



1st Grade Distance Learning Packet Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



1st Grade Distance Learning Packet Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 1st Grade Distance Learning Packet

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ይዘቶች ላይ የሚያተኩር ይህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንደገና ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ይህንን ስራ መሙላት/መስራት አለበት።

ይህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ይዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ይዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የይዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጂ/ኮፒ

የልጅዎ እስተማሪዎች እስከ ሜይ 22 ባለው ጊዜ መቼ እንደሚገኙ እና እንዴት በአካዳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ዶጂ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጽጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሐፍትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይችላሉ።
- ሀሳቦቻቸውን፣ ምልክታቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብዳቤ ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የእየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከእስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስት እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት እያመንቱ። ይህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሰላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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Table of Contents

Overview: *Learning while at home should be fun, engaging, and authentic. Please use the activities in this packet as a guide for academic learning each day. Keep in mind that small children also learn a lot from engaging in conversation with each other and adults, through creative play time, and through exercise. So use every opportunity as a learning opportunity!*

The daily activities in this packet cover a range of subject areas including:

- **Reading Activities** – *Books for you to read with/to your child and fluency practice.*
- **Writing Activities** – *Practice with sight words, sentence writing, and journaling.*
- **Math Activities** – *Practice with numbers, addition, and subtraction.*

Pages	Content
1	<i>Calendar for Distance Learning Activities - Week 1</i>
2-44	<i>Daily Activities</i>
45	<i>Calendar for Distance Learning Activities - Week 2</i>
46-90	<i>Daily Activities</i>
91	<i>Calendar for Distance Learning Activities - Week 3</i>
92-127	<i>Daily Activities</i>
128	<i>Calendar for Distance Learning Activities - Week 4</i>
129-169	<i>Daily Activities</i>

Tabla de Contenido

Información General: El aprendizaje en casa debe ser divertido, interesante, y autentico. Por favor usen las actividades en este paquete como un guía para el aprendizaje académico cada día. Tomen en cuenta que los niños pequeños también aprenden mucho de conversar entre ellos y con los adultos, con tiempo para jugar creativamente, y a través del ejercicio. ¡Usen cada oportunidad para aprender!

Las actividades cotidianas en este paquete cubren un rango de materias incluyendo:

- **Actividades de Lectura** – Los libros para leer con y a su estudiante y práctica de fluidez.
- **Actividades de Escritura** – Práctico con las palabras comunes, cómo escribir oraciones, y escribir en su diario.
- **Actividades de Matemáticas** – Práctico con los números, la suma y la resta.

Páginas	Contenido
1	Calendario para Actividades de Aprendizaje a Distancia - Semana 1
2-44	Actividades Cotidianas
45	Calendario para Actividades de Aprendizaje a Distancia - Semana 2
46-90	Actividades Cotidianas
91	Calendario para Actividades de Aprendizaje a Distancia - Semana 3
92-127	Actividades Cotidianas
128	Calendario para Actividades de Aprendizaje a Distancia - Semana 4
129-169	Actividades Cotidianas

1st Grade Distance Learning Activities ~ Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Reading</u> Read: “The Earth Inside-Out”</p> <p>Complete the worksheet</p>	<p><u>Reading</u> Complete the worksheets about ‘Statements’</p>	<p><u>Reading</u> Read: “Earth’s Surface”</p> <p>Complete the worksheet</p>	<p><u>Reading</u> Read: “Earth Rocks!”</p> <p>Answer the questions about the story</p>	<p><u>Reading</u> Review: “Earth Rocks!”</p> <p>Answer the questions about the story</p>
<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheets</p>	<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheet</p>
<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 1 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 2 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 3 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 4 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 5 worksheets</p>

Week 1 ~ Day 1

❑ 1. Reading

- ❑ The focus for the next two weeks: History of the Earth**
- ❑ Read “The Earth Inside-Out”
- ❑ Complete the activity

❑ 2. Writing

- ❑ Practice writing words with the /oo/ sound.

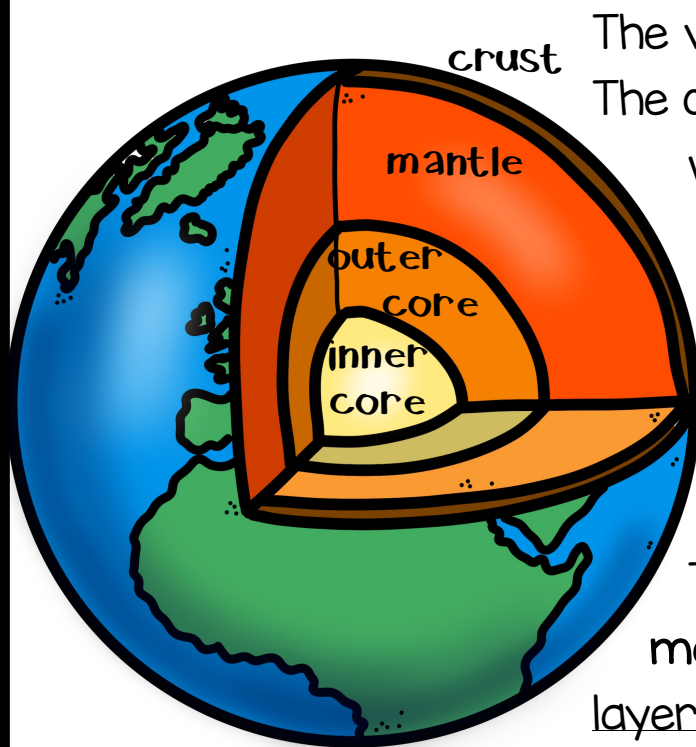
❑ 3. Math

- ❑ This month’s focus: Module 4-Place Value, Comparison, Addition and Subtraction to 40**
- ❑ Warm-up: Lesson 2 Core Addition Fluency Review
- ❑ Module 4, Lesson 1

LAYERS of the EARTH Reading Passage

The Earth Inside-Out

If you were able to cut the earth open, you would see four different layers. These layers are what make up this planet. It would take nearly 4,000 miles to reach the center of the earth.



The very top layer is called the **crust**. The crust is the outermost layer as well as the thinnest layer.

Depending on where you are the earth, the crust can be from three to twenty miles deep. The crust is the most widely studied and understood layer.

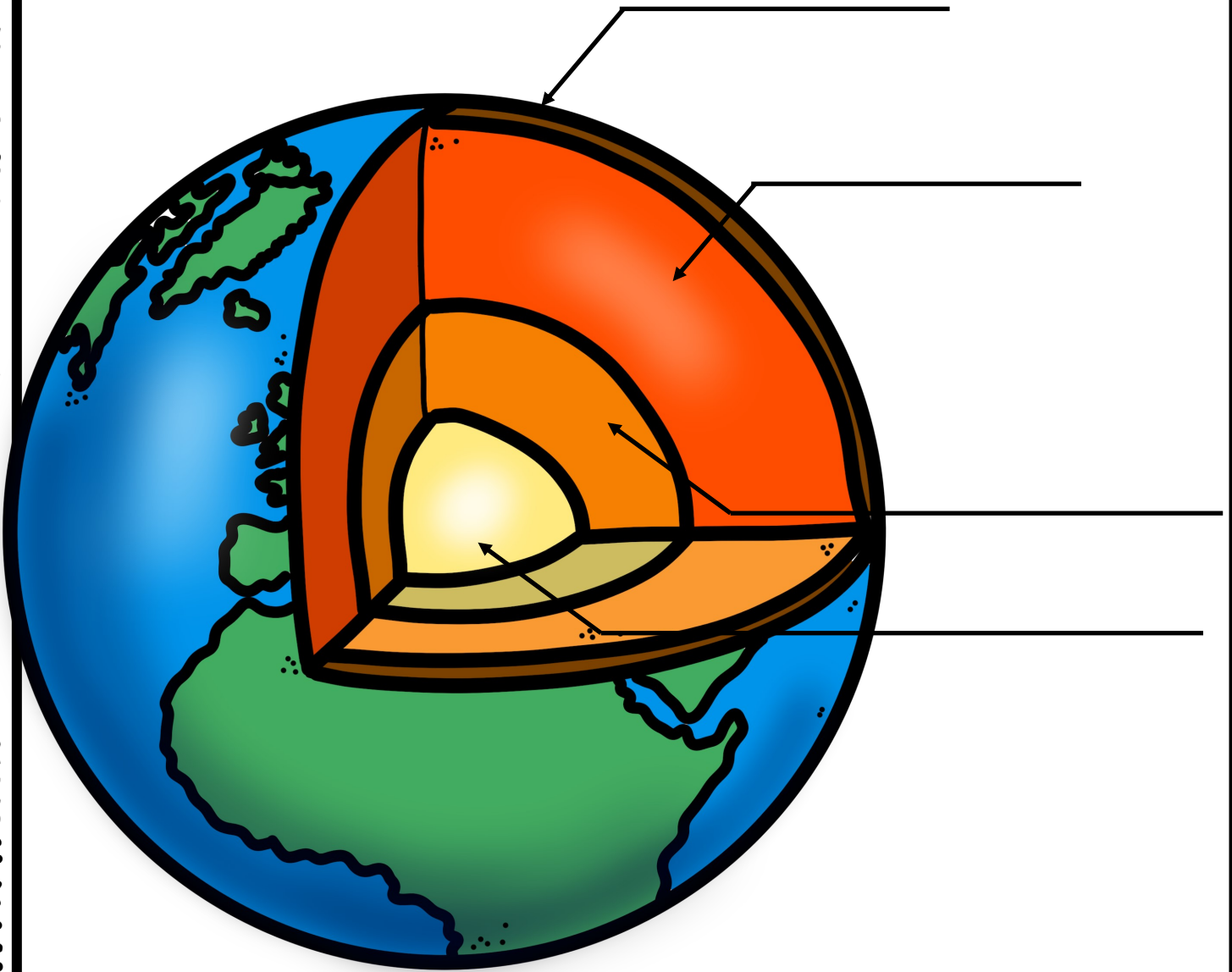
The layer below the crust is the **mantle**. The mantle is the thickest layer and is 1,800 miles thick! This mammoth layer is made mostly of solid rock.

However, at the bottom of the mantle, as it reaches closer to the center of the earth, the rocks begin to be heated up and become soft and gooey. They become molten rock.

The core of the earth is like a ball of very hot metals. The **outer core** is so hot that the metals are in liquid state. The **inner core** is even hotter. Strangely enough though, the metal is not liquid but forced together into a solid metal ball from the pressure of the earth's weight.

LAYERS of the EARTH LABELING

Label the layers of the earth.



outer core

crust

mantle

inner core

In the box are six words. Print them on the lines where they fit best.

brook	book	hood
foot	hook	cook



NAME: _____
DATE: _____

Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

1

/oo/ as in soon

boo	book	bloom	food
took	cool	good	cook

2

/oo/ as in look

boo	book	bloom	food
took	cool	good	cook

/oo/ as in boo

boo

/oo/ as in book

book

Name _____

Date _____

Core Addition Fluency Review

1. $2 + 0 = \underline{\quad}$

16. $1 + 6 = \underline{\quad}$

31. $5 + 3 = \underline{\quad}$

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

17. $6 + 1 = \underline{\quad}$

32. $3 + 5 = \underline{\quad}$

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

18. $6 + 2 = \underline{\quad}$

33. $3 + 4 = \underline{\quad}$

4. $4 + 0 = \underline{\quad}$

19. $5 + 2 = \underline{\quad}$

34. $3 + 3 = \underline{\quad}$

5. $0 + 4 = \underline{\quad}$

20. $4 + 3 = \underline{\quad}$

35. $4 + 4 = \underline{\quad}$

6. $0 + 3 = \underline{\quad}$

21. $2 + 3 = \underline{\quad}$

36. $5 + 4 = \underline{\quad}$

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

22. $2 + 4 = \underline{\quad}$

37. $4 + 6 = \underline{\quad}$

8. $3 + 1 = \underline{\quad}$

23. $4 + 2 = \underline{\quad}$

38. $2 + 7 = \underline{\quad}$

9. $1 + 3 = \underline{\quad}$

24. $3 + 2 = \underline{\quad}$

39. $2 + 8 = \underline{\quad}$

10. $1 + 4 = \underline{\quad}$

25. $9 + 1 = \underline{\quad}$

40. $2 + 5 = \underline{\quad}$

11. $1 + 5 = \underline{\quad}$

26. $8 + 2 = \underline{\quad}$

41. $5 + 5 = \underline{\quad}$

12. $5 + 1 = \underline{\quad}$

27. $7 + 2 = \underline{\quad}$

42. $4 + 5 = \underline{\quad}$

13. $1 + 7 = \underline{\quad}$

28. $7 + 3 = \underline{\quad}$

43. $2 + 6 = \underline{\quad}$

14. $7 + 1 = \underline{\quad}$

29. $6 + 3 = \underline{\quad}$

44. $3 + 6 = \underline{\quad}$

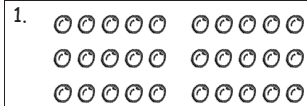
15. $1 + 8 = \underline{\quad}$

30. $6 + 4 = \underline{\quad}$

45. $3 + 7 = \underline{\quad}$

Name _____ Date _____

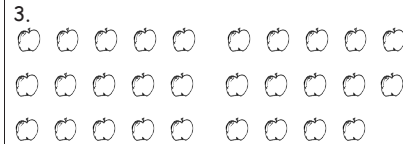
Circle groups of 10. Write the number to show the total amount of objects.



There are _____ grapes.



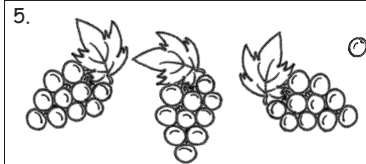
There are _____ carrots.



There are _____ apples.



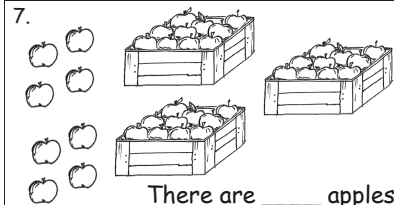
There are _____ peanuts.



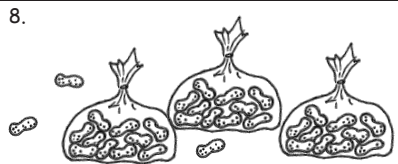
There are _____ grapes.



There are _____ carrots.

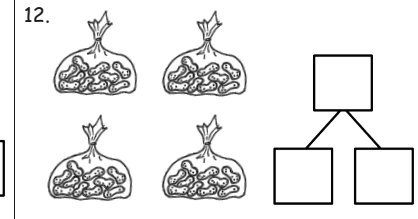
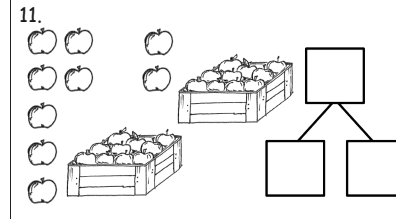
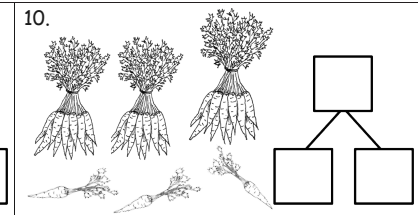
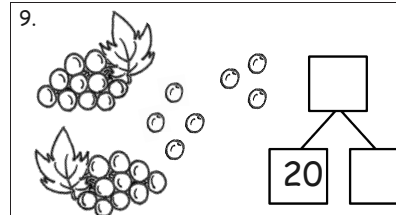


There are _____ apples.

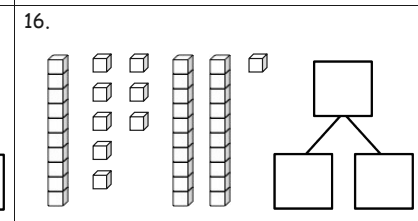
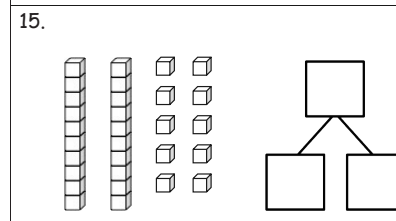
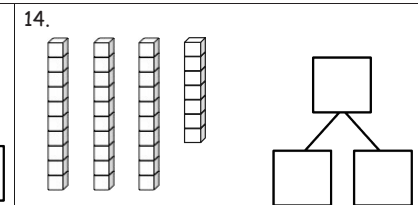
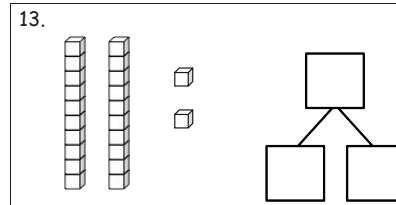


There are _____ peanuts.

Make a number bond to show tens and ones.


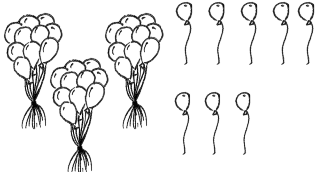
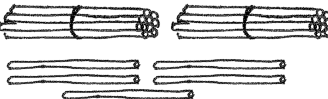
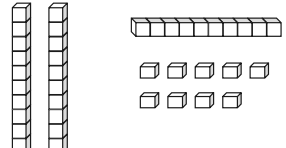


Make a number bond to show tens and ones. Circle tens to help.

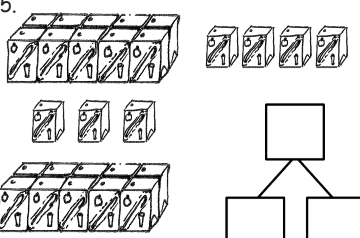
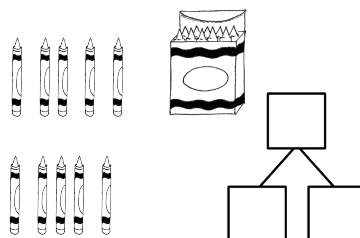


Name _____ Date _____

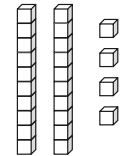
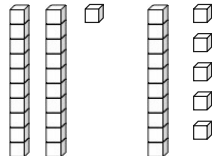
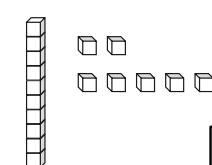
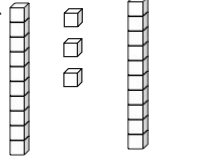
Circle groups of 10. Write the number to show the total amount of objects.

<p>1. </p> <p>There are _____ marbles.</p>	<p>2. </p> <p>There are _____ balloons.</p>
<p>3. </p> <p>There are _____ straws.</p>	<p>4. </p> <p>There are _____ cubes.</p>

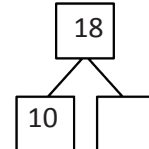
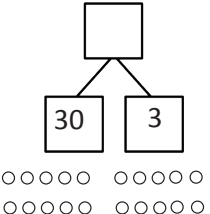
Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

<p>5. </p> <p>There are _____ juice boxes.</p>	<p>6. </p> <p>There are _____ crayons.</p>
--	--

Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

<p>7. </p> <p>There are _____ cubes.</p>	<p>8. </p> <p>There are _____ cubes.</p>
<p>9. </p> <p>There are _____ cubes.</p>	<p>10. </p> <p>There are _____ cubes.</p>

Make or complete a math drawing to show tens and ones. Complete the number bonds.

<p>11. </p>	<p>12. </p>
--	--

Week 1 ~ Day 2

❑ 1. Reading

- ❑ Practice with writing 'Statements' worksheets

❑ 2. Writing

- ❑ Practice writing words with the /ou/ and /oi/ sound.

❑ 3. Math

- ❑ Warm-up: Lesson 5 Sprint-A
- ❑ Module 4, Lesson 2

Name : _____ Date : _____

Statements

- A statement tells something.

Example: Mathew is reading.



MATCH EACH STATEMENT TO ITS CORRECT PICTURE.

1. The coffee is hot.



2. Miley is talking.



3. The hen is too big .



4. Roma is painting.



5. Shawn runs.



Name : _____ Date : _____

Statements

- A statement is a sentence that tells something.
- A statement begins with a capital letter and ends with a period.



WRITE EACH STATEMENT CORRECTLY.

the hat is red

chad is sick

lisa packs her lunch

mary runs fast

CIRCLE THE CORRECT STATEMENT OUT OF EACH PAIR OF STATEMENTS.

1. Julia is in first grade.

3. you can sit down.

robin stands up

Tim likes to eat apples.

2. Lauren is skipping

4. Richard is cleaning.

I can play guitar.

we are going.



NAME: _____

DATE: _____

12.1

Activity Page

Print the words on the lines where they fit best.

1. cloud



2. snout



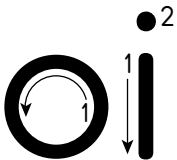
3. mouth



4. couch



5. round



oi

oi

oi

oil

oil

oil

boil

boil

boil

coin

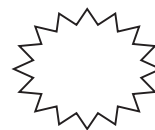
coin

coin

Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

A

Number Correct:



Name _____

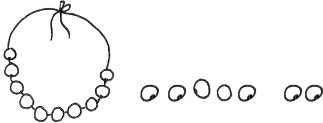
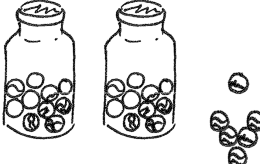
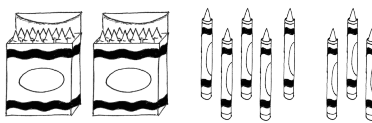
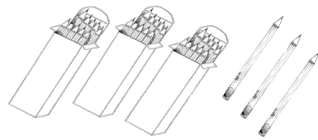

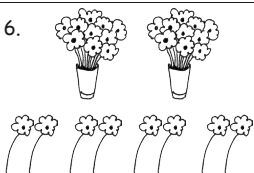

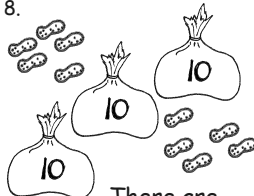
Date _____

*Write the missing number.

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

Name _____ Date _____

Write the tens and ones and say the numbers. Complete the statement.

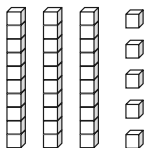
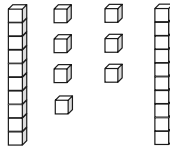
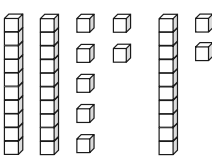
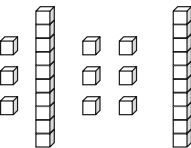
1.  17 = ____ ten ____ ones	2.  26 = ____ tens ____ ones
3.  28 = ____ tens ____ ones	4.  ____ tens ____ ones = 33
5.  There are ____ balloons.	6.  There are ____ flowers.
7.  There are ____ marbles.	8.  There are ____ peanuts.

Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

5

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G1-M4-SE-1.3.0-03.2015

Write the tens and ones. Complete the statement.

9.  There are ____ cubes.	10.  There are ____ cubes.
11.  There are ____ cubes.	12.  There are ____ cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

13. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table> → 35	tens	ones			14. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>2</td><td>7</td></tr></table> → ____	tens	ones	2	7
tens	ones								
tens	ones								
2	7								
15. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>3</td><td>9</td></tr></table> → ____	tens	ones	3	9	16. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table> → 29	tens	ones		
tens	ones								
3	9								
tens	ones								
17. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td>0</td></tr></table> → 40	tens	ones		0	18. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table> → 9	tens	ones		
tens	ones								
	0								
tens	ones								

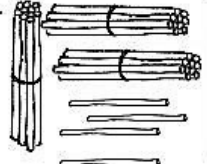
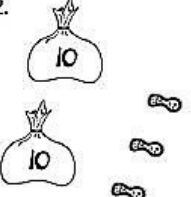
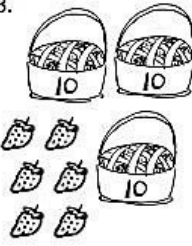
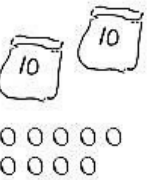
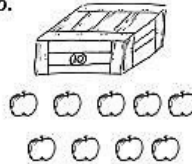
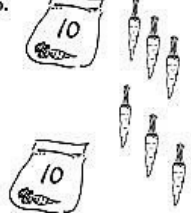
Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

6

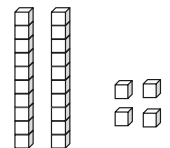
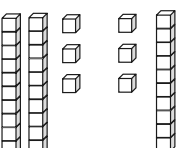
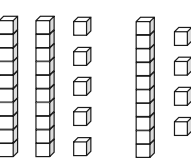
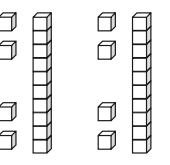
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Name _____ Date _____

Write the tens and ones and complete the statement.

