At Home Learning Resources

Grade 1 - Week 11

https://2020census.gov/
Grade 1 ELA Week 11

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 continues a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on word endings 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, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will continue working on narrative stories for the next 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 Narrative 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 narrative story and work to refine it throughout, or might write multiple stories, getting better each time.

Phonics/Word Work: Students can practice working on their word endings. These include –s, -ed, and –ing. Students will also review the 3 sounds of –ed: /d/, /t/, /id/
When reading fiction texts, think about the following. Talk about books and write what you learned.

**Readers Learn Lessons**

**Predict the lesson right from the start**
I wonder if this is going to be one of those stories that teaches you...

**Keep track of WHERE and WHEN.**
That night, The next day...
Meanwhile, On Saturday,
on the Auchados...
At the park,... went to the kitchen.

**Reread to notice MORE.**

**Connect parts of the story together.**

**Think, “What did the character realize or learn?”**

**Reread the ending and think, “How did the trouble get fixed?”**

The End!... hammer...
The Mind Game

Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte
There once was a very special boy who loved to play games on a computer that sat on his mother’s desk. When his mother wasn’t using the computer, he was allowed to sit and play for as long as he liked.

When he was playing, the game was like a dream in his mind. He was so wrapped up in the game that he didn’t know if it was sunny outside. He wouldn’t have noticed if a tornado was blowing away his house.
And then one day it happened!
He climbed into the chair at his mother’s desk. He twisted his neck, flexed his fingers, and got ready to play a game, but . . .

. . . the keyboard was gone!
And so was the monitor and even the mouse.

“Mom!”
The very special boy’s scream brought his mother and his father running from the kitchen.

“What is it? What happened?” they cried, rushing to his side.

“Mom!” he said, pointing at the desk. “Look!”

His mother looked. His father looked. “At what, son?” they asked. “There’s nothing there.”

“I know. I know,” he said. “The computer is gone!”
“Oh, is that all,” said his mother as she went back to the kitchen. “The computer is broken. We’re having it fixed. It’ll be back soon.”

“How soon is soon?” the boy cried.

“A week or two,” chuckled the father.

It might as well have been a million years. The boy was left alone with nothing to do.

He sat, forlorn, at the desk. He stared at the empty place where the screen, keyboard, and mouse used to sit. Now there was nothing except a raggedy-paged old book called Leo the Lop.
With a deep sigh, he opened the book and looked at the words spread across the page. He read a few words and then a few more. He was surprised to find that pictures began to form in his mind, just like with the computer game.

Like a river, the pictures from words began to flow through his mind as he read the wonderful story.
He read that book and another and another. He read stories about bunnies, butterflies, and bears.

In time, the computer was returned. But the very special boy now had a very special game that didn’t need a mouse or a keyboard.

For from books come dreams, and from dreams come magical tomorrows.
After reading the story, describe the lesson of the text.
First Grade Narrative Writing

Bring Your Stories to Life

Getting started!

Choose Your Best Work to...

Revise & Edit

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!

Before you write the words.

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.
I played soccer with my brother in the backyard after school.

I was standing right before the goal. I kicked the ball and scored.

I sketched "I won the game." I smiled.
1. My fingers become all WIGGLY.

2. Tell small steps.
Write exact actions that people do.

3. As the pea rests in my mouth,
My eyes begin to WATER.

4. SOURMY seat. I try to keep control
Because it is too strong. I start to

5. . . . a VEGGIE MONSTER!
Read to Smash the chair.
Ready to tip the table!

GREAT job! Super thoughtful.
Gina’s Story

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

What does the character think?  

What does the character say?  

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
**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.

