GRADE 1

Kern County Resource

COVID 19 School Closure Study Packet

Dear Parents/Queridos Padres,

This resource, developed by Bakersfield City School District (BCSD) and in partnership with Kern County Superintendent of Schools, has been provided to support learning during the COVID-19 school closures. It includes daily assignments for 10 school days involving all content areas. You can assist your child by providing them with a quiet time every day to complete their work. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

El recurso, desarrollado por el Distrito Escolar de la Ciudad de Bakersfield (BCSD) y en colaboración con la Superintendencia de Escuelas del Condado de Kern, se ha proporcionado para apoyar el aprendizaje durante los cierres escolares de COVID-19. Incluye tareas diarias durante 10 días escolares involucrando todas las áreas de contenido. Puede ayudar a su hijo proporcionándole un trabajo.

Dear Students/Queridos Estudientes,

Please do your best to complete your work each day and use the activity tracker to check off your work. The activities were chosen so that you can continue learning while the school is closed.

Haz tu mejor esfuerzo para completar tu trabajo todos los días y usa el rastreador de actividad para marcar tu trabajo. Las actividades fueron elegidas para que pueda continuar aprendiendo mientras la escuela está cerrada.

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

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- ❑ Reading
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F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

GARDEN YOGA FOR KIDS

Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.

Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.

Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.

Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.

Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.

printable yoga poster

EXERCISES FOR KIDS

1. Planks

2. Push-ups

3. Crunches

4. Cycling

5. Lunges

6. Running

Daily Movement Activities/Actividades diarias de movimiento

let's play...

early years

musical statues

Equipment needed – music player

Pick a games leader who is in charge of the music. He or she plays the music while everyone else dances around the room. When the music stops, everyone must freeze like a statue. The last person to stand completely still is out, and anyone moving when the music is not playing is also out.

The game continues until the person left at the end is the winner.

AGE 2 AND UP

hop about!

One player is the 'hop leader' while all the others have three lives. The hop leader picks a magic word, and every time they say it, all players must hop three times on the spot. Each time they miss it, they lose a life. When all their lives are gone they're out of the game.

AGE 2 AND UP

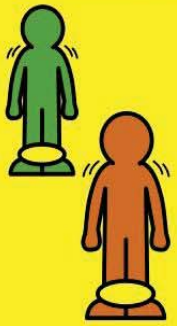
wiggly worms

Ask the kids to lie on the floor on their tummies with their hands by their sides, and see how far they can wiggle around the room.

AGE 1 AND UP

change 4 life

Eat well Move more Live longer



penguin shuffle

Equipment needed – a small beanbag

Players stand side by side with their 'eggs' (small objects, like beanbags) balanced on top of their feet. The first one to shuffle across the room without dropping their eggs wins.

AGE 2 AND UP

catch don't catch

Equipment needed – ball or small beanbag

Players stand in a circle with their arms crossed. One person in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball. If a player does the wrong thing or misses the ball, they're out!

AGE 3 AND UP

hot potato

Equipment needed – ball or small beanbag

All players stand in a circle and one person stands with his or her back to the circle and does not watch where the 'potato' is. Everyone passes a ball or small beanbag (or anything else for that matter) from person to person. When the player with his or her back to the circle shouts 'stop', the person holding the potato is out.

The game continues until the person left at the end is the winner.

AGE 3 AND UP

For more early years information ask a member of staff or search Change4Life.

For ideas on play geared towards disabled kids visit www.cafamily.org.uk

BCSD ISP Grade 1

Day 1 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The First Cars

Read aloud the text.

• **Ask** your child to find the words **case**, **made**, and **plain.**

Together, say the words sound by sound.

(c/a/se, m/a/de, pl/ai/n)

• **Ask:** How are these three words alike?

(All have a long **a** sound.) Which words have the same long **a** spelling pattern? **(case, made)**

Day 1 Writing

Writing Prompt: Draw a picture of a car. Label the parts you know.

Grammar/Spelling: Possessive Nouns

Day 1 Math

Chapter 4 Reteach Lessons 1, 2 & 3

- Lesson 1: Count Back 1, 2, or 3
- Lesson 2: Use a Number Line to Subtract
- Lesson 3: Use Doubles to Subtract

Count Aloud to 120

Count 50 objects and put them in groups of 10. You can count dried beans, pennies, marbles, legos, or anything you have 50 of.

Día 1 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

The First Cars

Leer el texto en voz alta.

• **Pídale** a su hijo que encuentre las palabras **case**, **made**, and **plain.**

Juntos, digan las palabras sonido por sonido.

(c/a/se, m/a/de, pl/ai/n)

• **Pregunte:** ¿en qué se parecen estas tres palabras?

(Todos tienen un sonido largo **a**.) ¿Qué palabras tienen el mismo patrón de ortografía? **(case, made)**

Día 1 Escritura

Mensaje de escritura: Dibuje un automóvil. Indica/marca las partes que conoces.

Gramática/Ortografía: Possessive Nouns

Día 1 Matemáticas

Capítulo 4: Lecciones de Re-enseñanza 1, 2 & 3

- Cuenta 1, 2, o 3
- Usa una línea numérica para restar
- Usa dobles para restar

Cuenta en voz alta hasta 120

Cuenta 50 objetos y póngalos en grupos de 10. Puede contar frijoles secos, centavos, canicas, legos or cualquier cosa que tenga 50.

The First Cars

Out on the road today, there are lots of cars. That was not always the case. The first car was made in 1769, but cars were not popular until the early 1900s.

- Circle a word that has the same **oa** sound as "toad."
- Underline a word that is another way of saying "all the time, every time."
- Put a * next to an important detail from the text.

In 1908, Henry Ford began making a car called a Model T. The Model T was slow and kind of plain. The Model T did not cost much and it worked well. It changed the way people lived!

Have students draw and write to respond to the text.

Car Picture

Name _____ Date _____

Possessive Nouns

Possessive nouns show that a person, place, or thing has or owns something. Add an apostrophe (') and an **s** to turn a singular noun into a possessive noun.

the toy of the child

the **child's** toy

Replace the underlined words with a possessive.

1. The head of the bird is red. _____

2. The fur of the cat is soft. _____

3. Where is the book of Pam? _____

4. We washed the car of Mom. _____

5. The bed of the dog is new. _____

6. The shoe of Ben is lost. _____

7. The door of the school is open. _____

Name _____

Lesson 1 Reteach

Count Back 1, 2, or 3

Counting back is one way to subtract.

Start with the first number.

Then count back.

Find 7 – 2.

Start at 7. Count back 2.

7, 6, 5

7 – 2 = 5

Count back to subtract. Use ⬭ to help you.

1.

Start at _____.

Count back _____.

5, _____, _____

5 – 2 = _____

2.

Start at _____.

Count back _____.

8, _____, _____, _____

8 – 3 = _____

3.

Start at _____.

Count back _____.

5, _____, _____, _____

5 – 3 = _____

4.

Start at _____ .

Count back _____.

9, _____, _____

9 – 2 = _____

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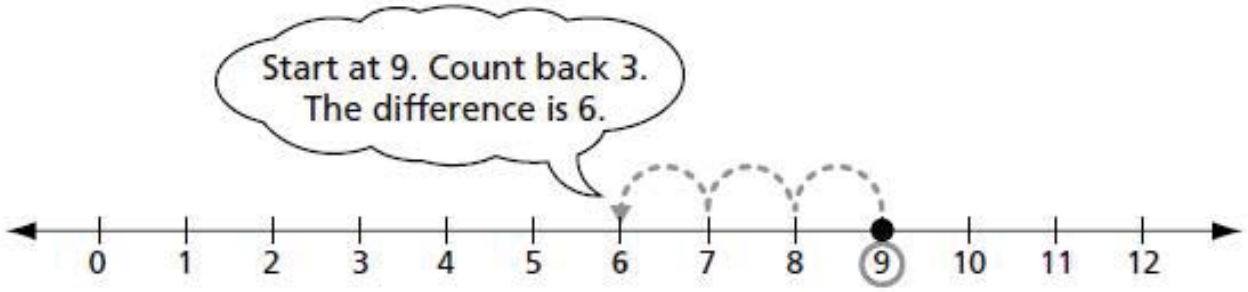
Name _____

Lesson 2 Reteach

Use a Number Line to Subtract

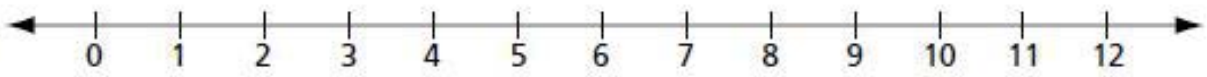
You can count back on a number line to subtract.
Find 9 – 3.



9 – 3 = _____

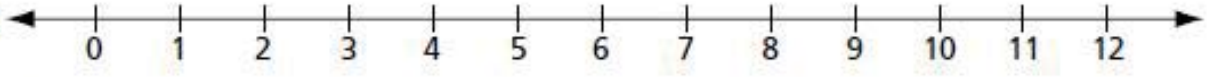
Use a number line to subtract. Start at the greater number. Count back.

1.



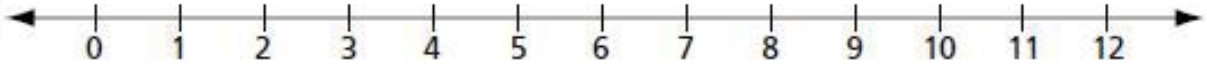
5 – 3 = _____

2.



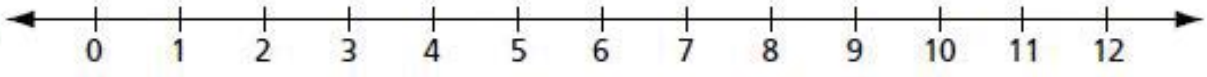
7 – 2 = _____

3.



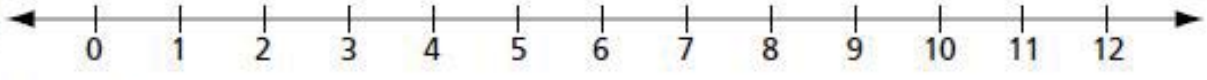
10 – 3 = _____

4.



6 – 2 = _____

5.



12 – 3 = _____

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Name _____

Lesson 3 Reteach

Use Doubles to Subtract

Use doubles to help you subtract.

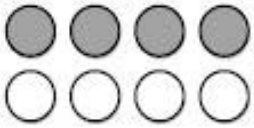
There are 8 gray counters and 8 white counters.

$8 + 8 =$ 16

Use the same doubles fact to subtract. Cross out 8 counters to subtract.

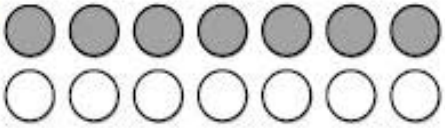
$16 - 8 =$ 8

Add the doubles fact. Then subtract.

1. 

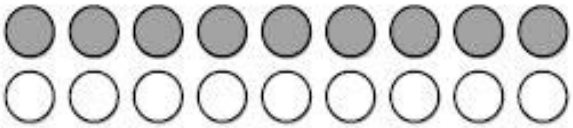
$4 + 4 =$ _____

$8 - 4 =$ _____

2. 

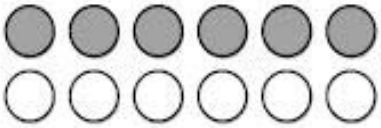
$7 + 7 =$ _____

$14 - 7 =$ _____

3. 

$9 + 9 =$ _____

$18 - 9 =$ _____

4. 

$6 + 6 =$ _____

$12 - 6 =$ _____

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Day 2 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The First Cars

Read aloud the text.

- **Together, say** the word first in parts. (f/ir/st)
  Then ask your child to find another word that ends with -st. (cost)
- **Ask:** What other words do you know that end with this sound?

Day 2 Writing

Writing Prompt: Write a letter to a friend

Grammar/Spelling: Possessive Nouns

Day 2 Math

Chapter 4 Reteach Lessons 4 (1) & 4 (2)

- Lesson 4 Parts 1 and 2: Problem Solving

Write addition story problems using the names in your family.

Skip count by 2's, 5's and 10's

Game: Visual Representation Concentration

Día 2 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

The First Cars

Leer el texto en voz alta.

- **Juntos,** digan la palabra primero en partes. (f/ir/st)
  Luego pídale a su hijo que busque otra palabra que termine con -st. (cost)
- **Pregunte:** ¿Qué otras palabras sabes que terminan con este sonido?

Día 2 Escritura

Mensaje de escritura: Escribe una carta a una amiga

Gramática / Ortografía: Possessive Nouns

Día 2 Matemáticas

Capítulo 4: Lecciones de Re-enseñanza 4 (1) & 4 (2)

- Resolviendo problemas

Escribe problemas de historias adicionales usando los nombres de tu familia.

Cuenta de saltos por 2, 5 y 10

Juego: Concentración de representación visual

Dear _____,

Your friend,

Name _____ Date _____

Possessive Nouns

Possessive nouns show that a person, place, or thing has or owns something. Add an apostrophe (') and an **s** to turn a singular noun into a possessive noun.

The door of the car is open.

The **car's** door is open.

Write a possessive noun for each sentence.

1. The _____ roar is loud.

lion

2. I wore my _____ hat.

brother

3. _____ shirt is blue.

Sam

4. The _____ blanket is soft.

baby

5. The _____ bowl is empty.

cat

6. The _____ fur is brown.

bear

Name _____

Lesson 4 Reteach (1)

Problem Solving
STRATEGY: Write a Number Sentence

You can write a number sentence to help you solve problems.

Toby has 7 . He broke 3 .

How many does Toby have now?

Step 1 **Read**

What do I know?

Toby has _____ .

He broke _____ .

What do I need to find?

_____

Step 2 **Plan**

How will I find how many he has?

I can subtract to find out how many

Toby has left.

I can _____.

Step 3 **Solve**

Write a number sentence.

_____ − _____ = _____

Toby has _____ left.

Step 4 **Check**

Is my answer reasonable? _____

How do I know? _____

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Name _____

Lesson 4 Reteach (2)

Problem Solving
STRATEGY: Write a Number Sentence

Write a subtraction number sentence to solve.

1. Justin has 7 pennies.
He spends 3.
How many pennies does he have left?

___ ◯ ___ ◯ ___ pennies

---

2. 10 children are playing tag.
3 of them go home.
How many children are still playing?

___ ◯ ___ ◯ ___ children

---

3. The Gomez family has 6 kittens.
They give 4 to friends.
How many kittens does the family keep?

___ ◯ ___ ◯ ___ kittens

---

4. Ida buys 9 books at a book fair.
She reads 2 of them.
How many books does she have left to read?

___ ◯ ___ ◯ ___ books

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Visual Representation Concentration

Objective: Build fluency with a variety of representations of quantities and match them to each other and their numeral.

**Cut Cards

Description:

1. Play with a partner
2. Lay out the cards face down.
3. The first player chooses 2 cards, turns them over, and decides if they match.
4. If they match, the player adds them to his/her pile. If they do not match, the cards are returned to their previous location.
5. Player 2 takes their turn. Players take turns until all cards are matched.

Concentración de representacion visual

Objetivo: Desarrollar fluidez con una variedad de representaciones de cantidades y unidas junto con sus números.

**Corte las tarjetas

Descripción:

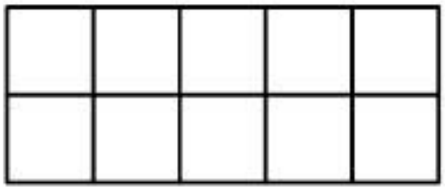
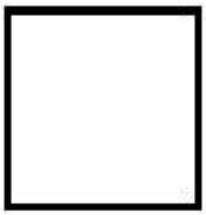
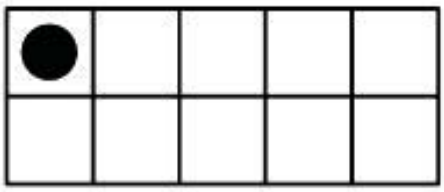
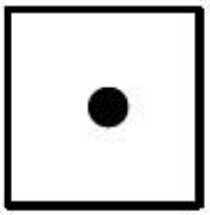
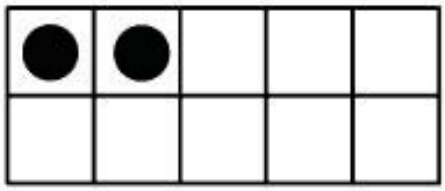
1. Juegue con pareja

2. Ponga las tarjetas boca abajo

3. El primer jugador escoge 2 tarjetas, las pone boca arriba, decide si coinciden.

4. Si coinciden, el jugador las agrega a su pila. Si no coinciden, las tarjetas se pueden regresar a su lugar anterior.

5. El segundo jugador toma su turno. Los jugadores toman turnos hasta que todas las tarjetas coincidan con su pareja.

0 	0 	0
0	1 	1 
1	1	2 

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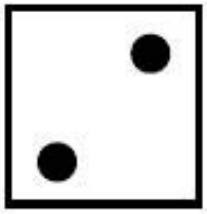
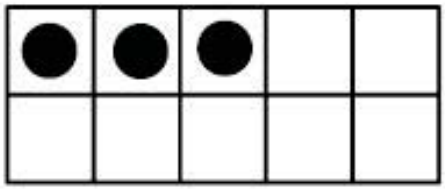
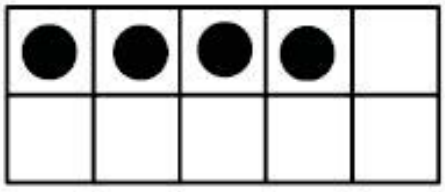
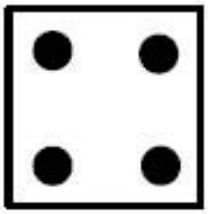
2 	2	2
3 	3	3
3	4 	4 

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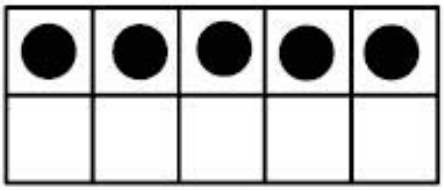
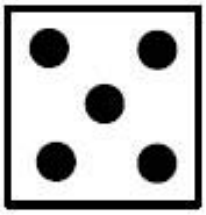
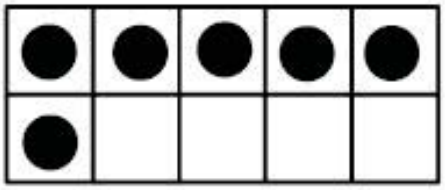
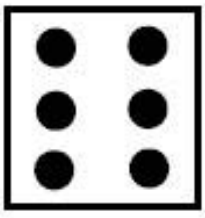
4	4	5 
5 	5	5
6 	6 	6

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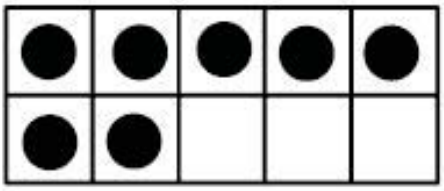
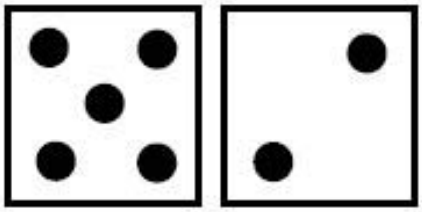
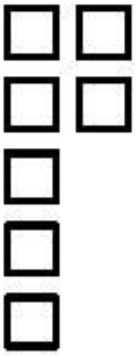
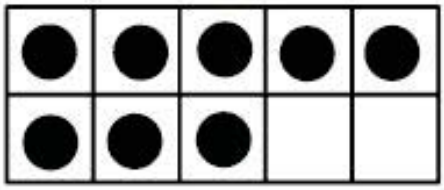
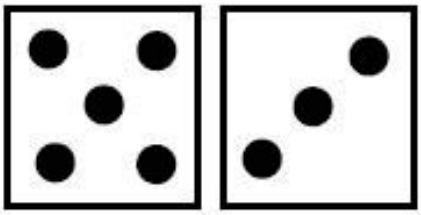
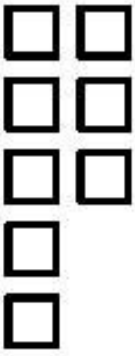
6	7 	7 
7	7 	8 
8 	8	8 

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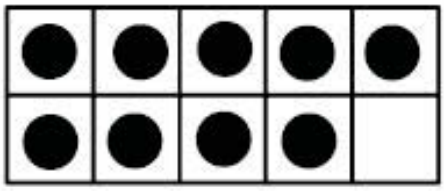
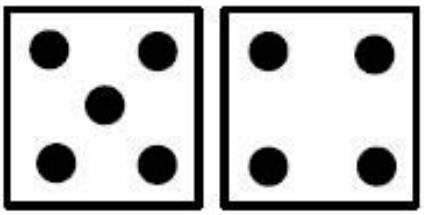
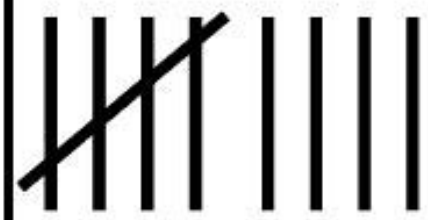
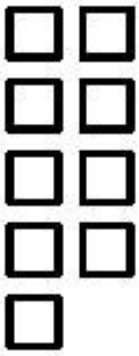
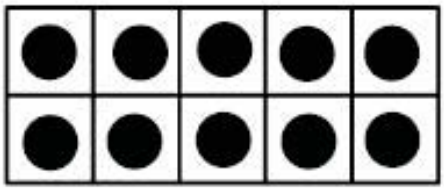
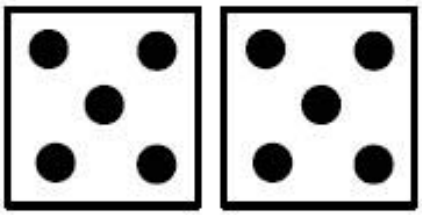
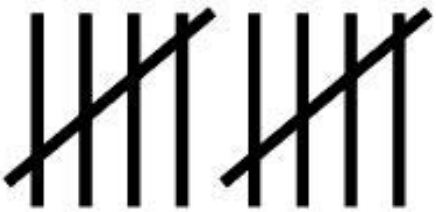
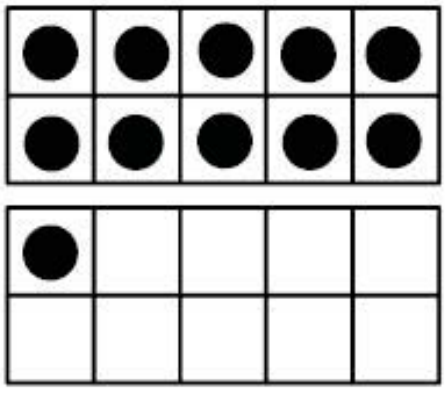
9 	9 	9 
9 	10 	10 
10 	10	11 

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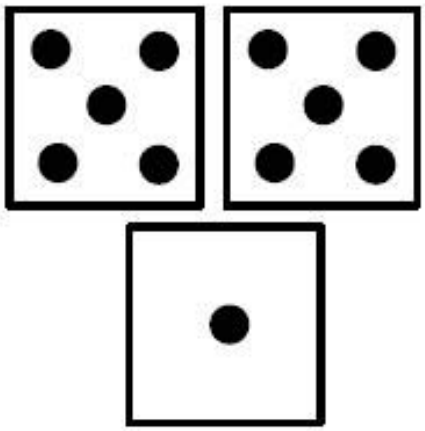

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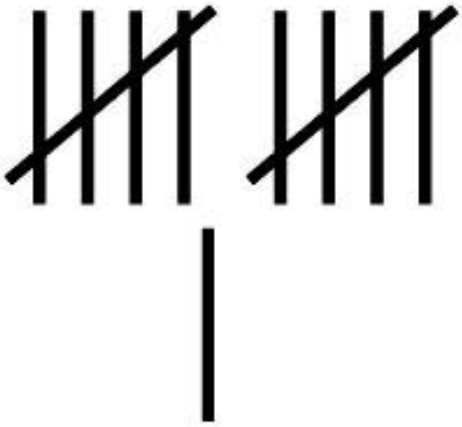

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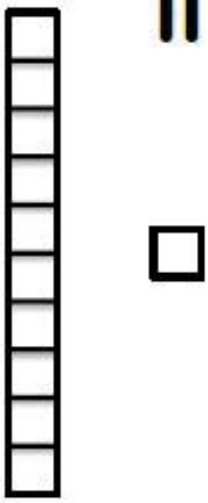

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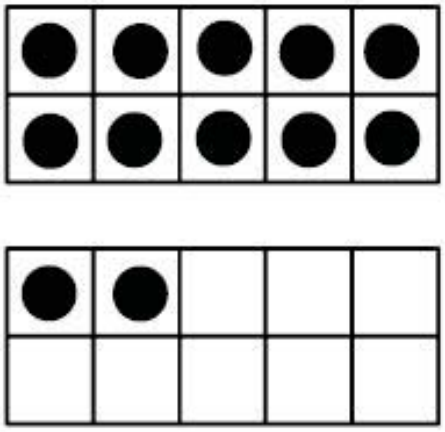

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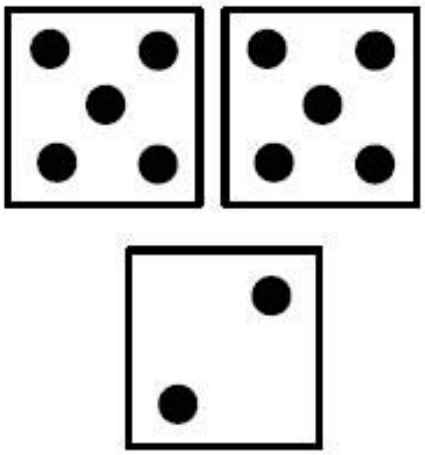

