

# First Grade

March 15-19, 2021

Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Monday

Professional Development Day - No School

## Tuesday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RL3, and ELAGSE1RL7 [Types of Vowels](#)

**Phonics:** You will need [the long ow and ou word fluency page](#).

**Reading:** A caregiver will need to follow the book assembly instructions for the book [The Loud Sound](#).

**Math:** MGSE1.G.1

Today we begin our work on Unit 6, the last unit of new instruction for the year! This unit is our first grade Geometry unit, where we start studying shapes and their attributes. Today we begin with studying triangles, rectangles, hexagons, and rhombuses.

**Science:** S1L1a, S1L1b, and S1L1c

Students will make predictions and observe plant parts to determine similarities and differences.

**Art:**

Complete [Found Object Art](#).

## Wednesday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RL2, ELAGSE1RL3, ELAGSE1RL7, and ELAGSE1W3

**Phonics:** You will need [the long ow and ou word fluency page](#).

**Reading:** You will need the book [The Loud Sound](#).

**Writing:** You will need paper, a pencil, and crayons or colored pencils.

**Math:** MGSE1.G.1

We continue our study of triangles, rectangles, hexagons, and rhombuses with additional practice.

**Social Studies:** SS1H1

Students will understand how technology have changed since President Roosevelt was young.

**Physical Education:**

Complete [Wednesday's Lesson](#) on [Striking Activities](#).

# First Grade

March 15-19, 2021

## Thursday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RF4, and ELAGSE1W3

**Phonics:** You will need to cut out [the ow and ou word fluency page](#).

**Reading:** You will need the book [The Loud Sound](#).

**Writing:** You will need your writing from yesterday, a pencil, and crayons or colored pencils.

**Math:** MGSE1.G.1

Today we introduce squares to our shape study!

**Science:** S1L1a, S1L1b, and S1L1c

Students will communicate and record data from the previous day's investigation.

**Music:** ESGM1.RE.1

Same and different musical phrases. Introduction to form.

## Friday

**English Language Arts:** ELAGSE1RF3, ELAGSE1RL2, ELAGSE1RL3, and ELAGSE1RL7

**Phonics:** You will need to the cut-out words from [the ow and ou page](#).

**Reading:** You will need the book [The Loud Sound](#).

**Math:** MGSE1.G.1

Today we introduce circles to our shape study!

**Social Studies:** SS1H1

Students will compare their life to President Roosevelt.

**Social Emotional/Health:**

Showing respect for others shows that we value them as human beings. To be respected, we must respect others, and everyone deserves respect. Take some time to think about respect.

Phonics

You have been learned about different types of vowels. You have learned:

TYPES OF VOWELS			
SHORT	CVC	CLOSED SYLLABLE	
	mat	splash	
LONG	SILENT E	VOWEL TEAMS	OPEN SYLLABLE
	shine	grain	be
'R' CONTROLLED	vR	vRE	vR
	her	cure	fair

Today you are going to learn about another type of vowel: diphthongs. Diphthongs are vowels that make a very unusual sound. It is a single sound, but your mouth moves while making the sound. Sometimes they are called 'noisy vowels'.

Today you are going to learn that 'ow' makes the sound /ow/ as in /owl/.

Use the ow and ou page.


- Read lines 1 – 6 aloud.
- Which words are sounds? [howl, growl]
- Which words have more than 1 syllable? [towel, chowder, shower, rowdy, tower, power, powder, flower]
- Which words have to do with feelings? [frown, down, rowdy]

Reading

A caregiver will need to follow the directions to put together the book *The Loud Sound*.

Readers use the words and illustrations to understand what they are reading. One thing readers pay attention to is the setting. The setting is where and when a story takes place. When reading, readers picture the setting in their mind.

This helps them paint a picture in their head as things happen in the book.

