



1st Grade

4/20/20-5/1/20

Distance Learning Activities



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org



Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

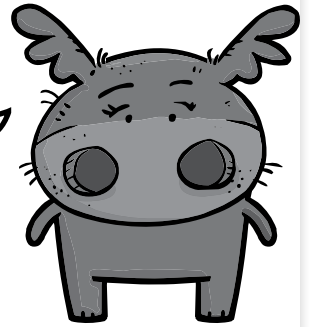
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Asking Questions

A **key detail** is an important piece of information. Asking and answering questions can help you find key details.



Here is how you find key details:

- ▶ Ask a question. Begin the question with one of these words:

Who	What	When
Where	Why	How

- ▶ Look for the answer to your question. You can find it in the words or in the text features.

When you ask questions about what you read, answering your questions helps you understand the text.



You are in a rainforest. The air is warm.
Rain falls hard and fast. Soon, the rain stops.
But the air still feels wet. Will it rain again? Yes,
it will. This is life in the rainforest.



A rainy day in a rainforest



Drip Tips and Raincoats

Have you ever been soaked by the rain?
Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.



Leaves with pointy drip tips



You can wear a raincoat to stay dry. Some plant leaves make a waxy coating. This coating is like a raincoat. It stops water from soaking into the leaf.

Splat, splat, splat! Rain falls. The drops roll across the smooth, shiny coating. They slip and slide off the leaf. The leaf dries off.



Raindrops rolling off a waxy coating





Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.

The roots absorb, or soak up, food from the soil. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.



Roots below ground



In a rainforest, roots peek out of the dirt. Some roots even stay above the ground. Why?

Roots stay on or near the top because the food is there. Dead plants and bugs wash away before they can sink into the soil. Roots need to stay on top of the soil to absorb this food.



Roots above ground





Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.



Plants and trees in a rainforest



Question 1 (for p. 1 of passage)

Which picture shows what the weather is like in a rainforest?



Question 2 (for p. 2 of passage)

Which sentence tells how drip tips help a plant?

- a. Drip tips help rain soak the leaf.
- b. Drip tips are pointy ends of the leaf.
- c. Drip tips help water fall off the leaf.

Question 3 (for p. 3 of passage)

How do a leaf's coating and tip help the plant survive in the rain?

- a. They dry off the plant.
- b. They slip and slide off the leaf.
- c. They stop rain from falling on the plant.

Question 4 (for p. 4 of passage)

What does the word **absorb** mean?

- a. fall apart
- b. grow down
- c. take in

Question 5 (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

Roots above the ground can get food before _____ moves it away.

- a. the soil
- b. a forest
- c. the rain

Question 6 (for p. 6 of passage)

How do roots on top help a plant survive in the rain?

- a. They get food deep in the soil.
- b. They wash away with the rain.
- c. They absorb food on the ground.



Many animals eat plants. And guess what?
Some plants eat animals! The pitcher plant
does this. It kills and eats bugs for food.

This plant lives in warm, rainy forests.
It has a leaf that is shaped like a pitcher. The
plant catches bugs in this special leaf.



Colorful leaves with a pitcher shape



Bringing in Bugs

Pitcher plants get bugs to come to them. The plants can be orange, pink, or red. Bugs like bright colors. They go to the plants because these colors attract them.



Ant on a bright plant



Some pitcher plants are dark green or brown. These plants have a different way to bring in bugs. The plants have a smell. Bugs follow the smell. They go to the plant.



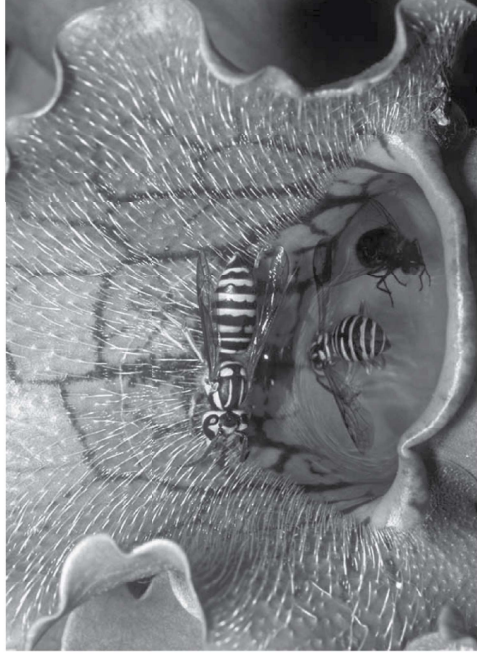
Fly on a smelly pitcher plant





Eating Bugs

The bug lands on the plant. Pitcher plants have a special outside. The bug cannot hold on tight. It goes down inside the plant.



Bug slipping into a pitcher plant



The plant is wet inside. It is so wet that the bug falls apart. It breaks into little bits. The plant takes in these parts of the bug. That is how a pitcher plant eats a bug.



Bugs in the wet inside of a pitcher plant





A mouse or a frog can fall into a pitcher plant, too. The plant eats the animal, just like it eats a bug. A pitcher plant is always ready for its next meal.



Frog in a pitcher plant



Question 1 (for p. 1 of passage)

What does a pitcher plant do with bugs?

- a. It feeds them to animals.
- b. It gives them a special leaf.
- c. It catches and eats them.

Question 2 (for p. 2 of passage)

Why do bugs like pitcher plants?

- a. The plants have bright colors.
- b. The plants come to the bugs.
- c. The plants have ants on them.

Question 3 (for p. 3 of passage)

How do brown and green pitcher plants bring in bugs? Complete the sentence.

Bugs like the _____ of the pitcher plants.

- a. smell
- b. shape
- c. feel

Question 4 (for p. 4 of passage)

What happens when bugs sit on the plant?

- a. They fall down.
- b. They land nicely.
- c. They walk in.

Question 5 (for p. 5 of passage)

What happens after a bug falls into a pitcher plant?

- a. It makes the plant wet.
- b. It drinks.
- c. It breaks up.

Question 6 (for p. 5 of passage)

How does the pitcher plant eat a bug? Complete the sentence.

The plant _____ little bits of the bug.

- a. mixes with
- b. takes in
- c. bites into

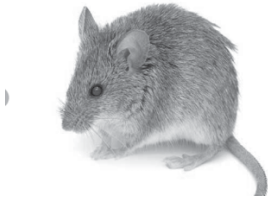
Question 7 (for p. 6 of passage)

Which other animal might a pitcher plant eat?

a.



b.



c.



Question 8 (for p. 6 of passage)

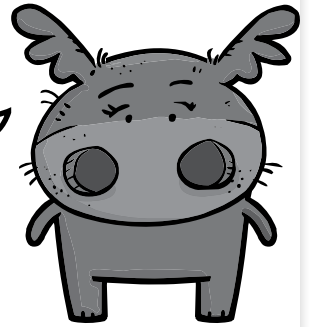
How does the pitcher plant get food?

- a. It catches bugs.
- b. It chases bugs.
- c. It falls on bugs.