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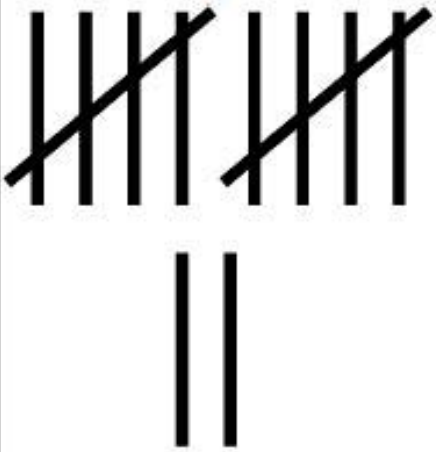

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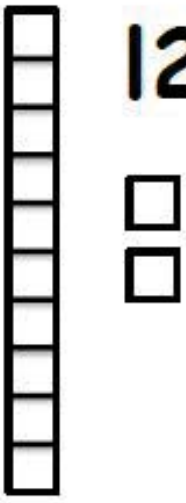

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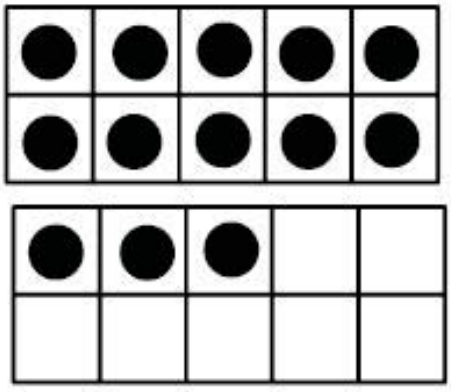

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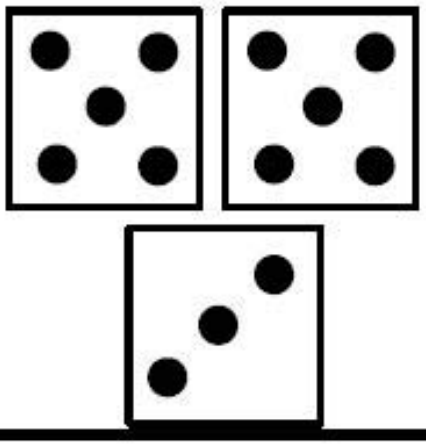

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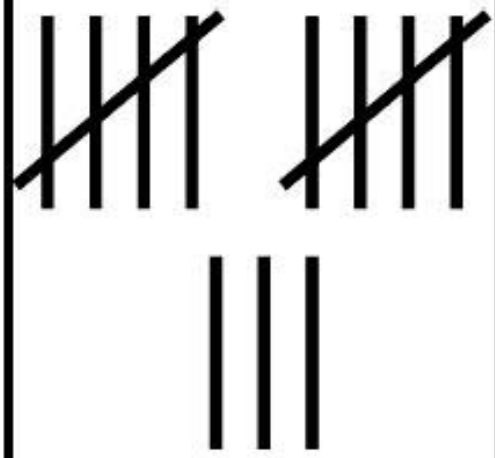

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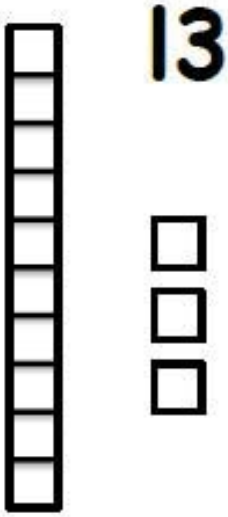

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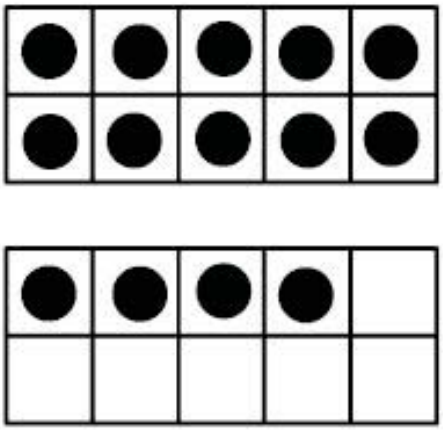

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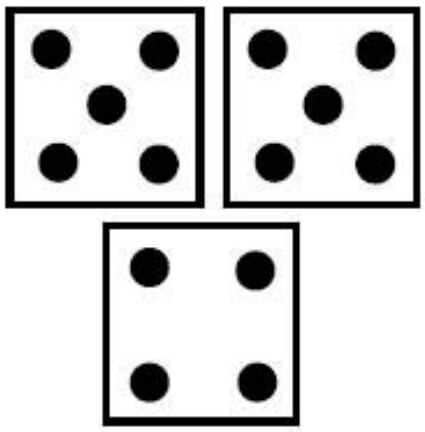

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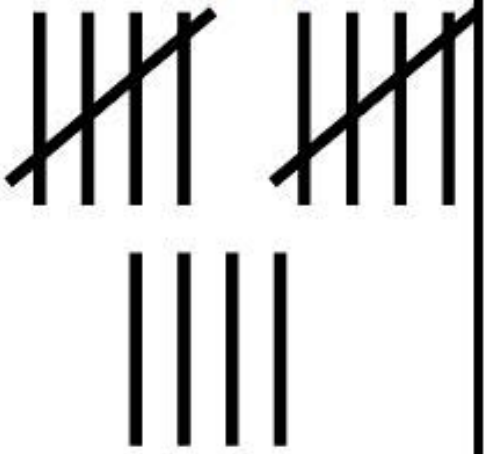

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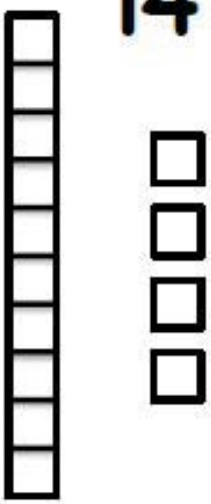

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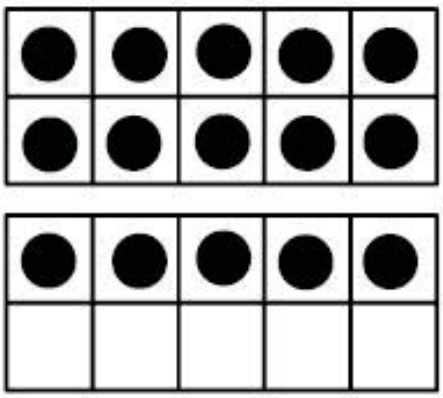

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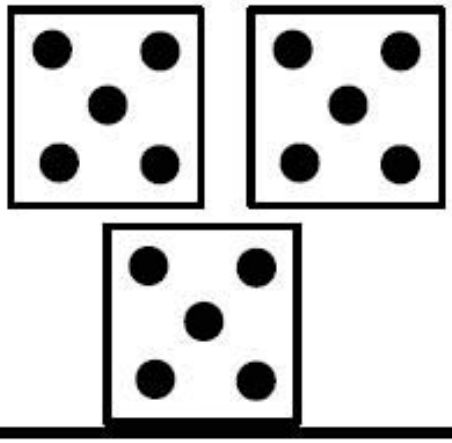

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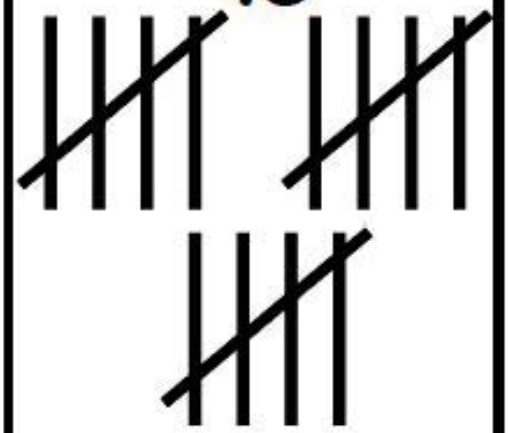

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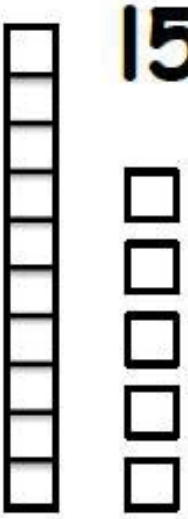

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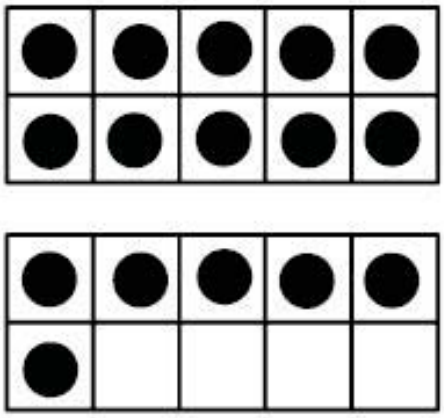

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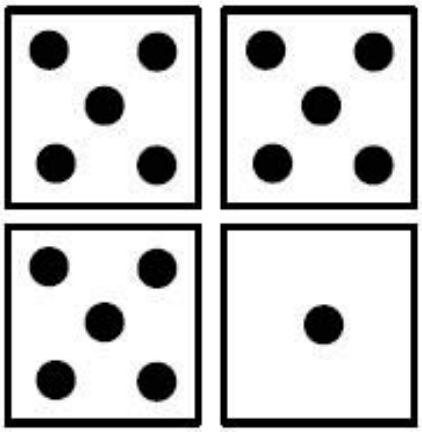

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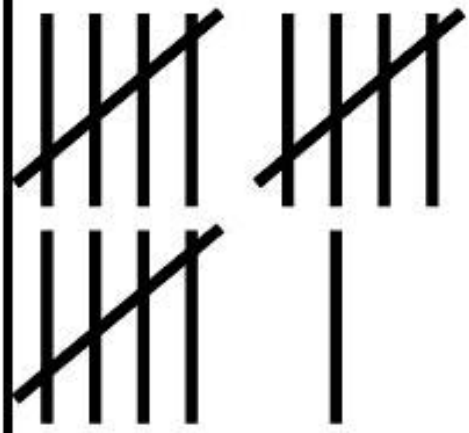

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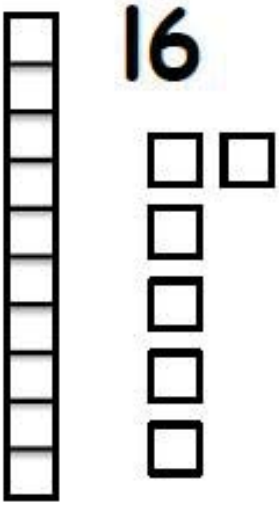

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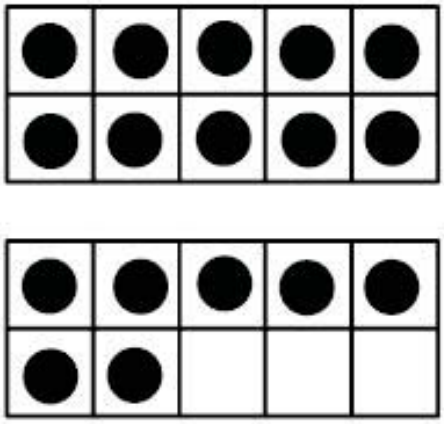

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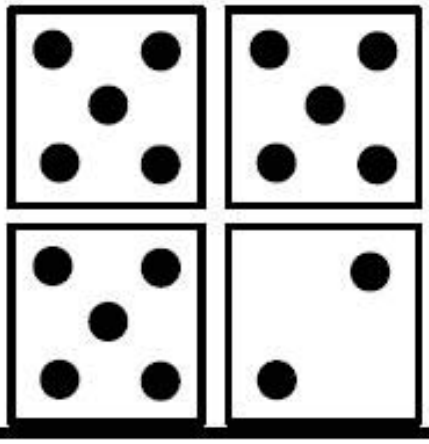

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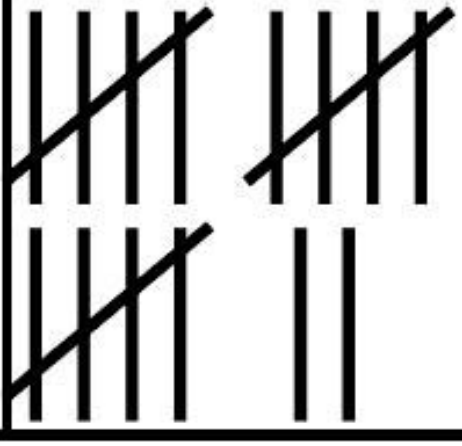

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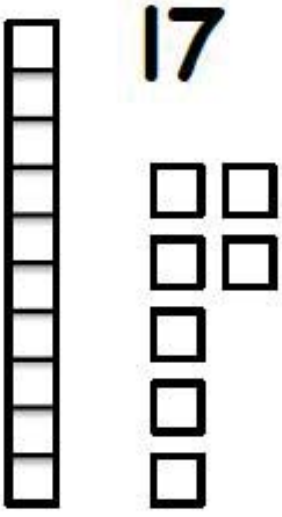

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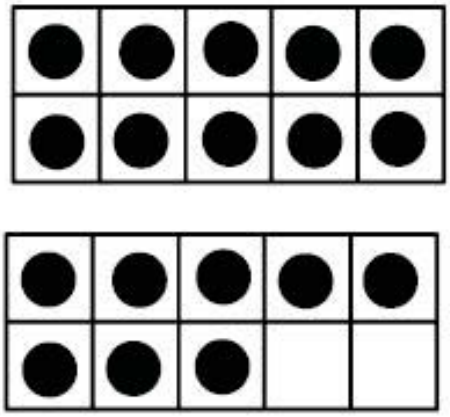

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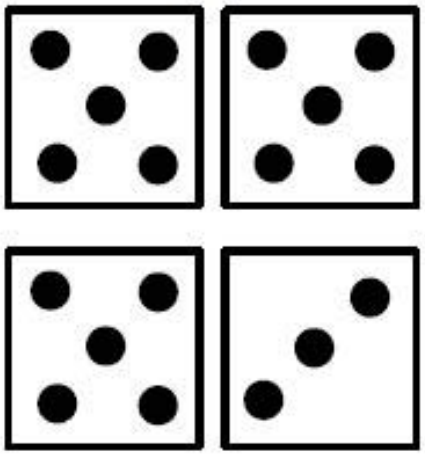

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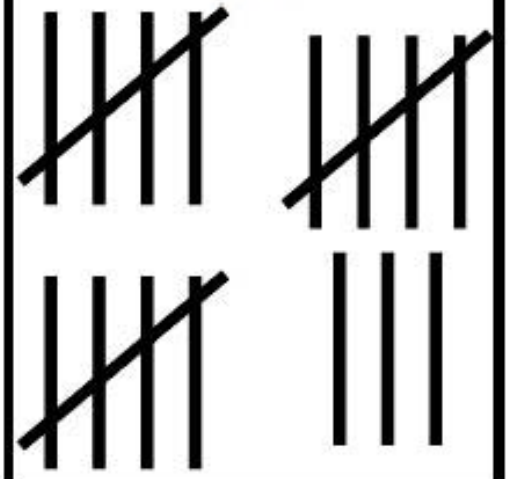

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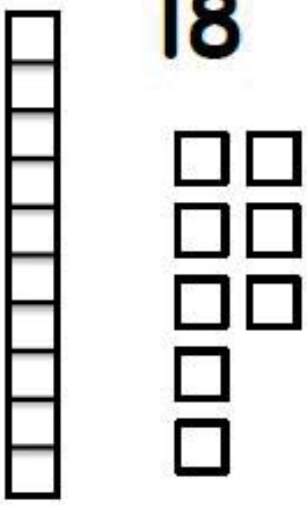

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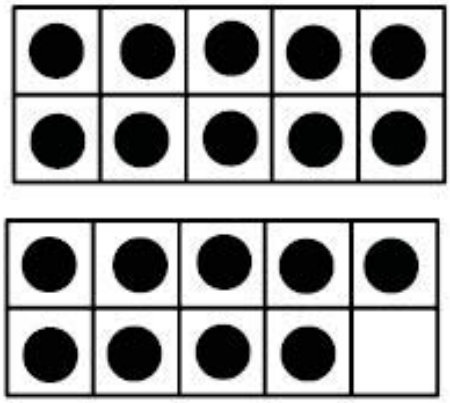

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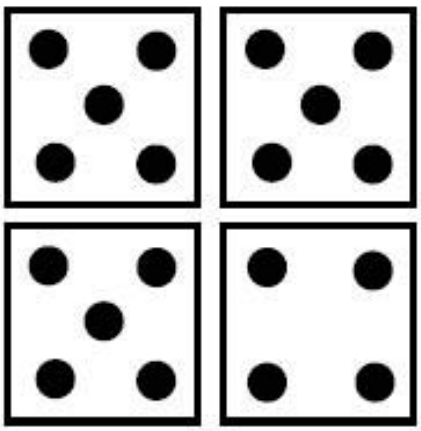

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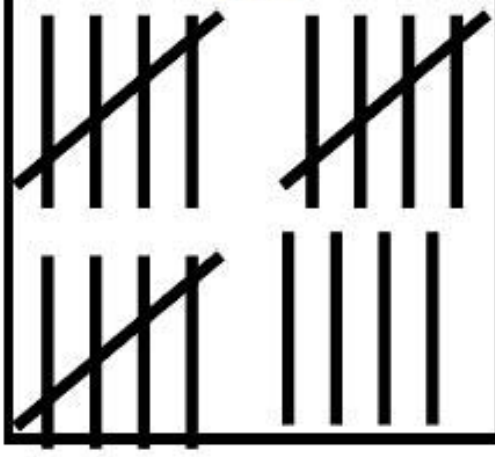

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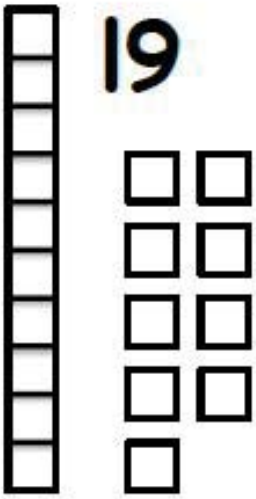

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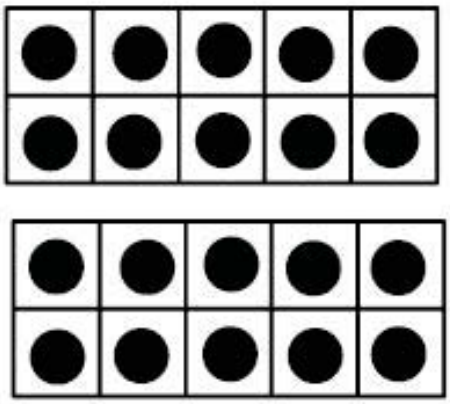

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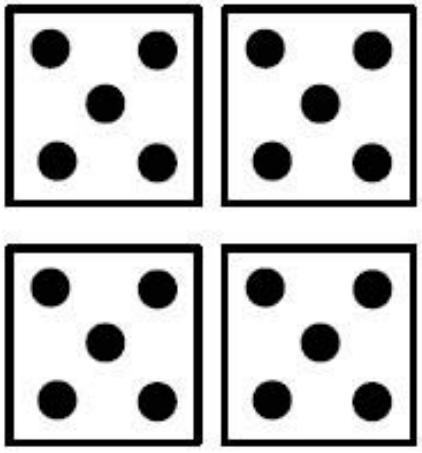
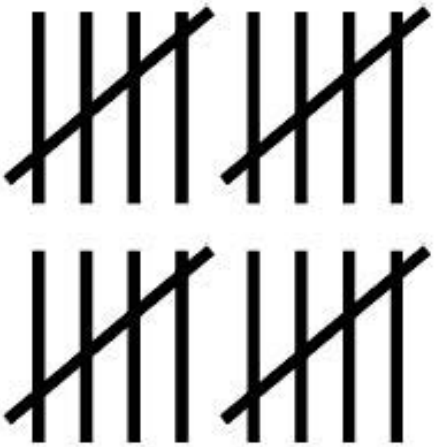
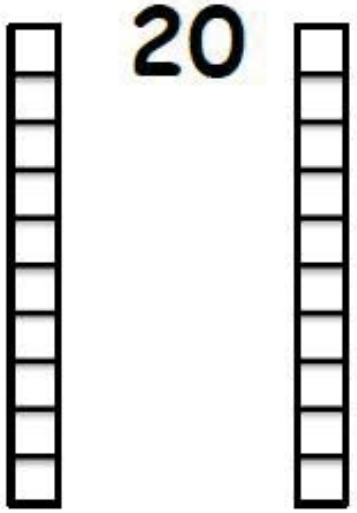
20 	20 	20 

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Day 3 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Horses to the Rescue

Read aloud the story.

• **Ask** your child to find words that begin with **wh-**. (When, wheel) Read the words together, emphasizing the **wh**- sound.

• **Challenge** your child to find the word that ends like when but begins with **th-.** (then)

Day 3 Writing

Writing Prompt: Draw picture of a horse. Label the parts you know.

Grammar/Spelling: Long o Vowel Teams and Single Letters

Day 3 Math

Chapter 4 Reteach Lessons 5 & 6

- Lesson 5: Make a 10 to Subtract
- Lesson 6: Use Related Facts to Add and Subtract

Find objects in your house that are 3-D shapes. Draw a few of your favorites.

Write a subtraction story problem using the names of your friends.

Día 3 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

Horses to the Rescue

Leer el texto en voz alta

• Pídale a su hijo que busque otra palabra que termine con **wh-**. (When, wheel) Lean las palabras juntas, enfatizando el sonido **wh**-.

• **Desafíe** a su hijo a encontrar la palabra que termina como **when** pero comienza con **th-.** (then)

Día 3 Escritura

Mensaje de escritura: Dibuje una imagen de un caballo. Rotula las partes que conoces

Gramática / Ortografía: Long o Vowel Teams and Single Letters

Día 3 Matemáticas

Capítulo 4: Lecciones de Re-enseñanza 5 & 6

- Haz un 10 para restar
- Usa hechos relacionados para sumar y restar

Encuentra objetos en tu casa que tengan formas tridimensionales. Dibuja algunos de tus favoritos.

Escribe un problema de resta con los nombres de tus amigos.

Horses to the Rescue

Tom groaned. He had not seen the hole in the road. When the front wheel of the car hit it, the car bounced. It went right into the pond! How was he going to get it out?

- Circle a word that has the same **oa** sound as "road."
- On the first page of the story, ~~underline~~ a proper noun.
- Put a ✳ next to an important event from the story.

Just then, Tom heard a laugh. Mr. Shay and his team of horses looked over the fence. "Need help?" Mr. Shay asked. He tossed Tom a rope to tie to the car. The horses pulled the car out.

"Give me a horse any day," Mr. Shay said. On this day, Tom had to agree!

Have students draw and write to respond to the text.

Horse Picture

Name _____ Date _____

Long o Vowel Teams and Single Letters

cold	found	toe	show	flows
your	toast	go	soap	hoe

Read each word below.
Write the spelling word that rhymes with it.

1. hope _____

2. sound _____

3. blows _____

4. roast _____

5. pour _____

6. hold _____

Write the four words that rhyme with each other.

_____ _____

_____ _____

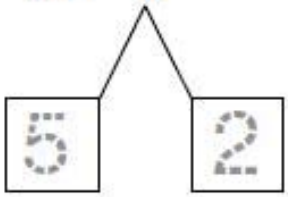
Name _____

Lesson 5 Reteach

Make 10 to Subtract

To subtract, take apart a number to make 10. You need to take 5 away from 15 to make 10, so break 7 into 5 and 2.

15 − 7



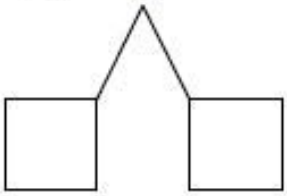
15 − 5 = 10

10 − 2 = 8

So, 15 − 7 = 8.

Solve.

1. 16 − 8



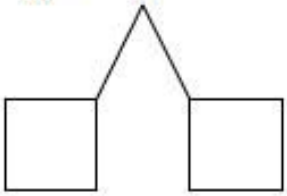
16 − ____ = ____

10 − ____ = ____

So, 16 − 8 = ____.

---

2. 17 − 9



17 − ____ = ____

10 − ____ = ____

So, 17 − 9 = ____.

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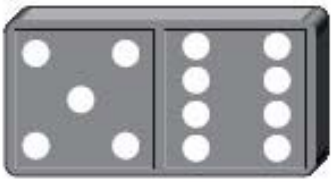
Name _____

Lesson 6 Reteach

Use Related Facts to Add and Subtract

Related facts use the same numbers.



Count 5 dots on the left. Count 8 dots on the right.

Make an addition fact: $5 + 8 = \square$

Start with 13 to write subtraction facts.

$13 - 8 = \square$ $13 - 5 = \square$

Add. Then write the related subtraction facts.

1. $6 + 8 = \square$ Subtract 8. $14 - \square = \square$

Subtract 6. $14 - \square = \square$

---

2. $9 + 4 = \square$ Subtract 4. $\square - \square = \square$

Subtract 9. $\square - \square = \square$

---

3. $5 + 9 = \square$ Subtract 9. $\square \bigcirc \square \bigcirc \square$

Subtract 5. $\square \bigcirc \square \bigcirc \square$

---

4. $9 + 7 = \square$ Subtract 7. $\square \bigcirc \square \bigcirc \square$

Subtract 9. $\square \bigcirc \square \bigcirc \square$

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Name _____ **Date** _____

Day 4 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Horses to the Rescue

Read aloud the story.

- **Ask** your child to name the ending punctuation for each sentence. (period, question mark, or exclamation point)
- **Together, read** the exclamations and questions with expression.

Day 4 Writing

Writing Prompt: Mr. Shay helped Tom. Draw and write about a time when someone helped you.

Grammar/Spelling: Long o Vowel Teams and Single Letters

Day 4 Math

Chapter 4 Reteach Lessons 7 & 8

- Lesson 7: Fact Families
- Lesson 8: Missing Addends

Practice dividing your food into equal parts during meals and snacks today.

Pick a number. What is one more? One less? Ten more? Ten less?