**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 . ! ?
I played soccer with my brother in the backyard after school.
FIG. 12-2 Spencer’s story

I was standing
hit her, the gal.
I kicked the ball and
skated.
I screamed
"I won the game!"
I smiled.
I climb up again even though my knees hurt me. I felt brave. I passed a monkey bars but on the 3rd monkey bars 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.
Match the words to the correct column for each ending. Read the words out loud. Try adding your own words. Use the words in a sentence.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>-s</th>
<th>-ed</th>
<th>-ing</th>
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<tbody>
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<td>lick</td>
<td>shopping</td>
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<td>looks</td>
<td>skips</td>
<td>skipped</td>
<td>kicked</td>
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<td>hopping</td>
<td>jump</td>
<td>kicks</td>
<td>shops</td>
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<tr>
<td>skip</td>
<td>hopped</td>
<td>bought</td>
<td>skipping</td>
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<tr>
<td>jumped</td>
<td>looked</td>
<td>jumping</td>
<td>hops</td>
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<tr>
<td>love</td>
<td>worked</td>
<td>cooks</td>
<td>work</td>
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<tr>
<td>played</td>
<td>cooking</td>
<td>loving</td>
<td>playing</td>
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<tr>
<td>works</td>
<td>loves</td>
<td>plays</td>
<td>cooked</td>
</tr>
</tbody>
</table>
The ending –ed makes 3 different sounds in words. Sometimes –ed sounds like /d/, /t/, or /id/. Use the chart to help you figure out when –ed makes the different sounds. Then match the words to the correct column. Read the word out loud. See if you can add more words to the lists.

**Pronunciation of -Ed Endings**

<table>
<thead>
<tr>
<th>Voiced</th>
<th>/d/</th>
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<tbody>
<tr>
<td>/b/</td>
<td>robbed</td>
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<tr>
<td>/dʒ/</td>
<td>judged</td>
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<tr>
<td>/ɡ/</td>
<td>plugged</td>
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<td>/l/</td>
<td>pulled</td>
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<td>/m/</td>
<td>named</td>
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<td>/n/</td>
<td>cleaned</td>
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<td>/ŋ/</td>
<td>banged</td>
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<td>/r/</td>
<td>offered</td>
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<td>/ð/</td>
<td>breathed</td>
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<tr>
<td>/v/</td>
<td>loved</td>
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<tr>
<td>/z/</td>
<td>closed</td>
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</table>

<table>
<thead>
<tr>
<th>Unvoiced</th>
<th>/t/</th>
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<tbody>
<tr>
<td>/tʃ/</td>
<td>watched</td>
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<tr>
<td>/f/</td>
<td>laughed</td>
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<tr>
<td>/k/</td>
<td>talked</td>
</tr>
<tr>
<td>/p/</td>
<td>dropped</td>
</tr>
<tr>
<td>/s/</td>
<td>missed</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>pushed</td>
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</tbody>
</table>

Voiced sounds involve a strong vibration of the vocal chords: clean, love, close, name, pull.
- feel the vibration of the vocal chords in your throat.

Unvoiced sounds less vibration of the vocal chords: watch, laugh, talk, kiss, ask.
- sounds are made closer to the mouth.
<table>
<thead>
<tr>
<th>-ed</th>
<th>-ed</th>
<th>-ed</th>
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</thead>
<tbody>
<tr>
<td>/id/</td>
<td>/d/</td>
<td>/t/</td>
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<tr>
<td>called</td>
<td>jumped</td>
<td>added</td>
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<td>clapped</td>
<td>asked</td>
<td>spilled</td>
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<td>acted</td>
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<td>buzzed</td>
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<td>planted</td>
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</table>
Application Problem

**READ** the problem. Read it over and over….then read it again.
**DRAW** a picture to help make sense of the problem.
**WRITE** a number sentence and a statement of the answer.

Thomas has a box of paper clips. He used 10 of them to measure the length of his big book. There are 20 paper clips still in the box. Use the arrow way to show how many paper clips were in the box at first.
Lee has 9 straws. He uses 4 straws to make a shape. How many straws does he have left to make other shapes?