Listen and Learn

Describing Characters

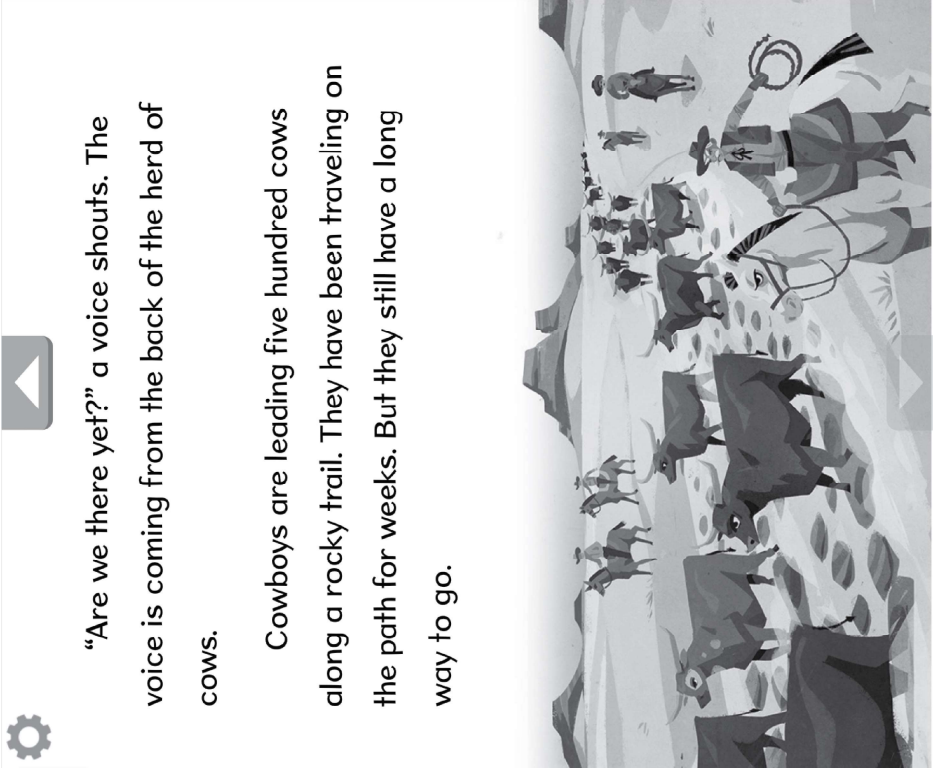
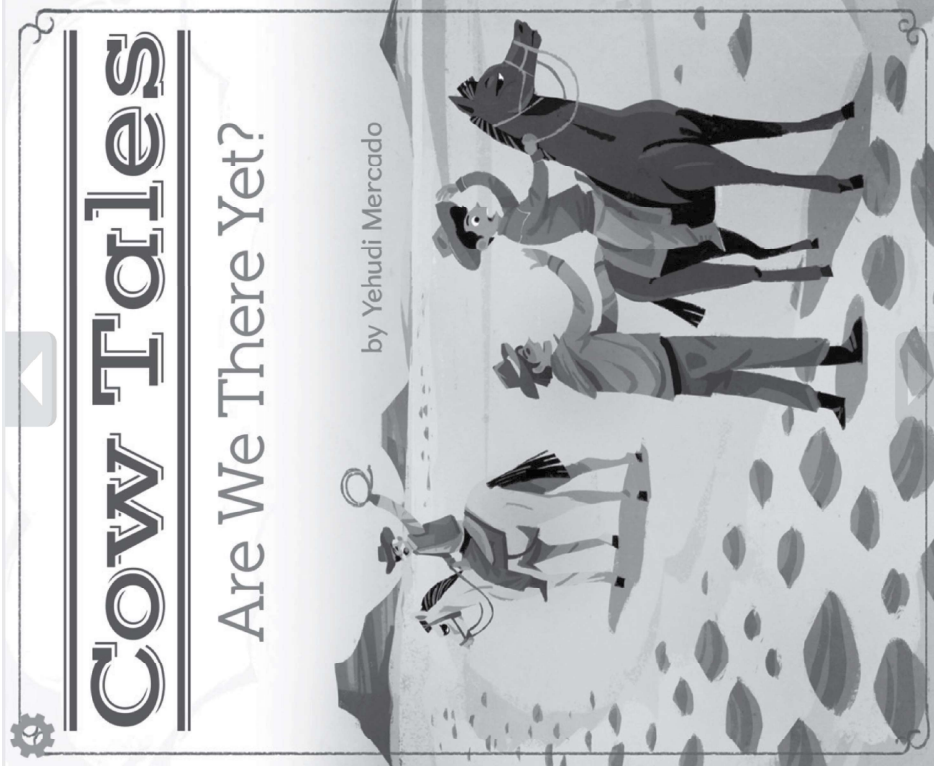
A **character** is a person or lifelike animal in a story. You can learn about characters by thinking about what they say and do.



Here are some questions you can ask about characters:

- ▶ What does the character say?
- ▶ What does the character do?
- ▶ How does the character feel?

Asking these questions helps us learn more about the characters.



“Are we there yet?” a voice shouts. The voice is coming from the back of the herd of cows.

Cowboys are leading five hundred cows along a rocky trail. They have been traveling on the path for weeks. But they still have a long way to go.



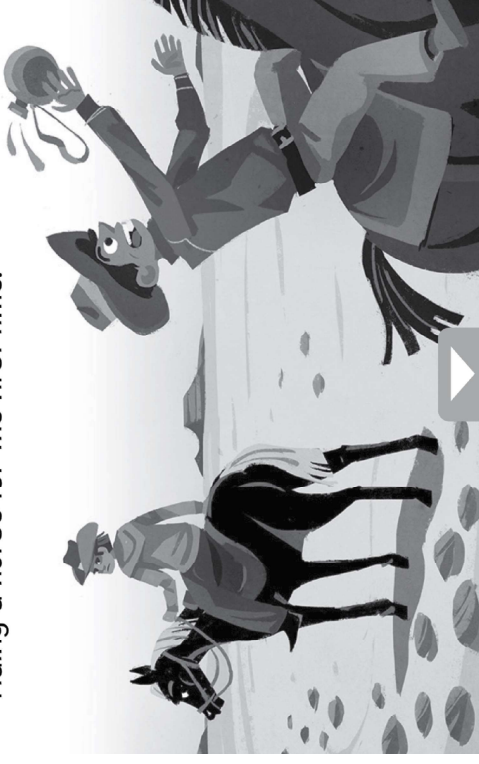
“Who said that?” the trail boss yells. He yanks on the reins to stop his horse. He glares at his team with one angry eye.

The other cowboys are afraid of the trail boss. They stay quiet.



A cowboy named Wayne looks over at the young cowboy who was shouting. Wayne has been herding cows his whole life. He often helps new cowboys.

And the young cowboy surely needs help. He is sliding off his saddle. He looks like he is riding a horse for the first time.





“Hey, new kid. What is your name?” Wayne asks. Then he fixes the young cowboy’s saddle.

“My name is Jelly,” the young cowboy says. He tries to drink from his canteen. Water splashes his face.

“Well listen, Jelly. The trail boss does not like when the cowboys ask questions. You want to know if we’re there yet? Just ask me. Don’t make a fuss.”



Wayne holds up a map.

“Wow! Where did you get that map?” Jelly asks.

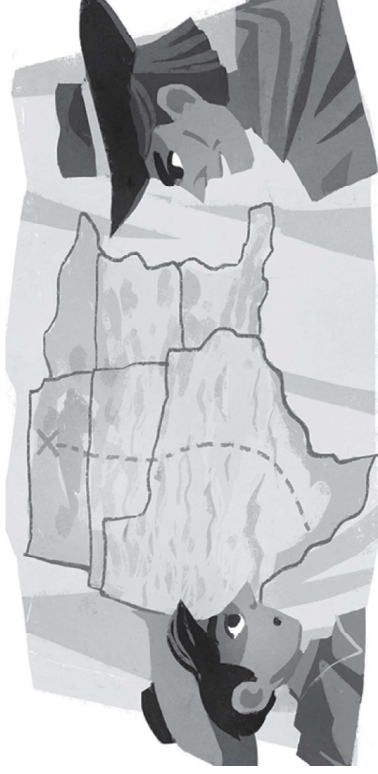
“It’s Zeb’s map,” says Wayne. He points at a cowboy behind him.

“Hello! I’m Zeb!” the cowboy says. He is pulling a cart full of maps.





Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.



“Quiet!” the trail boss yells. He glares at Wayne with one angry eye.

Jelly shrugs his shoulders. “So, we’re NOT there yet?” he asks Wayne.

Wayne shakes his head. “No,” he says. “We are not even close.”

They continue on their rocky journey.



Question 1 (for p. 1 of passage)

Which key detail tells how much more the cowboys will be on the trail?

- a. The cowboys still have a long way to go.
- b. The cowboys have been traveling for weeks.
- c. The cowboys are leading five hundred cows.

Question 2 (for p. 2 of passage)




How does the trail boss feel? Complete the sentence.

The trail boss is _____.

- a. angry
- b. afraid
- c. quiet

Question 3 (for p. 3 of passage)

Which character is the new, young cowboy?

- a. 
- b. 
- c. 

Question 4 (for p. 4 of passage)

How does Wayne help Jelly?

- a. He listens to Jelly.
- b. He fixes Jelly's saddle.
- c. He gives Jelly a drink.

