LOWELL
PUBLIC SCHOOLS

At Home Learning Resources

Grade 1 - Week 7

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or **Word Work** or **Phonics/Vocabulary**	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or **Social Emotional Learning**	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 1 ELA Week 7

Your child can complete any of the activities in weeks 1-6. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797

This week begins a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on their high frequency words each week.

Reading: Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational 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, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will be working on informational books for the next few weeks. The resources in this packet will be the same for next week for writing as well. 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 Nonfiction Writing Choice Board. This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 informational book and work to refine it throughout, or might write multiple books, getting better each time.

Phonics/Word Work: Students can practice their high frequency words. Children in grade 1 should know all of the words on the high frequency lists by the end of the year by sight. This will help them as they read more difficult text. Make it a game or a challenge to keep your child interested.
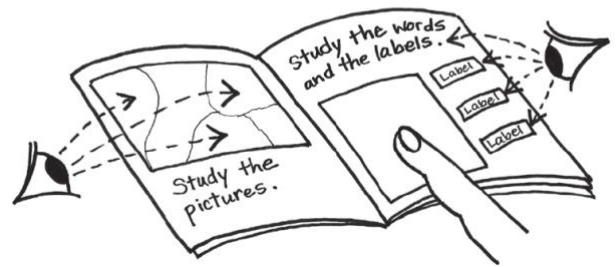
When reading informational texts, think about the following. Talk about your books and write what you learned.

How to Get Super Smart about Nonfiction Topics

Take a sneak peek to start learning.

A few pages
Cover
title page
Title
Author
All About Monkeys

Stop and study each page.

Study the words and the labels.
Label
Label
Label
Study the pictures.

Guess what might come next.

I bet the next page will tell about...

Chat about a page or the book.

I think... Maybe... I bet...
These snakes probably... because...

Make your voice sound smooth & lively.

Snakes slither... then POUNCE on their prey.

Find and think about keywords.

rain forest
grassy
bananas
Monkeys
hang
leap
insects
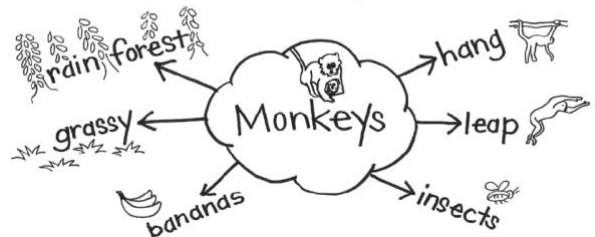
You can also read aloud your books to teach others.

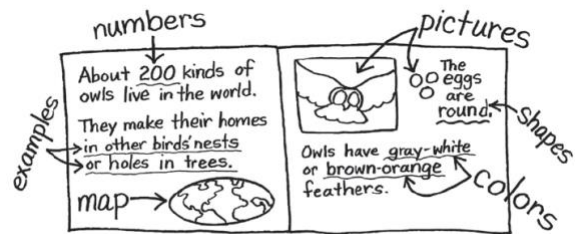# How to Read Aloud Like an Expert

Mark interesting parts.
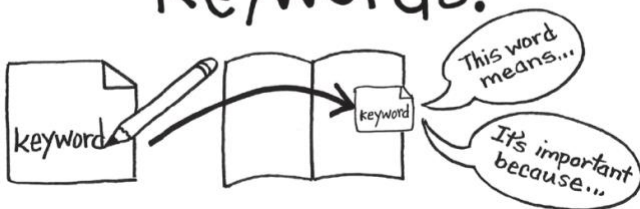
Show the feeling in each part.

Owls gulp prey in one bite.

Chicks hatch from eggs.

Figure out how the book is organized.

Story beginning Middle End

All About Kinds of... Parts of

Study books like a writer.

numbers

pictures

About 200 kinds of owls live in the world.

They make their homes in other birds' nests or holes in trees.

map →

The eggs are round.

Owls have gray-white or brown-orange feathers.

examples

shapes

colors

Explain and think about the keywords.

keyword

keyword

This word means...

It's important because...

Use drama to bring the topic to life!

How Chicks Grow

by Pam Zollman

Peep! Peep! Did you hear that? A mother hen is with her chicks.

A hen is a bird. A hen lays eggs. Do you know how a chick grows?

A hen lays eggs in a nest. Some eggs have an embryo inside. An embryo grows into a chick in 21 days.

The chick will hatch from the egg. How will it get out? The chick has an egg tooth on its beak. The chick cracks open the shell with its egg tooth.

The chick is wet when it hatches. It has feathers called down. The down will dry fast. Then the chick is dry and fluffy.

A chick can walk right away. It will grow more feathers in about four weeks. A comb grows on the chick's head. A wattle grows under the chick's beak.

Chicks are fully grown in six months. Some chicks grow up to be roosters. Other chicks grow up to be hens. The hens will lay more eggs. Soon there will be more chicks.

At a Dairy Farm

by Alyse Sweeney

Moo, moo, milk! Cows that make milk are called dairy cows. They eat all day. Dairy farmers raise dairy cows. They know that the more their cows eat, the more milk they make. That means more milk to sell!