<p>1. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ straws.</p>	tens	ones			<p>2. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ peanuts.</p>	tens	ones		
tens	ones								
tens	ones								
<p>3. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ strawberries.</p>	tens	ones			<p>4. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ beads.</p>	tens	ones		
tens	ones								
tens	ones								
<p>5. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ apples.</p>	tens	ones			<p>6. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ carrots.</p>	tens	ones		
tens	ones								
tens	ones								

Write the tens and ones. Complete the statement.

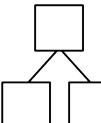
<p>7. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ cubes.</p>	tens	ones			<p>8. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ cubes.</p>	tens	ones		
tens	ones								
tens	ones								
<p>9. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ cubes.</p>	tens	ones			<p>10. </p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>There are _____ cubes.</p>	tens	ones		
tens	ones								
tens	ones								

Write the missing numbers. Say them the regular way and the Say Ten way.

<p>11. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table> → 23</p>	tens	ones			<p>12. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>3</td><td>2</td></tr></table> → _____</p>	tens	ones	3	2
tens	ones								
tens	ones								
3	2								
<p>13. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>0</td><td>9</td></tr></table> → _____</p>	tens	ones	0	9	<p>14. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>4</td><td>0</td></tr></table> → _____</p>	tens	ones	4	0
tens	ones								
0	9								
tens	ones								
4	0								

15. Choose a number less than 40. Make a math drawing to represent it, and fill in the number bond and place value chart.

tens	ones



Week 1 ~ Day 3

☐ 1. Reading

- ☐ Read the book “Earth’s Surface”
- ☐ Complete the worksheet about ‘Short and Long Vowels’

☐ 2. Writing

- ☐ Practice writing words with the /oi/ sound. On the second page, practice circling the individual sounds in each word, write the number of sounds in the box, and write the word on the line.

☐ 3. Math

- ☐ Warm-up: Lesson 5 Sprint-B
- ☐ Module 4, Lesson 3

Earth's Surface

A Science A-Z Earth Series

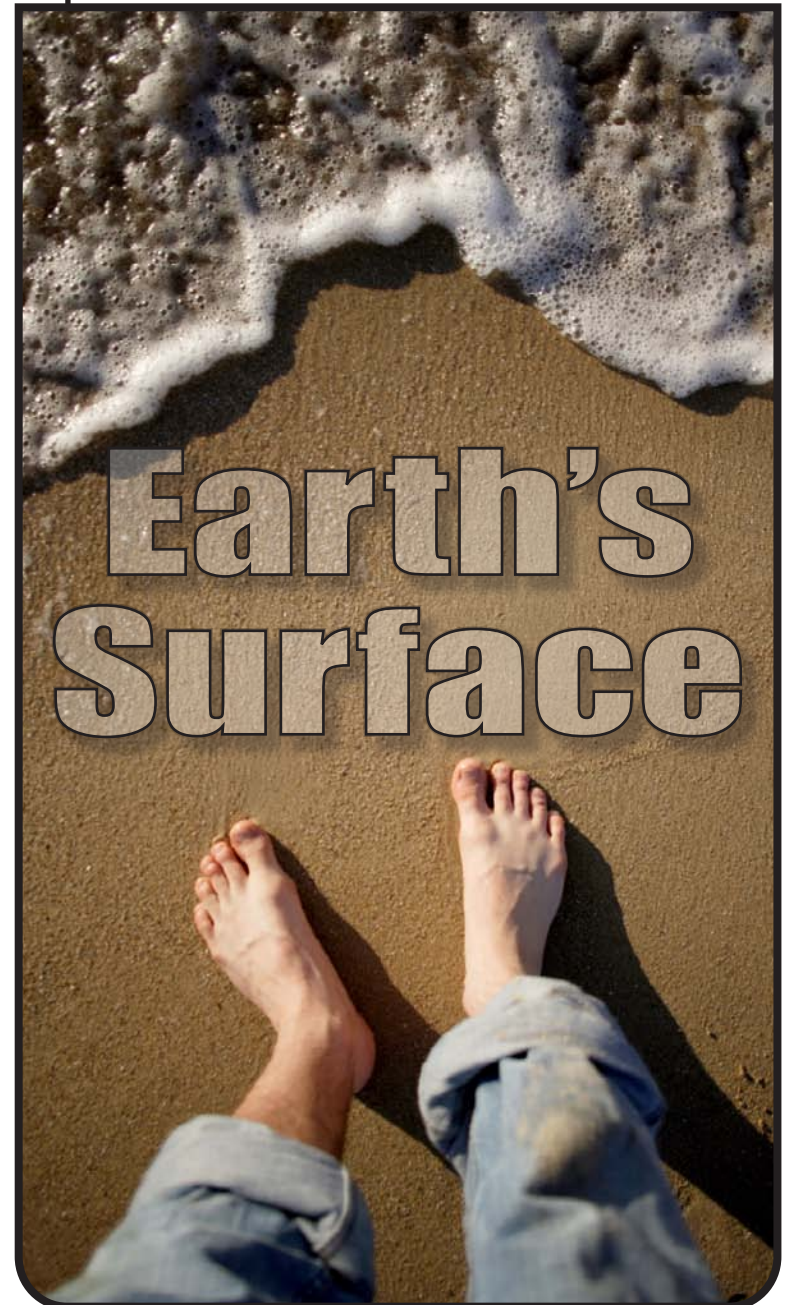
Word Count: 224




Science a-z

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Page 17



Earth is your home.
Earth's surface is the part
where you live and play.

3



You can run in the grass.
You can swim in a lake.

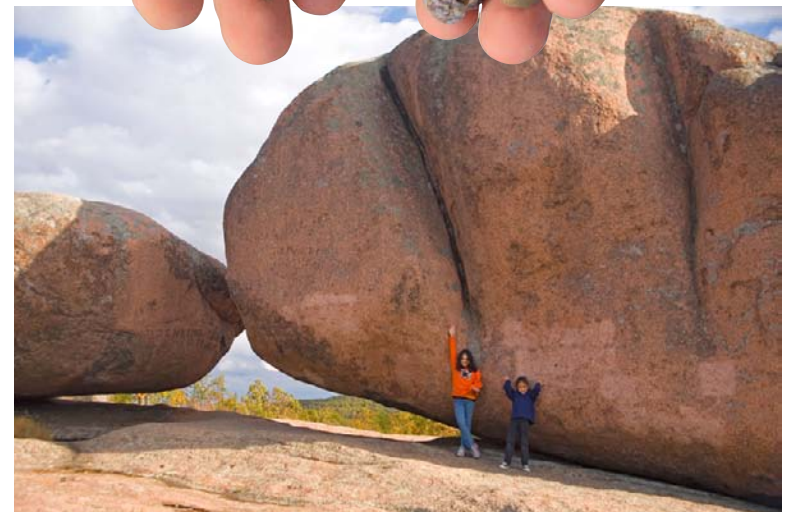


4



Look at Earth from space.
You can see land. You
can see a lot of water.

5



Most land is made of rocks.
But how can plants grow
in rocks?

6



Plants grow in soil. Soil is made of tiny rocks and dead plants. It has water in it, too.



Some land is flat.
Some land is pointed.





What covers most of Earth's surface? Water!

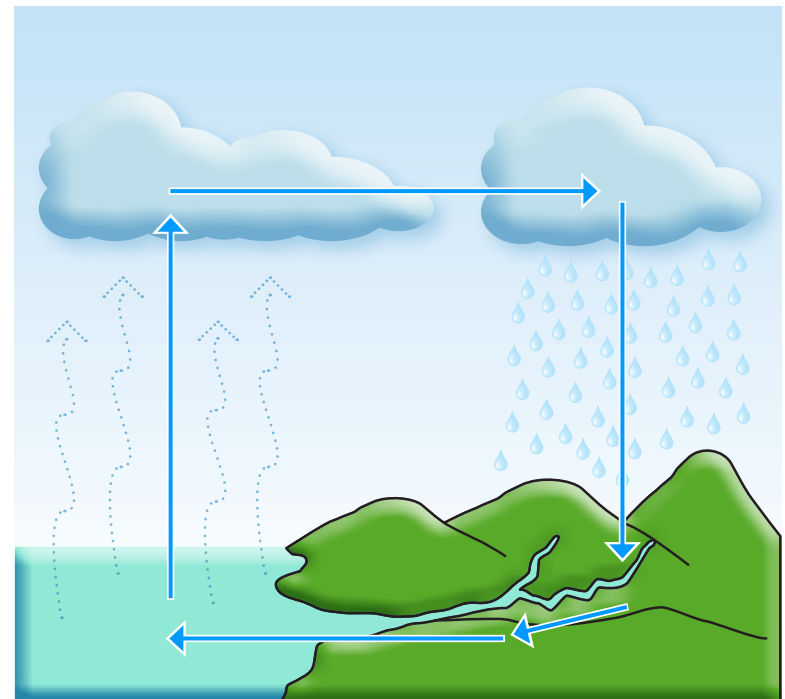
Salt water fills the ocean.

Fresh water fills lakes and rivers.

Water moves around.

Clouds form over the ocean. The clouds drop rain or snow onto the land.

The water fills up rivers and lakes. Rivers take water back to the ocean.



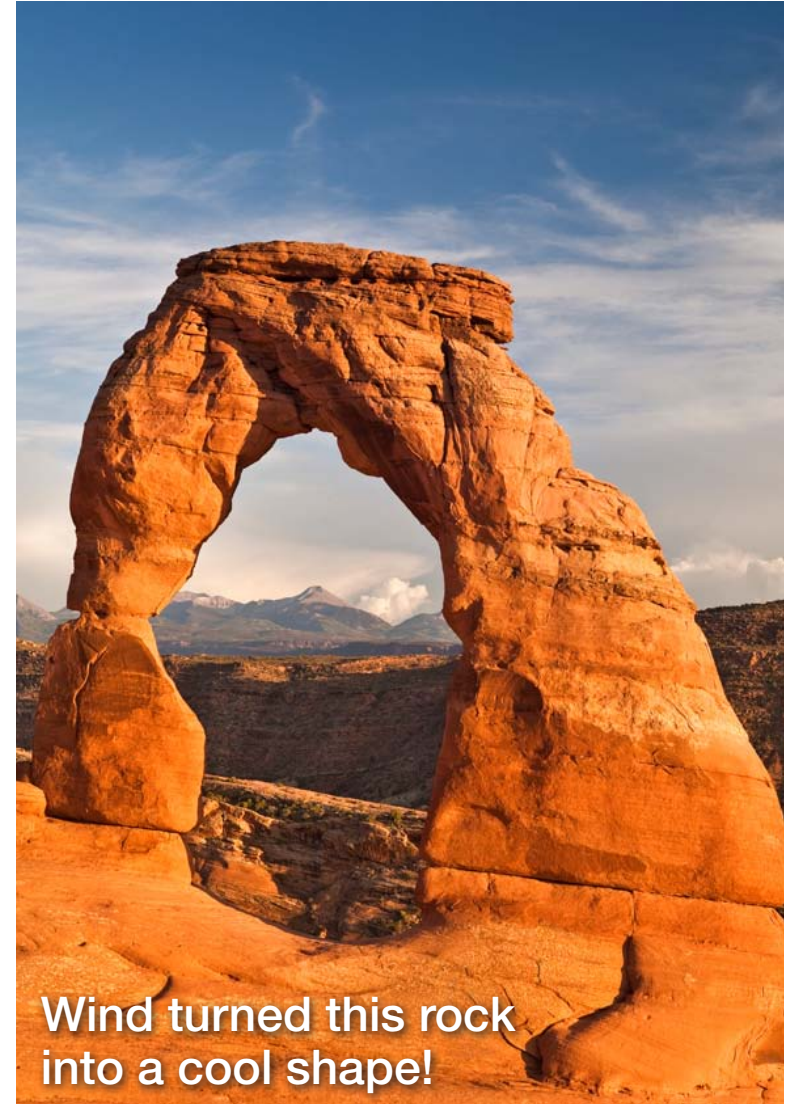
Water never stops moving!



a rockslide

Land may seem the same.
But it can change a lot.
Soil and rocks slide
down hills.

11



Wind turned this rock
into a cool shape!

Water and wind wear
rocks down. The land
slowly gets new shapes.

12



volcano

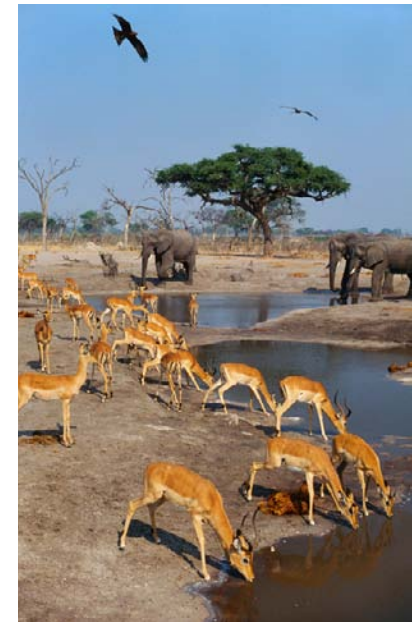


earthquake

Sometimes land can change quickly!



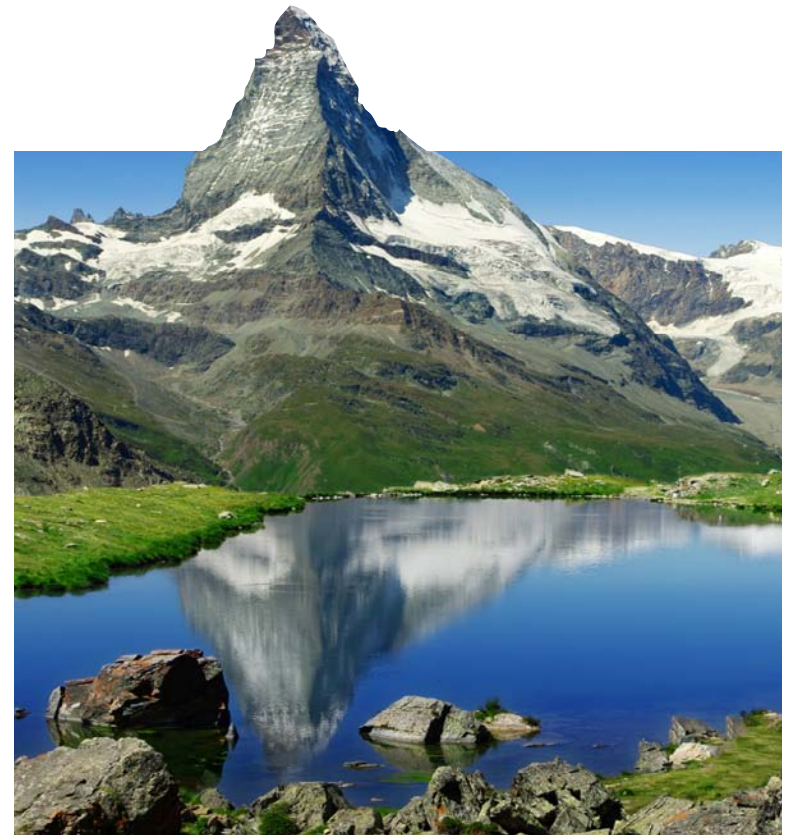
Earth is home to many living things. Its surface has everything they need.



The surface has water and food. It is where animals live.



Earth is home to people,
too. We drink fresh water.
We grow food in soil.



Earth's surface has land
and water. It is always
changing.

Earth's surface gives
us everything we need.
It is our home!

Short and Long Vowels

Directions: Circle the long vowels with a green crayon. Make a rectangle around the short vowel with a red crayon.

Remember: The vowel is long if :

* There are two vowels in the word. The first vowel is the sound you hear and there is a “super silent e” at the end.

cube

cub

red

duck

bus

gate

sun

bike

hen

skate

web

fox

nest

boat

bee

cot

plane

pig

feet

rat

rose

lake

pen

leaf

Write two long vowel words:

1. _____

2. _____

In the box are six words. Print them on the lines where they fit best.

coin	point	soil
boil	oil	coil

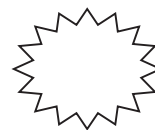


Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box, and copy the word on the lines.

1. coins	4	coins
2. moist		
3. broom		
4. tooth		
5. scoop		
6. couch		
7. shook		
8. joint		

B

Number Correct:



Name _____

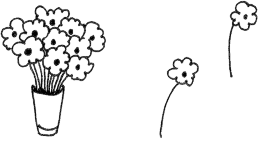




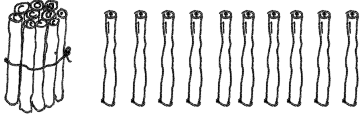
Date _____

*Write the missing number.

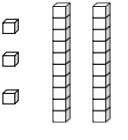
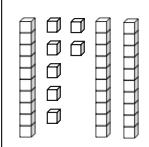
1.	$10 + 1 = \square$		16.	$10 + \square = 10$	
2.	$10 + 2 = \square$		17.	$10 + \square = 11$	
3.	$10 + 3 = \square$		18.	$2 + \square = 12$	
4.	$4 + 10 = \square$		19.	$3 + \square = 13$	
5.	$5 + 10 = \square$		20.	$\square + 10 = 13$	
6.	$6 + 10 = \square$		21.	$13 - \square = 3$	
7.	$10 + 8 = \square$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

Name _____ Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

<p>1.</p>  <p>____ ten ____ ones is the same as ____ ones.</p>	<p>2.</p>  <p>____ tens ____ ones is the same as ____ ones.</p>
<p>3.</p>  <p>____ tens ____ ones is the same as ____ ones.</p>	<p>4.</p>  <p>____ tens ____ ones is the same as ____ ones.</p>
<p>5.</p>  <p>____ tens ____ ones is the same as ____ ones.</p>	<p>6.</p>  <p>____ ten ____ ones is the same as ____ ones.</p>

Match.

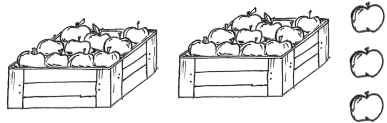
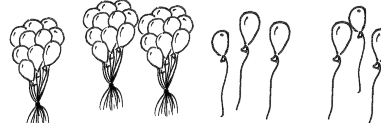

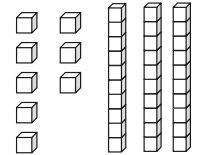
7. 3 tens 2 ones	29 ones				
8. <table border="1" data-bbox="1249 479 1375 584"> <tr> <th>tens</th> <th>ones</th> </tr> <tr> <td>1</td> <td>7</td> </tr> </table>	tens	ones	1	7	40 ones
tens	ones				
1	7				
9. 37 ones	23 ones				
10. 4 tens	32 ones				
11. 	17 ones				
12. 9 ones 2 tens					

Fill in the missing numbers.

13. 15	→	<table border="1" data-bbox="1438 1079 1564 1193"> <tr> <th>tens</th> <th>ones</th> </tr> <tr> <td> </td> <td> </td> </tr> </table>	tens	ones			→	____ ones
tens	ones							
14. ____	→	____ tens ____ ones	→	39 ones				

Name _____ Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

<p>1.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>	<p>2.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>
<p>3.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>	<p>4.</p>  <p>_____ tens _____ ones is the same as _____ ones.</p>

Fill in the missing numbers.

5. _____ →

tens	ones
2	9

 → _____ ones

6. 34 → _____ tens _____ ones → _____ ones

7. _____ →


tens	ones
3	8

 → _____ ones

8. _____ → 9 ones 3 tens → _____ ones

9. _____ → _____ ones _____ tens → 40 ones

10. Choose at least one number less than 40. Draw the number in 3 ways:

As grapes:	In a number bond:	In the place value chart:				
		<table border="1" style="display: inline-table;"> <tr> <th>tens</th> <th>ones</th> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	tens	ones		
tens	ones					

Week 1 ~ Day 4

☐ 1. Reading

- ☐ Read about the three types of “Earth Rocks!”
- ☐ Answer questions #1-5

☐ 2. Writing

- ☐ Practice circling the individual sounds in each word, write the number of sounds in the box, and write the word on the line.
On the second page, practice writing words with the /aw/ sound.

☐ 3. Math

- ☐ Warm-up: Lesson 7 Sprint-A
- ☐ Module 4, Lesson 4

Earth Rocks!

Earth is made of rocks. They can be small enough to fit in your hand or as big as a house. Rocks have different colors and textures. You know a rock when you see one—but can you identify the three basic groups of rocks?

Rock Groups

Earth is a giant rock-making machine. Rocks form, break apart, and then form again. Read about the three groups of rocks, and look at examples of each.

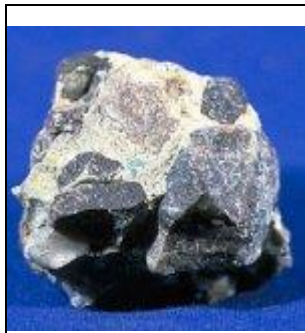
Sedimentary

Sedimentary rocks begin as **sediment** at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard.



resourcescommittee.house.gov

Limestone



resourcescommittee.house.gov

Conglomerate



resourcescommittee.house.gov

Sandstone

Igneous

Igneous rocks are created by heat. They start off as **magma**, which is hot, melted rock deep within a volcano. When magma cools and hardens, igneous rock forms. Igneous rock also forms when **lava** cools. Lava is magma that erupts from a volcano.



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Diorite



resourcescommittee.house.gov

Obsidian

Metamorphic

Metamorphic rocks start as igneous or sedimentary rocks. Heat and heavy pressure cause the rock to undergo a **metamorphosis**, or a change. The new rock often has a different color.



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Eclogite



resourcescommittee.house.gov

Marble



resourcescommittee.house.gov

Slate

Name: _____ Date: _____

1. How many groups of rocks does the passage name?

- A** one
- B** two
- C** three

2. What does the author describe in the passage?

- A** how different groups of rocks are made
- B** why there are only three different rock groups
- C** which group of rocks is the most common on Earth

3. Metamorphic rocks are rocks that were previously a different type of rock. What evidence from the passage supports this conclusion?

- A** A metamorphosis is a kind of change that something undergoes.
- B** Metamorphic rocks start as igneous or sedimentary rocks.
- C** Examples of metamorphic rocks are slate and marble.

4. Read the following sentences: "Sedimentary rocks begin as sediment at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard."

Based on this information, what can you conclude about sedimentary rocks?

- A** Sedimentary rocks are harder than igneous rocks.
- B** Some sedimentary rocks have shells in them.
- C** All sedimentary rocks are found far from water.

5. What is this passage mostly about?

- A** sedimentary, igneous, and metamorphic rocks
- B** rocks that are created from lava or magma
- C** rocks that are created from sediment

DATE: _____

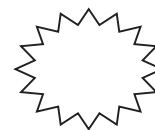
Activity Page



Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

A

Number Correct:



Name _____

Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

1	$5 + 1 = \square$		16	$29 + 10 = \square$	
2	$15 + 1 = \square$		17	$9 + 1 = \square$	
3	$25 + 1 = \square$		18	$19 + 1 = \square$	
4	$5 + 10 = \square$		19	$29 + 1 = \square$	
5	$15 + 10 = \square$		20	$39 + 1 = \square$	
6	$25 + 10 = \square$		21	$40 - 1 = \square$	
7	$8 - 1 = \square$		22	$30 - 1 = \square$	
8	$18 - 1 = \square$		23	$20 - 1 = \square$	
9	$28 - 1 = \square$		24	$20 + \square = 21$	
10	$38 - 1 = \square$		25	$20 + \square = 30$	
11	$38 - 10 = \square$		26	$27 + \square = 37$	
12	$28 - 10 = \square$		27	$27 + \square = 28$	
13	$18 - 10 = \square$		28	$\square + 10 = 34$	
14	$9 + 10 = \square$		29	$\square - 10 = 14$	
15	$19 + 10 = \square$		30	$\square - 10 = 24$	

Name _____ Date _____

Fill in the number bond. Complete the sentences.