Question 5 (for p. 5 of passage)

What does Zeb have that the cowboys need? Complete the sentence.

Zeb has a _____.

- a. map
- b. cart
- c. cow

Question 6 (for p. 6 of passage)

Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

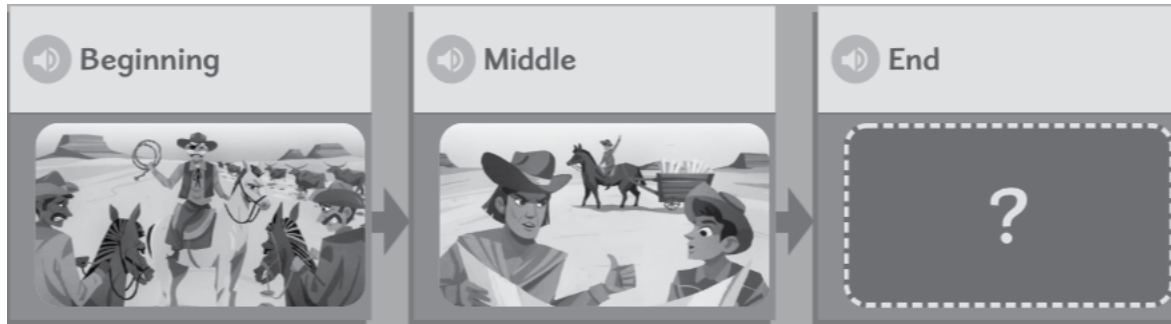
“ARE WE THERE YET!” shouts Wayne.

Read the underlined text. Look at what Wayne says. Why does he say this?

- a. He is showing Jelly the map.
- b. He is answering Jelly's question.
- c. He is asking Jelly about the trail.

Question 7 (for p. 7 of passage)

Look at what happens in the beginning and middle of the story. What happens at the end?
Choose the picture.



KEY CONCEPT OVERVIEW

During the next couple of days, our math class will learn about adding and subtracting tens. First, we will use objects and number bonds to add and subtract tens. Students will see that just as $4 - 3 = 1$, 4 tens – 3 tens = 1 ten. Then we will add tens to numbers less than 40, for example, $18 + 20 = 38$. In doing so, we will notice that the number of ones (8 ones) does not change. Students will also use the **arrow way** to model addition and subtraction with tens. (See image at right.)

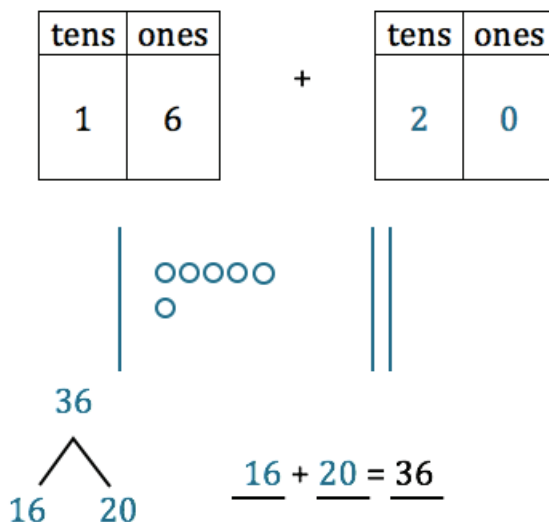
$$18 \begin{array}{|c|} \hline +20 \\ \hline \end{array} \longrightarrow 38$$

You can expect to see homework that asks your child to do the following:

- Draw number bonds and quick tens to add and subtract tens.
- Draw number bonds and quick tens to add tens to a two-digit number, and then complete place value charts and number sentences.

SAMPLE PROBLEM (From Lesson 12)

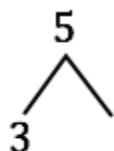
Draw quick tens and ones to solve. Complete the place value chart, number bond, and number sentence to match.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- With your child, practice adding and subtracting tens up to 40. You say an addition or subtraction expression with tens, up to 40 (e.g., $10 + 30$). Your child says the answer. (40) If your child is comfortable with this skill, consider adding and subtracting tens and ones (e.g., $20 + 3$, $3 + 30$, or $20 + 13$). Alternate roles to allow your child to lead in creating expressions.
- Challenge your child to count by tens with coins. Gather ten dimes and six pennies. Lay some of the dimes on a table, adding or removing dimes as you direct your child to count forward or backward by tens up to 100. Next, lay out three pennies along with the dimes. Add or remove dimes as you direct your child to count by tens, starting at 3 (3, 13, 23, ...). Repeat this activity, using different numbers of pennies to have your child start counting from different numbers. Switch roles and let your child lead you in counting as well.
- Play Number Bond Addition and Subtraction. Create a number bond with a whole number between 0 and 10 but with one missing part. Ask your child to fill in the missing part and then to write an addition and a subtraction number sentence to match the number bond.



$$3 + \boxed{2} = 5$$

$$5 - 3 = \boxed{2}$$

MODELS

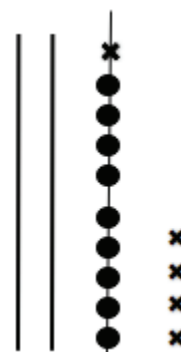
Arrow Way (Arrow Notation): A simplifying strategy that allows students to record their mental math. This strategy is often used for getting to a “friendly” number that is easy to work with, such as a ten or a hundred.

KEY CONCEPT OVERVIEW

During the next week, our math class will learn about addition up to 40. We will add one-digit and two-digit numbers by using familiar strategies, such as counting on. We will also apply the make ten strategy. For example, when adding $28 + 5$, students use a number bond to break 5 into 2 and 3. They add 28 and 2 to make the next ten (30, or 3 tens). Finally, they add 3 to 30 to make 33.

You can expect to see homework that asks your child to do the following:

- Solve addition problems by drawing quick tens, ones, and number bonds to make a ten (20, 30, 40, etc.). For example, draw quick tens and ones to solve $29 + 5 = 34$. (See image at right.)
- Use simpler problems, such as $8 + 4$, to solve more difficult problems, such as $18 + 4$ and $28 + 4$.
- Use quick tens or a number bond to add ones and ones or tens and tens in problems such as $7 + 26$ or $20 + 16$.



SAMPLE PROBLEM (From Lesson 14)

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart with your answer.

Number bond:

$$\begin{array}{c} 28 + 7 = \underline{35} \\ \quad \swarrow \searrow \\ \quad 2 \quad 5 \end{array}$$

Place value chart:

tens	ones
3	5

Number sentences:

$$\begin{array}{l} 28 + 2 = 30 \\ 30 + 5 = 35 \end{array}$$

The arrow way:

$$28 \xrightarrow{+2} 30 \xrightarrow{+5} 35$$

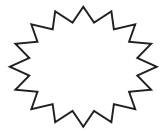
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Write all practice problems horizontally to encourage your child to use mental strategies to solve.
- Working together, see how many different strategies you and your child can use to solve the same problem. For example, which strategies can you use to solve $18 + 4$, $25 + 7$, and $6 + 27$ (number bond, arrow way, etc.)?
- Play Add Tens Finger Flash. With your fingers, flash a number (e.g., 6), and then call out a number of tens to add to that number (e.g., “Add 2 tens.”). Your child says the number. (26) Then switch roles.

A

Number Correct:



Name _____

Date _____

*Write the missing number. Pay attention to the + and - signs.

