



At Home Learning Resources

Grade 1 - Week 12



How to take the 2020 Census



Online



Phone



Mail

Why it matters

Federal funding

For local programs and organizations

Better planning

For roads, schools, healthcare and emergency services

Determines representation

In Congress and the state legislature

Helps businesses

Locate factories and stores, recruit employees and conduct market research

Shape your future
Your community, your voice

<https://2020census.gov/>

Grade 1 ELA Week 12

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797>

This week completes the focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on vowel teams this week.

Reading: Students need to read each day. They can read the text included in this packet and/or read any of fiction or story books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading and get ready for summer. Students can also reflect back on the school year and write a bit about what they liked or learned.

Writing: Students will finish working on narrative stories. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 1 Narrative Writing Choice Board](#). This writing should finish this week. Students will be writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing.

Phonics/Word Work: Students can practice working on their vowel teams. Students will sort and match words with similar vowel teams like ao, ee, ou, etc. Students can also always practice any of the words on the high frequency lists that students should know by the end of grade 1.

My Summer Reading Plan



Books/Authors I want to read:











Where I will get books:

Borrow from the library

Read online

Trade books with friends

Buy at a bookstore

Buy Online

Other _____

Where I will read:

In my bedroom

In the living room

Outside

In my car

At the beach

Other _____

Log all of the books that you read. If you read 1 book, write it down. If you read 100, write them down. You can write them here. If you run out of room, add another piece of paper.

OR

Looking for an even easier way to log your books, do it online. [Click here](#) to enter your book titles online. Your school will keep a list of all of the books that you read.

Remember, you only need to log your books on paper **or** online. NOT BOTH!

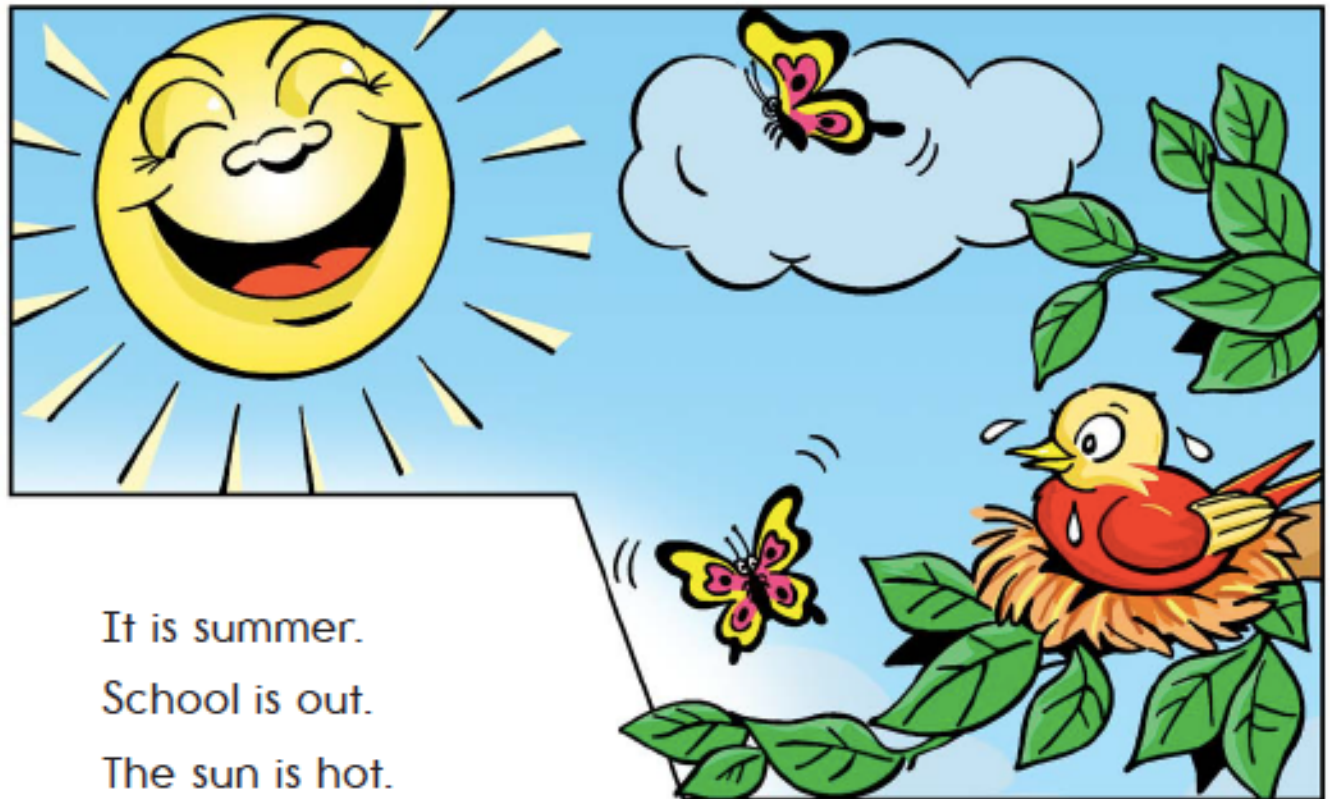
Happy Summer Reading!

Club Monster



Written by Maribeth Boelts
Illustrated by Nora Voutas

www.readinga-z.com



It is summer.
School is out.
The sun is hot.

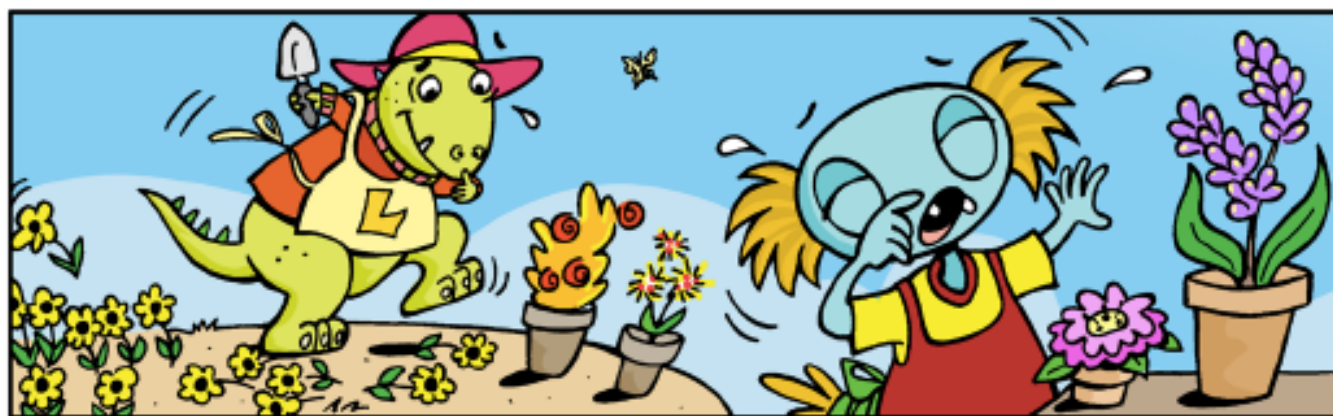


“What should we do?” asks Lurk.