Día 4 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

Horses to the Rescue

Leer el texto en voz alta.

- **Pídale** a su hijo que nombre la puntuación final de cada oración. (punto, signo de interrogación o signo de exclamación)
- **Juntos, lean** las exclamaciones y preguntas con expresión.

Día 4 Escritura

Mensaje de escritura: El Sr. Shay ayudó a Tom. Dibuja y escribe sobre un momento en que alguien te ayudó.

Gramática / Ortografía: Long o Vowel Teams and Single Letters

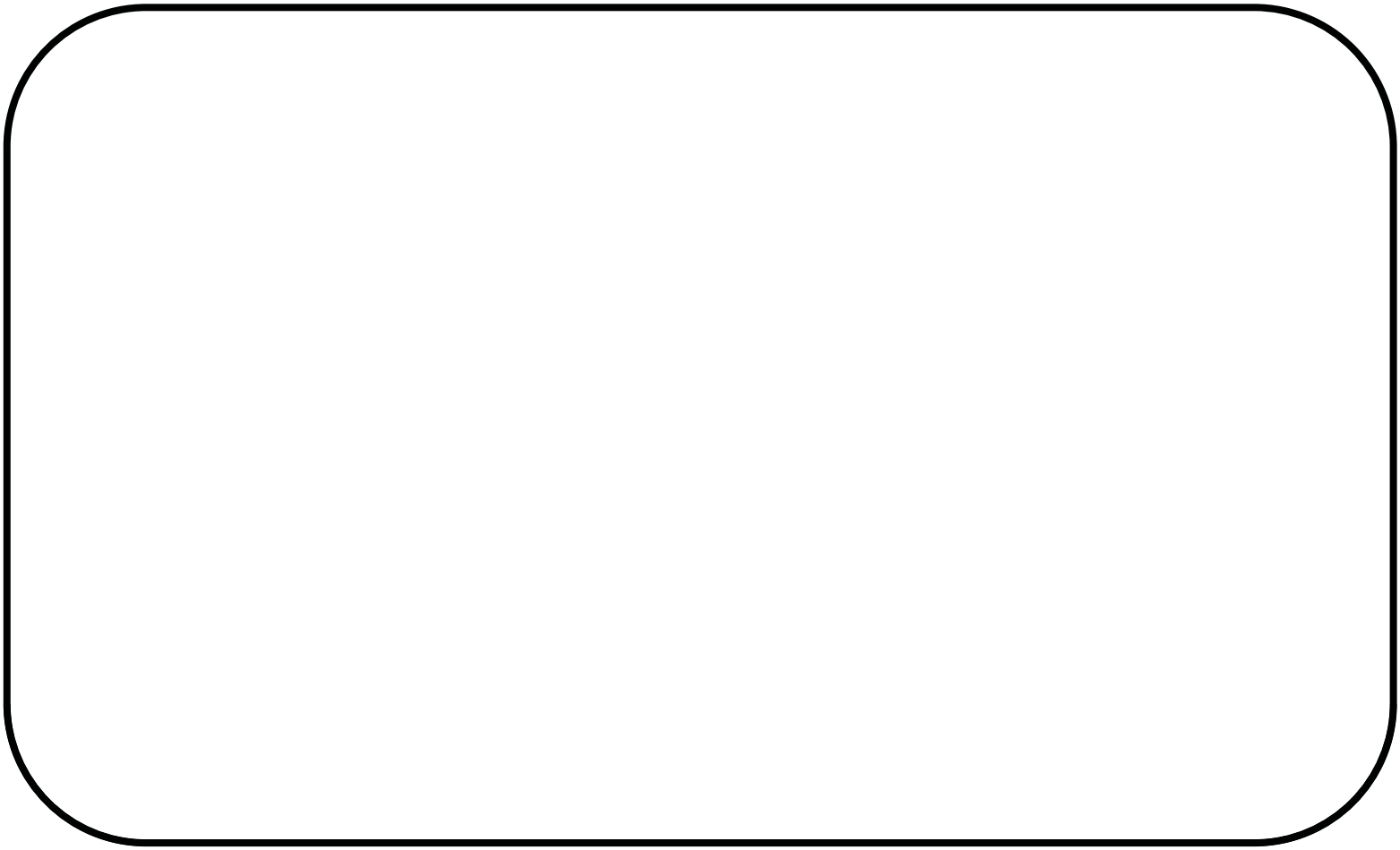
Día 4 Matemáticas

Capítulo 4: Lecciones de Re-enseñanza 7 & 8

- Leccion 7: Familias de operaciones
- Leccion 8: Agregados faltantes

Práctica dividir tu comida en partes iguales durante las comidas y meriendas.

Elige un número. ¿que es uno más? ¿uno menos? ¿diez más? ¿diez menos?



Name _____ Date _____

Long o Vowel Teams and Single Letters

cold	found	toe	show	flows
your	toast	go	soap	hoe

Write the spelling word that matches each clue.

Long *o* sound spelled *oe*

1. _____ **2.** _____

Long *o* sound spelled *ow*

3. _____ **4.** _____

Long *o* sound spelled *oa*

5. _____ **6.** _____

Long *o* sound spelled *o*

7. _____ **8.** _____

Write the spelling words that do not have long *o*.

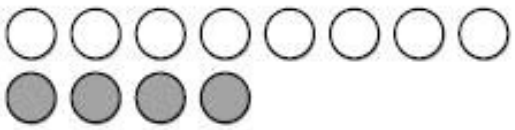
9. _____ **10.** _____

Name _____

Lesson 7 Reteach

Fact Families

A fact family uses the same 3 numbers.



A fact family has two addition facts.

$8 + 4 = \square$ $4 + 8 = \square$

The 8 and 4 trade places.

A fact family also has two subtraction facts.

$12 - 4 = \square$ $12 - 8 = \square$

Subtraction starts with the greater number.

Add and subtract.

1. $6 + 9 = \square$ $15 - 9 = \square$

$9 + 6 = \square$ $15 - 6 = \square$

---

2. $8 + 5 = \square$ $13 - 5 = \square$

$5 + 8 = \square$ $13 - 8 = \square$

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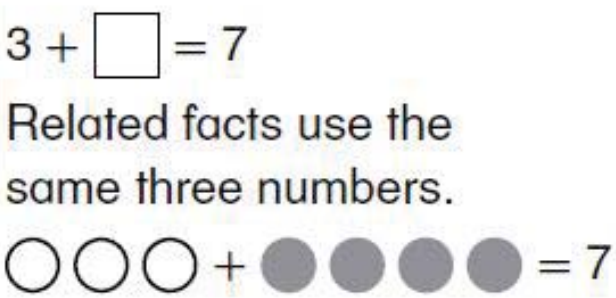
Name _____

Lesson 8 Reteach

Missing Addends

$3 + \square = 7$

Related facts use the same three numbers.



Write a related fact.

$7 - 3 = \underline{4}$

So, $3 + \underline{4} = 7$

Find the missing addend. Draw the missing counters to help.

1. $8 + \boxed{4} = 12$

$12 - 8 = \boxed{4}$

---

2. $4 + \square = 9$

$9 - \square = 4$

---

3. $\square + 6 = 10$

$10 - 6 = \square$

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Name _____ **Date** _____

Day 5 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The First Cars; Horses to the Rescue
Review the two selections.
• **Ask** your child to find the words making and going. Read the words together.
Ask: How are these two words alike?
(Both end with -ing.)
• Take turns using the words making and going **in sentences about** "The First Cars" and "Horses to the Rescue."

Day 5 Writing

Writing Prompt: This week you read, **The First Cars** and **Horses to the Rescue**. Which did you like best? Draw and write to tell why you liked it.

Day 5 Math

Fluency Practice

- Add. Page 17
- Add. Page 18

Game: Missing Number Puzzles Task

Día 5 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

The First Cars; Horses to the Rescue
Revise las dos selecciones.
• **Pídale** a su hijo que encuentre las palabras haciendo y yendo. **Lean** las palabras juntos.
Pregunte:: ¿en qué se parecen estas dos palabras?
(Ambas terminan con **-ing**.)
• Tomen turnos usando las palabras que hacen y van en oraciones sobre "The First Cars" y "Horses to the Rescue."

Día 5 Escritura

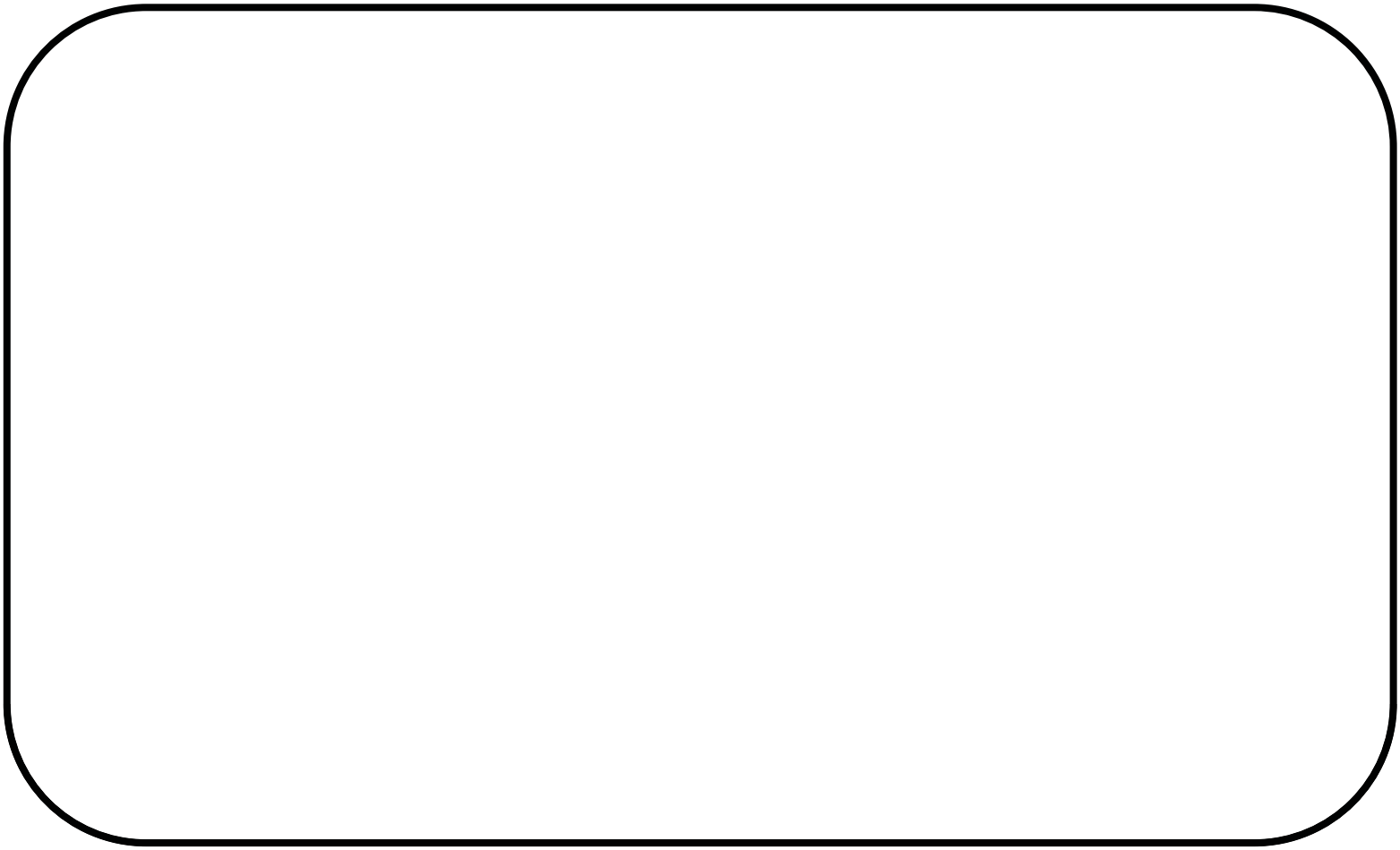
Mensaje de escritura: Esta semana lee, **The First Cars** y **Horses to the Rescue**. ¿Cuál te gustó más? Dibuja y escribe por qué te gustó.

Día 5 Matemáticas

Fluency Practice

- Añadir. Página 17
- Añadir. Página 18

Juego: Missing Number Puzzles Task



Name _____

Fluency Practice

Add.

1. $2 + 3 =$ _____
2. _____ $= 0 + 7$
3. _____ $= 2 + 2$
4. _____ $= 5 + 1$
5. $4 + 3 =$ _____
6. _____ $= 1 + 2$
7. _____ $= 0 + 0$
8. $6 + 1 =$ _____
9. $3 + 3 =$ _____
10. _____ $= 2 + 5$
11. $6 + 0 =$ _____
12. _____ $= 1 + 4$
13. _____ $= 2 + 0$
14. $7 + 0 =$ _____
15. $3 + 1 =$ _____
16. _____ $= 4 + 0$
17. _____ $= 1 + 0$
18. $3 + 4 =$ _____
19. $5 + 2 =$ _____
20. _____ $= 2 + 4$

Name _____

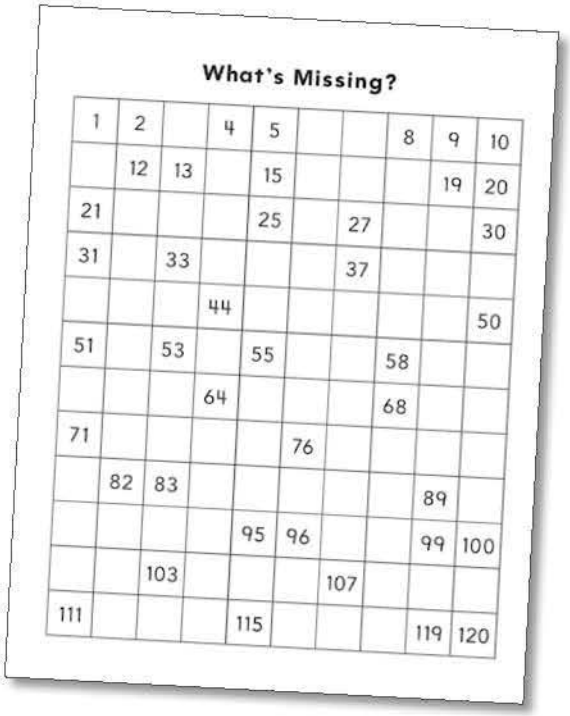
Fluency Practice

Add.

1. $5 + 3 =$ _____
2. _____ $= 3 + 2$
3. _____ $= 1 + 1$
4. _____ $= 2 + 5$
5. $4 + 1 =$ _____
6. _____ $= 1 + 7$
7. _____ $= 4 + 3$
8. $2 + 1 =$ _____
9. $4 + 4 =$ _____
10. _____ $= 2 + 4$
11. $5 + 1 =$ _____
12. _____ $= 0 + 7$
13. _____ $= 6 + 0$
14. $1 + 0 =$ _____
15. $3 + 3 =$ _____
16. _____ $= 2 + 6$
17. _____ $= 1 + 6$
18. $3 + 4 =$ _____
19. $8 + 0 =$ _____
20. _____ $= 2 + 2$

Missing Number Puzzles

Arrange puzzle pieces to create a complete 120 Chart.



Materials

- *120 Chart Puzzle*
- *What's Missing?* recording sheet
- *Reflect Like a Mathematician* recording sheet

Directions

1. Place all of the puzzle pieces faceup.
2. Look carefully at the numbers on your puzzle pieces. Look for patterns that will help you match the pieces.
3. Put the puzzle pieces together to make a completed 120 Chart.
4. Write the missing numbers on the *What's Missing?* recording sheet.
5. Write about the patterns you found on the *Reflect Like a Mathematician* recording sheet.

Talking Points

Vocabulary

- ten more ↓
- ten less ↑
- one more →
- one less ←
- column
- row
- pattern

Talk like a mathematician:

The _____ fits here because _____.

I can find a number that is 10 more than _____ by _____.

My strategy for matching pieces is _____.

A pattern I see on the chart is _____.

Talking Points

Vocabulary

- ten more ↓
- ten less ↑
- one more →
- one less ←
- column
- row
- pattern

Talk like a mathematician:

The _____ fits here because _____.

I can find a number that is 10 more than _____ by _____.

My strategy for matching pieces is _____.

A pattern I see on the chart is _____.

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120 Chart Puzzle

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Prep: Cut pieces into puzzle pieces (tetris-like shapes.)
Preparacion: Corte las piezas en rompecabezas (como formas de Tetris)

Page Intentionally Left Blank

What's Missing?

1	2		4	5			8	9	10
	12	13		15				19	20
21				25		27			30
31		33				37			
			44						50
51		53		55			58		
			64				68		
71					76				
	82	83						89	
				95	96			99	100
		103				107			
111				115				119	120

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Name: _____

Reflect Like a Mathematician

Directions: What patterns do you see in the 120 Chart? Why is this important? Explain using words and pictures.

	1	2	3	4	5	6	7	8	9	10
row ➡	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30

column ⬆

_____

_____

_____

Day 1 Art

Materials: Pencil, paper (different colors), scissors, and glue
Instructions: This week you will be using different colored sheets of paper to design subjects for each assignment of each day. Then you will cut them and glue them on your artwork to create a masterpiece.

Designing a park: Think about different things you find in a park. Now draw those things, cut them out, and paste them onto your artwork.

Day 2 Art

Designing your yard: Take time to pay attention to all the details in your yard and select a few to represent in your artwork.

Day 3 Art

Designing your street: Now it's time to look at your neighborhood. Look at your street and pay attention to the details that you see. Create some of those details to add to your artwork.

Day 4 Art

Designing your car: It's time to design your car. Take a look at your car and use different colors of paper to represent different parts of the car. Add your car to your artwork.

Day 5 Art

Designing your family: Now, you have to use different shapes and colors to create your family. Be as creative as you can in order to have your artwork be complete!

Dia 1 Arte

Intención de Aprendizaje: Los artistas usará papel de construcción colorido para crear una composición de arte recortando sus piezas creadas y uniendolas a su lienzo de arte.

Criterios de éxito: Los artistas tendrán éxito cuando diseñen, corten, y peguen sus piezas de arte en su composición.

Materiales: Lápiz, papel (diferentes colores), tijeras y pegamento

Instrucciones: Esta semana usará diferentes hojas de colores para diseñar temas para cada tarea de cada dia. Luego los cortas y los pegas en tu composición para crear una obra maestra.

Dia 2 Arte

Diseñar un parque

Piensa en las diferentes cosas que encuentras en un parque. Ahora dibuja esas cosas, recorta y pegalas en tu composición.

Dia 3 Arte

Diseñar tu yarda

Toma tiempo para poner atención a los detalles en tu yarda y escoge algunas cosas para representar en tu composición.

Dia 4 Arte

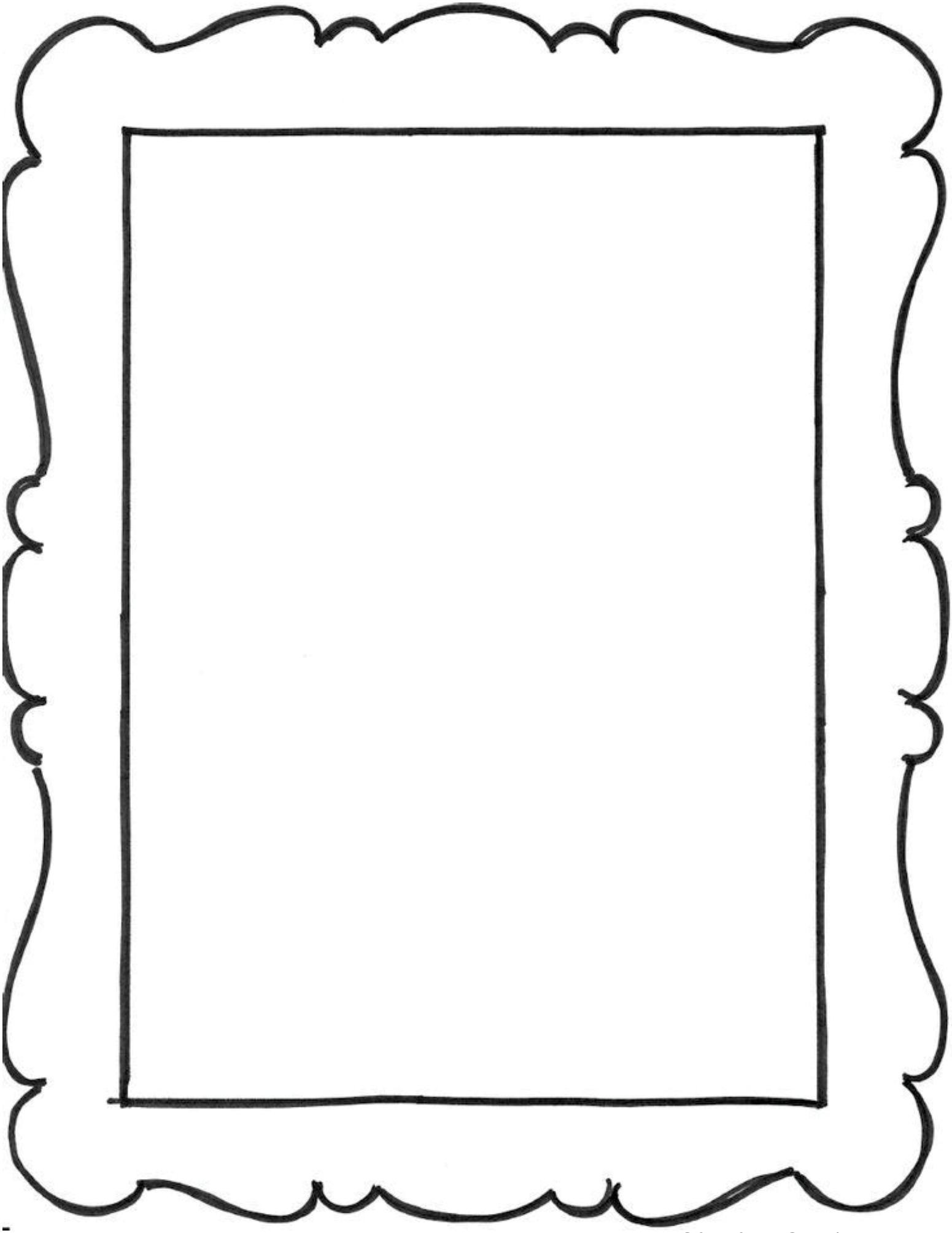
Diseñar tu carro

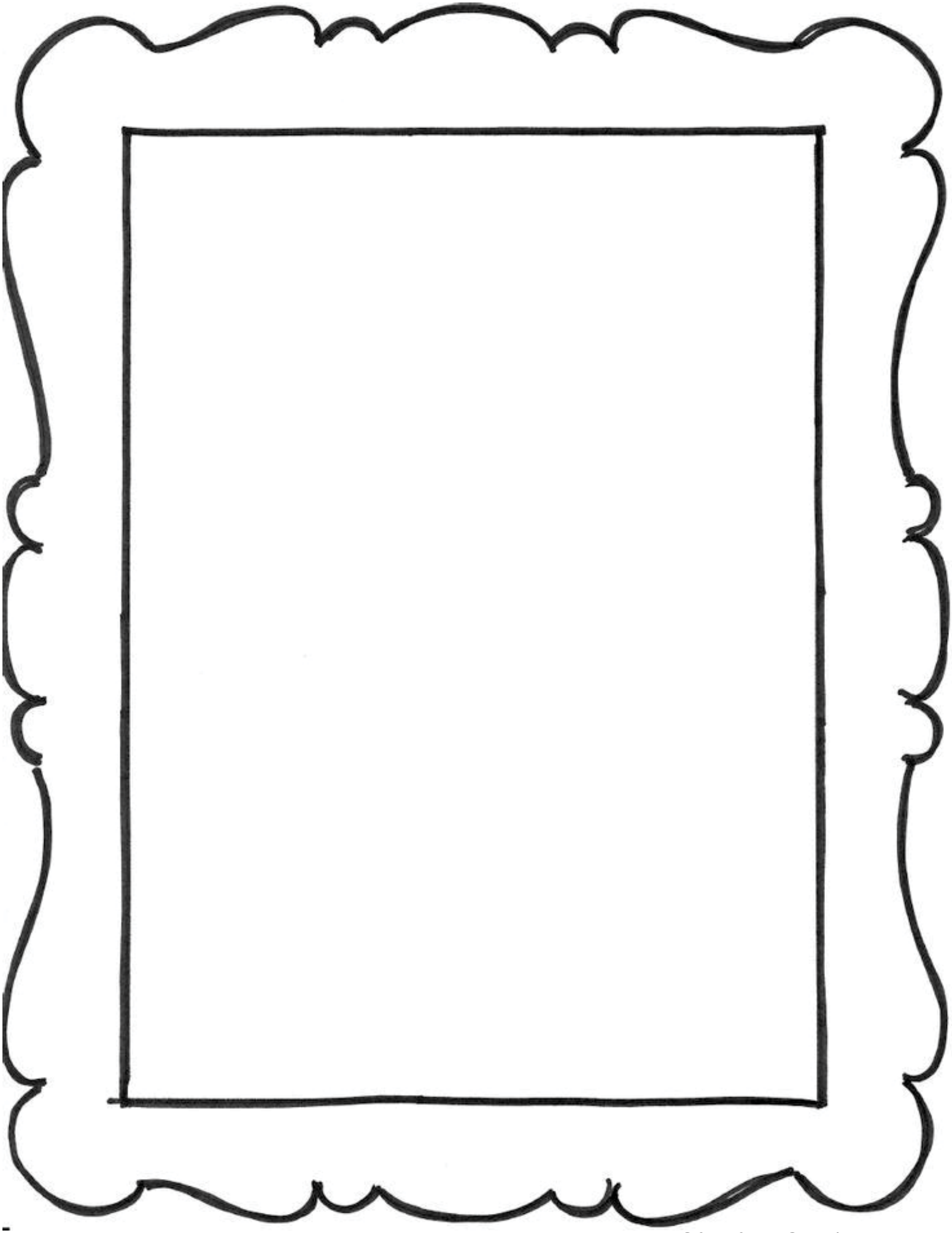
Es tiempo de disenar tu carro. Mira tu carro y usa papel de diferente colores para representar las diferentes partes del carro.