<p>The <b>SETTING</b> is <b>where</b> and <b>when</b> a story takes place.</p> <table border="1"> <tr> <td data-bbox="131 1465 365 1717"> <p>Be specific. Instead of <b>OUTSIDE</b> ...</p> <ul style="list-style-type: none"> <li>*at the park...</li> <li>*near the airport...</li> <li>*in the country...</li> <li>*near a school...</li> <li>*at the beach...</li> </ul> </td> <td data-bbox="397 1465 631 1717"> <p>Be specific. Instead of <b>INSIDE</b> ...</p> <ul style="list-style-type: none"> <li>*in the building...</li> <li>*inside a plane...</li> <li>*in the barn...</li> <li>*in the clinic...</li> <li>*inside a clubhouse...</li> </ul> </td> </tr> </table>	<p>Be specific. Instead of <b>OUTSIDE</b> ...</p> <ul style="list-style-type: none"> <li>*at the park...</li> <li>*near the airport...</li> <li>*in the country...</li> <li>*near a school...</li> <li>*at the beach...</li> </ul>	<p>Be specific. Instead of <b>INSIDE</b> ...</p> <ul style="list-style-type: none"> <li>*in the building...</li> <li>*inside a plane...</li> <li>*in the barn...</li> <li>*in the clinic...</li> <li>*inside a clubhouse...</li> </ul>	 <p>"Wow!" shouted Cow. "That sound is loud! It woke me up!"</p> <p>2</p>	<p>For example, on page 2 I see a bed, a nightstand, and a lamp. I also notice the window. It looks dark outside, and I see stars. I think that on this page the setting is inside a bedroom. I also think it is at nighttime.</p>
<p>Be specific. Instead of <b>OUTSIDE</b> ...</p> <ul style="list-style-type: none"> <li>*at the park...</li> <li>*near the airport...</li> <li>*in the country...</li> <li>*near a school...</li> <li>*at the beach...</li> </ul>	<p>Be specific. Instead of <b>INSIDE</b> ...</p> <ul style="list-style-type: none"> <li>*in the building...</li> <li>*inside a plane...</li> <li>*in the barn...</li> <li>*in the clinic...</li> <li>*inside a clubhouse...</li> </ul>			

- Read *The Loud Sound*.
- Use the illustrations and the words to pay close attention to the setting.
- What do you picture in your mind on each page?
- How does the setting change throughout the book?

## Types of Vowels

short	CVC	Closed syllable	
	<u>mat</u>	<u>splash</u>	
Long	Silent e	Vowel teams	Open syllable
	<u>shine</u>	<u>grain</u>	<u>be</u>
'r' controlled	vR	vRe	vR
	<u>her</u>	<u>cure</u>	<u>fair</u>
Diphthongs	/ou/		
	<u>shout</u> <u>flower</u>		



ow and ou words

1	owl	howl	growl	towel
2	cow	now	how	chow
3	brown	frown	crown	crowd
4	clown	town	down	drown
5	gown	chowder	shower	rowdy
6	tower	power	powder	flower



ow and ou words

7	out	shout	trout	stout
8	pout	clout	cloud	noun
9	count	found	round	sound
10	pound	hound	mound	ground
11	loud	proud	couch	stout
12	ouch	pouch	crouch	slouch
13	south	mouth	mouse	house



## Book Assembly Instructions:

- **Step 1:** Cut all pages along dotted cut lines.
- **Step 2:** Fold each page along black centerline. Cut overage, if necessary.
- **Step 3:** Assemble each folded page with black fold lines on the right. Front cover and odd pages should face up.
- **Step 4:** Bind book by stapling 2-3 times along the left side. Cover staples with strip of tape (optional).