Bonk has an idea.

“All the cool monsters have a club,” says Bonk.

“



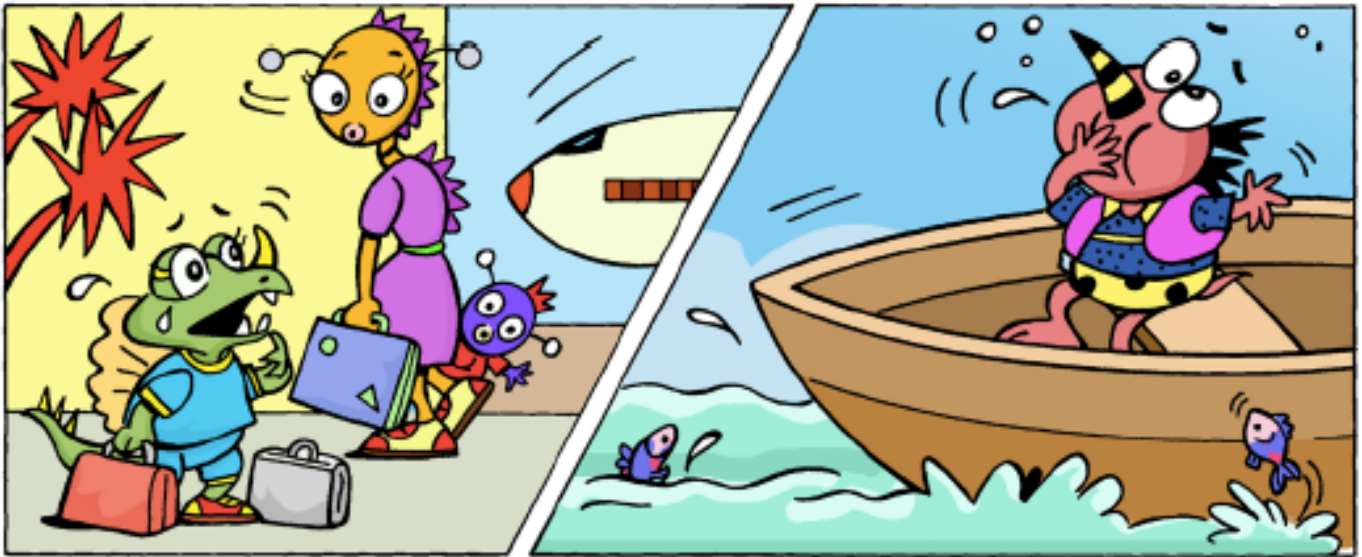
The monsters join a garden club.

But Lurk steps on the flowers.

Snag sneezes and sneezes.

“I forgot something,” Snag says.

“Gardens make me sneeze.”



They join a travel club.

Uzzle gets lost in the airport.

Bonk is seasick on the boat.



They join a hiking club.

"Hiking is hard," says Snag.

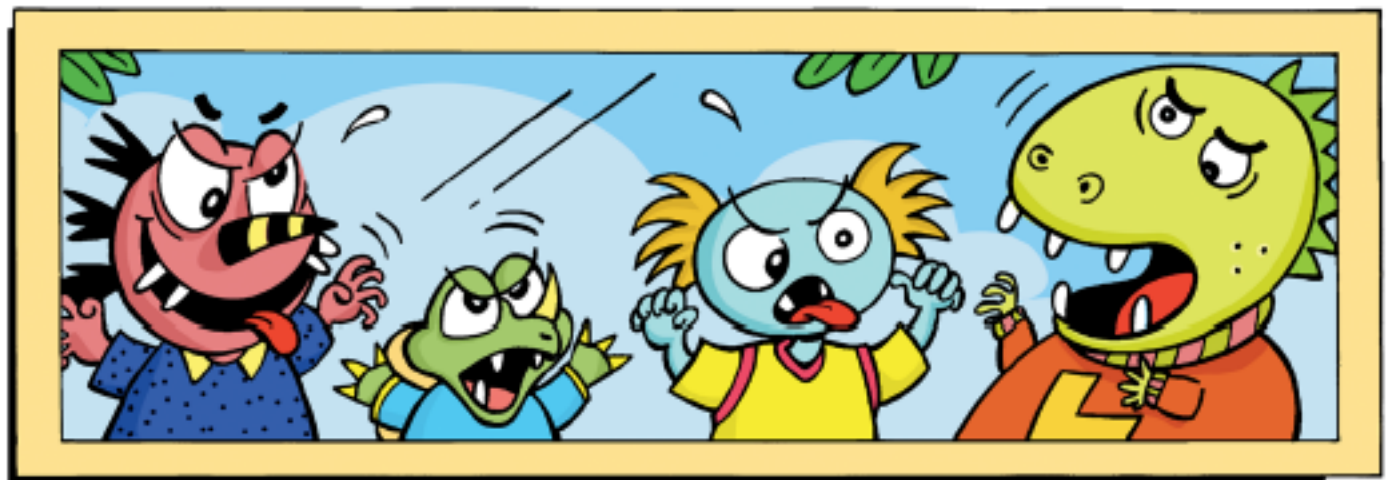
"Are we there yet?" Uzzle asks.



"Let's make our own club," says Bonk.

"What should we call it?" asks Lurk.

"Let's call it The Very Scary Monsters Club," says Bonk.



"Time to practice our scary faces," says Bonk.

They look in the mirror and make scary faces.

Then they hide under the bed.

"That was too scary," says Bonk.



They try to pick a secret password.

"What about *fluffy*?" asks Lurk.

"Or *chicken*?" asks Snag.