Dia 5 Arte

Disenar tu familia

Si, tu tienes que usar diferentes formas y colores para crear tu familia. Sé tan creativo como puedas para tener tu composición.





Day 6 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The U.S. in Space

Read aloud the text.

- **Ask** your child to draw a circle around the word **moon** and draw an arrow to the photograph of the astronaut on the **moon**.
- **Repeat** with the word **rovers** and the photograph of the **rover** on Mars.

Day 6 Writing

Writing Prompt: Write a letter to someone you love.

Grammar/Spelling: Singular and Plural Nouns

Day 6 Math

Chapter 5 Reteach Lessons 1, 2 & 3

- Lesson 1: Number 11 to 19
- Lesson 2: Tens
- Lesson 3: Count by Tens Using Dimes

Game: Pop! - Add 0, 1, and 2

Día 6 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

The U.S. in Space

Leer el texto en voz alta.

• **Pídale** a su hijo que dibuje un círculo alrededor de la palabra **moon** y dibuje una flecha hacia la fotografía del astronauta en la luna.

• **Repite** la palabra **rovers** y la fotografía del **rover** en Marte.

Día 6 Escritura

Mensaje de escritura: Write a letter to someone you love.

Gramática / Ortografía: Singular and Plural Nouns

Día 6 Matemáticas

Capítulo 5: Lecciones de Re-enseñanza 1, 2 & 3

- Lección 1: Número 11 a 19
- Lección 2: Decenas
- Lección 3: Cuenta por decenas usando monedas de diez

Juego: Pop! - Add 0, 1, and 2

The U.S. in Space

In 1961, Alan Shepard became the first American to go into space. A year later, in February 1962, John Glenn orbited Earth three times. In July 1969, a team of U.S. astronauts landed on the moon.

Today, there are rovers showing us pictures of Mars. Maybe one day astronauts will land on Mars.

- Circle a word that ends with the same **ee** sound as "free."
- ~~Underline~~ a word that is the opposite of "come."
- Put a ✳ next to an important detail from the text.

Have students draw and write to respond to the text.

Dear _____,

Love,

Name _____ Date _____

Singular and Plural Nouns

Add **s** to a verb to tell about one person, place, or thing. Do not add **s** to the verb if the sentence tells about more than one person, place, or thing.

One **boy runs**.

Two **boys run**.

Choose the correct verb. Write it on the line.

1. The animals _____ for food. (look, looks)

2. The bear _____ berries. (find, finds)

3. The squirrel _____ nuts. (eat, eats)

4. The birds _____ for worms. (hunt, hunts)

5. Rabbits _____ in the bushes. (hide, hides)

Choose the correct verb. Write it on the line.

6. Night (fall, falls). _____

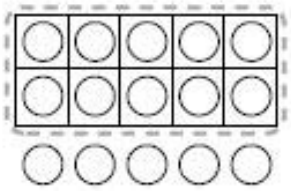
7. The creatures (sleep, sleeps). _____

Name _____

Lesson 1 Reteach

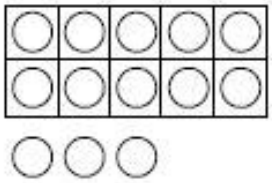
Numbers 11 to 19

Circle 10. Then count the rest.
Circle the number that tells how many in all.

1. 

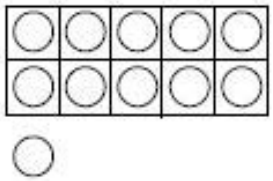
10 and _____ more

14 (15)

2. 

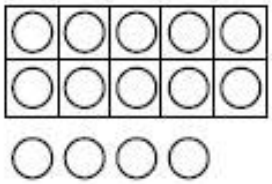
10 and _____ more

12 13

3. 

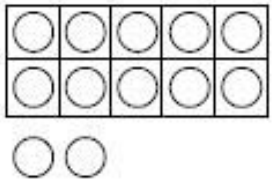
10 and _____ more

10 11

4. 

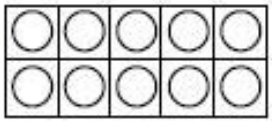
10 and _____ more

14 15

5. 

10 and _____ more

12 13

6. 

10 and _____ more

10 11

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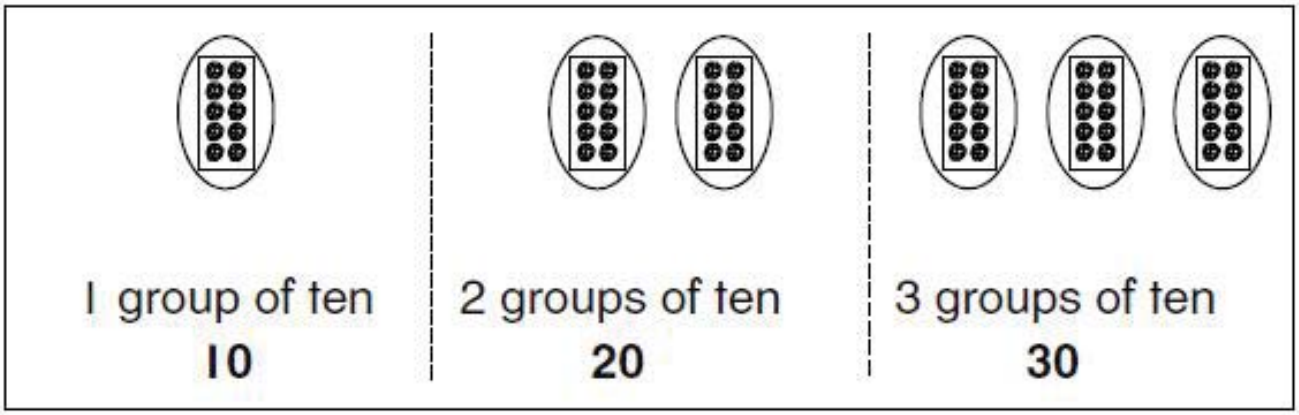
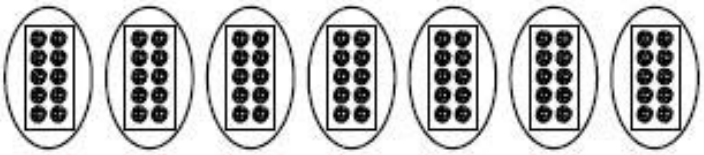
Name _____

Lesson 2 Reteach

Tens

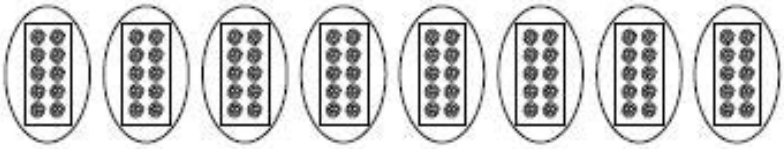


Count groups of tens. Circle the number.

1. 

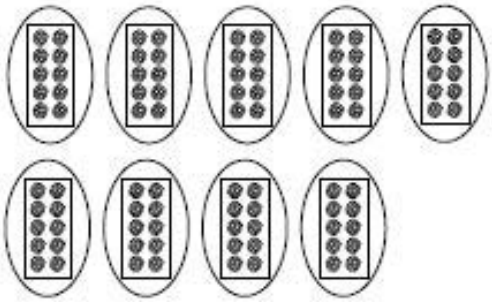
7 groups of ten

40 (70) 80

2. 

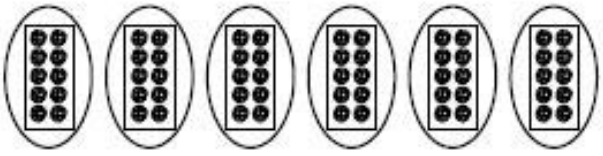
_____ groups of ten

60 70 80

3. 

_____ groups of ten

80 90 100

4. 

_____ groups of ten

50 60 70

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Name _____

Lesson 3 Reteach

Count by Tens Using Dimes

A dime is 10 cents or 10¢.

When you count , you count by tens to find the total amount of cents.

10 ¢ 20 ¢ 30 ¢ 40 ¢ 50 ¢

Count by tens to solve.

1. Oliver has 3 dimes. His sister has 1 dime. What is the total amount they have?

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ cents

2. Draw 6 dimes. What is the total amount?

_____ cents

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Pop! - Add 0, 1, and 2

Objective: To develop +0, +1, and +2 addition fluency.

**Cut out cards

Description:

1. Place all or some of the POP! cards into a container or a bag.

2. Player 1 pulls out a card, reads the expression, and gives the answer, using the sentence frame, " __ plus __ equals ___."

3. Player 2 confirms the answer.

4. If the answer is correct, Player 1 keeps the card. If it is incorrect, the card is returned to the container/bag.

5. Player 2 then pulls a card and play continues until someone pulls out the word "POP!" Then all cards are returned to the container and play starts over again.

Pop! - Sumar 0, 1, y 2

Objectivo: Desarrollar fluidez de sumar con +0, +1, y +2

**Corta tarjetas

Descripción:

1. Poner todas o algunas de las tarjetas POP! en un recipiente o una bolsa.

2. El jugador 1 saca una tarjeta, lee la expresión, y da la respuesta, usando la oración, "___ más ___ es igual a ___."

3. El jugador 2 confirma la respuesta.

4. Si la respuesta es correcta, el jugador 1 se queda con la tarjeta. Si es incorrecta, la tarjeta se regresa al recipiente o bolsa.

5. El jugador 2 después saca una tarjeta y continúa jugando hasta que alguien saque la palabra "POP!" Después todas las tarjetas regresan al recipiente y el juego empieza otra vez.

1 + 1	1 + 2	2 + 0
2 + 2	3 + 1	3 + 2
1 + 4	4 + 2	5 + 1
2 + 5	6 + 2	7 + 1
2 + 7	1 + 8	8 + 2
9 + 1	9 + 2	POP!

1.3 Learning Stations Pop! Cards BLM
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10 + 0	2 + 10	11 + 1
2 + 11	12 + 0	12 + 0
13 + 1	2 + 13	1 + 14
15 + 1	2 + 15	0 + 16
16 + 1	17 + 1	17 + 2
2 + 18	19 + 1	POP!

1.3 Learning Stations Pop! Cards BLM
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Day 7 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

<u>The U.S. in Space</u>

Read aloud the text.

• **Help** your child find the word **became**. Together, clap the syllables in the word. Discuss what vowel sound you hear in each syllable. **(long e, long a)**

• **Ask:** What word has the same long vowel and spelling pattern as the second syllable in **became?** (space)

Day 7 Writing

Writing Prompt: Alan Shepard was an astronaut. Draw and write to tell what you want to be when you grow up. Tell what you would do.

Grammar/Spelling: <u>Singular and Plural Nouns and Verbs</u>

Day 7 Math

<u>Chapter 5 Reteach Lessons 4, 5</u>

- Lesson 4: Ten and Some More
- Lesson 5: Tens and Ones

Write Numbers 1-120

Día 7 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

The U.S. in Space

Leer el texto en voz alta.

• **Ayude** a su hijo encontrar la palabra **became**. Juntos, aplaudan las sílabas en la palabra. Discuta qué sonido de vocal escucha en cada sílaba. **(long e, long a)**

• **Pregunte:** ¿qué palabra tiene la misma vocal larga y patrón de ortografía que la segunda sílaba en **became?** (space)

Día 7 Escritura

Mensaje de escritura: Alan Shepard era un astronauta. Dibuja y escribe lo que quieres ser cuando seas grande. Di lo que harías.

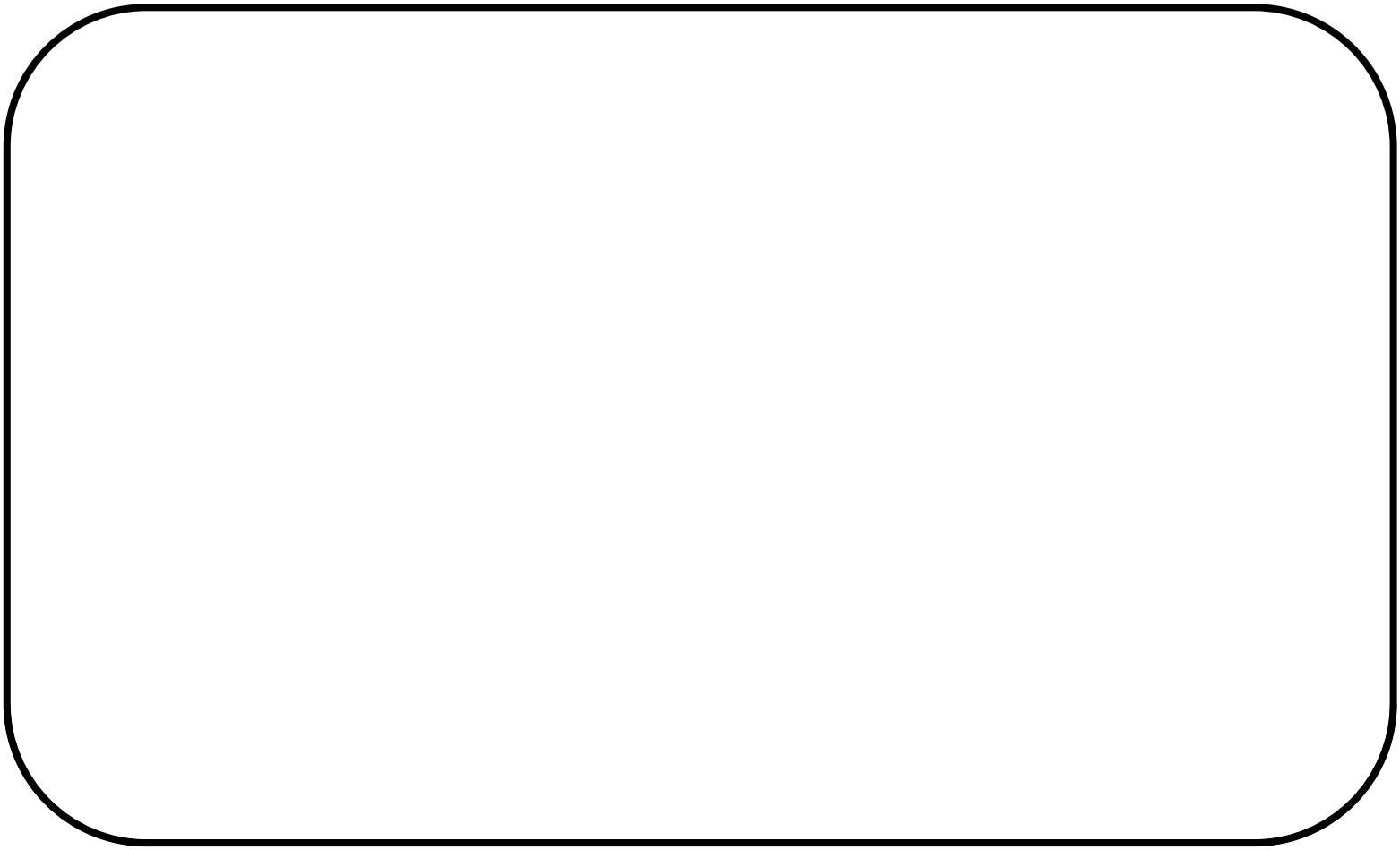
Gramática / Ortografía: Singular and Plural Nouns and Verbs

Día 7 Matemáticas

Capítulo 5: Lecciones de Re-enseñanza 4, 5

- Lección 4: Diez y algunas más
- Lección 5: Decenas y Unos

Escribe los números del 1 al 20



Name _____ Date _____

Singular and Plural Nouns with Verbs

Add **s** to a verb to tell about one person, place, or thing. Do not add **s** to the verb if the sentence tells about more than one person, place, or thing.

One **girl jumps** rope.

Two **girls jump** rope.

Read each sentence. Draw a line under the correct verb.

1. The friends (walk, walks) to the garden.

2. Marta (plant, plants) seeds.

3. Paul (water, waters) the seeds.

4. We (pull, pulls) out weeds.

5. Flowers (grow, grows) in the spring.

Choose the correct verb. Write it on the line.

6. Our parents _____ us plant. (help, helps)

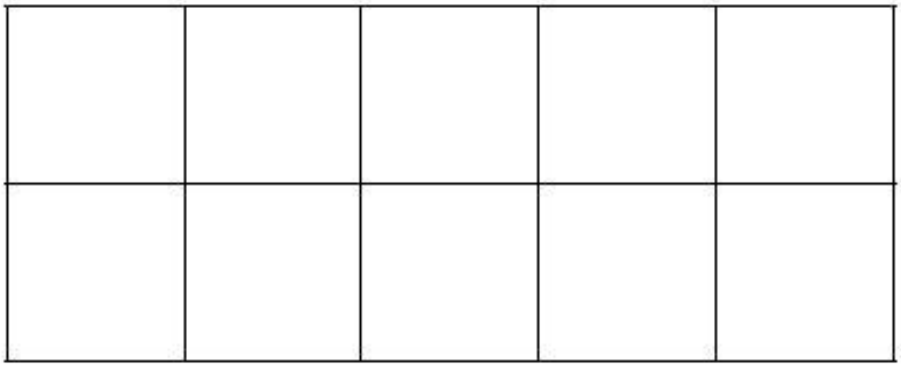
7. I _____ the garden! (like, likes)

Name _____

Lesson 4 Reteach

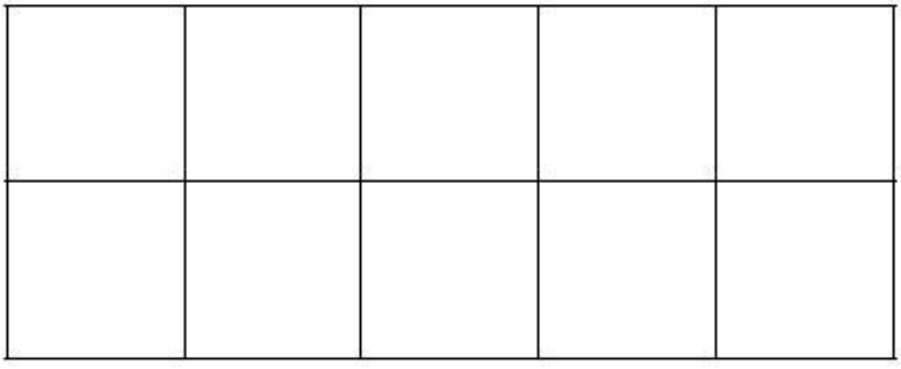
Ten and Some More

You can make groups of ten by using a ten-frame.



1. Count out 13 pennies.
2. Put one penny in each blank space in the ten-frame.
3. How many pennies were left over? _____

   13 pennies is _____ ten and _____ more.



4. Count out 16 pennies.
5. Put one penny in each blank space in the ten-frame.
6. How many pennies were left over? _____

   16 pennies is _____ ten and _____ more.

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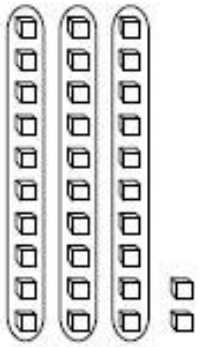
Name _____

Lesson 5 Reteach

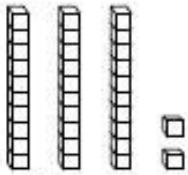
Tens and Ones

32 = **32** ones



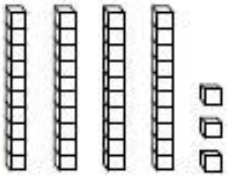
32 ones

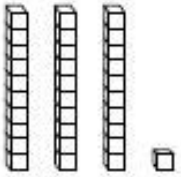
=

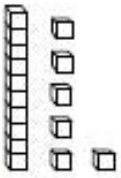


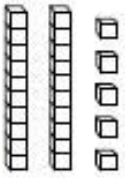
3 tens **2** ones

Write how many ones. Count the groups of ten. Write how many tens and ones.

1. 43 = _____ ones  _____ tens _____ ones

2. 31 = _____ ones  _____ tens _____ one

3. 16 = _____ ones  _____ ten _____ ones

4. 25 = _____ ones  _____ tens _____ ones

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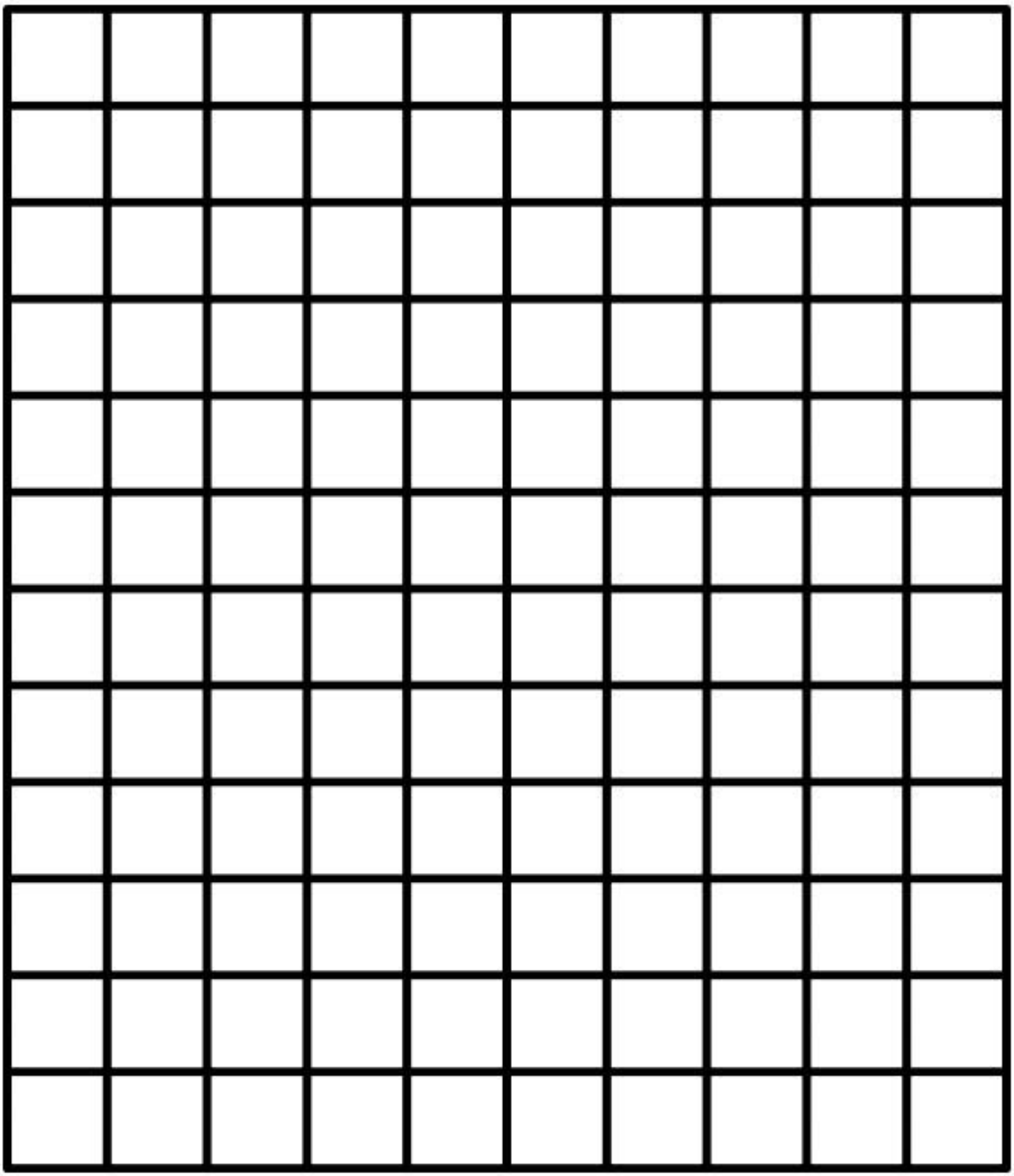
My Hundreds Chart

NAME: _____ DATE: _____



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Day 8 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

<u>But Children Had Fun Anyway</u>
Read aloud the rhyme.

- **Reread** the first two lines of the rhyme and ask your child identify and circle the rhyming words. (more, store)
- **Repeat** with the rest of the rhyme. (play, anyway; pretend, friend; hoop, scoop; play, anyway)

Day 8 Writing

Writing Prompt: Draw and write to tell what you like to do for fun.

Grammar/Spelling: <u>Long e Vowel Teams and Single Letters</u>

Day 8 Math

<u>Chapter 5 Reteach Lessons 6 (1), 6 (2) & 7</u>

- Problem Solving
- Problem Solving
- Numbers to 100

Game: Hour and Half-Hour Concentration

Día 8 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

<u>But Children Had Fun Anyway</u>

Lee la rima en voz alta.

• **Vuelve a leer** las primeras dos líneas de la rima y pídale a su hijo que identifique y circule las palabras que riman. (more, store)

• **Repita** el resto de la rima. (play, anyway; pretend, friend; hoop, scoop; play, anyway)

Día 8 Escritura

Mensaje de escritura: Dibuja y escribe lo que te gusta hacer por diversión.

