



At Home Learning Resources

Grade 1 - Week 4

Grab and Go Meals
*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

Grade 1 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing letter or word games, and learning high frequency words. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

If this article is too tricky for your child right now, please feel free to use the Kindergarten article. If this is too easy for your child, please feel free to use the Grade 2 article.

Reading, Listening, and Reading Online

Students in Grade 1 should be reading for 15 minutes or more each day. They can read, be read to by family, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

Talking about Books

Talk about your books with your family. You can retell what you read. Use these stems to help you...

"I liked this part because..."

"This reminds me of..."

"I wonder..."

"My favorite part was..."

"The lesson was..."

"One thing I learned is..."

Writing Activities

- Write a story. Don't forget to add details. Show some of your feelings.
- Make an All About Book. You can write many chapters about your favorite topics.
- Write a poem or song about your family or things in your house.
- Write a review. What is your favorite restaurant, book, movie, website? Why? Convince the reader to try it...or not!

Word Work

- Play guess the covered word with your family. Find a favorite book, or write one. Cover the end of the word and see if they can guess it.
- Sing songs with your family.
- Practice making word families. How many words with "at?" or "all?" or "eam?" "ike?" "one?"
- Look around your house. Which objects have vowel teams? Ex: "ee, ea, ou, ai, oo." Name the objects.
- Practice your high frequency word lists for your grade. Students should know these by the end of the year. List A for Kindergarten, Lists B, C, D for Grade 1, and Lists E, F, G, H for grade 2. If lists are too easy or too hard, go up a list or down a list.

This article is from *Time for Kids*. You can find it [online](https://www.timeforkids.com/k1/types-trains/) as well. If you read it online, you can have the text read aloud or hear it read in Spanish. <https://www.timeforkids.com/k1/types-trains/>

Read the text and complete the activity that follows. Enjoy!



Types of Trains

A train is a set of railway cars. Some trains carry people. Others carry goods. Trains can move along one track or two. Ready to ride? Chug along with *TIME for Kids* as we discover different types of trains.

This is a freight train.

It carries heavy goods. Freight trains often travel long distances. What do you think this train is carrying in its containers?



This is a passenger train.

It carries people from place to place. It can travel across the country. Have you been on a train like this?

2

This is a monorail.

It runs on one track instead of two. Monorails are powered by electricity. They are often used at airports and amusement parks.





This is a subway train.

People in big cities ride subway trains. These trains are powered by electricity. They run underground.



Did You Know?

Trains can move very fast. They can't stop quickly. That's why there are signs and signals at railroad crossings. Always pay attention to these signs and signals. They help people stay safe.

GABRIELA DENOVISE—GETTY IMAGES, BORDER, VOSTAL/GETTY IMAGES





From S-l-o-w to Fast!

Trains have changed over time. They look different from how they used to look. They've gotten faster, too. Here's how trains have changed.



The **DeWitt Clinton train** began running in New York in 1831. It was powered by steam. The train was slow and loud.



The **Shanghai maglev train** began running in China in 2002. Magnets make it move. The train is fast and quiet.

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Speedy Trains

Read *On Track* (April 2020). Then use the chart below to learn about the five of the fastest high-speed trains.



Shanghai Maglev Train, China: 268 miles per hour



Beijing-Shanghai High-Speed Train, China: 217 miles per hour



Bullet Train, Japan: 200 miles per hour



TGV, France: 200 miles per hour



Acela, United States: 150 miles per hour

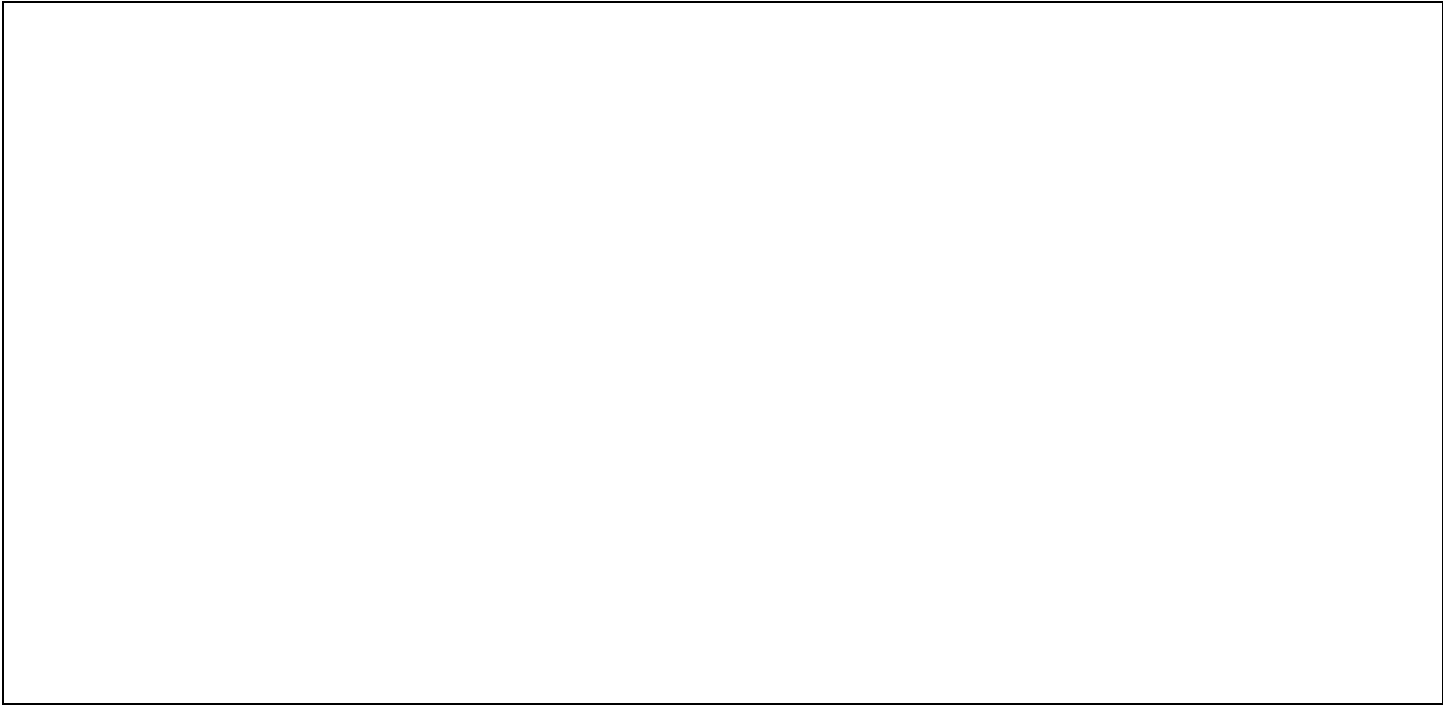
1. What is the name of the fastest train? _____
2. How fast does the TGV travel? _____
3. In what country is the Acela located? _____
4. Which train is located in Japan? _____
5. How fast does the Beijing-Shanghai train travel? _____