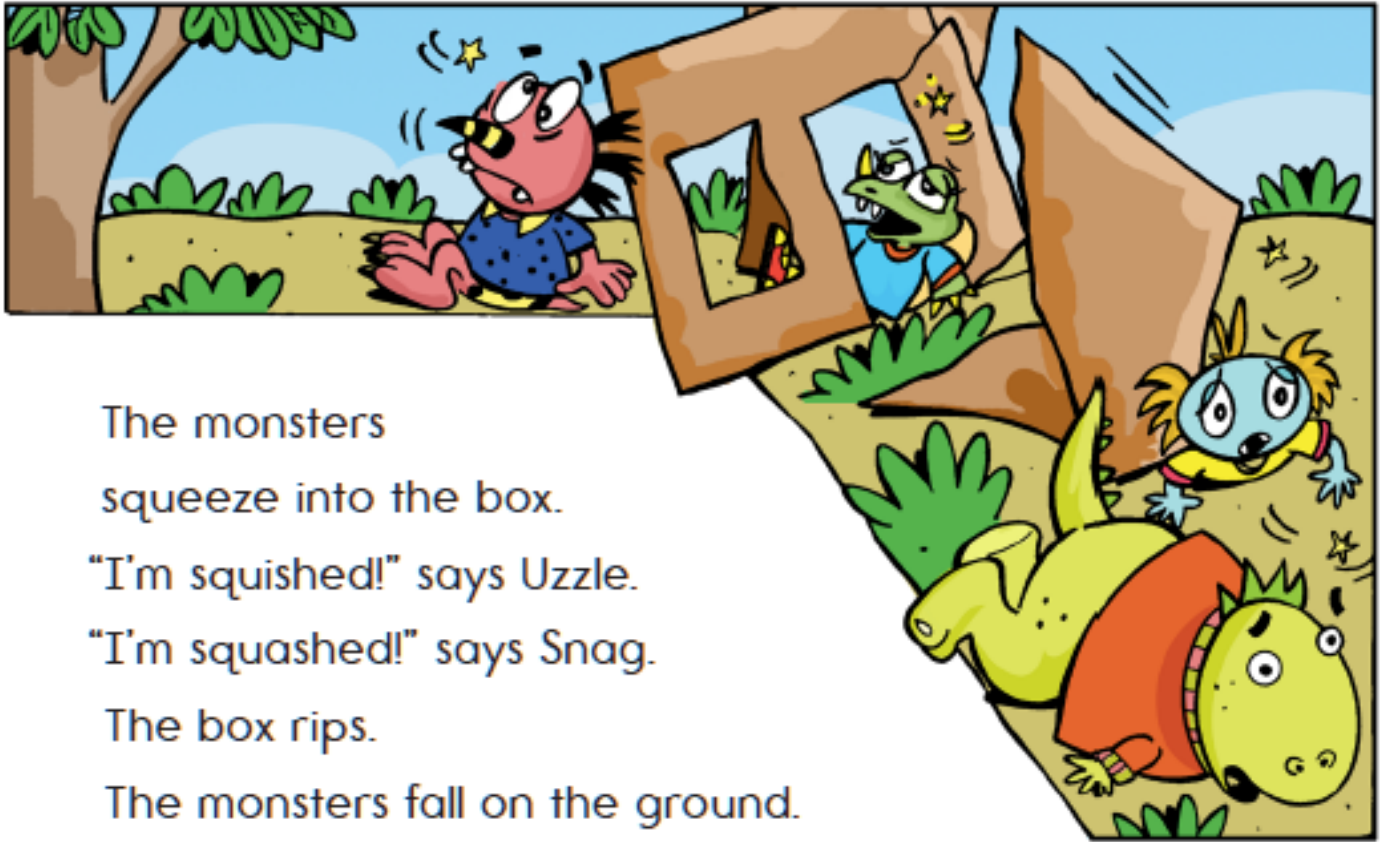
"Those are not scary passwords," says Bonk.



The monsters look for a clubhouse.

Snag has a big box.

"We can fit if we squeeze together," says Snag.



The monsters
squeeze into the box.
"I'm squished!" says Uzzle.
"I'm squashed!" says Snag.
The box rips.
The monsters fall on the ground.



"We do not have a clubhouse," says Bonk.
"We do not have a secret password," says Snag.
"We do not have a name for our club," says Uzzle.



The monsters sit in the hot sun.
Sweat drips off their faces.
Just then, they hear music.
The ice cream truck is coming!



Lurk buys a snow cone.
Uzzle buys a freeze pop.
Bonk buys an ice-cream cone.
Snag buys a slush.





“A club is not the only thing
that can make us cool,” says Bonk.

“It’s not?” asks Lurk.

“Ice cream works even better,” says Bonk.

Uzzle, Lurk, and Snag agree.



What I've Learned...



by _____

Draw a picture to show something you learned this year.

A large, empty rectangular box with a decorative border of small tick marks, intended for a drawing.

I learned how to _____

I learned this by _____

Someone who helped me learn this was _____

I also learned to _____


Next year, I would like to learn _____

Grade 1 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own narrative story.

First Grade Narrative Writing

Bring Your Stories to Life

Getting started!
Click here



Click here for paper choice

Unfreeze People.
*Make them move
*Make them talk

Tell small steps.
Write exact actions that people do.

Bring out the inside.
*Make people see!
*Make people think

Use ELLIPSES in the middle of a sentence to build excitement.

Choose Your Best Work to...

Revise & **Edit**


Getting started!

Before you write the words.

1. Think of an idea.
• A thing that happened to you
• A thing you do

2. Plan.
Touch and tell.
Then, sketch across the pages.

3. Write!

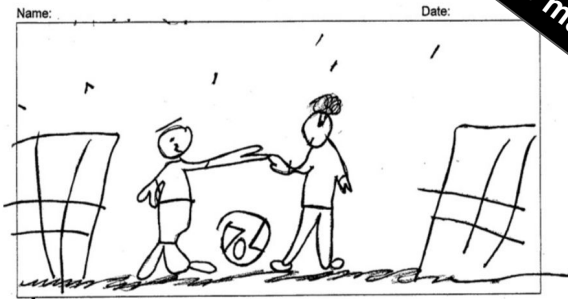


Drew him kicking the ball to match the words.

Spencer's Story

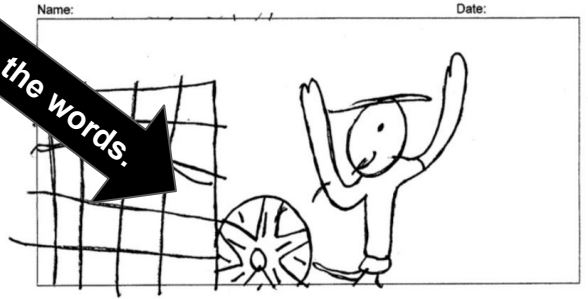
Unfreeze people.
*Make them move 
*Make them talk 

Wrote what he said.



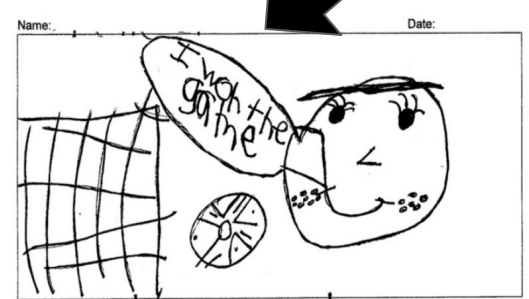
I Playd Soccer With
my brother in the
backyd after
skool.