<p>1.</p> <p>20 and 3 make ____.</p> <p>20 + 3 = ____</p>	<p>2.</p> <p>20 and 8 make ____.</p> <p>20 + 8 = ____</p>
<p>3.</p> <p>20 + 7 = ____</p> <p>7 more than 20 is ____.</p>	<p>4.</p> <p>30 + 6 = ____</p> <p>6 more than 30 is ____.</p>
<p>5.</p> <p>5 + 20 = ____</p> <p>20 more than 5 is ____.</p>	<p>6.</p> <p>8 + 30 = ____</p> <p>30 more than 8 is ____.</p>

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

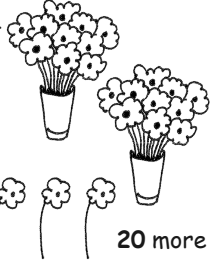
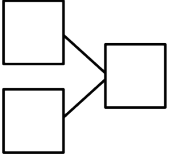
<p>7.</p> <p>10 + 4 = ____</p>	<p>8.</p> <p>____ + 3 = ____</p>
<p>9.</p> <p>____ = 30 + ____</p>	<p>10.</p> <p>____ = 20 + ____</p>

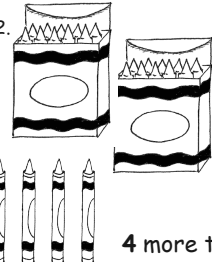
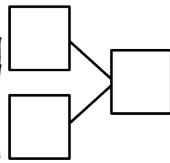
Match.

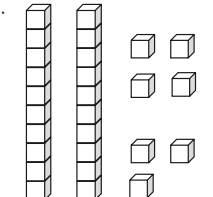
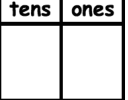
- | | |
|----------------------|----------|
| 11. 4 tens • | • 20 + 7 |
| 12. 2 tens 7 ones • | • 40 |
| 13. 3 more than 20 • | • 20 + 3 |
| 14. 9 ones 3 tens • | • 2 + 30 |
| 15. 2 ones 3 tens • | • 9 + 30 |

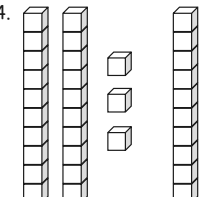
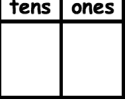
Name _____ Date _____

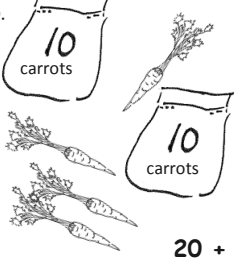
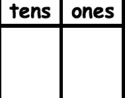
Fill in the number bond, or write the tens and ones. Complete the addition sentences.

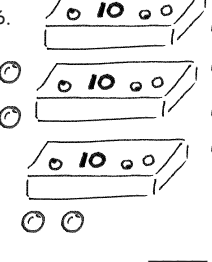
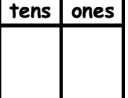
1.   $3 + 20 = \underline{\quad}$
20 more than 3 is $\underline{\quad}$.

2.   $20 + 4 = \underline{\quad}$
4 more than 20 is $\underline{\quad}$.

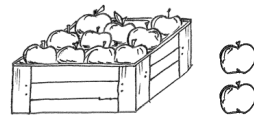

3.   $7 + 20 = \underline{\quad}$

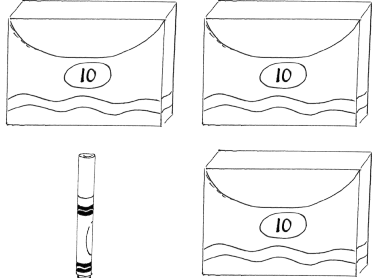

4.   $\underline{\quad} + 30 = \underline{\quad}$

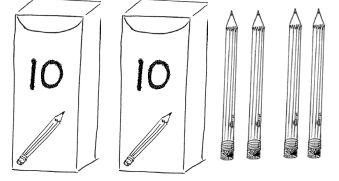

5.   $20 + \underline{\quad} = \underline{\quad}$

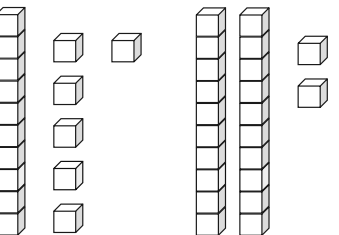

6.   $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Match the pictures with the words.

7.   1 and 30 make $\underline{\quad}$.

8.   $8 + 30 = \underline{\quad}$.

9.   2 more than 10 is $\underline{\quad}$.

10.   $20 + 4 = \underline{\quad}$.

Week 1 ~ Day 5

☐ **1. Reading**

- ☐ Review the article “Earth Rocks!” from yesterday
- ☐ Answer questions #6-10

☐ **2. Writing**

- ☐ Practice writing words with the /aw/ and /ou/ sound.

☐ **3. Math**

- ☐ Warm-up: Lesson 7 Sprint-B
- ☐ Module 4, Lesson 5

6. Read the following sentences: "When magma cools and hardens, igneous rock forms. Igneous rock also forms when lava cools. Lava is magma that **erupts** from a volcano."

As used in this sentence, what does the word "**erupts**" most nearly mean?

- A buries something
- B slowly drips
- C comes out

7. Choose the answer that best completes the sentence below.

Metamorphic rocks form _____ heat and heavy pressure cause igneous or sedimentary rocks to undergo metamorphosis.

- A because
- B but
- C so

8. What are sedimentary rocks made from?

9. How are igneous rocks created?

10. What role does heat play in the formation of rocks?

NAME: _____

DATE: _____

16.2

Take-Home

Print the words on the lines where they fit best.

1. claw



2. paw



3. saw



4. lawn





Dear Family Member:

For Unit 3 of our Core Knowledge Language Arts program, your child has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.

Have your child read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined. Have your child write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your child to read the completed sentence out loud, and ask if it makes sense. You may ask your child if there is another word that could fit in the sentence as well.

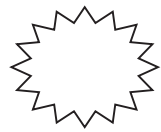
should	could	would	because	down
--------	-------	-------	---------	------

1. You _____ wash
your hands.

2. _____ you hand
me that?

B

Number Correct:



Name _____

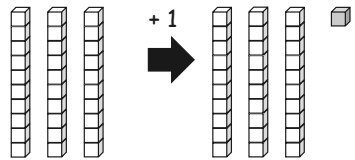
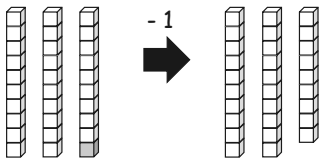
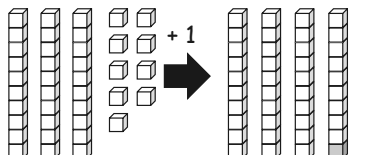
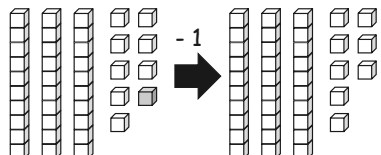
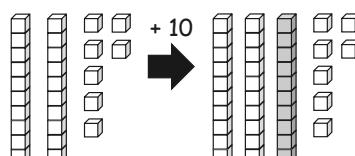
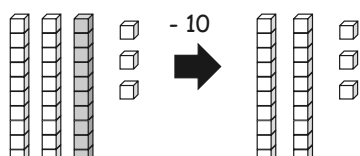
Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

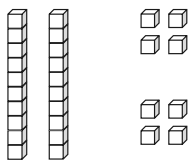
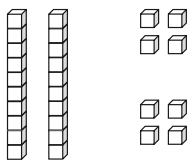
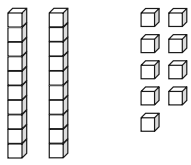
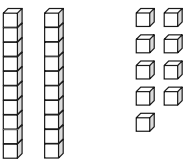
1	$4 + 1 = \square$		16	$28 + 10 = \square$	
2	$14 + 1 = \square$		17	$9 + 1 = \square$	
3	$24 + 1 = \square$		18	$19 + 1 = \square$	
4	$6 + 10 = \square$		19	$29 + 1 = \square$	
5	$16 + 10 = \square$		20	$39 + 1 = \square$	
6	$26 + 10 = \square$		21	$40 - 1 = \square$	
7	$7 - 1 = \square$		22	$30 - 1 = \square$	
8	$17 - 1 = \square$		23	$20 - 1 = \square$	
9	$27 - 1 = \square$		24	$10 + \square = 11$	
10	$37 - 1 = \square$		25	$10 + \square = 20$	
11	$37 - 10 = \square$		26	$22 + \square = 32$	
12	$27 - 10 = \square$		27	$22 + \square = 23$	
13	$17 - 10 = \square$		28	$\square + 10 = 39$	
14	$8 + 10 = \square$		29	$\square - 10 = 19$	
15	$18 + 10 = \square$		30	$\square - 10 = 29$	

Name _____ Date _____

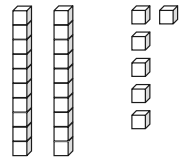
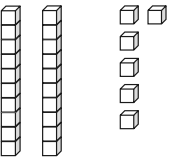
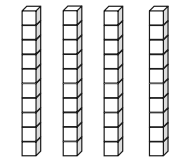
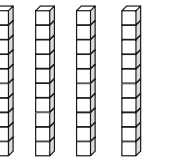
Write the number.

1.  1 more than 30 is _____.	2.  1 less than 30 is _____.
3.  1 more than 39 is _____.	4.  1 less than 39 is _____.
5.  10 more than 27 is _____.	6.  10 less than 33 is _____.

Draw 1 more or 10 more. You may use a quick ten to show 10 more.

7.  1 more than 28 is _____.	8.  10 more than 28 is _____.
9.  1 more than 29 is _____.	10.  10 more than 29 is _____.

Cross off (x) to show 1 less or 10 less.

11.  10 less than 26 is _____.	12.  1 less than 26 is _____.
13.  10 less than 40 is _____.	14.  1 less than 40 is _____.

Name _____ Date _____

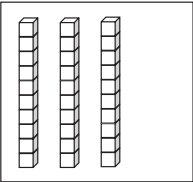
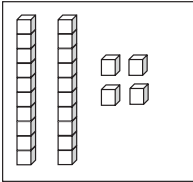
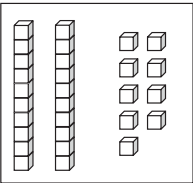
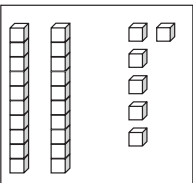
Draw quick tens and ones to show the number. Then, draw 1 more or 10 more.

1. 1 more than 38 is _____.	2. 10 more than 38 is _____.
3. 1 more than 35 is _____.	4. 10 more than 35 is _____.

Draw quick tens and ones to show the number. Cross off (x) to show 1 less or 10 less.

5. 10 less than 23 is _____.	6. 1 less than 23 is _____.
7. 10 less than 31 is _____.	8. 1 less than 31 is _____.

Match the words to the picture that shows the right amount.

9.		•	• 1 less than 30.
10.		•	• 1 more than 23.
11.		•	• 10 less than 36.
12.		•	• 10 more than 20.

1st Grade Distance Learning Activities ~ Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Reading</u> Read: “A Volcano Erupts”</p> <p>Answer the questions about the article.</p> <p>Complete the worksheet.</p>	<p><u>Reading</u> Complete the worksheets about three-letter blends</p> <p>Write 3 sentences.</p>	<p><u>Reading</u> Read: “A Look at Fossils”</p> <p>Answer the questions about the book</p>	<p><u>Reading</u> Complete the worksheets about -r and -er words</p>	<p><u>Reading</u> Read: “Many Kinds of Dinosaurs”</p> <p>Answer the questions about the book</p>
<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheet</p>	<p><u>Writing</u> Practice writing words worksheet</p>
<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 6 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 7 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 8 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 9 worksheets</p>	<p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 10 worksheets</p>

Week 2 ~ Day 1

☐ 1. Reading

- ☐ Read the article “A Volcano Erupts”
- ☐ Answer the questions about the article
- ☐ Complete the worksheet about ‘Long Vowel Sounds’

☐ 2. Writing

- ☐ Practice writing words with the /ou/ sound and circle the sounds in each word.

☐ 3. Math

- ☐ Warm-up: Lesson 8 Core Subtraction Fluency Review
- ☐ Module 4, Lesson 6

A Volcano Erupts



Photo Credit: Scott Robinson

Look out below! Hot liquid rock is below the ground. Volcanoes are openings in the ground where that liquid can come out.

Sometimes, volcanoes erupt. That means they explode. Smoke and hot liquid rock come out of the volcano.

The liquid is called lava. Lava can move slowly. It can also move quickly. Lava is dangerous for people, animals, and plants.

Some experts study volcanoes. They try to figure out when volcanoes might erupt. Then people can get to a safe place before trouble starts.

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. What are openings in the Earth where hot liquid rock can come out?



volcanoes



mountains

2. What does it mean if a volcano erupts?



The volcano does not explode.



The volcano explodes.

3. What comes out of the volcano when a volcano erupts?



smoke and hot rock



water and tiny stones

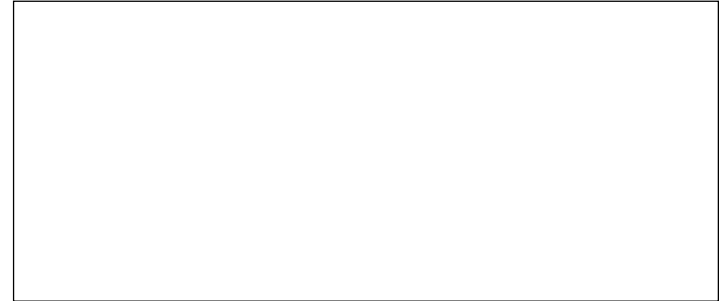
4. What is another name for the hot liquid rock that comes out of a volcano?

sauce

lava

- 5.A) Who or what is lava dangerous for?

- B) Draw a picture of people who live near a volcano and who have heard from an expert that a volcano might erupt soon. Make sure to draw what they should be doing.



Long Vowels Sounds

Vowels are the letters **a, e, i, o** and **u**. Long vowel sounds say their own names.

Directions: Write **a, e, i, o** or **u** in each blank to finish the word. Draw a line from the word to the picture.

C _____ ke



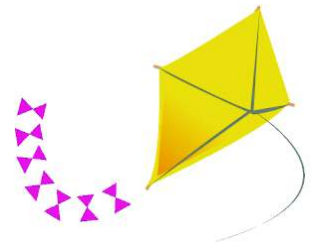
f _____ t



k _____ te



m _____ le



r _____ se



should could would because down

3. I was glad _____ I ate
cake for lunch.

4. I _____ jump up
and sing.

5. The stars are up, not
_____.
_____.

NAME: _____

DATE: _____

17.1

Activity Page

Directions: For each word, have students read the word and then circle and count the number of sound/spellings. Then have students copy the word on the lines.

- | | | |
|----------|--------------|-----------------|
| 1. cook | <div>3</div> | <div>cook</div> |
| 2. cloud | <div></div> | |
| 3. lawn | <div></div> | |
| 4. point | <div></div> | |
| 5. sleep | <div></div> | |
| 6. spoon | <div></div> | |
| 7. brook | <div></div> | |
| 8. moist | <div></div> | |

Name _____

Date _____

Core Subtraction Fluency Review

1. $8 - 0 = \underline{\quad}$

16. $9 - 3 = \underline{\quad}$

31. $5 - 5 = \underline{\quad}$

2. $8 - 1 = \underline{\quad}$

17. $10 - 3 = \underline{\quad}$

32. $6 - 5 = \underline{\quad}$

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

18. $10 - 4 = \underline{\quad}$

33. $7 - 5 = \underline{\quad}$

4. $3 - 3 = \underline{\quad}$

19. $10 - 2 = \underline{\quad}$

34. $8 - 5 = \underline{\quad}$

5. $3 - 2 = \underline{\quad}$

20. $10 - 8 = \underline{\quad}$

35. $8 - 4 = \underline{\quad}$

6. $4 - 2 = \underline{\quad}$

21. $10 - 7 = \underline{\quad}$

36. $10 - 5 = \underline{\quad}$

7. $5 - 2 = \underline{\quad}$

22. $10 - 6 = \underline{\quad}$

37. $9 - 5 = \underline{\quad}$

8. $5 - 3 = \underline{\quad}$

23. $6 - 6 = \underline{\quad}$

38. $9 - 4 = \underline{\quad}$

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

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

39. $6 - 3 = \underline{\quad}$

10. $8 - 2 = \underline{\quad}$

25. $7 - 6 = \underline{\quad}$

40. $6 - 4 = \underline{\quad}$

11. $7 - 2 = \underline{\quad}$

26. $8 - 8 = \underline{\quad}$

41. $7 - 3 = \underline{\quad}$

12. $4 - 4 = \underline{\quad}$

27. $8 - 7 = \underline{\quad}$

42. $7 - 4 = \underline{\quad}$

13. $4 - 3 = \underline{\quad}$

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

43. $8 - 6 = \underline{\quad}$

14. $5 - 4 = \underline{\quad}$

29. $9 - 8 = \underline{\quad}$

44. $9 - 6 = \underline{\quad}$


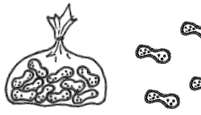






15. $8 - 3 = \underline{\quad}$

30. $10 - 9 = \underline{\quad}$

45. $9 - 7 = \underline{\quad}$

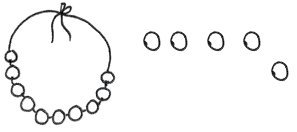







Name _____ Date _____

Fill in the place value chart and the blanks.

1.  20 = _____ tens	2.  14 = _____ ten and _____ ones
3.  _____ = 3 tens 5 ones	4.  _____ = 2 tens 6 ones
5.  _____ = _____ tens _____ ones	6.  _____ = _____ tens _____ ones
7.  _____ = _____ tens _____ ones	8.  _____ tens _____ ones = _____

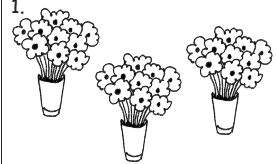
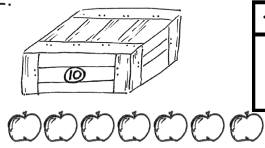






Fill in the blank. Draw or cross off tens or ones as needed.



9.  1 more than 15 is _____.	10.  10 more than 5 is _____.
11.  10 more than 30 is _____.	12.  1 more than 30 is _____.
13.  1 less than 24 is _____.	14.  10 less than 24 is _____.
15.  10 less than 21 is _____.	16.  1 less than 21 is _____.

Name _____ Date _____

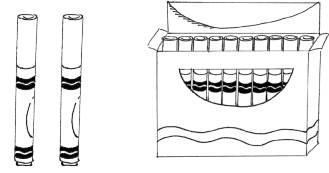







Fill in the place value chart and the blanks.

<p>1. </p> <table border="1" data-bbox="409 422 531 535"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>30 = _____ tens</p>	tens	ones			<p>2. </p> <table border="1" data-bbox="808 422 930 535"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>17 = _____ ten and _____ ones</p>	tens	ones		
tens	ones								
tens	ones								
<p>3. </p> <table border="1" data-bbox="409 641 531 755"> <thead> <tr> <th>dimes</th> <th>pennies</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>_____ = 2 tens 2 ones</p>	dimes	pennies			<p>4. </p> <table border="1" data-bbox="808 641 930 755"> <thead> <tr> <th>dimes</th> <th>pennies</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>_____ = 3 tens 3 ones</p>	dimes	pennies		
dimes	pennies								
dimes	pennies								
<p>5. </p> <table border="1" data-bbox="409 876 531 990"> <thead> <tr> <th>dimes</th> <th>pennies</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>_____ = _____ tens _____ ones</p>	dimes	pennies			<p>6. </p> <table border="1" data-bbox="808 876 930 990"> <thead> <tr> <th>dimes</th> <th>pennies</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>_____ = _____ tens _____ ones</p>	dimes	pennies		
dimes	pennies								
dimes	pennies								
<p>7. </p> <table border="1" data-bbox="409 1104 531 1218"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>_____ = _____ ten _____ ones</p>	tens	ones			<p>8. </p> <table border="1" data-bbox="808 1104 930 1218"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>_____ tens _____ ones = _____</p>	tens	ones		
tens	ones								
tens	ones								

Fill in the blank. Draw or cross off tens or ones as needed.



10 more than 25 is 35

<p>9. </p> <p>1 more than 12 is _____.</p>	<p>10. </p> <p>10 more than 3 is _____.</p>
<p>11. </p> <p>10 more than 22 is _____.</p>	<p>12. </p> <p>1 more than 22 is _____.</p>
<p>13. </p> <p>1 less than 39 is _____.</p>	<p>14. </p> <p>10 less than 39 is _____.</p>
<p>15. </p> <p>10 less than 33 is _____.</p>	<p>16. </p> <p>1 less than 33 is _____.</p>

Week 2 ~ Day 2

☐ 1. Reading

- ☐ Complete the worksheets about the three-letter blends: *ept*, *str*, and *thr*
- ☐ Pick one word that uses each blend. Use your three (3) words to write three (3) sentences of your own.

☐ 2. Writing

- ☐ Practice circling the individual sounds in each word, write the number of sounds in the box, and write the word on the line. Practice writing words with the /oo/ sound.

☐ 3. Math

- ☐ Warm-up: Lesson 10 Sprint-A
- ☐ Module 4, Lesson 7

Name : _____

Date: _____

Three Letter Consonant Blends

Say the name of the picture in the example below, listen to the three letter beginning consonant blend **"thr"**. Circle all the words with **"thr"** beginning blend in the box below.

thread

thrill

thrash

throb

throne

threat

thrice

huge

throat

note

barn

bait



three

Write **"thr"** beginning blend in the blanks to complete the word.

___ _ _ ead

___ _ _ ice

___ _ _ ob

___ _ _ ash

___ _ _ oat

___ _ _ eat

___ _ _ one

___ _ _ ill

Name : _____

Date: _____

Three Letter Blends

Say the name of the picture in the example below, listen to the three letter ending blend "ept". Circle all the words with "ept" ending blend in the box below.



slept

except

cot

swept

concept

kept

crept

lept

drama

wept

accept

kite

pluto

Write "ept" ending blend in the blanks to complete the word.

exc _ _ _

l _ _ _

cr _ _ _

sw _ _ _

w _ _ _

acc _ _ _

k _ _ _

conc _ _ _

Name : _____

Date: _____

Three Letter Consonant Blends

Say the name of the picture in the example below, listen to the three letter beginning consonant blend **“str”**. Circle all the words with **“str”** beginning blend in the box below.

straw

streak

street

stretch

string

strange

straight

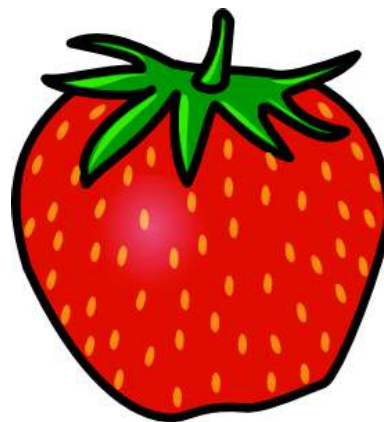
strap

trap

yard

stream

brain



strawberry

Write **“str”** beginning blend in the blanks to complete the word.

___ ___ **aw**

___ ___ **aight**

___ ___ **etch**

___ ___ **eet**

___ ___ **eam**

___ ___ **ange**

___ ___ **ing**

___ ___ **eak**

___ ___ **ap**

9. shape

10. hawk

11. pound

12. saw

13. pool

14. join

15. shout

16. mount

NAME: _____

DATE: _____

PP.1

Activity Page

pool

shook

tool

cook

hook

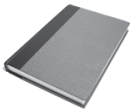
zoom

smooth

took



/oo/ as in boo



/oo/ as in book

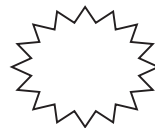
pool

shook

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

A

Number Correct:



Name _____

Date _____

*Write the missing number in the sequence.

