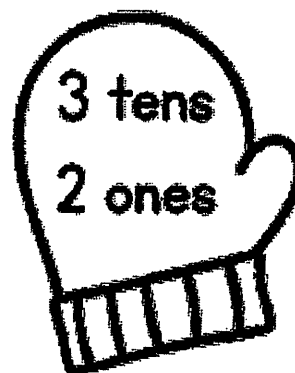
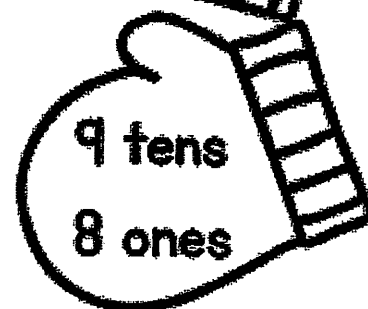
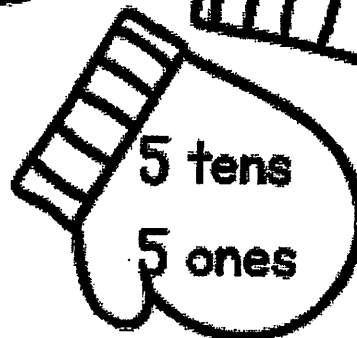
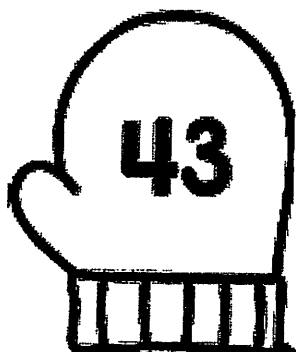
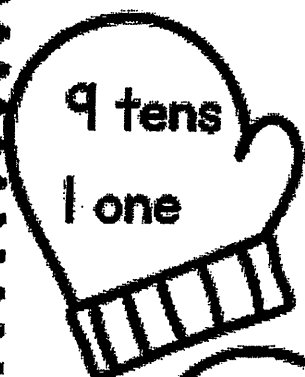
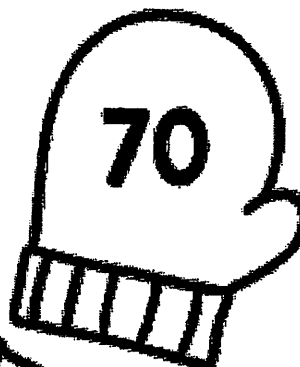
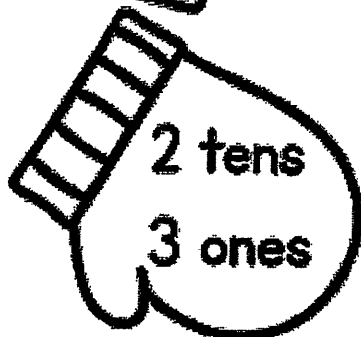
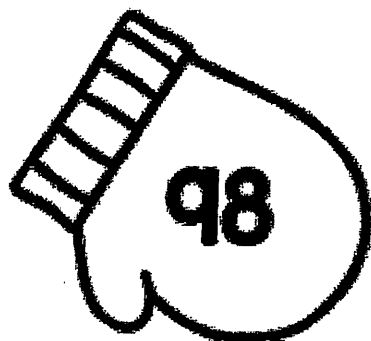
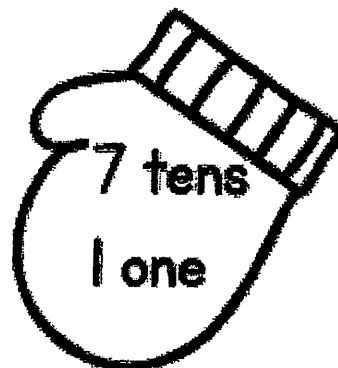
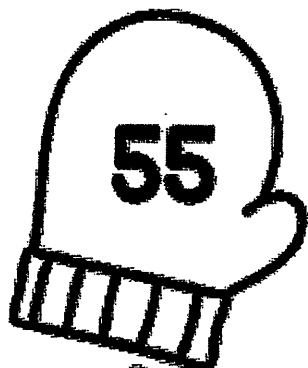
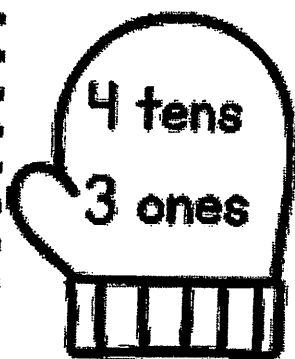
$_____ - _____ = _____$

$_____ - _____ = _____$

Name: _____

Place Value - 1

Use the same color to find each pair of mittens. You'll need 10 colors.

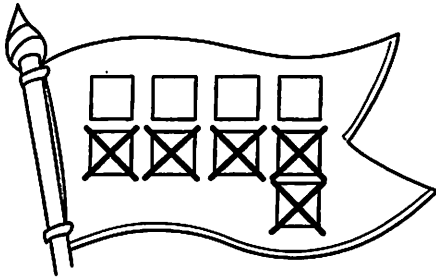


Subtracting means taking a number away from another number. The symbol for subtraction is called the **minus sign** (-). The answer to a subtraction problem is called the **difference**.

Example:  $5 - 3 = 2$ The difference is 2.

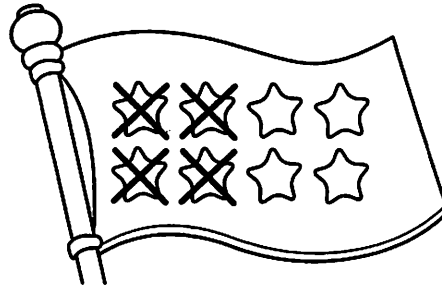
Subtract. Count the shapes on the flags for help.

1.



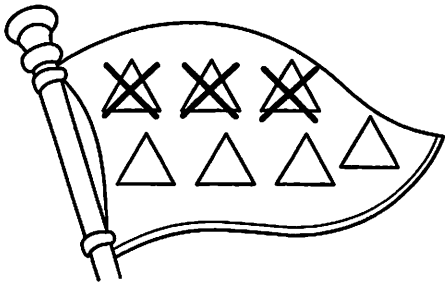
$$9 - 5 = \underline{\quad}$$

2.



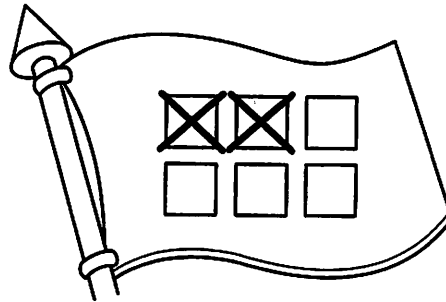
$$8 - 4 = \underline{\quad}$$

3.



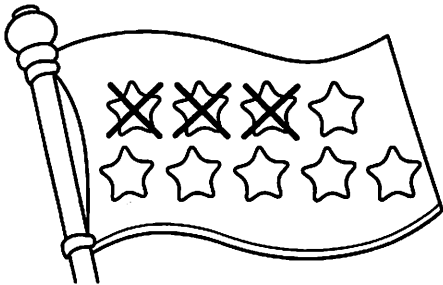
$$7 - 3 = \underline{\quad}$$

4.



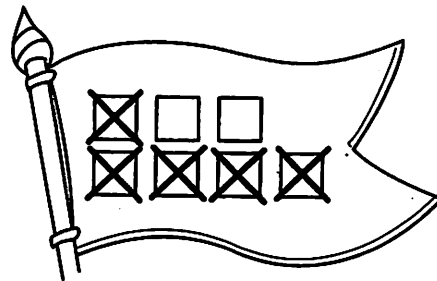
$$6 - 2 = \underline{\quad}$$

5.



$$9 - 3 = \underline{\quad}$$

6.



$$7 - 5 = \underline{\quad}$$

I can count to subtract.

Sometimes it helps to cross off the number of objects to be subtracted. Then count the objects left.

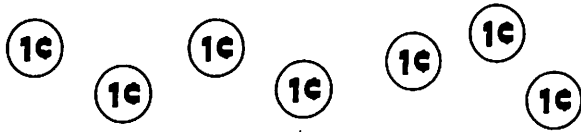
Example: Josh had 12 marbles. He lost 5 marbles. How many marbles does Josh have left?



$$\underline{12} - \underline{5} = \underline{7}$$

Count back to solve each problem. Write the equation.

1. Nick had 7 coins. 4 rolled away.
How many coins are left?



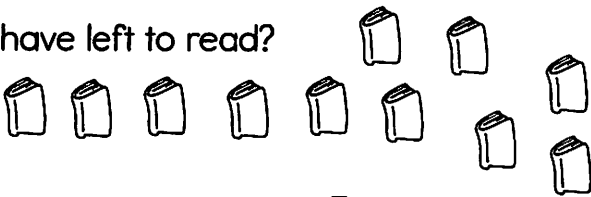
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2. Nora had 9 candies. She ate 2.
How many candies are left?



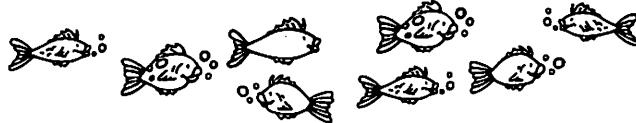
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3. Mohammed has 11 books. He read 5 of them. How many books does he have left to read?



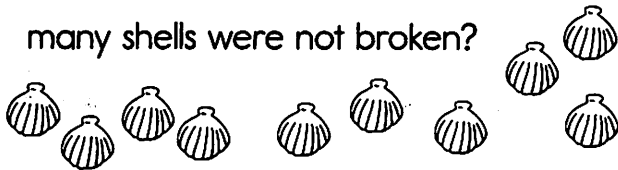
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4. We were feeding 8 fish in the pond. Three swam away. How many fish were left?



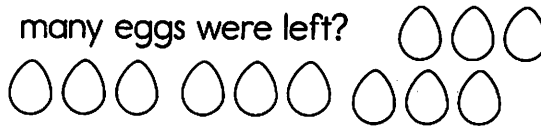
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5. Uncle Mario sent Dion 10 shells. When they arrived, 5 were broken. How many shells were not broken?



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

6. There were 12 eggs in the refrigerator. Mom used 3 eggs for the cake. How many eggs were left?



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

- I can solve subtraction word problems within 20.
 I can count back to subtract.



Working on WORDS

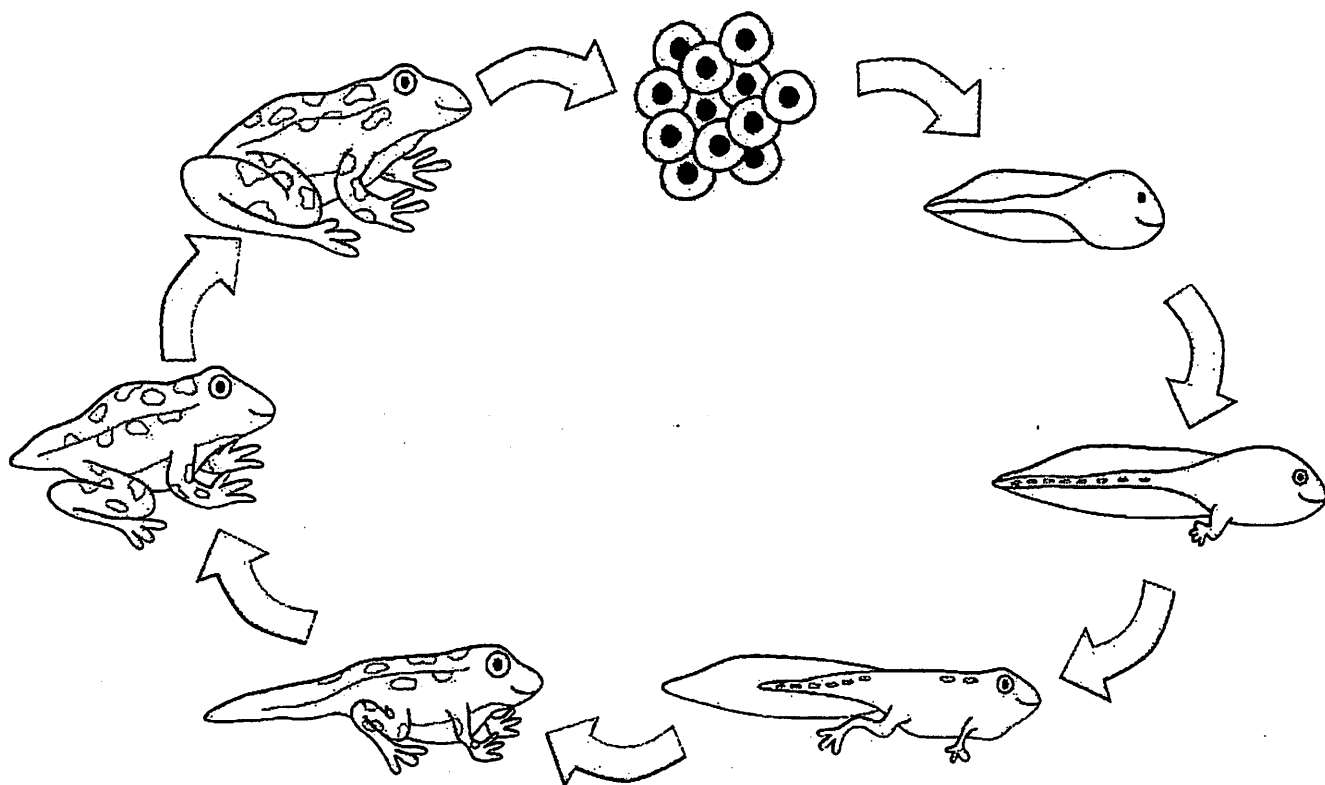
"Hi, Ana here. Here is your 1st exercise. Each day read one box of words. Read them aloud to each person or pet in your house. Then have 1 person sign the line you read."

	Sign here	Words to Read & Find
Day 16		father only when work never thought
Day 17		this all give live even picture
Day 18		or call walk talk because how
Day 19		children words move great been few
Day 20		kind though find once enough watch
Day 21		which four three most earth young
Day 22		change answer large learn word these
Day 23		then will out about use each
Day 24		them into more time way has
Day 25		him first write know day may
Day 26		than number been long part it's
Day 27		now person any our play friend
Day 28		house animal try piece people love.
Day 29		family over new sound take only
Day 30		place good me most after very

will blend in to its environment and hide it from predators. Some frogs have skin glands that make them poisonous.

Frog Life Cycle

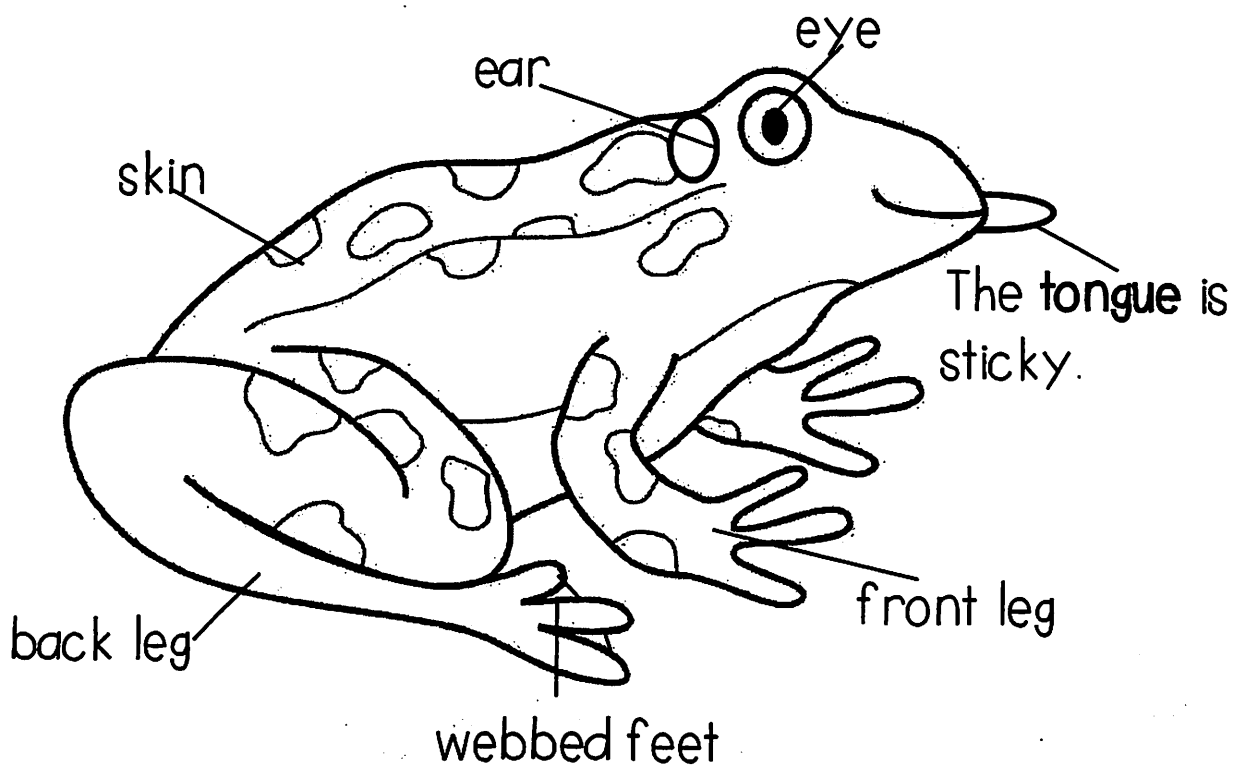
Frogs usually lay their eggs in water. It is important that the eggs remain moist so that they don't dry up and die. Frog eggs have a jellylike covering. Most frog eggs clump together in a large, slimy mass. The dark centers of the eggs grow into frog embryos, which eventually grow into tadpoles. After about three days to three weeks, depending on the frog species, the tadpoles are large enough to break free. The tadpoles swim around, eating algae, and continue to grow. Eventually they grow hind legs and their tails become smaller. They soon grow front legs, develop large mouths, and use their lungs to breathe. Their tails finally disappear and they begin eating worms and insects.