1



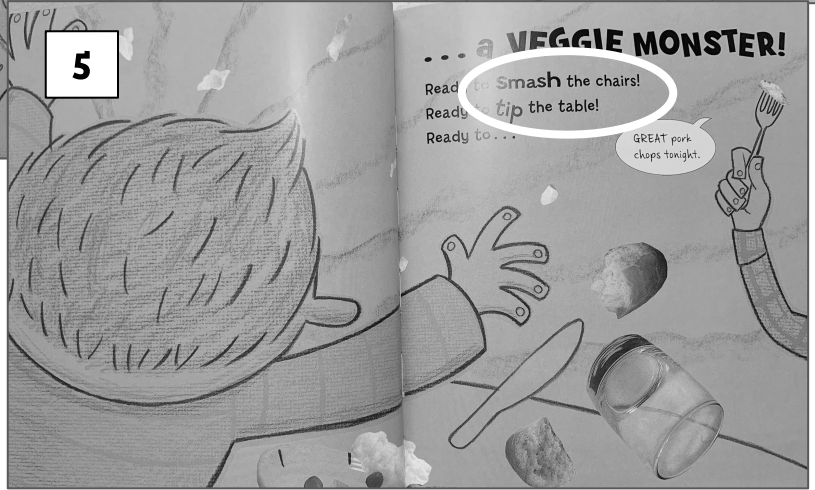
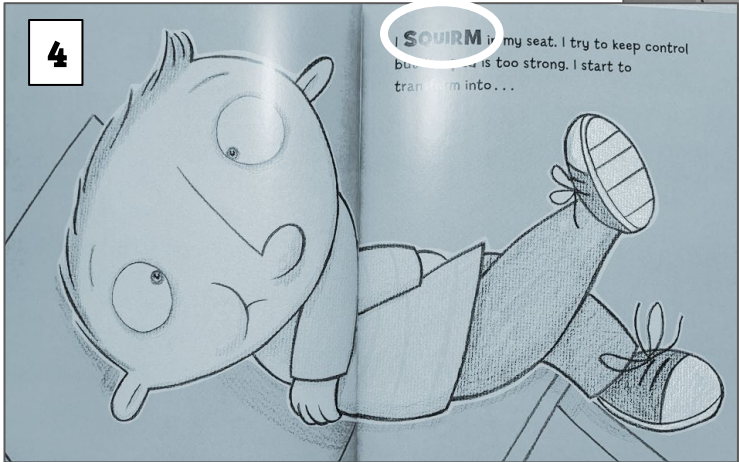
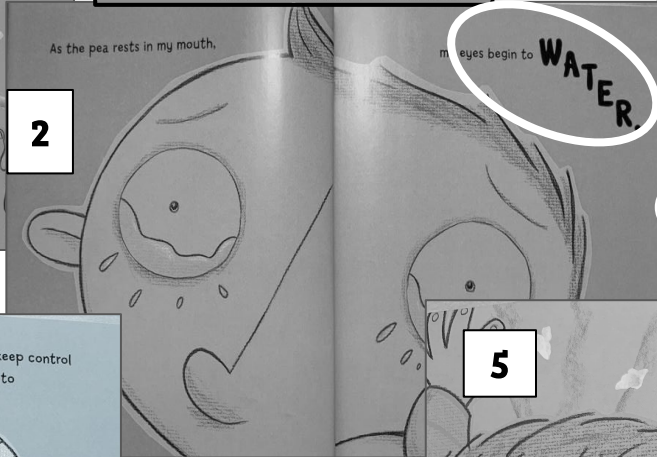
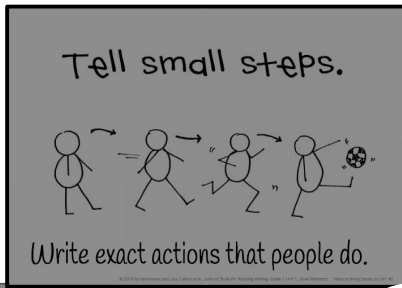
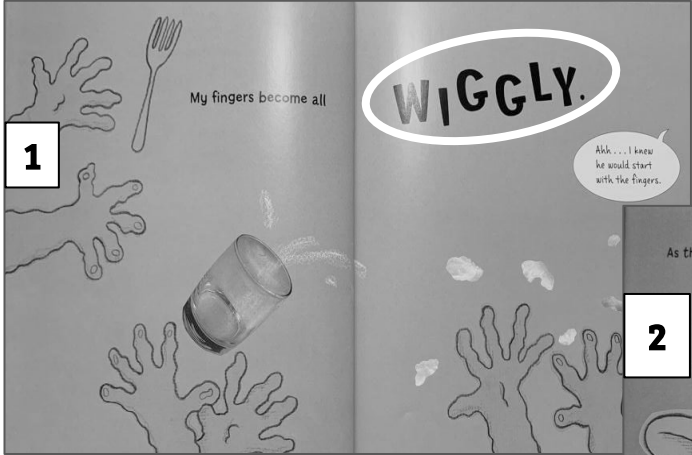
I Was Standing
tithet the goal.
I kiked the ball and
skool.

2



I Skteepmed
"I won the game."
I Smild.

3



Bring out the inside.

- *Make people *feel*
- *Make people *think*

What does the character say?

What does the character think?

Thinking & Feeling

Thinking

I climb up again even though my knees hurt me. I felt brave. I pas 2 monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try and try but my hand is still slipping. I was so scard and I close my eyes so tight. ③

Gina's Story

Thinking & Feeling

Feeling

Use ELLIPSES in the middle of a sentence to build excitement.

Ellipses are made up of 3 periods with spaces in between.

It's not the **pork chops** or the **mashed potatoes**. It all starts when I'm forced to eat ...

ellipses

Time for another fun-filled hour.

PEAS!

ellipses

Revise

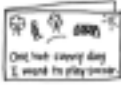




When you revise you reread your story to make sure it makes sense and is complete.

You might want to:

Add more to your story.

Change your words or the order of your pages.

Cut something out of your story.

Did I do it like a first grader?		YES	NO
Goal	I wrote about when I did something.		
Lead	 I tried to make a beginning for my story.	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	 I put my pages in order. I used words such as and, then, and so.	<input type="checkbox"/>	<input type="checkbox"/>
Ending	 I found a way to end my story.	<input type="checkbox"/>	<input type="checkbox"/>
Organization	 I wrote my story across three or more pages.	<input type="checkbox"/>	<input type="checkbox"/>
Illustration	 I put the picture from my mind onto the page. I had details in pictures and words.	<input type="checkbox"/>	<input type="checkbox"/>
Gift	 I used labels and words to give details.	<input type="checkbox"/>	<input type="checkbox"/>



Edit




When you edit you reread your story to make sure your reader can easily read what you wrote.