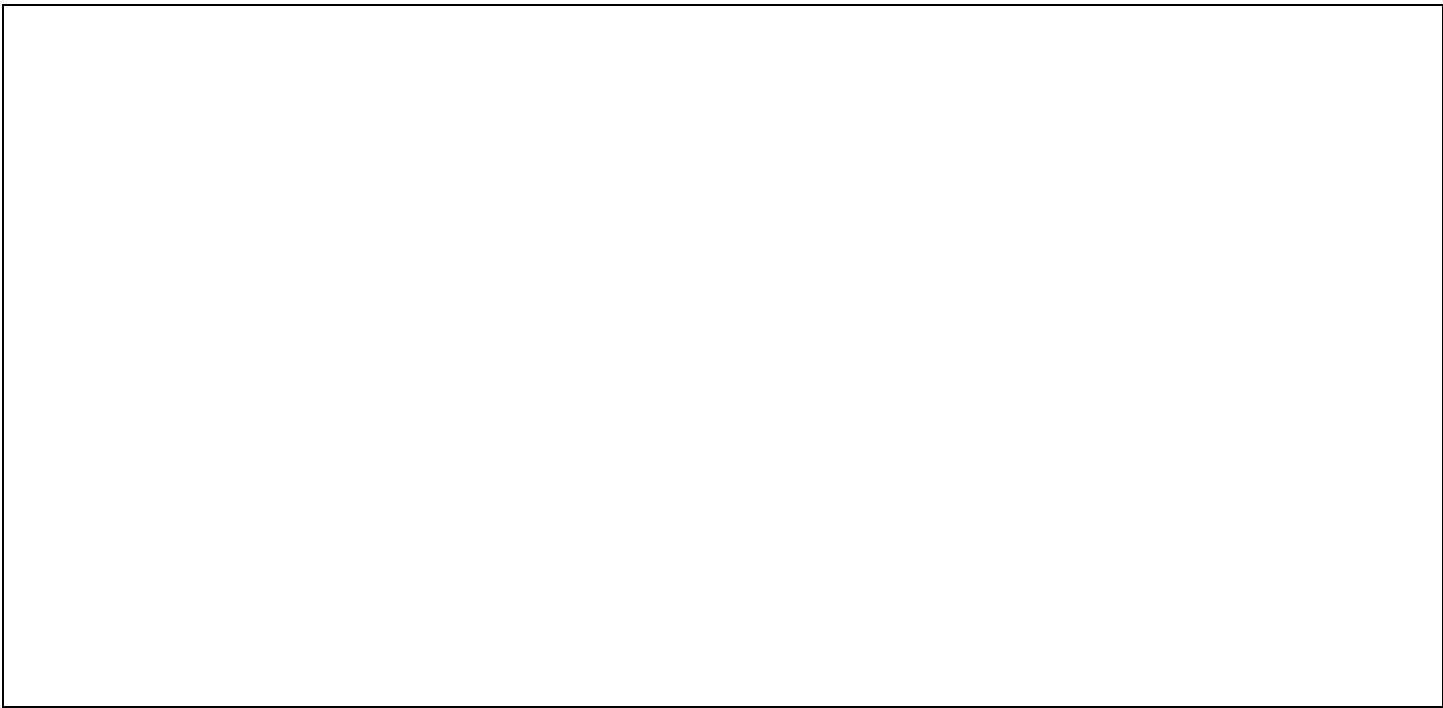
After reading the article, "On Track," answer the question in writing.

Describe the connection between two different trains in the text.

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Choose one of the trains that you learned about and write a narrative (story) about what happens while you are on the train. Be sure to include characters, setting, and great details!