Fascinating Frogs

Frog Characteristics

Frogs are fascinating creatures! They are **amphibians**. Most amphibians spend their lives in water and on land. Frogs are cold blooded, which means their body temperature changes with their environment. Their inside body temperature is about the same as the outside. Frogs have many body parts and large eyes on top of their heads. Frogs use their hind legs and webbed feet to glide through the water. They have two sets of eyelids. One set is transparent so they can see through them.



Frog Enemies

Frogs have many enemies. Some of these predators include snakes, lizards, birds, rats, and foxes. Frogs must leap to escape from being eaten. Often, a frog's color will **camouflage** it from enemies. This means that its skin color

Name _____

6. Why do you think the author included a frog life cycle diagram?

7. Why do you think a frog would need two sets of eyelids?

8. Describe two characteristics of all frogs.

9. What did you learn from viewing the frog diagram? Do you think it was helpful that a diagram was included?

10. List one detail from the text that supports this statement: Frogs have specific qualities that help protect them from their enemies.

11. If you want to know more information about frogs, where might you look?

TABLE OF CONTENTS

Engineering Process Page

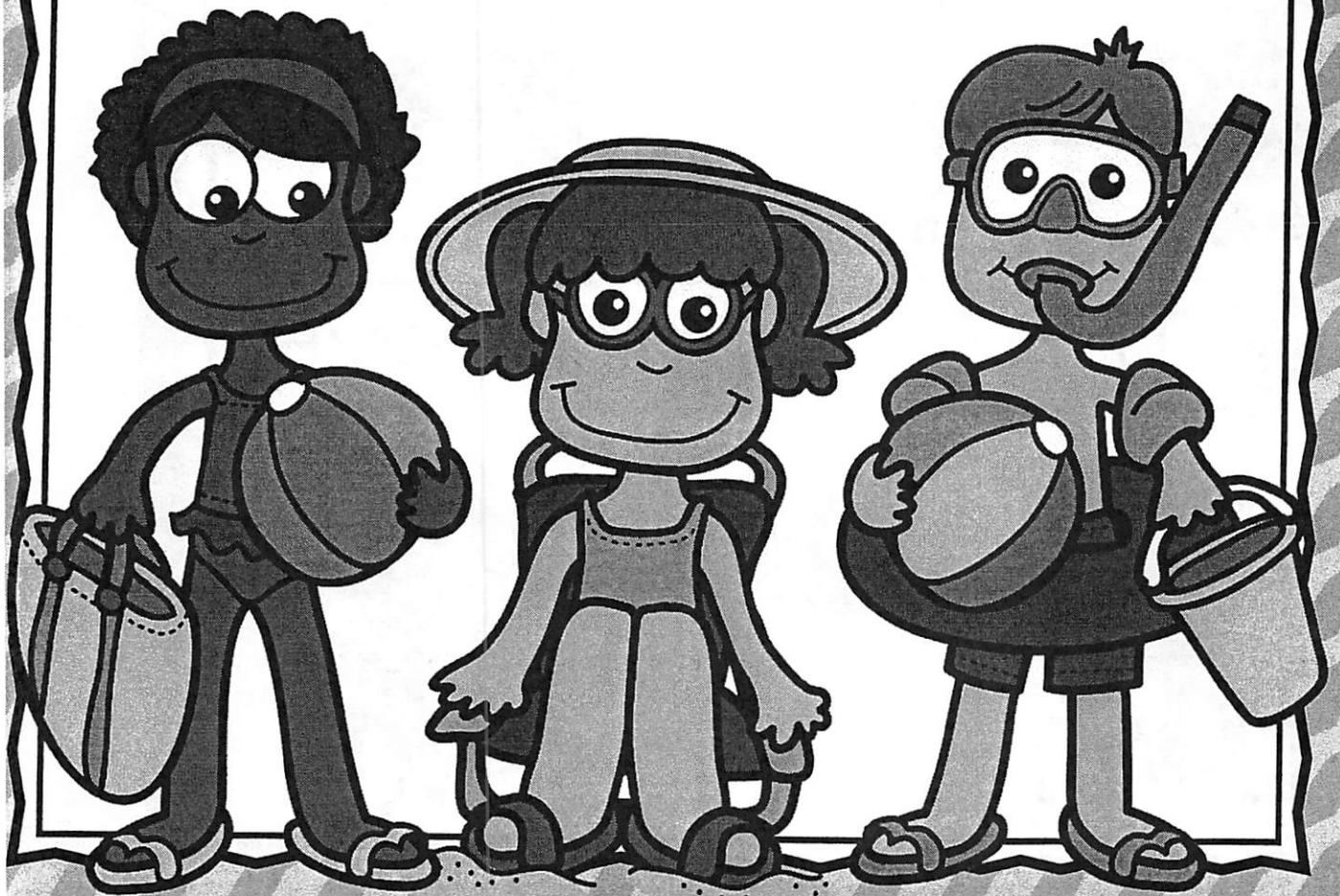
Put together "Summer STEM Box"

Suggested Materials

STEM Challenge Cards

Planning sheet

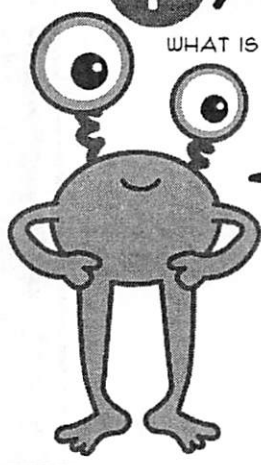
Reflection Sheet



STEM ENGINEERING PROCESS

1 ASK

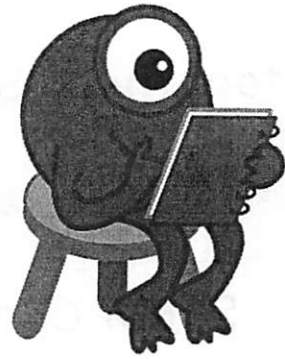
WHAT IS THE PROBLEM I NEED TO SOLVE??



My friends and I need to design a fast bike to ride to school!

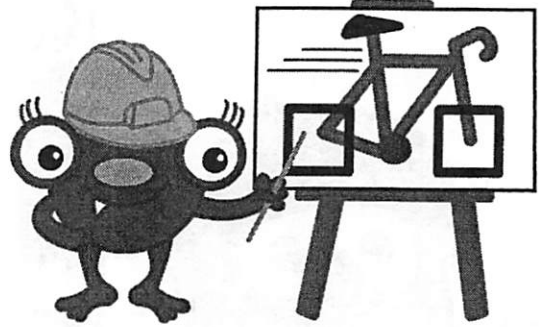
2 IMAGINE

WHAT ARE SOME WAYS TO SOLVE THIS PROBLEM?



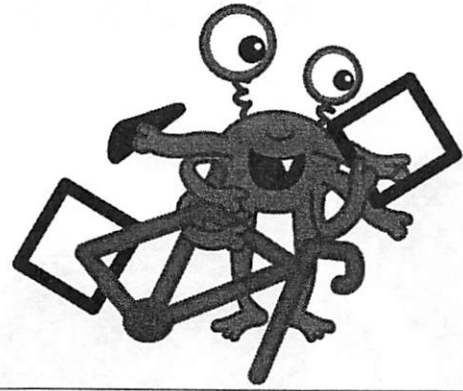
3 PLAN

WHAT ARE WE GOING TO DO TO SOLVE THE PROBLEM?



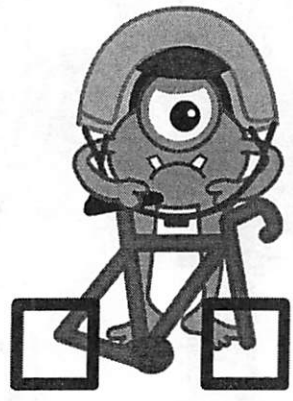
4 CREATE

LET'S BUILD IT!!!



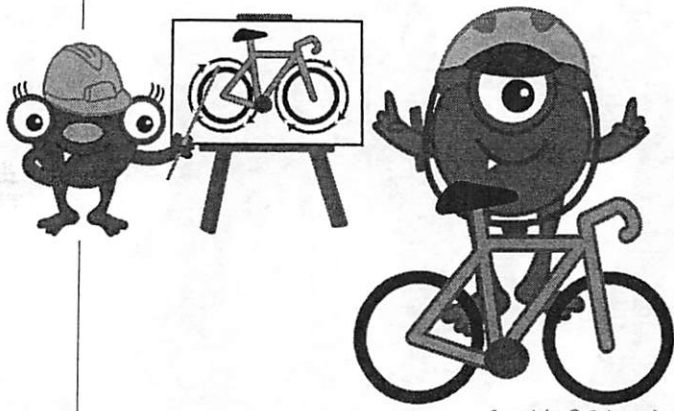
5 TEST

HOW WELL DOES IT WORK?



6 IMPROVE

WHAT CAN WE DO TO MAKE IT BETTER?



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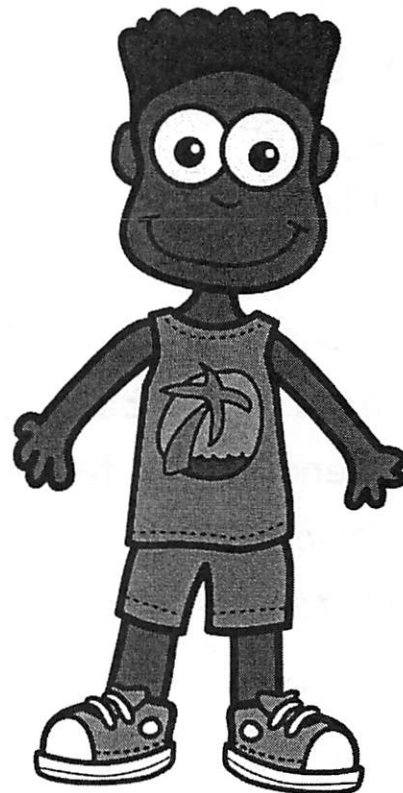
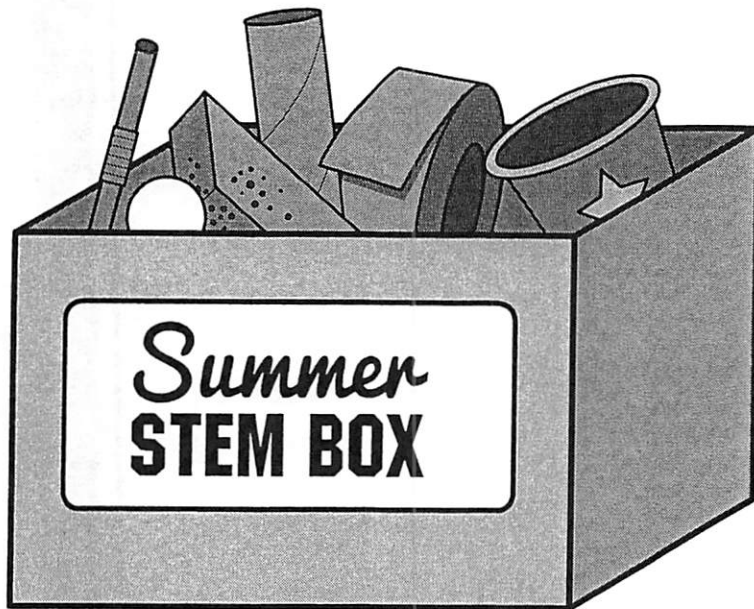
PUT TOGETHER A "SUMMER STEM BOX"

STEM Projects are a fun way to add a bit of education into your summer schedule...and a whole lot of fun! :-)

To create a Summer STEM Box:

1. Compile all or some of the materials listed and any others you'd like to add. Most are things you already have or can get at the dollar store!
2. Find a box, bin or basket to put them in.
3. Cut out the "challenge cards", fold them in half and place them in a jar. Kids can pull out a (random) card to get the challenge for the day!

These challenges are open-ended—the sky is the limit for creativity! They are great for individual or group work, maybe even a family competition!!



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Suggested Materials for your Summer STEM Box:

- Straws
- Pipe Cleaners
- Play Dough
- Ping Pong Balls (Table Tennis Balls)
- Marbles
- Army Guys
- Paper Cups (Dixie Size)
- Kitchen Sponges
- Tape (Masking, Duct, Scotch Tape)
- Craft Sticks (Popsicle Sticks)
- Plastic spoons
- Rubber Bands
- Milk Jug Lids
- Paper Clips
- Foil
- Paper (Construction, Card Stock, Printer Paper)
- Card Board (could be cereal or other packaging boxes)
- 50-ish Pennies (for testing)
- Paper Towel Rolls and Toilet Paper Rolls
- Bubble Wrap (?)

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PLANNING SHEET

LIST OR SKETCH SOME IDEAS:

CREATE A DRAWING TO PLAN OUT YOUR DESIGN:

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REFLECTION SHEET

WHAT WAS THE PROBLEM TO SOLVE?

HOW DID YOU SOLVE THE PROBLEM?

HOW COULD YOU IMPROVE YOUR SOLUTION?

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Design & create a really fun roller coaster for a ping-pong (table tennis) ball.

Build a catapult that will launch a marshmallow. How far can you get it to go?

Make a paper airplane that can carry pennies. See how far you can make it fly and how many pennies it can carry!

Design & build a play-ground for marbles... include all of your favorite playground equipment!

Build a bridge that can go between two chairs over the span of a foot. See how many small books it can hold!!



Dear 1st Grade Families and Students,

This Distance Learning Packet is created for my students to review what we have been learning this year. I arranged for students to work on this packet within a period of 4 weeks. The goal is for students to work on [3 pages/3 assignments] daily. Each day there will be an opportunity for your child to practice Language Arts and Math. In addition, there will be some extra activities that will allow students to review Science and Social Studies activities.

For the month of April, my goal is to stay in touch through [zoom/email/phone] at least once a week. However, I also included my contact information and a schedule of the best time to contact me if you need any additional support.

Miss Munoz: lmunoz@riverside.k12.az.us Miss Villalobos: nvillalobos@riverside.k12.az.us Miss Hernandez: ghernandez@riverside.k12.az.us

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Language Arts: Reading/Writing I can retell details of any story that I read or that was read to me by an adult in writing using complete sentences. P. 1</p> <p>Spelling I can identify letters and read write high frequency words. <u>could</u> p.7</p>	<p>Language Arts: Reading/Writing I can retell details of any story that I read or that was read to me by an adult in writing using complete sentences. P. 2</p> <p>Spelling I can identify letters and read write high frequency words. <u>did</u> p.8</p>	<p>Language Arts: Reading/Writing I can retell details of any story that I read or that was read to me by an adult in writing using complete sentences. P. 3</p> <p>Spelling I can identify letters and read write high frequency words. <u>did</u> p.9</p>	<p>Language Arts: Reading/Writing I can retell details of any story that I read or that was read to me by an adult in writing using complete sentences. P. 4</p> <p>Spelling I can identify letters and read write high frequency words. <u>dog</u> p.10</p>	<p>Language Arts: Reading/Writing I can retell details of any story that I read or that was read to me by an adult in writing using complete sentences. P. 5</p> <p>Spelling I can identify letters and read write high frequency words. <u>dog</u> p.11</p>

<p>Print practice I can print high frequency words using correct upper and lower case letters. Write each word five times each. Words on p.13</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>STEM connection Engineering Process I can identify the steps in an engineering process. SUMMER STEM BOX Please note: this is a week project. P. 18-34</p> <p>Math I can count objects in a picture. P. 13</p>	<p>Print practice I can write words with ai and ay. Write words five times each on p. 13 More Words</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>STEM connection Engineering Process I can identify the steps in an engineering process. SUMMER STEM BOX Please note: this is a week project. P. 18-34</p> <p>Math I can count review. P 14</p>	<p>Print practice I can write 3 complete sentences using words on p.13 Write the sentences on p. 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>STEM connection Engineering Process I can identify the steps in an engineering process. SUMMER STEM BOX Please note: this is a week project. P. 18-34</p> <p>Math I can identify an odd or even number. P.15</p>	<p>Print practice I can write 3 complete sentences using words on p.13 Write the sentences on p. 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>STEM connection Engineering Process I can identify the steps in an engineering process. SUMMER STEM BOX Please note: this is a week project. P. 18-34</p> <p>Math I complete missing numbers in a graph. P.16</p>	<p>Print practice I can write 3 complete sentences using words on p.13 Write the sentences on p. 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>STEM connection Engineering Process I can identify the steps in an engineering process. SUMMER STEM BOX Please note: this is a week project. P. 18-34</p> <p>Math Can complete number chart to 100. P.17</p>
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<p>Student resources for learning Zoom: For live class lessons Step1: go to zoom.com Step2: go to join a meeting- log in Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Student resources for learning Zoom: For live class lessons (Miss Hernandez ONLY 2:00p.m.) Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Student resources for learning Zoom: For live class lessons (Miss Villalobos ONLY 2:00p.m.) Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Student resources for learning Zoom: For live class lessons (Miss Munoz ONLY 2:00p.m.) Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Student resources for learning Zoom: For live class lessons Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>
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Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

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A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

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A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the ~~adult~~ reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing a picture related to the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing a picture related to the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing a picture related to the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

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In the middle of the story...

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A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

MY WEEKLY READING LOG:



On Monday I read: (write the title):

Write a sentence about the story:

On Tuesday I read: (write the title):

Write a sentence about the story:

On Wednesday I read: (write the title):

Write a sentence about the story:

On Thursday I read: (write the title):

Write a sentence about the story:

On Friday I read: (write the title):

Write a sentence about the story:

could

Put c in front of ould, and you make the word could.

What words do you make when you put these letters in front of ould?

c

w

sh

___ould

___ould

___ould

Circle the word could.

cuold coudl could coul'b cold

Can you write the word could with your eyes open and closed?

Extension

- If you could ride a horse, camel, or elephant, which one would you chose?