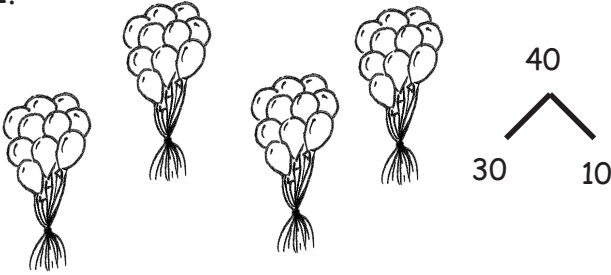

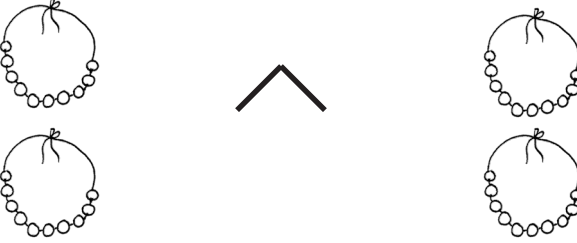
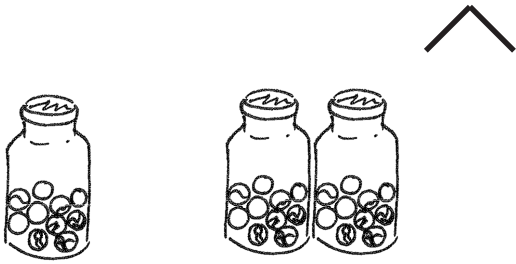
1.	$3 + \square = 4$		16.	$3 + \square = 7$	
2.	$1 + \square = 4$		17.	$7 = 4 + \square$	
3.	$4 - 1 = \square$		18.	$7 - 4 = \square$	
4.	$4 - 3 = \square$		19.	$7 - 3 = \square$	
5.	$3 + \square = 5$		20.	$3 + \square = 8$	
6.	$2 + \square = 5$		21.	$8 = 5 + \square$	
7.	$5 - 2 = \square$		22.	$\square = 8 - 5$	
8.	$5 - 3 = \square$		23.	$\square = 8 - 3$	
9.	$4 + \square = 6$		24.	$3 + \square = 9$	
10.	$2 + \square = 6$		25.	$9 = 6 + \square$	
11.	$6 - 2 = \square$		26.	$\square = 9 - 6$	
12.	$6 - 4 = \square$		27.	$\square = 9 - 3$	
13.	$6 - 3 = \square$		28.	$9 - 4 = \square + 2$	
14.	$3 + \square = 6$		29.	$\square + 3 = 9 - 3$	
15.	$6 - \square = 3$		30.	$\square - 7 = 8 - 6$	



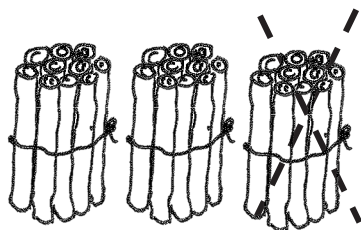
Name _____

Date _____

Complete the number bonds and number sentences to match the picture. The first one is done for you.

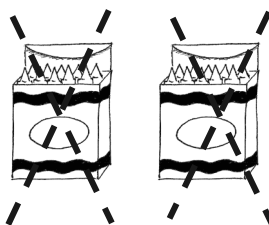
<p>1.</p>  <p>3 tens + 1 ten = 4 tens 30 + 10 = 40</p>	<p>2.</p>  <p>_____ ten + _____ ten = _____ tens</p> <p>_____</p>
<p>3.</p>  <p>_____ tens = _____ tens + _____ tens</p> <p>_____</p>	<p>4.</p>  <p>_____ tens = _____ tens + _____ ten</p> <p>_____</p>

5.



_____ tens - _____ ten = _____ tens

6.



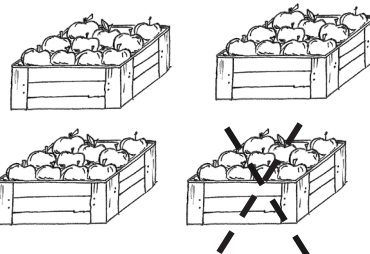
_____ tens - _____ tens = _____ tens

7.



_____ tens + _____ ten = _____ tens

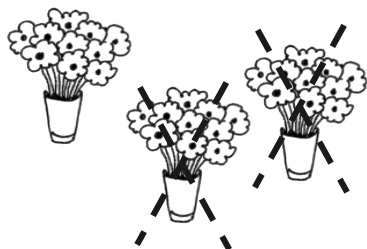
8.



_____ tens - _____ ten = _____ tens

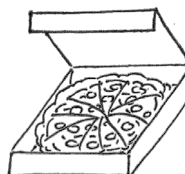
_____ + _____

9.



_____ tens - _____ tens = _____ ten

10.



_____ ten - _____ tens = _____ ten

11. Fill in the missing numbers. Match the related addition and subtraction facts.

a. 4 tens - 2 tens = _____ 2 tens + 1 ten = 3 tens

b. 40 - 30 = _____ 30 + 10 = 40

c. 30 - 20 = _____ 20 + 20 = 40

12. Fill in the missing numbers.

a. 20 + 20 = _____ b. 30 - 20 = _____ c. 10 + _____ = 40

d. 20 - _____ = 0 e. 40 - _____ = 10 f. _____ + _____ = 30





number bond/number sentence set


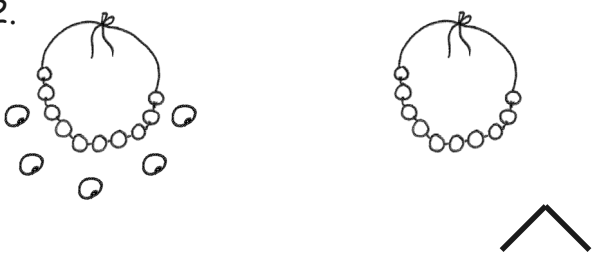
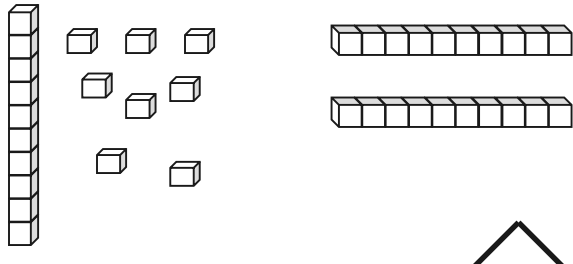
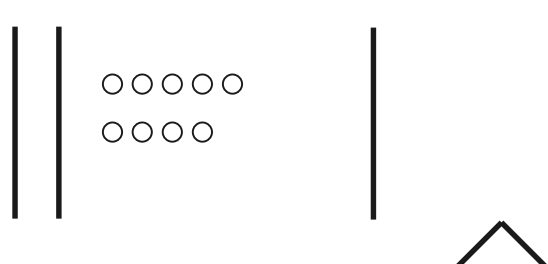


SCAN ME



Name _____

Date _____

Fill in the missing numbers to match the picture. Write the matching number bond.

<p>1. </p> <p>$12 + 20 = \underline{\hspace{2cm}}$</p>	<p>2. </p> <p>$15 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$</p>
<p>3. </p> <p>$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$</p>	<p>4. </p> <p>$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$</p>





Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

<p>5. $19 + 10 = \underline{\hspace{2cm}}$</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </tbody> </table> </div>	tens	ones			<p>6. $20 + 14 = \underline{\hspace{2cm}}$</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </tbody> </table> </div>	tens	ones		
tens	ones								
tens	ones								

Use arrow notation to solve.

7. $13 \xrightarrow{+10} \underline{\hspace{2cm}}$	8. $19 \xrightarrow{+ \boxed{\hspace{1cm}}} 39$
9. $\underline{\hspace{2cm}} \xrightarrow{+10} 26$	10. $\underline{\hspace{2cm}} \xrightarrow{+20} 38$

Use the dimes and pennies to complete the place value charts and the number sentences.

11. 													
<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">tens</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ones</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> </tr> </table> + <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">tens</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ones</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> </tr> </table> = <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">tens</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ones</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> </tr> </table>		tens	ones			tens	ones			tens	ones		
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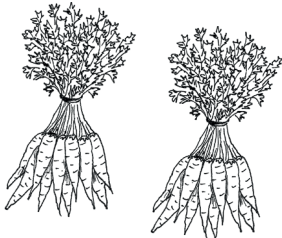
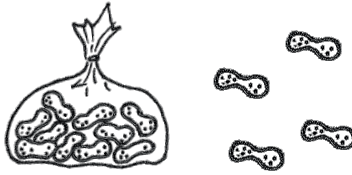








1st Grade mathematics for the week of 20 Apr - 24 Apr

Name _____

Date _____

Fill in the place value chart and the blanks.