A cow first makes milk when she has a calf. Milk is food for the baby cow. The cow will keep making milk even after her calf is grown.

Farmers milk their cows twice a day. Some farmers milk their cows by hand. A cow's udder fills with milk. The farmer squeezes the bottom of the udder. Out comes the milk!

Today, most dairy farmers use a milking machine. The milking machine pulls milk from the udder. Farmers can milk more cows at once when they use a machine.

Where does the milk go when it leaves the cow's udder? The warm milk moves through a hose. Then, splash! The milk falls into a glass jar.

From the glass jar, the milk moves through a pipe to a bulk tank. A bulk tank is like a huge refrigerator for milk. The milk stays cool here until it leaves the dairy farm.

A tank truck takes the milk to a factory. Here, the milk is put into jugs and cartons. They go to stores, where people can buy the milk. Thank you, dairy cows! Thank you, dairy farmers!

Readers TALK About Books
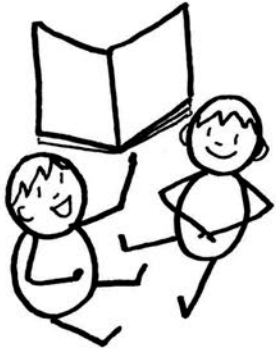
"I think... because..."

"I wonder... Maybe..."

"I can add on..."

"Why do you think that?"

Grade 1 Nonfiction Writing Choice Board - Visit the online option for an interactive board with tutorials.

Use the anchor charts to help you write your own informational book that teaches others.

First Grade Nonfiction Writing

Plan before you write.

How Can I Teach My Readers?

Penguins

Sharks

Think about questions my readers might have.

Include Pictures.

Give an example.

Use size, shape, and color words.

Use BIG + bold pop-out words.

STATUE OF LIBERTY

Nonfiction writers teach the reader all about a topic.

(C) 2016 by Heinemann and Lucy Clarions et al., Units of Study for Teaching Writing, Grade 1 Unit 2, Nonfiction Chapter Books. Anchor Chart 1: "How to Write a Teaching Book"

Plan before you write.

How to Write a Teaching Book

1. Think of a topic

2. Plan
* Say it on your fingers.
* Sketch across pages.

3. Write the words

Different sharks have different teeth.
Their teeth are perfect for what they eat.

first example

Long, spiky teeth are for catching.

second example

Flat teeth are for grinding.
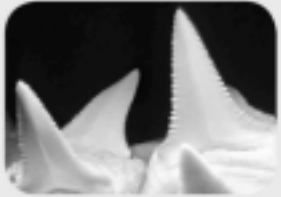
third example

Serrated teeth are for ripping.

Give an example.

Toys — dolls
Toys — balls
Toys — games

They have feathers. They are black and white.

Use size, shape, and color words.

6

7

3

They **waddle.** Their legs are short.