"Help, help! If *should not* can change to *shouldn't*, and *would not* can change to *wouldn't*, what does *could not* change to?"

could not
couldn't

did

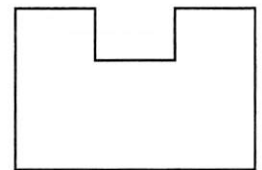
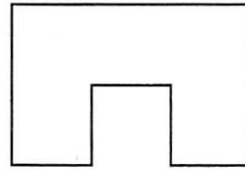
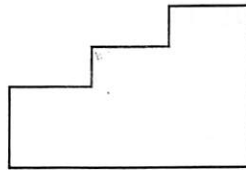
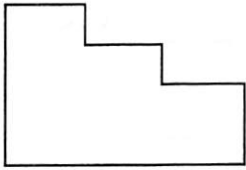
Trace the word did.

did

did

did

Find the box the word did fits into. Write did in the correct box.



Circle the letters from the alphabet found in the word did.

abcdefghijklmnopqrstuvwxyz

Fill in the missing letters for the word did.

Circle the vowel in the word did. The vowels are: a, e, i, o, u.

d i d

Fix these words so they spell did.

bid

dib

djd

diid

dad

did

Put d in front of id, and you make the word did.

What words do you make when you put these letters in front of id?

s b h k l r

___ id

___ id

___ id

___ id

___ id

___ id

Circle the word did.

bib

did

bid

dad

dib

Can you write the word did with your eyes open and closed?

Extension

- Did you ever see a monkey?



“Count, count! Does the word did have more than one syllable? Put your hand under your chin and say did. How many times does your chin hit your hand?”

one

two

three

four

five

dog

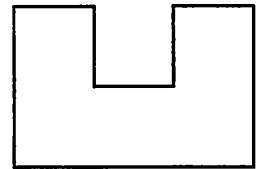
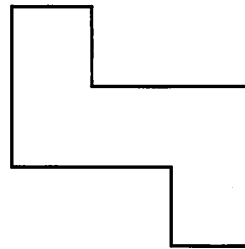
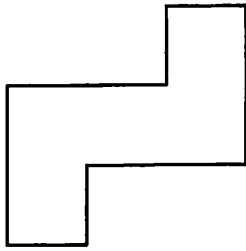
Trace the word dog.

dog

dog

dog

Find the box the word dog fits into. Write dog in the correct box.



Circle the letters from the alphabet found in the word dog.

abcdefghijklmnopqrstuvwxyz

Fill in the missing letters for the word dog.

Circle the vowel in the word dog. The vowels are: a, e, i, o, u.

d o g

Fix these words so they spell dog.

bog

dig

god

dob

dogg

dog

Put **d** in front of **og**, and you make the word **dog**.

What words do you make when you put these letters in front of **og**?

b f h j l fr

_____og

_____og

_____og

_____og

_____og

_____og

Circle the word **dog**.

dog god dag bog doog

Can you write the word **dog** with your eyes open and closed?

Extension

- Does a dog meow or does a dog bark?



"Listen, listen! Long vowels say their names. Short vowels do not. Does the vowel in **dog** say its name? Is it long or short?"

dog

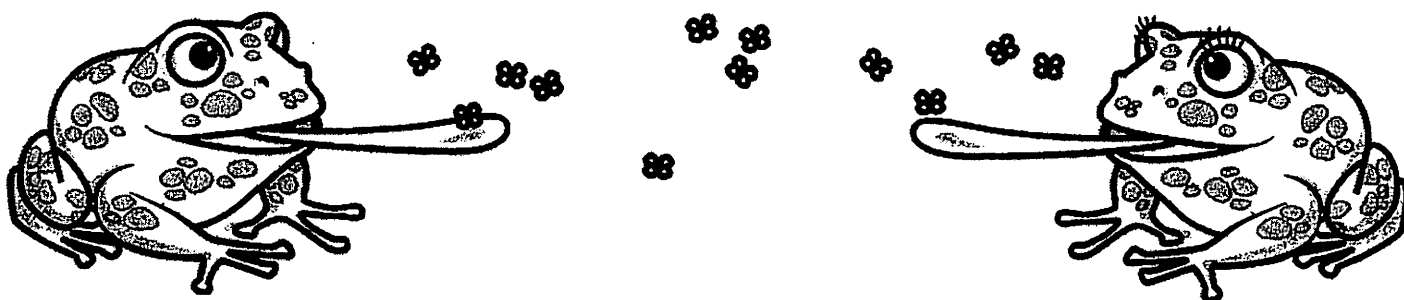


Working on WORDS

"Hi, Ana here. Here is your 1st exercise. Each day read one box of words. Read them aloud to each person or pet in your house. Then have 1 person sign the line you read."

	Sign here	Words to Read & Find
Day 16		father only when work never thought
Day 17		this all give live even picture
Day 18		or call walk talk because how
Day 19		children words move great been few
Day 20		kind though find once enough watch
Day 21		which four three most earth young
Day 22		change answer large learn word these
Day 23		then will out about use each
Day 24		them into more time way has
Day 25		him first write know day may
Day 26		than number been long part it's
Day 27		now person any our play friend
Day 28		house animal try piece people love.
Day 29		family over new sound take only
Day 30		place good me most after very

Name: _____



It is spring. That can only mean one thing for Hunter and Anna.

"Fresh flies!" yells Hunter.

Count the flies in the picture.

Hunter ate 5 of the flies.

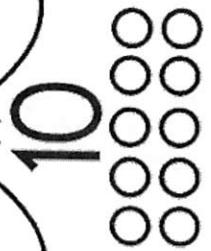
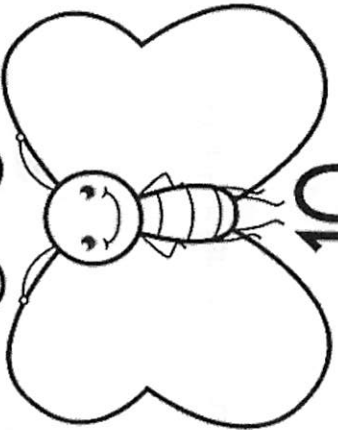
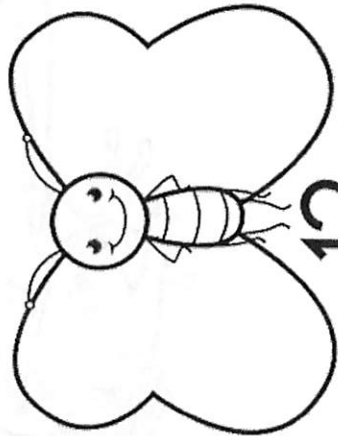
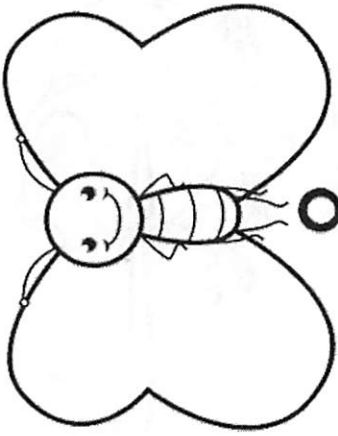
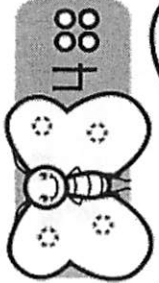
Anna ate the rest.

How many flies did Anna eat?

Show your work.

Name: _____

Split the dots in half:



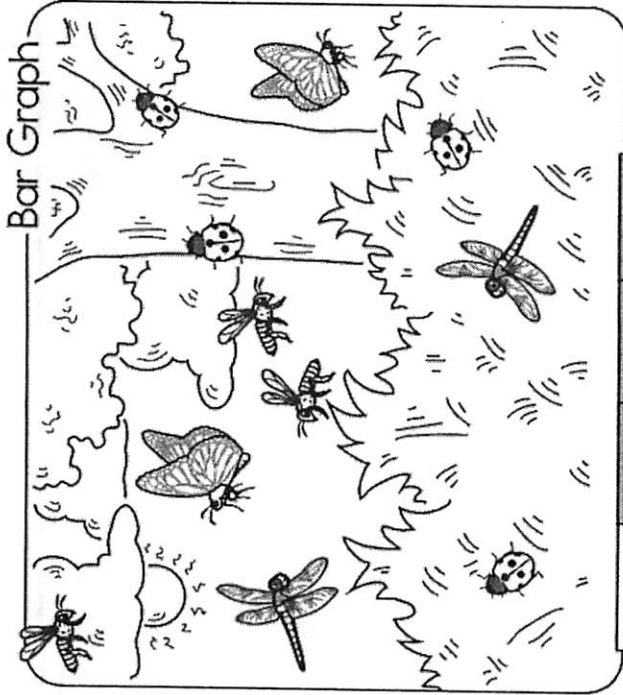
I eat the frog with the most spots!

BIGGER NUMBER

Counting Spots

5 3

Buggy Bar Graph



	1			
	2			
	3			



Name: _____



Odd or Even?



7 + 3 = 10

5 + 5 = 10

9 + 1 = 10

8 + 2 = 10

total: \$

total: \$

Scoreboard Addition

	RUNS										total								
	2	+	0	+	0	+	0	+	3	+	1	+	4	+	0	+	2	=	
	3	+	0	+	4	+	2	+	1	+	0	+	1	+	2	+	1	=	

Who Won? _____

15

To find missing numbers, follow these steps:

1. If the number comes after a given number, increase the ones place by 1. The ones place changes to 0 if the given number's ones place is 9.
2. If the number comes before a given number, decrease the ones place by 1. The ones place changes to 9 if the given number's ones place is 0.

Count by 1s. Write the missing numbers.

1.

51	52	53				57		59	
	62		64	65			68		70

2.

31	32		34		36		38		40
41		43		45		47		49	

3.

71				75	76	77			80
	82	83	84					89	

4.

	102	103		105			108	109	
	112		114			117	118	119	

- I can count from any number to 120.
- I can read and write numbers up to 120.
- I understand that two-digit numbers contain tens and ones.

Name _____

1.NBT.1, 1.NBT.2

Write the numbers to 100. Start with 4. Notice the patterns.

1	2	3							

- I can read and write numbers up to 120.
- I understand that two-digit numbers contain tens and ones.

TABLE OF CONTENTS

Engineering Process Page

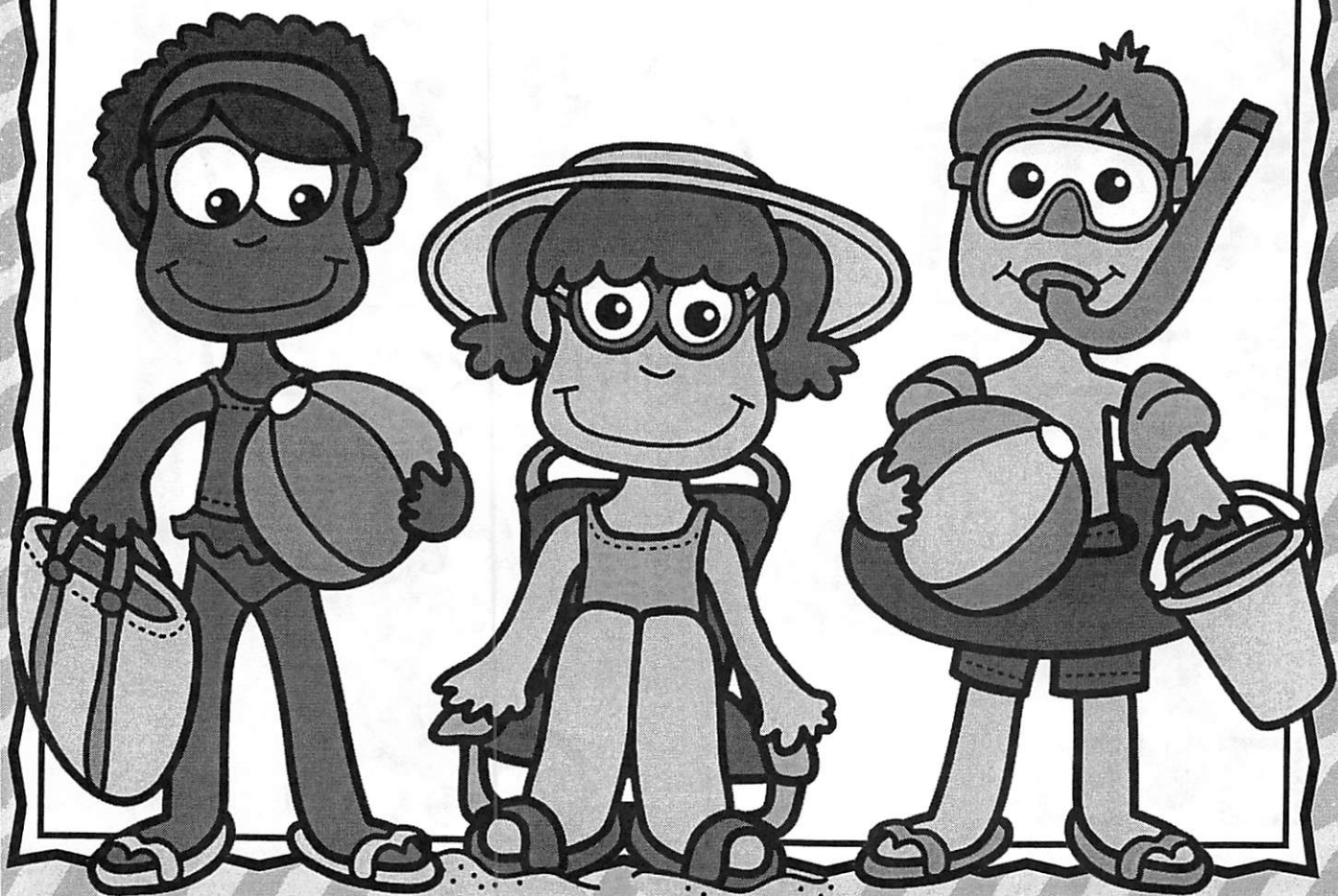
Put together "Summer STEM Box"

Suggested Materials

STEM Challenge Cards

Planning sheet

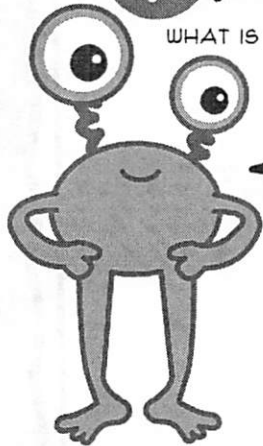
Reflection Sheet



STEM ENGINEERING PROCESS

1 ASK

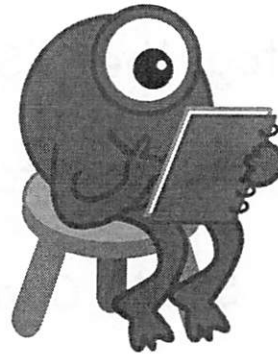
WHAT IS THE PROBLEM I NEED TO SOLVE??



My friends and I need to design a fast bike to ride to school!

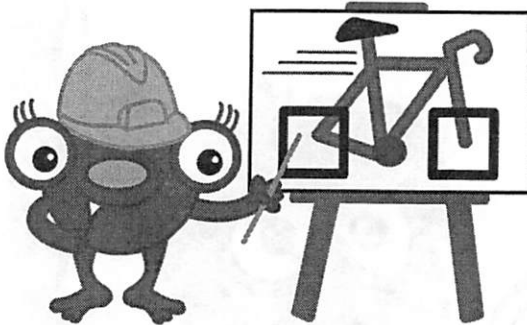
2 IMAGINE

WHAT ARE SOME WAYS TO SOLVE THIS PROBLEM?



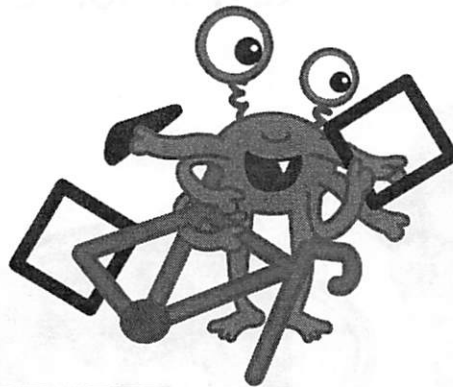
3 PLAN

WHAT ARE WE GOING TO DO TO SOLVE THE PROBLEM?



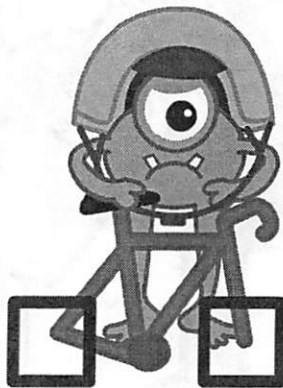
4 CREATE

LET'S BUILD IT!!!



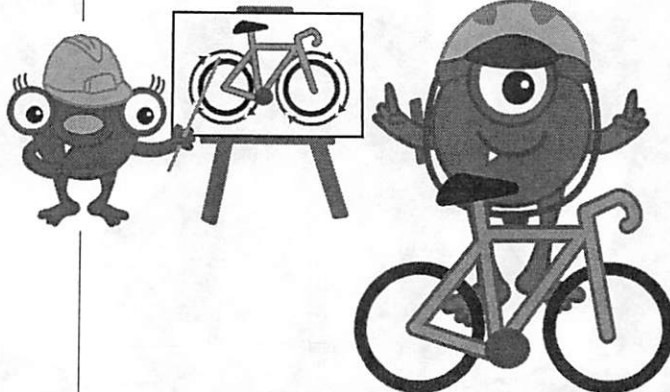
5 TEST

HOW WELL DOES IT WORK?



6 IMPROVE

WHAT CAN WE DO TO MAKE IT BETTER?