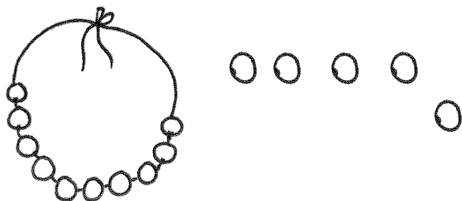
<p>1.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$20 = \underline{\hspace{2cm}} \text{ tens}$</p>	tens	ones			<p>2.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$14 = \underline{\hspace{2cm}} \text{ ten and } \underline{\hspace{2cm}} \text{ ones}$</p>	tens	ones		
tens	ones								
tens	ones								
<p>3.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">dimes</th> <th style="padding: 5px;">pennies</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$\underline{\hspace{2cm}} = 3 \text{ tens } 5 \text{ ones}$</p>	dimes	pennies			<p>4.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">dimes</th> <th style="padding: 5px;">pennies</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$\underline{\hspace{2cm}} = 2 \text{ tens } 6 \text{ ones}$</p>	dimes	pennies		
dimes	pennies								
dimes	pennies								
<p>5.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">dimes</th> <th style="padding: 5px;">pennies</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ tens } \underline{\hspace{2cm}} \text{ ones}$</p>	dimes	pennies			<p>6.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">dimes</th> <th style="padding: 5px;">pennies</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ tens } \underline{\hspace{2cm}} \text{ ones}$</p>	dimes	pennies		
dimes	pennies								
dimes	pennies								
<p>7.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ tens } \underline{\hspace{2cm}} \text{ ones}$</p>	tens	ones			<p>8.</p>  <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 60px; width: 60px;"></td> <td style="height: 60px; width: 60px;"></td> </tr> </tbody> </table> </div> <p style="text-align: center; margin-top: 20px;">$\underline{\hspace{2cm}} \text{ tens } \underline{\hspace{2cm}} \text{ ones} = \underline{\hspace{2cm}}$</p>	tens	ones		
tens	ones								
tens	ones								

Fill in the blank. Draw or cross off tens or ones as needed.



10 more than 25 is 35

9.



1 more than 15 is _____.

10.



10 more than 5 is _____.

11.



10 more than 30 is _____.

12.



1 more than 30 is _____.

13.



1 less than 24 is _____.

14.



10 less than 24 is _____.

15.



10 less than 21 is _____.

16.



1 less than 21 is _____.



dimes	pennies

tens	ones

coin and place value charts

tens	ones

tens	ones

double place value charts




Name _____

Date _____

Word Bank

is greater than
is less than
is equal to

1. Draw quick tens and ones to show each number. Label the first drawing as *less than (L)*, *greater than (G)*, or *equal to (E)* the second. Write a phrase from the word bank to compare the numbers.

<p>a.</p>  <p>20 _____ 18</p>	<p>b.</p> <p>2 tens 3 tens</p> <p>2 tens _____ 3 tens</p>
<p>c.</p> <p>24 15</p> <p>24 _____ 15</p>	<p>d.</p> <p>26 32</p> <p>26 _____ 32</p>

2. Write a phrase from the word bank to compare the numbers.

36 _____ 3 tens 6 ones

1 ten 8 ones _____ 3 tens 1 one

38 _____ 26

1 ten 7 ones _____ 27

15 _____ 1 ten 2 ones

30 _____ 28

29 _____ 32

3. Put the following numbers in order from *least* to *greatest*. Cross off each number after it has been used.

9 40 32 13 23

4. Put the following numbers in order from *greatest* to *least*. Cross off each number after it has been used.

9 40 32 13 23

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from *greatest* to *least*.

8 3 2 7

Examples: 32, 27, ...



less than	equal to	less than	greater than
greater than	equal to	less than	greater than
equal to	equal to	less than	greater than
	equal to	less than	greater than

comparison cards, p. 2. distribute each of the three cards to students.



Name _____

Date _____

1. Circle the alligator that is eating the *greater* number.

a. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">40</div> <div style="text-align: center;">20</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>	b. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">10</div> <div style="text-align: center;">30</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>	c. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">18</div> <div style="text-align: center;">14</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>	d. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">19</div> <div style="text-align: center;">36</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>
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2. Write the numbers in the blanks so that the alligator is eating the *greater* number. With a partner, compare the numbers out loud, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

a. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">24</div> <div style="text-align: center;">4</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	b. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">38</div> <div style="text-align: center;">36</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	c. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">15</div> <div style="text-align: center;">14</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>
d. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">20</div> <div style="text-align: center;">2</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	e. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">36</div> <div style="text-align: center;">35</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	f. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">20</div> <div style="text-align: center;">19</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>
g. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">31</div> <div style="text-align: center;">13</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	h. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">23</div> <div style="text-align: center;">32</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>	i. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">21</div> <div style="text-align: center;">12</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">_____</div> <div style="text-align: center;">_____</div> </div>

tens	ones

place value chart

tens	ones

tens	ones

double place value charts

How do people use natural resources?

Natural Resources

People use Earth materials for many things.

A natural resource is a useful material found on Earth. Water is a natural resource. Rocks and soil are natural resources. Plants and animals are natural resources too.

Circle one natural resource.

Write how you use the natural resource.

The image shows four sets of primary-ruled lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. These lines are provided for students to write their answers.

Sunlight and Wood

Sunlight is a natural resource.

People use heat and light from the sun.

Sunlight makes plants grow.

Sunlight cannot be used up.

Wood is a natural resource.

People use wood to build many things.

People burn wood for heat.

People can plant trees to grow more wood.

Circle the natural resource that cannot be used up.

Underline how people can get more wood.

Write about something people make with wood.

The image shows four sets of primary-ruled lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. These lines are provided for the student to write their response to the prompt about something people make with wood.

Oil and Copper

Oil is a natural resource.

Gasoline is made from oil.

People use energy from gasoline to power cars.

Oil can be used up.

Copper is a natural resource.

People use copper to make wire.

Copper can be used up.

Suppose all the oil on Earth is used up.

Tell an adult what you think might happen.

Reduce, Reuse, Recycle

You can use natural resources wisely.

You can reduce what you use.

Reduce means to use less.

You can turn off lights when you leave a room.

You can reuse things.

Reuse means to use again.

You can wash glass jars and use them again.

Tell an adult one way you can reduce how much paper you use.

Draw one way you can reuse a glass jar.

You can recycle.

Recycle means to make used materials into new things.

You can recycle paper, plastic, and glass.

You can recycle many other things too.

Write one thing you use that is made from recycled material.

A writing area enclosed in a rounded rectangle. It contains four horizontal lines for writing. Each line set consists of a light blue top line, a yellow middle line, and a light blue bottom line. The lines are evenly spaced and extend across the width of the rectangle.

Directions: For Social Studies, 1st Graders read Week 21 from April 20th-April 24th. The following week, April 27th-May 1st they read Studies Week 22.

First Grade Studies Weekly™

GRADE 1

Changes in Communities

Before people lived on Earth, only plants and animals were here.



More than 3,000 years ago, people began to change things. They cut down trees and other plants, so they could grow food and build villages.



Changes in Communities



Over time, the number of people on Earth kept getting larger. They needed more food, so they cleared more land for farms. They cleared land to raise cows, horses and sheep.



The first roads were just dirt paths made by people and animals walking from place to place. Later, people built better roads to get from one place to another. After cars were invented, people needed more and more roads.



Soon even more people were living on Earth. They built more homes and other buildings. Villages kept getting bigger. Many villages grew to be large cities.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

• The student demonstrates ways in which people have modified the physical environment and the consequences of these modifications.

• The student determines ways people can conserve and replenish natural resources.

All of the changes people make in their communities have consequences.



Clearing the land destroyed many animals' homes. Some animals became extinct (gone forever). Other animals may be extinct someday.



There are traffic jams on many roads. Pollution is making the air and water in many places very dirty. How can we help keep the Earth clean and safe?

Natural resources are things found in nature, like air and water. People need clean air and clean water every day. There are many things we can do to protect our natural resources.



We can take buses, ride bicycles or walk instead of driving cars. We can turn off the lights and television when we leave a room. We can take shorter showers. We can recycle.