You need to:

Check your words to see if you spelled snap words correctly.

Check your words to see if you used all you know about word parts to write new words.

Make sure you end each sentence with a . ! ?

LANGUAGE CONVENTIONS		YES	NO
Did I do it like a first grader?			
Spelling	 I used all I knew about words and chunks of words to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	 I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	End it with . ! ?	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	 I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>



Name: _____

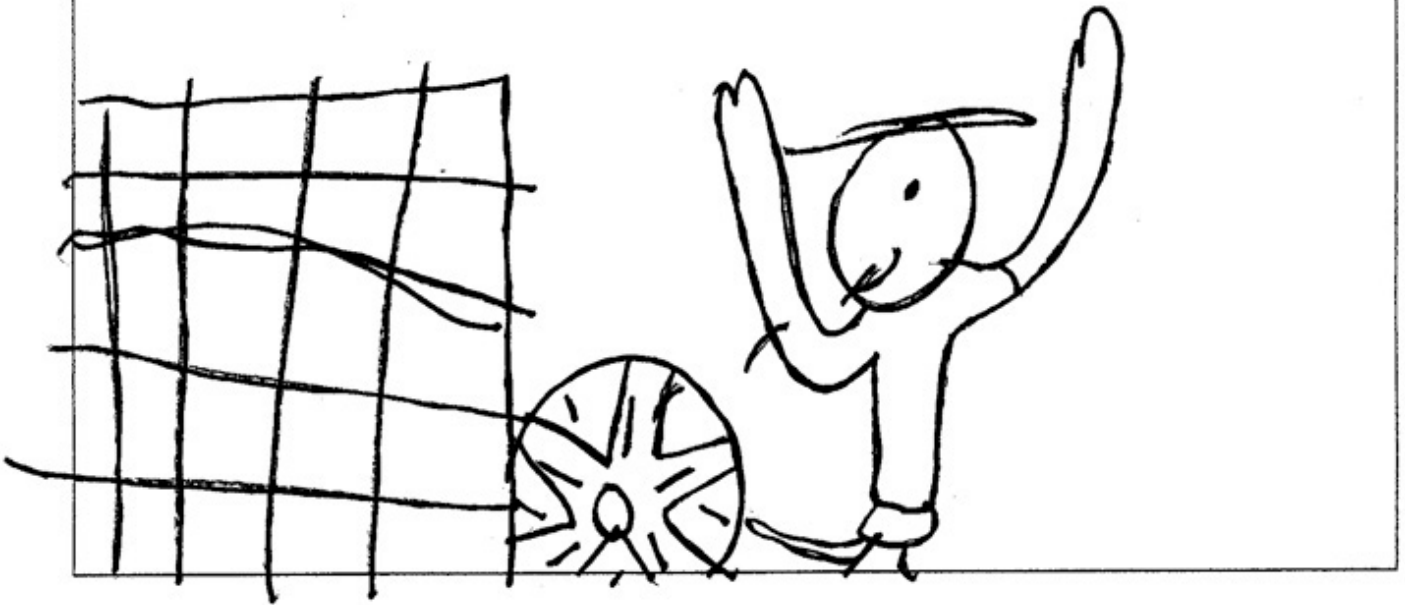
Date: _____



I Played Soccer With
my brother in the
backyard after
school.

Name:

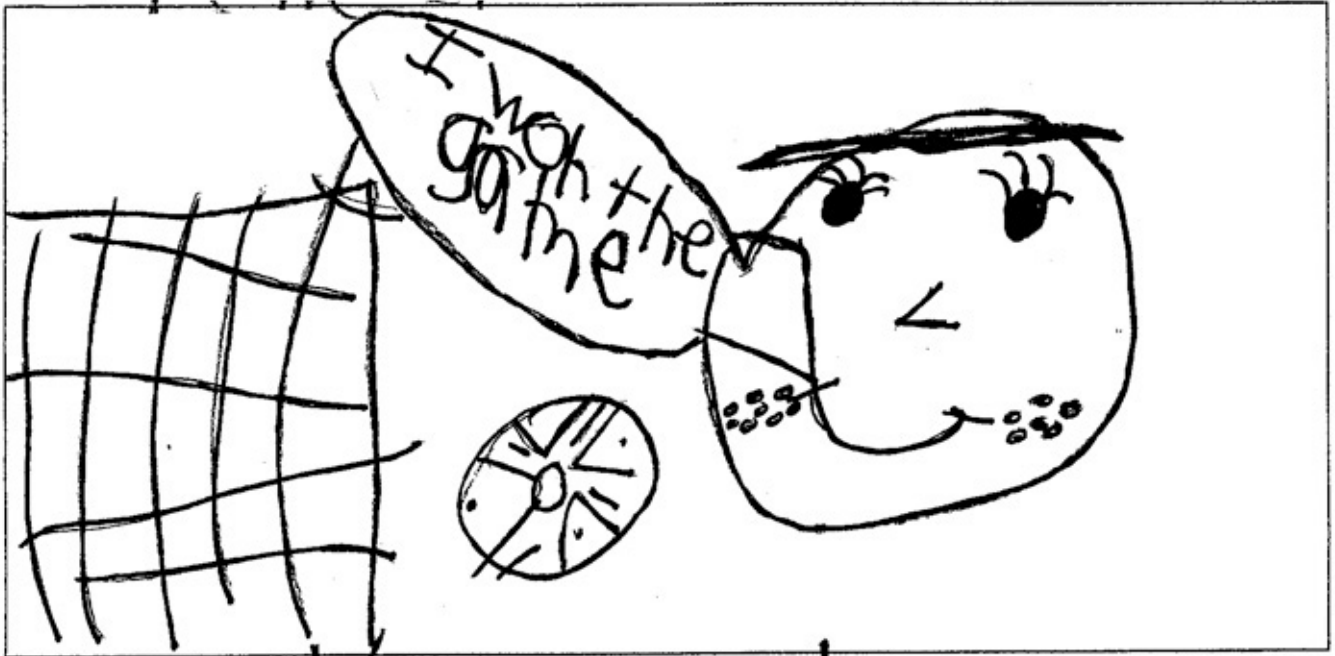
Date:



I Was Standing
hit her the goal.
I kicked the ball and
scored.

Name: _____

Date: _____




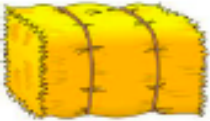










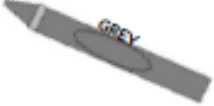









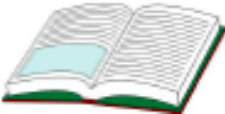







I skated
"I won the game."
I smile.