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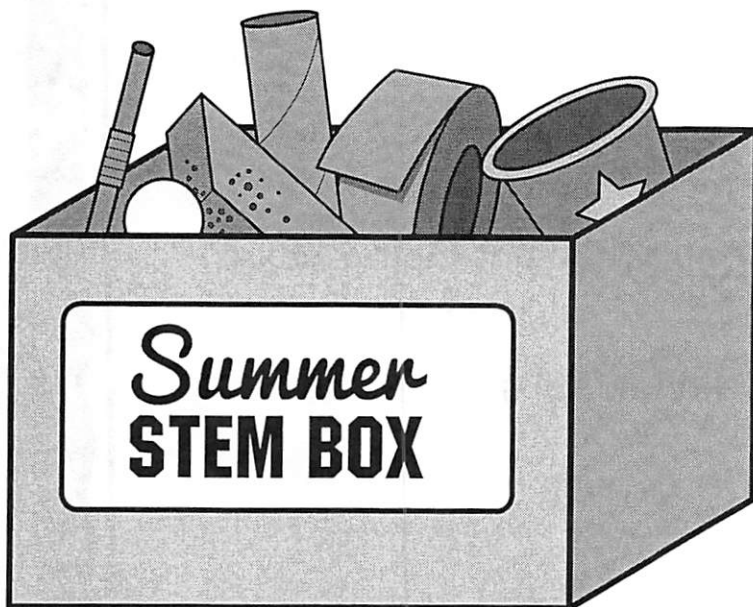
PUT TOGETHER A "SUMMER STEM BOX"

STEM Projects are a fun way to add a bit of education into your summer schedule...and a whole lot of fun! :-)

To create a Summer STEM Box:

1. Compile all or some of the materials listed and any others you'd like to add. Most are things you already have or can get at the dollar store!
2. Find a box, bin or basket to put them in.
3. Cut out the "challenge cards", fold them in half and place them in a jar. Kids can pull out a (random) card to get the challenge for the day!

These challenges are open-ended—the sky is the limit for creativity! They are great for individual or group work, maybe even a family competition!!



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Suggested Materials for your Summer STEM Box:

- Straws
- Pipe Cleaners
- Play Dough
- Ping Pong Balls (Table Tennis Balls)
- Marbles
- Army Guys
- Paper Cups (Dixie Size)
- Kitchen Sponges
- Tape (Masking, Duct, Scotch Tape)
- Craft Sticks (Popsicle Sticks)
- Plastic spoons
- Rubber Bands
- Milk Jug Lids
- Paper Clips
- Foil
- Paper (Construction, Card Stock, Printer Paper)
- Card Board (could be cereal or other packaging boxes)
- 50-ish Pennies (for testing)
- Paper Towel Rolls and Toilet Paper Rolls
- Bubble Wrap (?)

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Create something that will keep an egg from breaking when dropped from 4 ft. ...or even higher!!

Design & create a really fun slide for a marble.

Create a floating raft for "army guys" (or other small toys). Experiment with different materials & designs. See how much cargo (pennies) your raft can hold until it sinks. Can you create a way for the raft to move on its own?

Make a ramp with 2 jumps for Hotwheels cars. Build one jump for your car to go far and the other to go high!

Build a tower out of just paper that can support a book. How many books can it hold? Try different shapes and sizes!

PLANNING SHEET

LIST OR SKETCH SOME IDEAS:

CREATE A DRAWING TO PLAN OUT YOUR DESIGN:

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REFLECTION SHEET

WHAT WAS THE PROBLEM TO SOLVE?

HOW DID YOU SOLVE THE PROBLEM?

HOW COULD YOU IMPROVE YOUR SOLUTION?

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REFLECTION SHEET

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HOW DID YOU SOLVE THE PROBLEM?

HOW COULD YOU IMPROVE YOUR SOLUTION?

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Dear 1st Grade Families and Students,

This Distance Learning Packet is created for my students to review what we have been learning this year. I arranged for students to work on this packet within a period of 4 weeks. The goal is for students to work on [3 pages/3 assignments] daily. Each day there will be an opportunity for your child to practice Language Arts and Math. In addition, there will be some extra activities that will allow students to review Science and Social Studies activities.

For the month of April, my goal is to stay in touch through [zoom/email/phone] at least once a week. However, I also included my contact information and a schedule of the best time to contact me if you need any additional support.

Miss Munoz: lmunoz@riverside.k12.az.us Miss Villalobos: nvillalobos@riverside.k12.az.us Miss Hernandez: gghernandez@riverside.k12.az.us

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Language Arts: Reading/Writing I can retell details in writing of any story that I read or that was read to me by an adult using complete sentences. P. 1</p> <p>I can analyze a poem to determine text features. p.7-9</p>	<p>Language Arts: Reading/Writing I can retell details in writing of any story that I read or that was read to me by an adult using complete sentences. P. 2</p> <p>I can write my own poem using adjectives to describe nouns. P.11-12</p>	<p>Language Arts: Reading/Writing I can retell details in writing of any story that I read or that was read to me by an adult using complete sentences. P. 3</p> <p>Spelling I can identify letters and read and write high frequency words. <u>around</u> p.14</p>	<p>Language Arts: Reading/Writing I can retell details in writing of any story that I read or that was read to me by an adult using complete sentences. P. 4</p> <p>Spelling I can identify letters and read and write high frequency words. <u>and</u> p.15</p>	<p>Language Arts: Reading/Writing I can retell details in writing of any story that I read or that was read to me by an adult using complete sentences. P. 5</p> <p>Spelling I can identify letters and read and write high frequency words. <u>are</u> p.16</p>

<p>Spelling/Grammar I can create a poem using adjectives and verbs. Create a silly poem p. 10</p> <p>Print practice I can print high frequency words using proper capital and lower cases letters when needed. are p.17 (are)</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>Read a book to a family member and write a sentence about that book. My weekly reading log p.6</p> <p>STEM connection I can name properties of light. Science of light p.21-23 (this is a week project)</p>	<p>Spelling I can spell words with short e to complete sentences. P.13</p> <p>Print practice I can print high frequency words using proper capital and lower cases letters when needed. p.18 (around)</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>Read a book to a family member and write a sentence about that book. My weekly reading log p.6</p> <p>STEM connection I can name properties of light. Science of light p.21-23 (this is a week project)</p>	<p>Print practice I can print words with short i. p. 19</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>Read a book to a family member and write a sentence about that book. My weekly reading log p.6</p> <p>STEM connection I can name properties of light. Science of light p.21-23 (this is a week project)</p>	<p>Print practice I can print words with short e. p. 20</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>Read a book to a family member and write a sentence about that book. My weekly reading log p.6</p> <p>STEM connection I can name properties of light. Science of light p.21-23 (this is a week project)</p>	<p>Print practice I can print my first and last name using proper capital and lower case letters. Using a blank piece of paper print your whole name 5 times.</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Weekly activity Working on words p.12</p> <p>www.pbskids.org/lions/ www.coolmath4kids.com</p> <p>Read a book to a family member and write a sentence about that book. My weekly reading log p.6</p> <p>STEM connection I can name properties of light. Science of light p.21-23 (this is a week project)</p>
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<p>Math Math review p. 24</p> <p>Student resources for learning Zoom: For live class lessons Step1: go to zoom.com Step2: go to join a meeting- log in Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Math I can find the sum of two numbers and identify even numbers. p.25</p> <p>Student resources for learning Zoom: For live class lessons (Miss Hernandez ONLY 2:00p.m.) Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Math I can find math problems in a box p. 26</p> <p>Student resources for learning Zoom: For live class lessons (Miss Villalobos ONLY 2:00p.m.) Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Math I can find the sum of two numbers. p.27</p> <p>Student resources for learning Zoom: For live class lessons (Miss Munoz ONLY 2:00p.m.) Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Math I can find missing number in a two-digit sum. P 28</p> <p>Student resources for learning Zoom: For live class lessons Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name _____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>
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Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of four sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing a picture related to the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing a picture related to the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing a picture related to the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of three lines (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of three lines (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of three lines (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

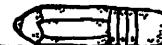
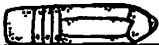
A large empty rectangular box for drawing the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the end of the story.

MY WEEKLY READING LOG:



On Monday I read: (write the title):

Write a sentence about the story:

On Tuesday I read: (write the title):

Write a sentence about the story:

On Wednesday I read: (write the title):

Write a sentence about the story:

On Thursday I read: (write the title):

Write a sentence about the story:

On Friday I read: (write the title):

Write a sentence about the story:

Story vs. Poem



First Grade

Reading

by Lily Jones

October 3, 2017

What makes a poem a poem? And what makes a story a story? In this lesson, students learn to distinguish between different types of texts while analyzing the sentences and words they encounter.

Learning Objectives

Students will be able to analyze poems and stories to determine text type and features.

Materials and preparation

- Poem (your choice!)
- Fiction book (your choice!)
- Class set of the [What's Up with This Poem?](#) worksheet
- Class set of the [Create a Silly Poem](#) worksheet

Key terms

- fiction
- poem
- contraction
- plural

Attachments

- [What's Up with This Poem \(PDF\)](#)
- [Create a Silly Poem \(PDF\)](#)

Introduction (15 minutes)

- Read aloud the story that you chose.
- Ask: "What kind of book is this?" Tell students that it is a fictional story. Explain that **fictional** stories are made up. They have characters and beginning, middles, and ends.

Explicit Instruction/Teacher modeling (10 minutes)

- Write a sentence from the book on the board. Tell students that sentences have at least subjects (usually a noun) and verbs. Sentences contain complete thoughts and end with periods, exclamation points, or question marks.
- Now read the poem aloud. Write the poem, or a portion of it, on the board.
- Ask: "Does this poem look like the sentences in the story? Why or why not?" Explain that **poems** often consist of short lines instead of complete sentences.

Guided Practice (10 minutes)

- Tell students that there are some things that are different about poems and stories and some things that are the same. Their forms may be different, but stories and poems each include parts of speech like nouns, adjectives, and verbs.
- Ask students to point out the nouns in the sentences and lines you wrote on the board. Have students identify which nouns are **plural nouns**, explaining that plural nouns are more than one noun.
- Now remind students that **contractions** are words that are formed by putting two words together, like "don't" (do + not) and "isn't" (is + not). Have students identify any contractions on the board.

Independent working time (20 minutes)

- Have students complete the worksheets *What's Up with This Poem?* and *Create Your Own Silly Poem*.
- If students finish early, have them write their own story or poem.

Differentiation

Support:

- Have students complete the worksheets .

Enrichment:

- Have students look through stories and poems, identifying their text type.

Assessment (5 minutes)

- Assess students' understanding by noticing how they analyze and create poems.

Review and closing (5 minutes)

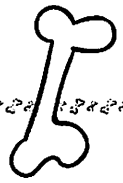
- Have students share their silly poems with the class.

Name: _____

Date: _____



WHAT'S UP WITH THIS POEM?



Read the poem below. As you read, think about what makes it a poem.
Then answer the questions.

THE DOG

All day long
The dog will sit and sit
When he has to move
He throws a fit

The dog won't chase balls
He's the laziest ever
The dog will sit and sit
He's not even that clever!



Why do you think this is a poem instead of a story? _____

Look closely at the words in the poem. What contractions do you see? _____

What plural noun do you see? _____

Name: _____

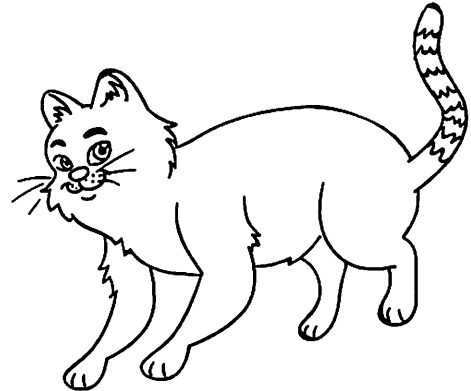
Date: _____

CREATE A SILLY POEM

Fill in the blanks in the poem below. Make it as silly as you can! Remember that adjectives are describing words and verbs are action words.

The _____ Cat

(adjective)



The cat _____

(verb)

He was _____ and _____

(adjective)

(adjective)

Did you see that cat?

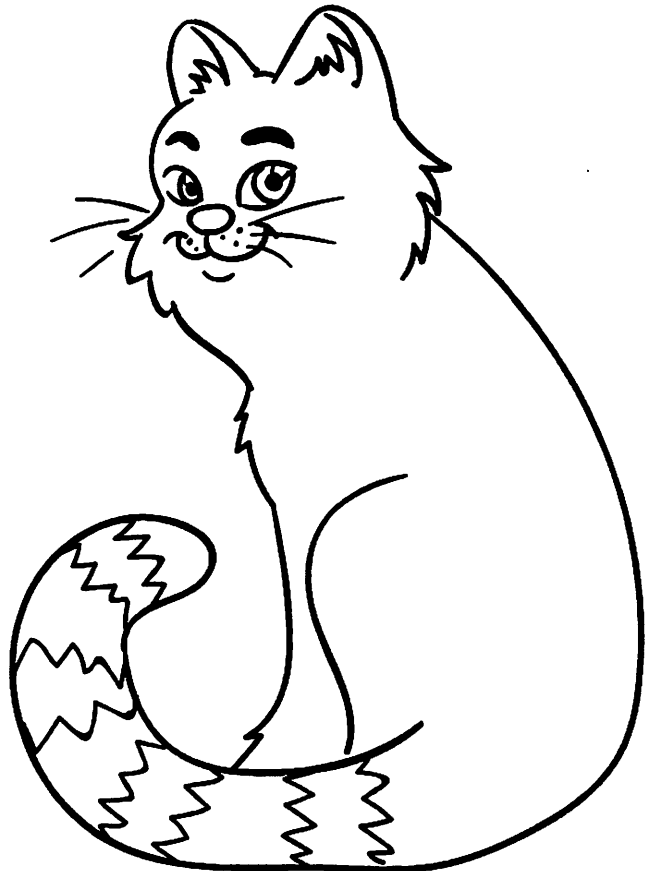
He _____

(verb)

And _____

(verb)

What do you think about that?



Write your own poem

Read and Write

Write the spelling words to complete the selection.

get
pet
help
went
best
when



A puppy is a good _____. Would you like

to _____ a puppy? You can _____

take care of it. You can feed your puppy _____

it is hungry. You can play with it. You will wonder where

the time _____. Do you think a puppy is the

_____ pet?

around

Put **ar** in front of **ound**, and you make the word **around**.

What words do you make when you put these letters in front of **ound**?

f h m p r s

___ ound ___ ound ___ ound

___ ound ___ ound ___ ound

Circle the word **around**.

round aruond arounb around

Can you write the word **around** with your eyes open and closed?

Extension

- Does it take you longer to walk around your school or around your home?



"Count, count! I want to know which one of these words has two syllables. Put your hand under your chin. Say the word. What word makes your chin hit your hand two times?"

sound
found
round
around
pound

and

You can make new words when you put letters in front of and.
What words do you make when you put these letters in front of and?

b h l s gr st

___ and ___ and ___ and

___ and ___ and ___ and

Circle the word and.

and anb amd end anp

Can you write the word and with your eyes open and closed?

Extension

- Do you like cats or dogs?
- Do you like cats and dogs?



"Help, help! I have lost the letter d.
What does the word and become
when it loses its d?"

and
an
and
an
and

are

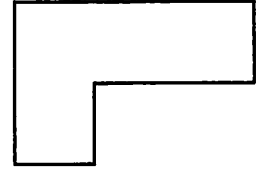
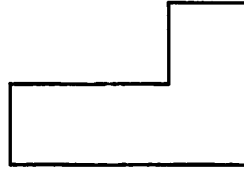
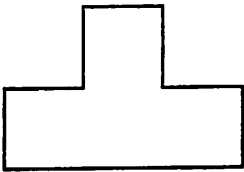
Trace the word are.

are

are

are

Find the box the word are fits into. Write are in the correct box.



Circle the letters from the alphabet found in the word are.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Fill in the missing letters for the word are.

a _ _ e

_ _ r e

a r _ _

a _ _ _

_ _ r _ _

_ _ _ e

Circle the vowel in the word are. The vowels are: a, e, i, o, u.

a r e

Fix these words so they spell are.

era

arm

ar

aro

re

are

Circle the letter that says its name in the word are.

a r e

Listen to these sentences. What two sentences need the word are?

He _____ tall. We _____ tall.

The dog _____ small. The dogs _____ small.

Circle the word are.

ore ame ar re r are

Can you write the word are with your eyes open and closed?

Extension

- Are you a cat, dog, or person?
- Are you a boy or are you a girl?



“Extra, extra! “I have a lot of words that rhyme with are. They are spelled a little differently. Can you read them?”

are

car

far

jar

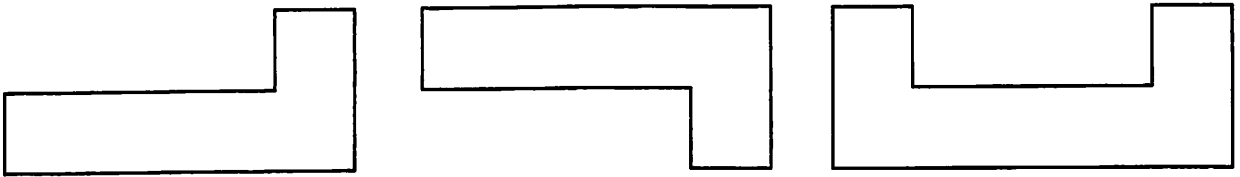
star

around

Trace the word around.

around around around

Find the box the word around fits into. Write around in the correct box.



Circle the letters from the alphabet found in the word around.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Fill in the missing letters for the word around.

_ r o u n _

a _ o _ n _

_ r o u _ _

a r _ _ n d

Circle the vowels in the word around. The vowels are: a, e, i, o, u.

a r o u n d

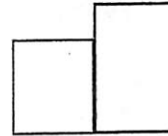
Fix these words so they spell around.

arounb aroumb aruond round

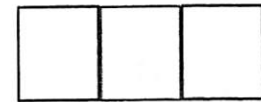
More Words with Short i

Say and Write

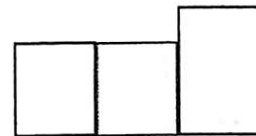
1. **if**



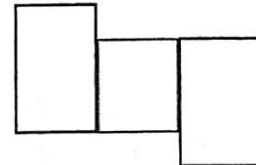
2. **six**



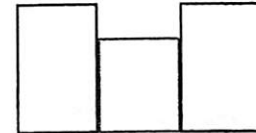
3. **sit**



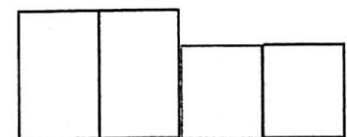
4. **big**



5. **did**



6. **this**



The short i sound can be spelled i, like six and big.