Gramática / Ortografía: <u>Long e Vowel Teams and Single Letters</u>

Día 8 Matemáticas

<u>Capítulo 5 : Lecciones de Re-enseñanza 6 (1), 6 (2) & 7</u>

- Resolución de problemas
- Resolución de problemas
- Números hasta 100

Juego: Hour and Half-Hour Concentration

But Children Had Fun Anyway

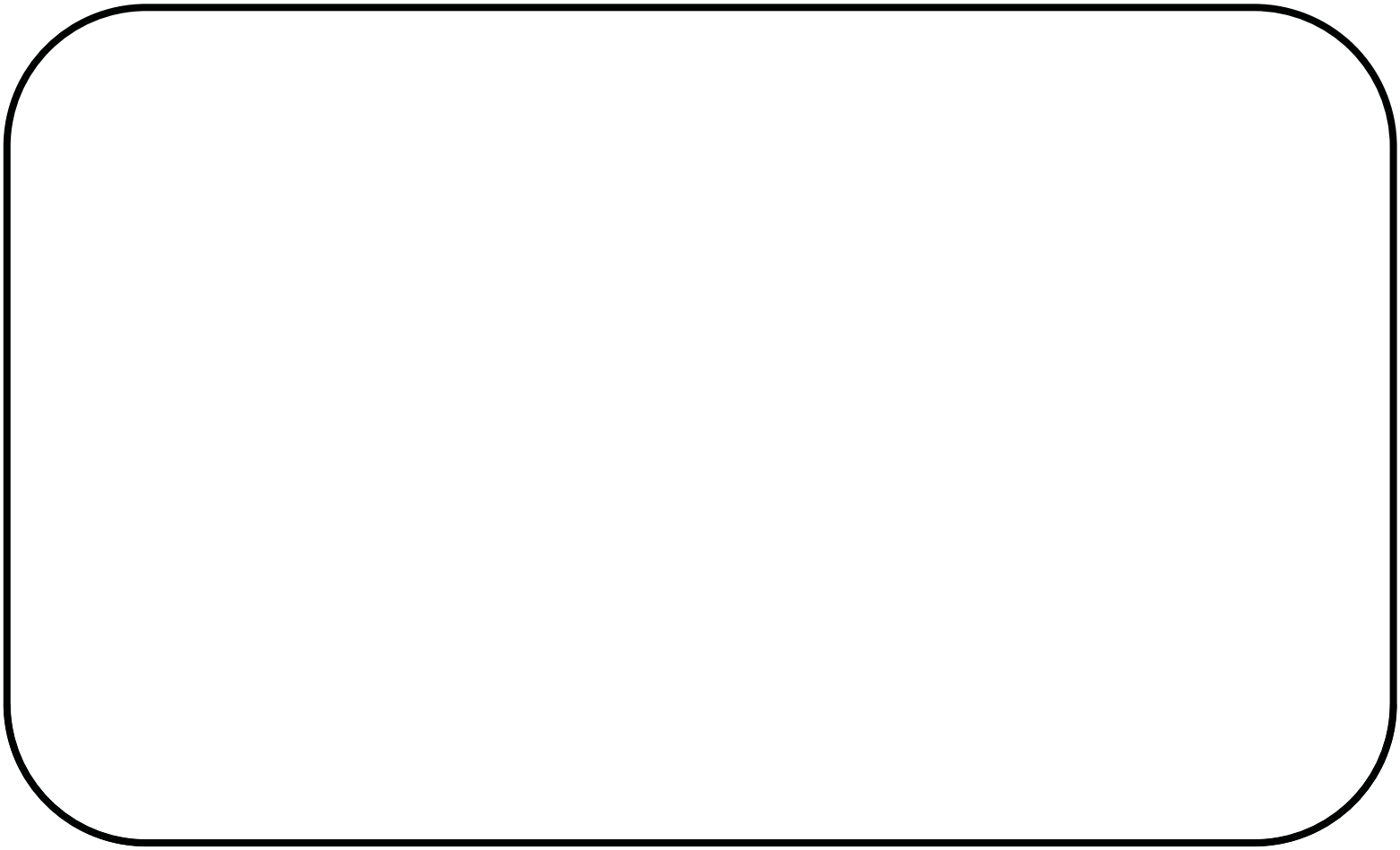
Two hundred years ago or more,
You could not buy toys in a store.
Not one computer game to play,
But children had fun anyway.
Boys and girls would play pretend,
And hide-and-seek games with a friend.

- Circle a word that ends with the same **ay** sound as "day."
- On the last line, ~~underline~~ a verb.
- Put a ☺ next to your favorite line.

They often made their own toys too,
From sacks and stones—a stick or two.
A doll, a ball, a rolling hoop,
A stick horse, pail, and little scoop.
Not one computer game to play,
But children had fun anyway.

by Constance Andrea Kevenues

Have students draw and write to respond to the text.



Name _____ Date _____

Long e Vowel Teams and Single Letters

brief	people	we	each	field
seat	where	need	fleas	wheels

Write a spelling word for each clue.

1. We play soccer here. _____

2. This word asks a question. _____

3. It's something to sit on. _____

4. There are four on a bus. _____

5. This is a pronoun. _____

6. It's something you must have. _____

7. These are human beings. _____

8. It takes a short of amount of time. _____

9. It refers to every single one. _____

10. These are small insects. _____

Name _____

Lesson 6 Reteach (1)

Problem Solving
STRATEGY: Make a Table

Aaron saves 2 each day. What is the total amount Aaron will have after 4 days?

Understand

What do you know?
Aaron saved 2 dimes a day.

What do you need to find?
The total amount Aaron will have after 4 days.

Plan

How will I solve the problem?

Solve

I will make a table.

Day	Cents (¢)
1	20
2	40
3	60
4	80

After 4 days, Aaron would have 80 ¢.

Check

Is my answer reasonable? Explain.

_____

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Name _____

Lesson 6 Reteach (2)

Problem Solving
STRATEGY: Make a Table

Solve.

1. Jesse gets 2 carrots in a bag for lunch every day. How many carrots does he get in 5 days?

_____ carrots

2. At Mike's Market, there are 3 packs of crackers. Dan wants to buy all of them. Each costs 10 cents. How much money does he need?

_____ cents

3. Ms. Lopez needs 10 bags with 5 apples in each bag. How many apples does she need in all?

_____ apples

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Name _____

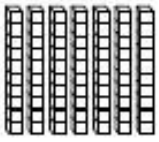
Lesson 7 Reteach

Numbers to 100

tens	ones

6 tens **4** ones

64 sixty-four

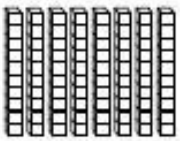
tens	ones
	

7 tens **5** ones

75 seventy-five

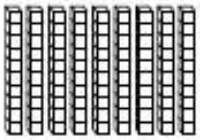
Write how many tens and ones. Write the number.

1.

tens	ones
	

_____ tens _____ ones

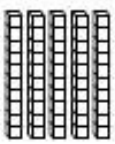
_____ eighty-two

tens	ones
	

_____ tens _____ ones

_____ ninety-three

2.

tens	ones
	

_____ tens _____ ones

_____ fifty-three

tens	ones

_____ tens _____ ones

_____ sixty-two

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Hour and Half-Hour Concentration

This game is played like memory match.

Objective: To practice reading time in digital and analog forms.

**Cut Cards

Description:

1. Have student lay out the cards face down in an array.

2. Player 1 turns over 2 cards. If the times on the cards match, they take both cards for their pile. If they do not match, they turn the cards back over to face down.

3. Play continues until all cards have been matched.

Concentración de Una Hora y Media

Este juego se juega similarmente al Juego de Memoria.

Objectivo: Practicar el tiempo de leer digitalmente y de formas análogas.

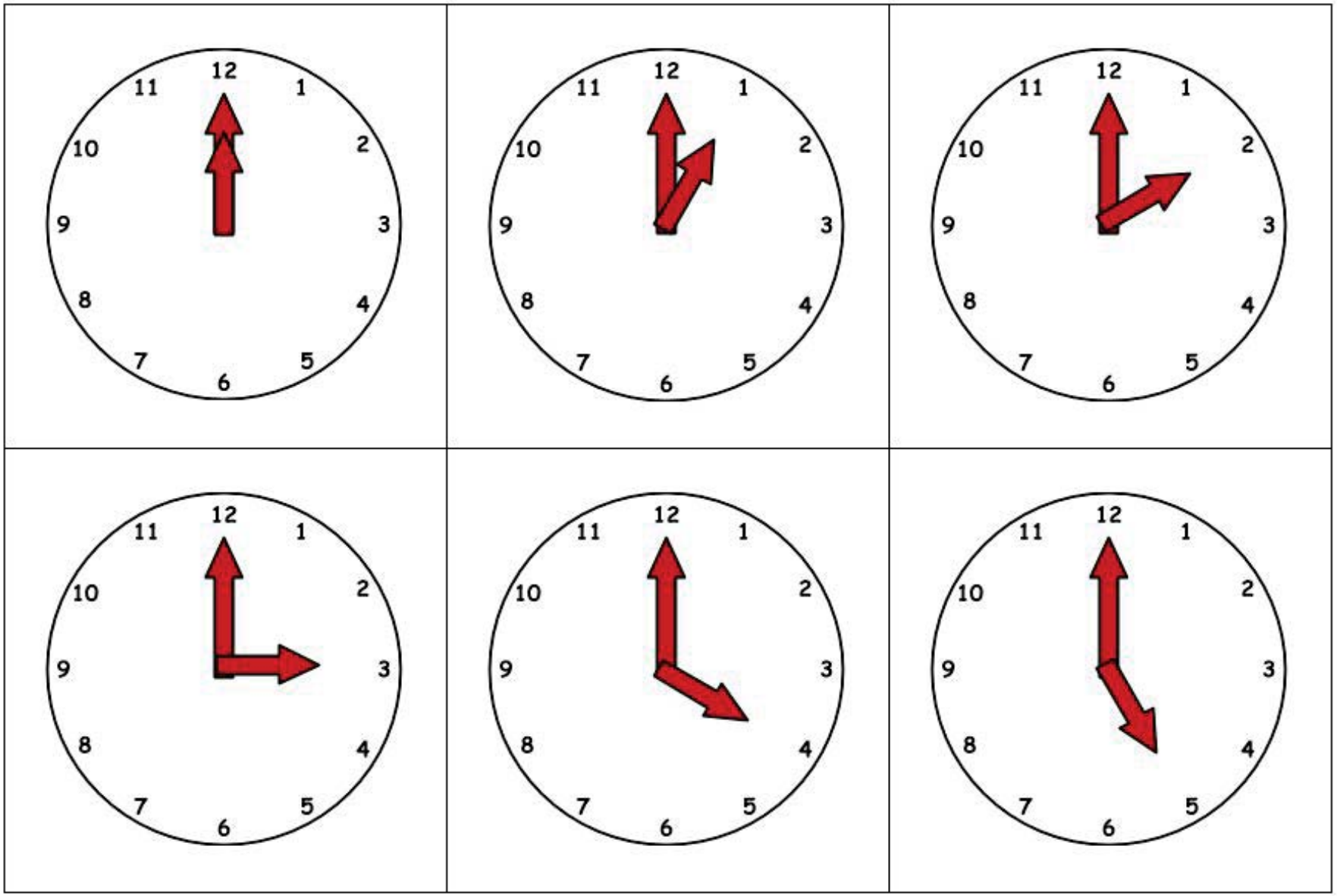
**Corta Tarjetas

Descripción:

1. Haga que el estudiante coloque las tarjetas boca abajo en formación.

2. El jugador 1 voltea dos tarjetas boca arriba. Si el tiempo en las tarjetas coincide, toma ambas tarjetas para su pila. Si no coinciden y no son igual, las regresan boca abajo.

3. El juego continúa hasta que todas las tarjetas han sido puestas con pareja.



1.5 Expert Task Time Match to the Hour and Half Hour BLM

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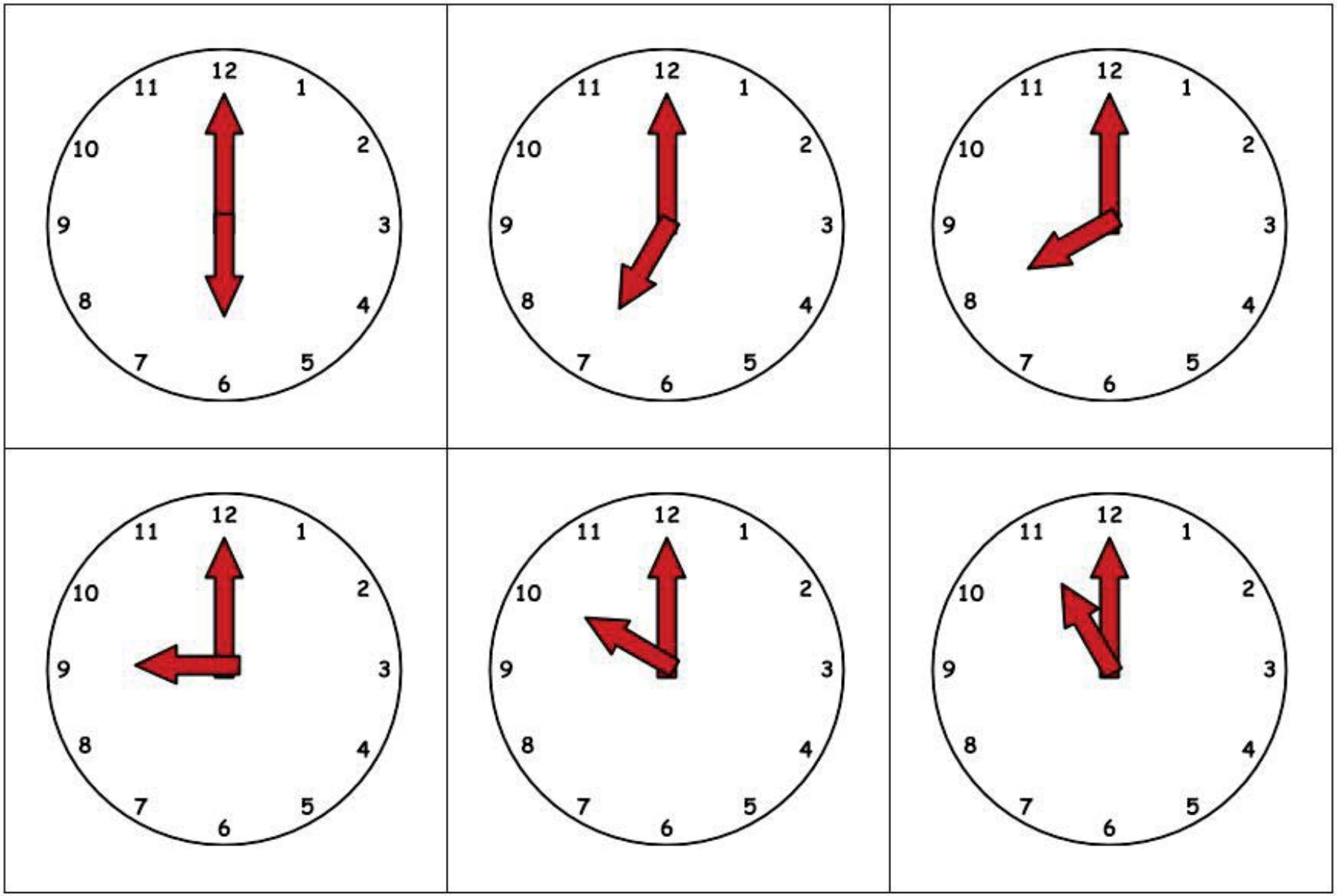

1.5 Expert Task Time Match to the Hour and Half Hour BLM

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12:00	1:00	2:00
3:00	4:00	5:00

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6:00	7:00	8:00
9:00	10:00	11:00

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Day 9 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

<u>But Children Had Fun Anyway</u>

Read aloud the rhyme.

- **Ask** your child to practice reading the last pair of lines aloud.
- **Remind** him or her to reread and correct any words that don't look right or make sense, assisting as needed.

Day 9 Writing

Writing Prompt: Write a letter to someone you like to have fun with.

Grammar/Spelling: <u>Long e Vowel Teams and Single Letters</u>

Day 9 Math

<u>Chapter 5 Reteach Lessons 8, 9, 10, 11</u>

- Ten More, Ten Less
- Count by Fives Using Nickels
- Use Models to Compare Numbers
- Use Symbols to Compare Numbers

Game: 120 Chart Puzzle

Día 9 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

<u>But Children Had Fun Anyway</u>

Lee la rima en voz alta.

• **Pídale** a su hijo que practique leer el último par de líneas en voz alta.

• **Recuérdale** a su hijo que vuelva a leer y corrija las palabras que no se vean bien o que no tengan sentido, ayudarlo según sea necesario.

Día 9 Escritura

Mensaje de escritura: Escriba una carta a alguien con quien le guste divertirse.

Gramática / Ortografía: <u>Long e Vowel Teams and Single Letters</u>

Día 9 Matemáticas

<u>Capítulo 5: Lecciones de Re-enseñanza 8, 9, 10, 11</u>

- Diez más, diez menos
- Cuenta por cincos usando monedas de cinco
- Usar modelos para comparar números
- Usar símbolos para comparar números

Juego: 120 Chart Puzzle

Dear _____,

Love,

Name _____ Date _____

Spelling and Vocabulary

Use the boxed letters to make each word.
Color each letter box as you use it.
Write the letters in the empty boxes, one letter per box.

1. said

2. two

3. leg

4. lid

s	o	i	t	l
e	a	g	d	w
d	l	i		

Name _____

Lesson 8 Reteach

Ten More, Ten Less

Each row of a hundred chart is 10 more than the row before it.

15 is ten less than 25 and ten more than 5.

1	2	3	4	**5**	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	**25**	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use the hundred chart to complete each sentence.

1. 53 is ten less than _____ and ten more than _____.

2. 89 is ten less than _____ and ten more than _____.

3. 27 is ten less than _____ and ten more than _____.

4. 11 is ten less than _____ and ten more than _____.

5. 34 is ten less than _____ and ten more than _____.

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Name _____

Lesson 9 Reteach

Count by Fives Using Nickels

A nickel is 5 cents or 5¢.

When you count , you count by fives to find the total amount of cents.

5 ¢ 10 ¢ 15 ¢ 20 ¢ 25 ¢

Count by fives to solve.

1. Parker found a nickel on the sidewalk. He already had 3 nickels. What is the total amount Parker has?

_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ cents

2. Draw 7 nickels. What is the total amount?

_____ cents

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Name _____

Lesson 10 Reteach

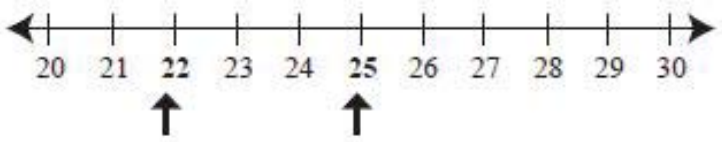
Use Models to Compare Numbers

Compare 25 and 22.
The tens are the same.

	Tens	Ones
25	(2)	5
22	(2)	2

Compare the ones.
5 is greater than 2.
So, 25 *is greater than* 22.

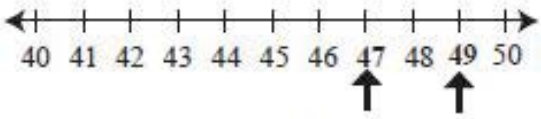
You can also use a number line to compare numbers.



22 *is less than* 25.

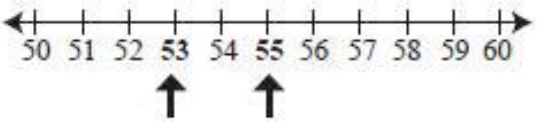
Compare the numbers. Circle *is greater than* or *is less than*.

1.



49 is greater than / is less than 47.

2.



53 is greater than / is less than 55.

Name _____

Lesson 11 Reteach

Use Symbols to Compare Numbers

Symbols	Their Meaning	Examples
>	is greater than	30 > 25
<	is less than	25 < 30
=	is equal to	25 = 25 30 = 30

Circle the correct symbol. Then write it.

1. 90 is greater than 85.	< (>)	90 (>) 85
2. 32 is less than 33.	< >	32 ◯ 33
3. 54 is greater than 12.	< >	54 ◯ 12
4. 40 is equal to 40.	= >	40 ◯ 40

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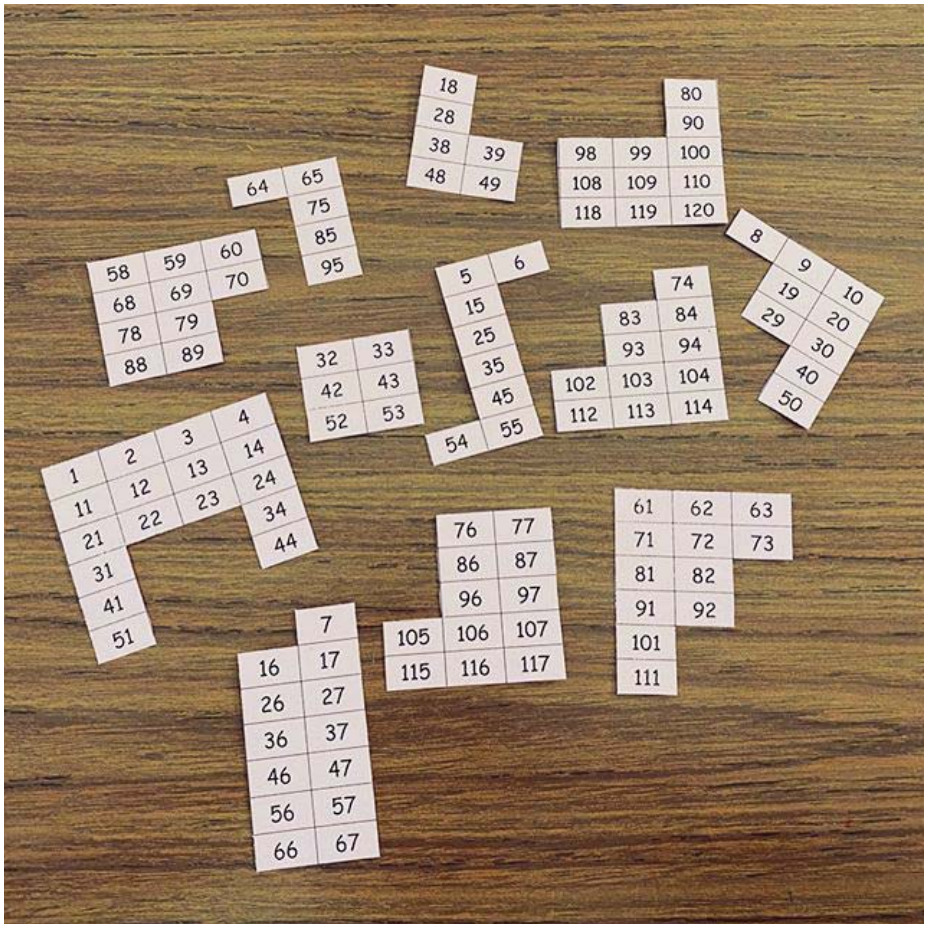
120 Chart Puzzle

Objective: To use place value knowledge to assemble puzzle pieces to create a 120 Chart.

Directions:
Prep: Cut pieces into puzzle pieces (tetris-like shapes). Students work with partners to put pieces back together to make a complete 120 Chart.

Example:

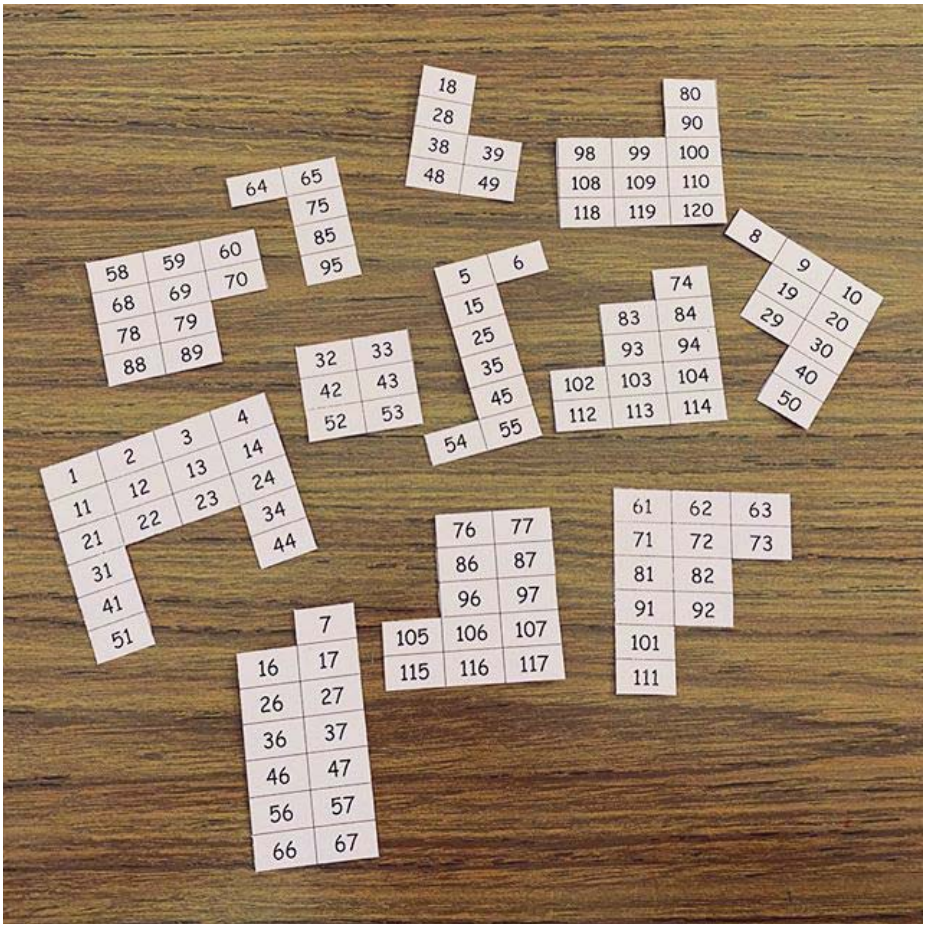


120 Rompecabezas en cartel

Objetivo: Para utilizar el conocimiento del valor posicional para armar las piezas del rompecabezas para crear un el cartel de 120

Instrucciones:
Preparación: Corte las piezas en rompecabezas (como formas de Tetris). Los estudiantes trabajan en pareja para juntar las piezas juntas de nuevo para completar el cartel de 120.

Ejemplo:



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

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Day 10 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The U.S. in Space; But Children Had Fun Anyway

Review the two selections.