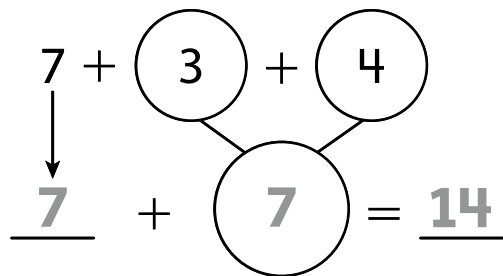




Adding Three Numbers

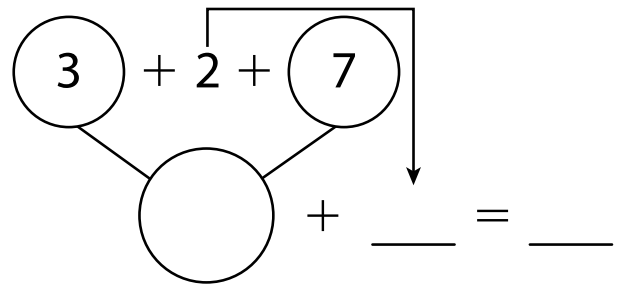
Name _____

1 Find $7 + 3 + 4$.



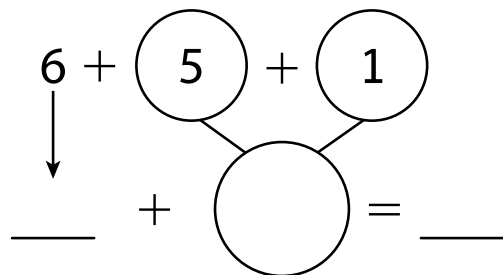
$7 + 3 + 4 = \underline{14}$

2 Find $3 + 2 + 7$.



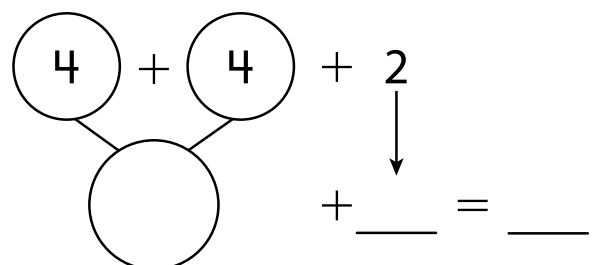
$3 + 2 + 7 = \underline{\quad}$

3 Find $6 + 5 + 1$.



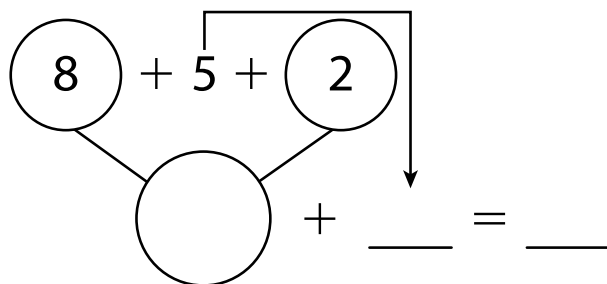
$6 + 5 + 1 = \underline{\quad}$

4 Find $4 + 4 + 2$.



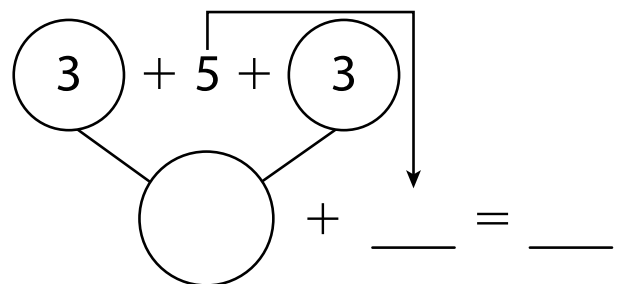
$4 + 4 + 2 = \underline{\quad}$

5 Find $8 + 5 + 2$.



$8 + 5 + 2 = \underline{\quad}$

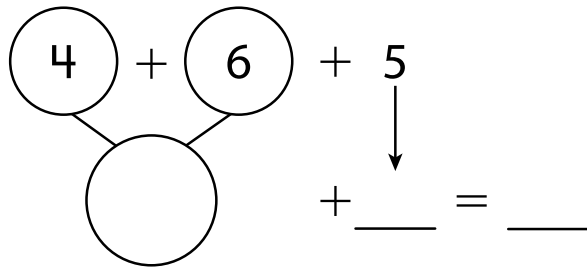
6 Find $3 + 5 + 3$.



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

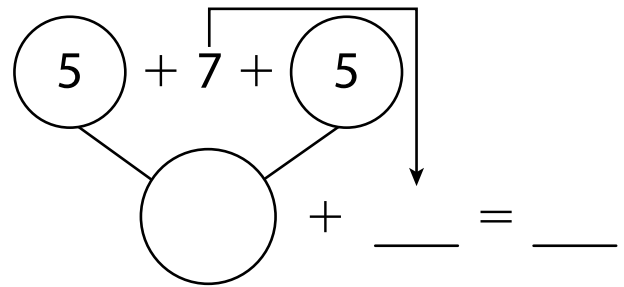
Name _____

7 Find $4 + 6 + 5$.



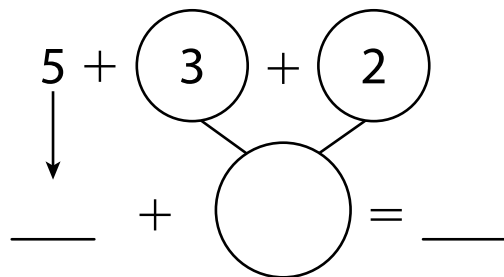
$$4 + 6 + 5 = \underline{\quad}$$

8 Find $5 + 7 + 5$.



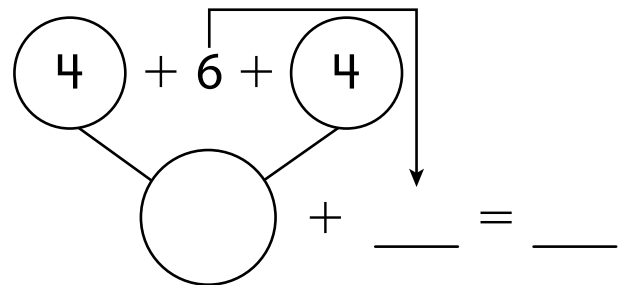
$$5 + 7 + 5 = \underline{\quad}$$

9 Find $5 + 3 + 2$.



$$5 + 3 + 2 = \underline{\quad}$$

10 Find $4 + 6 + 4$.

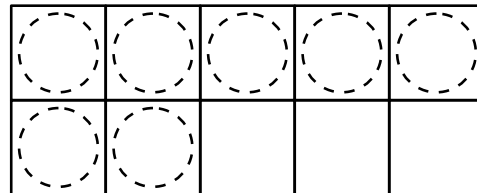
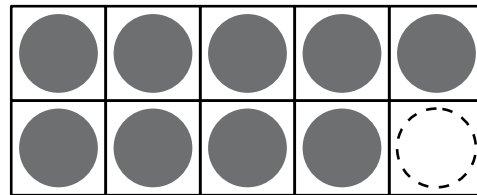