Extension: What possible shapes could Lee have created? Draw the different shapes Lee might have made using 4 straws. Label any shapes whose name you know.
hexagon
closed shape with 6 straight sides

rectangle
closed shape with 4 straight sides and 4 square corners

square
closed shape with 4 straight sides of the same length and 4 square corners

triangle
closed shape with 3 straight sides

rhombus
closed shape with 4 straight sides of the same length

shape description cards
1. How many corners and straight sides does each of the shapes below have?

   a. [Triangle]  ____ corners  ____ straight sides
   b. [Rectangle]  ____ corners  ____ straight sides
   c. [Circle]  ____ corners  ____ straight sides

2. Look at the sides and corners of the shapes in each row.

   a. Cross off the shape that does not have the same number of sides and corners.

   b. Cross off the shape that does not have the same kind of corners as the other shapes.
Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.

1. __corners  __straight sides
   __corners  __straight sides
   triangle
   circle

2. __corners  __straight sides
   __corners  __straight sides
   rectangle

3. __corners  __straight sides
   __corners  __straight sides
   hexagon
   square

4. __corners  __straight sides
   __corners  __straight sides
   rhombus
1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.

   a. RED—4-sided shapes: _____  
   b. GREEN—3-sided shapes: _____  
   c. YELLOW—5-sided shapes: _____  
   d. BLACK—6-sided shapes: _____  
   e. BLUE—shapes with no corners: _____
Lesson 14: Use counting on and the make ten strategy when adding across a ten.

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

1. \[18 + 1 = \underline{\hspace{1cm}}\]

2. \[18 + 2 = \underline{\hspace{1cm}}\]

3. \[18 + 5 = \underline{\hspace{1cm}}\]

4. \[29 + 1 = \underline{\hspace{1cm}}\]

5. \[29 + 3 = \underline{\hspace{1cm}}\]

6. \[29 + 6 = \underline{\hspace{1cm}}\]

7. \[16 + 4 = \underline{\hspace{1cm}}\]

8. \[16 + 6 = \underline{\hspace{1cm}}\]

9. \[26 + 6 = \underline{\hspace{1cm}}\]

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G1-M4-TE-1.3.0-05.2015
Lesson 14: Use counting on and the make ten strategy when adding across a ten.

Name _______________________________ Date _______________

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

1. \[18 + 1 = _____\]
2. \[18 + 2 = _____\]
3. \[18 + 5 = _____\]
4. \[29 + 1 = _____\]
5. \[29 + 3 = _____\]
6. \[29 + 6 = _____\]
7. \[16 + 4 = _____\]
8. \[16 + 6 = _____\]
9. \[26 + 6 = _____\]
### My Addition Practice

1. \(6 + 0 = \) ___
2. \(0 + 6 = \) ___
3. \(5 + 1 = \) ___
4. \(1 + 5 = \) ___
5. \(6 + 1 = \) ___
6. \(1 + 6 = \) ___
7. \(6 + 2 = \) ___
8. \(5 + 2 = \) ___
9. \(2 + 5 = \) ___
10. \(2 + 4 = \) ___
11. \(7 + 1 = \) ___
12. \(_{} = 1 + 7\)___
13. \(3 + 3 = \) ___
14. \(3 + 4 = \) ___
15. \(_{} = 3 + 5\)___
16. \(6 + 3 = \) ___
17. \(7 + 3 = \) ___
18. \(_{} = 7 + 2\)___
19. \(2 + 7 = \) ___
20. \(2 + 8 = \) ___
21. \(5 + 3 = \) ___
22. \(_{} = 5 + 4\)___
23. \(6 + 4 = \) ___
24. \(4 + 6 = \) ___
25. \(_{} = 4 + 4\)___
26. \(3 + 4 = \) ___
27. \(5 + 5 = \) ___
28. \(_{} = 4 + 5\)___
29. \(3 + 7 = \) ___
30. \(_{} = 3 + 6\)___

Today, I finished _____ problems.
Name ____________________________ Date _____________

### My Subtraction Practice

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Today, I finished _____ problems.

I solved _____ problems correctly.
All of Who-ville is counting. How many hands do you see?

Make sure to count everyone living in your home in the 2020 Census!
Go to www.2020census.gov to learn more.
How does light travel and change direction?