- **Ask:** What are some toys that boys and girls played with long ago? Do you think they had toy spaceships? Why or why not?
- **Discuss** what it must have felt like to walk on the moon.

Day 10 Writing

Writing Prompt: This week you read, **The U.S. in Space** and **But Children Had Fun Anyway**. Which did you like best? Draw and write to tell why you liked it.

Day 10 Math

Chapter 5 Reteach Lessons 12, 13, 14

- Numbers to 120
- Count to 120
- Read and Write Numbers to 120

Game: Place Value Card Slide

Día 10 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

<u>The U.S. in Space; But Children Had Fun Anyway</u>

Revise las dos selecciones.

- **Pregunte:** ¿cuáles son algunos juguetes con los que niños y niñas jugaban hace mucho tiempo? ¿por qué o por qué no?
- **Discuta** lo que debe haberse sentido caminar en la luna.

Día 10 Escritura

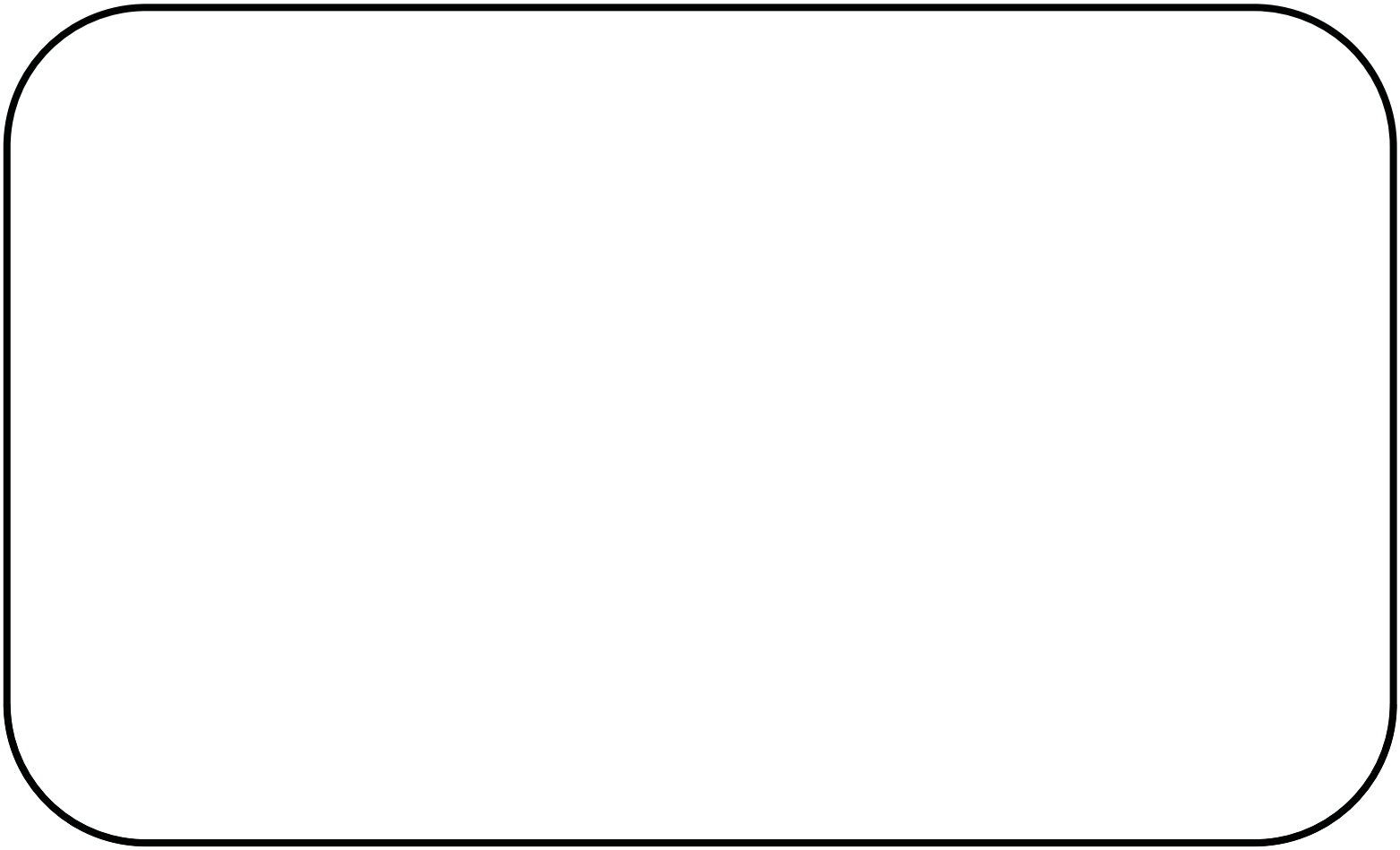
Mensaje de escritura: Esta semana leiste, **<u>The U.S. in Space</u>** y **<u>But Children Had Fun Anyway</u>**. ¿cuál te gustó más? Dibuja y escribe para contar por qué te gustó.

Día 10 Matemáticas

<u>Capítulo 5: Lecciones de Re-enseñanza 12, 13, 14</u>

- Números hasta 120
- Cuenta hasta 120
- Lee y escribe los números hasta 120

Juego: Place Value Card Slide

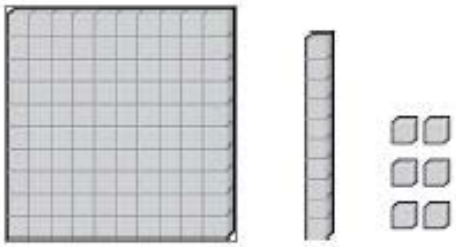


Name _____

Lesson 12 Reteach

Numbers to 120

116 is made up of **1** hundred, **1** ten, and **6** ones.



116 = 1 hundred 1 ten 6 ones

Use base-ten blocks to model each number. Draw your model. Then write the number of hundreds, tens, and ones.

1. 51 = _____ tens _____ one

2. 72 = _____ tens _____ ones

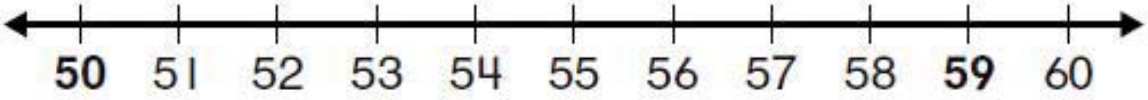
3. 105 = _____ hundred _____ tens _____ ones

Name _____

Lesson 13 Reteach

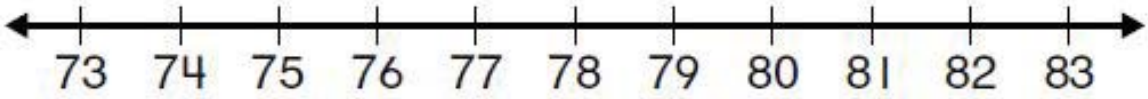
Count to 120

You can use a number line to help you count. A number line shows the order of numbers from least to greatest.



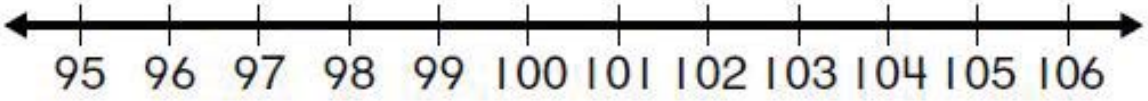
As you move to the right, the numbers get greater. For example, 59 is greater than 50.

Count the numbers on each number line. Then use the number lines to circle the greatest number in each group.



1. 83, 77, 73

2. 74, 80, 73



3. 95, 100, 97

4. 106, 96, 99

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Name _____

Lesson 14 Reteach

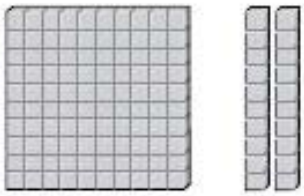
Read and Write Numbers to 120

You can use words to say numbers.

The base-ten blocks show 115 or *one hundred fifteen*.

Look at the model. Write the missing number and number word.

1. _____ or _____

2.  _____ or _____

3. _____ or _____

4. Use base-ten blocks to model one hundred ninety-three.

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Place Value Card Slide

Objective: To see the hidden zero in the ones digit of a two digit number.

**Cut Number Cards

Directions:

1. Shuffle the tens and ones place value cards separately and place face down on the table.

2. Place the number bond with the two circle portions at the top.

3. Chooses 1 tens card and 1 ones card, places them on the two circles and names the two numbers, e.g. thirty and 5.

4. Slide the cards down so that they meet and overlap in the bottom circle, and names the new number, e.g. thirty-five.

Tarjeta de Valor Posicional Diapositiva

Objectivo: Para ver el cero oculto en el dígito de las unidades de un número de dos digitos

**Corta las tarjetas de número

Instrucciones:

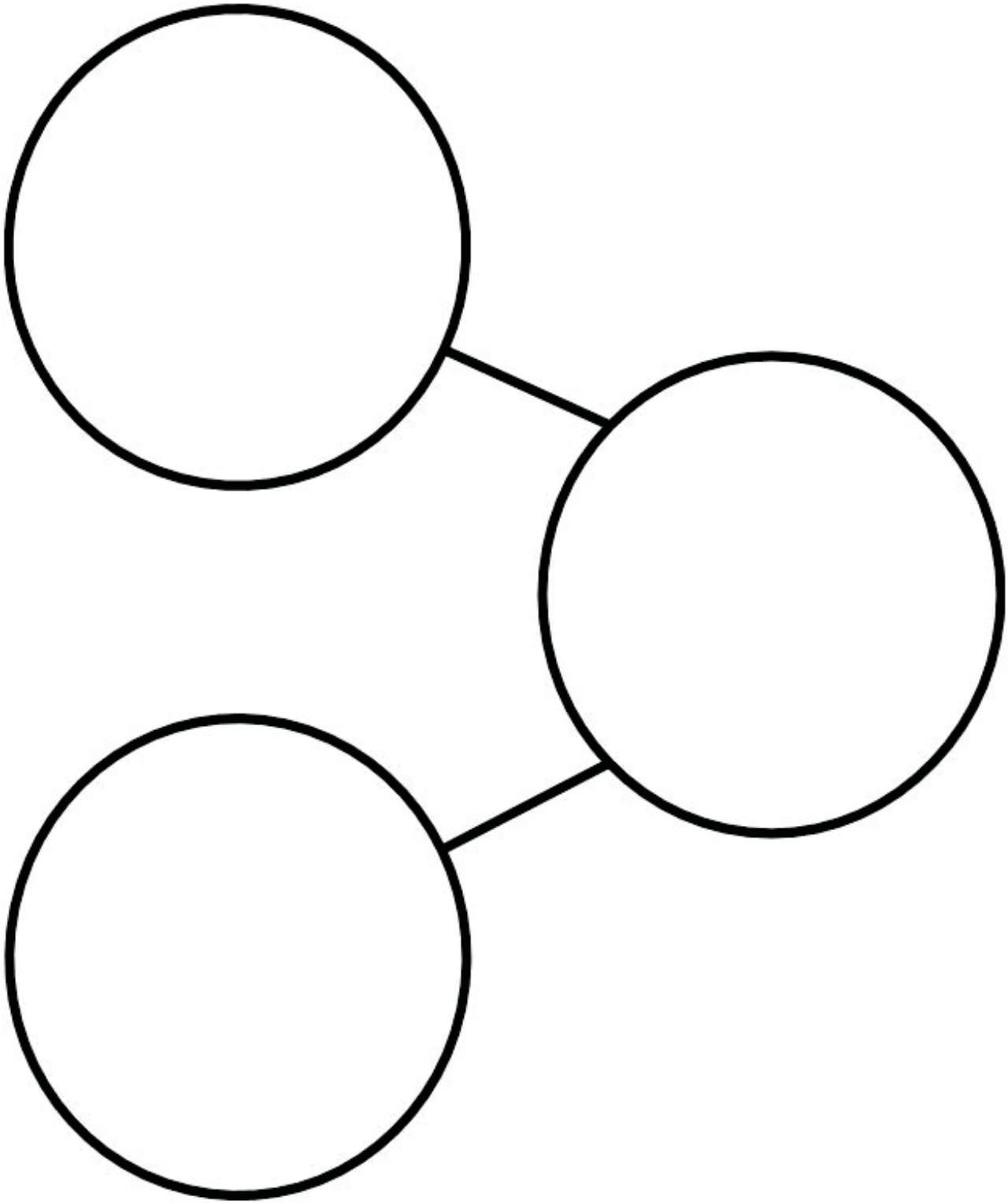
1. Mezcle las decenas y las tarjetas de valor de posición aparte y colocarlas boca abajo sobre la mesa.

2. Coloque el enlace numérico con la porción de dos círculos, en la parte superior.

3. El jugador escoge 1 tarjeta de las decenas y 1 tarjeta de las unidades y las pone en los dos círculos y nombra los dos números, por ejemplo treinta y 5.

4. Deslice las tarjetas hacia abajo para que se encuentren y se superponen en el círculo inferior, y nombra el nuevo número, por ejemplo treinta y cinco.

Number Bond



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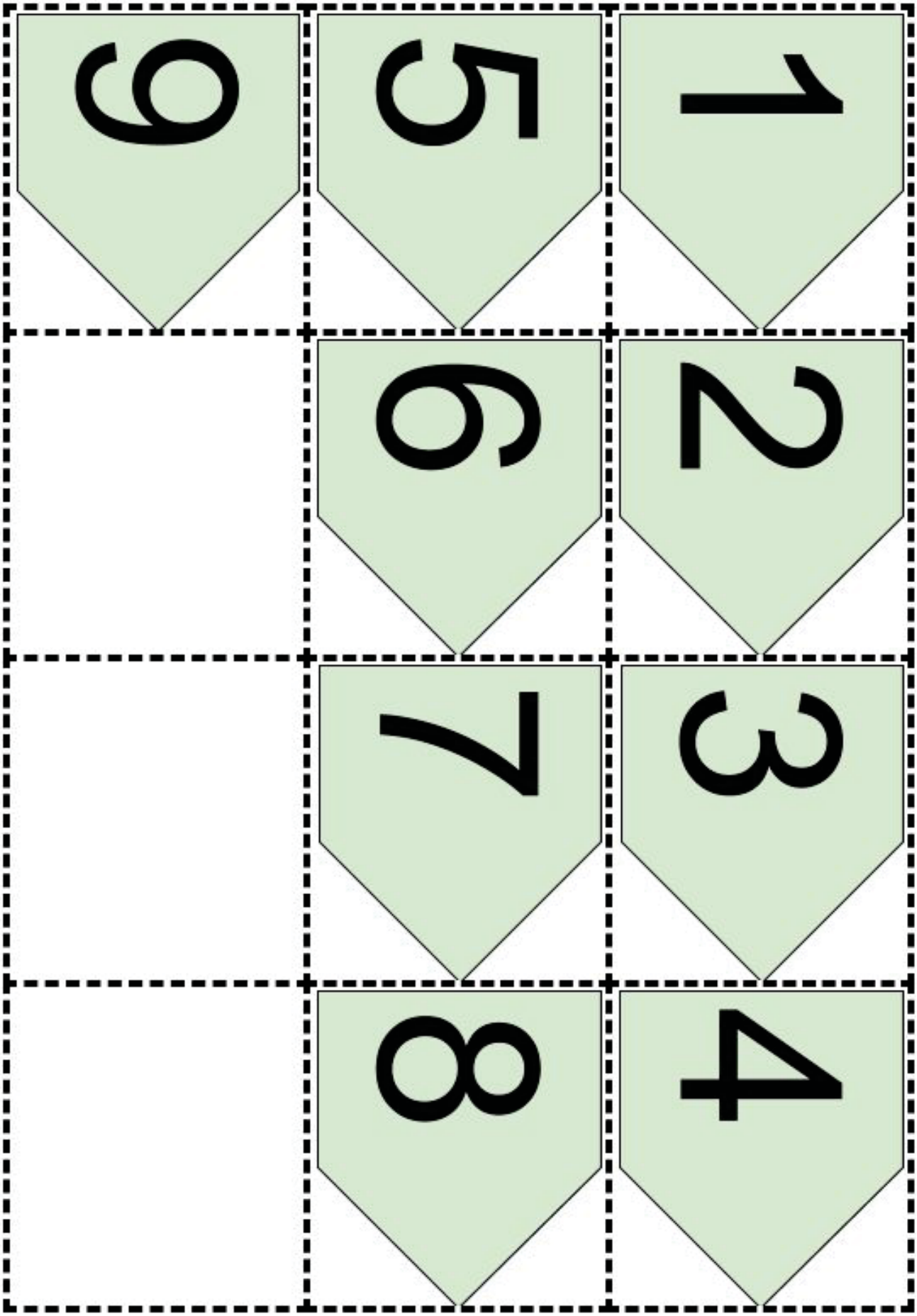
6
5
1
9
2
7
3
8
4

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70	40	10
80	50	20
90	60	30

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Day 6 Art

Shapes
What are shapes?
What are colors?
What are patterns?

Day 7 Art

Henri Matisse, French artist
Used vivid colors
Late in life he did cut-outs

Day 8 Art

Draw geometric shapes.
Color them.

Day 9 Art

Cut shapes.
Cut 3 same shapes. (to create a pattern)
Color them in so they are different colors.

Day 10 Art

Paste shapes into the vase template.
Do reflection page.

Dia 1 Arte

Intención de Aprendizaje: Los artistas usará papel de construcción colorido para crear una composición de arte recortando sus piezas creadas y uniendolas a su lienzo de arte.

Criterios de éxito: Los artistas tendrán éxito cuando diseñen, corten, y peguen sus piezas de arte en su composición.

Materiales: Lápiz, papel (diferentes colores), tijeras y pegamento

Instrucciones: Esta semana usará diferentes hojas de colores para diseñar temas para cada tarea de cada dia. Luego los cortas y los pegas en tu composición para crear una obra maestra.

Dia 2 Arte

Diseñar un parque

Piensa en las diferentes cosas que encuentras en un parque. Ahora dibuja esas cosas, recorta y pegalas en tu composición.

Dia 3 Arte

Diseñar tu yarda

Toma tiempo para poner atención a los detalles en tu yarda y escoge algunas cosas para representar en tu composición.

Dia 4 Arte

Diseñar tu carro

Es tiempo de disenar tu carro. Mira tu carro y usa papel de diferente colores para representar las diferentes partes del carro.

Dia 5 Arte

Disenar tu familia

Si, tu tienes que usar diferentes formas y colores para crear tu familia. Sé tan creativo como puedas para tener tu composición.

INTRODUCTION-SHAPES

Shapes
What are shapes? Identify these shapes.

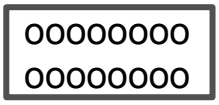
What is in your home that looks like these shapes? (point out 5 objects)

What are colors? Color is reflected light.

Find objects in your home or outside that are RED, BLUE, YELLOW, ORANGE, PURPLE

What are patterns? A pattern is a repeated design on paper or fabric.

Find objects in your home that have a pattern.



Draw a triangle below. Draw a simple pattern 3 times inside your triangle. Third grade draw 2 shapes with a different pattern inside each shape.

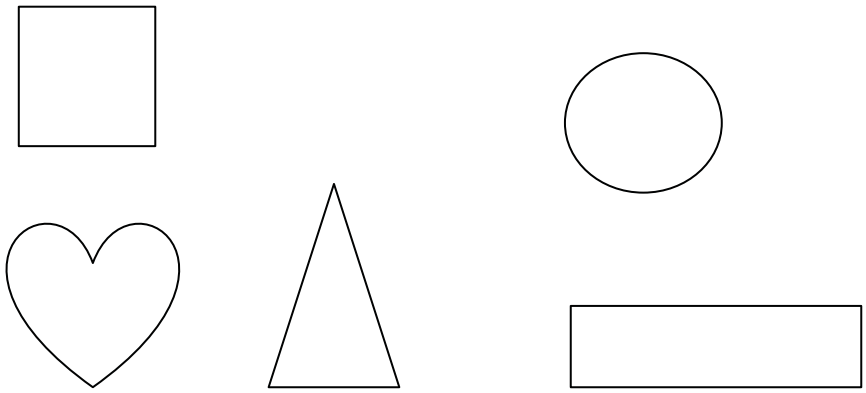
Artist Background and Works

This is Henri Matisse. What do you notice?
What do you wonder?
He was from France and liked to paint with very bright colors.
Late in life he began to do paper cut-outs and made some of his most famous pieces.

Copy the pattern that you see here in this Cut-out composition.

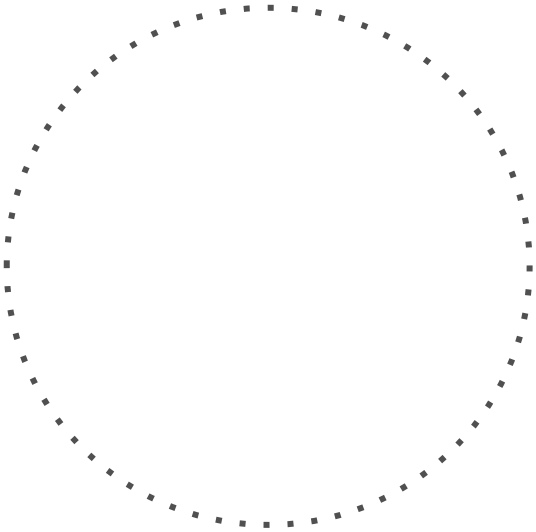
What shapes do you see in this painting?

Circle the shapes that you see.



Connect the lines to draw these shapes.

What shape is this?



What shape is this?

Draw one shape and color it a bright color.

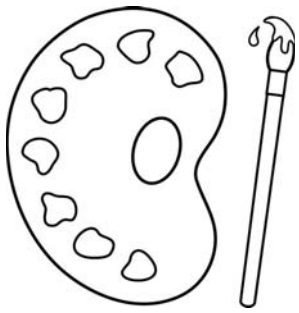
Artist Reflection

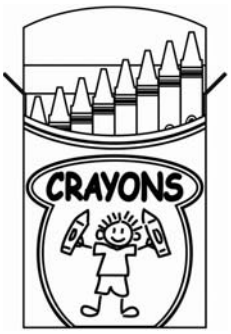
Grade:

My name is _____.
I created a _____.
I learned about the artist _____.

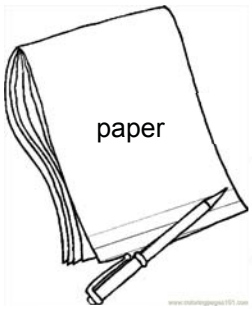
These are the materials I used:

paint





scissors

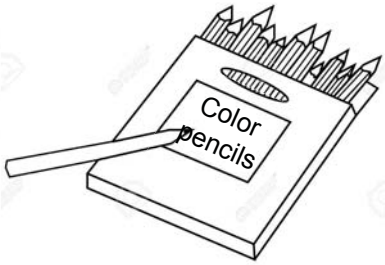


pencil

Glue tape

pen

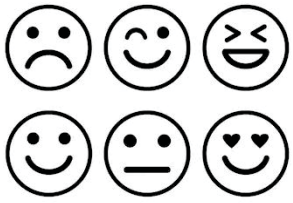
ruler



I LIKE DON'T LIKE this because

_____

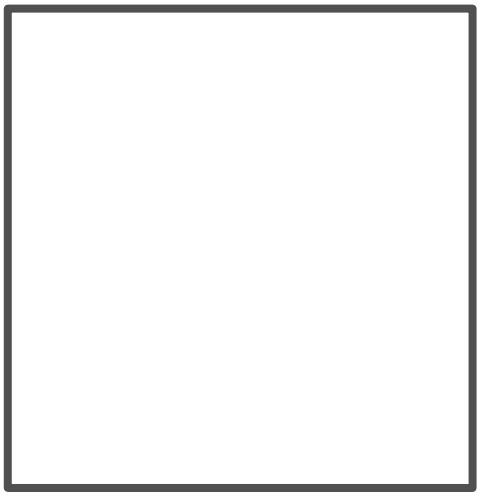
_____.

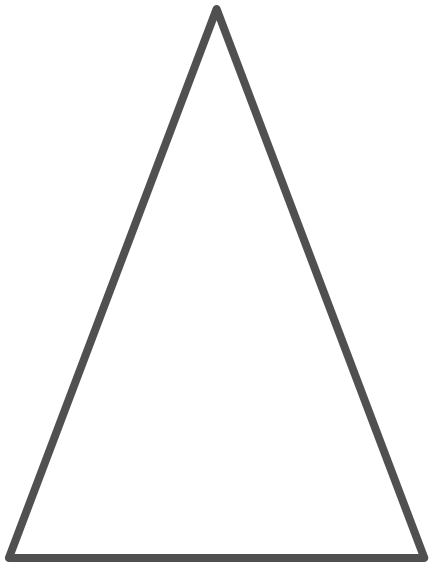
Overall I feel  about my work. (Circle a face.)

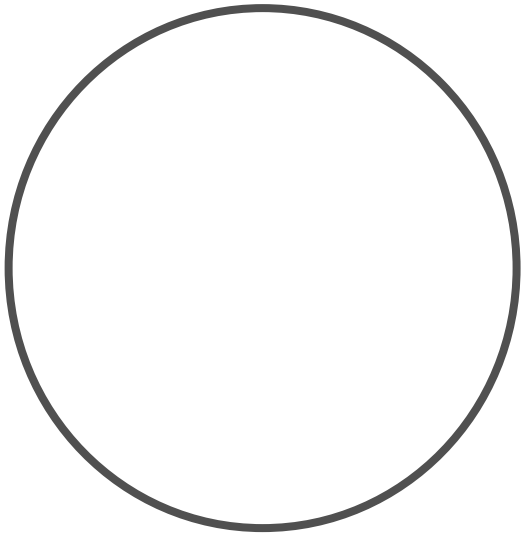
Attach to your artwork composition!

Cut-out shapes and paste

Color the shapes. Then with the help of an adult, cut out the shapes and paste into your vase.