1.	0, 1, 2, __		16.	15, __, 13, 12	
2.	10, 11, 12, __		17.	__, 24, 23, 22	
3.	20, 21, 22, __		18.	6, 16, __, 36	
4.	10, 9, 8, __		19.	7, __, 27, 37	
5.	20, 19, 18, __		20.	__, 19, 29, 39	
6.	40, 39, 38, __		21.	__, 26, 16, 6	
7.	0, 10, 20, __		22.	34, __, 14, 4	
8.	2, 12, 22, __		23.	__, 20, 21, 22	
9.	5, 15, 25, __		24.	29, __, 31, 32	
10.	40, 30, 20, __		25.	5, __, 25, 35	
11.	39, 29, 19, __		26.	__, 25, 15, 5	
12.	7, 8, 9, __		27.	2, 4, __, 8	
13.	7, 8, __, 10		28.	__, 14, 16, 18	
14.	17, __, 19, 20		29.	8, __, 4, 2	
15.	15, 14, __, 12		30.	__, 18, 16, 14	

Name _____ Date _____

For each pair, write the number of items in each set. Then, circle the set with the greater number of items.

1. _____	2. _____
3. _____	4. _____

5. Circle the number that is *greater* in each pair.

- a. 1 ten 2 ones 3 tens 2 ones
b. 2 tens 8 ones 3 tens 2 ones
c. 19 15
d. 31 26

6. Circle the set of coins that has a *greater* value.



3 dimes



3 pennies

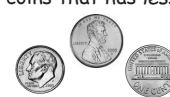
For each pair, write the number of items in each set. Circle the set with *fewer* items.

7. _____	8. _____
9. _____	10. _____

11. Circle the number that is *less* in each pair.

- a. 2 tens 5 ones 1 ten 5 ones
b. 28 ones 3 tens 2 ones
c. 18 13
d. 31 26

12. Circle the set of coins that has *less* value.



1 dime 2 pennies



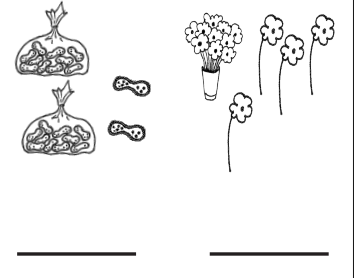
1 penny 2 dimes

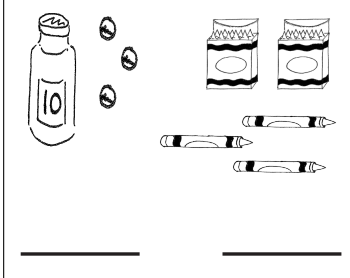
13. Circle the amount that is *less*. Draw or write to show how you know.

32	17
----	----

Name _____ Date _____

Write the number, and circle the set that is *greater* in each pair. Say a statement to compare the two sets.

1.  _____

2.  _____

Circle the number that is *greater* for each pair.

3.

3 tens 8 ones	3 tens 9 ones
---------------	---------------

4.

25	35
----	----

5. Write the value and circle the set of coins that has *greater* value.



11. Katelyn and Johnny are playing comparison with cards. They have recorded the totals for each round. For each round, circle the total that won the cards, and write the statement. The first one is done for you.

ROUND 1: The total that is **greater** wins.

Katelyn's Total
16

Johnny's Total
19

19 is greater than 16.

a. ROUND 2: The total that is **less** wins.

Katelyn's Total
27

Johnny's Total
24

b. ROUND 3: The total that is **greater** wins.

Katelyn's Total
32

Johnny's Total
22

c. ROUND 4: The total that is **less** wins.

Katelyn's Total
29

Johnny's Total
26

d. If Katelyn's total is 39, and Johnny's total has 3 tens 9 ones, who would have a greater total? Draw a math drawing to explain how you know.

Week 2 ~ Day 3

☐ 1. Reading

- ☐ Read the book “A Look at Fossils”
- ☐ Answer the comprehension ‘Connections’ questions about the book. (Located on the first page.)

☐ 2. Writing

- ☐ Practice writing words with the /ue/, /oo/, /oi/, and /ou/ sounds.

☐ 3. Math

- ☐ Warm-up: Lesson 10 Sprint-B
- ☐ Module 4, Lesson 8

A Look at Fossils

A Reading A-Z Level F Leveled Book
Word Count: 120

Connections

Writing and Art

Choose a fossil from the book.
Draw a picture of your fossil.
Write about what details it shows.

Science

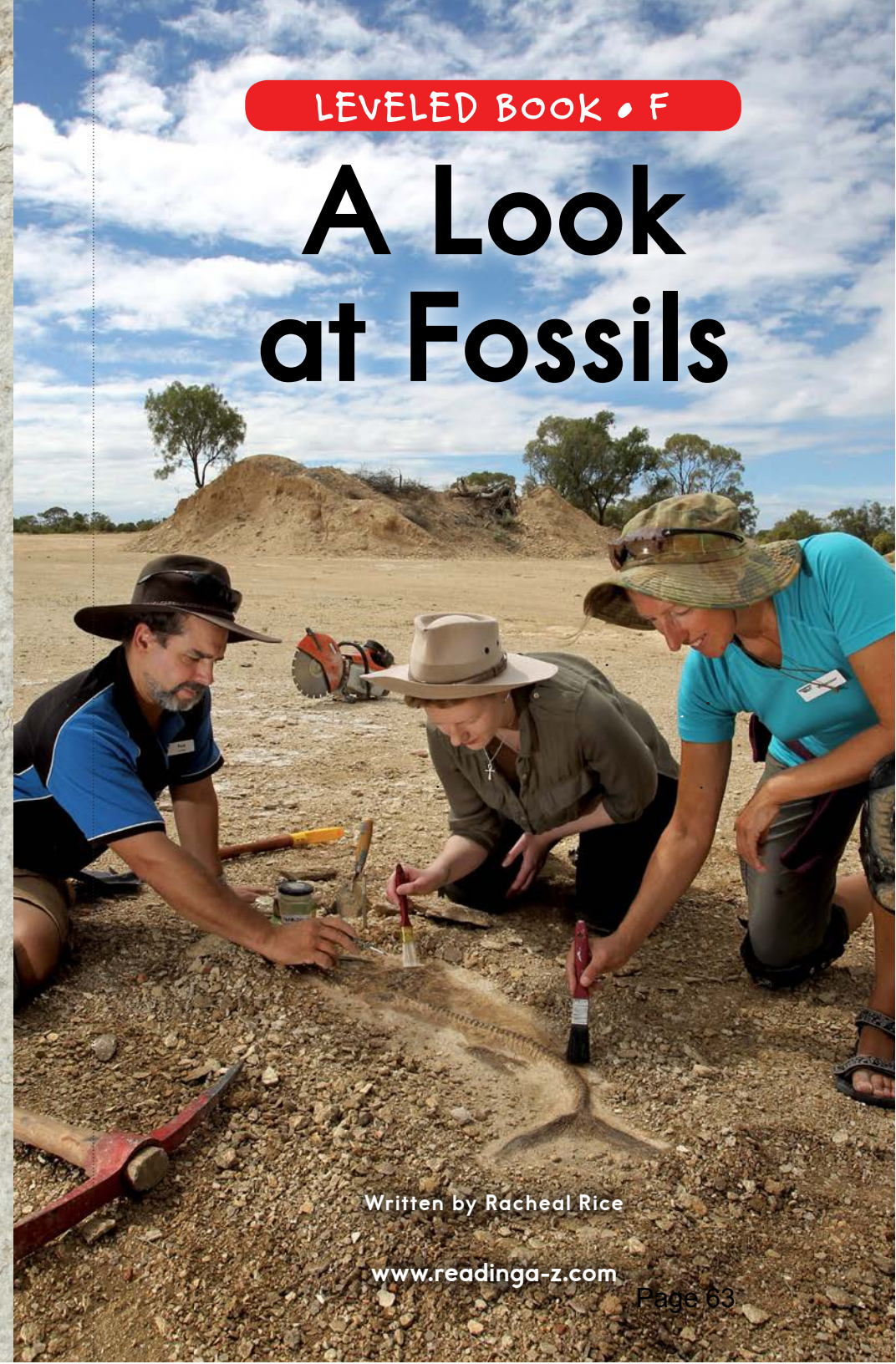
How do fossils help us understand
the past?
Share your ideas with a partner.

Reading A-Z

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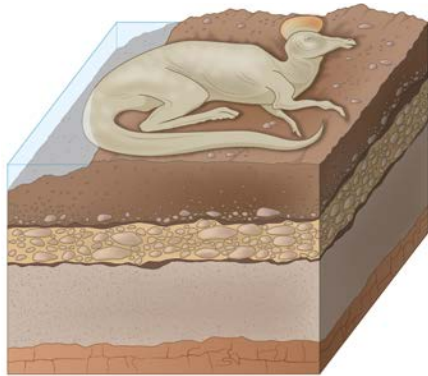
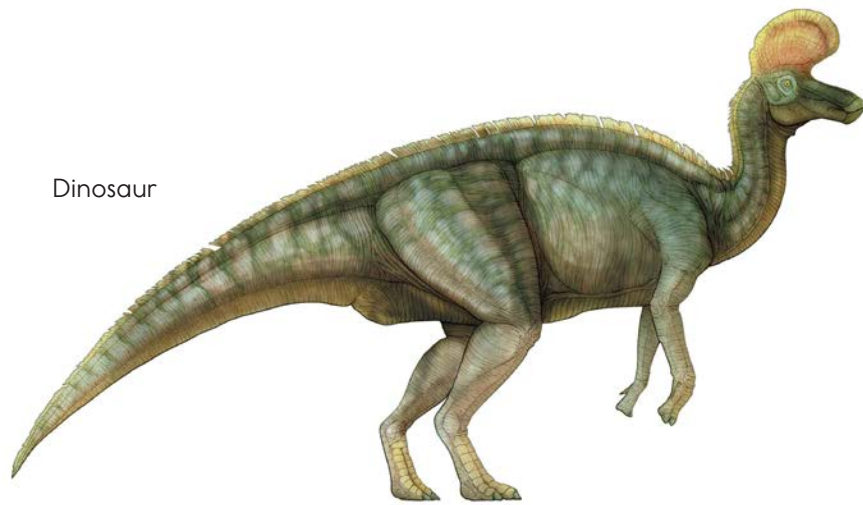
A Look at Fossils



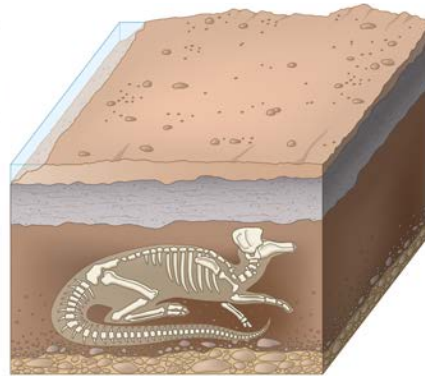
Written by Racheal Rice

www.readinga-z.com

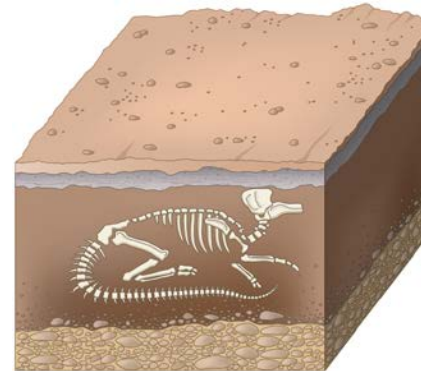
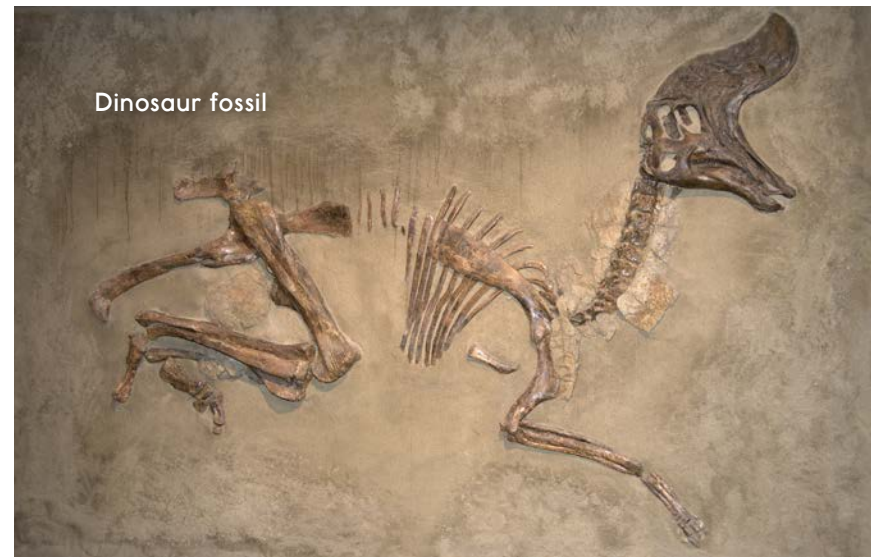
Page 63



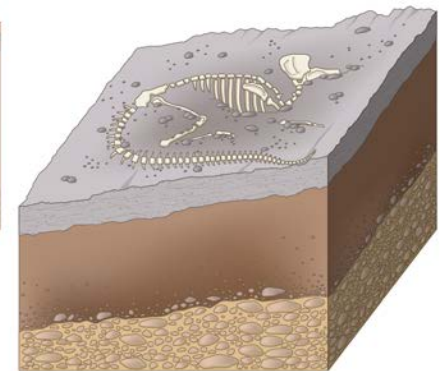
1. Dinosaur dies in mud.



2. Dinosaur bones are covered by layers of rock.



3. Dinosaur bones turn to stone.



4. Bone fossils are uncovered.

Fossils are clues about the long ago past. Fossils can form when living things die and are covered quickly.

Some of the covered dead things turn to stone over time. The stony fossils show details about how living things looked or lived.



This fossil shows plants.
What details does it show?



This fossil shows shells.
What details does it show?



This fossil shows teeth.
What details does it show?



This fossil shows footprints.
What details does it show?



This fossil shows bones.
What details does it show?



This fossil shows eggs.
What details does it show?



This fossil shows poop.
What details does it show?



Fossils give people clues about
living things from long ago.
What clues can you find?

DATE: _____

Activity Page

[illegible]

boil	sound	loud	hoist
join	moist	round	foul

/oi/ as in oil

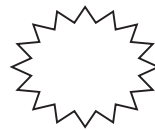
boil

/ou/ as in shout

loud

B

Number Correct:



Name _____

Date _____

*Write the missing number in the sequence.


1.	1, 2, 3, ____		16.	13, ____, 11, 10	
2.	11, 12, 13, ____		17.	____, 22, 21, 20	
3.	21, 22, 23, ____		18.	5, 15, ____, 35	
4.	10, 9, 8, ____		19.	4, ____, 24, 34	
5.	20, 19, 18, ____		20.	____, 17, 27, 37	
6.	30, 29, 28, ____		21.	____, 29, 19, 9	
7.	0, 10, 20, ____		22.	31, ____, 11, 1	
8.	3, 13, 23, ____		23.	____, 30, 31, 32	
9.	6, 16, 26, ____		24.	19, ____, 21, 22	
10.	40, 30, 20, ____		25.	5, ____, 25, 35	
11.	38, 28, 18, ____		26.	____, 25, 15, 5	
12.	6, 7, 8, ____		27.	2, 4, ____, 8	
13.	6, 7, ____, 9		28.	____, 12, 14, 16	
14.	16, ____, 18, 19		29.	12, ____, 8, 6	
15.	16, ____, 14, 13		30.	____, 20, 18, 16	

Name _____ Date _____

Word Bank

1. Draw quick tens and ones to show each number. Label the first drawing as *less than (L)*, *greater than (G)*, or *equal to (E)* the second. Write a phrase from the word bank to compare the numbers.

is greater than
is less than
is equal to

<p>a.</p>  <p>20 _____ 18</p>	<p>b.</p> <p>2 tens 3 tens</p> <p>2 tens _____ 3 tens</p>
<p>c.</p> <p>24 15</p> <p>24 _____ 15</p>	<p>d.</p> <p>26 32</p> <p>26 _____ 32</p>

2. Write a phrase from the word bank to compare the numbers.

36 _____ 3 tens 6 ones

1 ten 8 ones _____ 3 tens 1 one

38 _____ 26

1 ten 7 ones _____ 27

15 _____ 1 ten 2 ones

30 _____ 28

29 _____ 32

3. Put the following numbers in order from *least* to *greatest*. Cross off each number after it has been used.

9	40	32	13	23
---	----	----	----	----

4. Put the following numbers in order from *greatest* to *least*. Cross off each number after it has been used.

9	40	32	13	23
---	----	----	----	----

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from *greatest* to *least*.

8	3	2	7
Examples: 32, 27, ...			

Name _____ Date _____

1. Draw the numbers using quick tens and circles. Use the phrases from the word bank to complete the sentence frames to compare the numbers. The first one has been done for you.

Word Bank

is greater than
is less than
is equal to

a. $\begin{array}{c} 20 \\ \text{ } \\ 20 \end{array}$ is less than $\begin{array}{c} 30 \\ \text{ } \\ 30 \end{array}$	b. 14 _____ 22
c. 15 _____ 1 ten 5 ones	d. 39 _____ 29
e. 31 _____ 13	f. 23 _____ 33

2. Circle the numbers that are *greater* than 28.

32 29 2 tens 8 ones 4 tens 18

3. Circle the numbers that are *less* than 31.

29 3 tens 6 ones 3 tens 13 3 tens 9 ones

4. Write the numbers in order from *least* to *greatest*.

32	23	30
	29	

Where would the number 27 go in this order? Use words or rewrite the numbers to explain.

5. Write the numbers in order from *greatest* to *least*.

13	40	30
	31	

Where would the number 23 go in this order? Use words or rewrite the numbers to explain.

6. Use the digits 9, 4, 3, and 2 to make 4 different two-digit numbers less than 40. Write them in order from *least* to *greatest*.

9 3 4 2
Examples: 34, 29,...

Week 2 ~ Day 4

❑ 1. Reading

- ❑ Complete the practice worksheets about -r and -er words.

❑ 2. Writing

- ❑ Practice writing the correct words under each picture.

❑ 3. Math

- ❑ Warm-up: Lesson 12 Sprint-A
- ❑ Module 4, Lesson 9

DATE: _____

Activity Page

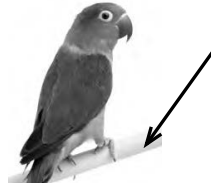
1. fern



2. herd



3. perch



fern rope term rat rag
rust clerk room perch verb

/er/ as in her

NAME: _____

DATE: _____

3.1

Activity Page

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

- The plate is _____.
- The _____ gave her a dime.
- Dogs have _____.
- I would like three _____!

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

- I can cook a lot of _____.
- _____ dad is at home.
- I will flip a _____.
- Is this word a _____?

NAME: _____

DATE: _____

PP.10

Activity Page

In the box are six words. Print them on the lines where they fit best.

yawn

coin

crawl

foot

couch

broom



In the box are six words. Print them on the lines where they fit best.

hook

soil

tooth

mouth

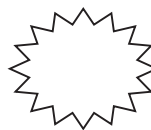
hawk

paw



A

Number Correct:



Name _____









Date _____

*Write the missing number. Pay attention to the + and - signs.










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

Name _____ Date _____



1. Circle the alligator that is eating the
- greater*
- number.

a. 40  20 	b. 10  30 	c. 18  14 	d. 19  36 
--	--	--	--











2. Write the numbers in the blanks so that the alligator is eating the
- greater*
- number.
-
- With a partner, compare the numbers out loud, using
- is greater than*
- ,
- is less than*
- , or
- is equal to*
- . Remember to start with the number on the left.

a. 24 4 ____  ____	b. 38 36 ____  ____	c. 15 14 ____  ____
d. 20 2 ____  ____	e. 36 35 ____  ____	f. 20 19 ____  ____
g. 31 13 ____  ____	h. 23 32 ____  ____	i. 21 12 ____  ____

3. If the alligator is eating the
- greater*
- number, circle it. If not, redraw the alligator.







a. 20  19	b. 32  23
---	---

4. Complete the charts so that the alligator is eating a
- greater*
- number.







a. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>1</td><td>2</td></tr></table>  <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>1</td><td></td></tr></table>	tens	ones	1	2	tens	ones	1		b. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>2</td><td>7</td></tr></table>  <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>2</td><td></td></tr></table>	tens	ones	2	7	tens	ones	2	
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Name _____ Date _____

1. Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

a. 10 20 ____  ____	b. 15 17 ____  ____	c. 24 22 ____  ____
d. 29 30 ____  ____	e. 39 38 ____  ____	f. 39 40 ____  ____

2. Complete the charts so that the alligator is eating a *greater* number.

a. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>1</td><td>8</td></tr></table>  <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>1</td><td></td></tr></table>	tens	ones	1	8	tens	ones	1		b. <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td>2</td><td>4</td></tr></table>  <table border="1"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td>3</td></tr></table>	tens	ones	2	4	tens	ones		3
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tens	ones																
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	7																

Compare each set of numbers by matching to the correct alligator or phrase to make a true number sentence. Check your work by reading the sentence from left to right.

3.

16	17
----	----

31	23
----	----

35	25
----	----

12	21
----	----

22	32
----	----

29	30
----	----

39	40
----	----

*is less than**is greater than*

Week 2 ~ Day 5

❑ 1. Reading

- ❑ Read the book “Many Kinds of Dinosaurs”
- ❑ Answer the questions about the book

❑ 2. Writing

- ❑ Practice writing the correct words under each picture.

❑ 3. Math

- ❑ Warm-up: Lesson 12 Sprint-B
- ❑ Module 4, Lesson 10

Many Kinds of Dinosaurs

A Reading A-Z Level C Leveled Book
Word Count: 50

LEVELED BOOK • C

Many Kinds of Dinosaurs

Connections

Writing and Art

Pick one dinosaur from the book.
Draw a picture of it and describe
it in a sentence.

Science

What are some other ways you
could sort the dinosaurs? Share
your ideas with a partner.

Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

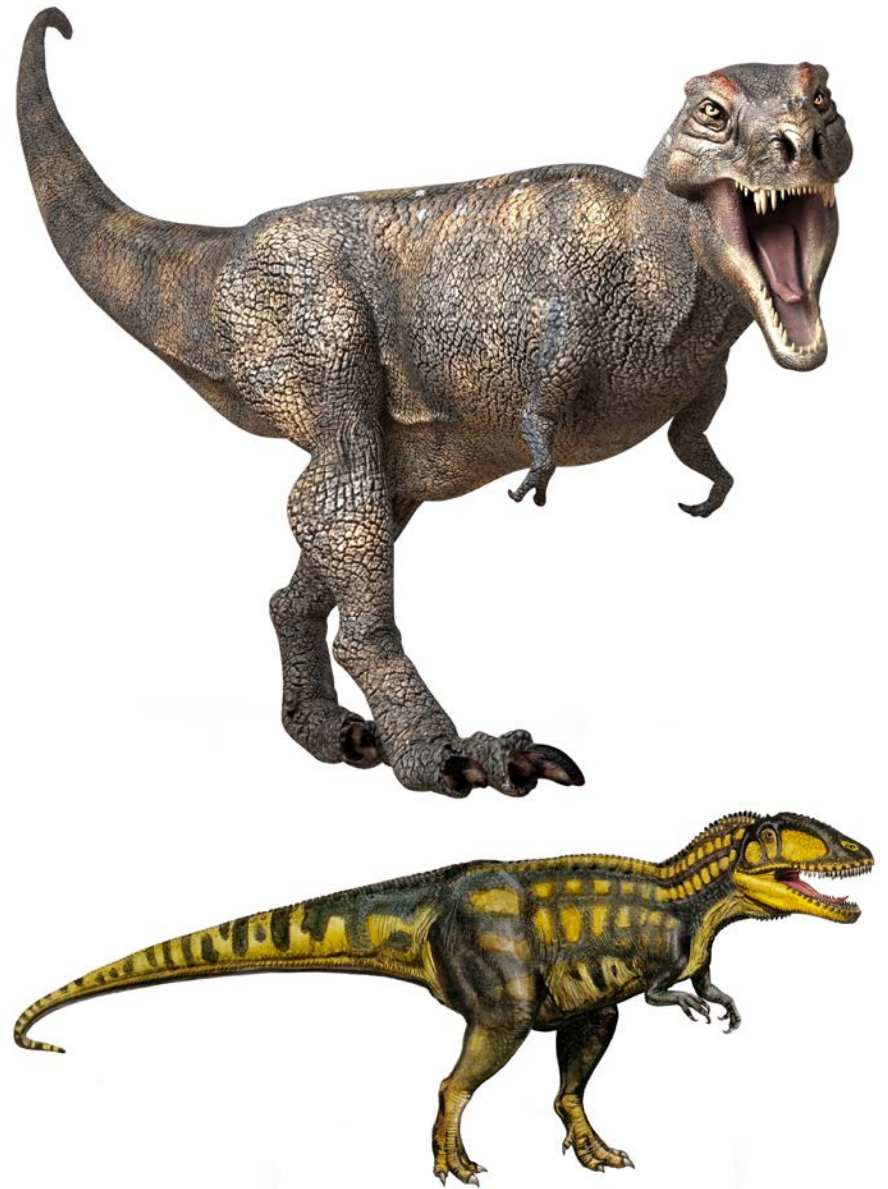
Written by Racheal Rice

www.readinga-z.com

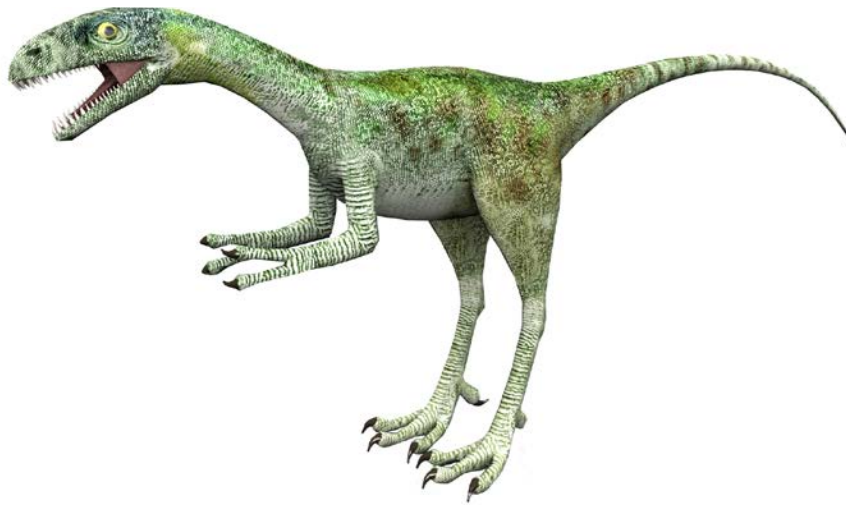
Page 81



Dinosaurs lived long ago.
There were many kinds
of dinosaurs.