$$4 + 6 + 4 = \underline{\quad}$$

11 When solving $4 + 6 + 4$, Ava adds $4 + 6$ first. Rico adds $4 + 4$ first. Who is correct? Why?

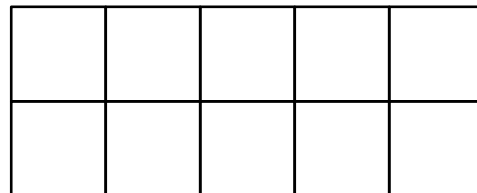
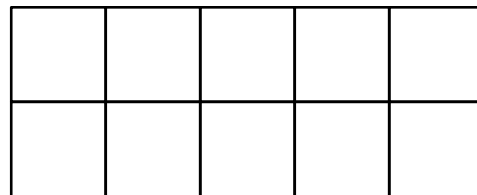
1 Find the missing number.

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



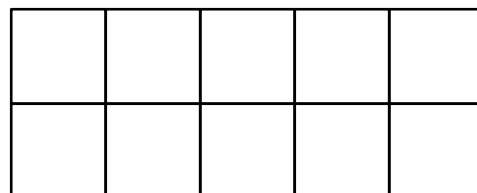
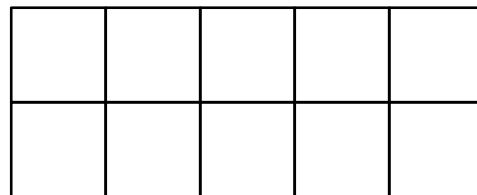
2 Find the missing number.

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



3 Find the missing number.

$$15 - \underline{\quad} = 6$$



Name _____

- 4** Find the missing number.

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

- 5** Find the missing number.

$$8 = 12 - \underline{\quad}$$

- 6** Find the missing number.

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

- 7** Find the missing number.

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

- 8** Find the missing number.

$$15 - \underline{\quad} = 8$$

- 9** Find the missing number.

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

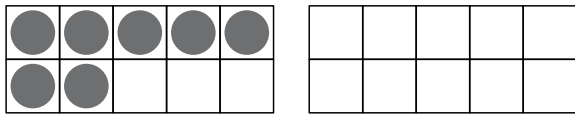
- 10** Find the missing number.

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

Discuss It

- 11** How did you use the 10-frames to find the missing number in Problem 4?

- 1** Amy has some crayons.
She finds 7 more crayons.
Now she has 18 crayons.
How many crayons did she have at the start?



$$\underline{11} + 7 = 18$$

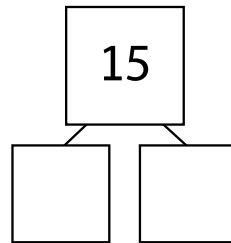
_____ crayons

- 3** Marco has 16 flowers.
He gives some to Alex.
Now Marco has 8 flowers.
How many did he give to Alex?

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

_____ flowers

- 2** There are 15 fish in a tank.
7 of the fish are orange.
The rest are white.
How many are white?



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

_____ white fish

- 4** There are 12 bagels in a box.
Some bagels are eaten.
Now there are 4 bagels.
How many bagels were eaten?

$$12 - \underline{\quad} = \underline{\quad}$$

_____ bagels

Name _____

- 5** Mica eats 4 fewer pretzels than Wyatt.
Wyatt eats 14 pretzels.
How many pretzels did Mica eat?

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

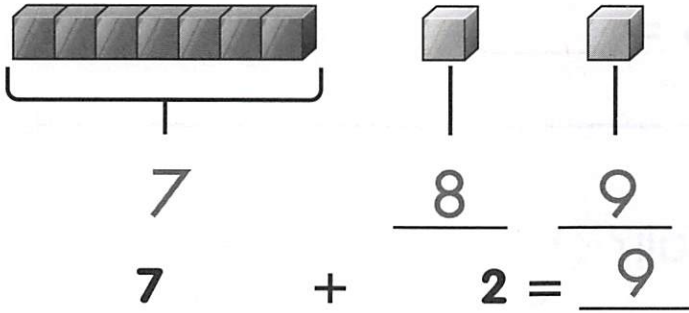
_____ pretzels

- 6** Pete reads for 9 minutes.
The next day he reads for 6 minutes.
How many minutes did he read altogether?

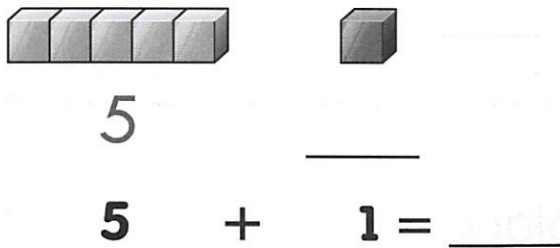
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

_____ minutes

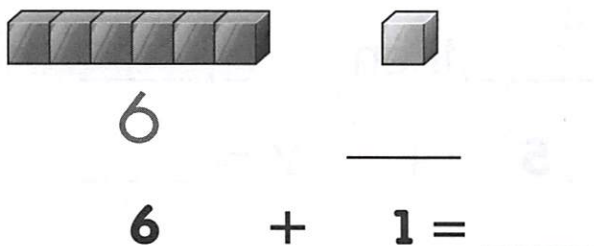
Name _____

Look at the Example. Then solve.**Example** How many blocks in all? Count on to add.**1** How many blocks in all?

Count on to add.

**2** How many blocks in all?

Count on to add.