Cut out more shapes so that you have 3 of the same. You may use other paper.

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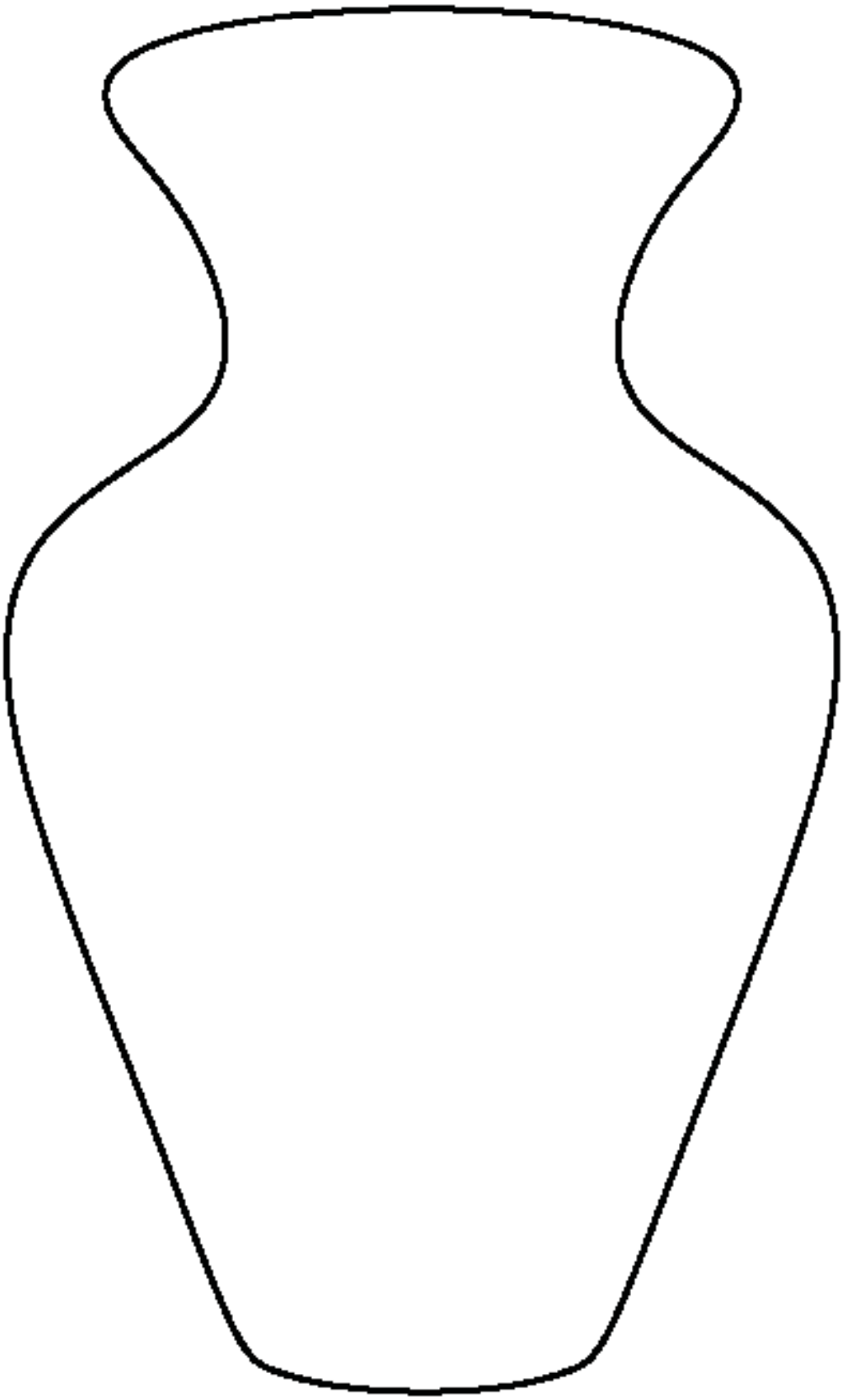
Vase template

Name: _____



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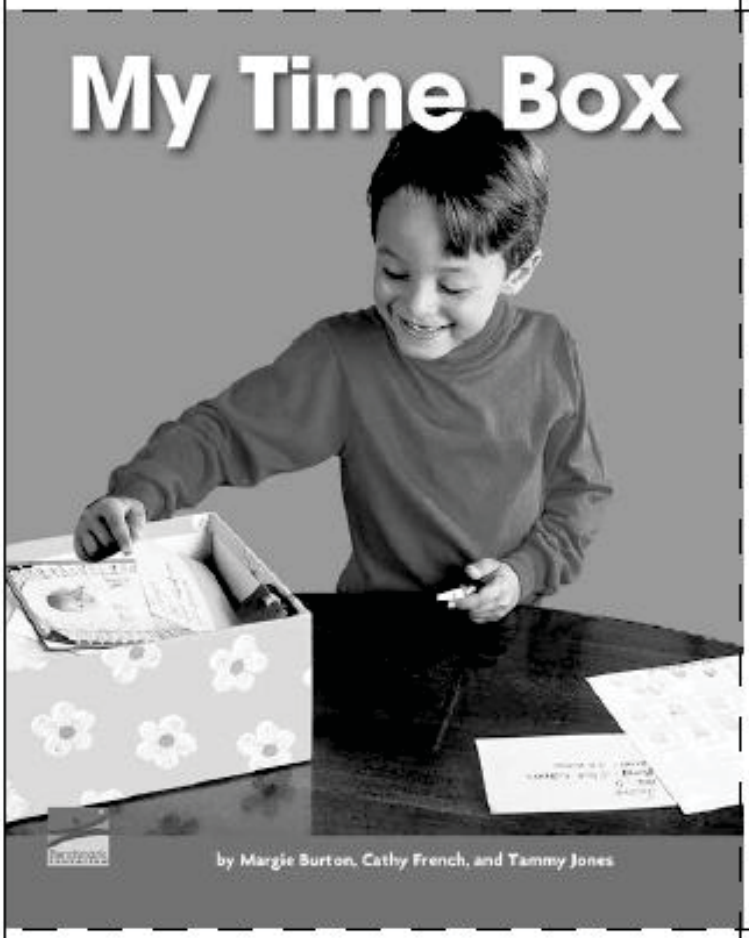
I like my box. I will keep putting things in my box as I get older and bigger.

My time box tells all about me.

My Time Box



by Margie Burton, Cathy French, and Tammy Jones

I liked to swim when I was five.

This is a picture of me in a pool.

I liked to read when I was six.

This is a picture of me reading on my bed.

I am going to look inside my box.

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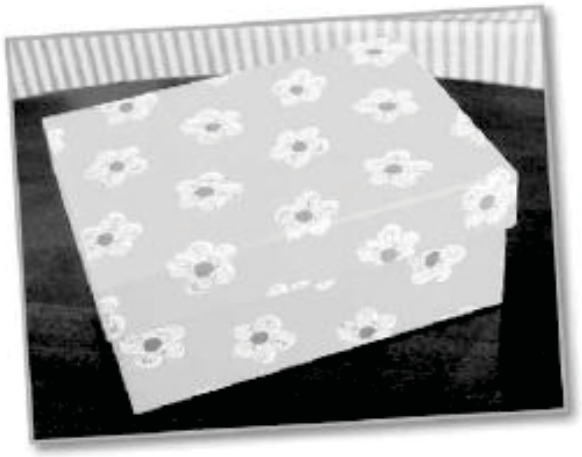
Look at this box.
My mom got this box
when I was little.
She keeps some things
about me in the box.



This is what I looked like when
I was a baby.

This is a picture
of me in
my crib.

This is what I looked like when
I was four.

This is a picture
of me at my
birthday party.

Now that I am seven,
I do many things.

I am going to write down on a card what
I like to do and put the card in my box.

I made this today. I am going
to put it in my box.

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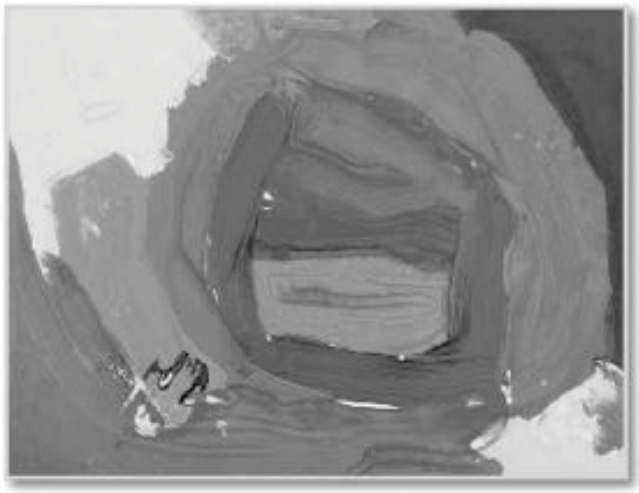
This is something I made when I was three.



My mom saved this painting for me.

My mom said that
my eyes were blue
when I was a baby.

This is a picture of me as a baby.

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This is what I look like now.
I will put this in my box.

This is a picture of me riding my bike.

This is what my hair looks like now.
My mom is going to help me put it in my box.

My hair is the same color as it was when I was little.

Look at me!
I am getting a haircut.

My mom saved some of my hair from the haircut.

This is a picture of me getting a haircut when I was four.

Look at this card.
It shows how big I was when I was a baby.

Look at this card. It shows how big I was when I was five.

Look at my eyes now.
They are brown.

I am going to put this picture in my box to show that my eyes are brown now.

Now I am older and bigger.
I am going to put a new card in my box.

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The old gray mare and
the young horse play.

16

Newmark LEARNING

NURSERY SONGS AND STORIES

The Old Gray Mare

adapted by Jeffrey B. Fuerst • illustrated by Gary Currant

The old gray mare says, "Neigh."
The young horse says, "Neigh."

14

3

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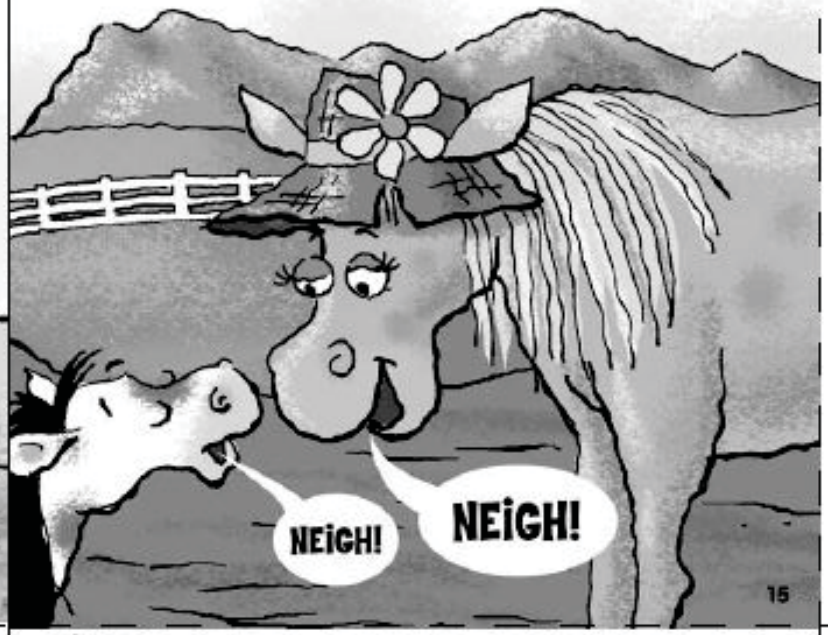
The farmer has an old gray mare and a young horse. The old gray mare and the young horse do many things together on the farm.

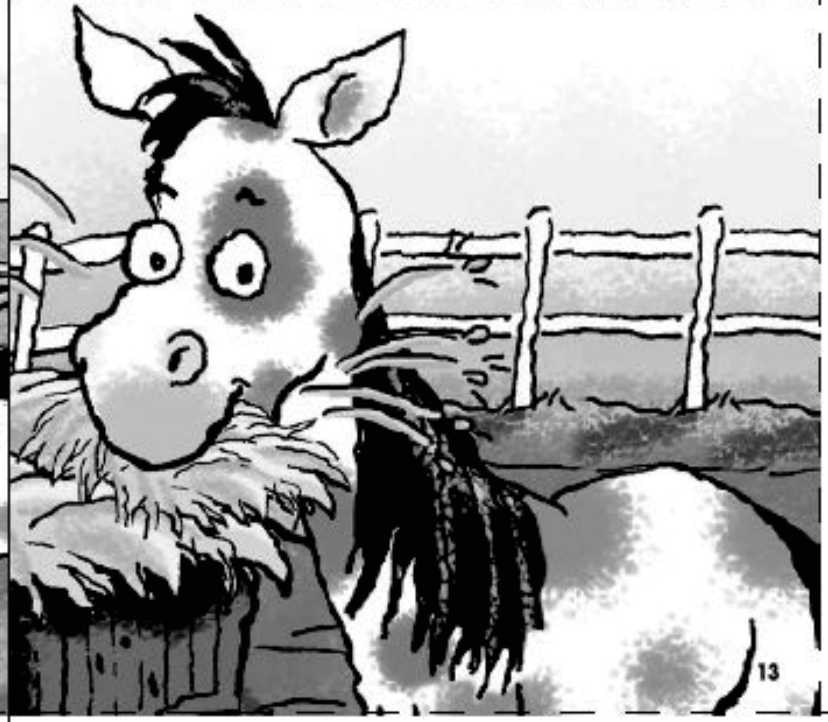
2



15

The young horse runs next to the old gray mare.

4



13

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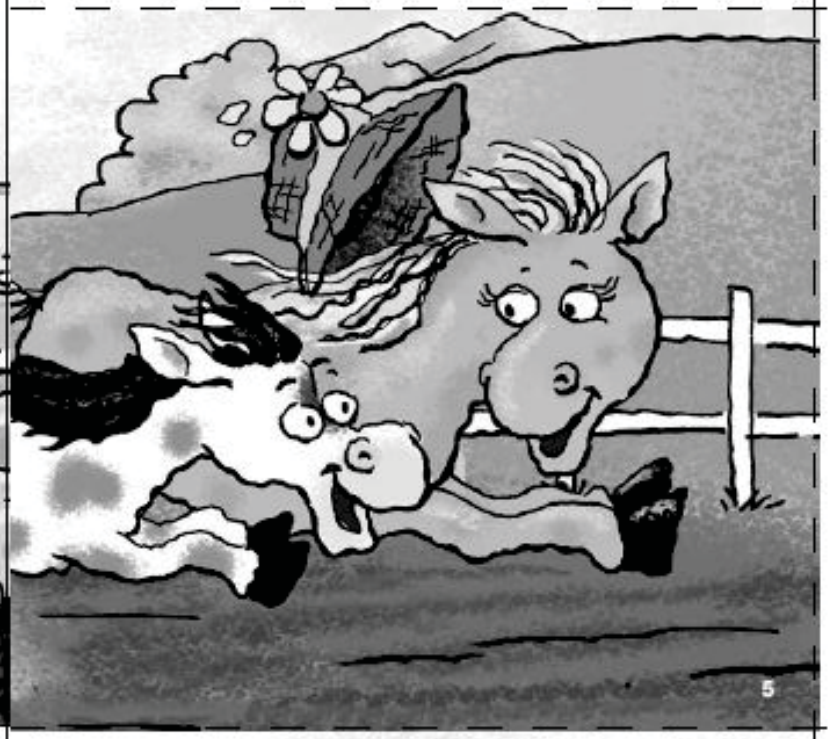
The young horse eats faster.

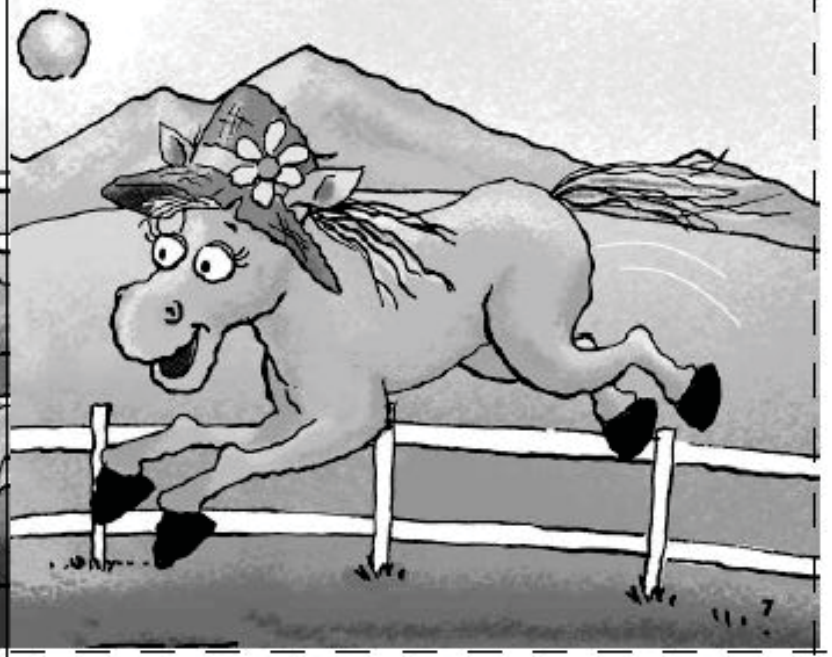
12



5

Now it's time to eat.
The old gray mare eats slowly.

10



7

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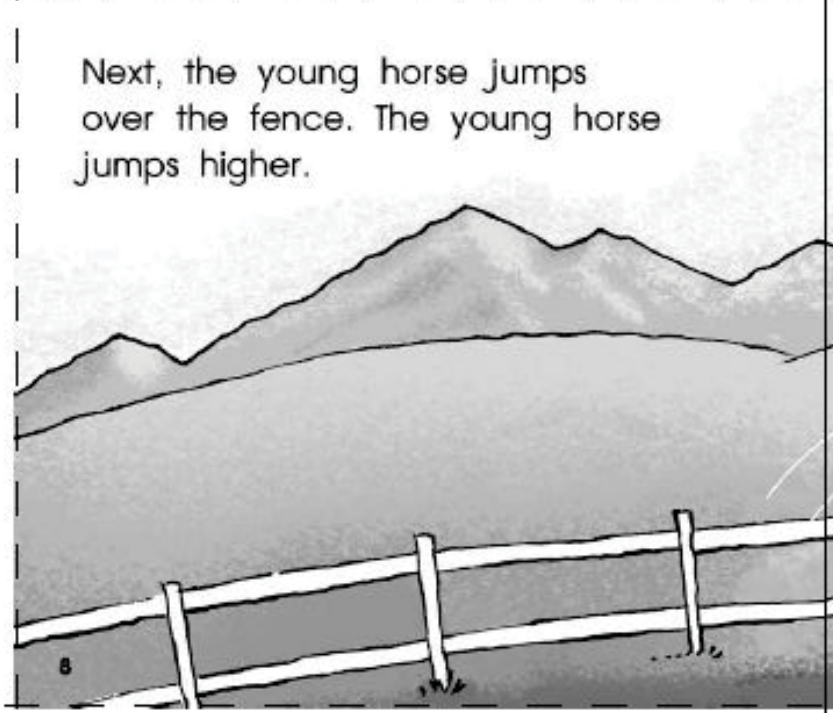
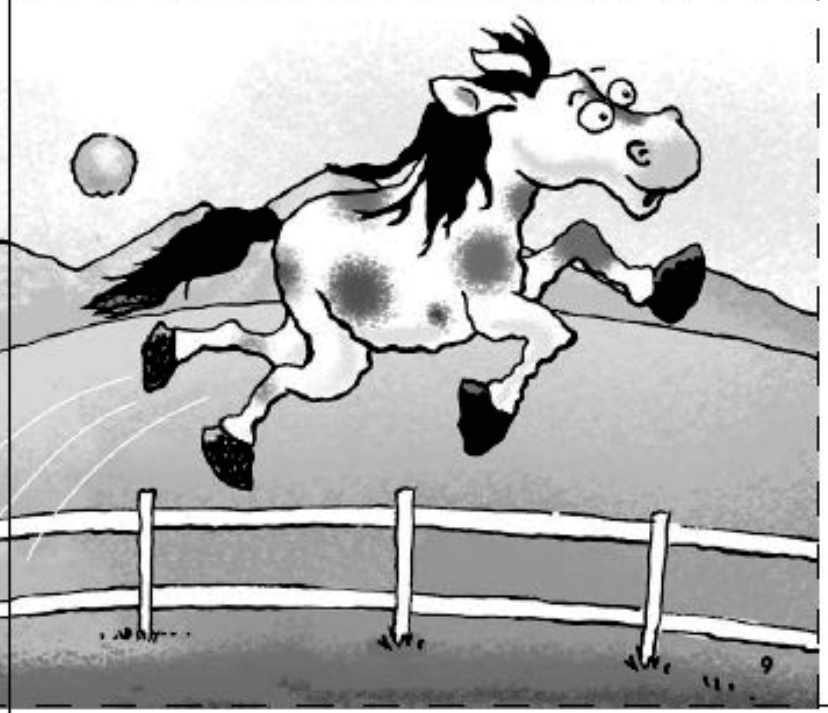
Then the old gray mare jumps over the fence.

Next, the young horse jumps over the fence. The young horse jumps higher.





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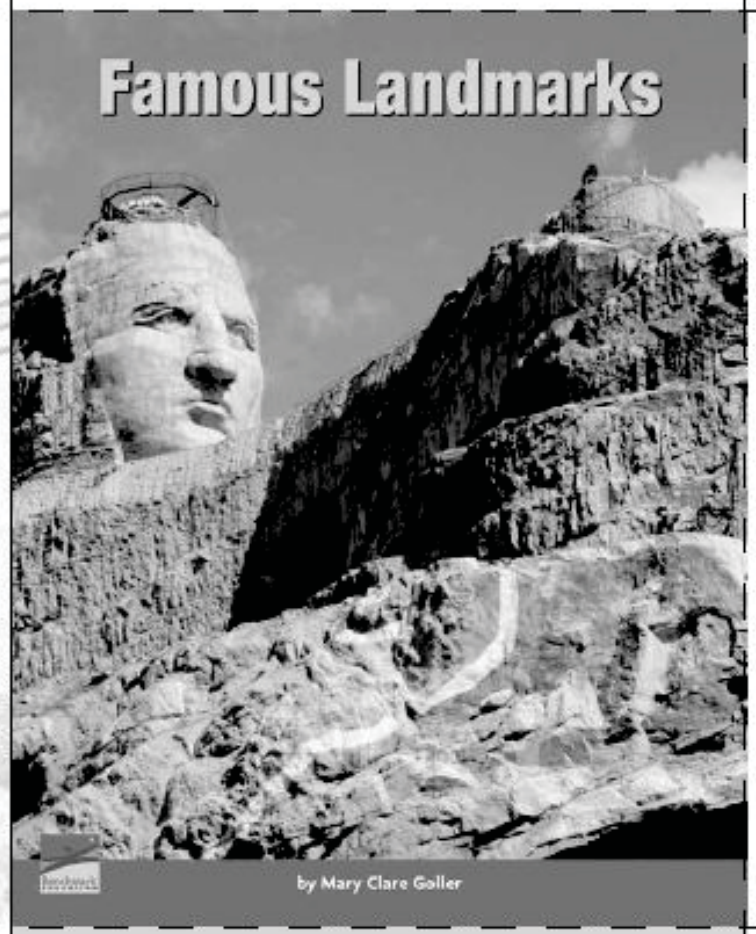
Can you match the cities on this map to their landmarks? What landmark is near you?

Do you know this landmark? The statue is a symbol of freedom.

▲ The Statue of Liberty welcomes people to the United States.



lighthouse

mountain

statue

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I need to know these words.

bridge

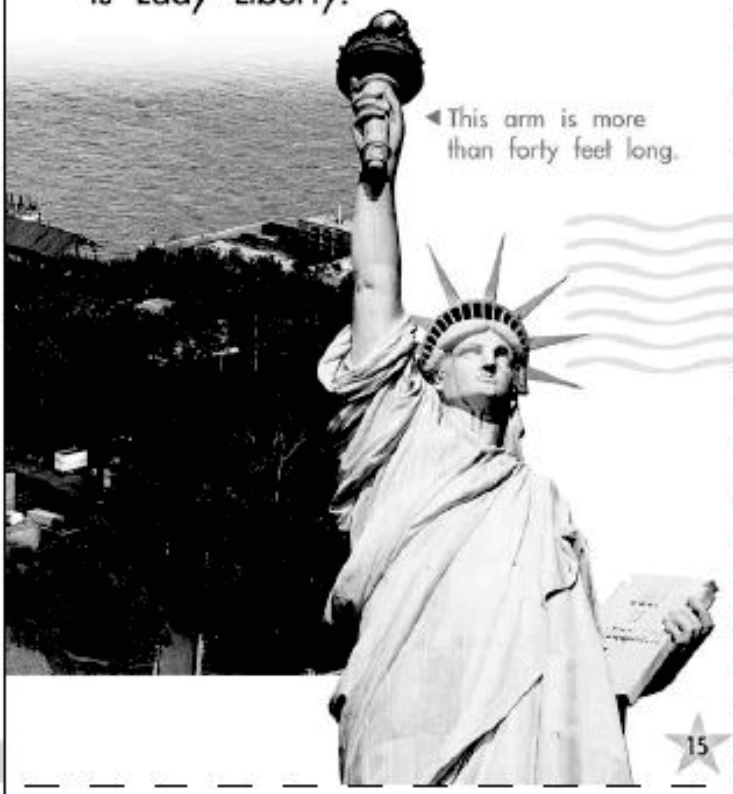
buildings

landmark

Do you send postcards?
A postcard can show a bridge. A bridge can be a landmark.