Their feet are **webbed.** They have **flippers.**

Use BIG & bold pop-out words.
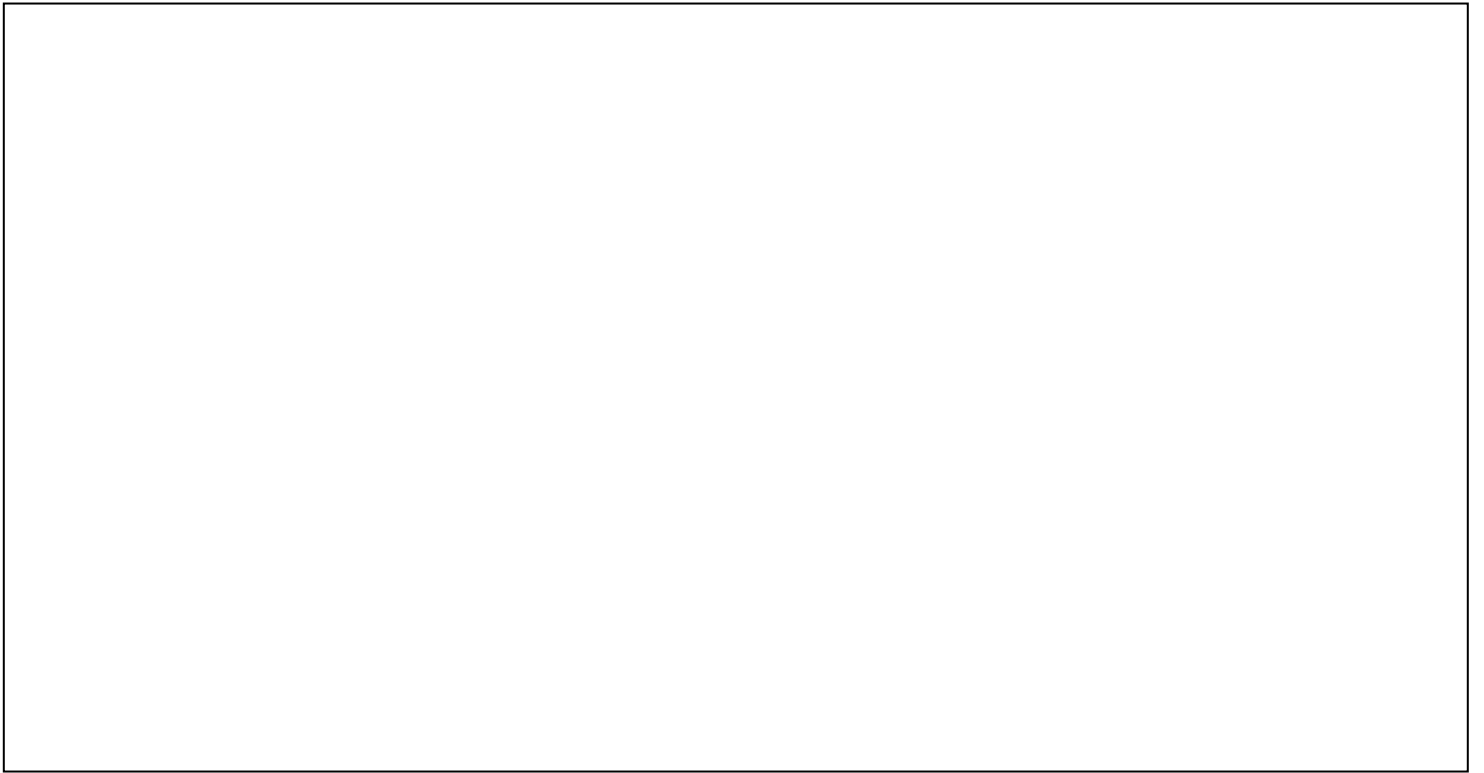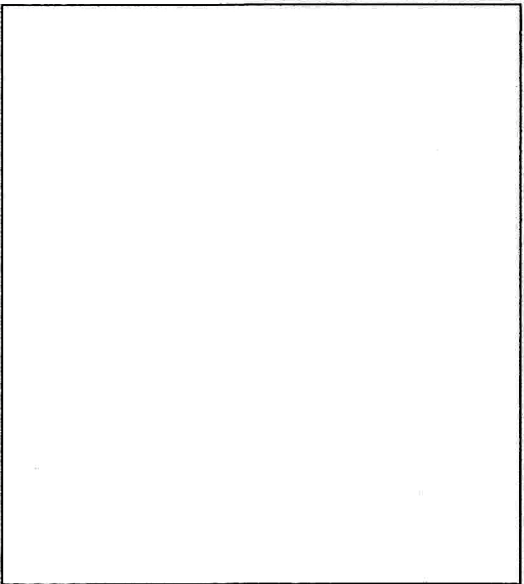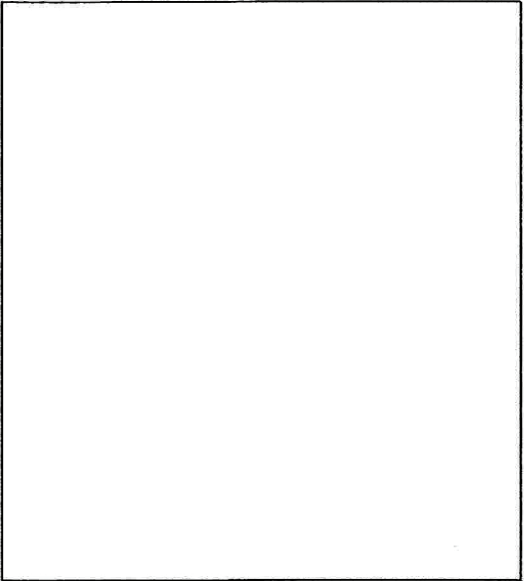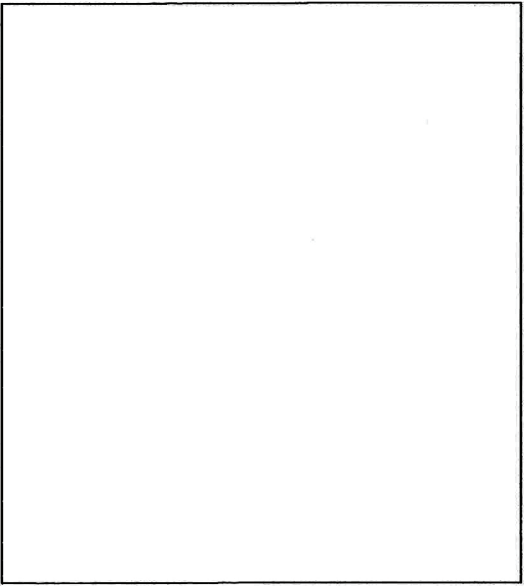
BIG
bold

These are sample templates. Choose the paper that matches what you need. If you need more of one template, make your own on white paper or in a notebook. You can make a cover too.