I climb up again even though my knees hurt me. I felt brave. I pass 2 monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try and try but my hand is still slipping. I was so scared and I close my eyes so tight.

(3)

Vowel Teams

 ai	 ay	 au	 aw	 ea
 ea	 ea	 ee	 ei	 ei
 eigh	 ew	 ey	 ey	 ie
 ie	 igh	 oa	 oe	 oi
 oy	 oo	 oo	 ou	 ou
 ow	 ow	 ui	 ue	 ue

Sort the vowel teams. Say the words out loud. Try using the words in a sentence.

oa	ow



Draw a line from the word to the picture.



toe

coast

coal

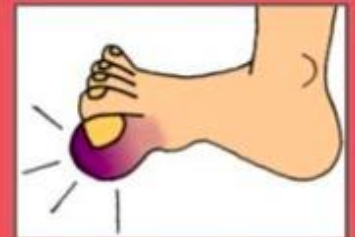
toast

boat

soap

float

hoe



FILL IN THE MISSING

VOWEL

TEAM



spr



b ch



m l



l f



sn l



qu n



p nt



sh p



h

ai
ay
ea
ee
ai
ea
ay
ee
ai

Name _____

Date _____

My Missing Addend Practice

1. $6 + \underline{\quad} = 6$

11. $3 + \underline{\quad} = 6$

21. $4 + \underline{\quad} = 7$

2. $0 + \underline{\quad} = 6$

12. $4 + \underline{\quad} = 8$

22. $7 = 3 + \underline{\quad}$

3. $5 + \underline{\quad} = 6$

13. $10 = 5 + \underline{\quad}$

23. $2 + \underline{\quad} = 7$

4. $4 + \underline{\quad} = 6$

14. $5 + \underline{\quad} = 9$

24. $2 + \underline{\quad} = 8$

5. $0 + \underline{\quad} = 7$

15. $5 + \underline{\quad} = 7$

25. $9 = 2 + \underline{\quad}$

6. $6 + \underline{\quad} = 7$

16. $8 = 5 + \underline{\quad}$

26. $2 + \underline{\quad} = 10$

7. $1 + \underline{\quad} = 7$

17. $5 + \underline{\quad} = 9$

27. $10 = 3 + \underline{\quad}$

8. $7 + \underline{\quad} = 8$

18. $8 + \underline{\quad} = 10$

28. $3 + \underline{\quad} = 9$

9. $1 + \underline{\quad} = 8$

19. $7 + \underline{\quad} = 10$

29. $4 + \underline{\quad} = 9$

10. $6 + \underline{\quad} = 8$

20. $10 = 6 + \underline{\quad}$

30. $10 = 4 + \underline{\quad}$

Today, I finished _____ problems.

I solved _____ problems correctly.

Name _____

Date _____

My Related Addition and Subtraction Practice

1. $5 + \underline{\quad} = 6$

11. $7 + \underline{\quad} = 10$

21. $4 + \underline{\quad} = 8$

2. $1 + \underline{\quad} = 6$

12. $10 - 7 = \underline{\quad}$

22. $8 - 4 = \underline{\quad}$

3. $6 - 1 = \underline{\quad}$

13. $5 + \underline{\quad} = 7$

23. $4 + \underline{\quad} = 7$

4. $9 + \underline{\quad} = 10$

14. $7 - 5 = \underline{\quad}$

24. $7 - 4 = \underline{\quad}$

5. $1 + \underline{\quad} = 10$

15. $5 + \underline{\quad} = 8$

25. $5 + \underline{\quad} = 9$

6. $10 - 9 = \underline{\quad}$

16. $8 - 5 = \underline{\quad}$

26. $9 - 5 = \underline{\quad}$

7. $5 + \underline{\quad} = 10$

17. $4 + \underline{\quad} = 6$

27. $6 + \underline{\quad} = 9$

8. $10 - 5 = \underline{\quad}$

18. $6 - 4 = \underline{\quad}$

28. $9 - 6 = \underline{\quad}$

9. $8 + \underline{\quad} = 10$

19. $3 + \underline{\quad} = 6$

29. $4 + \underline{\quad} = 7$

10. $10 - 8 = \underline{\quad}$

20. $6 - 3 = \underline{\quad}$

30. $7 - 4 = \underline{\quad}$

Today, I finished _____ problems.

I solved _____ problems correctly.

Name _____

Date _____

My Mixed Practice

1. $4 + 2 = \underline{\quad}$

11. $2 + \underline{\quad} = 6$

21. $8 - 5 = \underline{\quad}$

2. $2 + \underline{\quad} = 6$

12. $6 - 2 = \underline{\quad}$

22. $3 + \underline{\quad} = 8$

3. $6 = 3 + \underline{\quad}$

13. $6 - 4 = \underline{\quad}$

23. $8 = \underline{\quad} + 5$

4. $2 + 5 = \underline{\quad}$

14. $5 + \underline{\quad} = 7$

24. $\underline{\quad} + 2 = 9$

5. $7 = 5 + \underline{\quad}$

15. $7 - 5 = \underline{\quad}$

25. $9 = \underline{\quad} + 7$

6. $4 + 3 = \underline{\quad}$

16. $7 - 4 = \underline{\quad}$

26. $9 - 2 = \underline{\quad}$

7. $7 = \underline{\quad} + 4$

17. $7 - 3 = \underline{\quad}$

27. $9 - 7 = \underline{\quad}$

8. $8 = \underline{\quad} + 4$

18. $8 = 6 + \underline{\quad}$

28. $9 - 6 = \underline{\quad}$

9. $4 + 5 = \underline{\quad}$

19. $8 - 2 = \underline{\quad}$

29. $9 = \underline{\quad} + 4$

10. $9 = \underline{\quad} + 4$

20. $8 - 6 = \underline{\quad}$

30. $9 - 6 = \underline{\quad}$

Today, I finished _____ problems.

I solved _____ problems correctly.

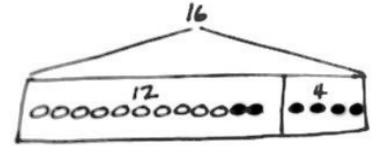
Name _____

Date _____

Read the word problem.

Draw a tape diagram and label.

Write a number sentence and a statement that matches the story.

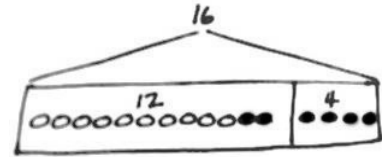


Peter counted 14 ladybugs in a garden, and Lee counted 6 ladybugs outside of the garden. How many ladybugs did they count in all?