3 How many blocks in all?

Count on to add.



4



4

+

3

= _____

4 How many blocks in all?

Count on to add.



5



5

+

3

= _____

5 5 blocks are gray. 2 are black.

How many blocks in all?

What's wrong?



1, then



2,

3

Show the right way.

_____, then _____,

5

+

2

= _____

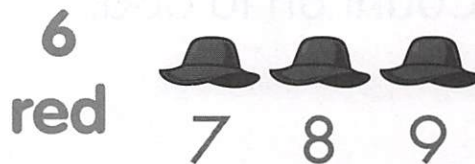
Name _____

Look at the Example. Then solve.**Example**

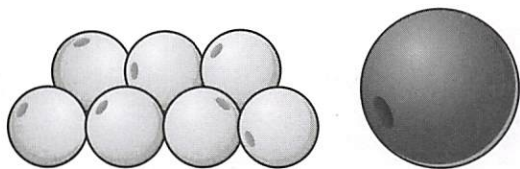
6 red hats and 3 black hats.

How many hats in all?

$6 + 3 = \underline{9}$

**1** 7 small beads and 1 big bead.

How many beads in all?



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

2 7 dogs and 2 cats.

How many pets in all?



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

- 3 8 soccer balls and 1 kickball.
How many balls in all?

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



- 4 Count on to add.

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

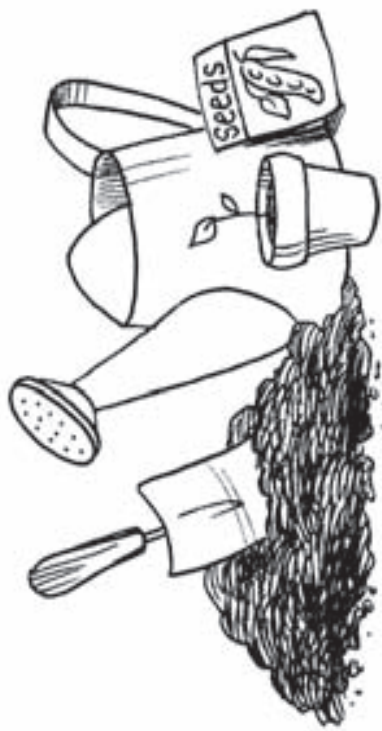
- 5 Count on to add.

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

- 6 5 small hats and 2 big hats.
How many hats in all?

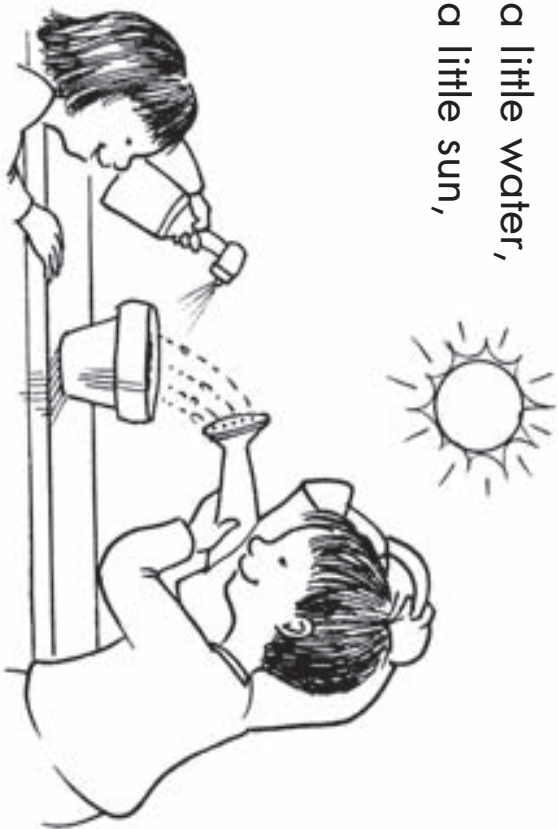
$$5 + \underline{\quad} = \underline{\quad}$$