What would happen if we shine a beam of light onto the shiny surface of a mirror?

**Materials:**
1 hand mirror
1 flashlight

**Procedure:**

Use the mirror to redirect the light beam onto the ceiling without pointing the flashlight toward the ceiling.

How did you redirect the light beam? Does the light seem to bend or go in a straight line?

What happens when we redirect sunlight with a mirror outdoors?

Draw a picture of your investigation on the next page. Write a sentence about what you learned about how light can change direction.

**Vocabulary:**

Mirror: a shiny surface that reflects light
Redirect: to change the direction. Mirrors can redirect light beams
Reflect: to bounce off an object
What else do you know about voting? Draw a picture and write about it.

by ____________________________
Sometimes students vote in school.
Students can vote about __________
______________________________.
One way to vote is to __________
our choices on paper.
We count the votes.
The choice with the most votes wins.

Another way to vote is to raise
our ________________
. We count the votes.
The choice with the most votes wins.
On Election Day, many voters use a voting machine. Others use a voting box.

I would like to use a ____________.

______________________________.
The people with the most _______ are elected.

They work in their new job for a certain amount of time. Someday voters will choose new leaders for these jobs.

On Election Day, voters choose leaders of the government. These leaders help run communities, states, and the country.

Vote for MAYOR, a leader of a _________.

Vote for GOVERNOR, a leader of a _________.

Vote for PRESIDENT, a leader of our _________.

Our Country Write & Read Book © Catherine M. Tamblyn, Scholastic Teaching Resources Page 5
Getting Started With This Write & Read Book

This book is designed for flexible use. Below are suggested guidelines for using the book in the classroom. Feel free to adapt any ideas to better meet the needs of your students.

Introducing the Book
Prior to having children create their books, it is helpful to introduce the social studies concepts to children, build background knowledge on the topics, and preteach any vocabulary words they will encounter in the text. It is a good idea to create a sample book in advance and read it aloud to children, pointing out the text and illustrations that you added to the book. This process will help children feel more confident when they create their own books.

Making the Book
The amount of guidance required as children work on their books will depend on their individual needs. If children need more support, create the books as a small-group or whole-class activity, having children complete a few pages at a time. You might work together to brainstorm possible responses for each page and record these on chart paper. Children can refer to the chart as they are writing. If students need additional support, you might have them dictate the text and then write it in dotted-line letters for them to trace.

Sharing the Book
Once children have finished the book, encourage them to read their books to themselves and provide opportunities for them to share their work with others. You might have children share their books with partners, with small groups, or with the whole class. To give everyone a chance to share, ask children to choose a page from their book to read to the whole class. Invite students to discuss their illustrations as well. Encourage students to ask questions and provide positive feedback about one another's work. Be sure to send the book home for children to share with their families.

Assembling the Book
Provide children with copies of the reproducible book pages and demonstrate the steps below. Or you might assemble the books in advance.


2. Fold the front cover/back cover in half along the dotted line, keeping the fold to the left side.

3. Fold each interior page in half, keeping the fold to the right side.

4. Place the interior pages inside the cover and staple three times along the spine.
# ESL at Home K-2 Weeks 11-12

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

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>
| Use the following letters to create as many words as you can: a, c, d, e, g, l, o, n, r, s, t  
Example: cat | Do 10 of each exercise to get to 50.  
10 jumping jacks  
10 high knees  
10 toe touches  
10 windmill arms  
10 frog hops | Build a catapult using a spoon, rubber bands, paper clips and any other household items.  
Build a house using only household items:  
2 sheets of paper  
2 band aids  
2 paper clips  
2 sticks of gum | Go outside and look around. List 6 living things and and 6 nonliving things. | Find at least 10 items in your home that are cylinders. Place them from shortest to tallest. |
<table>
<thead>
<tr>
<th>Monday</th>
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<th>Wednesday</th>
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<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</td>
<td>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.</td>
<td>Learn your phone number and address. Practice and tell your parent/guardian what it is.</td>
<td></td>
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