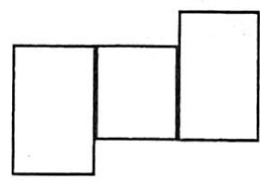


More Words with Short e

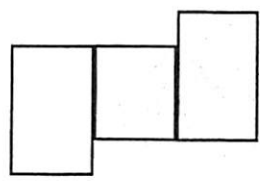


Say and Write

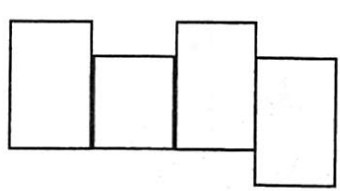
1. get



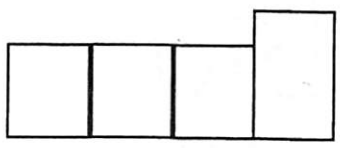
2. pet



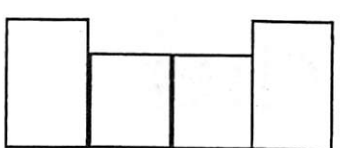
3. help



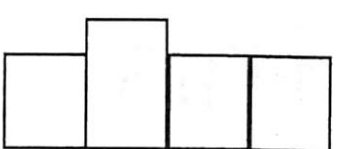
4. went



5. best



6. when



The short e sound can be spelled e, like pet and help.




Science of Light

Objective: SWBAT plan an investigation of light and shadows.

Standards: 1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4 SP6

Subject(s): Science

 60 minutes

Instructional Notes - 0 minutes

This unit is broken down into two main parts: sound and light. Today we begin the second half, investigating the question, "How can we communicate with light?" This essential question incorporates one NGSS standard 1-PS4-3 as we investigate the properties of light and also move towards the culminating engineering design product, 1-PS4-4.

- 1-PS4-3. *Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.*
- 1-PS4-4. *Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

Throughout this unit, I use a KLEWS anchor chart to record our new learning. This is a science-specific type of KWL chart designed with primary students in mind! Check out this video I like to call KLEWS chart 101:

[Link](https://www.youtube.com/embed/W90hV9qiWYy) (<https://www.youtube.com/embed/W90hV9qiWYy>)

In this lesson, we will plan an investigation about light. In the subsequent lesson, our observations will be recorded under the "E" Evidence and Observations column. We will use that evidence to arrive at our new learning "L" that light travels in waves and can pass through some (but not all) objects.

Warm-up - 10 minutes

In today's warm-up, first I introduce the second essential question, "How can we communicate with light?" To bridge the two sections of this unit, I ask, "What is similar about our two essential questions? What is different?"

Next, I highlight the word *light* in the essential question. Under the K section

(<https://betterlesson.com/lesson/resource/3212923/dscn3696-jpg>) (what we know), I write, "What do we know about light?" I facilitate a class discussion. As students share, I am looking for them to listen to one another and build on each others' ideas. To help this along, I remind students of conversation rules and the concept of "piggybacking," or building and elaborating on one another's answers. For example, a student might say, "I am piggybacking off of Mckenzie's idea that lamps make light. I think it's the lightbulb inside." We also sit in a circle around the perimeter of the rug so that students are facing one another. In this way, it isn't a teacher-directed conversation, but rather it is a student-led conversation with teacher-as-facilitator.

To allow for an in-depth conversation, I lengthen the warm-up time.

As students share, I ask questions such as:

- Do you agree or disagree?
- Have other friends observed this, and if so, what else can you add?

- How do you think we should record ____'s thinking? (This question has student restate other students' ideas.) I record ideas on the KLEWS chart. Here is a section of our conversation.

[Link](https://www.youtube.com/embed/seWeiGHAIMA) (https://www.youtube.com/embed/seWeiGHAIMA)


If discussion in your room isn't flowing well (we all have days when students are tired, right?!?), try asking these questions to move the discussion forward:


- What makes light?
- Where does light come from?
- How come you can't see well in the dark?
- What does light have to do with shadows?

After the conversation, or when it seems like we've introduced quite a few ideas, I have students turn-and-talk. In a structured conversation, not all students get a chance to share. Turn-and-talk gives them time to synthesize the ideas, use the vocabulary (like electricity), and restate their ideas about light.

In the conversation, students talked a lot about how we turn on lights and how light switches are connected to cords, connected to wires, and finally connected somehow to the wires outside. One student added, "[Is there electricity in the wall?](https://betterlesson.com/lesson/resource/3212924/student-question-is-there-electricity-in-the-wall)" (https://betterlesson.com/lesson/resource/3212924/student-question-is-there-electricity-in-the-wall), to the W section of the KLEWS chart. The idea of electricity and power was not something I had planned to address in this unit, as it does not address the standards. However, I plan to bring in additional free resources from our area electricity supplier to help answer student questions.

RESOURCES

 DSCN3696.JPG <https://betterlesson.com/lesson/resource/3212923/klews-chart-k-section-after-the-lesson>

 DSCN3697.JPG <https://betterlesson.com/lesson/resource/3212924/student-question-is-there-electricity-in-the-wall>

 KLEWS CHART: Unit Planning

The [KLEWS chart](https://betterlesson.com/lesson/resource/3212966/win_20150318_212721-mp4) (https://betterlesson.com/lesson/resource/3212966/win_20150318_212721-mp4) is such a versatile anchor chart within your science units. In this unit, I chose to create two KLEWS charts, one for light and one for sound.

 WIN_20150318_212721.mp4

<https://betterlesson.com/lesson/resource/3212966/how-the-klews-is-working-in-this-unit>

Exploration ~ the wave crest - 20 minutes

In the Exploration, I want students to plan an investigation of the properties of light. The NGSS calls for students to lead the planning process! It is important to know about where you want students to go, so that you can lead the conversation towards an appropriate investigation, however, it is just as important to be flexible and allow student ideas to guide the process!

I begin with an introduction to set the purpose for today's learning.

Friends, to answer our essential question, we will be investigating light. Today, we will plan ways that we can investigate light. What does light have to do with shadows? What could we use as a light source in a science investigation? (The overhead lights, flashlights, the sun)

Which of those light sources will work the best? We want to use it safely at our seats and really be able to move the light around. (flashlights) If we use flashlights, should the classroom lights be on or off? Why?

As we asked questions and had ideas, I recorded them on chart paper. Here's the [first half](https://betterlesson.com/lesson/resource/3212926/dscn3699-jpg)

(https://betterlesson.com/lesson/resource/3212926/dscn3699-jpg) of our conversation. Notice how students were asking questions too, like, "Are there shadows in the dark?"

Then, I continue guiding students towards an investigation of beams of light. Here are some guiding questions for the discussion.

What could we do with the flashlight to show us how light travels?




**What kinds of materials do we predict will be good at making shadows?
Do we have other materials we could test that might have a similar result?
Do we have other materials that might get a different result?
Will light go right through any materials?
How would we draw to record light?
How would we draw to record shadows?
Is there any way we could sort the materials and make a table or graph?**

I have materials in the classroom in mind, such as wooden blocks and cubes from our math kits, as well as small mirrors and plastic containers. I also want to give students freedom to test beams of light on other objects they come up with in this discussion, or even during the investigation in the subsequent lesson! Want to test your pencil - go ahead!

Here is the second half (<https://betterlesson.com/lesson/resource/3212927/dscn3700-jpg>) of our conversation. One student shared that she notices shadows are longer at sunrise and sunset. I turned this into a question, "Can we make shadows longer and shorter?" And one of my students asked for a mirror this year, which is great because it will lead us to talk about reflective light.

The entire conversation chart is here (<https://betterlesson.com/lesson/resource/3212925/dscn3698-jpg>).

RESOURCES

-  DSCN3699.JPG <https://betterlesson.com/lesson/resource/3212926/beginning-of-the-conversation>
-  DSCN3700.JPG <https://betterlesson.com/lesson/resource/3212927/middle-of-the-conversation>
-  DSCN3698.JPG <https://betterlesson.com/lesson/resource/3212925/investigation-planning-chart-paper>



Closing - 5 minutes

For the closing, we make a list of materials to gather for our science experiment. I have students gather the materials and make bins for each table. I have found it is best to have students work in pairs with the flashlights.

This way, they are discussing their observations with one another. Plus, one student can hold the flashlight while the other traces the shadow and object. Table groups, though, share the testable materials.

While students go through their pencil bags, math manipulatives, and share ideas, I pull some other materials like glass marbles, straws, and the reflective safety mirrors. I am glad that students have thought about their water bottles and sanitizer containers too, as that will move us towards defining translucent and transparent in the subsequent lesson.

RESOURCES

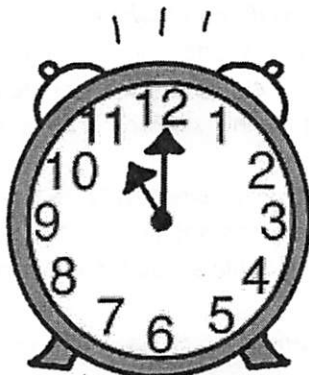
-  DSCN3701.JPG <https://betterlesson.com/lesson/resource/3212928/basket-of-testable-materials-1>
-  DSCN3702.JPG <https://betterlesson.com/lesson/resource/3212929/basket-of-testable-materials-2>

Name: _____

Draw a cube.



Underline the clock that shows 11:00.



Subtract then put
in the greater
than or less
than sign.



$$19 \text{ ____ } 20 - 3$$

$$13 \text{ ____ } 15 - 1$$

$$8 \text{ ____ } 12 - 7$$

$$10 \text{ ____ } 11 - 2$$

Write the name of this number.

●: 659 ●:

●: _____ ●:

Write the number this word tells.

nine hundred seventeen

●: _____ ●:

●: _____ ●:

Put in the missing
numbers.

$$8 + \text{ ____ } = 15$$

$$8 + \text{ ____ } = 16$$

$$8 + \text{ ____ } = 17$$

?? ??

Look at the calendar. Write

..... yesterday's date.



Month

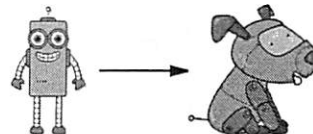
Number Date

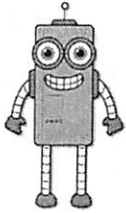

Year



Name: _____

Help Robot find Rover. Color the boxes with even sums to make a path.



	$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	

Name: _____

$4 + 6 = 10$

$8 + 9 =$

$9 + 4 =$

$9 + 2 =$

$5 + 1 =$

$2 + 5 =$

$4 + 3 =$

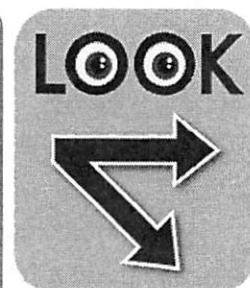
$2 + 8 =$

$6 + 3 =$

$7 + 1 =$

$7 + 5 =$

3	23	4	29	9	5	2	15	11	15	6	15	16	6	8	16
5	1	4	8	4	7	14	7	10	5	12	2	7	8	6	12
14	1	11	3	11	9	2	15	6	8	3	13	4	24	13	10
6	6	6	10	5	4	4	4	5	11	4	9	29	27	5	11
6	8	7	5	8	2	12	11	2	5	4	8	4	7	1	11
10	2	5	11	5	6	7	29	8	5	15	22	14	1	16	5
1	9	15	17	8	8	10	15	17	12	7	9	13	2	4	10
9	10	4	4	7	9	22	9	14	1	5	6	10	9	8	15
15	8	10	13	16	1	2	4	2	8	9	3	9	4	15	17
1	29	15	15	12	13	8	6	9	22	2	5	2	3	6	7
4	3	7	4 + 6 = 10	1	7	5	2	6	1	10	8	9	17		
6	3	15	7	6	2	2	12	5	8	11	1	7	9	9	11
17	3	6	13	1	11	9	8	10	12	7	1	10	7	9	1
7	6	9	15	23	9	6	12	10	15	7	8	5	11	29	2

Write
operation.

Write = sign.

Circle.

$3 + 3 = 6$

$7 + 4 =$

$3 + 4 =$

$7 + 1 =$

$2 + 1 =$

$7 + 2 =$

$5 + 6 =$

$9 + 7 =$

$4 + 1 =$

$5 + 3 =$

$7 + 3 =$

3	11	2	2	16	4	7	3	5	5	3	11	4	8	6	1
5	1	7	8	3 + 3 = 6	3	10	19	5	6	11	1	16	5		
10	9	9	4	5	9	28	8	12	1	24	7	1	15	4	7
9	8	3	3	11	4	10	22	6	2	5	9	7	16	21	10
12	12	12	24	10	11	4	7	2	7	4	3	11	4	11	15
26	28	5	4	1	6	17	10	1	3	2	3	17	11	5	21
6	2	20	6	15	19	10	7	1	8	2	4	1	5	10	12
7	3	11	7	6	1	3	4	1	9	8	6	1	10	10	3
9	2	1	3	14	5	15	3	7	6	3	4	8	3	3	6
3	4	1	26	20	3	6	10	0	9	27	5	3	8	14	9
6	7	3	4	1	2	11	1	9	12	9	7	3	6	20	5
12	15	3	4	7	5	7	7	2	9	7	22	3	2	1	10
7	15	1	10	7	1	4	11	2	7	10	4	15	20	5	2

Name: _____

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

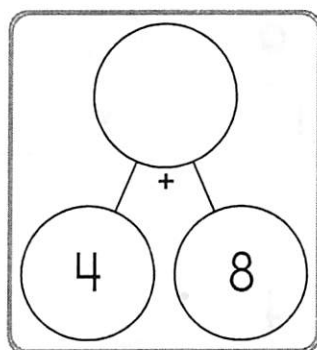
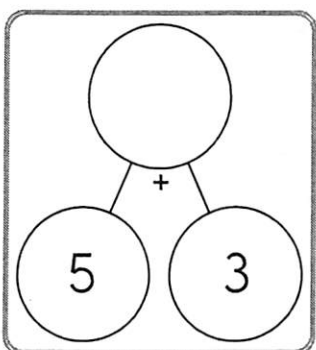
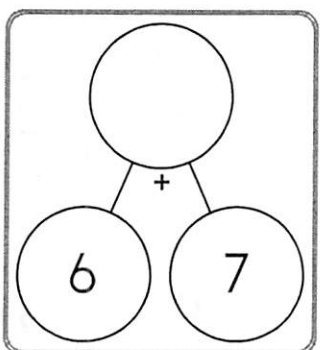
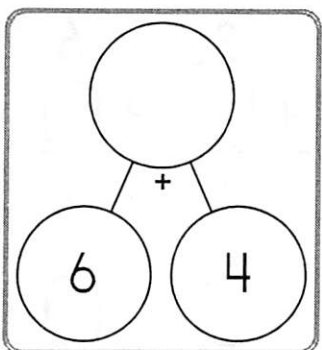
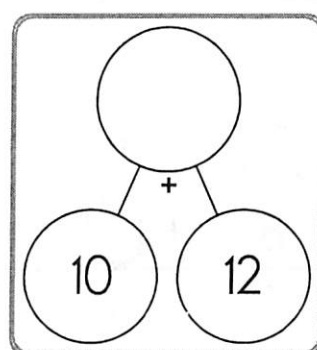
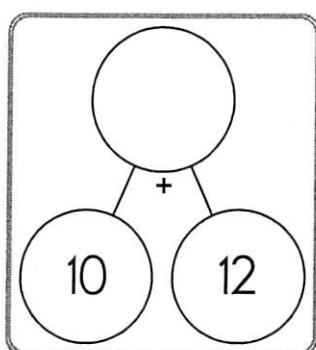
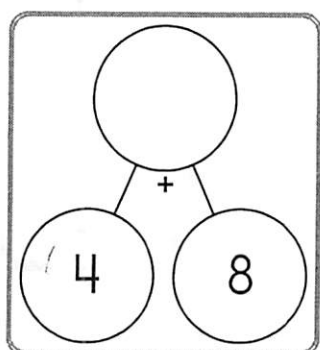
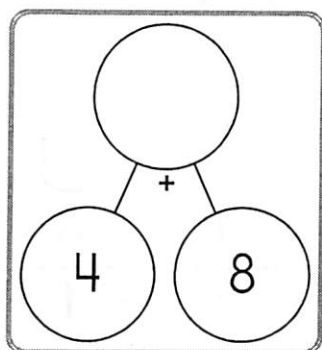
$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 8 \\ \hline \end{array}$$



$5 + 10 =$

$5 + 3 =$

$9 + 12 =$

$7 + 7 =$

$11 + 4 =$

$3 + 10 =$

$5 + 7 =$

$4 + 2 =$

$2 + 8 =$

$6 + 2 =$

$7 + 5 =$

$7 + 11 =$

Name: _____

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

$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$
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$\begin{array}{r} \square \\ + 8 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} \square \\ + 7 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ + \square \\ \hline 4 \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \square \end{array}$	$\begin{array}{r} 2 \\ + \square \\ \hline 3 \end{array}$	$\begin{array}{r} \square \\ + 4 \\ \hline 8 \end{array}$	$\begin{array}{r} \square \\ + 6 \\ \hline 1 \end{array}$
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$\begin{array}{r} 9 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} \square \\ + 6 \\ \hline 1 \end{array}$	$\begin{array}{r} 1 \\ + \square \\ \hline 2 \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 4 \\ + \square \\ \hline 7 \end{array}$	$\begin{array}{r} \square \\ + 5 \\ \hline 1 \end{array}$	$\begin{array}{r} \square \\ + 2 \\ \hline 3 \end{array}$	$\begin{array}{r} 3 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} 6 \\ + \square \\ \hline 1 \end{array}$
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$\begin{array}{r} 4 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} \square \\ + 6 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} 2 \\ + \square \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \square \end{array}$	$\begin{array}{r} \square \\ + 8 \\ \hline 1 \end{array}$	$\begin{array}{r} \square \\ + 7 \\ \hline 1 \end{array}$
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$\begin{array}{r} 8 \\ + 1 \\ \hline \square \end{array}$	$\begin{array}{r} \square \\ + 6 \\ \hline 9 \end{array}$	$\begin{array}{r} \square \\ + 5 \\ \hline 6 \end{array}$	$\begin{array}{r} 3 \\ + \square \\ \hline 8 \end{array}$	$\begin{array}{r} \square \\ + 9 \\ \hline 1 \end{array}$	$\begin{array}{r} 7 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} 9 \\ + \square \\ \hline 1 \end{array}$	$\begin{array}{r} 1 \\ + \square \\ \hline 5 \end{array}$	$\begin{array}{r} 3 \\ + 9 \\ \hline \square \end{array}$
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Dear 1st Grade Families and Students,

This Distance Learning Packet is created for my students to review what we have been learning this year. I arranged for students to work on this packet within a period of 4 weeks. The goal is for students to work on [3 pages/3 assignments] daily. Each day there will be an opportunity for your child to practice Language Arts and Math. In addition, there will be some extra activities that will allow students to review Science and Social Studies activities.