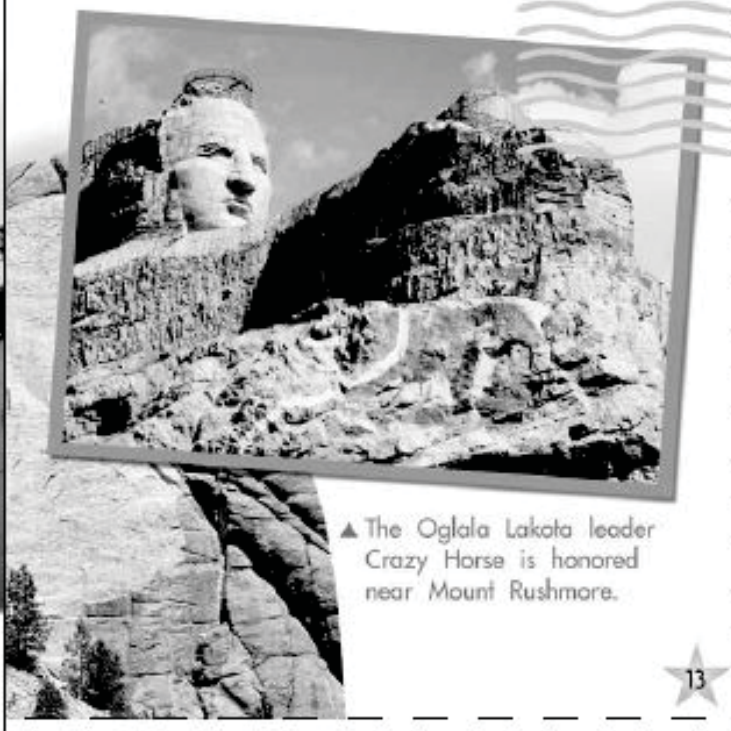
▲ The Brooklyn Bridge lets people cross the river.

Another name for this statue is Lady Liberty.



◀ This arm is more than forty feet long.

Many workers carved the faces. The work lasted fourteen years.



▲ The Oglala Lakota leader Crazy Horse is honored near Mount Rushmore.

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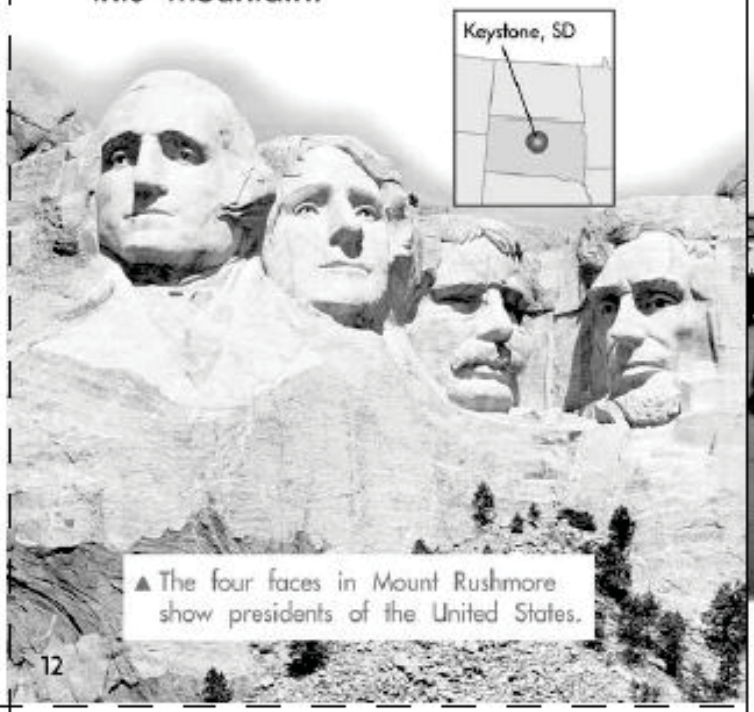
This mountain is a landmark.
You can see four faces in
this mountain.



▲ The four faces in Mount Rushmore show presidents of the United States.

This bridge is a landmark.
Many people cross this bridge.
This bridge is a busy highway.

▲ This bridge connects two parts of New York City.

This lighthouse guides sailors
to shore. The sailors can see
the light from many miles away.

▲ The Cape Hatteras lighthouse is in North Carolina.

People visit this bridge.
This bridge is a landmark.

▲ Many people visit the Golden Gate Bridge.

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Many people visit the United States. People come from different lands.

▲ The Golden Gate Bridge is in San Francisco.

People built the lighthouse long ago. The lighthouse still stands!

▲ This lighthouse is the tallest lighthouse in the United States.

Some buildings are landmarks. This landmark reminds some people of outer space.

▲ This building is called the Space Needle.

You can visit the top of this landmark. You can see the whole city.

◀ The Space Needle is in Seattle, Washington.

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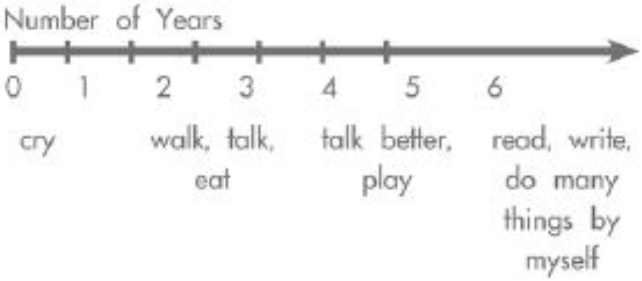
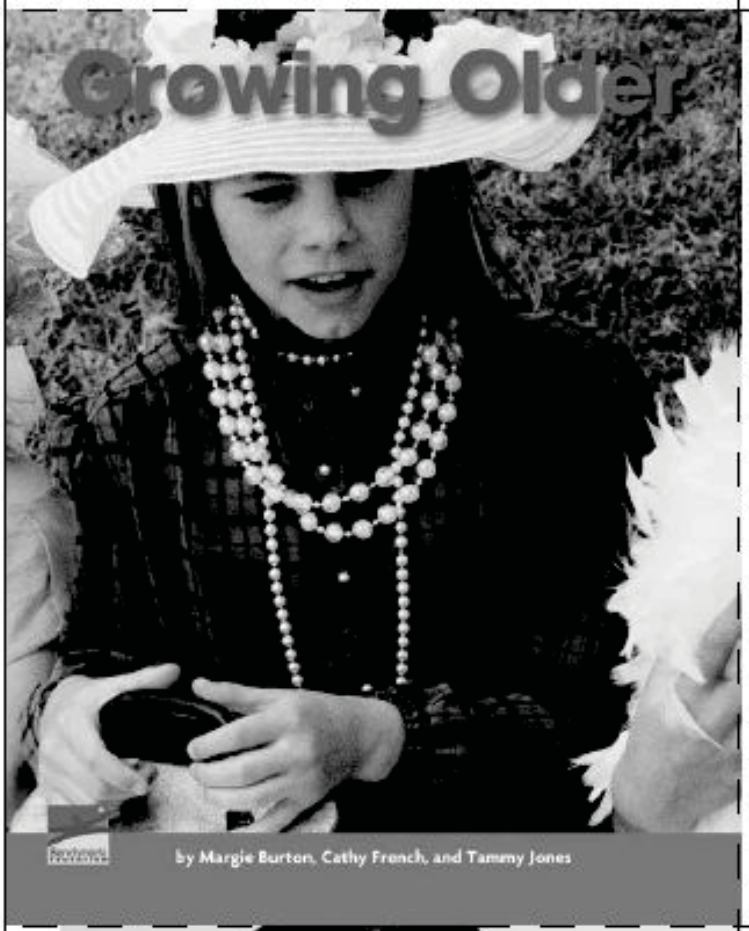
It is fun to be six. I will get to do new things when I am older.

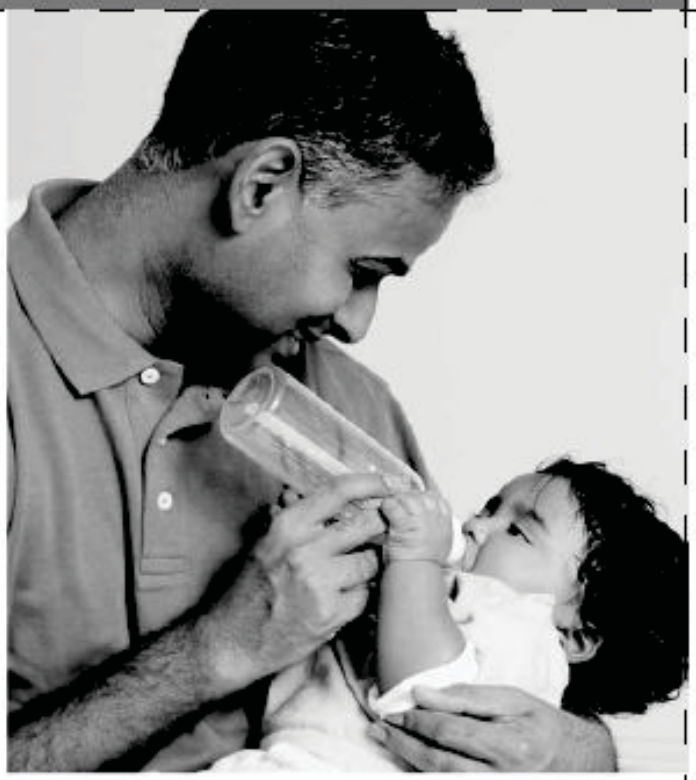


Now I am older. I can go to school. I can read and write and paint. I can ride a bike by myself.

Age Six: "I like to go fast on my bike."



by Margie Burton, Cathy French, and Tammy Jones



At Birth: "I could not do much by myself."

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I was so, so little when I was a baby. I could not see much with my eyes. I could not talk. I could not walk. I could cry. I had to be fed by Mom or Dad.

I needed to be washed and cleaned.

I needed to be warm and dry.

I needed love.

Age Six: "I can work with my friends at school."

Age Four: "I am getting older every day."

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I could run and jump
when I was four. I could
play and do what I could
not do when I was little.
I could draw and write.

Age Four: "I can write my name!"

At Birth: "I liked to sleep a lot."

I was older when I was four. I
could tell a story from my book.
I could sing my story, too.
I could talk and say many things.
My mom said that I talked
too much!

Age Four:
"I like to read
my book!"

Age Two: "Book, mine."

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I was older when I was two.
I could walk. I began to talk.
My mom and dad would know
what I said. I would know
what they said to me.

Age Two: "Drink!"

Age Four: "I like to talk!"

I could play when I was two.
I could get around by myself.
I could go fast!

I could jump, too! I could
eat by myself.

Age Two: "This is good!"

Age Two: "I can do it myself!"

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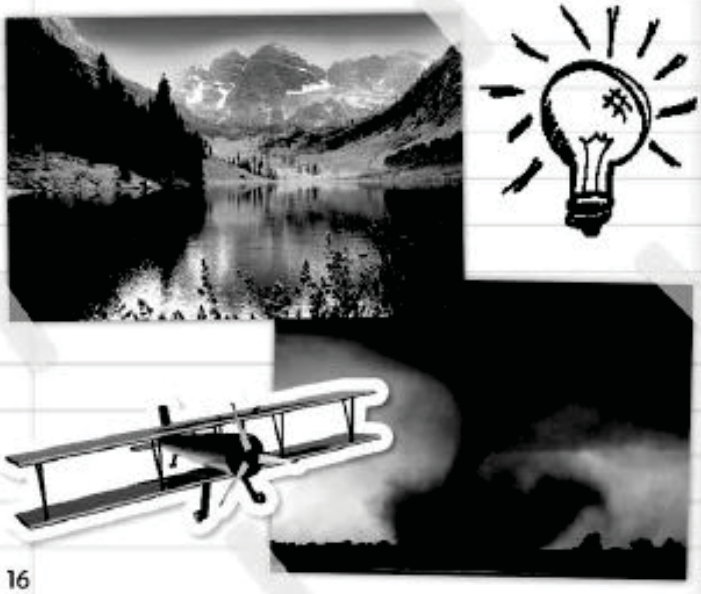
Sunday, 7:59 P.M.

Now I have to sit down and start writing about America. I have lots of good ideas. I just have to pick one!



The first people who flew an airplane were Americans. The first person who walked on the moon was an American.

How Did the Wright Brothers Make the Glider Better?

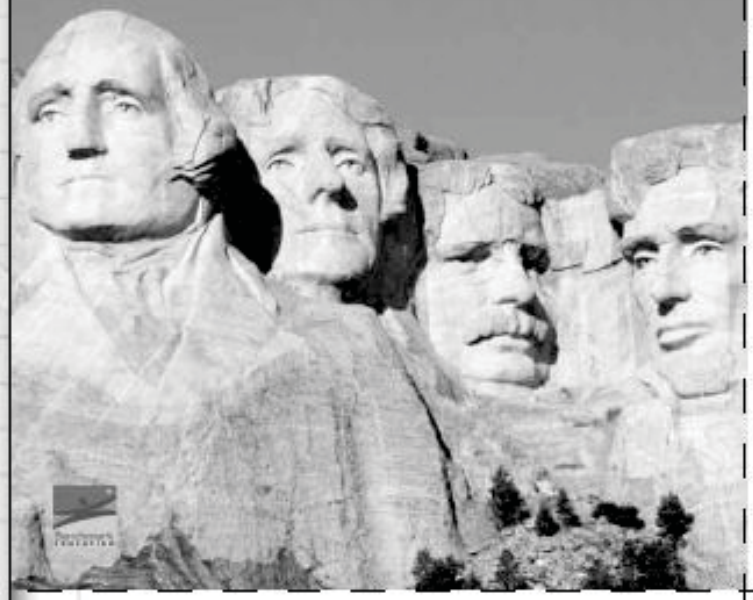
Now the brothers were ready to try something new. Orville and Wilbur wanted to be the first people to fly an airplane with a motor.

The Wright brothers made a motor with a propeller attached to the plane to help it move forward.

TEXT CONNECTIONS

Writing About America

by Michael Monson



I could write about the people. I could write about famous places. I need a great idea. That's all for now. I smell dinner!

My class went to Philadelphia, Pennsylvania. I got to see the Liberty Bell!

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Friday, 6:06 P.M.
I have to write a report about the United States. What should I write about when I write about America?

Friday, 7:14 P.M.
Yum! I ate a mountain of food! That gives me an idea! America has mountains, deserts, and forests.

I could write about the land in America!

Rocky Mountains, Colorado

These people could be exciting to write about! So many Americans have helped change the world.

Neil Armstrong was the first person on the moon.

The lightbulb and the telephone were invented in America. Inventors in America made cars popular.

Alexander Graham Bell made the first telephone.

Henry Ford made cars. My dad drives a Ford.

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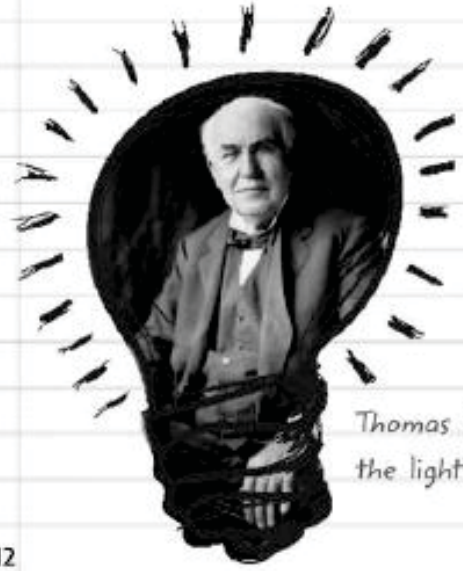
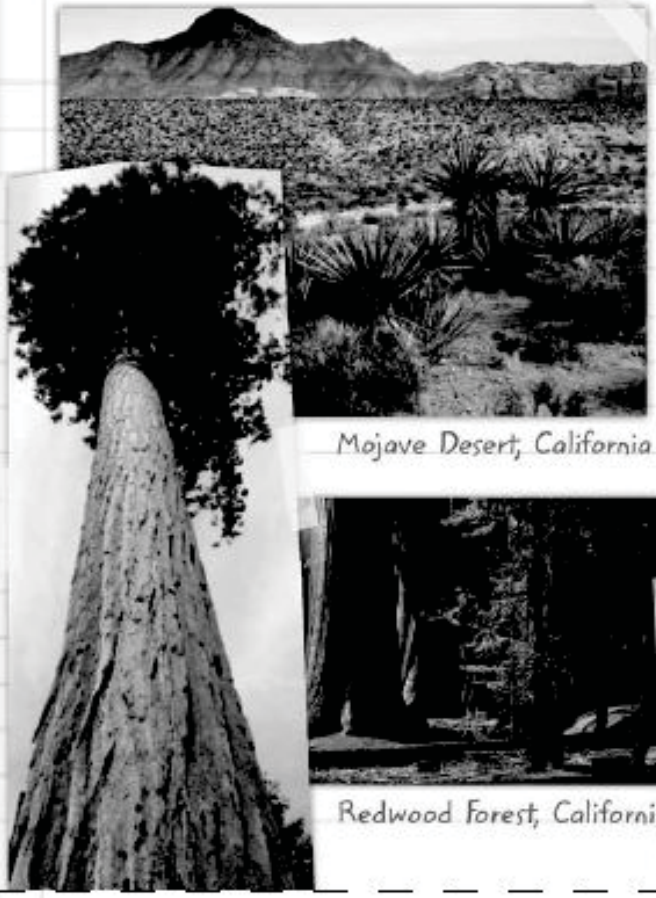
Saturday, 7:13 p.m.
I tried to start writing my report, but my desk light burned out. That made an idea pop into my head! I could write about American inventors.



Thomas Edison invented the lightbulb.



Mojave Desert, California

Redwood Forest, California

Thinking about bad weather gives me a new idea. America has different types of storms. Some places have tornadoes. Some other places have hurricanes.

Tornado Alley is where most tornadoes occur.

Florida gets a lot of hurricanes.

But I can't write about anything when Blue is barking! That dog! What does he want?

My grandpa took me on a boat ride on the Mississippi River when we visited St. Louis, Missouri.

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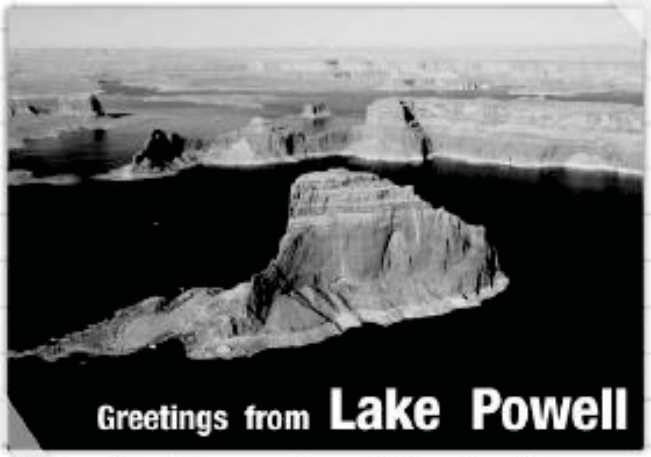
America has rivers, lakes,
and oceans. Maybe I should
write about the water in America?



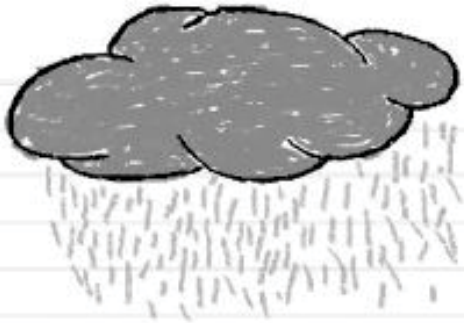
Aunt Karen sent me this postcard
while on vacation in Arizona.

In winter, parts of America are covered
in snow. Brrr!

I took this picture of my brother
riding his bike in a blizzard.

Friday, 7:48 P.M.
Blue wanted a walk. He loves to
go out, even in the rain. Hmm.
That makes me think . . . I could
write about the weather in America!

a sunny day
in my hometown,
Chicago, Illinois



a rainy day in Seattle, Washington

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John Singleton Copley, Benjamin West, and Gilbert Stuart recorded America's past. We know what important Americans looked like long ago because of these artists.

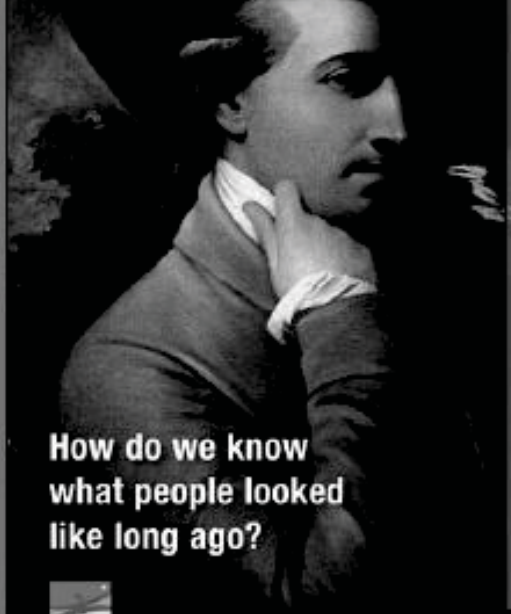
Paul Revere
John Singleton Copley

Benjamin Franklin
Benjamin West

Dolley Madison
Gilbert Stuart

TEXT CONNECTIONS

Early American Portrait Artists



How do we know what people looked like long ago?

How did portrait artists work?

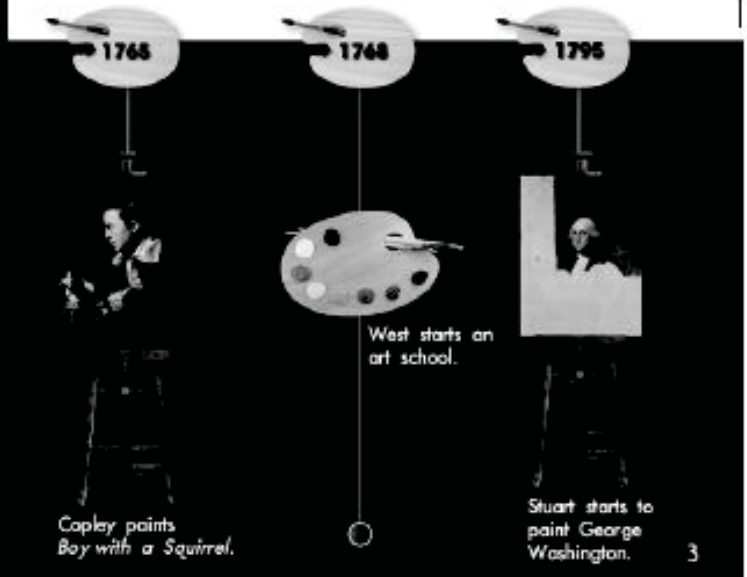
Who did portrait artists paint?

by Kathryn L. O'Dell

Stuart's painting of George Washington's face is on the one-dollar bill.

▲ Stuart's painting of George Washington was first used on the one-dollar bill in 1869. It is still used today.

Painters who made portraits were called portrait artists. John Singleton Copley, Benjamin West, and Gilbert Stuart were portrait artists.



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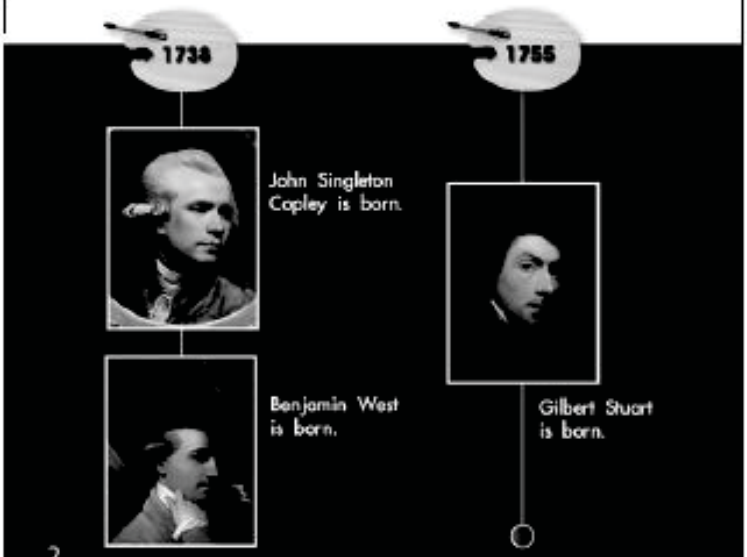
INTRODUCTION

Long ago, when America first became a country, people didn't have cameras. Artists painted portraits. A portrait is a picture of someone.



CONCLUSION

Today, portrait artists still paint pictures of people. Fewer people have their portraits painted, though. This is because now most people can take photographs.

JOHN SINGLETON COPLEY

Some people call John Singleton Copley "America's First Great Portrait Artist." His paintings of people were very realistic.

Stuart painted over 100 copies of George Washington's face. One of the copies was in the White House. Stuart never finished the original painting.

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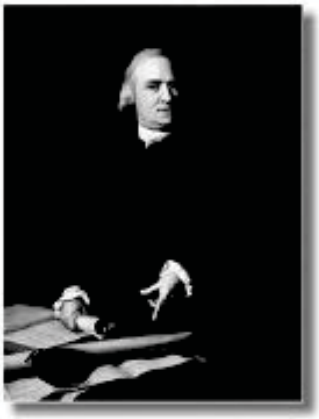
Stuart's most famous painting is of George Washington. He started it in 1795, but he didn't finish it. He only finished the face.

Copley liked to paint people in settings. He often painted things people liked in the pictures, like flowers or dogs.

He started the Royal Academy of Arts in London. He taught painting classes there. Many American painters were his students.

▲ painting by Matthew Pratt of his teacher, Benjamin West, and class

Many important people asked Copley to paint their pictures.



portrait of Samuel Adams

portrait of Paul Revere

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One of Copley's first famous paintings was of a boy and a squirrel.

GILBERT STUART

Gilbert Stuart was one of West's students. Stuart became famous and painted many presidents and first ladies.

portrait of First Lady Dolley Madison

portrait of President James Madison

BENJAMIN WEST

Benjamin West was a famous portrait artist, too. He also painted important people, like Benjamin Franklin.

portrait of Benjamin Franklin

West moved to London, England, in 1763. He painted the king and the king's family.

portrait of King George III

portrait of Queen Charlotte

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