# The Loud Sound



Written by Carol Pugliano  
Illustrated by Vincent Andriani

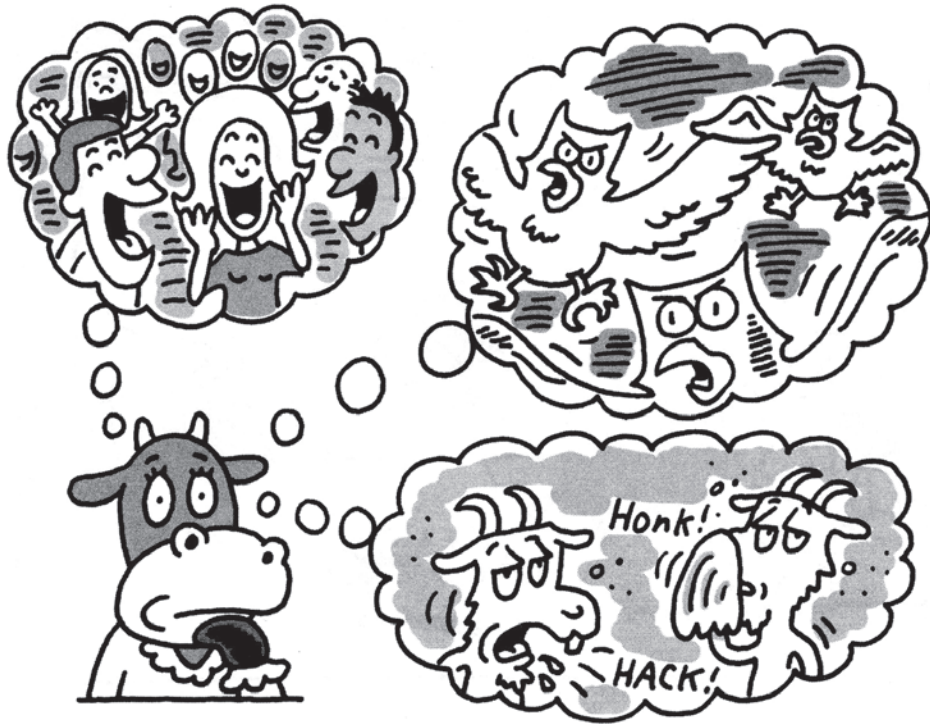
SCHOLASTIC



“Wow!” shouted Cow. “That sound is loud! It woke me up!”



# The Loud Sound



"Maybe it is a big crowd. Maybe it is bunches of screaming owls or sick goats."



"Ouch! That sound must stop now! I will go out and track it down."







Cow looked up in the trees. She looked in nests.

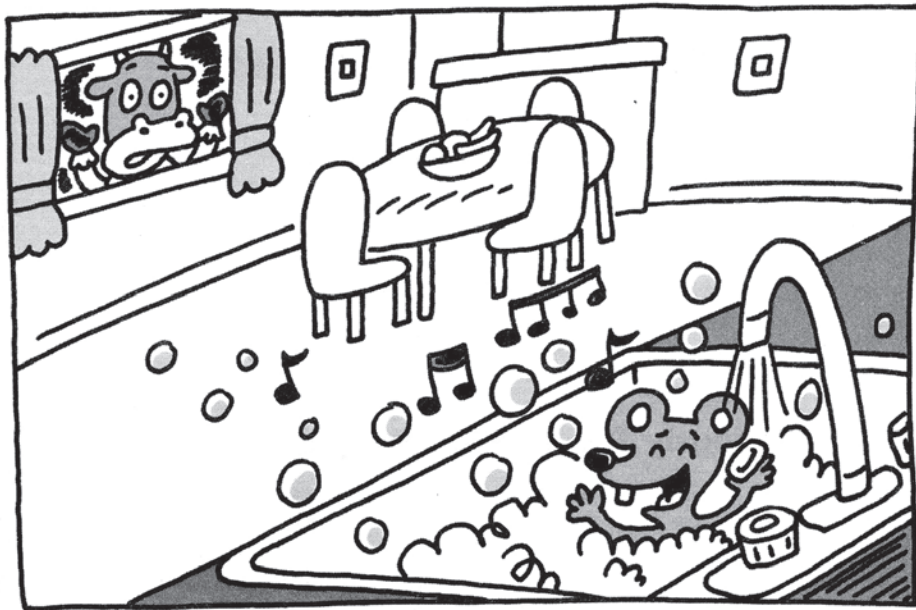
She looked down on the ground. She looked in pens.



Then Cow checked behind the house. She looked up and down.

Her mouth dropped in shock at what she found.





All that sound was made by one small brown mouse!

“Wow!” shouted Cow.

## Diphthongs

**ou**

found  
ground  
house  
loud  
mouse  
mouth  
ouch  
out  
shouted  
sound

**ow**

brown  
Cow  
crowd  
down  
now  
owls  
wow



## FIRST GRADE MATHEMATICS

### UNIT 6 STANDARDS

Dear Parents,

We want to make sure that you have an understanding of the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit Six. Each standard is in bold print and underlined and below it is an explanation with student examples. Your child is not learning math the way we did when we were in school, so hopefully this will assist you when you help your child at home. Please let your child's teacher know if you have any questions. ☺

#### **CLUSTER #2: REASON WITH SHAPES AND THEIR ATTRIBUTES.**

*Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.*

#### **MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**

This standard calls for students to determine which attributes of shapes are defining compared to those that are non-defining. Defining attributes are attributes that must always be present. Non-defining attributes are attributes that do not always have to be present. The shapes can include triangles, squares, rectangles, and trapezoids.

Defining attributes are attributes that help to define a particular shape (# angles, # sides, length of sides, etc.). Non-defining attributes are attributes that do not define a particular shape (color, position, location, etc.). The shapes can include triangles, squares, rectangles, and trapezoids. MGSE.1.G.2 includes half-circles and quarter-circles.

Example:

All triangles must be closed figures and have 3 sides. These are defining attributes. Triangles can be different colors, sizes and be turned in different directions, so these are non-defining.