For the month of April, my goal is to stay in touch through [zoom/email/phone] at least once a week. However, I also included my contact information and a schedule of the best time to contact me if you need any additional support.

Miss Munoz: lmunoz@riverside.k12.az.us Miss Villalobos: nvillalobos@riverside.k12.az.us Miss Hernandez: gghernandez@riverside.k12.az.us

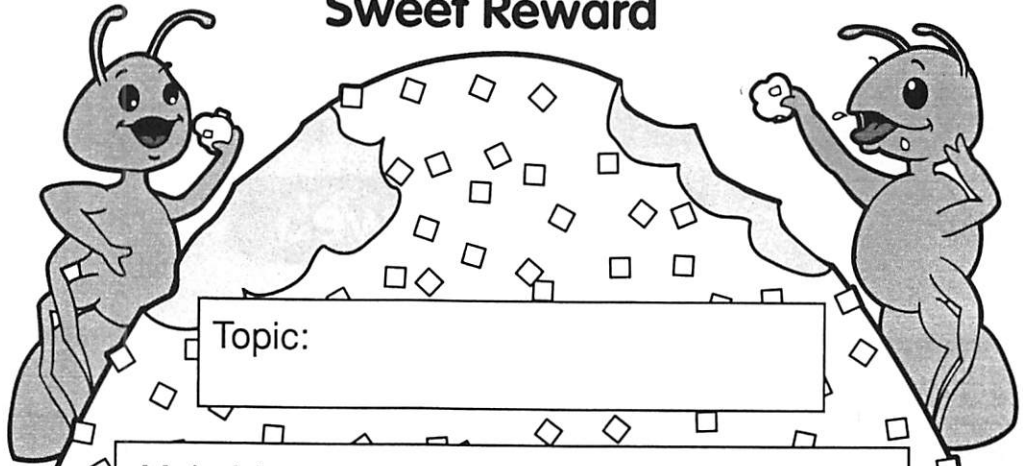
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Language Arts: Writing/Reading I can retell and write details of a story that I read or that was read to me by an adult using complete sentences p. 1</p> <p>Spelling I can identify and spell words with short i. p.5 A</p>	<p>Language Arts: Writing/Reading I can retell and write details of a story that I read or that was read to me by an adult using complete sentences p. 2</p> <p>Spelling I can identify and spell words with short i. p.6</p>	<p>Language Arts: Writing/Reading I can retell and write the sequence of events in a story that I read or that was read to me by an adult using complete sentences. P. 3</p> <p>Spelling I can identify and write words with short o. p7</p>	<p>Language Arts: Writing/Reading I can retell and write the sequence of events in a story that I read or that was read to me by an adult using complete sentences. P. 4</p> <p>Spelling/Grammar I can identify words that are incorrectly spell. I can arrange words in ABC order p. 8</p>	<p>Language Arts: Writing/Reading I can retell and write details of a story that I read or that was read to me by an adult using complete sentences p. 5</p> <p>Spelling/Grammar I can spell words with short o P. 9-10</p>

<p>Print practice I can print high frequency words with short O p. I can proofread to correct sentences. 12</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29</p> <p>STEM connection I can name basic properties of sound. This is an activity for the complete week p.26-30</p> <p>Math I can identify when shapes are divided into two or four equal parts. P. 18</p> <p>Student resources for learning Zoom: For live class lessons Step1: go to zoom.com</p>	<p>Print practice I can print high frequency words: <u>cat</u> p 13</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29</p> <p>STEM connection I can name basic properties of sound. This is an activity for the complete week p.26-30</p> <p>Math I can recognize shapes with certain attributes. P. 19</p> <p>Student resources for learning Zoom: For live class lessons (Miss Hernandez ONLY 2:00p.m.) Step1: go to zoom.com</p>	<p>Print practice I can print high frequency words: <u>can</u> p 14</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Robert Mensch and Eric Carl are some great authors that you might want to read.</p> <p>STEM connection I can name basic properties of sound. This is an activity for the complete week p.26-30</p> <p>Math I can identify shapes by defining attributes. P. 20-21</p> <p>Student resources for learning Zoom: For live class lessons (Miss Villalobos ONLY 2:00p.m.)</p>	<p>Print practice I can print high frequency words: <u>boy</u> p 15</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29</p> <p>STEM connection I can name basic properties of sound. This is an activity for the complete week p.26-30</p> <p>Math I understand that two-digit numbers contain tens and ones. P. 22-23</p> <p>Student resources for learning Zoom: For live class lessons (Miss Munoz ONLY 2:00p.m.)</p>	<p>Print practice I can print high frequency words: <u>big and away</u> p. 16-17</p> <p>Home activity /family activity Listen to a story on Youtube or storyline.net Spotting Sight Words Game p. 29</p> <p>STEM connection I can name basic properties of sound. This is an activity for the complete week p.26-30</p> <p>Math I can count on to add. P. 24-25</p> <p>Student resources for learning Zoom: For live class lessons Step1: go to zoom.com</p>
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<p>Step2: go to join a meeting- log in Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Step1: go to zoom.com Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>	<p>Step2: go to join a meeting- login Step3: Enter the meeting ID provided by teacher before scheduled meeting. Step4: Accept the audio and microphone. The meeting will begin on its own.</p> <p>Step1: Go to https://www.ixl.com/signin/riverside Step2: Enter user name____@riversidets Step3: Enter your password (success) Step4: Chose the content that you wish to practice.</p>
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Name _____ Date _____

Sweet Reward



Topic:

Main Idea:

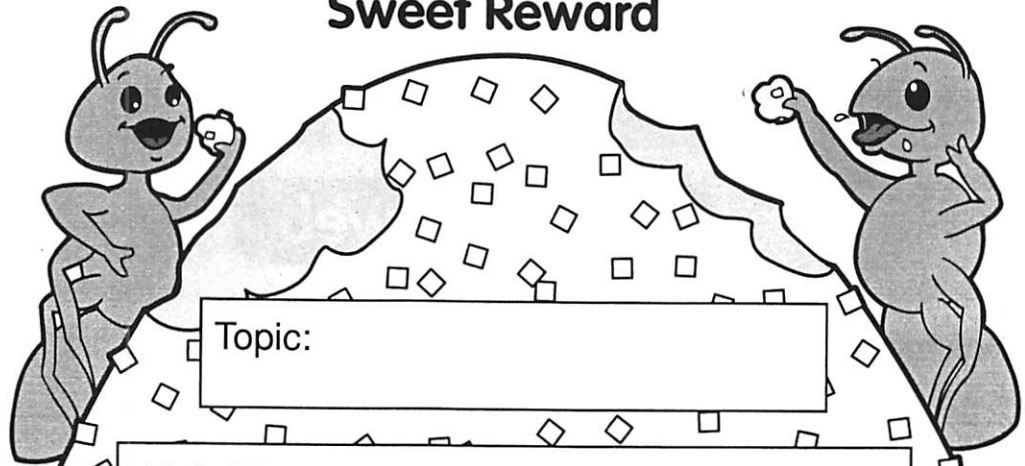
Detail:

Detail:

Detail:

Detail:

Sweet Reward



Topic:

Main Idea:

Detail:

Detail:

Detail:

Detail:

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing a picture related to the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing a picture related to the middle of the story.

At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of solid top and bottom lines with a dashed midline.

A large empty rectangular box for drawing a picture related to the end of the story.

Listen to the story as the adult reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

Handwriting practice lines for the beginning section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the beginning of the story.

In the middle of the story...

Handwriting practice lines for the middle section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the middle of the story.

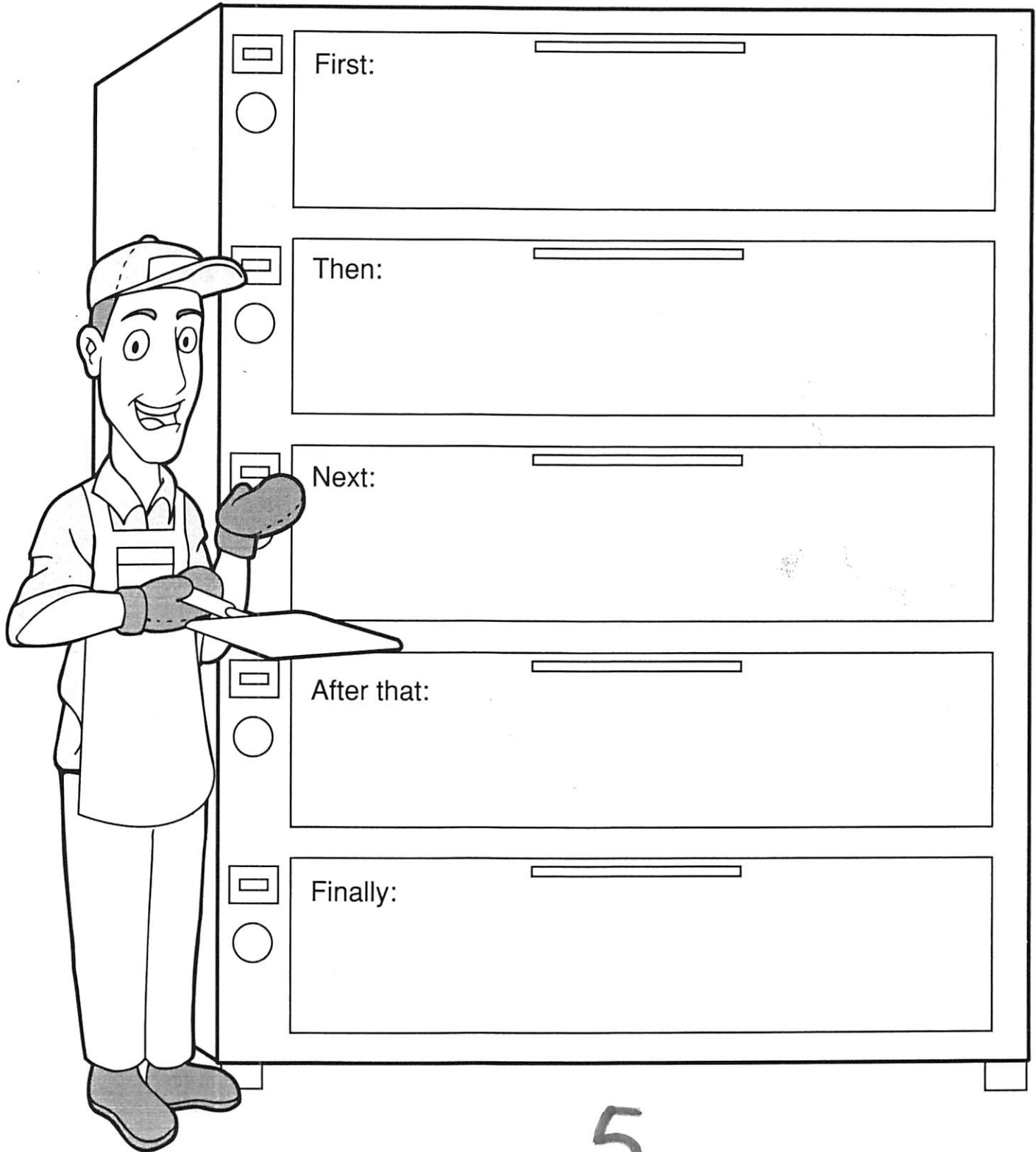
At the end of the story...

Handwriting practice lines for the end section, consisting of two sets of three lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing the end of the story.

Supreme Summary

_____ title



First: _____

Then: _____

Next: _____

After that: _____

Finally: _____

Spell and Write

Write the spelling word that completes each sentence.

if big
six did
sit this



1. Milly has _____ puppies.

.....



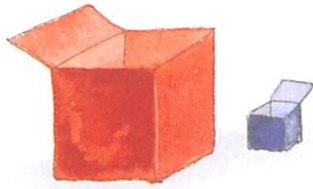
2. We will get wet _____ it rains.

.....



3. We _____ together.

.....



4. The red box is the _____ one.

.....



5. Dad and I _____ the shopping.

.....



6. I drew _____.

.....

Read and Write

Write the spelling words to complete the story.

if
six
sit
big
did
this



.....

I have _____ little kittens. My kittens will

.....

not always be little. Soon they will be _____.

.....

The kittens _____ on me. They go to sleep

.....

in my lap. They wake up _____ I move. Then

.....

_____ is what they do. They cry, "Mew! Mew!"

.....

They _____ it just now!

Words with Short o



Say and Write

1. on

--	--

2. top

--	--	--

3. not

--	--	--

4. hop

--	--	--

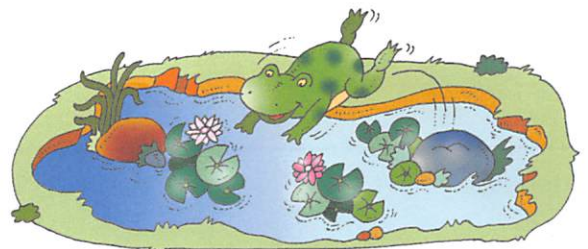
5. hot

--	--	--

6. stop

--	--	--	--

The short o sound can be spelled o, like hop and stop.



Proofreading

Circle each word that is spelled wrong.
Write the word correctly.



Sis,

You left a bigg mess!

I diid not like it.

Please pick up thes mess now!

Sid

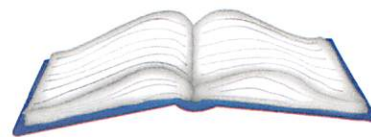
1. _____

2. _____

3. _____

Dictionary Skills

Circle the first letter of each word.
Write each group of words in ABC order.



4. big am can

5. six if has

6. this sit ran

Spell and Write

Write the spelling word that completes each sentence.

fox box
mop lock
job sock



1.

Ron lost a _____.



2.

Dot can _____ up the mess.



3.

Mom has a _____ at school.



4.

A _____ lives in the woods.



5.

Tom put a key in the _____.



6.

The toys go in a _____.

Read and Write

Write the spelling words to complete the story.



fox
mop
job
box
lock
sock

Bob the ox had a _____ to do. He had to

_____.

A _____ came in. He had

a _____.

The fox took out a brush. "Put this

on your _____," he said.

Bob did it. Then he put a brush on his other sock.

He started to mop. "This is fast!" Bob said. "Soon I can

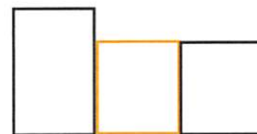
_____ up and go have fun!"

More Words with Short o

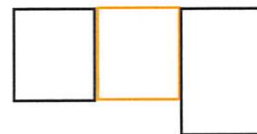
Say and Write



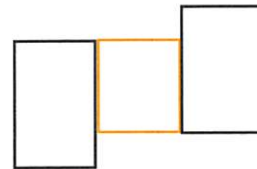
1. fox



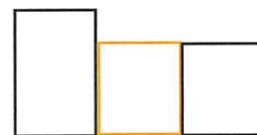
2. mop



3. job



4. box



5. lock



6. sock



The short o sound can be spelled o, like fox and socks.



Proofreading

Circle each word that is spelled wrong.
Write the word correctly.

Rules for Safe Biking

Put your helmet un.

Do nott ride too fast.

Stap at red lights.

1.

2.

3.

Language Skills

A sentence that asks a question ends with a question mark.

Where is Mopsy?

Write each sentence correctly.

4. Is Mopsy at the top

5. Is Mopsy hot

6. Will he hop down

cat

Put c in front of at, and you make the word cat.

What words do you make when you put these letters in front of at?

b h m r s th

___ at

___ at

___ at

___ at

___ at

___ at

Circle the word cat.

cit

tac

cut

cat

cate

Can you write the word cat with your eyes open and closed?

Extension

- What has kittens: a dog or a cat?



"Listen, listen! When a vowel says its name, it is long. Is the vowel in cat long?"

c
a
t

can

Put c in front of an, and you make the word can.

What words do you make when you put these letters in front of an?

b f m p r t

_____an

_____an

_____an

_____an

_____an

_____an

Circle the word can.

cane

cam

con

nac

can

Can you write the word can with your eyes open and closed?

Extension

- Can you hop five times on your left foot?



“Extra, extra! I have names that rhyme with can and man and fan. Can you read them?”

Dan

Nan

Jan

Stan

boy

Put **b** in front of **oy**, and you make the word **boy**.

What words do you make when you put these letters in front of **oy**?

ah c j s t ann

___oy

___oy

___oy

___oy

___oy

___oy

Circle the word **boy**.

doy

boy

bay

yob

hoy

Can you write the word **boy** with your eyes open and closed?

Extension

- Are you a boy or a girl? What is a boy horse: a mare or a stallion?



"Count, count! I want to know which one of these words has two syllables. Put your hand under your chin. Say the word. What word makes your chin hit your hand two times?"

boy

toy

joy

annoy

big

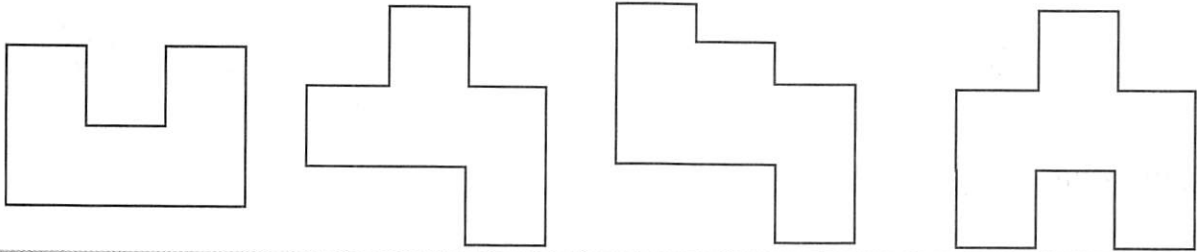
Trace the word big.

big

big

big

Find the box the word big fits into. Write big in the correct box.