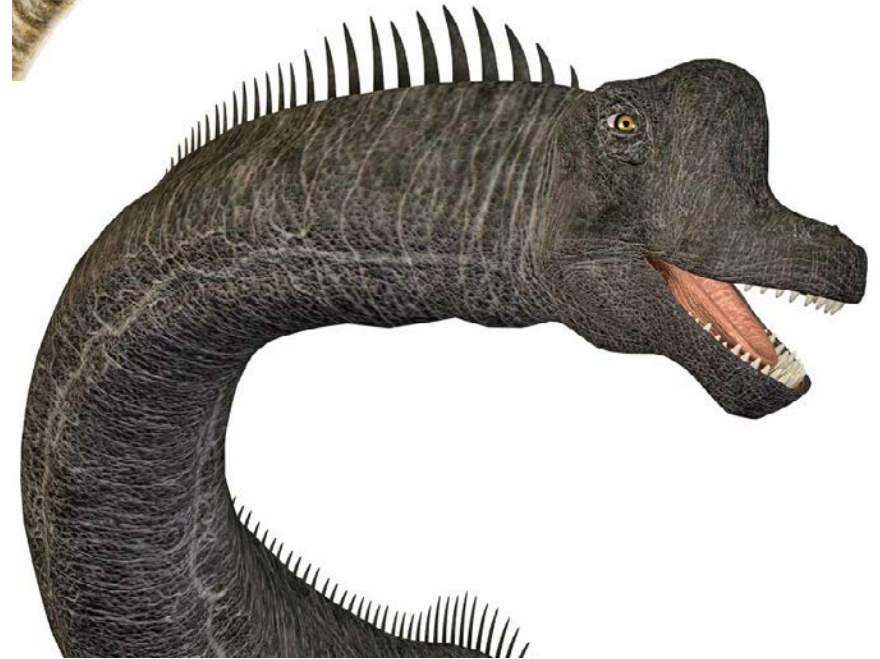
Some dinosaurs had
large heads.



Some dinosaurs had small heads.

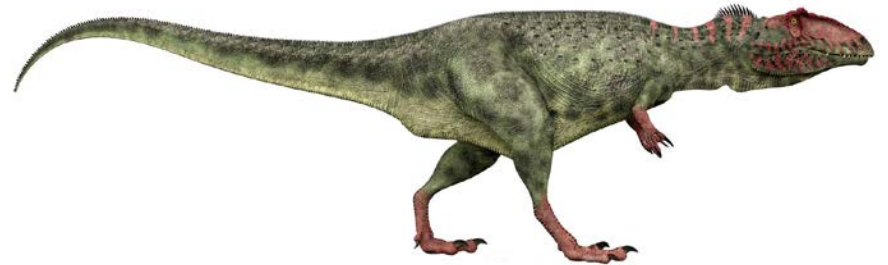


Some dinosaurs had short teeth.

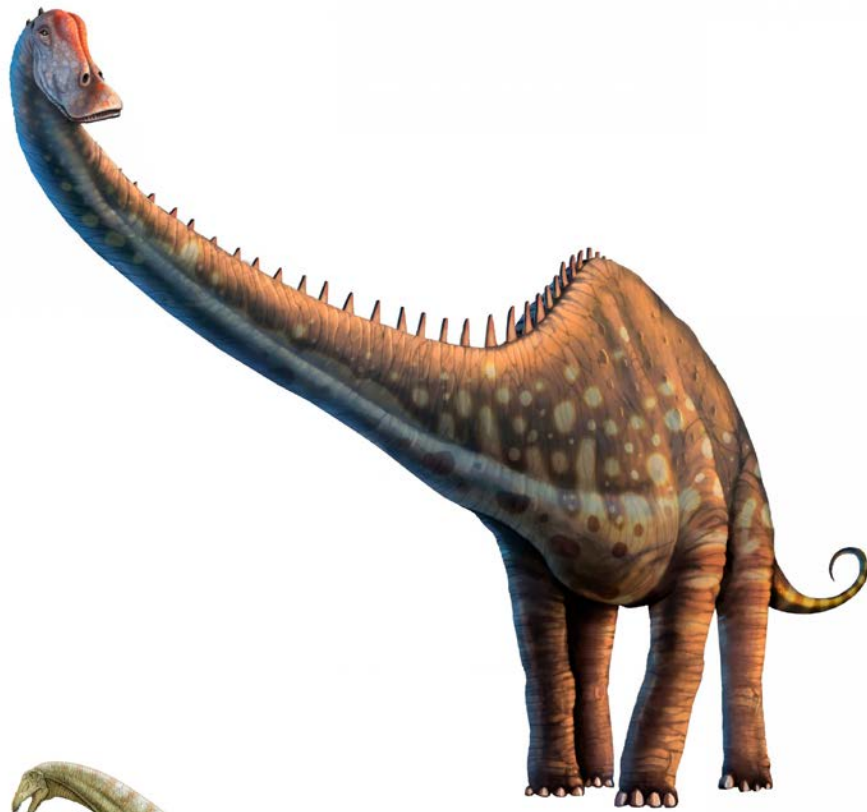




Some dinosaurs had long teeth.



Some dinosaurs had two legs.



Some dinosaurs had
four legs.



There were many kinds
of dinosaurs.
Dinosaurs lived long ago.

Name _____ Date _____

1. What is the main idea of this book?
 - (A) Dinosaurs lived long ago.
 - (B) There are many kinds of dinosaurs.
 - (C) Dinosaurs are interesting creatures.
2. How are all dinosaurs the same?
 - (A) They all have four legs.
 - (B) They all have long teeth.
 - (C) They all lived long ago.
3. The part of a dinosaur's body that contains the ears, eyes, and nose is called the _____.
 - (A) head
 - (B) foot
 - (C) brain
4. Why did the author most likely write this story?
 - (A) to entertain the reader with funny dinosaur facts
 - (B) to persuade the reader to learn more about dinosaurs
 - (C) to inform the reader about different kinds of dinosaurs
5. Which sentence expresses an opinion?
 - (A) Dinosaurs lived long ago.
 - (B) Some dinosaurs had short teeth.
 - (C) Dinosaurs are the most interesting animals to study.
6. **Extended Response:** Is this book fiction or nonfiction? How do you know?

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Main Comprehension Skill: Compare and Contrast

1. (B) *Main Idea and Details*
2. (C) *Compare and Contrast*
3. (A) *Vocabulary*
4. (C) *Author's Purpose*
5. (C) *Fact or Opinion*
6. Students should note that this is an informational book because it lists facts and gives specific information about dinosaurs.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

NAME: _____

DATE: _____

PP.11

Activity Page

Print the words on the lines where they fit best.



1. food



2. cloud



3. joint



4. moon



5. straw

Print the words on the lines where they fit best.



6. couch



7. fawn



8. pool



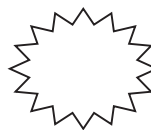
9. tooth



10. soil

B

Number Correct:



Name _____

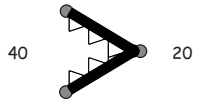
Date _____

*Write the missing number. Pay attention to the + and - signs.

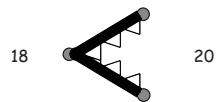
1.	$4 + \square = 4$		16.	$2 + \square = 7$	
2.	$0 + \square = 4$		17.	$7 = 5 + \square$	
3.	$4 - 0 = \square$		18.	$7 - 5 = \square$	
4.	$4 - 4 = \square$		19.	$7 - 2 = \square$	
5.	$4 + \square = 5$		20.	$2 + \square = 8$	
6.	$1 + \square = 5$		21.	$8 = 6 + \square$	
7.	$5 - 1 = \square$		22.	$\square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

Name _____ Date _____

1. Use the symbols to compare the numbers. Fill in the blank with $<$, $>$, or $=$ to make a true number sentence. Read the number sentences from left to right.

40 $>$ 20

40 is greater than 20.

18 $<$ 20

18 is less than 20.

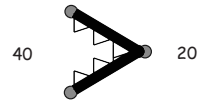
a. 27 \bigcirc 24	b. 31 \bigcirc 28	c. 10 \bigcirc 13
d. 13 \bigcirc 15	e. 31 \bigcirc 29	f. 38 \bigcirc 18
g. 27 \bigcirc 17	h. 32 \bigcirc 21	i. 12 \bigcirc 21

2. Circle the correct words to make the sentence true. Use $>$, $<$, or $=$ and numbers to write a true number sentence. The first one is done for you.

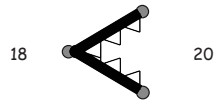
a. 36 is greater than is less than <u>is equal to</u> 3 tens 6 ones _____ $=$ _____	b. 1 ten 4 ones is greater than is less than is equal to 17 _____ \bigcirc _____
c. 2 tens 4 ones is greater than is less than is equal to 34 _____ \bigcirc _____	d. 20 is greater than is less than is equal to 2 tens 0 ones _____ \bigcirc _____
e. 31 is greater than is less than is equal to 13 _____ \bigcirc _____	f. 12 is greater than is less than is equal to 21 _____ \bigcirc _____
g. 17 is greater than is less than is equal to 3 ones 1 ten _____ \bigcirc _____	h. 30 is greater than is less than is equal to 0 tens 30 ones _____ \bigcirc _____

Name _____ Date _____

Use the symbols to compare the numbers. Fill in the blank with $<$, $>$, or $=$ to make a true number sentence. Complete the number sentence with a phrase from the word bank.



40 $>$ 20
40 is greater than 20.



18 $<$ 20
18 is less than 20.

Word Bank
is greater than
is less than
is equal to

a. 17 \bigcirc 13
17 _____ 13

b. 23 \bigcirc 33
23 _____ 33

c. 36 \bigcirc 36
36 _____ 36

d. 25 \bigcirc 32
25 _____ 32

e. 38 \bigcirc 28
38 _____ 28

f. 32 \bigcirc 23
32 _____ 23

g. 1 ten 5 ones \bigcirc 14
1 ten 5 ones _____ 14

h. 3 tens \bigcirc 30
3 tens _____ 30

i. 29 \bigcirc 2 tens 7 ones
29 _____ 2 tens 7 ones

j. 19 \bigcirc 2 tens 3 ones
19 _____ 2 tens 3 ones

k. 3 tens 1 one \bigcirc 13
3 tens 1 one _____ 13

l. 35 \bigcirc 3 tens 5 ones
35 _____ 3 tens 5 ones

m. 2 tens 3 ones \bigcirc 32
2 tens 3 ones _____ 32

n. 3 tens \bigcirc 36
3 tens _____ 36

o. 29 \bigcirc 3 tens 9 ones
29 _____ 3 tens 9 ones

p. 4 tens \bigcirc 39
4 tens _____ 39

1st Grade Distance Learning Activities ~ Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Reading</u> Read: “Places Plants and Animals Live”</p> <p><u>Writing</u> Start planning your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 11 worksheets</p>	<p><u>Reading</u> Reread: “Places Plants and Animals Live”</p> <p><u>Writing</u> Provide evidence for your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 12 worksheets</p>	<p><u>Reading</u> Read: “Arctic Animals”</p> <p><u>Writing</u> Draw a picture for your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 13 worksheets</p>	<p><u>Reading</u> Reread: “Arctic Animals”</p> <p><u>Writing</u> Write an introduction to your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 14 worksheets</p>	<p><u>Reading</u> Free choice! Reread any animal book of your choice.</p> <p><u>Writing</u> Write your evidence into complete sentences</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 15 worksheets</p>

Week 3 ~ Day 1

❑ 1. Reading

- ❑ Read the book “Places Plants and Animals Live”

❑ 2. Writing

- ❑ **The focus for the next two weeks: Opinion piece about Animals**
- ❑ Planning sheet: Identify the topic

❑ 3. Math

- ❑ Warm-up: Lesson 17 Core Addition Fluency Review
- ❑ Module 4, Lesson 11

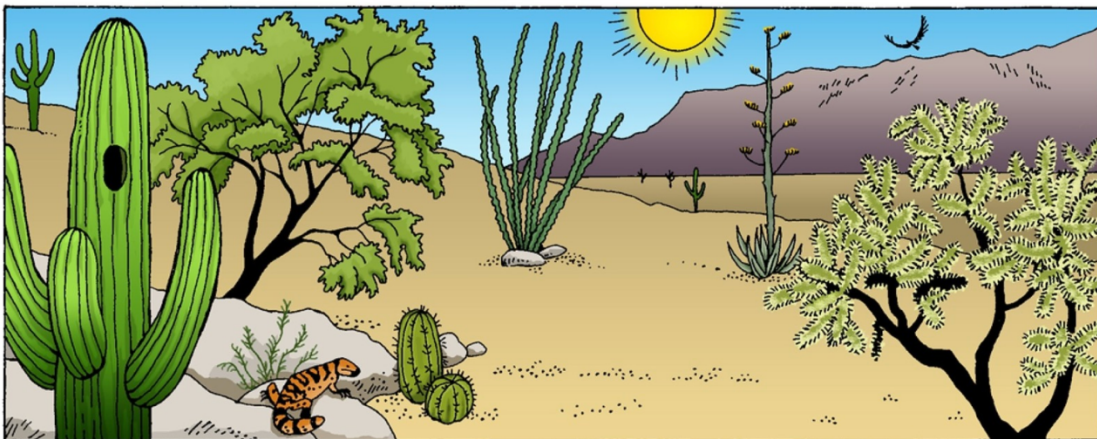
LEVELLED BOOK • E

Places Plants and Animals Live

Written by Katie Knight • Illustrated by Cende Hill

BRITISH ENGLISH

www.readinga-z.com



Plants and animals live in the deserts.

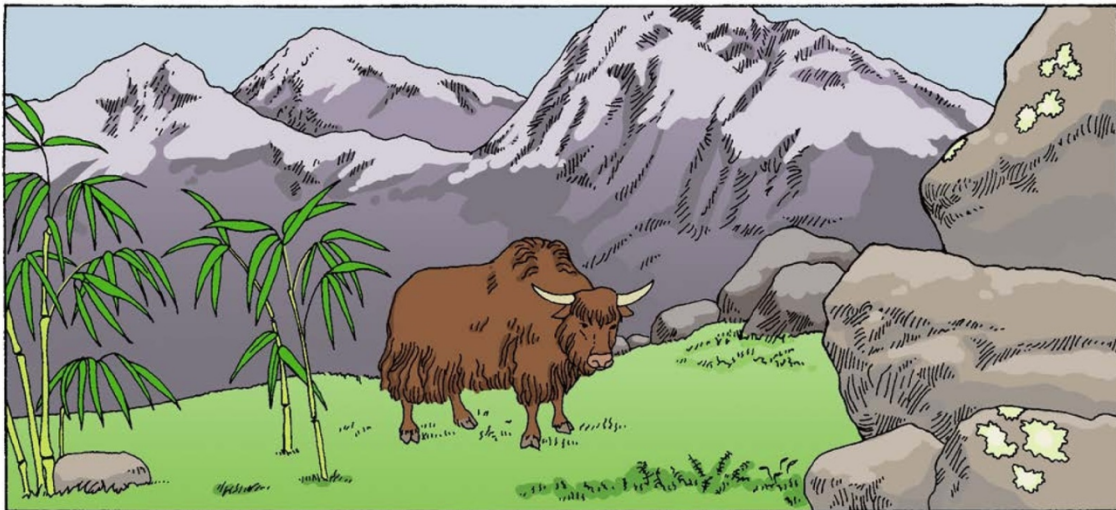
Deserts are very dry.

Deserts can be very hot.



Plants and animals live in the oceans.
Ocean water is very salty.

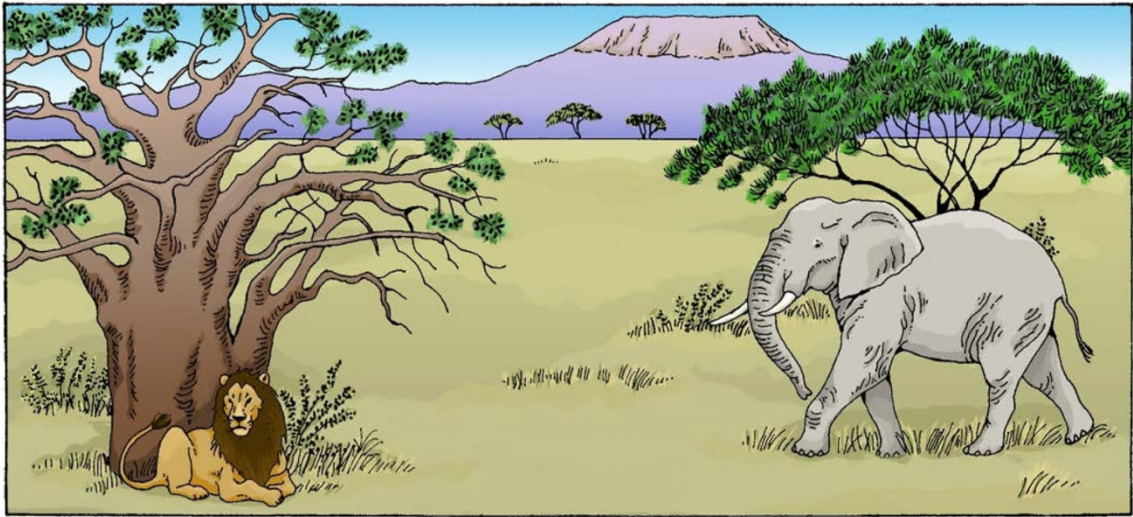
4



Plants and animals live in the mountains.
Mountains are very tall and steep.

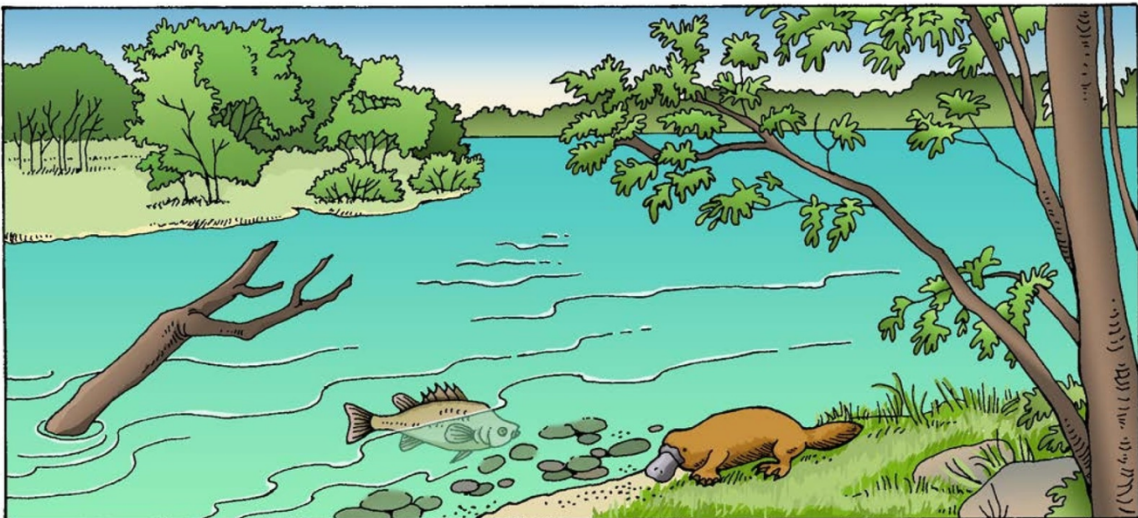
Places Plants and Animals Live • Level E

5



Plants and animals live in the plains.
Plains are very grassy and flat.

6

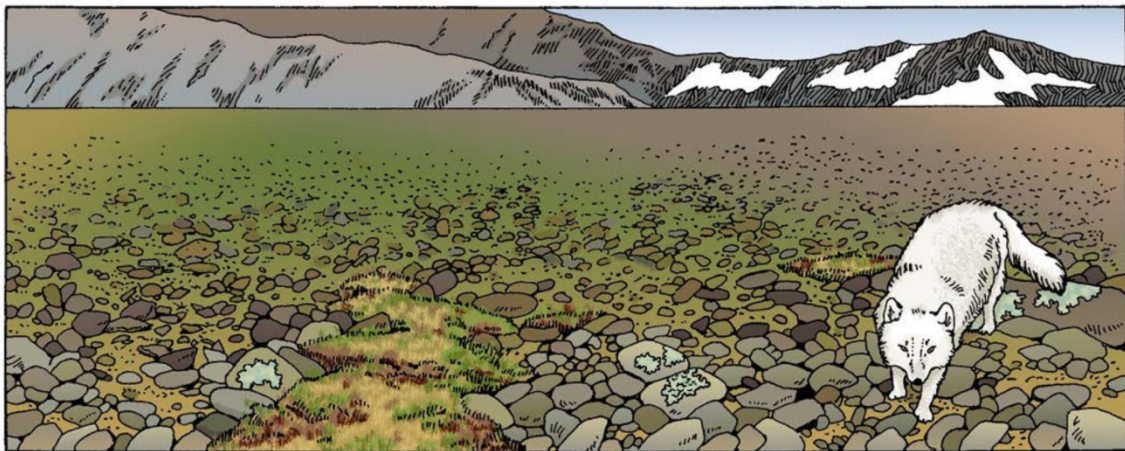


Plants and animals live in rivers.
River water is not salty.



Plants and animals live in rainforests.
Rainforests are very wet.