Which figure is a triangle? How do you know this is a triangle?



**Student 1**

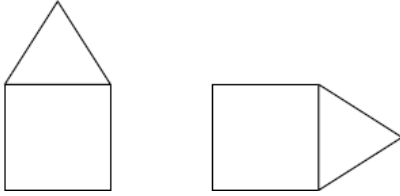
The figure on the left is a triangle. It has three sides. It is also closed.

#### **MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders) to create a composite shape, and compose new shapes from the composite shape.**

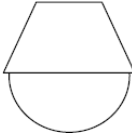
This standard calls for students to compose (build) a two-dimensional or three-dimensional shape from two shapes. This standard includes shape puzzles in which students use objects (e.g., pattern blocks) to fill a larger region.

Example:

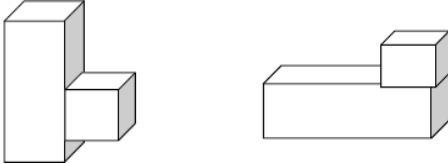
Show the different shapes that you can make by joining a triangle with a square.



Show the different shapes that you can make by joining trapezoid with a half-circle.



Show the different shapes that you can make with a cube and a rectangular prism.

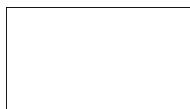


**MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.**

This standard is the first time students begin partitioning regions into equal shares using a context such as cookies, pies, pizza, etc... This is a foundational building block of fractions, which will be extended in future grades. Students should have ample experiences using the words, *halves*, *fourths*, and *quarters*, and the phrases *half of*, *fourth of*, and *quarter of*. Students should also work with the idea of the whole, which is composed of two halves, or four fourths or four quarters.

Example:

How can you and a friend share equally (partition) this piece of paper so that you both have the same amount of paper to paint a picture?



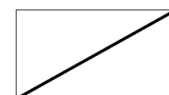
**Student 1:**

I would split the paper right down the middle. That gives us 2 halves. I have half of the paper and my friend has the other half of the paper.



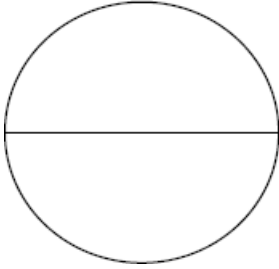
**Student 2:**

I would split it from corner to corner (diagonally). She gets half the paper. See, if we cut here (along the line), the parts are the same size.



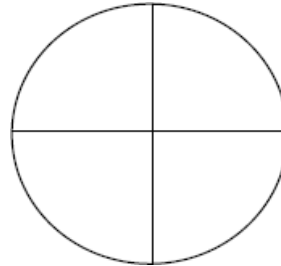
Example:

**Teacher:** There is pizza for dinner. What do you notice about the slices on the pizza?



**Student:** There are two slices on the pizza.  
Each slice is the same size. Those are big slices!

**Teacher:** If we cut the same pizza into four slices (fourths), do you think the slices would be the same size, larger, or smaller as the slices on this pizza?



**Student:** When you cut the pizza into fourths, the slices are smaller than the other pizza. More slices mean that the slices get smaller and smaller. I want a slice of that first pizza!

**MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**

**This standard is taught throughout the whole year.**

This standard calls for students to work with categorical data by organizing, representing and interpreting data. Students should have experiences posing a question with 3 possible responses and then work with the data that they collect. For example:

Students pose a question and the 3 possible responses: *Which is your favorite flavor of ice cream? Chocolate, vanilla or strawberry?* Students collect their data by using tallies or another way of keeping track. Students organize their data by totaling each category in a chart or table. Picture and bar graphs are introduced in 2<sup>nd</sup> Grade.

What is your favorite flavor of ice cream?	
Chocolate	12
Vanilla	5
Strawberry	6

Students interpret the data by comparing categories.