Circle the letters from the alphabet found in the word big.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Fill in the missing letters for the word big.

b _ _ g

_ _ i g

b i _ _

b _ _ _

_ _ _ g

_ _ i _ _

Circle the vowel in the word big. The vowels are: a, e, i, o, u.

b i g

Fix these words so they spell big.

bit

bag

gib

bi

dig

away

Put **aw** in front of **ay**, and you make the word **away**.
What words do you make when you put these letters in front of **ay**?

d h l p s w

____ay

____ay

____ay

____ay

____ay

____ay

Circle the word **away**.

owoy way amay awab away

Can you write the word **away** with your eyes open and closed?

Extension

- What is the farthest away from you: the Pacific, Indian, or Atlantic Ocean?



“Help, help! Rhyming Rhino gave me more words that end with the same **ay** sound as in **away**. Counting Crow wants me to find two words with two syllables. Can you help me find them?”

tray
pray
okay
stay
today

When shapes are divided into equal parts or shares, each part is exactly the same.

These have equal parts:

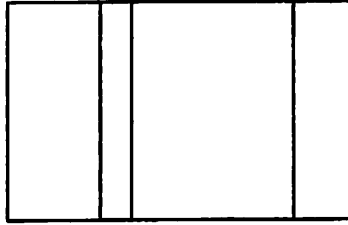


These do not have equal parts:

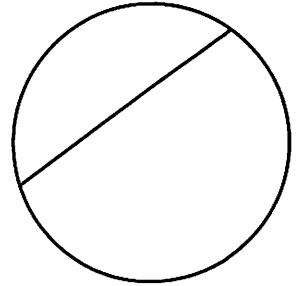


Color the shapes that show equal parts.

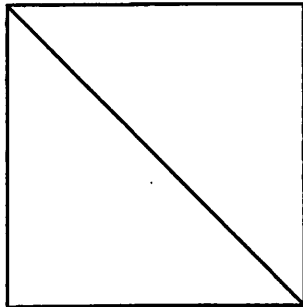
1.



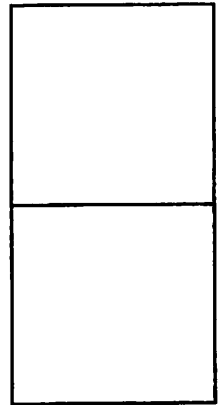
2.



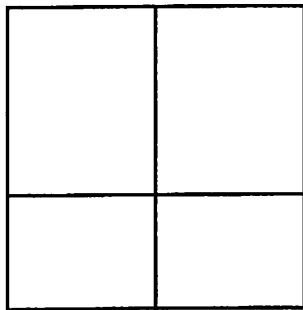
3.



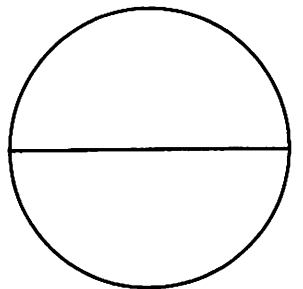
4.



5.

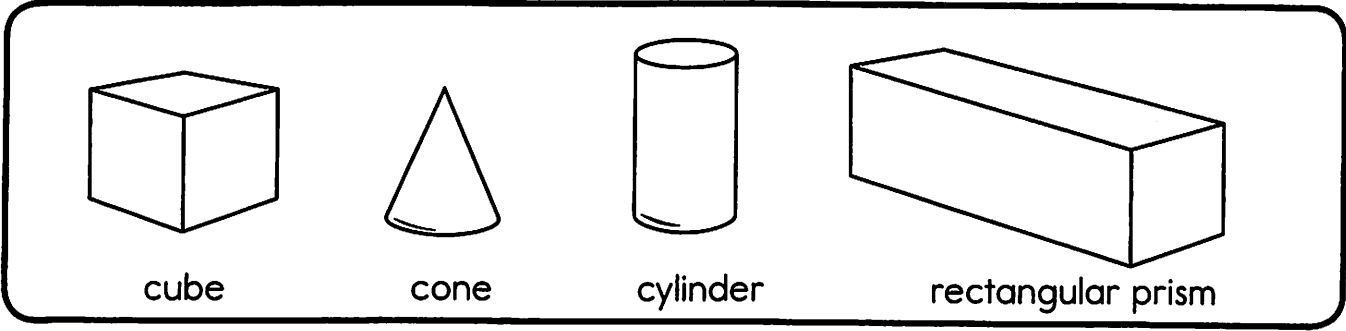


6.

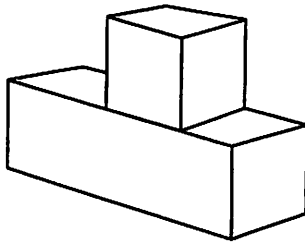


I can identify when circles and rectangles are divided into two or four equal parts.

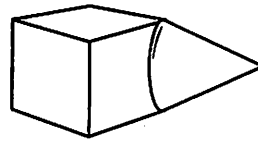
Tell what shapes are needed to make each figure. Use geometric solids blocks to help, if available.



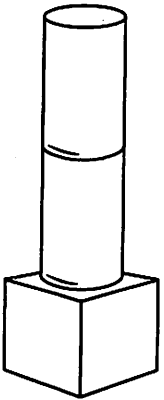
1. _____



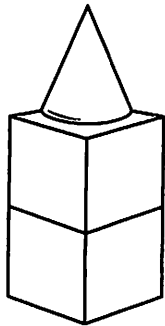
2. _____



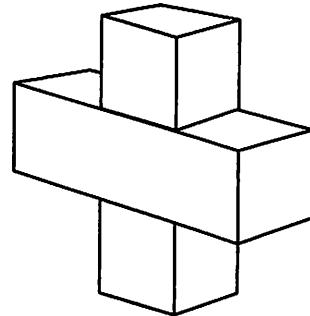
3. _____



4. _____

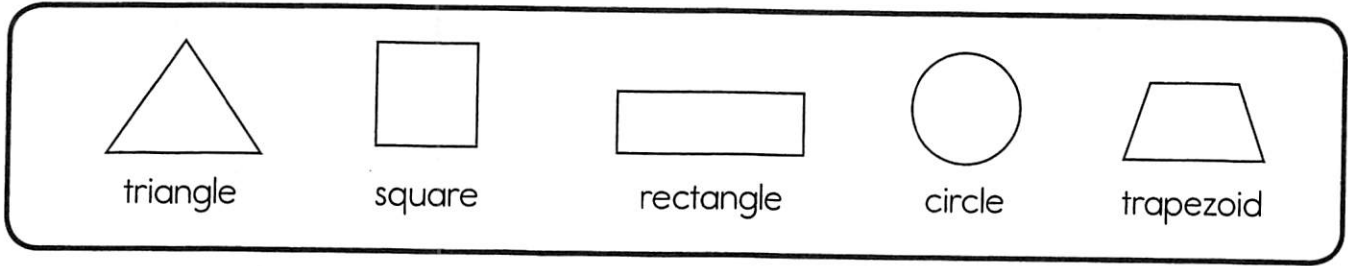


5. _____

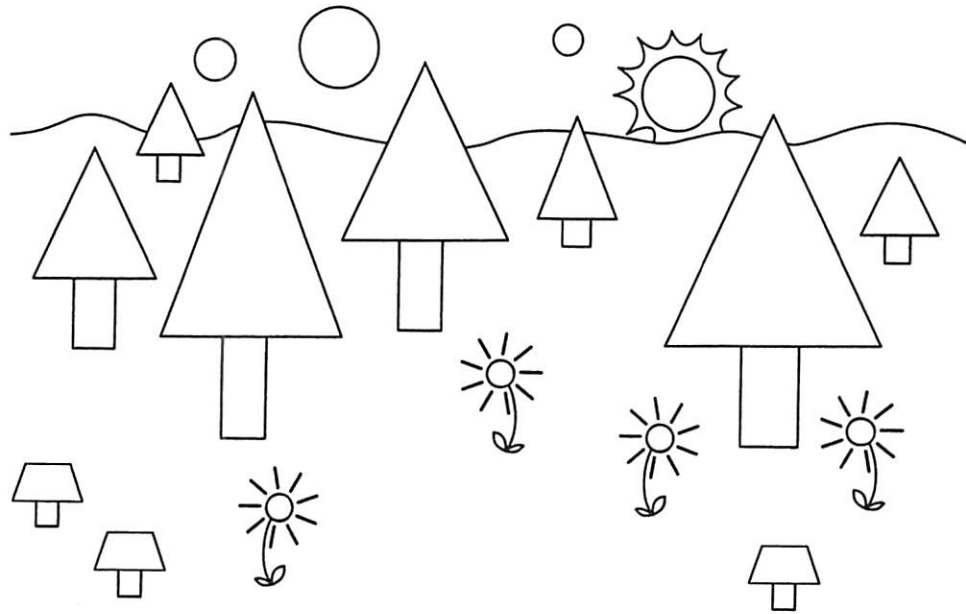


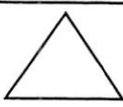

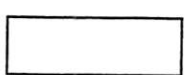
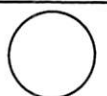
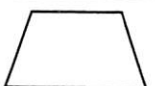
6. _____

- I can recognize shapes with certain attributes.
- I can identify three-dimensional figures formed from other figures.



Count the hidden shapes in the picture below. Then, complete the chart.

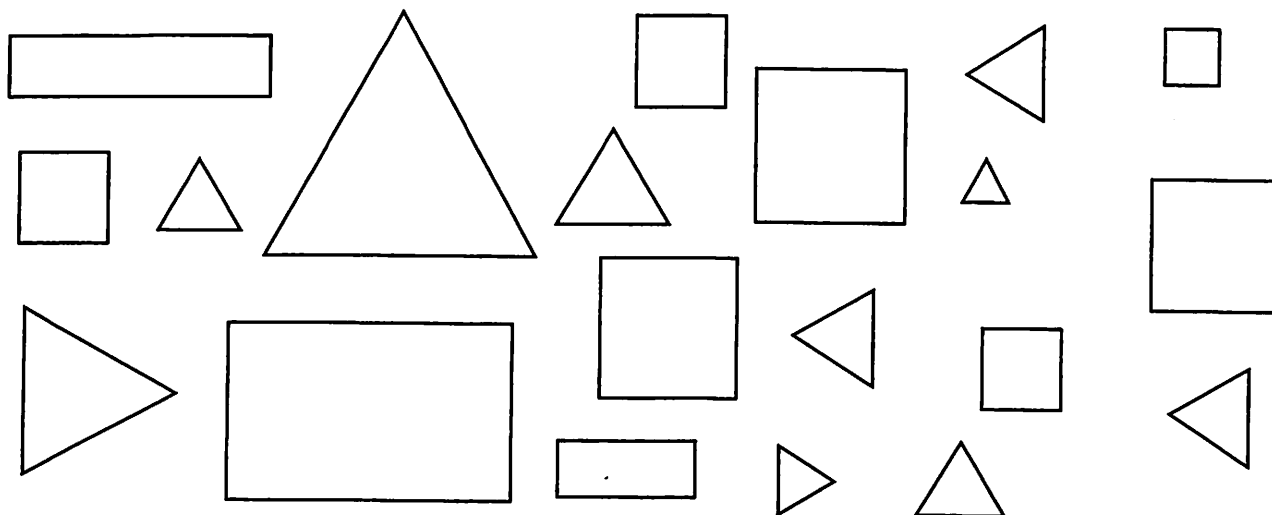


Shape	Number of Sides	Number of Shapes
		
		
		
		
		

I can identify shapes with defining attributes.



Color all of the triangles orange. Color all of the rectangles red. Color all of the squares brown. Then, answer the questions below.



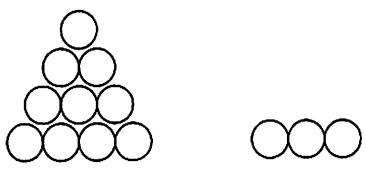
1. Write how many there are of each shape.
 _____ squares _____ triangles _____ rectangles
2. How many shapes are there in all? _____
3. How many more triangles than rectangles are there? _____
4. How many fewer rectangles are there than squares? _____
5. Squares are a type of rectangle. If you counted all of the squares as rectangles, would there be more rectangles or triangles? Explain.

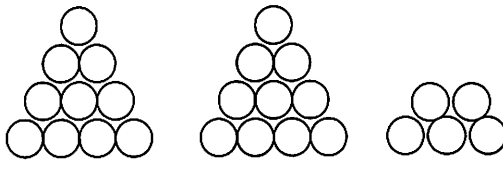
6. Write a question you could ask about the data.

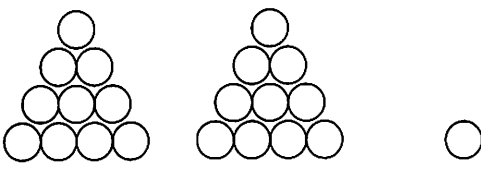
I can organize data within three categories.

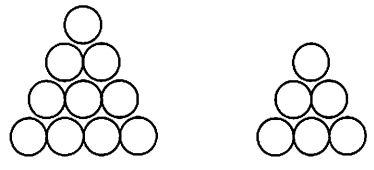
I can ask and answer questions about data.

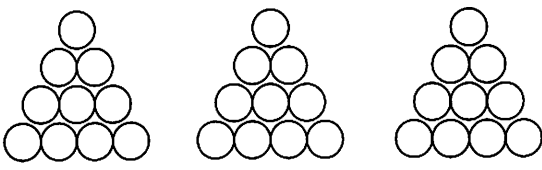
Write how many tens and ones are in each picture.

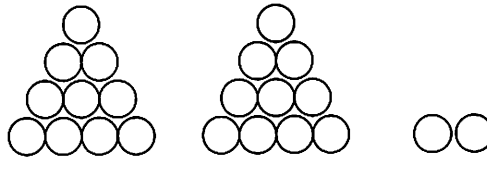
1. 
 _____ **1** ten _____ **3** ones

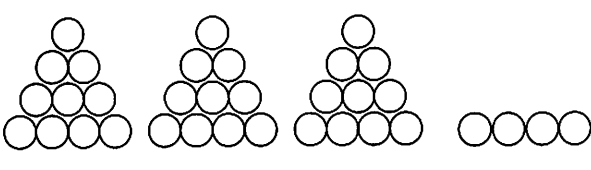
2. 
 _____ tens _____ ones

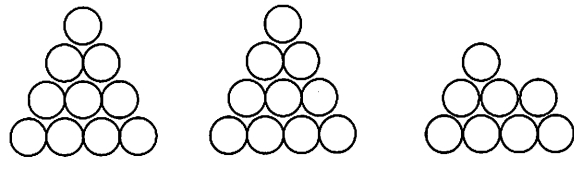
3. 
 _____ tens _____ one

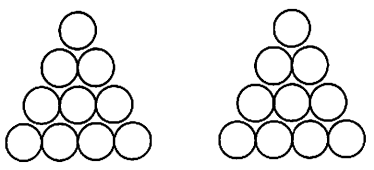
4. 
 _____ ten _____ ones

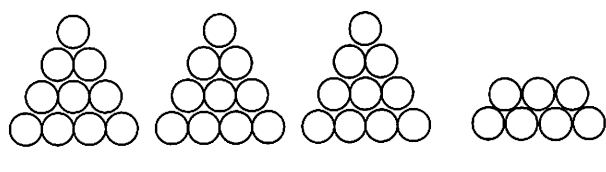
5. 
 _____ tens _____ ones

6. 
 _____ tens _____ ones

7. 
 _____ tens _____ ones

8. 
 _____ tens _____ ones

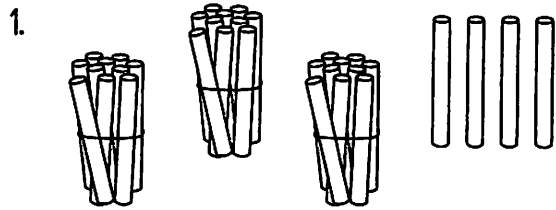
9. 
 _____ tens _____ ones

10. 
 _____ tens _____ ones

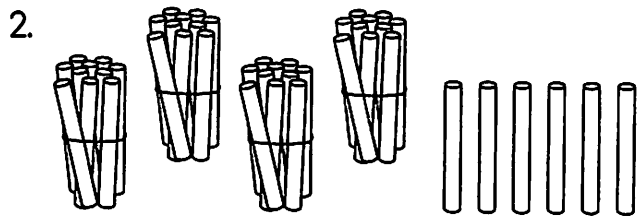
- I understand that two-digit numbers contain tens and ones.
- I understand that a 10 is 10 ones, or a ten.
- I can tell how many tens and ones are in the multiples of 10.



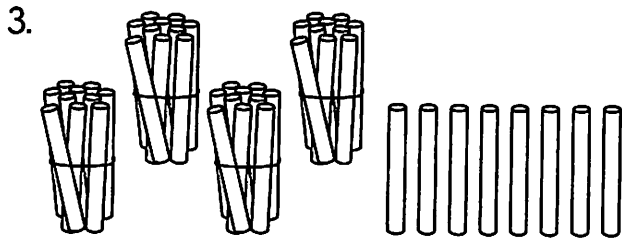
Write how many tens and ones. Then, write the total.