Table of Contents

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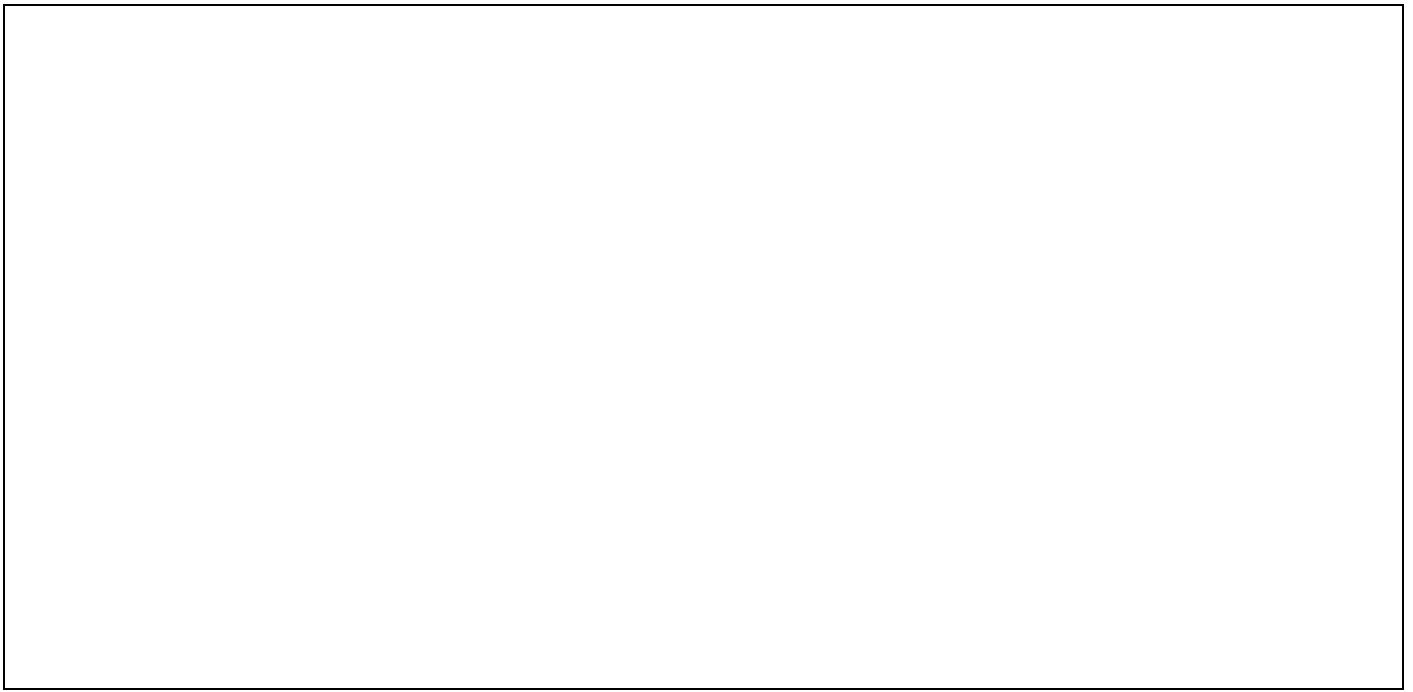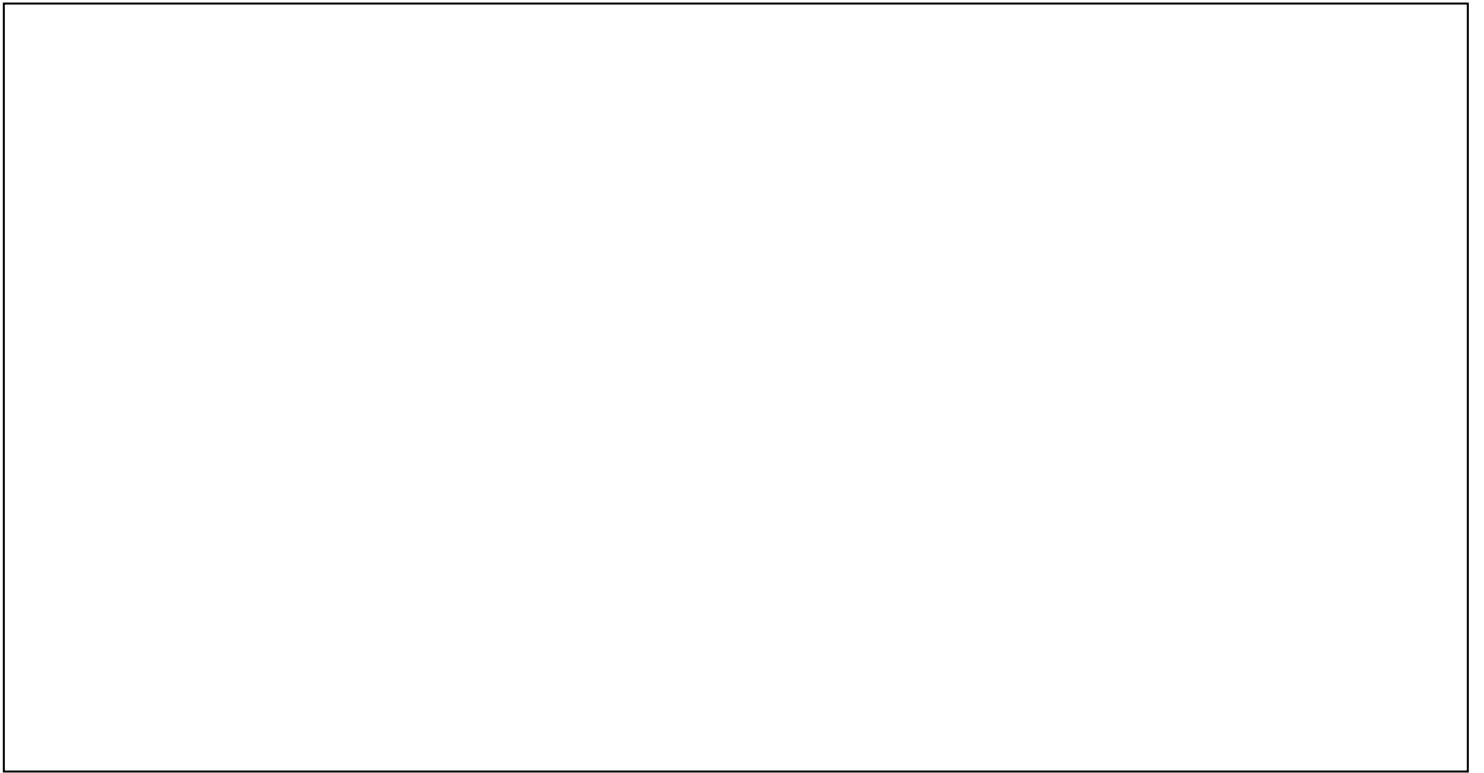
Grade 1: Word List B