Examples of comparisons:

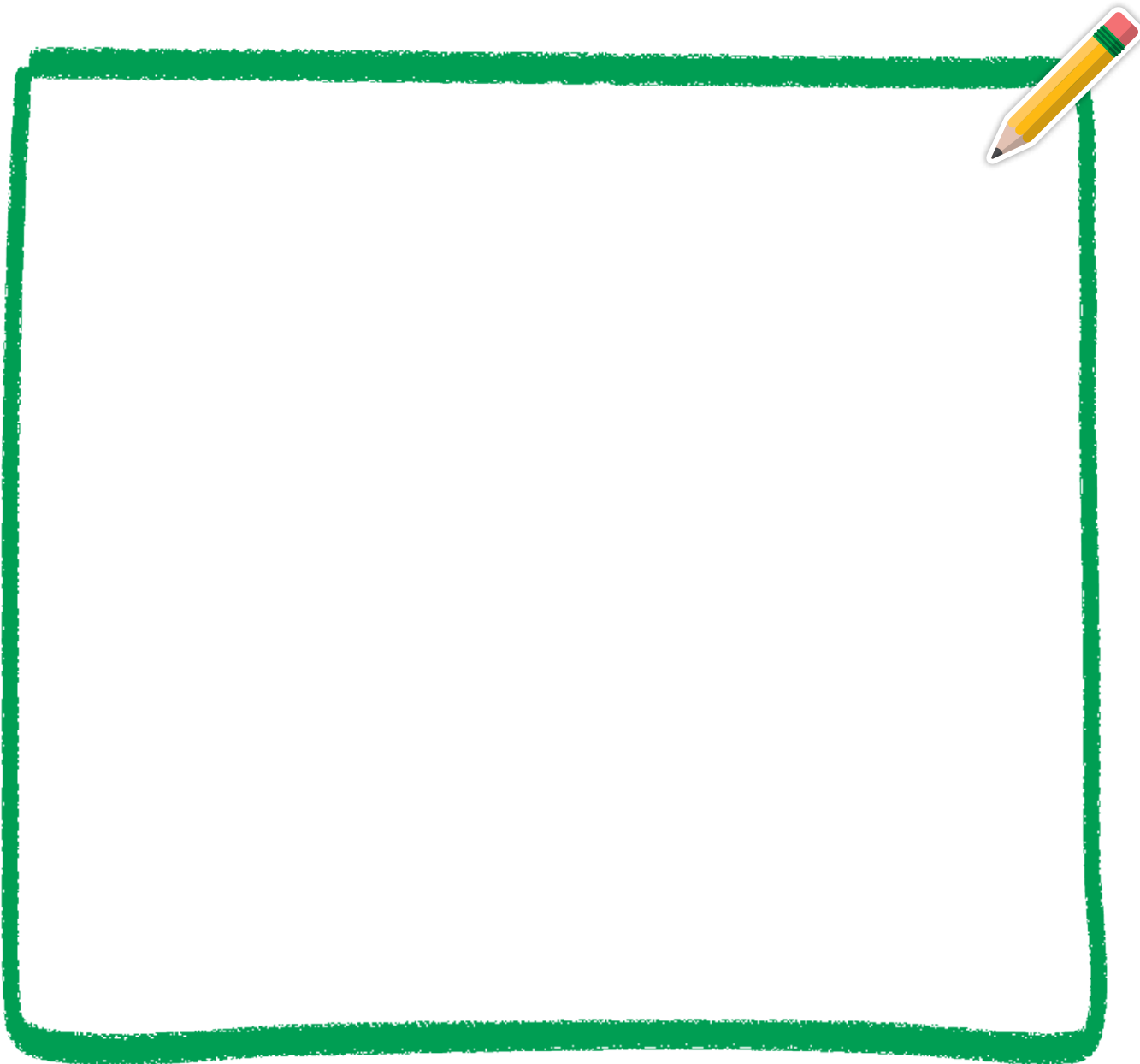
- What does the data tell us? Does it answer our question?
- More people like chocolate than the other two flavors.
- Only 5 people liked vanilla.
- Six people liked Strawberry.
- 7 more people liked Chocolate than Vanilla.
- The number of people that liked Vanilla was 1 less than the number of people who liked Strawberry.
- The number of people who liked either Vanilla or Strawberry was 1 less than the number of people who liked chocolate.
- 23 people answered this question.

# Understand Shapes



## Try It

Draw 3 shapes that are closed and have straight sides.





# Explore Together

## Understand Shapes



How do you know the names of shapes?

<p>triangle</p>	<p>rectangle</p>	<p>hexagon</p>
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**Think**

You look at the sides and corners.

3 sides 3 corners side corner  _____	4 sides 4 square corners  _____	6 sides 6 corners  _____
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**Talk About It**

How are triangles, rectangles, and hexagons alike?  
How are they different?

# Explore Together

## Understand Shapes



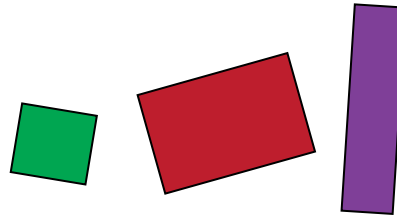
**Sort shapes with 4 sides and 4 corners.**

Make a dot •  
if true.