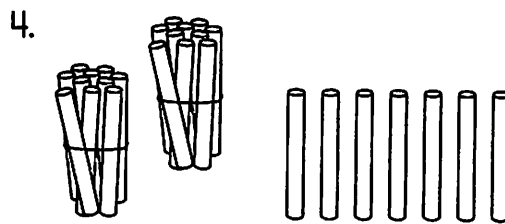
_____ tens _____ ones = _____ total



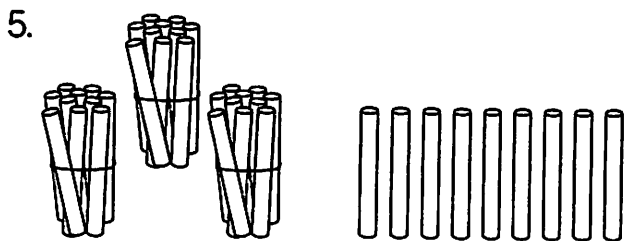
_____ tens _____ ones = _____ total



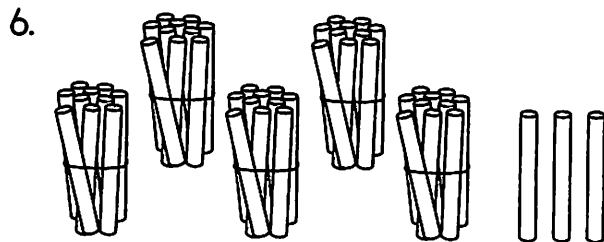
_____ tens _____ ones = _____ total



_____ tens _____ ones = _____ total



_____ tens _____ ones = _____ total



_____ tens _____ ones = _____ total

- I understand that two-digit numbers contain tens and ones.
- I know that a 10 is 10 ones, or a ten.

Solve each problem. Look for patterns.

1.

16

$$16 + \underline{\quad} = 16$$

$$15 + \underline{\quad} = 16$$

$$14 + \underline{\quad} = 16$$

$$\underline{\quad} + 3 = 16$$

$$\underline{\quad} + 4 = 16$$

$$11 + \underline{\quad} = 16$$

$$10 + \underline{\quad} = 16$$

$$9 + \underline{\quad} = 16$$

$$\underline{\quad} + 8 = 16$$

$$7 + \underline{\quad} = 16$$

$$\underline{\quad} + 10 = 16$$

$$5 + \underline{\quad} = 16$$

$$\underline{\quad} + 12 = 16$$

$$3 + \underline{\quad} = 16$$

$$\underline{\quad} + 14 = 16$$

$$1 + \underline{\quad} = 16$$

$$\underline{\quad} + 16 = 16$$

2.

17

$$17 + \underline{\quad} = 17$$

$$16 + \underline{\quad} = 17$$

$$\underline{\quad} + 2 = 17$$

$$14 + \underline{\quad} = 17$$

$$\underline{\quad} + 4 = 17$$

$$12 + \underline{\quad} = 17$$

$$11 + \underline{\quad} = 17$$

$$\underline{\quad} + 7 = 17$$

$$9 + \underline{\quad} = 17$$

$$\underline{\quad} + 9 = 17$$

$$7 + \underline{\quad} = 17$$

$$6 + \underline{\quad} = 17$$

$$5 + \underline{\quad} = 17$$

$$\underline{\quad} + 13 = 17$$

$$3 + \underline{\quad} = 17$$

$$2 + \underline{\quad} = 17$$

$$1 + \underline{\quad} = 17$$

$$0 + \underline{\quad} = 17$$

3.

18

$$18 + \underline{\quad} = 18$$

$$\underline{\quad} + 1 = 18$$

$$\underline{\quad} + 2 = 18$$

$$\underline{\quad} + 3 = 18$$

$$14 + \underline{\quad} = 18$$

$$13 + \underline{\quad} = 18$$

$$\underline{\quad} + 6 = 18$$

$$\underline{\quad} + 7 = 18$$

$$10 + \underline{\quad} = 18$$

$$9 + \underline{\quad} = 18$$

$$8 + \underline{\quad} = 18$$

$$7 + \underline{\quad} = 18$$

$$\underline{\quad} + 12 = 18$$

$$\underline{\quad} + 13 = 18$$

$$\underline{\quad} + 14 = 18$$

$$3 + \underline{\quad} = 18$$

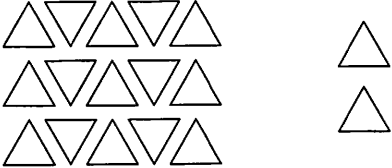
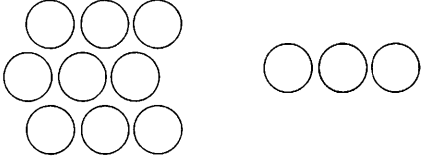

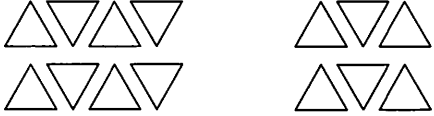
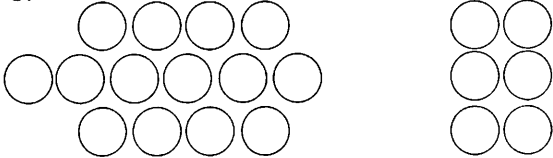
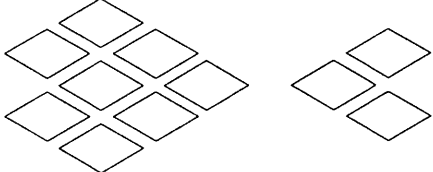
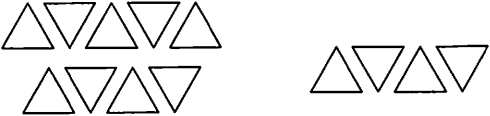
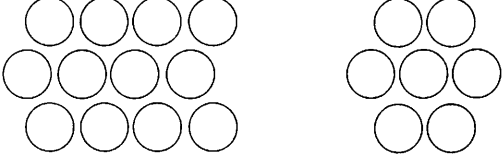
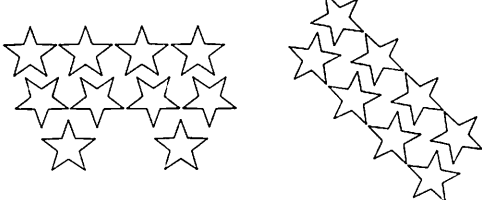
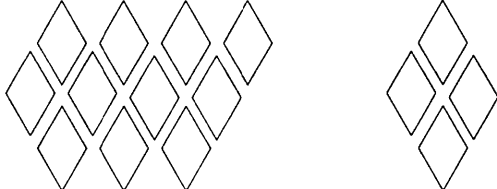
$$2 + \underline{\quad} = 18$$

$$\underline{\quad} + 17 = 18$$

$$0 + \underline{\quad} = 18$$

 I can find a missing number in an addition equation.

Start with the larger number and count on to add. Write the sum. Count the total shapes to check your answer.

<p>1.</p>  <p>15 + _____ = _____</p>	<p>2.</p>  <p>9 + _____ = _____</p>
<p>3.</p>  <p>11 + _____ = _____</p>	<p>4.</p>  <p>8 + _____ = _____</p>
<p>5.</p>  <p>14 + _____ = _____</p>	<p>6.</p>  <p>8 + _____ = _____</p>
<p>7.</p>  <p>9 + _____ = _____</p>	<p>8.</p>  <p>12 + _____ = _____</p>
<p>9.</p>  <p>10 + _____ = _____</p>	<p>10.</p>  <p>11 + _____ = _____</p>


I can count on to add.

Investigating Sound

Objective: SWBAT conduct an investigation of the properties of sound.

Standards: 1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4 SP3 SP6 XC-CE-LE-1

Subject(s): Science

 60 minutes

Instructional Notes - 0 minutes

This unit is broken down into two main parts: sound and light. For the first half, we are investigating the question, "How do we communicate with sound?" This essential question incorporates two NGSS standards as we are beginning to investigate the properties of sound and also moving towards the culminating engineering design product.

- *1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.*
- *1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

In the [previous lesson](https://betterlesson.com/lesson/631406/what-makes-sound) (<https://betterlesson.com/lesson/631406/what-makes-sound>), students began planning and conducting investigations of sound. Today, taking student suggestions, we will provide evidence to prove that sounds make vibrations and vibrations make sounds.

Throughout this unit, I use a KLEWS anchor chart to record our new learning. This is a science-specific type of KWL chart designed with primary students in mind! Check out this video I like to call KLEWS chart 101:

[Link](https://www.youtube.com/embed/W90hV9qiWyY) (<https://www.youtube.com/embed/W90hV9qiWyY>) In this lesson, our observations will be recorded under the "E" Evidence and Observations column. We will use that evidence to arrive at our new learning "L" that sounds make vibrations and vibrations make sound.

Warm-up - 5 minutes

The purpose of today's investigation is to show not only that vibrations make sound, but also that sound makes vibrations. Today's lesson includes four stations that students will rotate between. The four stations are:

- Tuning forks and cups of water
- Drums with paper and a few beans or math counters
- Stretched strings (a classic tissue box guitar)
- Voice-boxes-- no supplies necessary

In today's warm-up, I connect students to the prior day's [conversation](#)

(<https://betterlesson.com/lesson/resource/3209628/chart-with-the-class-conversation-notes-planning-the-investigation>). Students decided that they wanted to investigate multiple sounds and also to see whether the sound cause vibrations or vice versa.

Yesterday you decided to investigate at multiple stations to verify or prove that all sounds have vibrations. You also weren't sure if vibrations cause sounds, so we have some additional materials

26


today as well. Finally, in yesterday's discussion, you decided that to show vibrations you would draw waves. And, to show sound, you would draw a series of curved lines.

Also today, I want to clarify the word *vibration*, which students began using during the prior lesson.


Friends, today we will add the word "vibration" to the "S" Science

(<https://betterlesson.com/lesson/resource/3209627/klews-chart-close-up-of-the-w-and-s-sections>) section of the KLEWS chart (<https://betterlesson.com/lesson/resource/3209629/complete-klews-chart>). We started using the word *vibration* yesterday. Let's write the definition, "fast movement back and forth."

RESOURCES

 DSCN3570.JPG

<https://betterlesson.com/lesson/resource/3209628/chart-with-the-class-conversation-notes-planning-the-investigation>

 DSCN3559.JPG <https://betterlesson.com/lesson/resource/3209627/klews-chart-close-up-of-the-w-and-s-sections>

 DSCN3571.JPG <https://betterlesson.com/lesson/resource/3209629/complete-klews-chart>

Exploration ~ the wave crest - 20 minutes

I explain that students will have 5 minutes at each station and I show students the Station Rotation Guides (<https://betterlesson.com/lesson/resource/3157287/station-rotation-guides>). First graders need explicit modeling of every step, however, I don't want to personally model each station because I want students to discover the properties! Instead, by including instruction sheets, students are able to set up the investigations themselves. I read all instruction sheets to the students on the rug.

This clip shows how I set up the room as students are working in their first station after I read the directions (<https://betterlesson.com/lesson/resource/3209994/first-station-after-reading-directions>). And here I explain my classroom arrangement (https://betterlesson.com/lesson/resource/3209997/classroom_arrangement-mov) decisions.

- At the Tuning Fork Station (<https://betterlesson.com/lesson/resource/3209998/tuning-fork-station>), students hit the tuning forks on the side of the desk or cup. The vibration causes sound. Then, students put the tuning fork in the cup of water. The sound causes vibrations and the water will splash and ripple!
- At the Drums Station (<https://betterlesson.com/lesson/resource/3209999/check-in-with-the-drums-station>), students will place a paper on top of the drum and some beans on top of the paper. They hit the drum, and the vibrations cause sound. The vibrations cause the paper and beans to move; the sound causes vibrations.
- Similarly at the guitar station, students strum the guitar, which moves the paper.
- Finally, at the voice station, students place their hand against their voice box while talking in order to feel the vibrations.

Before releasing students to the stations, I introduce the Investigating Sound Station recording sheet (<https://betterlesson.com/lesson/resource/3157285/investigating-sound-station-recording-sheet>). Students put the recording sheet on a clipboard to make it easier to travel around the room. The recording sheet is in both Abode form and Word for editing, in case your materials or stations are different.















I explain that we communicate with sound, and that I will ring a bell to signal students to move to the next station.

While students work, I circulate and check-in. While talking with students, I ask questions like, "What made the sound? Did the vibrations cause any other sounds? How are you recording?"

Here are some student work samples:

- Student work #1 (<https://betterlesson.com/lesson/resource/3209630/student-work-1>)
- Student work #2 (<https://betterlesson.com/lesson/resource/3209631/student-work-2>)
- Student work #3 (<https://betterlesson.com/lesson/resource/3209632/student-work-3>)
- Student work #4 (<https://betterlesson.com/lesson/resource/3209633/student-work-4>)
- Student work #5 (<https://betterlesson.com/lesson/resource/3209634/student-work-5>)
- Student work #6 (<https://betterlesson.com/lesson/resource/3209635/student-work-6>)

RESOURCES

-  Station Rotation Guides.docx <https://betterlesson.com/lesson/resource/3157287/station-rotation-guides>
-  Station Rotation Guides.pdf <https://betterlesson.com/lesson/resource/3157288/station-rotation-guides>
-  First_station_after_directions.mp4 <https://betterlesson.com/lesson/resource/3209994/first-station-after-reading-directions>
-  Classroom_Arrangement.mp4 <https://betterlesson.com/lesson/resource/3209997/classroom-arrangement>
-  Tuning_Fork_Station.mp4 <https://betterlesson.com/lesson/resource/3209998/tuning-fork-station>
-  Check_in_with_the_drums_station.mp4
<https://betterlesson.com/lesson/resource/3209999/check-in-with-the-drums-station>
-  Investigating Sound station recording sheet.docx
<https://betterlesson.com/lesson/resource/3157285/investigating-sound-station-recording-sheet>
-  Investigating Sound station recording sheet.pdf
<https://betterlesson.com/lesson/resource/3157286/investigating-sound-station-recording-sheet>
-  DSCN3584.JPG <https://betterlesson.com/lesson/resource/3209630/student-work-1>
-  DSCN3585.JPG <https://betterlesson.com/lesson/resource/3209631/student-work-2>
-  DSCN3586.JPG <https://betterlesson.com/lesson/resource/3209632/student-work-3>
-  DSCN3587.JPG <https://betterlesson.com/lesson/resource/3209633/student-work-4>
-  DSCN3581.JPG <https://betterlesson.com/lesson/resource/3209634/student-work-5>
-  DSCN3583.JPG <https://betterlesson.com/lesson/resource/3209635/student-work-6>

STATION ADJUSTMENTS

The best laid plans, right? I ran into problems with the tissue-box-guitar station. First, one of the tissue boxes did not withstand multiple groups of 6 and 7 year old's! Second, the paper was a bit too large. So, when students placed the paper on the guitar, it covered the rubber bands almost completely. Plus, the paper moved more from the strumming motion than from the rubber bands. That's a great note for next year! Here's how I adjusted it:

[Link](https://www.youtube.com/embed/pxvLgCWW0yU) (https://www.youtube.com/embed/pxvLgCWW0yU)

Closing - 5 minutes

In closing today, we record our observations from the different stations on the [KLEWS chart](https://betterlesson.com/lesson/resource/3210003/klews-chart-after-this-lesson) (https://betterlesson.com/lesson/resource/3210003/klews-chart-after-this-lesson) under "E" for [Evidence and Observations](https://betterlesson.com/lesson/resource/3210002/klews-chart-close-up-of-the-evidence-and-learning) (https://betterlesson.com/lesson/resource/3210002/klews-chart-close-up-of-the-evidence-and-learning). We observed:

- When we struck the drum, the top vibrates and the beans and paper moved too; it causes vibrations.
- The tuning fork vibrated and it made the water splash and ripple; it caused vibrations.
- Our voice box vibrates when we talk; it vibrates our fingers.
- The guitar strings vibrate and move the paper.

Now, we make the big leap to the science concept, which we record under the "L," Learning, section on the KLEWS chart. **Vibrations make sound and sound can make other materials vibrate.**


To reinforce this concept even further, I show a [video](https://betterlesson.com/lesson/resource/3157320/car-stereo-speaker-video)

(https://betterlesson.com/lesson/resource/3157320/car-stereo-speaker-video) of a car stereo speaker causing the side mirrors to vibrate.

RESOURCES

 DSCN3579.JPG <https://betterlesson.com/lesson/resource/3210003/klews-chart-after-this-lesson>

 DSCN3580.JPG <https://betterlesson.com/lesson/resource/3210002/klews-chart-close-up-of-the-evidence-and-learning>

 IMG_1579.mp4 <https://betterlesson.com/lesson/resource/3157320/car-stereo-speaker-video>

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***What kinds of materials do we predict will be good at making shadows?
Do we have other materials we could test that might have a similar result?
Do we have other materials that might get a different result?
Will light go right through any materials?
How would we draw to record light?
How would we draw to record shadows?
Is there any way we could sort the materials and make a table or graph?***

I have materials in the classroom in mind, such as wooden blocks and cubes from our math kits, as well as small mirrors and plastic containers. I also want to give students freedom to test beams of light on other objects they come up with in this discussion, or even during the investigation in the subsequent lesson! Want to test your pencil - go ahead!

Here is the second half (<https://betterlesson.com/lesson/resource/3212927/dscn3700-jpg>) of our conversation. One student shared that she notices shadows are longer at sunrise and sunset. I turned this into a question, "Can we make shadows longer and shorter?" And one of my students asked for a mirror this year, which is great because it will lead us to talk about reflective light.

The entire conversation chart is here (<https://betterlesson.com/lesson/resource/3212925/dscn3698-jpg>).

RESOURCES

-  DSCN3699.JPG <https://betterlesson.com/lesson/resource/3212926/beginning-of-the-conversation>
-  DSCN3700.JPG <https://betterlesson.com/lesson/resource/3212927/middle-of-the-conversation>
-  DSCN3698.JPG <https://betterlesson.com/lesson/resource/3212925/investigation-planning-chart-paper>



Closing - 5 minutes

For the closing, we make a list of materials to gather for our science experiment. I have students gather the materials and make bins for each table. I have found it is best to have students work in pairs with the flashlights.

This way, they are discussing their observations with one another. Plus, one student can hold the flashlight while the other traces the shadow and object. Table groups, though, share the testable materials.

While students go through their pencil bags, math manipulatives, and share ideas, I pull some other materials like glass marbles, straws, and the reflective safety mirrors. I am glad that students have thought about their water bottles and sanitizer containers too, as that will move us towards defining translucent and transparent in the subsequent lesson.

RESOURCES

-  DSCN3701.JPG <https://betterlesson.com/lesson/resource/3212928/basket-of-testable-materials-1>
-  DSCN3702.JPG <https://betterlesson.com/lesson/resource/3212929/basket-of-testable-materials-2>