Name _____

Crossword Puzzle

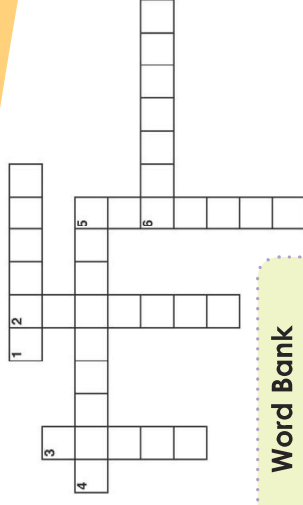
- ACROSS**
- Before _____ lived on Earth, there were only plants and animals.
 - _____ is making the air and water in many places very dirty.
 - There are _____ jams on many roads.

DOWN

- Animals that are _____ are gone forever.
- People built _____ to get from one place to another.
- _____ resources are things found in nature.

Word Bank

- traffic
- roads
- Natural
- Pollution
- people
- extinct



Listen and follow along as your teacher reads each sentence. If the sentence tells something that is correct, circle yes. If the sentence tells something that is not correct, circle no.

- The changes people make in their communities have consequences.

yes no

- People need clean air and clean water every day.

yes no

- The first roads were made of concrete.

yes no

Circle the word that rhymes with the first word in each box.

rock	road	round	toad
------	------	-------	------

jump	jam	clam	may
------	-----	------	-----

home	house	sound	mouse
------	-------	-------	-------

plan	can	camp	candle
------	-----	------	--------

Goods and Services

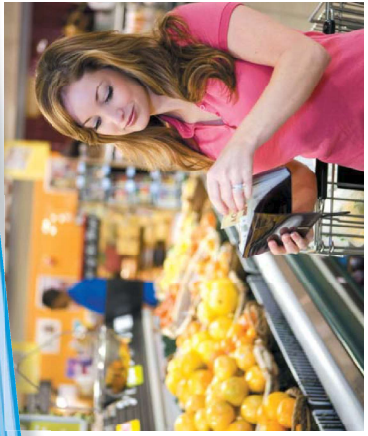


People in every community have needs and wants. Some of the things they need and want are called goods. Goods are things made for people to buy, like skateboards and helmets.

A service is work or a duty that someone does for another person. When parents aren't home, they can hire a babysitter. Taking care of children is a service that babysitters do.



Goods and Services



Consumers are people who pay for goods or services. They can buy many goods and services in their own communities. Some things they need and want come from other communities.



Producers are people who make goods or provide services for consumers. They sell some goods and services in their own communities. Some producers send goods to other communities, too.



People all over the United States and around the world depend on each other for many things. The U.S. sends airplanes, cotton, and other things to many countries. People in the U.S. buy things like cars, clothes and coffee that come from other countries.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

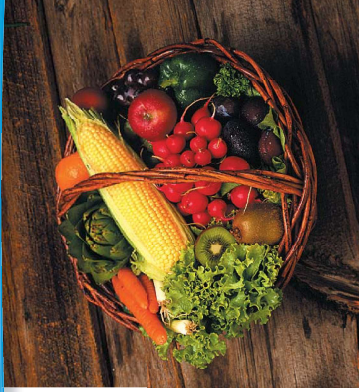
- The student identifies capital resources.
- The student knows the differences between consumers and producers and between goods and services.



When you need or want something, there is usually a cost. If you want to plant a garden, you have to spend money to buy seeds or plants. You also have to spend time working in your garden.



People use money to buy things they need and want. Money is a capital resource. Most people earn money by working.



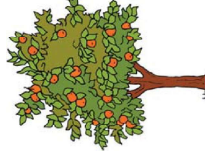
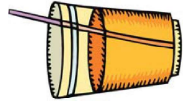
Needs and wants have benefits, too. Benefits are the good things that happen, you plant a garden, you can get beautiful flowers or delicious fruits and vegetables.

Did you know that citrus trees have been growing in Florida for more than 400 years? Today, there are millions of orange and grapefruit trees in Florida. Most of the orange juice sold in the United States is Florida orange juice.



Name _____

Put these pictures in order by putting a number under each picture.



Fill in the Blanks

Word Bank

- pay
- cost
- service
- money

1. A _____ is work or a duty that someone does for another person.
2. Consumers are people who _____ for goods or services.
3. People use _____ to buy things.
4. When you need or want something, there is usually a _____.

Word Search

S	C	B	E	N	E	F	I	T
E	G	O	R	M	H	D	R	G
R	A	K	N	Y	W	E	L	O
V	R	I	V	S	C	G	E	O
I	D	X	Z	U	U	H	I	D
C	E	I	D	F	U	M	B	S
E	N	O	I	G	C	S	E	T
S	R	C	I	T	R	U	S	R
P	R	E	S	O	U	R	C	E

Word Bank

- citrus
- consumer
- goods
- resource
- benefit
- producer
- garden
- services



At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

Caperucita Roja

**by Argentina
Palacios**

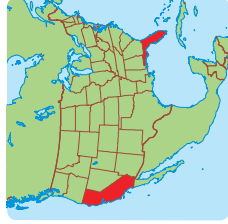
More Key Words

direction



North is a **direction**.

• far



The red states are **far** from each other.

• follow



Follow the path through the grass.

location



Our tent is in a good **location** by the lake.

• near



I sit **near** the window.

Talk Together

Describe a **Key Word** while your partner asks questions about it.

There are four of them. One of them is South.

Is it direction?

Add words to My Vocabulary Notebook.
[NGReach.com](https://www.ngreach.com)

• High Frequency Word

Read a Modern Fairy Tale

A **modern fairy tale** is a new version of an old story that has been told for many years.

Most fairy tales begin like this.

Once upon a time, a young girl lived in a village south of a forest.

Reading Strategy

As you read, think of the 7 strategies you learned. Which strategies will help you understand the text?

Caperucita Roja



by **Argentina Palacios**
illustrated by **Valeria Docompo**



Once upon a time, a young girl lived in a village **south** of a forest. She had a red riding hood. She loved it. She wore her red riding hood every day. So people called her Caperucita Roja.





One day, Caperucita Roja's Mamá said,
 "Hija, Abuelita is sick. Take her some food.
 Visit with her for a while."

"Sí, Mamá," Caperucita Roja said.
 "I will go now."



“**Follow** the shortest **path**. Do not get distracted. Go quickly!” Mamá said. “Do not forget your map.”

“Sí, Mamá. I will take the map with me,” said Caperucita Roja.



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The village was south of the forest. Abuelita's house was **north** of the forest. Caperucita Roja followed the **directions** on her map. She knew exactly where to go!



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Suddenly, a wolf stepped out of the forest. He was big, and he was bad. So people called him Big Bad Wolf.

“Hello, Caperucita Roja,” he said. “Look at those pretty flowers. You should take some flowers to Abuelita.”



One, two, three, four flowers. Caperucita Roja got distracted.

The wolf wanted to eat Caperucita Roja. But people were walking on the path. They would not want Caperucita Roja to be eaten. They would stop him.