Make an X  
if not true.



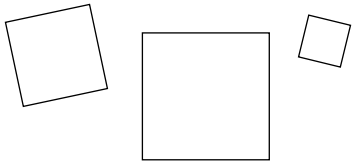
Describe these rectangles.



X 4 sides the same length

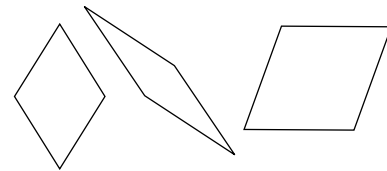
- 4 square corners
- opposite sides the same length

**1 Describe these squares.**



- \_\_\_ 4 sides the same length
- \_\_\_ 4 square corners
- \_\_\_ opposite sides the same length

**2 Describe these rhombuses.**



- \_\_\_ 4 sides the same length
- \_\_\_ 4 square corners
- \_\_\_ opposite sides the same length



**Talk About It**

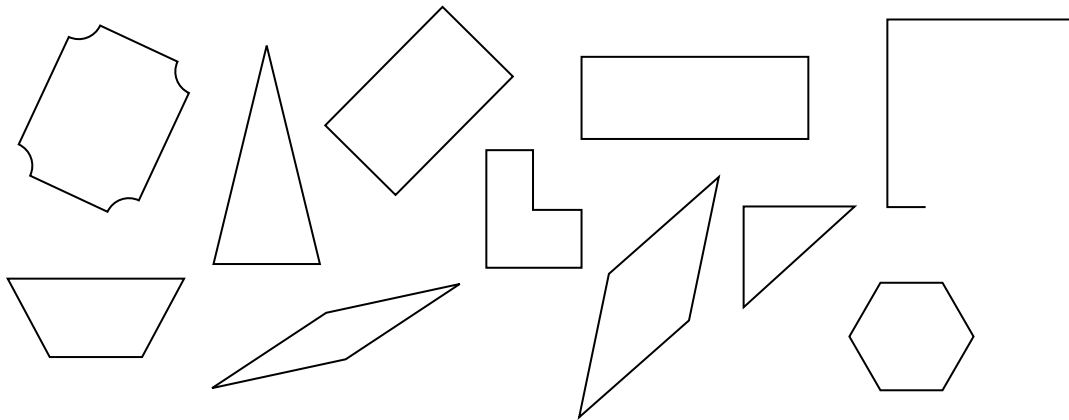
How are these shapes alike? How are they different?

# Connect It

## Understand Shapes

**3 Classify** Color the shapes.

triangles ■ hexagons ■ rectangles ■ rhombuses ■



**4 Create** Draw the shape named in each box.

rhombus	trapezoid	square
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**5 Evaluate** Eve says this shape is a rectangle.

Do you agree?

Why or why not?