They counted _____ ladybugs.

Name _____

Date _____

Read the word problem.Draw a tape diagram and label.Write a number sentence and a statement that matches the story.

There were 6 turtles in the tank. Dad bought some more turtles. Now, there are 12 turtles. How many turtles did Dad buy?

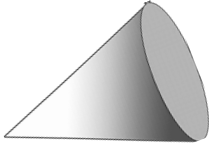
Dad bought _____ turtles.

Name _____

Date _____

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a.



Rectangular prism

b.



Cone

c.



Sphere

d.



Cylinder

e.



Cube

2. Write the name of each object in the correct column.



Cubes	Spheres	Cones	Rectangular Prisms	Cylinders

3. Circle the attributes that describe *ALL* spheres.

have no straight sides

are round

can roll

can bounce

4. Circle the attributes that describe *ALL* cubes.

have square faces

are red

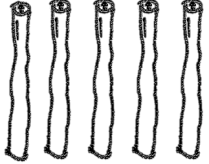
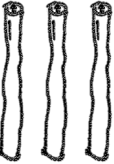
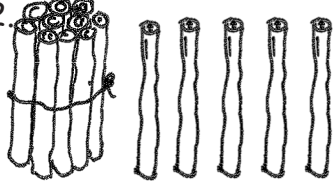
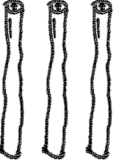
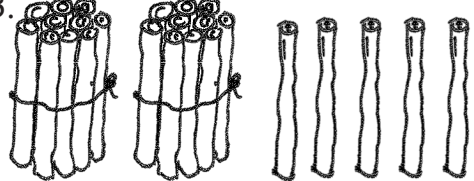

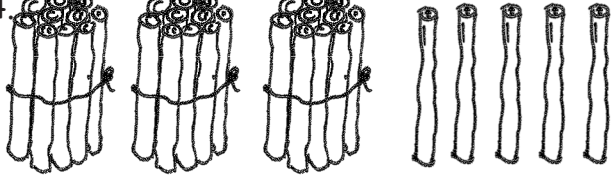


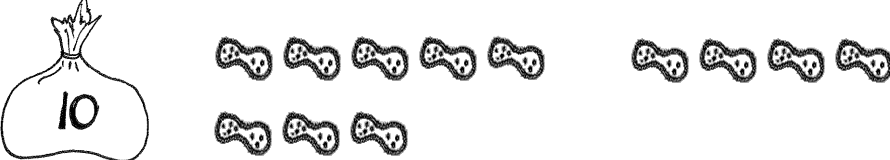

are hard

have 6 faces

Name _____

Date _____

Solve the problems.

1. 		$5 + 3 = \underline{\quad}$
2. 		$15 + 3 = \underline{\quad}$
3. 		$25 + 3 = \underline{\quad}$
4. 		$35 + 3 = \underline{\quad}$
5. 		$8 + 4 = \underline{\quad}$
6. 		$18 + 4 = \underline{\quad}$
7. 		$28 + 4 = \underline{\quad}$

Name _____

Date _____

Find the totals using quick ten drawings or number bonds.

1. $17 + 8 = \underline{\quad}$

2. $28 + 7 = \underline{\quad}$

3. $24 + 10 = \underline{\quad}$

4. $19 + 20 = \underline{\quad}$

This is a reference sheet with the names and definitions of 3-D (solid) shapes for grade 1.

cone

3-dimensional shape
with only one circle or
oval face and one point

cube

3-dimensional shape
with 6 square faces

cylinder

3-dimensional shape
with 2 circle or oval
faces that are the same
size

rectangular prism

3-dimensional shape
with 6 rectangle faces

sphere

3-dimensional shape
with no flat faces

three-dimensional shape description cards

Use as a tool to help you with the addition and subtraction problems.

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



Create a pinball-like marble maze game using a paper plate, some basic craft supplies, and marbles.
Tilt your plate to make it run!

Materials:

- Paper plate (the kind with high edges works best)
- Scissors
- Construction paper
- Tape
- Markers
- Marble
- Optional: Wikki Stix, chenille stems, and/or straws

Start with building some paper arches and taping them to your plate. You can create pockets, ramps, and even assign point values for different arches! Keep designing and testing until you have a paper plate marble run that is fun to play. Share it with your family!

How could you send a secret message to someone far away?



In this Mystery, students practice using light to communicate information. In the activity, Secret Signals, students will need a family member from home as a partner. You will build a device that solves the problem of communicating over a distance. You will send signals to each other using light and colored markers.

Materials: markers, flashlight, Color Codes printout (one for each)

Watch the video by clicking below:

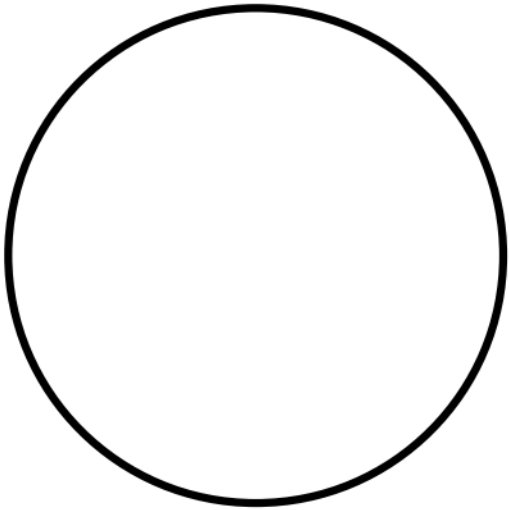
<https://mysteryscience.com/light/mystery-5/light-communication-engineering/131?code=NzYzNzlwNDg&t=student>

If you want to try to send a signal using sound instead of light, check out this website:

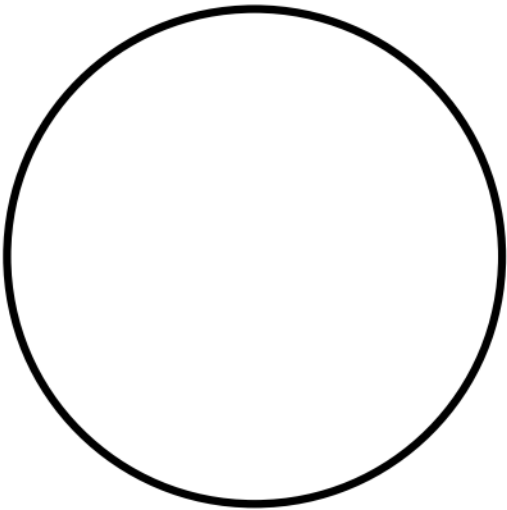
<https://www.theforgottentoyshop.co.uk/blogs/news/making-a-string-phone>

Name →

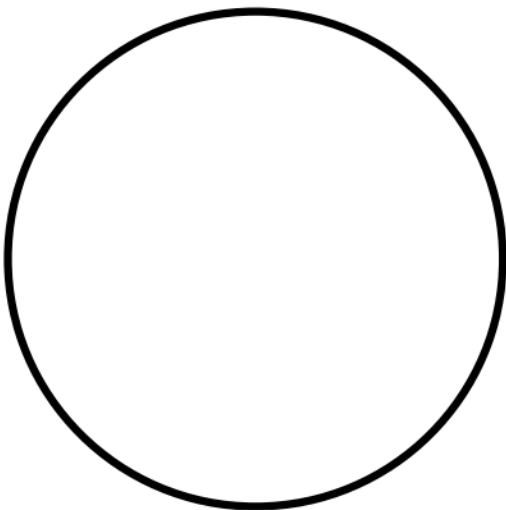
Color Codes



← What does this color mean?