Cómo crece una semilla



How a Seed Grows

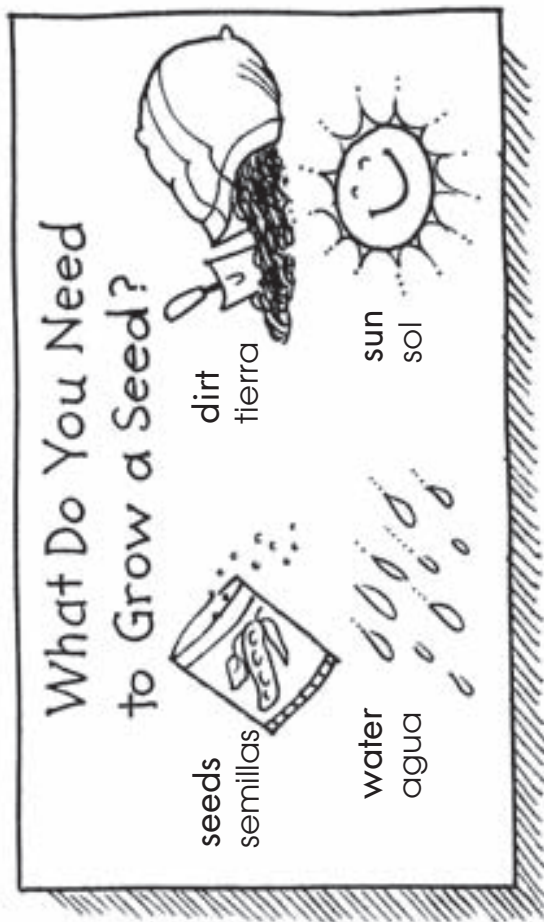
a little water,
a little sun,



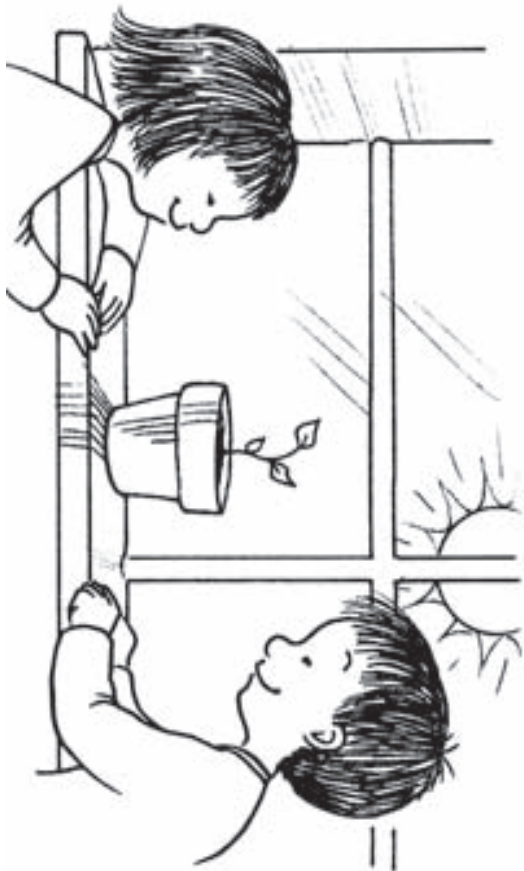
un poquito de agua,
un poquito de sol,

3

¿Qué necesitas para que una semilla crezca?



a little plant,



una plantita,

4

7

2



un hoyito,
una semillita,

a little hole,
a little seed,

5



¡una más grande!

a bigger one!

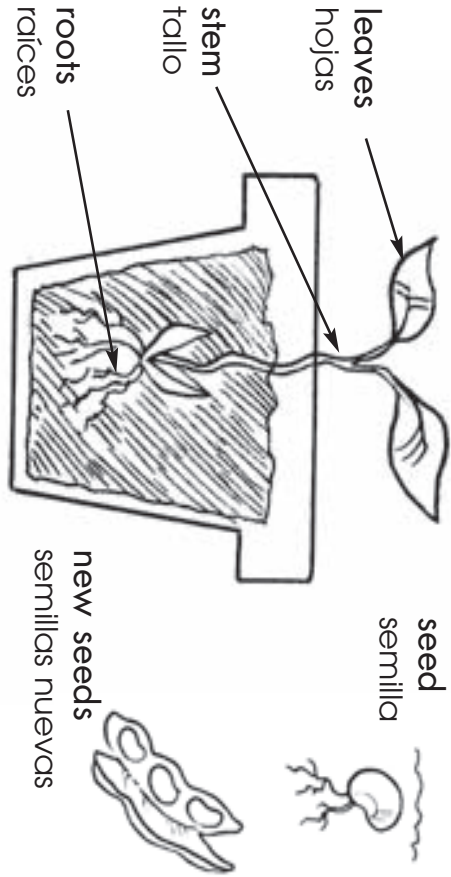
A little pot,
a little dirt,



Una macetita,
un poquito de tierra,

1

Parts of a Plant



Partes de una planta

6

MAKER PROJECTS FOR ELEMENTARY STUDENTS

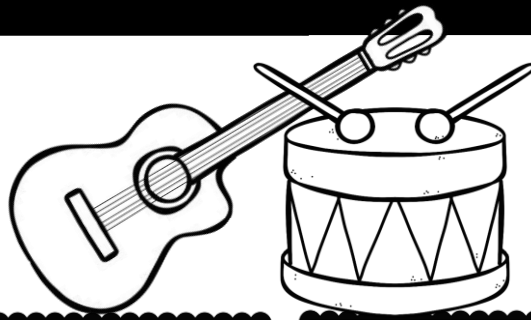
There are three choices of maker projects this week. You can make a Tall Tower, a Musical Instrument, or a Parachute. Pick the one at the right level of challenge for you! When you're done, take a picture of your work and share it with your teacher using your class's remote learning platform.

Each project shows material options, a blueprint space for planning, and a space to report your results. Best of all, there are two QR codes to show examples of how other people completed the challenge. Just hold your phone's camera up to the QR code, and it will take you to a useful website.

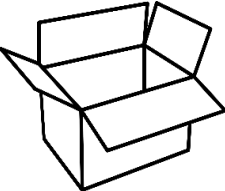

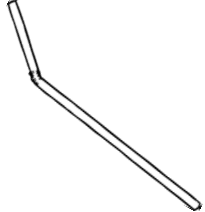
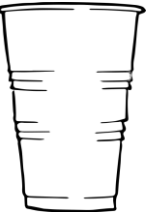

Have fun!

MAKER STATION

Make a musical instrument.



MATERIAL OPTIONS

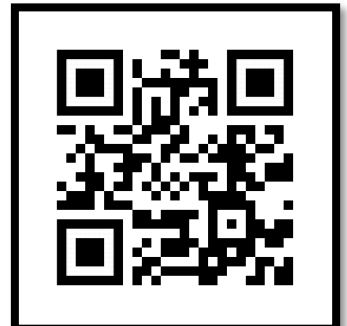
<p>empty tissue boxes</p> 	<p>paper rolls</p> 	<p>paper</p> 
<p>paper plates</p> 	<p>rubber bands</p> 	<p>straws</p> 
<p>cups</p> 	<p>dry beans or rice</p> 	<p>hole puncher, scissors, and tape</p> 