## Show What I Know

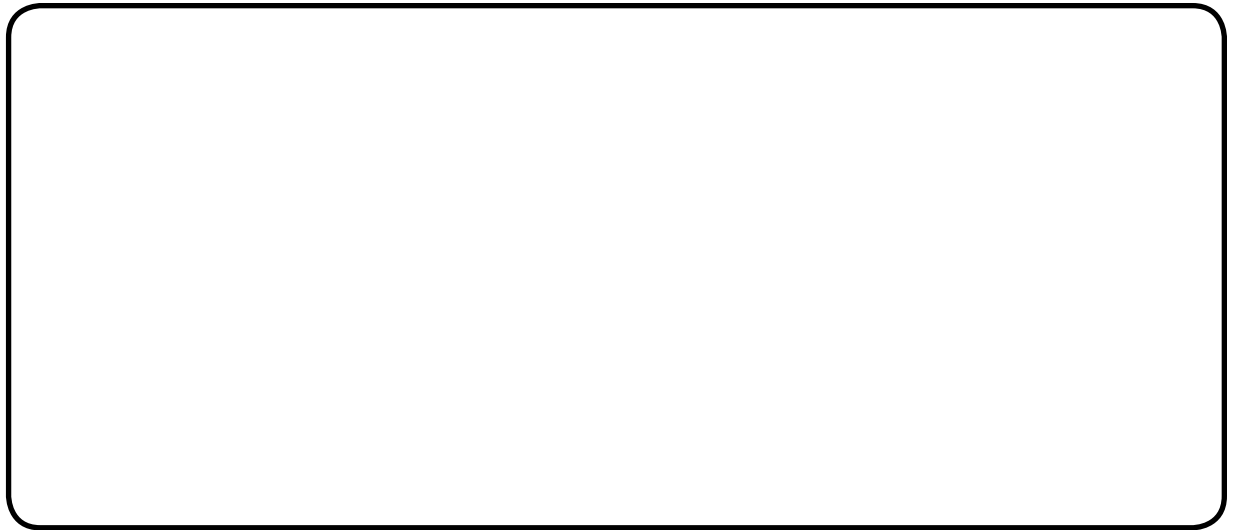
# Understand Shapes

**6** Make the same shape in different ways.

**A:** Choose a shape to draw. Circle its name.

hexagon   triangle   rectangle  
rhombus   square   trapezoid

Draw 3 of your shapes. Make each one different in some way.



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**B:** How are your shapes different? How are they alike?

## Inquiry Activity

### Parts of a Plant

What are the parts of plants?

**Make a Prediction** Do all plants have the same parts?

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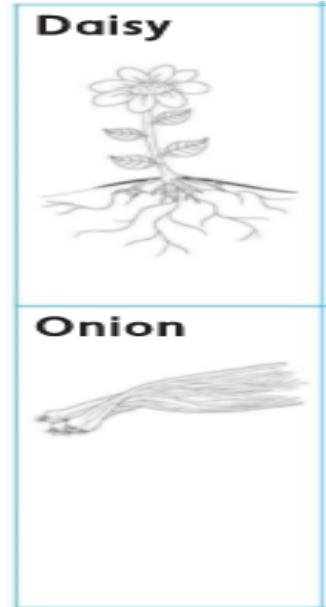
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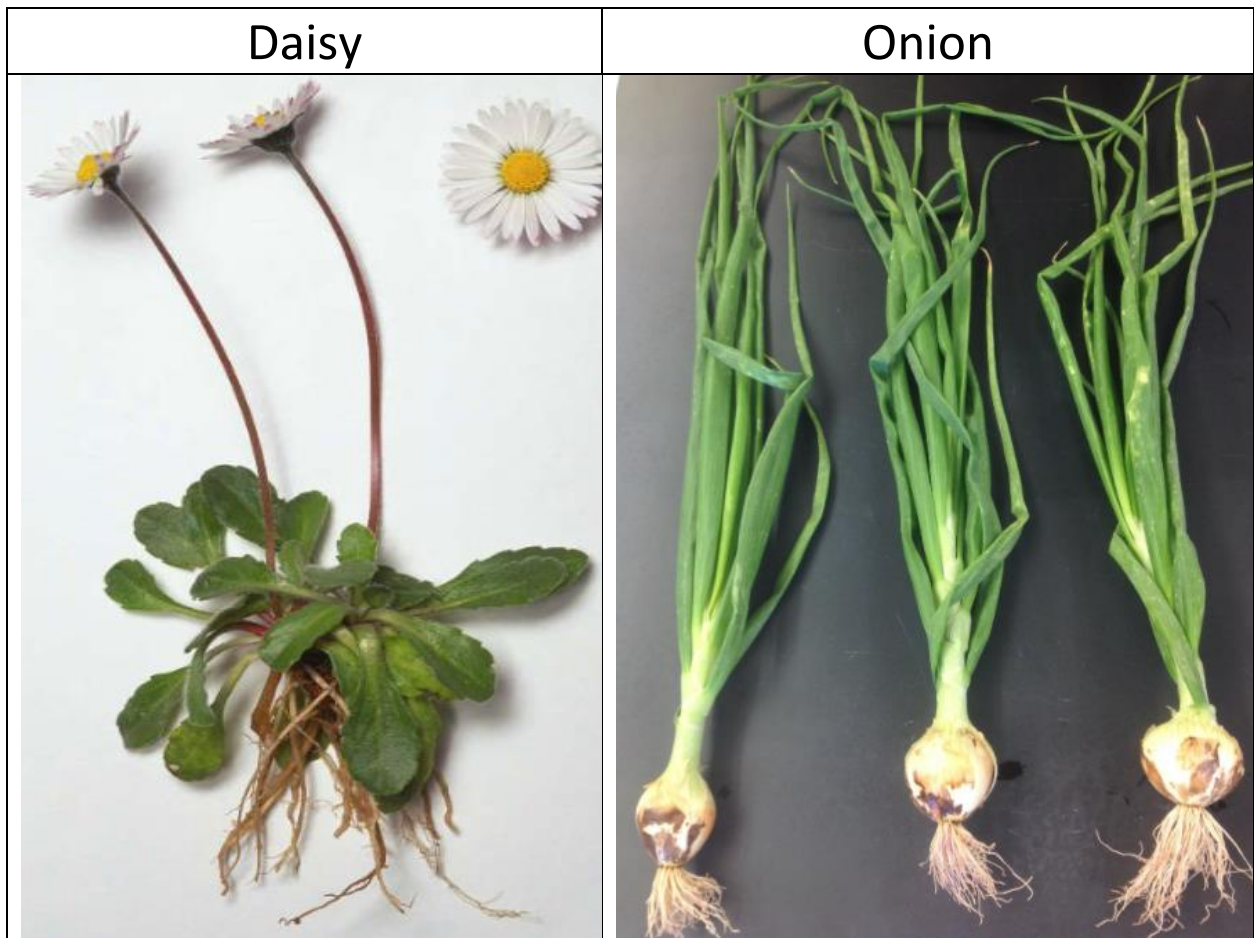
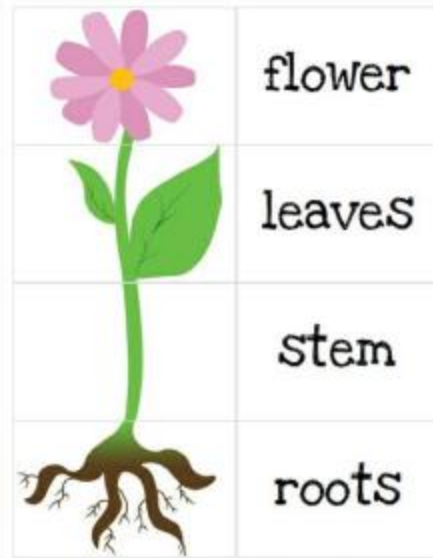
## Carry Out an Investigation