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If they know these, feel free to go to Word List C or D or Grade 2 and add some new ones from their lists. If these are too tricky, go to Word List A in the Kindergarten packet.

went	will
are	too
this	all
look	be
for	as
get	ball
come	by

Grade 1: Word List C

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If they know these, feel free to go to Word List D or Grade 2 and add some new ones from their lists. If these are too tricky, go to Word List A or B in the Kindergarten packet.

eat	sat
if	read
jump	run
man	she
or	sit
not	then
mom	his
out	say

now	us
of	yes
put	saw
ran	girl
	how

Grade 1: Word List D

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If they know these, feel free to go to Grade 2 and add some new ones from their lists. If these are too tricky, go to Word List A in the Kindergarten packet or Word List B & C.

when	back
your	I'm
about	because
from	very
than	could
away	have
them	make

came	any
big	into
been	there
after	were
who	mother
	just

got	day
play	did
was	has
had	her
they	him
	fun

EUREKA MATH™ TIPS FOR PARENTS

KEY CONCEPT OVERVIEW

During the next two weeks, our math class will learn about addition up to 20. We will learn how to use the **make ten** strategy to solve addition problems with **addends** of 7, 8, and 9.

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

- Use the **RDW process** to solve word problems with three numbers (addends), two of which make ten. For example, two addends make ten in the problem $1 + 9 + 5 = 10 + 5 = 15$.

- Change the order of addends in an addition problem to make ten. For example, consider the problem $1 + 5 + 9 = 9 + 1 + 5 = 10 + 5 = 15$.

- Solve addition problems by using the make ten strategy. (See Sample Problem.)

- Determine whether it is more efficient to use **counting on** or the make ten strategy to solve an addition problem.

SAMPLE PROBLEM *(From Lesson 4)*

Solve. Complete the math drawing by using the ten-frame to show how you made ten to solve.

$$8 + 7 = \underline{15}$$

$$8 + 2 = 10$$
$$10 + 5 = 15$$

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

HOW YOU CAN HELP AT HOME

- Play Take Out 1: Say a number up to 10 (e.g., 6). Invite your child to write a number bond quickly, using 1 as a part (1 and 5). Once your child is confident taking out 1, move on to taking out 2 or 3.

- Help your child to practice counting the Say Ten way and the regular way. Invite her to count from 10 to 20, alternating between the regular way and the Say Ten way (e.g., 10, ten 1, 12, ten 3, 14, ten 5). If time permits, try counting back, too. If your child is still building fluency with counting within the teen sequence (11–19), ask her to count first the regular way and then the Say Ten way without alternating.


TERMS

Addend: A number that is added to one or more numbers. For example, in $3 + 4 = 7$, 3 and 4 are addends.

Count on: To count up from one addend, or number, to the total. For example, in $6 + \_\_\_ = 8$, we can start at 6 and "count on" two more to reach the total of 8.

Make ten: A strategy that involves breaking apart the smaller number before adding to make a unit of ten. For example, $9 + 4$ can be thought of as $9 + 1 + 3$. From there, we can make the simpler problem, $10 + 3$.