RESOURCES

STRING INSTRUMENTS



PERCUSSION INSTRUMENTS



HOW-TO VIDEO PLAYLIST

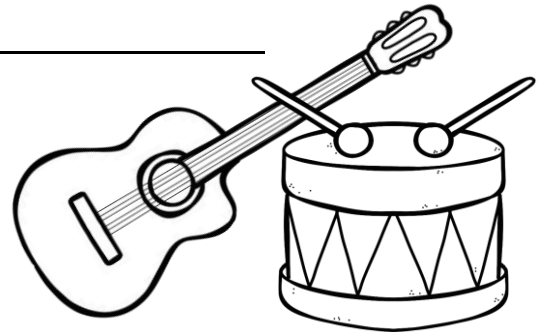


MUSICAL INSTRUMENT

Maker Station Creation

Name: _____

Blueprint



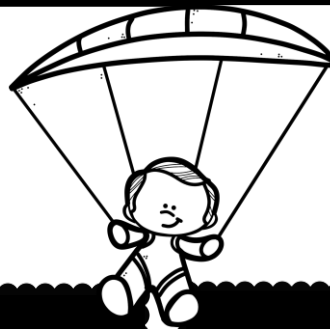
Type of Instrument: _____

MATERIALS

How does your instrument make sound?

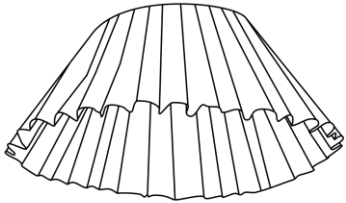
MAKER STATION

Make a parachute and basket for a mini figure.



MATERIALS

coffee filters



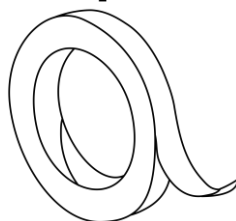
mini cups



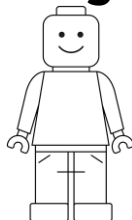
string



tape



mini figures

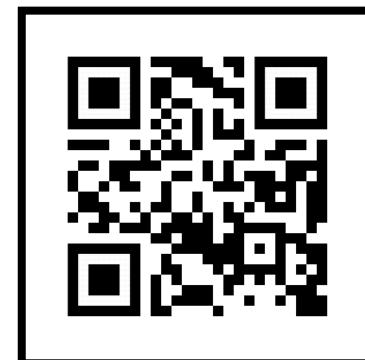


RESOURCES

HOW PARACHUTES WORK



MAKING PARACHUTES

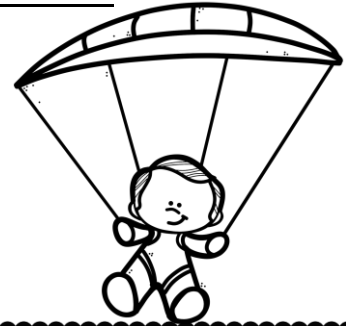


PARACHUTE

Maker Station Creation

Name: _____

Blueprint



MATERIALS

Blank area for listing materials.

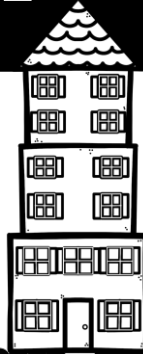
Did your mini figure land safely?

YES **NO**

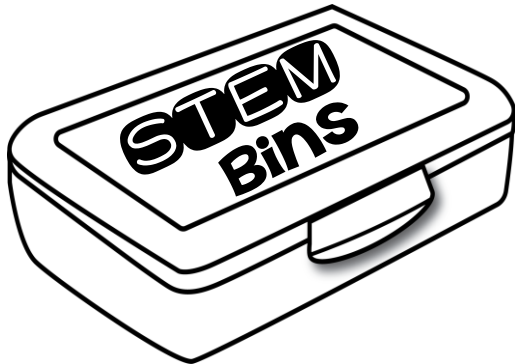
What else can your basket hold?

MAKER STATION

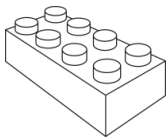
Make a tall tower.