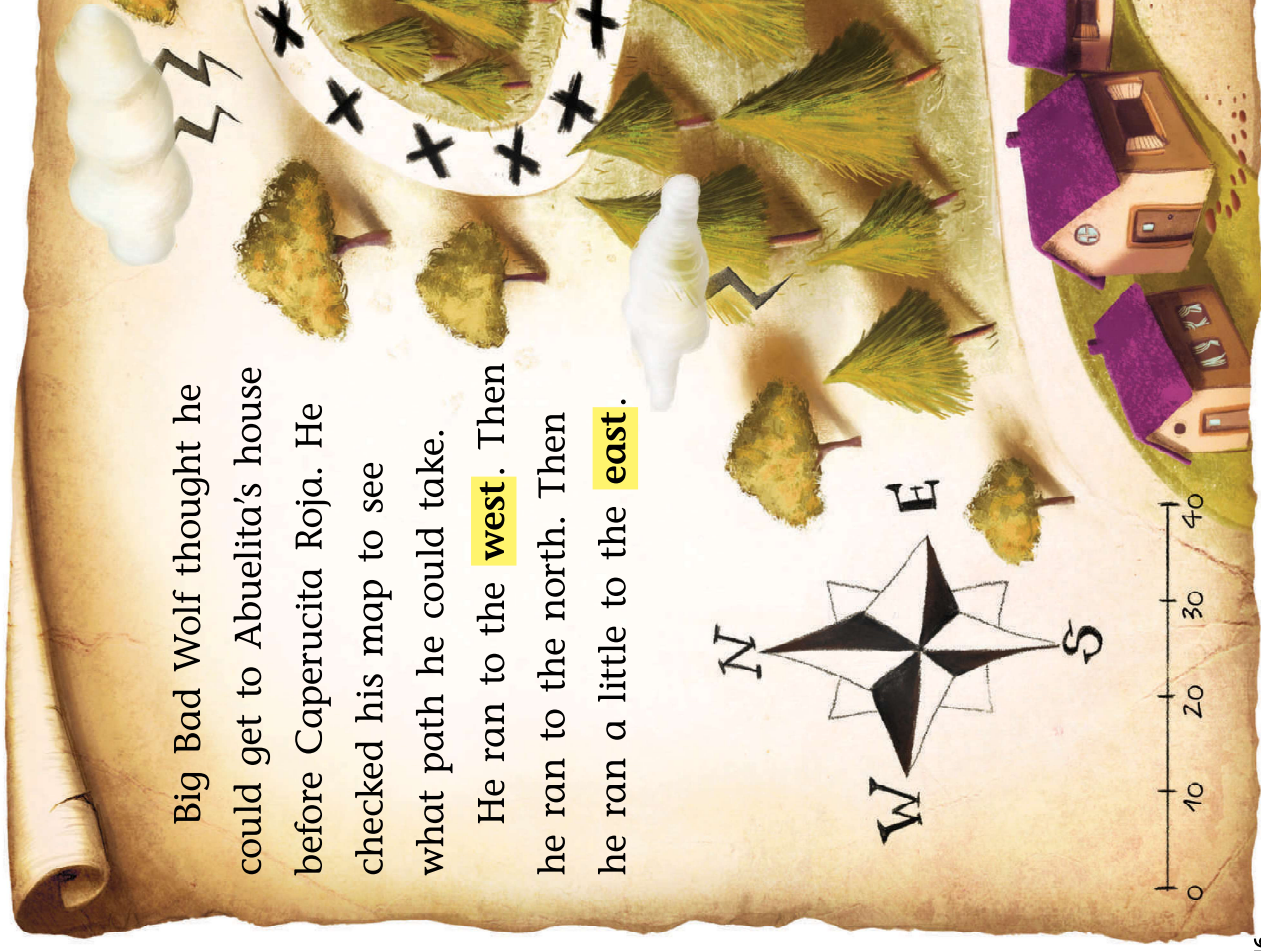
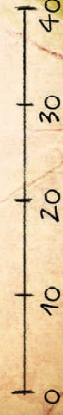
Big Bad Wolf was unhappy. Then he had an idea.

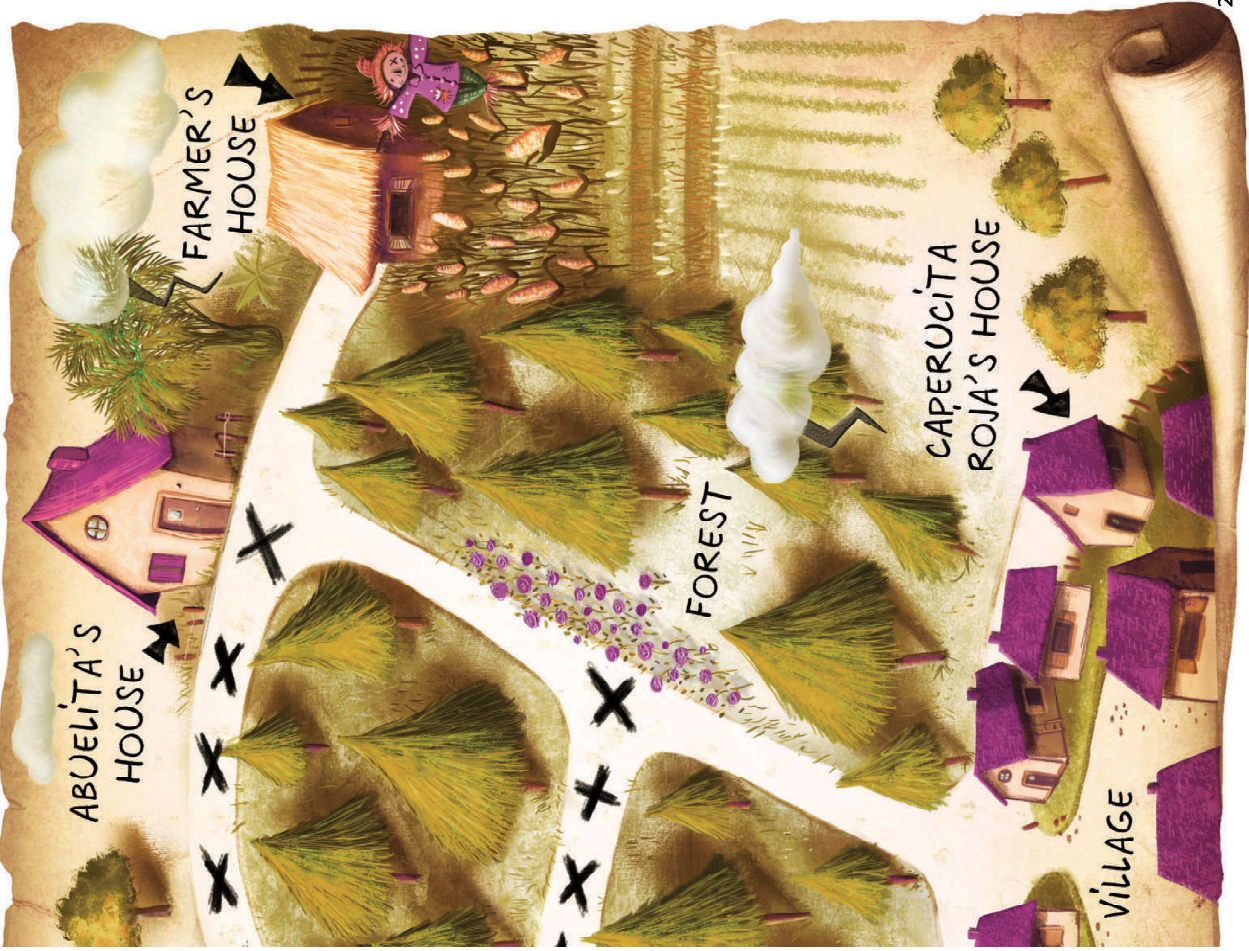
He ran away, but Caperucita Roja didn't notice. She was too busy picking flowers for Abuelita.



Big Bad Wolf thought he could get to Abuelita's house before Caperucita Roja. He checked his map to see what path he could take.

He ran to the **west**. Then he ran to the north. Then he ran a little to the **east**.





Big Bad Wolf knocked on Abuelita's door. "It is Caperucita Roja," he said. "Come in, my dear," said Abuelita. The wolf looked at Abuelita. He didn't want to eat her at all. She was too skinny.



"She does not look tasty," Big Bad Wolf said to himself. So he pushed Abuelita out of the bed and into the closet!

Then Big Bad Wolf put on one of Abuelita's nightgowns. "Now I look like Abuelita. I will eat Caperucita Roja," he said to himself.