RDW process: A three-step process used in solving word problems. **RDW** stands for Read, Draw, Write: **R**ead the problem for understanding; **D**raw a picture to help make sense of the problem; **W**rite an equation and a statement of the answer.

$$9 + 4 = 13$$
$$1 \quad 3$$
$$9 + 1 = 10$$
$$10 + 3 = 13$$
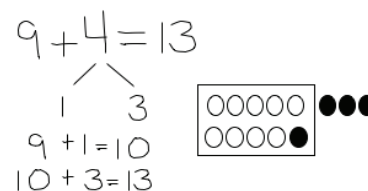
MODELS

5-Group Formations: 5-groups (e.g., 5-group cards, 5-group rows, 5-group columns) draw special attention to the 5 in numbers 6 through 10.
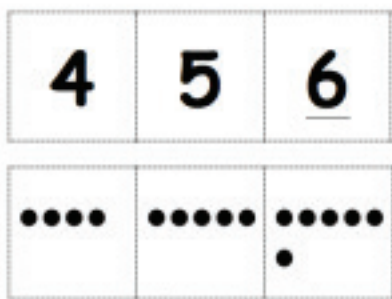
5-Group Cards

5-Group Row

5-Group Column

EUREKA MATH™ TIPS FOR PARENTS

KEY CONCEPT OVERVIEW

During the next two weeks, our math class will learn about subtraction up to 20. We will learn the **take from ten** strategy, initially using it to subtract 9 from teen numbers (11–19). Then we will move on to using the take from ten and counting on strategies to subtract 7, 8, and 9 from teen numbers.
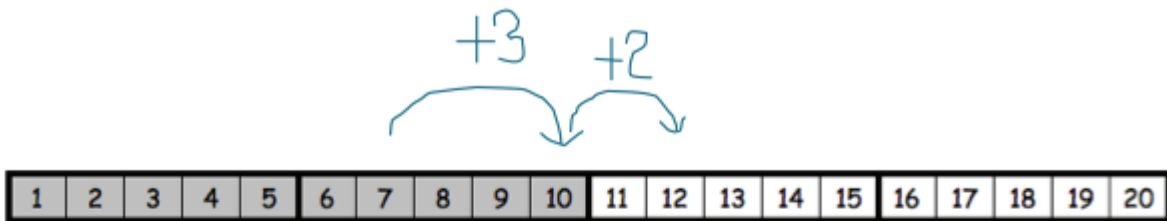
You can expect to see homework that asks your child to do the following:

- Solve word problems involving subtraction of 9 from 10 **ones** to make a simpler problem.

- Use 5-group formations (rows) and number bonds to model subtracting 7, 8, and 9 from teen numbers.

- Use the take from ten and counting on strategies to subtract from teen numbers, and relate the strategies to making ten.

- Solve subtraction word problems by using math drawings and the above-mentioned strategies.

- Decide which subtraction strategy is best for a given problem, and critique peers' solutions.

SAMPLE PROBLEM *(From Lesson 19)*

Complete the subtraction sentence by using the take from ten and counting on strategies.

$$+3 \qquad +2$$

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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

$$\wedge$$
$$10 \quad 2$$

$$10 - 7 = 3$$
$$3 + 2 = 5$$

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

For more resources, visit » *Eureka.support*

HOW YOU CAN HELP AT HOME

- Practice identifying teen numbers as ten and some ones. For example, you say a teen number such as 16. Your child says, "10 and 6."

- Play a game to practice making ten. Use the 7, 8, and 9 cards from a deck of cards. Partner A flips over a card (e.g., 7). The first player to call out the amount needed to make ten keeps the card. The player who has the most cards after all are flipped wins the round. The winning player gets to shuffle and flip the cards in the next round. Take turns with your child being Partner A.

- Play another game with the 7, 8, and 9 cards from a deck of cards. You call out a teen number (e.g., 13) and then turn over a card (e.g., 7). Your child then says the number sentences that add up to 13, first by making ten and then by adding on the ones ($7 + 3 = 10$; $10 + 3 = 13$). Switch roles after every turn, and call out a different teen number each time.

TERMS

Ones: Individual units; 10 ones = 1 ten.

Take from ten strategy: A strategy that involves breaking apart the larger number before subtracting from a unit of ten. For example, $16 - 9$ can be thought of as $6 + 10 - 9$. We can then continue with making the simpler problem, $6 + 1$.
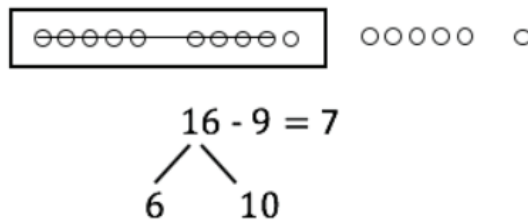
MODELS

Number Path: A visual counting tool that, in Grade 1, supports students in counting on or counting back to solve a problem. (See sample problem.)

Lesson 1 Exit Ticket **1•2**
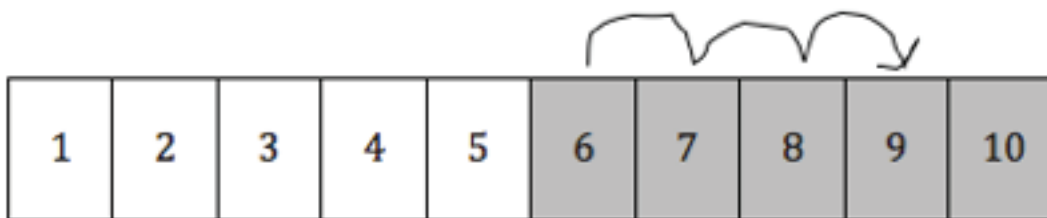
Name _____   Date _____

Read the math story. Make a simple math drawing with labels. (Circle) 10 and solve.