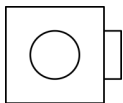
MATERIAL OPTIONS



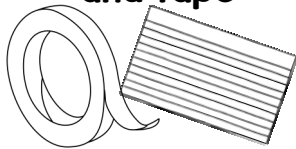
building bricks



linking cubes



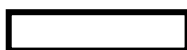
index cards and tape



mini cups



wooden planks

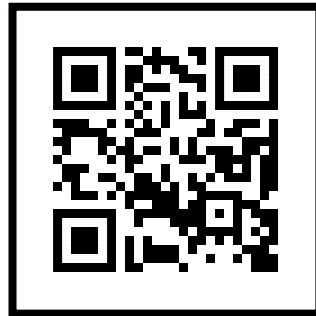


magnetic blocks



RESOURCES

STRONG TRIANGLES



TALLEST BUILDINGS IN THE WORLD



SKYSCRAPERS



CUP TOWERS

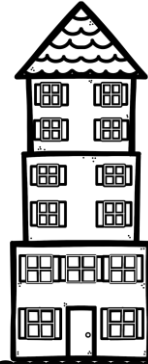
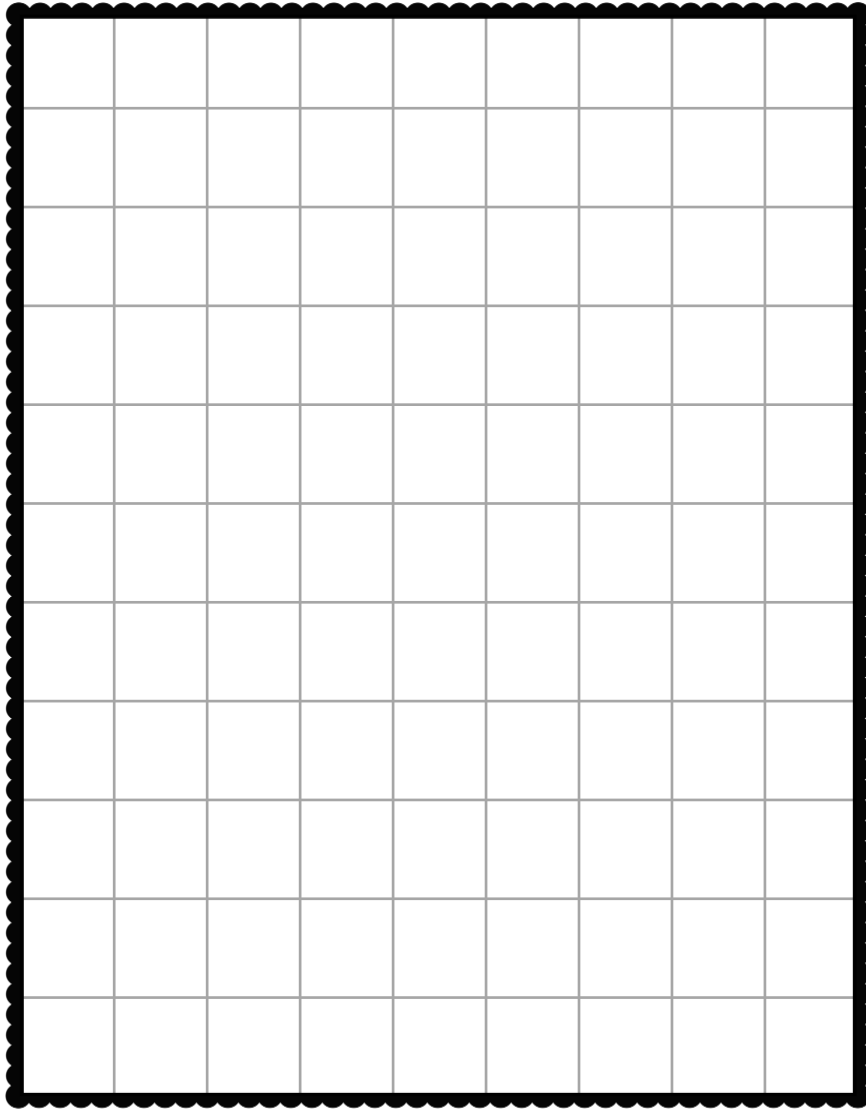


TALL TOWER

Maker Station Creation

Name: _____

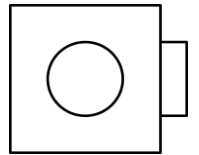
Blueprint



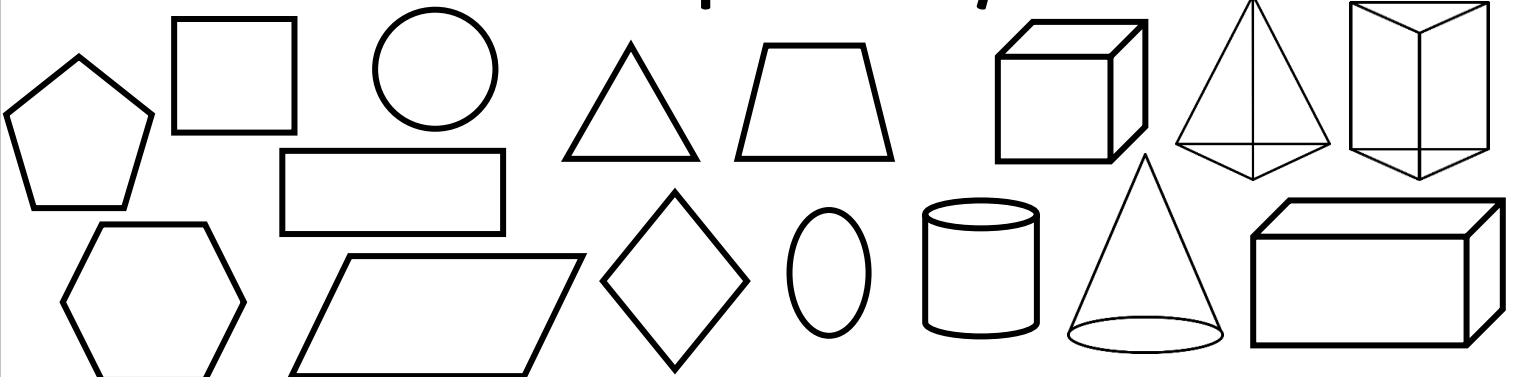
MATERIALS

How tall is your tower?

_____ cubes



Color the shapes that you used.



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 3-4

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

Monday	Tuesday	Wednesday	Thursday	Friday						
<p>Read a book to your family. Take turns retelling the story.</p>	<p>Make a T-chart. Make a list of opposites, like big and small, yes and no.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Big</td> <td style="text-align: center;">Small</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;">Happy</td> <td style="text-align: center;">Sad</td> </tr> </table>	Big	Small	Yes	No	Happy	Sad	<p>Find food in your house, like crackers or water bottles. Write or draw a math story problem. Omar has 6 crackers. Neveah ate three. How many are left?</p>	<p>Go outside. Tell someone what you see, hear, think, feel, and smell.</p>	<p>Choose an animal. Draw it and label its body parts. Write about how it moves.</p>
Big	Small									
Yes	No									
Happy	Sad									
<p>Monday</p> <p>Create shadow shapes on the wall. How many different shapes can you make with your hands?</p>	<p>Tuesday</p> <p>Use crackers or candy to write words you find in your home.</p> 	<p>Wednesday</p> <p>Take a walk in your neighborhood. Use sticks, leaves, and rocks to make words.</p> 	<p>Thursday</p> <p>Sort your clothes or toys into rainbow order. Sort your clothes or toys into order, biggest to smallest.</p>	<p>Friday</p> <p>Use the food in your house to create a menu with prices. Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00</p>						

Big & Small Fruit Find

My name is _____

Find and color:

2 big



1 big



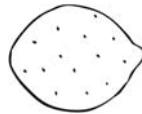
1 small



2 small



3 small



2 small