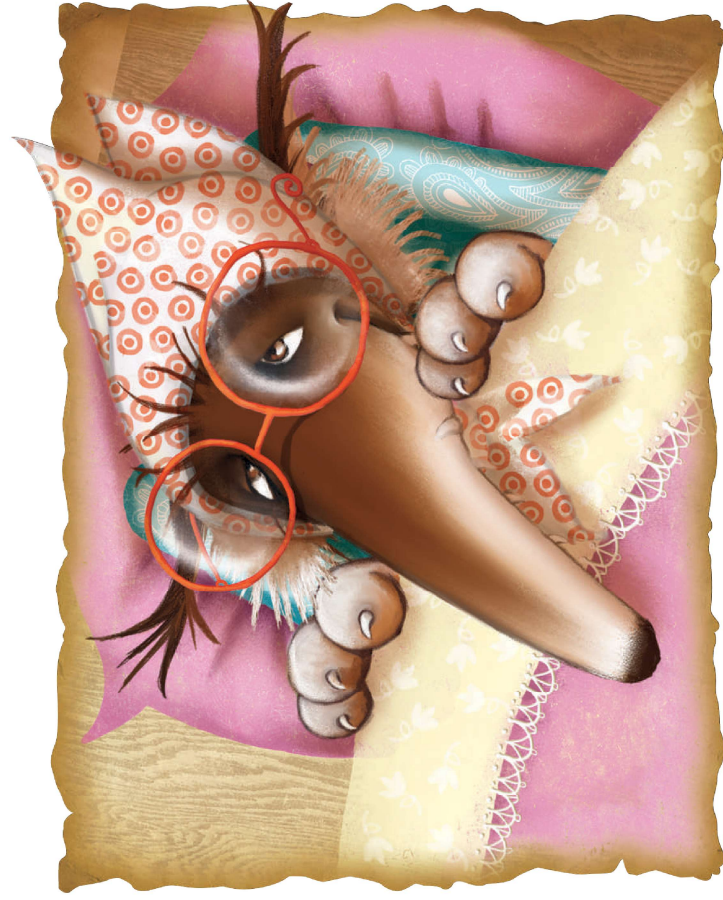


Caperucita Roja knocked on the door.

"Come in!" Big Bad Wolf tried to sound like Abuelita. But his voice was too low.

"That does not sound like Abuelita,"

Caperucita Roja said to herself. She opened the door. Something was wrong.



Caperucita Roja saw two long ears.
 They were not Abuelita's ears.
 Then she saw one very long nose.
 It was not Abuelita's nose.
 She saw two little, brown eyes.
 They were not Abuelita's eyes.



Caperucita Roja went east. She ran and ran. She told the farmer about the wolf.

"I scare rabbits out of my garden every day. I will scare away that wolf! I will save Abuelita!" he shouted. And they ran off together.



When Big Bad Wolf saw the angry farmer, he jumped out of the bed. He tried to go **right**. He tried to go **left**. He could not escape. The farmer was too fast for him. So Big Bad Wolf jumped out of the window!

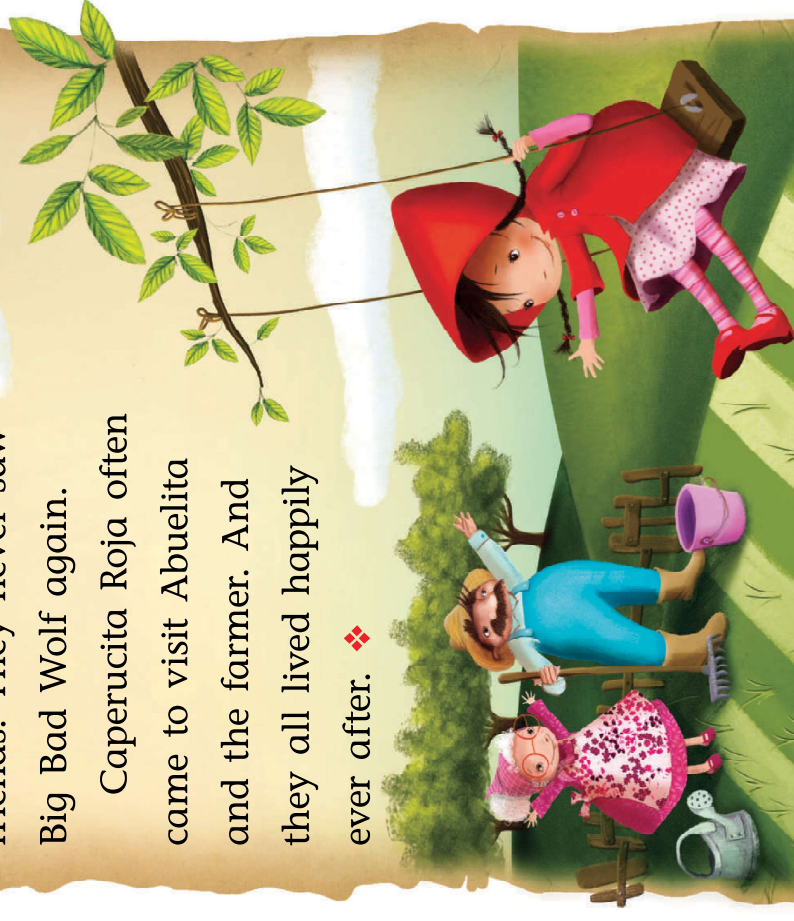


Caperucita Roja opened the closet door.
She helped Abuelita back into the bed.

“Thank you for your help!” Caperucita
Roja said to the farmer. “I could not have
saved Abuelita without you.”

Abuelita began to feel
better quickly. She and
the farmer became good
friends. They never saw
Big Bad Wolf again.

Caperucita Roja often
came to visit Abuelita
and the farmer. And
they all lived happily
ever after. ♦



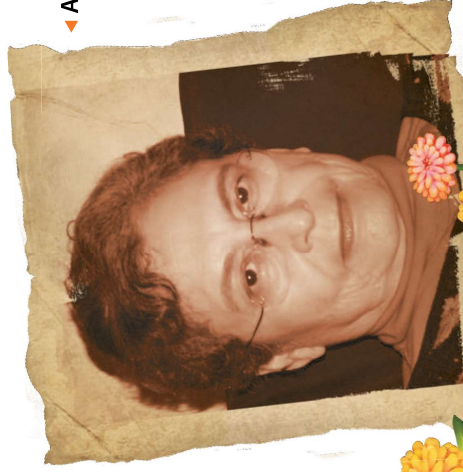
Meet the Author

AWARD
WINNER

Argentina Palacios

Argentina Palacios was born in Panama, and then moved to the United States. She was a Spanish teacher in Texas.

Now Ms. Palacios writes stories in English and Spanish. She also gives tours to children at a zoo because she loves animals.



◀ Argentina Palacios

Writer's Craft

Argentina Palacios ended this story by solving the problem and telling us what happens to the characters afterward. What else would you add to the ending?

Talk About It

1. Which character in the story is sick?

_____ is sick.

2. How does Big Bad Wolf get to Abuelita's house before Caperucita Roja?

Big Bad Wolf _____.

3. How does Caperucita Roja use a map to get help?

Caperucita Roja uses a map to _____.

Learn test-taking strategies.

 [NGReach.com](https://www.NGReach.com)

Write About It

This fairy tale teaches you to know when you are in trouble and to go for help. When have you needed help? Who did you go to?

I needed help _____.

I went to _____.



Identify Problem and Solution

Caperucita Roja has a problem with the Big Bad Wolf. What is it and how does she solve it?

Problem-and-Solution Chart

Problem: Big Bad Wolf is trying to eat Caperucita Roja.
↓
Event 1:
Event 2:
Event 3:
↓
Solution:

Use your chart to retell the story of *Caperucita Roja*.

The farmer scares Big Bad Wolf away.



Name _____

Date _____

Reread and Retell: Problem-and-Solution Chart

Caperucita Roja

List the events and solution to the problem below.



Problem: Big Bad Wolf is trying to eat Abuelita.
↓
Event 1:
Event 2:
Event 3:
↓
Solution:



Use your Problem-and-Solution Chart to retell the story to a partner.



Prefixes

base word	un-
	
Caperucita is happy . happy	Big Bad Wolf is unhappy . un + happy = unhappy
base word	prefix base word new word

A **prefix** is a word part. Add a prefix to the **beginning** of a base word to change the meaning. What does **unhappy** mean?

Try It Together

Add the prefix **un-** to each word. Talk about the new meaning of each word.

Word	New Word
lucky	unlucky
safe	
kind	
fair	

Try each activity! Now see if you can do each activity for 20 seconds!



TABATA





1. JUMPING JACKS



10 SEC REST

20 SEC MOVE



Jumping Jacks!



2. PUSH-UPS



10 SEC REST

20 SEC MOVE



Push-ups



3. CRUNCHES



10 SEC REST

20 SEC MOVE



Crunches



4. BURPEES



10 SEC REST

20 SEC MOVE



Burpees or Plank



5. HIGH KNEES



10 SEC REST

20 SEC MOVE



High Knees



6. JOG IN PLACE



10 SEC REST

20 SEC MOVE



Jog in Place