Toby has ice cream money. He has 2 dimes. He finds 4 more dimes in his jacket and 8 more on the table. How many dimes does Toby have?

$$\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_$$

$$10 + \_\_\_ = \_\_\_$$

Toby has _____ dimes.

Lesson 1:   Solve word problems with three addends, two of which make ten.   **1**
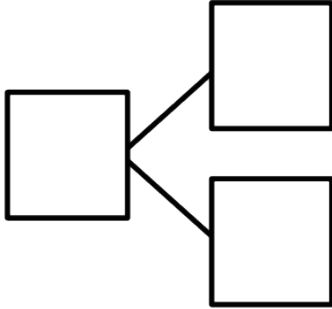
Name _____   Date _____

Make a simple math drawing. Cross out from the 10 ones to show what happens in the story.

There were 16 books on the table. 10 books were about dinosaurs. 6 books were about fish. A student took 9 of the dinosaur books. How many books were left on the table?

There were _____ books left on the table.

Name _____   Date _____

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

1. 4 + 9 = ____

2. 6 + 8 = ____

3. 7 + 4 = ____

10 + ____ = ____

10 + ____ = ____

10 + ____ = ____

4. Match the equal expressions.

a. 9 + 3   10 + 1

b. 5 + 8   10 + 4

c. 9 + 6   10 + 2

d. 8 + 9   10 + 5

e. 4 + 7   10 + 7

f. 6 + 8   10 + 3

Name _____   Date _____

Solve the problems below. Use drawings or number bonds.

1. $11 - 9 =$ _____   2. $11 - 8 =$ _____

3. $13 - 9 =$ _____   4. $13 - 8 =$ _____

5. $13 - 7 =$ _____   6. $12 - 7 =$ _____

7. Match the equal expressions.

    a. 16 - 7   13 - 9

    b. 17 - 7   18 - 9

    c. 12 - 8   15 - 9

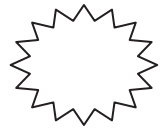   d. 14 - 8   18 - 8

A

Number Correct: _____
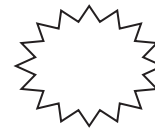
Name _____ Date _____

*Write the missing number.

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

A

Number Correct: _____

Name _____   Date _____

*Make a ten to add.

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

A

Name _____ Date _____

Number Correct:

*Write the missing number.

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

EUREKA MATH™

Lesson 11: Share and critique peer solution strategies for *put together with total unknown* word problems.

5

Mystery Science
How do they make silly sounds in cartoons?

Link to activity: https://mysteryscience.com/light/mystery-1/sounds-vibrations/105?code=NzYzNzIwNDg&t=student
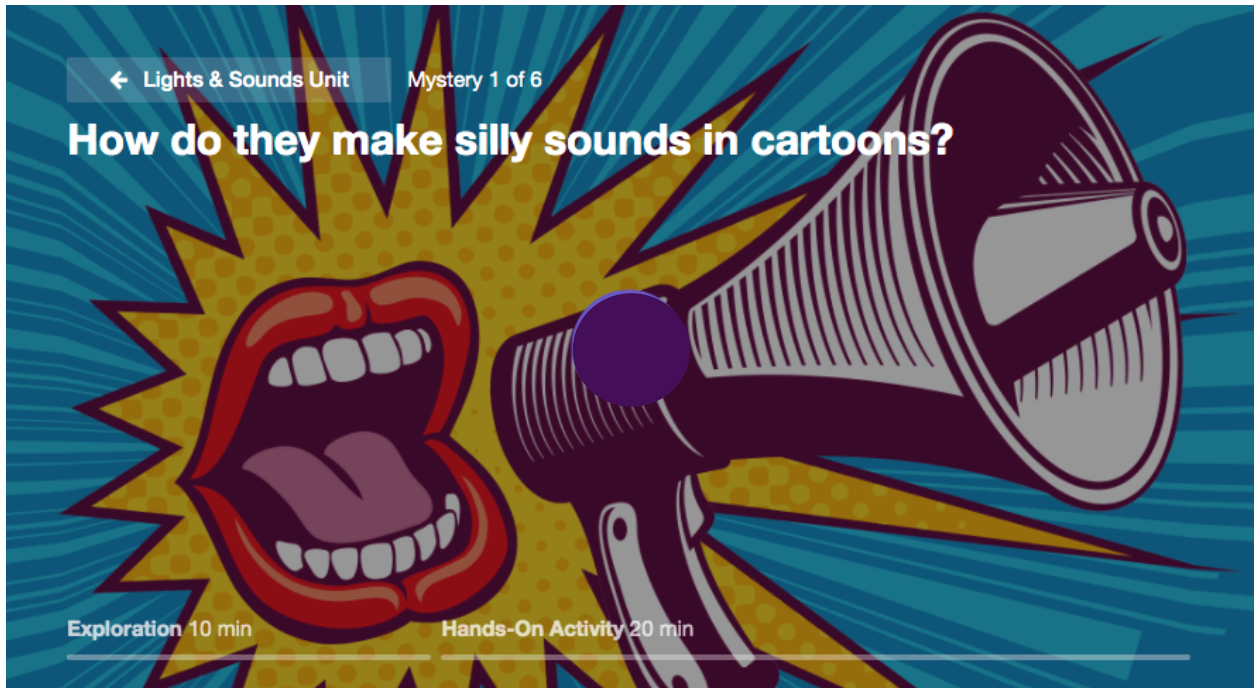
This week we'll explore the properties of sound. In our first lesson, your child will learn that not only are the characters in an animated movie created by artists, but so are all the sounds! There's such a thing as "sound effect artists." These artists make use of many different objects in order to make sounds such as rain, wind, thunder, robot voices, and more. Often they do this by creating vibrations, a back-and-forth movement. (There's a scientific idea we're laying the groundwork for: that vibrations and sounds are fundamentally connected.) You'll need a ruler for this activity.