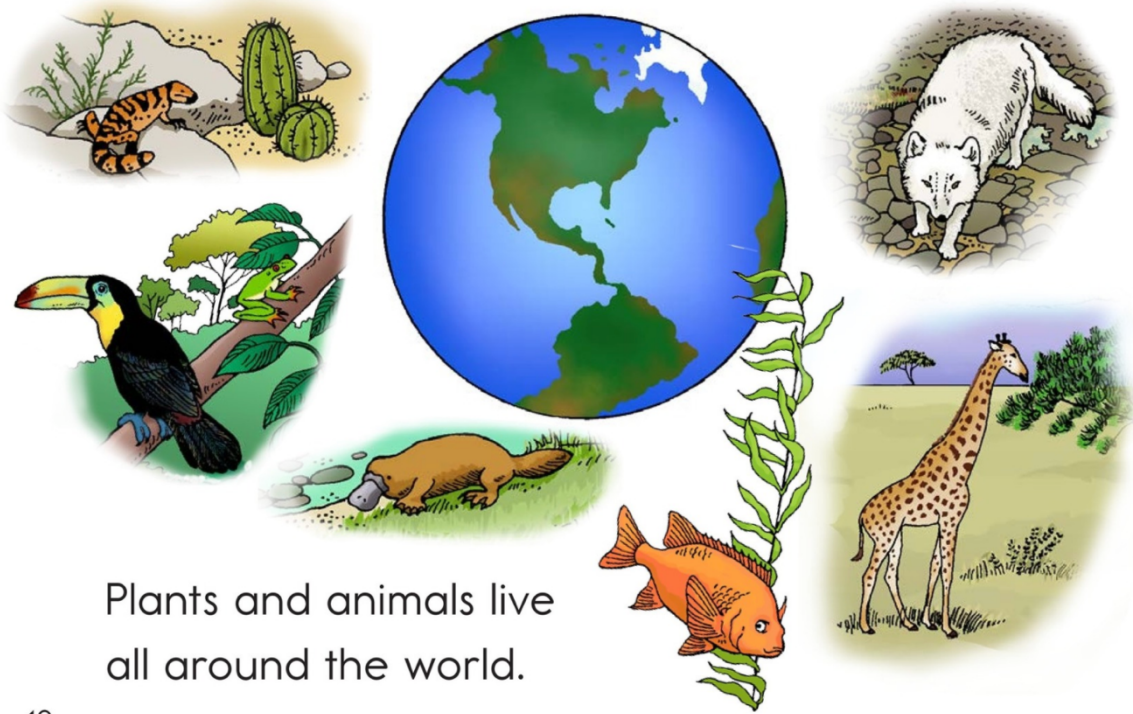
8



Plants and animals live in the tundra.
The tundra is very cold.
The tundra has no trees.

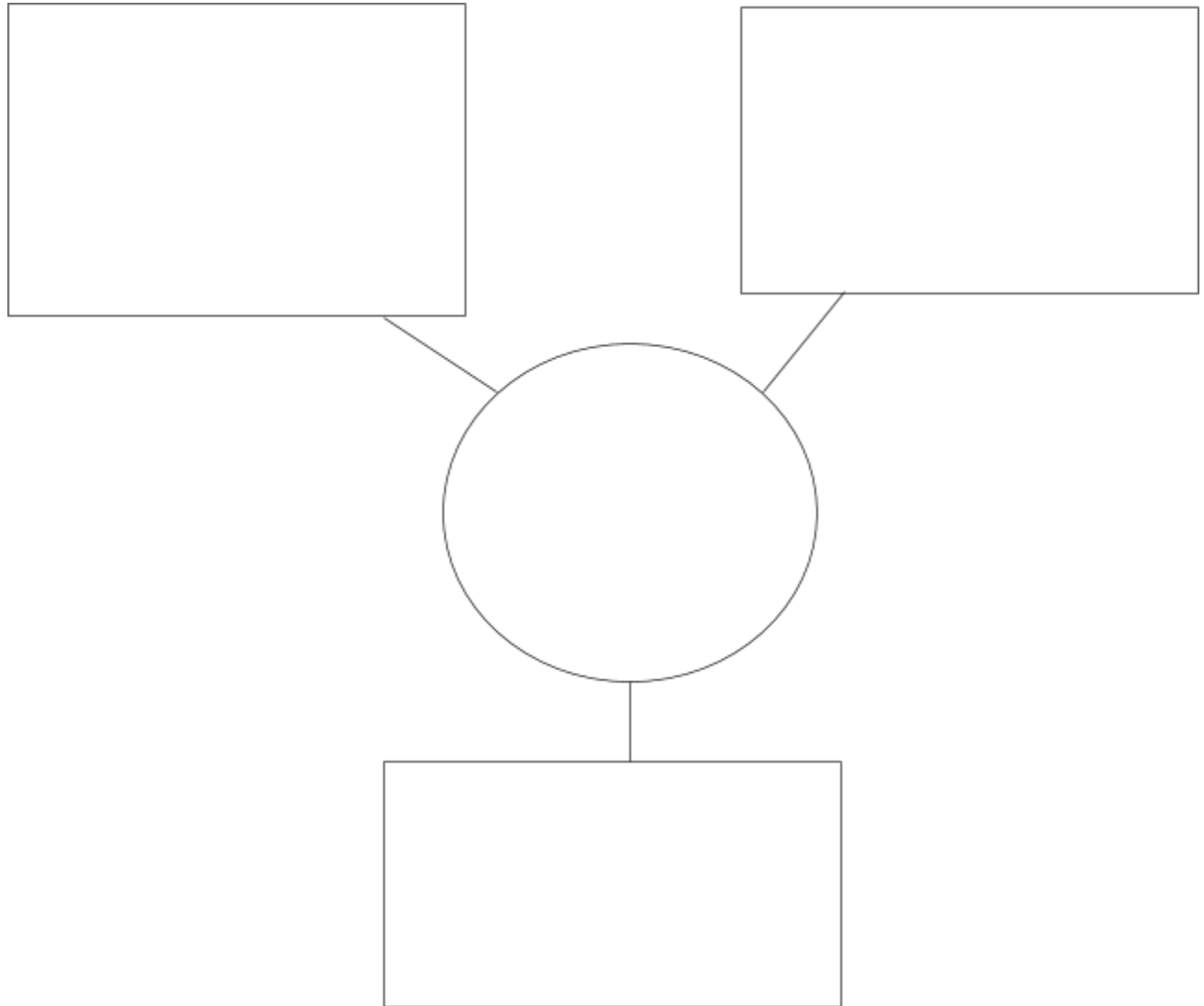
Places Plants and Animals Live • Level E

9



Plants and animals live
all around the world.

May 18: For the next two weeks you will be writing an opinion piece of writing. As you read about different animals and where they live, you need to choose an animal to write about. In the middle of the graphic organizer, write in the name of your favorite animal.



Name _____

Date _____

Core Addition Fluency Review: Missing Addends

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

16. $6 + \underline{\quad} = 7$

31. $9 + \underline{\quad} = 9$

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

17. $1 + \underline{\quad} = 7$

32. $0 + \underline{\quad} = 9$

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

18. $0 + \underline{\quad} = 7$

33. $1 + \underline{\quad} = 9$

4. $3 + \underline{\quad} = 5$

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

34. $2 + \underline{\quad} = 9$

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

20. $3 + \underline{\quad} = 7$

35. $7 + \underline{\quad} = 9$

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

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

36. $6 + \underline{\quad} = 9$

7. $1 + \underline{\quad} = 6$

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

37. $5 + \underline{\quad} = 9$

8. $0 + \underline{\quad} = 6$

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

38. $3 + \underline{\quad} = 9$

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

24. $6 + \underline{\quad} = 8$

39. $4 + \underline{\quad} = 9$

10. $5 + \underline{\quad} = 6$

25. $2 + \underline{\quad} = 8$

40. $4 + \underline{\quad} = 10$

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

26. $3 + \underline{\quad} = 8$

41. $5 + \underline{\quad} = 10$

12. $4 + \underline{\quad} = 6$

27. $0 + \underline{\quad} = 8$

42. $6 + \underline{\quad} = 10$

13. $2 + \underline{\quad} = 6$

28. $8 + \underline{\quad} = 8$

43. $3 + \underline{\quad} = 10$

14. $2 + \underline{\quad} = 7$

29. $7 + \underline{\quad} = 8$

44. $1 + \underline{\quad} = 10$

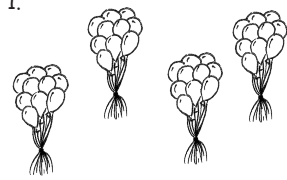



15. $5 + \underline{\quad} = 7$

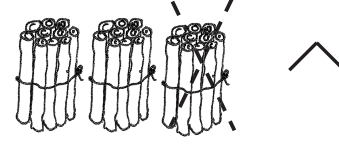
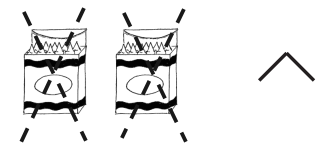
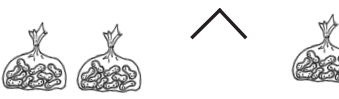
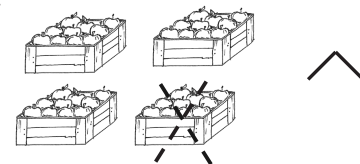
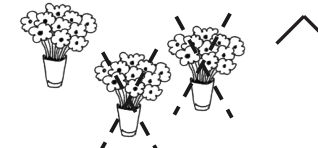
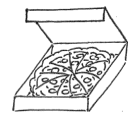
30. $1 + \underline{\quad} = 8$

45. $2 + \underline{\quad} = 10$

Name _____ Date _____

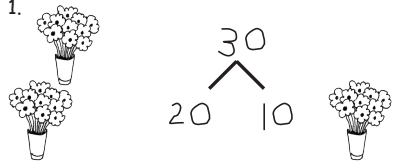


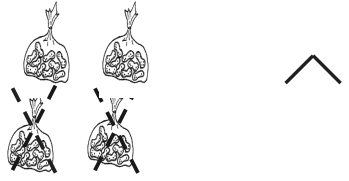
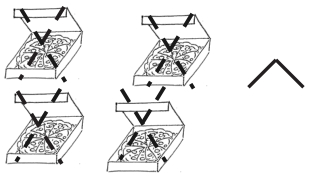

Complete the number bonds and number sentences to match the picture. The first one is done for you.

<p>1.</p>  <p>40 30 10</p> <p>3 tens + 1 ten = 4 tens 30 + 10 = 40</p>	<p>2.</p>  <p>20</p> <p>____ ten + ____ ten = ____ tens</p> <p>_____</p>
<p>3.</p>  <p>____ tens = ____ tens + ____ tens</p> <p>_____</p>	<p>4.</p>  <p>____ tens = ____ tens + ____ ten</p> <p>_____</p>





<p>5.</p>  <p>____ tens - ____ ten = ____ tens</p> <p>_____</p>	<p>6.</p>  <p>____ tens - ____ tens = ____ tens</p> <p>_____</p>
<p>7.</p>  <p>____ tens + ____ ten = ____ tens</p> <p>_____</p>	<p>8.</p>  <p>____ tens - ____ ten = ____ tens</p> <p>____ + _____</p>
<p>9.</p>  <p>____ tens - ____ tens = ____ ten</p> <p>_____</p>	<p>10.</p>  <p>____ ten - ____ tens = ____ ten</p> <p>_____</p>

Name _____ Date _____

Draw a number bond, and complete the number sentences to match the pictures.

<p>1.</p>  <p>30 20 10</p> <p>2 tens + 1 ten = 3 tens 20 + 10 = 30</p>	<p>2.</p>  <p>_____ tens = _____ ten + _____ tens</p> <p>_____</p>
<p>3.</p>  <p>_____ tens - _____ ten = _____ tens</p> <p>_____</p>	<p>4.</p>  <p>_____ tens - _____ tens = _____ tens</p> <p>_____</p>
<p>5.</p>  <p>_____ tens - _____ tens = _____ tens</p> <p>_____</p>	<p>6.</p>  <p>_____ tens + _____ tens = _____ tens</p> <p>_____</p>

Draw quick tens and a number bond to help you solve the number sentences.

<p>7.</p>  <p>10 + 20 = _____</p>	<p>8.</p>  <p>30 - 10 = _____</p>
<p>9.</p>  <p>20 - 10 = _____</p>	<p>10.</p>  <p>30 + 10 = _____</p>

Add or subtract.

- | | | |
|----------------------------|-----------------------------|---------------------|
| 11. 2 tens + 1 ten = _____ | 12. 20 + 20 = _____ | 13. 40 - 10 = _____ |
| 14. _____ = 20 + 10 | 15. 3 tens - 2 tens = _____ | 16. 20 - 10 = _____ |
| 17. 10 - 10 = _____ | 18. _____ = 30 + 10 | 19. 40 - 30 = _____ |

Week 3 ~ Day 2

❑ 1. Reading

- ❑ Reread the book “Places Plants and Animals Live” and use it to help you with your writing for today.

❑ 2. Writing

- ❑ Planning sheet: Provide evidence

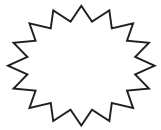
❑ 3. Math

- ❑ Warm-up: Lesson 19 Sprint-A
- ❑ Module 4, Lesson 12

May 19: Now that you have decided on your favorite animal, you need to have evidence to tell your reader why it is your favorite. In the squares, write three pieces of evidence, or facts about your animal.

A

Number Correct:



Name _____



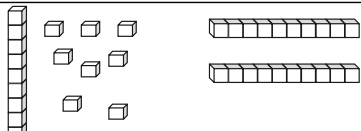

Date _____

*Write the missing number.



1	$6 + 1 = \square$		16	$6 + 3 = \square$	
2	$16 + 1 = \square$		17	$16 + 3 = \square$	
3	$26 + 1 = \square$		18	$26 + 3 = \square$	
4	$5 + 2 = \square$		19	$4 + 5 = \square$	
5	$15 + 2 = \square$		20	$15 + 4 = \square$	
6	$25 + 2 = \square$		21	$8 + 2 = \square$	
7	$5 + 3 = \square$		22	$18 + 2 = \square$	
8	$15 + 3 = \square$		23	$28 + 2 = \square$	
9	$25 + 3 = \square$		24	$8 + 3 = \square$	
10	$4 + 4 = \square$		25	$8 + 13 = \square$	
11	$14 + 4 = \square$		26	$8 + 23 = \square$	
12	$24 + 4 = \square$		27	$8 + 5 = \square$	
13	$5 + 4 = \square$		28	$8 + 15 = \square$	
14	$15 + 4 = \square$		29	$28 + \square = 33$	
15	$25 + 4 = \square$		30	$25 + \square = 33$	

Name _____ Date _____

Fill in the missing numbers to match the picture. Write the matching number bond.

<p>1. </p> <p>$12 + 20 = \underline{\quad}$</p>	<p>2. </p> <p>$15 + \underline{\quad} = \underline{\quad}$</p>
<p>3. </p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>	<p>4. </p> <p>$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>



Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

<p>5. $19 + 10 = \underline{\quad}$</p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;">  <table border="1" style="margin: 0 20px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> </div>	tens	ones			<p>6. $20 + 14 = \underline{\quad}$</p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;">  <table border="1" style="margin: 0 20px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> </div>	tens	ones		
tens	ones								
tens	ones								

Use arrow notation to solve.

<p>7. $13 \xrightarrow{+10} \underline{\quad}$</p>	<p>8. $19 \xrightarrow{+ \quad} 39$</p>
<p>9. $\underline{\quad} \xrightarrow{+10} 26$</p>	<p>10. $\underline{\quad} \xrightarrow{+20} 38$</p>

Use the dimes and pennies to complete the place value charts and the number sentences.

<p>11. </p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="margin: 0 10px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> + <table border="1" style="margin: 0 10px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> = <table border="1" style="margin: 0 10px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> </div>	tens	ones			tens	ones			tens	ones			<p>12. </p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <table border="1" style="margin: 0 10px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> + <table border="1" style="margin: 0 10px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> = <table border="1" style="margin: 0 10px;"> <tr><th>tens</th><th>ones</th></tr> <tr><td> </td><td> </td></tr> </table> </div>	tens	ones			tens	ones			tens	ones		
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Week 3 ~ Day 3

☐ **1. Reading**

- ☐ Read “Arctic Animals”

☐ **2. Writing**

- ☐ Planning sheet: Draw a picture to support your topic

☐ **3. Math**

- ☐ Warm-up: Lesson 19 Sprint-B
- ☐ Module 4, Lesson 13

Arctic Animals

A Reading A-Z Level E Leveled Book
Word Count: 110

LEVELED BOOK • E

Arctic Animals

Connections

Writing

Choose two animals from this book. Write about how they are the same and how they are different.

Science

Why are many of the animals that live in the Arctic white? Share your ideas with a partner.



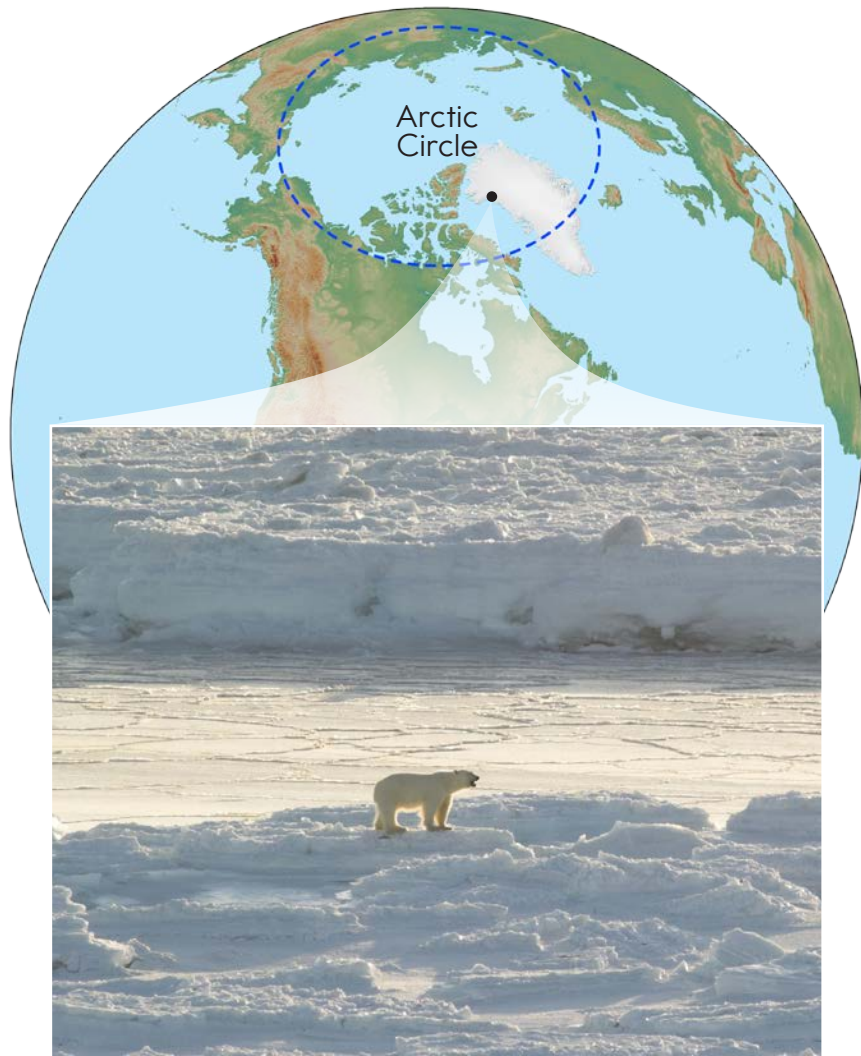
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Written by Sarah Ghusson

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Page 108



Some animals live
in cold places.
The Arctic is one of the
coldest places on Earth.



Hares live in the Arctic.
They turn white in the winter.



Snowy owls live in the Arctic.
They hunt in the day.



Foxes live in the Arctic.
They have thick fur.



Wolves live in the Arctic.
They hunt in packs.



Caribou live in the Arctic.
They are good swimmers.



Moose live in the Arctic.
They fight with their antlers.



pup



Harp seals live in the Arctic.
They have white fur as pups.

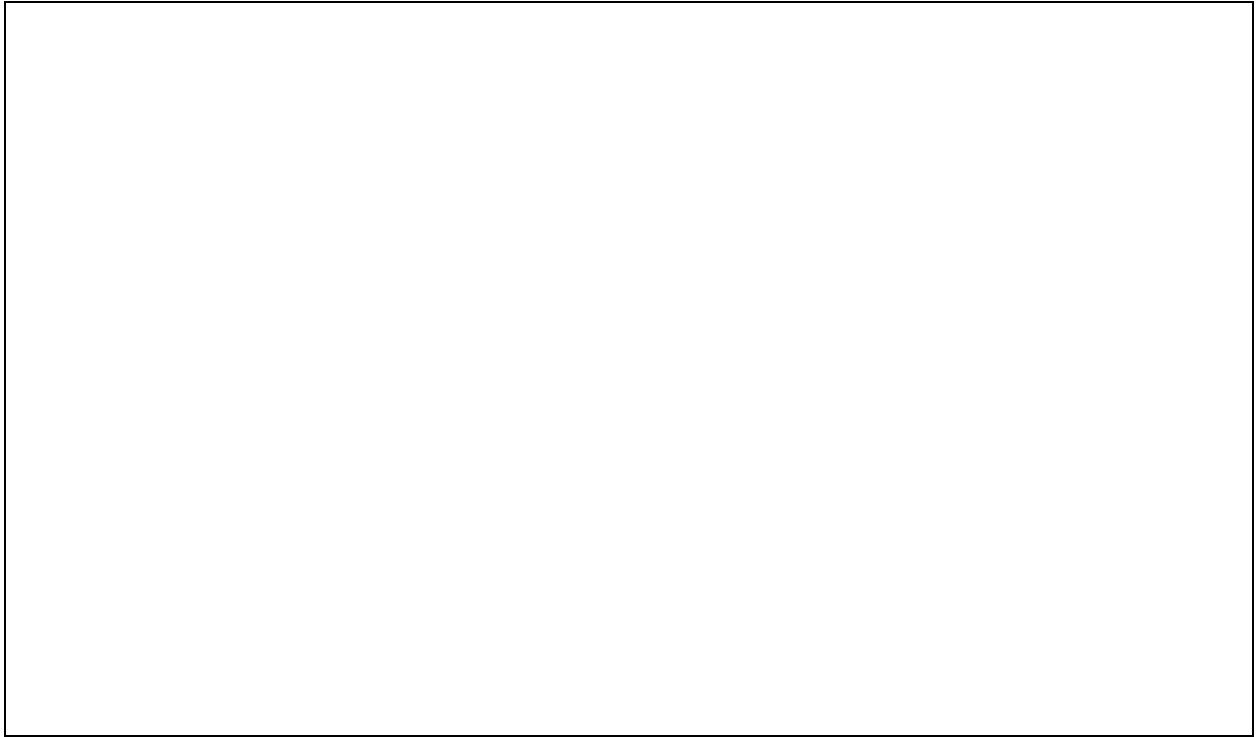


Orcas live in the Arctic.
They hunt many sea animals.



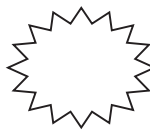
Polar bears live in the Arctic.
Moms stay with their cubs
for years.

May 20: Draw a picture that illustrates your favorite animals and includes details to support your choice.



B

Number Correct:



Name _____

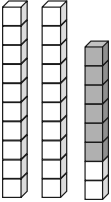
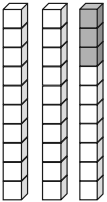


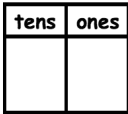
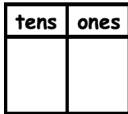
Date _____

*Write the missing number.


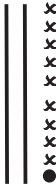
1	$5 + 1 = \square$		16	$6 + 3 = \square$	
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3	$25 + 1 = \square$		18	$26 + 3 = \square$	
4	$4 + 2 = \square$		19	$3 + 5 = \square$	
5	$14 + 2 = \square$		20	$15 + 3 = \square$	
6	$24 + 2 = \square$		21	$9 + 1 = \square$	
7	$5 + 3 = \square$		22	$19 + 1 = \square$	
8	$15 + 3 = \square$		23	$29 + 1 = \square$	
9	$25 + 3 = \square$		24	$9 + 2 = \square$	
10	$6 + 2 = \square$		25	$9 + 12 = \square$	
11	$16 + 2 = \square$		26	$9 + 22 = \square$	
12	$26 + 2 = \square$		27	$9 + 5 = \square$	
13	$4 + 3 = \square$		28	$9 + 15 = \square$	
14	$14 + 3 = \square$		29	$29 + \square = 34$	
15	$24 + 3 = \square$		30	$25 + \square = 34$	

Name _____ Date _____

Use the pictures to complete the place value chart and number sentence. For Problems 5 and 6, make a quick ten drawing to help you solve.


