At Home Learning Resources

Grade 1 - Week 12

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](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](https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797). 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
☐ Buy at a bookstore
☐ Read online
☐ Buy Online
☐ Trade books with friends
☐ Other _________

Where I will read:

☐ In my bedroom
☐ In my car
☐ In the living room
☐ At the beach
☐ Outside
☐ 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

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.

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.

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.
Drew him kicking the ball to match the words.

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

I was standing in front of the goal. I kicked the ball and scored.

I sketched, "I won the game." I smiled.

Unfreeze people.
- Make them move
- Make them talk

Wrote what he said.
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.
   Twist and CURL UP
   They concert.

4. Sour in my seat. I try to keep control
   But the pea is too strong. I start to tear him into...

5. ...a VEGGIE MONSTER!
   Ready to Smash the chair!
   Ready to zip the table!
   Great job! Super tough!
Gina's Story

I climb up again even though my knees hurt me. I felt brave. I was on a monkey bar but on the 3rd monkey bar my hands are slipping off the monkey bars. I try not to hurt my hand but it's still slippery. I was so scared and I close my eyes so tight.

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

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

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
't her the gal.
I kicked the ball and
skipped.
FIG. 12-2 Spencer’s story

Name: __________________________ Date: __________________________

I skteemed
“I won the game”
I smild.
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.
# Vowel Teams

<table>
<thead>
<tr>
<th></th>
<th>ai</th>
<th>ay</th>
<th>au</th>
<th>aw</th>
<th>ea</th>
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<tr>
<td></td>
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<td>ea</td>
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<td>ei</td>
<td>ei</td>
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<td>eigh</td>
<td>ew</td>
<td>ey</td>
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<td>ie</td>
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<td>oi</td>
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<td></td>
<td>ow</td>
<td>ow</td>
<td>ui</td>
<td>ue</td>
<td>ue</td>
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</tbody>
</table>
Sort the vowel teams. Say the words out loud. Try using the words in a sentence.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>oa</td>
<td>ow</td>
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</tbody>
</table>

- snow
- boat
- road
- goat
- goal
- bow
- bowl
- throw
- grow
- slow
- blow
- loaf
Draw a line from the word to the picture.

toe
coast
coal
toast
boat
soap
float
hoe
### Fill in the Missing Vowel Team

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>spr</strong></td>
<td><strong>b</strong></td>
<td><strong>ch</strong></td>
</tr>
<tr>
<td><strong>l</strong></td>
<td><strong>f</strong></td>
<td><strong>sn</strong></td>
</tr>
<tr>
<td><strong>p</strong></td>
<td><strong>nt</strong></td>
<td><strong>sh</strong></td>
</tr>
</tbody>
</table>

Available Vowels: **ai**, **ay**, **ea**, **ee**, **ai**
### My Missing Addend Practice

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

Today, I finished _____ problems.

I solved _____ problems correctly.
My Related Addition and Subtraction Practice

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

Today, I finished _____ problems.

I solved _____ problems correctly.
My Mixed Practice

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

Today, I finished _____ problems.

I solved _____ problems correctly.
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.
Lesson 20 Exit Ticket

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.
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.

<table>
<thead>
<tr>
<th>Cubes</th>
<th>Spheres</th>
<th>Cones</th>
<th>Rectangular Prisms</th>
<th>Cylinders</th>
</tr>
</thead>
<tbody>
<tr>
<td>block</td>
<td>globe</td>
<td>tennis ball</td>
<td>tissue box</td>
<td>dice can</td>
</tr>
</tbody>
</table>

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
Lesson 15 Problem Set

Solve the problems.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 + 3 = _____</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>15 + 3 = _____</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>25 + 3 = _____</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>35 + 3 = _____</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>8 + 4 = _____</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>18 + 4 = _____</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>28 + 4 = _____</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 15: Use single-digit sums to support solutions for analogous sums to 40.

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Find the totals using quick ten drawings or number bonds.

1. $17 + 8 = ____$
2. $28 + 7 = ____$
3. $24 + 10 = ____$
4. $19 + 20 = ____$
This is a reference sheet with the names and definitions of 3-D (solid) shapes for grade 1.

<table>
<thead>
<tr>
<th>cone</th>
<th>cube</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-dimensional shape with only one circle or oval face and one point</td>
<td>3-dimensional shape with 6 square faces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cylinder</th>
<th>rectangular prism</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-dimensional shape with 2 circle or oval faces that are the same size</td>
<td>3-dimensional shape with 6 rectangle faces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-dimensional shape with no flat faces</td>
</tr>
</tbody>
</table>

three-dimensional shape description cards
Use as a tool to help you with the addition and subtraction problems.
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=NzYzNzIwNDg&t=student

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

https://www.theforgottentoysshop.co.uk/blogs/news/making-a-string-phone
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?
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.
**ESL at Home K-2 Weeks 11-12**
Use notebook paper to complete these activities. Do one each day!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Use the following letters to create as many words as you can: a, c, d, e, g, l, o, n, r, s, t</td>
<td>Do 10 of each exercise to get to 50.</td>
<td>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</td>
<td>Go outside and look around. List 6 living things and and 6 nonliving things.</td>
<td>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</td>
</tr>
<tr>
<td>Example: cat</td>
<td></td>
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</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>Build a house using only household items:</td>
<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>
</tr>
<tr>
<td>2 sheets of paper</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2 band aids</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 paper clips</td>
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<td></td>
</tr>
<tr>
<td>2 sticks of gum</td>
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</table>