You can continue to foster your child's curiosity by sitting down together and watching this short video about some of the famous sound effects artists:

https://www.youtube.com/watch?v=bF12uhlT6ZM

What Makes a Good Leader?

Read Aloud: *My Teacher for President* **by Kay Winters**
https://www.youtube.com/watch?v=l35L4vyBJ1E

After watching the read-aloud, talk with someone about these questions:
1. What is one way that your teacher makes a good leader? Think of ways your teacher leads your class.
2. How would that way of leading be make your teacher a good president? What do presidents do?

Draw a picture below of your teacher being the president. Under your picture, explain what your teacher is doing that a president would do.

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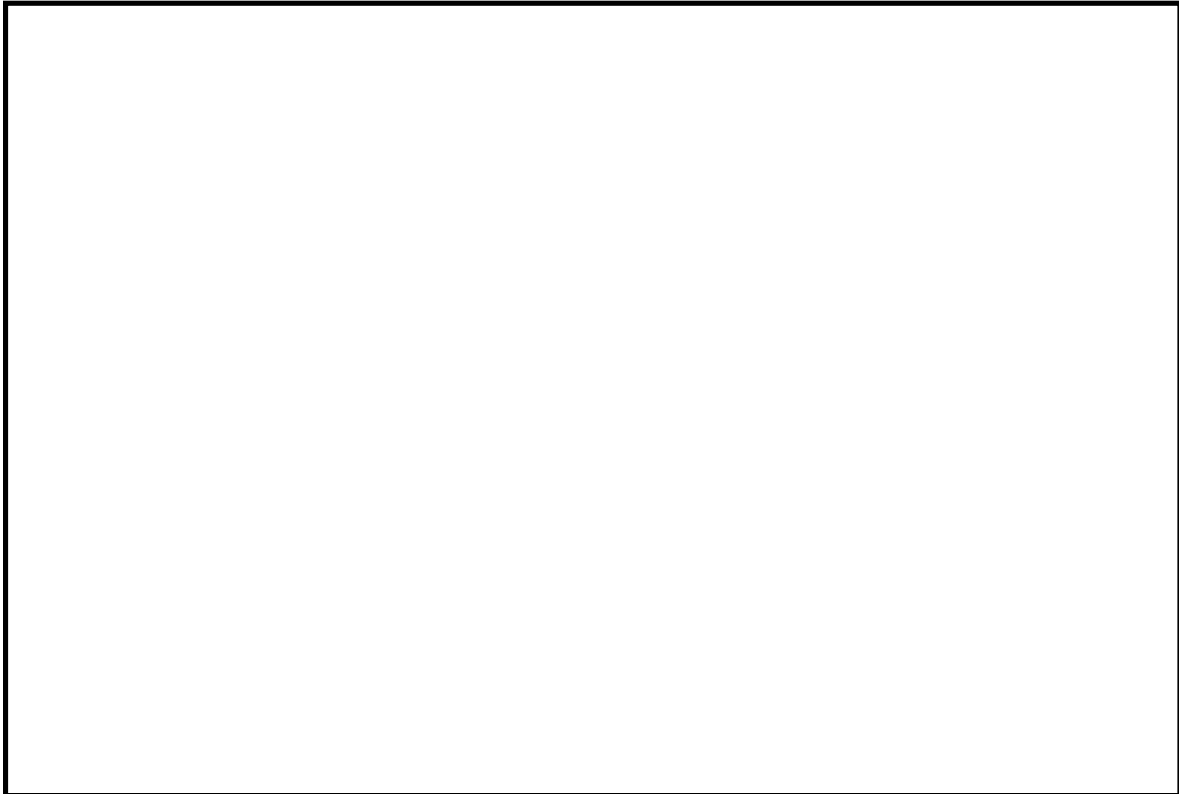
ESL at Home Gr. K-2 Weeks 7-8
Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words: The a or an Is	Go on a shape hunt. Find five things in your house for each shape: Circle Square Rectangle Triangle	How many words can you make from this dinosaur name? triceratops	Can you find 5 things in your home that are **magnetic**?	Imagine two of your toys went to your school when no one was there. Write or draw their adventure.
Monday	Tuesday	Wednesday	Thursday	Friday
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are **purple**. Find four things in your home that are **orange**. Find four things in your home that are **green**.	If you ran a zoo, what animals would you have? Draw and label your zoo.	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.