<p>1. </p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div> <p style="text-align: right; margin-top: 20px;">$22 + 6 = \underline{\quad}$</p>	tens	ones			<p>2. </p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div> <p style="text-align: right; margin-top: 20px;">$\underline{\quad} + 3 = \underline{\quad}$</p>	tens	ones		
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<p>3. </p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div> <p style="text-align: right; margin-top: 20px;">$12 + \underline{\quad} = \underline{\quad}$</p>	tens	ones			<p>4. </p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div> <p style="text-align: right; margin-top: 20px;">$\underline{\quad} + \underline{\quad} = \underline{\quad}$</p>	tens	ones		
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<p>5. </p> <p style="text-align: right; margin-top: 40px;">$24 + 6 = \underline{\quad}$</p>	<p>6. </p> <p style="text-align: right; margin-top: 40px;">$24 + 3 = \underline{\quad}$</p>								

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.


<p>7. $21 + 9 = \underline{\quad}$</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div> <div style="margin-top: 10px;">  </div> </div> </div>	tens	ones			<p>8. $21 + 7 = \underline{\quad}$</p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div>	tens	ones		
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<p>9. $13 + 7 = \underline{\quad}$</p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div>	tens	ones			<p>10. $26 + 4 = \underline{\quad}$</p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div>	tens	ones		
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<p>11. $32 + 3 = \underline{\quad}$</p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div>	tens	ones			<p>12. $38 + 2 = \underline{\quad}$</p> <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr> <th style="padding: 2px 10px;">tens</th> <th style="padding: 2px 10px;">ones</th> </tr> <tr> <td style="height: 40px; width: 40px;"></td> <td style="height: 40px; width: 40px;"></td> </tr> </table> </div>	tens	ones		
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Name _____ Date _____

Use quick tens and ones to complete the place value chart and number sentence.

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Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7. $26 + 2 = \underline{\quad}$  <table border="1" style="float: right;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	tens	ones			8. $36 + 3 = \underline{\quad}$ <table border="1" style="float: right;"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	tens	ones		
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11. Solve. You may draw quick tens and ones or number bonds to help.

a. $22 + 7 = \underline{\quad}$ b. $22 + 8 = \underline{\quad}$ c. $32 + 8 = \underline{\quad}$

Week 3 ~ Day 4

☐ **1. Reading**

- ☐ Reread the book “Arctic Animals” and use it to help you with your writing for today.

☐ **2. Writing**

- ☐ Write an Introduction

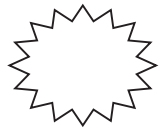
☐ **3. Math**

- ☐ Warm-up: Lesson 22 Sprint-A
- ☐ Module 4, Lesson 14

May 21: Today you will write the introduction of your opinion writing. There are a lot of different animals all over the world. In the introduction sentence make sure to include what your favorite animal is and where it lives.

A

Number Correct:



Name _____




Date _____

*Write the missing number. Pay attention to the + and - signs.

1	$2 + 2 = \square$		16	$2 + \square = 8$	
2	$2 + \square = 4$		17	$6 + \square = 8$	
3	$4 - 2 = \square$		18	$8 - 6 = \square$	
4	$3 + 3 = \square$		19	$8 - 2 = \square$	
5	$3 + \square = 6$		20	$9 + 2 = \square$	
6	$6 - 3 = \square$		21	$9 + \square = 11$	
7	$4 + \square = 7$		22	$11 - 9 = \square$	
8	$3 + \square = 7$		23	$9 + \square = 15$	
9	$7 - 3 = \square$		24	$15 - 9 = \square$	
10	$7 - 4 = \square$		25	$8 + \square = 15$	
11	$5 + 4 = \square$		26	$15 - \square = 8$	
12	$4 + \square = 9$		27	$8 + \square = 17$	
13	$9 - 4 = \square$		28	$17 - \square = 8$	
14	$9 - 5 = \square$		29	$27 - \square = 8$	
15	$9 - \square = 4$		30	$37 - \square = 8$	

Name _____ Date _____

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




1. $18 + 1 = \underline{\quad}$  <table border="1" data-bbox="262 609 388 722"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones			2. $18 + 2 = \underline{\quad}$  <table border="1" data-bbox="535 609 661 722"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones			3. $18 + 5 = \underline{\quad}$  <table border="1" data-bbox="798 609 924 722"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones		
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7. $16 + 4 = \underline{\quad}$ <table border="1" data-bbox="262 1209 388 1323"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones			8. $16 + 6 = \underline{\quad}$ <table border="1" data-bbox="535 1209 661 1323"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones			9. $26 + 6 = \underline{\quad}$ <table border="1" data-bbox="798 1209 924 1323"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones		
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Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

10. $17 + 2 = \underline{\quad}$ <table border="1" data-bbox="1417 397 1543 511"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones			11. $17 + 5 = \underline{\quad}$ <table border="1" data-bbox="1816 397 1942 511"><tr><th>tens</th><th>ones</th></tr><tr><td></td><td></td></tr></table>	tens	ones		
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Name _____ Date _____

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

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Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

10. $13 + 6 = \underline{\quad}$ <table border="1" data-bbox="1417 397 1543 511"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones			11. $13 + 7 = \underline{\quad}$ <table border="1" data-bbox="1816 397 1942 511"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones		
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Week 3 ~ Day 5

❑ 1. Reading

- ❑ Use the books from this week or a book of your choice, to find evidence for your writing piece for today. Choose interesting facts about the animal of your choice.

❑ 2. Writing

- ❑ Write evidence in complete sentences

❑ 3. Math

- ❑ Warm-up: Lesson 22 Sprint-B
- ❑ Module 4, Lesson 15

May 22: Using what you wrote in your graphic organizer, write three complete sentences telling your reader facts about the animal of your choice.

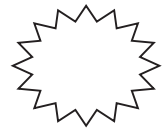
1. _____

2. _____

3. _____

B

Number Correct:



Name _____

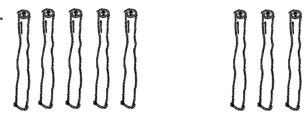
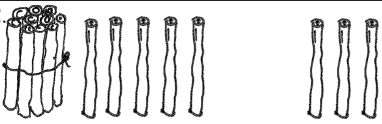
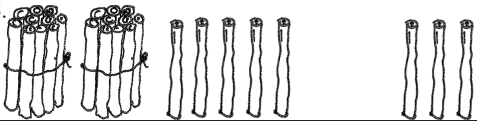
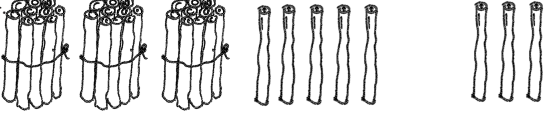



Date _____

*Write the missing number. Pay attention to the + and - signs.

1	$3 + 3 = \square$		16	$2 + \square = 9$	
2	$3 + \square = 6$		17	$7 + \square = 9$	
3	$6 - 3 = \square$		18	$9 - 7 = \square$	
4	$4 + 4 = \square$		19	$9 - 2 = \square$	
5	$4 + \square = 8$		20	$9 + 5 = \square$	
6	$8 - 4 = \square$		21	$9 + \square = 14$	
7	$4 + \square = 9$		22	$14 - 9 = \square$	
8	$5 + \square = 9$		23	$9 + \square = 16$	
9	$9 - 5 = \square$		24	$16 - 9 = \square$	
10	$9 - 4 = \square$		25	$8 + \square = 16$	
11	$3 + 4 = \square$		26	$16 - \square = 8$	
12	$4 + \square = 7$		27	$8 + \square = 16$	
13	$7 - 4 = \square$		28	$16 - \square = 8$	
14	$7 - 3 = \square$		29	$26 - \square = 8$	
15	$7 - \square = 3$		30	$36 - \square = 8$	

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.		$28 + 4 = \underline{\quad}$

8. Solve the problems.

a. $6 + 2 = \underline{\quad}$	b. $16 + 2 = \underline{\quad}$	c. $26 + 2 = \underline{\quad}$	d. $36 + 2 = \underline{\quad}$
e. $6 + 4 = \underline{\quad}$	f. $16 + 4 = \underline{\quad}$	g. $26 + 4 = \underline{\quad}$	h. $36 + 4 = \underline{\quad}$
i. $9 + 2 = \underline{\quad}$	j. $19 + 2 = \underline{\quad}$	k. $29 + 2 = \underline{\quad}$	
l. $8 + 6 = \underline{\quad}$	m. $18 + 6 = \underline{\quad}$	n. $28 + 6 = \underline{\quad}$	

Solve the problems. Show the 1-digit addition sentence that helped you solve.

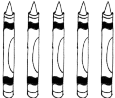


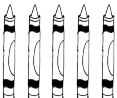

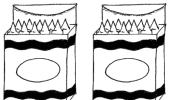
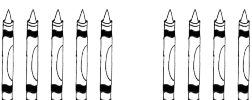
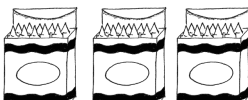
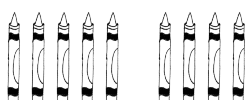
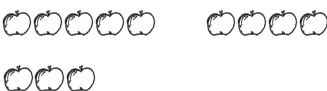
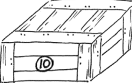

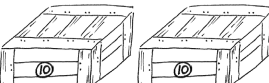
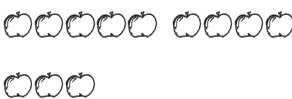
9. $23 + 6 = \underline{\quad}$ _____

10. $27 + 6 = \underline{\quad}$ _____

Name _____

Date _____

Solve the problems.

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

Use the first number sentence in each set to help you solve the other problems.

8. a. $5 + 2 = \underline{\quad}$ b. $15 + 2 = \underline{\quad}$ c. $25 + 2 = \underline{\quad}$ d. $35 + 2 = \underline{\quad}$	9. a. $5 + 5 = \underline{\quad}$ b. $15 + 5 = \underline{\quad}$ c. $25 + 5 = \underline{\quad}$ d. $35 + 5 = \underline{\quad}$
10. a. $2 + 7 = \underline{\quad}$ b. $12 + 7 = \underline{\quad}$ c. $22 + 7 = \underline{\quad}$	11. a. $7 + 4 = \underline{\quad}$ b. $17 + 4 = \underline{\quad}$ c. $27 + 4 = \underline{\quad}$
12. a. $8 + 7 = \underline{\quad}$ b. $18 + 7 = \underline{\quad}$ c. $28 + 7 = \underline{\quad}$	13. a. $3 + 9 = \underline{\quad}$ b. $13 + 9 = \underline{\quad}$ c. $23 + 9 = \underline{\quad}$

Solve the problems. Show the 1-digit addition sentence that helped you solve.

14. $24 + 5 = \underline{\quad}$ _____

15. $24 + 7 = \underline{\quad}$ _____

1st Grade Distance Learning Activities ~ Week 4

Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Reading</u> Read: “Animals, Animals”</p> <p><u>Writing</u> Write a conclusion sentence for your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 16 worksheets</p>	<p><u>Reading</u> Reread: “Animals, Animals”</p> <p><u>Writing</u> Review your writing and add more details</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 17 worksheets</p>	<p><u>Reading</u> Read: “Elephants: Giant Mammals”</p> <p><u>Writing</u> Write a first draft of your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 18 worksheets</p>	<p><u>Reading</u> Reread: “Elephants: Giant Mammals”</p> <p><u>Writing</u> Edit the first draft of your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 19 worksheets</p>	<p><u>Reading</u> Free choice! Reread any animal book of your choice.</p> <p><u>Writing</u> Write the final draft of your opinion piece</p> <p><u>Math</u> Warm-up</p> <p>Module 4, Lesson 20 worksheets</p>

Week 4 ~ Day 1

❑ 1. Reading

- ❑ Read the book “Animals, Animals”

❑ 2. Writing

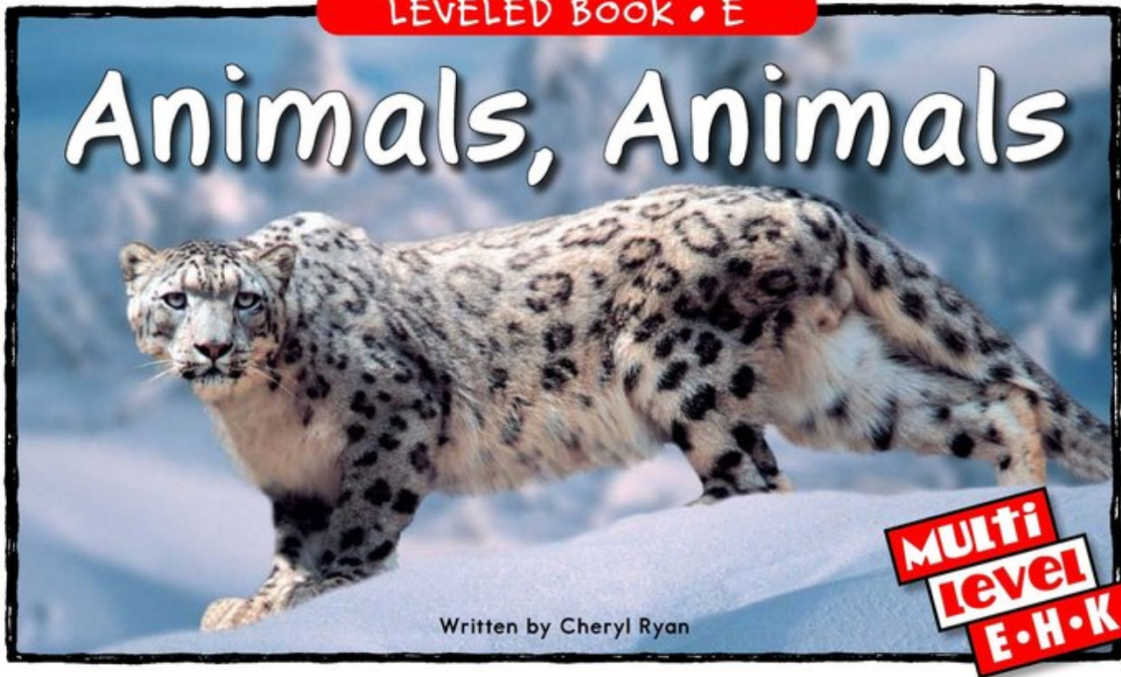
- ❑ Write a conclusion sentence

❑ 3. Math

- ❑ Warm-up: Lesson 25 Sprint Core Fluency-A
- ❑ Module 4, Lesson 16

LEVELED BOOK • E

Animals, Animals



Written by Cheryl Ryan

**MULTI
level
E•H•K**

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There are many kinds
of animals.
Elk run fast.
Elk live in the mountains.



Animals, Animals • Level E

3

Giraffes are tall.
Giraffes have spots.



4



Elephants are strong.
Elephants have long trunks.

Animals, Animals • Level E

5



Camels live in deserts.

Camels can go without water for a long time.

6



Foxes have bushy tails.

Foxes live in holes in the ground.

Animals, Animals • Level E

7



Zebras have stripes.
Zebras live in grassy places.

8



Hippos live near water.
Hippos have almost no hair.

Animals, Animals • Level E

9

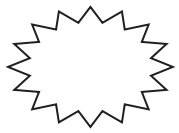


Polar bears live in cold places.
Polar bears eat seals.
There are many kinds of animals.

May 25: Today you will complete a conclusion sentence to close your writing. A conclusion sentence reminds your reader of your topic and tells them why your topic is important or special. Write your conclusion sentence below.

A

Number Correct:



Name _____

Date _____

*Write the missing number.

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

Name _____ Date _____

Draw quick tens and ones to help you solve the addition problems.

1. $16 + 3 = \underline{\quad}$	2. $17 + 3 = \underline{\quad}$
3. $18 + 20 = \underline{\quad}$	4. $31 + 8 = \underline{\quad}$
5. $3 + 14 = \underline{\quad}$	6. $6 + 30 = \underline{\quad}$
7. $23 + 7 = \underline{\quad}$	8. $17 + 3 = \underline{\quad}$

With a partner, try more problems using quick ten drawings, number bonds, or the arrow way.

9. $32 + 7 = \underline{\quad}$

10. $13 + 20 = \underline{\quad}$

11. $6 + 34 = \underline{\quad}$

12. $4 + 36 = \underline{\quad}$

13. $20 + 18 = \underline{\quad}$

14. $14 + 20 = \underline{\quad}$



15. Draw dimes and pennies to help you solve the addition problems.

a. $16 + 20 = \underline{\quad}$	b. $22 + 7 = \underline{\quad}$
----------------------------------	---------------------------------

Name _____ Date _____

Draw quick tens and ones to help you solve the addition problems.

1. $17 + 2 = \underline{\hspace{2cm}}$	2. $17 + 3 = \underline{\hspace{2cm}}$
3. $14 + 3 = \underline{\hspace{2cm}}$	4. $24 + 10 = \underline{\hspace{2cm}}$

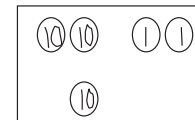
Make a number bond or use the arrow way to solve the addition problems.

5. $6 + 24 = \underline{\hspace{2cm}}$	6. $14 + 20 = \underline{\hspace{2cm}}$
---	--

7. Solve each addition sentence, and match.

a.

$22 + 1 = \underline{\hspace{2cm}}$



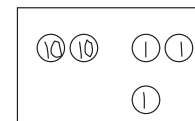
b.

$13 + 6 = \underline{\hspace{2cm}}$



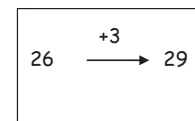
c.

$3 + 26 = \underline{\hspace{2cm}}$



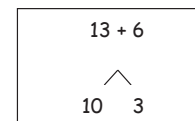
d.

$37 + 3 = \underline{\hspace{2cm}}$



e.

$22 + 10 = \underline{\hspace{2cm}}$



Week 4 ~ Day 2

❑ 1. Reading

- ❑ Reread “Animals, Animals” and use it to help you with your writing for today.

❑ 2. Writing

- ❑ Review writing by adding detail

❑ 3. Math

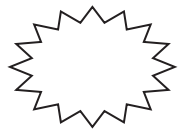
- ❑ Warm-up: Lesson 25 Sprint Core Fluency-B
- ❑ Module 4, Lesson 17

May 26: Tomorrow you will start the first draft of your complete writing. Today, read through everything you have wrote so far and see if you can add any additional information. Use the questions below to guide you:

- What does the animal look like?
- What might it's skin/fur feel like?
- Where does the animal live? Can it live anywhere else?
- What does the animal eat? How do they get their food?
- Why do you like this animal?

B

Number Correct:



Name _____

Date _____

*Write the missing number.

1.	$10 + \square = 10$		16.	$5 + \square = 10$	
2.	$0 + \square = 10$		17.	$15 + \square = 20$	
3.	$9 + \square = 10$		18.	$9 + \square = 10$	
4.	$5 + \square = 10$		19.	$19 + \square = 20$	
5.	$6 + \square = 10$		20.	$8 + \square = 10$	
6.	$7 + \square = 10$		21.	$18 + \square = 20$	
7.	$8 + \square = 10$		22.	$2 + \square = 10$	
8.	$2 + \square = 10$		23.	$12 + \square = 20$	
9.	$3 + \square = 10$		24.	$3 + \square = 10$	
10.	$\square + 7 = 10$		25.	$13 + \square = 20$	
11.	$2 + \square = 10$		26.	$17 + \square = 20$	
12.	$\square + 8 = 10$		27.	$4 + \square = 10$	
13.	$1 + \square = 10$		28.	$16 + \square = 20$	
14.	$\square + 9 = 10$		29.	$18 + \square = 20$	
15.	$\square + 2 = 10$		30.	$12 + \square = 40$	

Name _____ Date _____

Solve the problems by drawing quick tens and ones or a number bond.

1. $25 + 1 = \underline{\quad}$	2. $25 + 10 = \underline{\quad}$
3. $15 + 4 = \underline{\quad}$	4. $15 + 20 = \underline{\quad}$
5. $16 + 7 = \underline{\quad}$	6. $26 + 7 = \underline{\quad}$
7. $23 + 7 = \underline{\quad}$	8. $33 + 7 = \underline{\quad}$

9. $16 + 20 = \underline{\quad}$	10. $6 + 24 = \underline{\quad}$
----------------------------------	----------------------------------

11. Try more problems with a partner. Use your personal white board to help you solve.

- | | |
|-------------|--------------|
| a. $4 + 26$ | b. $28 + 4$ |
| c. $32 + 7$ | d. $20 + 18$ |
| e. $9 + 23$ | f. $9 + 27$ |

Choose one problem you solved by drawing quick tens, and be ready to discuss.

Choose one problem you solved using the number bond, and be ready to discuss.

Name _____ Date _____

Use quick ten drawings or number bonds to make true number sentences.

1. $13 + 20 = \underline{\hspace{2cm}}$	2. $23 + 6 = \underline{\hspace{2cm}}$
3. $10 + 23 = \underline{\hspace{2cm}}$	4. $28 + 6 = \underline{\hspace{2cm}}$
5. $26 + 7 = \underline{\hspace{2cm}}$	6. $20 + 17 = \underline{\hspace{2cm}}$

7. How did you solve Problem 5? Why did you choose to solve it that way?

Solve using quick ten drawings or number bonds.

8. $23 + 9 = \underline{\hspace{2cm}}$	9. $27 + 7 = \underline{\hspace{2cm}}$
10. $24 + 10 = \underline{\hspace{2cm}}$	11. $20 + 18 = \underline{\hspace{2cm}}$
12. $28 + 9 = \underline{\hspace{2cm}}$	13. $29 + 9 = \underline{\hspace{2cm}}$

14. How did you solve Problem 11? Why did you choose to solve it that way?

Week 4 ~ Day 3

❑ 1. Reading

- ❑ Read the book “Elephants: Giant Mammals”

❑ 2. Writing

- ❑ Write a first draft of your writing

❑ 3. Math

- ❑ Warm-up: Lesson 3 Core Addition Sprint 1-A
- ❑ Module 4, Lesson 18

Elephants: Giant Mammals

A Reading A-Z Level H Leveled Book
Word Count: 198

LEVELED BOOK • H

Elephants: Giant Mammals

Connections

Writing

Write a newspaper article for kids explaining three or more interesting facts about elephants.

Science

Research more about the differences between African and Asian elephants. Write a report about what you learned, listing five ways they are different.

Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

Written by Jane Ling

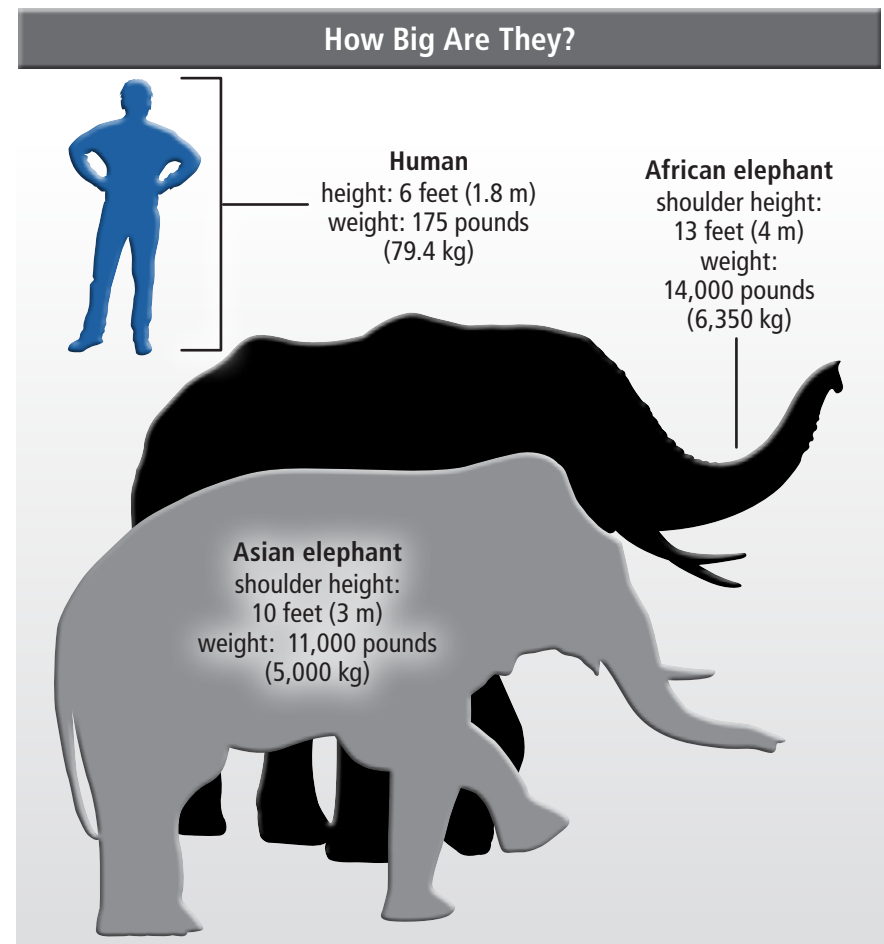
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Elephants are Number One!