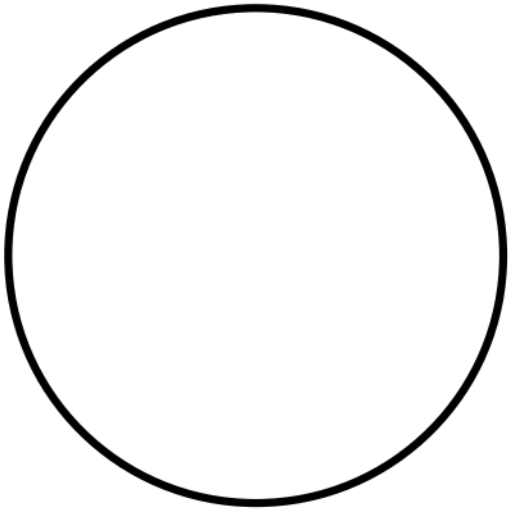
← What does this color mean?



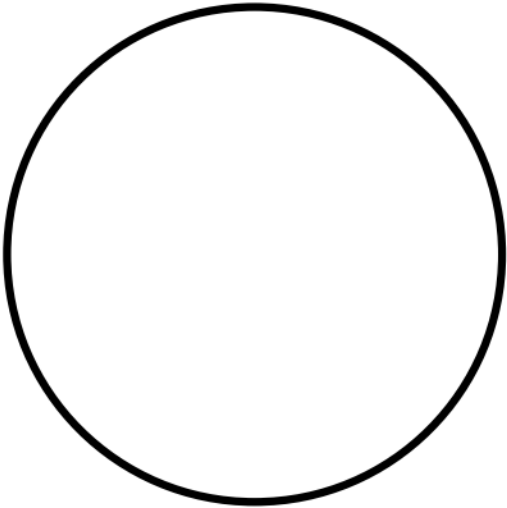
← What does this color mean?

Name →

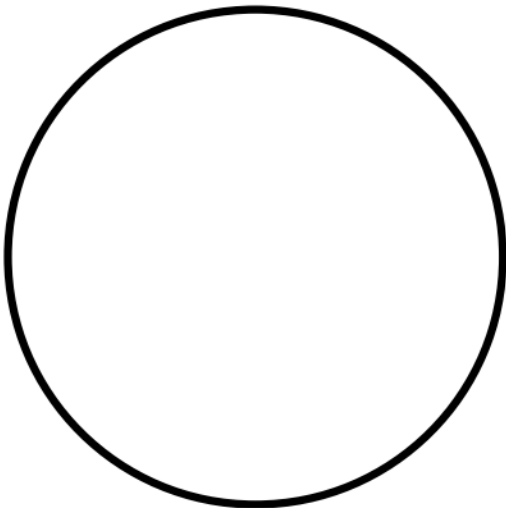
Color Codes



← What does this color mean?



← What does this color mean?



← What does this color mean?

Citizenship

by Laine Falk



What is a citizen? A citizen is part of a group. You are a citizen at home. You are a citizen at school. You are a citizen in your community.

What do citizens do? Citizens help out. There are many ways you can help. Children can do chores at home. How do you help out in your family?

Citizens work together. Classmates can work with each other to clean up their classroom. Do you sometimes work with others to get a big job done?

Citizens speak up. At school, children raise their hands. Then they share ideas with their classmates. Do you let others know when you have something to say?

Citizens listen. Teammates take turns talking. They listen carefully to each other. Do you listen to what other people have to say?

Citizens care for others. One way to care for others is to collect cans for a food drive. How can you show you care for people?

Citizens care for the Earth. You can pick up litter in the park or on your street. What else can you do to help take care of the Earth?

We are all citizens! We belong to families. We belong to schools. We belong to communities. We work together. We help one another. We care for one another and for our world.

Name: _____



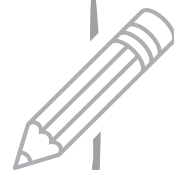
Fact Finder

Article Name: _____

Topic/Main Idea: _____

Three important details:

- 1 _____
- 2 _____
- 3 _____



Three words that
were new to me:

- 1 _____
- 2 _____
- 3 _____

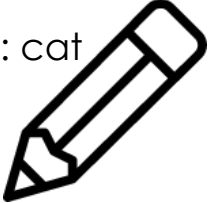



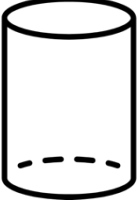




The most interesting thing I found out is: _____



A question I have now is: _____

ESL at Home K-2 Weeks 11-12

Use notebook paper to complete these activities. Do one each day!

<p>Monday</p> <p>Use the following letters to create as many words as you can:</p> <p>a, c, d, e, g, l, o, n, r, s, t</p> <p>Example: cat</p> 	<p>Tuesday</p> <p>Do 10 of each exercise to get to 50.</p>  <p>10 jumping jacks 10 high knees 10 toe touches 10 windmill arms 10 frog hops</p>	<p>Wednesday</p> <p>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</p> 	<p>Thursday</p> <p>Go outside and look around. List 6 living things and 6 nonliving things.</p> 	<p>Friday</p> <p>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</p> 
<p>Monday</p> <p>Build a house using only household items:</p> <p>2 sheets of paper 2 band aids 2 paper clips 2 sticks of gum</p> 	<p>Tuesday</p> <p>Have a word race! Pick a letter with a family member and see who can list the most words that begin with that letter in 2 minutes.</p> 	<p>Wednesday</p> <p>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</p> 	<p>Thursday</p> <p>Make a math word problem about fruit. Use addition or subtraction. Write it down and have a family member solve it. Let them know if their answer is correct.</p> 	<p>Friday</p> <p>Learn your phone number and address. Practice and tell your parent/guardian what it is.</p> 