Elephants are huge!
 They are much, much bigger
 than the biggest human.
 They are the biggest
 land animals on Earth.

Take a Look

Elephants are covered with thick gray or brown skin. They have long noses called **trunks**.

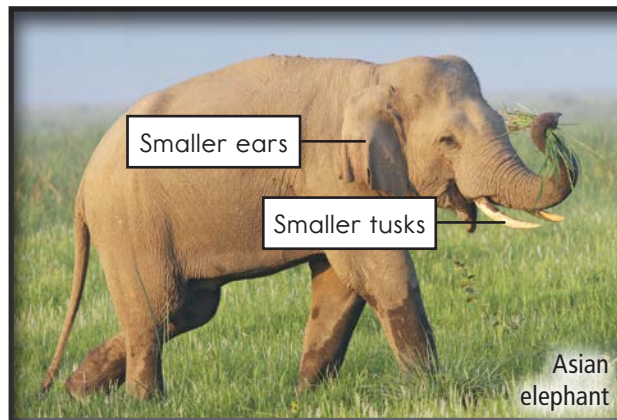
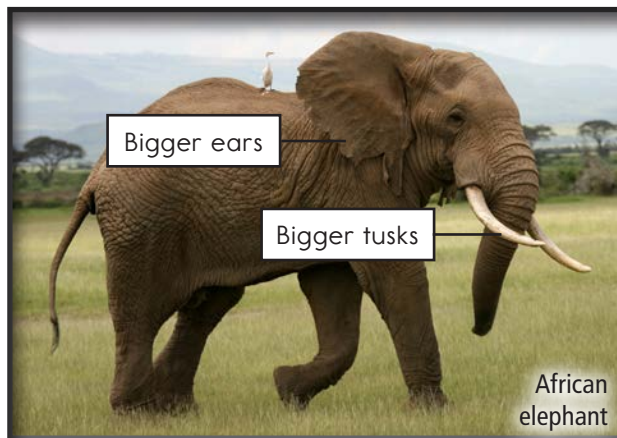


Some elephants have long white tusks.



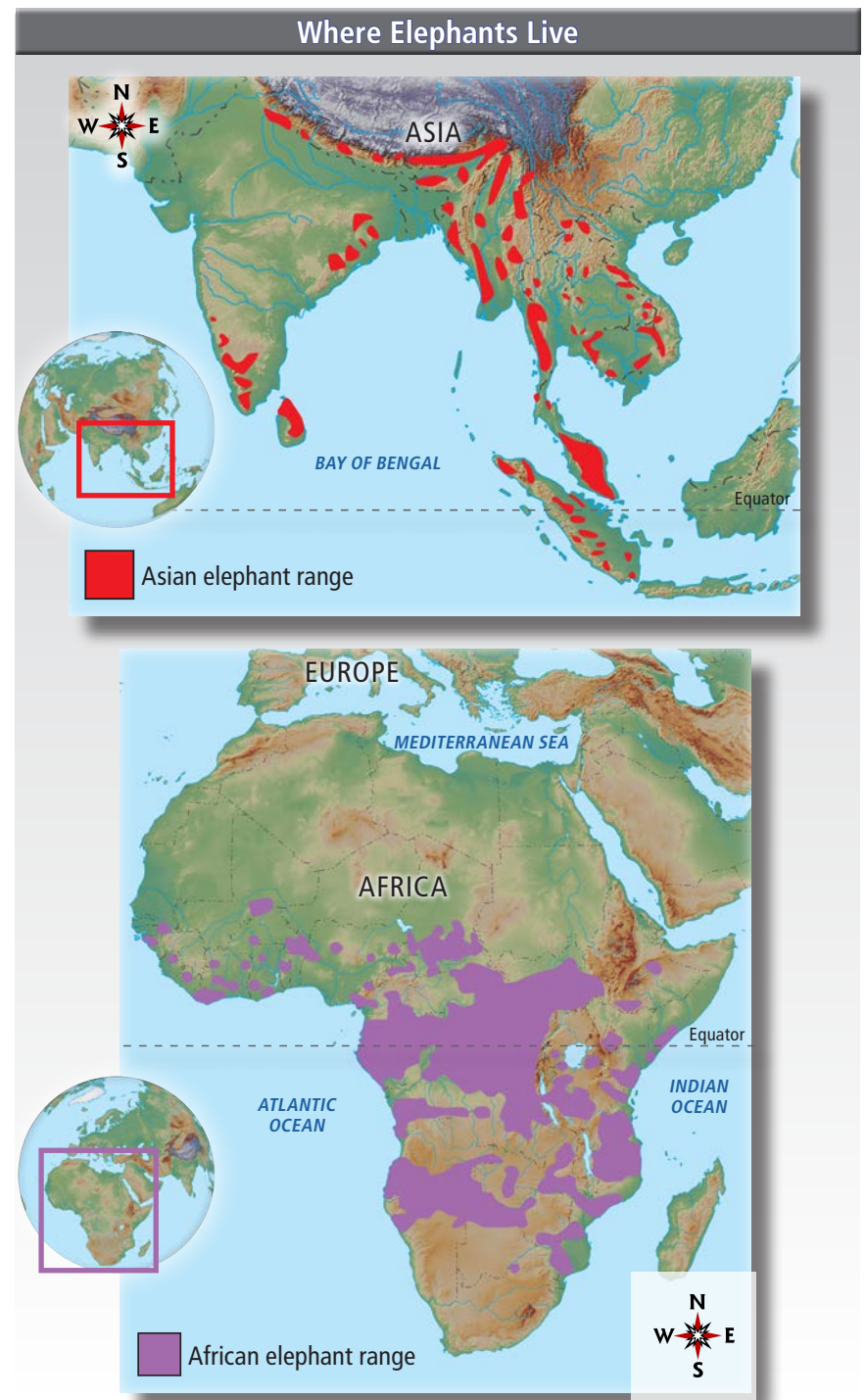
Elephants spray water with their trunks.

Elephants use their trunks to **breathe** and make noise. They also use their trunks to grab food and suck up water.



Two Kinds of Elephants

There are African and Asian elephants. African elephants are bigger than Asian elephants. The two kinds are different in other ways, too.





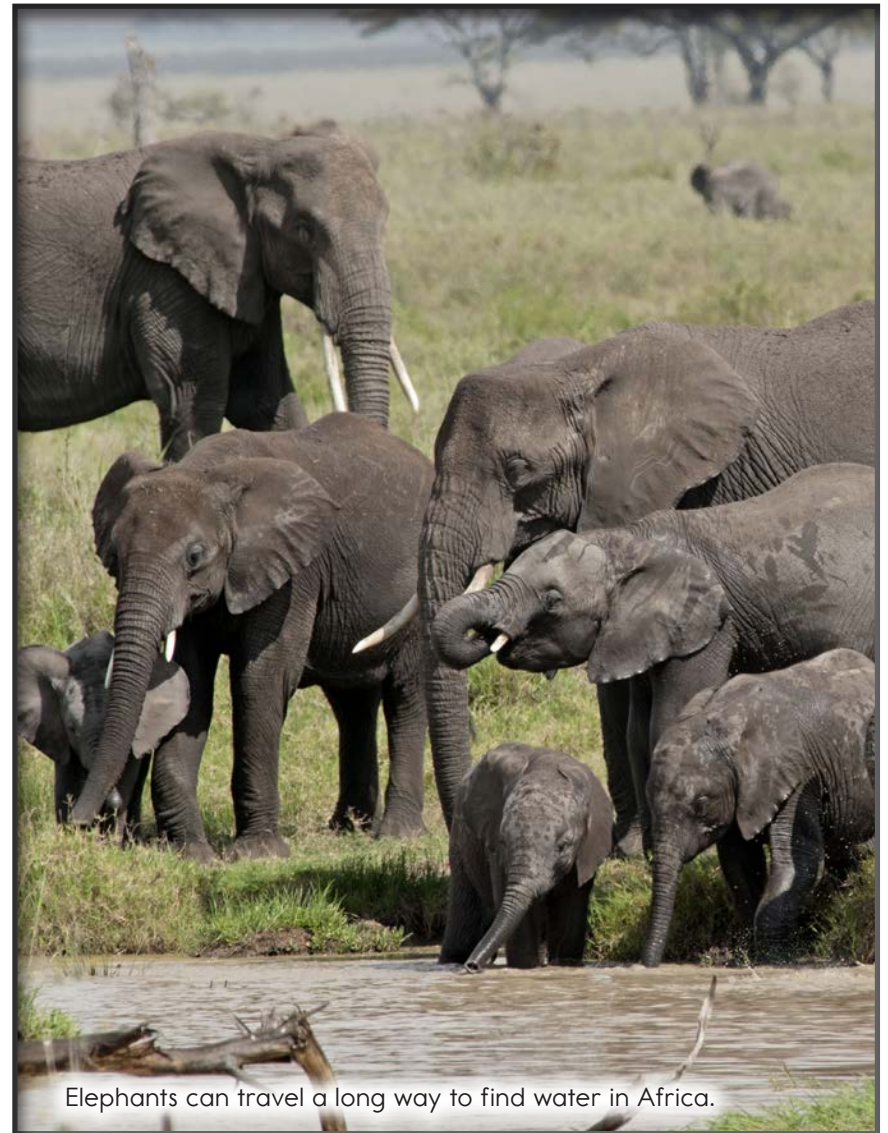
Mother elephants keep their calves close to them.

Growing Up . . . and Up

Baby elephants **weigh** more than most adult people.

The mother teaches her **calf** how to live in the wild.

Elephants live in groups like a family. Adult elephants in the group help keep the young ones safe.



Elephants can travel a long way to find water in Africa.

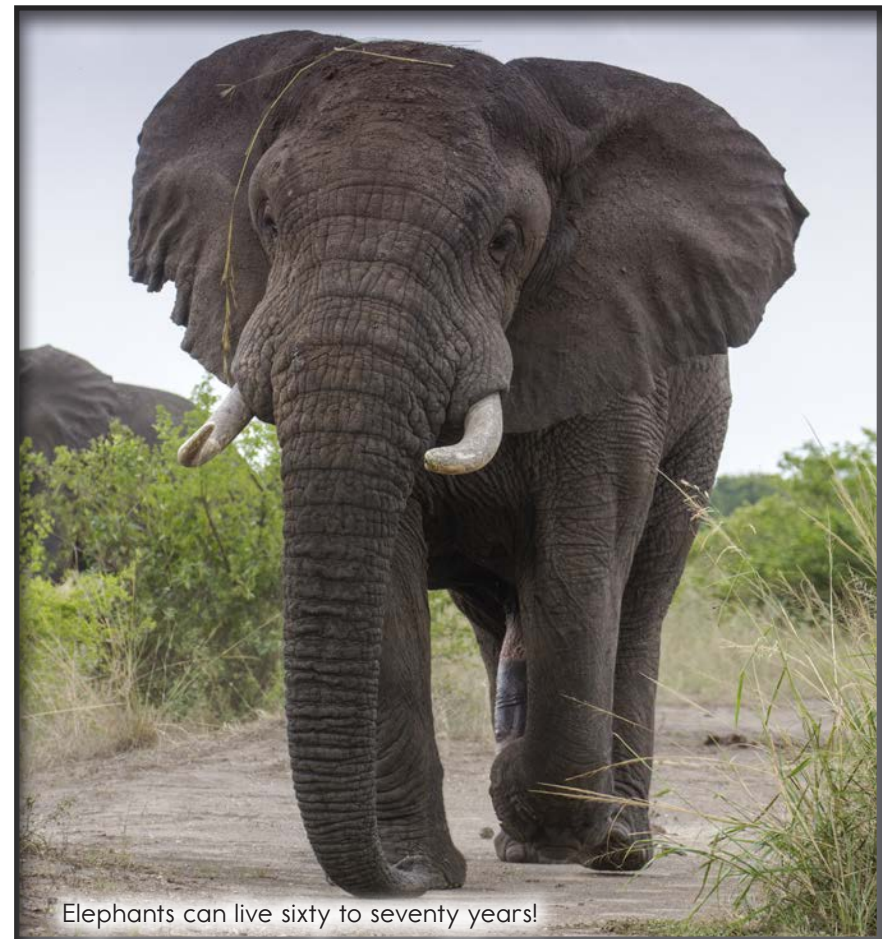
Don't Eat Me!

Huge elephants don't have to worry about other animals.

Lions and tigers know adult elephants are too big to fight!



Grown adult elephants are safe from other animals.



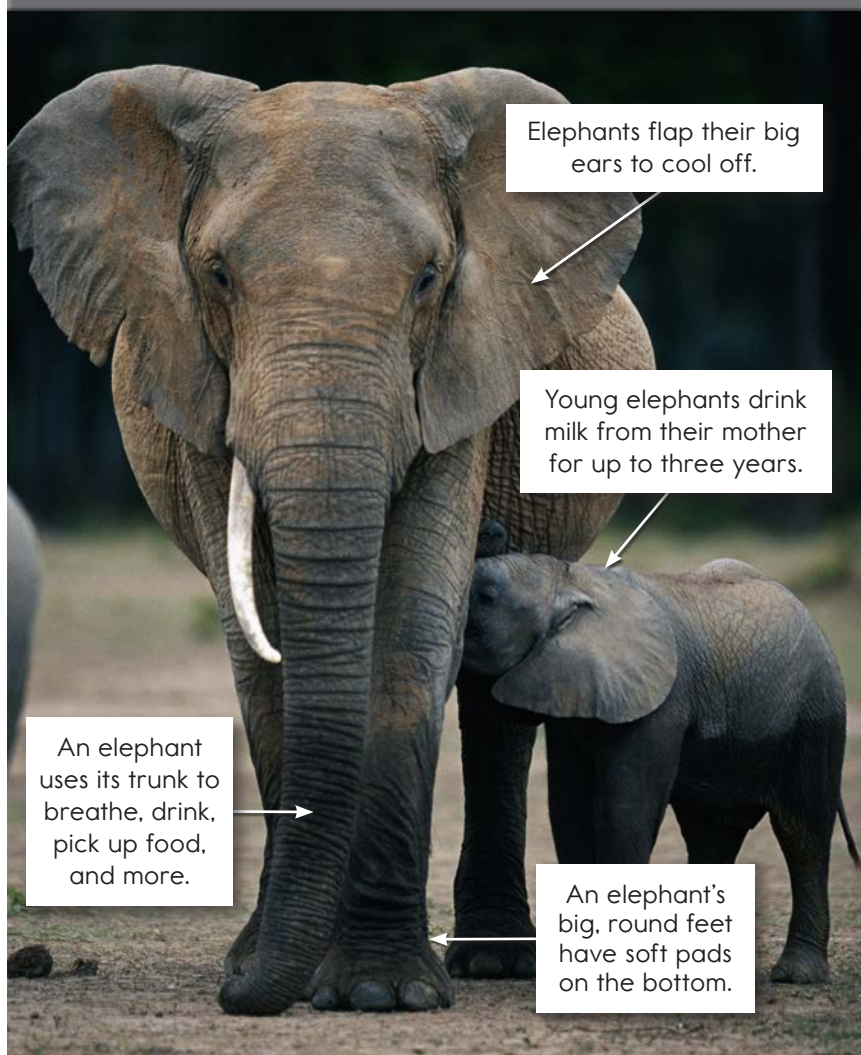
Elephants can live sixty to seventy years!

Splitting Up

After ten to fifteen years, young **males** leave to live alone or with other males.

Female elephants stay together in their own group.

What Makes an Elephant a Mammal?



All mammals

- have a backbone
- are warm-blooded
- have hair on their bodies at some time in their lives
- produce milk to feed their babies



Trunks help elephants get leaves from high places.

Plenty of Plants

Elephants eat a lot of grass and leaves in one day.

It takes an adult man one hundred days to eat as much.



Asian and African Giants

Elephants are smart animals that take good care of each other. They are very special animals.

Glossary

- breathe** (v.) to take in and let out air through the nose or mouth (p. 6)
- calf** (n.) a young cow, elephant, whale, or other large mammal (p. 9)
- female** (adj.) of, relating to, or being a plant or animal that can produce young or make eggs or seeds (p. 12)
- males** (n.) plants or animals that can fertilize a female (p. 12)
- trunks** (n.) long noses of elephants (p. 5)
- weigh** (v.) to have a certain heaviness or weight (p. 9)

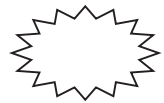
May 27: Today you will write a first draft all about the animal of your choice. Using your best handwriting and finger spaces, copy down your introduction sentence, three supporting facts, and your conclusion sentence.

[illegible]

[illegible]

A

Number Correct:



Name _____

Date _____

*Write the unknown number. Pay attention to the symbols.

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

Name _____ Date _____

1. Each of the solutions is missing numbers or parts of the drawing. Fix each one so it is accurate and complete.

$$13 + 8 = 21$$

a.

$$13 \rightarrow 20 \rightarrow 21$$

b.

$$13 + 8 = 21$$

c.

2. Circle the student work that correctly solves the addition problem.

$$16 + 5$$

a.

$$16 + 5 = 21$$

$$16 + 4 = 20$$

$$20 + 1 = 21$$

b.

c.

$$16 + 3 \rightarrow 20 + 2 \rightarrow 22$$

- d. Fix the work that was incorrect by making new work in the space below with the matching number sentence.

3. Circle the student work that correctly solves the addition problem.

$$13 + 20$$

a.

b.

$$13 + 20 \rightarrow 33$$

c.

$$13 + 20 = 33$$

$$10 + 20 = 30$$

$$30 + 3 = 33$$

- d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

4. Solve using quick tens, the arrow way, or number bonds.

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

Share with your partner. Discuss why you chose to solve the way you did.

Name _____ Date _____

1. Two students both solved the addition problem below using different methods.

$$18 + 9$$

$$18 + 9 = 27$$

$$18 + 2 = 20$$

$$20 + 7 = 27$$

$$18 + 9 = 27$$

$$18 + 2 = 20$$

$$20 + 7 = 27$$

Are they both correct? Why or why not?

2. Another two students solved the same problem using quick tens.

$$18 + 9 = 29$$

$$20 + 9 = 29$$

$$18 + 9 = 27$$

$$20 + 7 = 27$$

Are they both correct? Why or why not?

3. Circle any student work that is correct.

$$19 + 6$$

Student A

$$19 + 6 = 25$$

$$20 + 6 = 26$$

Student B

$$19 + 1 = 20$$

$$20 + 5 = 25$$

Student C

$$19 + 1 = 20$$

$$20 + 5 = 25$$

Fix the student work that was incorrect by making a new drawing or drawings in the space below.

Choose a correct student work, and give a suggestion for improvement.

Week 4 ~ Day 4

☐ **1. Reading**

- ☐ Reread “Elephants: Giant Mammals” and use it to help you with your writing for today.

☐ **2. Writing**

- ☐ Edit the draft of your writing

☐ **3. Math**

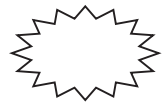
- ☐ Warm-up: Lesson 3 Core Subtraction Sprint-A
- ☐ Module 4, Lesson 19

May 28: After you write a first draft, it is important to re-read and correct your mistakes. Today you will be editing your draft from yesterday. Use this check-list to help you check your work. When you find a mistake, erase and correct it on your paper.

- ☐ Capital letters in the beginning of your sentences.
- ☐ Punctuation at the end of your sentences.
- ☐ Finger spaces between your words.
- ☐ Words from the books spelled correctly.

A

Number Correct:



Name _____

Date _____

*Write the unknown number. Pay attention to the symbols.

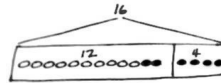
1.	$6 - 1 = \underline{\quad}$	16.	$8 - 2 = \underline{\quad}$
2.	$6 - 2 = \underline{\quad}$	17.	$8 - 6 = \underline{\quad}$
3.	$6 - 3 = \underline{\quad}$	18.	$7 - 3 = \underline{\quad}$
4.	$10 - 1 = \underline{\quad}$	19.	$7 - 4 = \underline{\quad}$
5.	$10 - 2 = \underline{\quad}$	20.	$8 - 4 = \underline{\quad}$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

Name _____ Date _____

Read the word problem.

Draw a tape diagram and label.

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



1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

2. Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

Kiana and her brother have _____ reptiles.

3. Anton's team has 12 soccer balls on the field and 3 soccer balls in the coach's bag. How many soccer balls does Anton's team have?

Anton's team has _____ soccer balls.

4. Emi had 13 friends over for dinner. 4 more friends came over for cake. How many friends came over to Emi's house?

There were _____ friends.

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?

There were _____ people swimming in the lake.

6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?

There are _____ flowers in the vase.

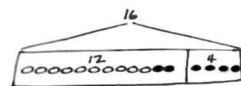
Name _____

Date _____

Read the word problem.

Draw a tape diagram and label.

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



1. Darnel is playing with his 4 red robots. Ben joins him with 13 blue robots. How many robots do they have altogether?

They have _____ robots.

2. Rose and Emi had a jump rope contest. Rose jumped 14 times, and Emi jumped 6 times. How many times did Rose and Emi jump?

They jumped _____ times.

3. Pedro counted the airplanes taking off and landing at the airport. He saw 7 airplanes take off and 6 airplanes land. How many airplanes did he count altogether?

Pedro counted _____ airplanes.

4. Tamra and Willie scored all the points for their team in their basketball game. Tamra scored 13 points, and Willie scored 5 points. What was their team's score for the game?

The team's score was _____ points.

Week 4 ~ Day 5

❑ 1. Reading

- ❑ Reread your favorite book about animals. Use all of the books about animals to help you finish your writing piece for today.

❑ 2. Writing

- ❑ Final draft of your writing

❑ 3. Math

- ❑ Warm-up: Lesson 3 Core Subtraction Sprint-B
- ❑ Module 4, Lesson 20

May 29: It is final draft day! Today you will neatly rewrite your opinion piece about the animal of your choice. Yesterday you should have corrected all your mistakes. Today you will re-write the entire thing one more time. When you are finished, read it aloud to an adult in your house!

Title: _____

[illegible]

[illegible]

B

Number Correct:



Name _____

Date _____

*Write the unknown number. Pay attention to the symbols.

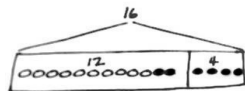
1.	$5 - 1 = \underline{\quad}$	16.	$6 - 2 = \underline{\quad}$
2.	$5 - 2 = \underline{\quad}$	17.	$6 - 4 = \underline{\quad}$
3.	$5 - 3 = \underline{\quad}$	18.	$8 - 3 = \underline{\quad}$
4.	$10 - 1 = \underline{\quad}$	19.	$8 - 5 = \underline{\quad}$
5.	$10 - 2 = \underline{\quad}$	20.	$8 - 6 = \underline{\quad}$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

Name _____ Date _____

Read the word problem.

Draw a tape diagram and label.

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



1. 9 dogs were playing at the park. Some more dogs came to the park. Then, there were 11 dogs. How many more dogs came to the park?

_____ more dogs came to the park.

2. 16 strawberries are in a basket for Peter and Julio. Peter eats 8 of them. How many are there for Julio to eat?

Julio has _____ strawberries to eat.

3. 13 children are on the roller coaster. 3 adults are on the roller coaster. How many people are on the roller coaster?

There are _____ people on the roller coaster.

4. 13 people are on the roller coaster now. 3 adults are on the roller coaster, and the rest are children. How many children are on the roller coaster?

There are _____ children on the roller coaster.

5. Ben has 6 baseball practices in the morning this month. If Ben also has 6 practices in the afternoon, how many baseball practices does Ben have?

Ben has _____ baseball practices.

6. Some yellow beads were on Tamra's bracelet. After she put 14 purple beads on the bracelet, there were 18 beads. How many yellow beads did Tamra's bracelet have at first?

Tamra's bracelet had _____ yellow beads.

Name _____

Date _____

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

1. Rose has 12 soccer practices this month. 6 practices are in the afternoon, but the rest are in the morning. How many practices will be in the morning?

Rose has _____ practices in the morning.

2. Ben caught 16 fish. He put some back in the lake. He brought home 7 fish. How many fish did he put back in the lake?

Ben put _____ fish back in the lake.