Use your best observation skills to look for differences and similarities.

- 1 Look at the pictures on the next page to examine the root, stem, and leaves of each plant.
- 2 Compare the parts of the two plants.

Observe the parts of each plant. Do both plants have the same parts?





# FOUND OBJECT ART

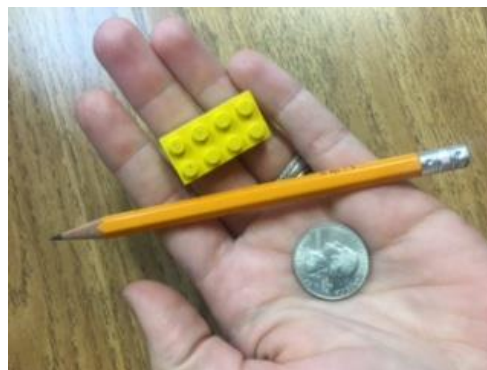
What is found art? It is **art** made with ordinary **objects**, including household snacks, children's toys, or just random stuff!

This type of art requires you to use your **imagination**!

Look at the drawings below. See how the artist used small items found around the house to create a drawing.



Step 1: Go find 3 small objects from around your home. Let the photos above be inspiration for your items. Bring your items back to your workspace.





Step 2: Place all 3 items on your piece of drawing paper. Get ready to be creative!



Step 3: Begin to create a drawing using your objects and turning them into something different!



Step 4: \*Optional\* Add color to your drawing using crayons, markers, or colored pencils.





Name:

Teacher:

**English Language Arts**  
**Wednesday, March 17, 2021**

**Phonics**

Yesterday you learned that diphthongs are vowels that make a very unusual sound. It is a single sound, but your mouth moves while making the sound. Sometimes they are called 'noisy vowels'.

Today you are going to learn that 'ou' makes the sound /ou/ as in /out/.

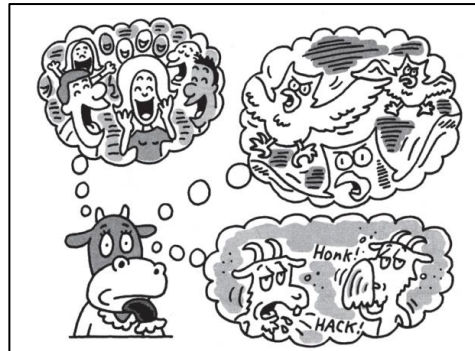
TYPES OF VOWELS			
SHORT	CVC	CLOSED SYLLABLE	
	mat	spl <u>ash</u>	
LONG	SILENT E	VOWEL TEAMS	OPEN SYLLABLE
	sh <u>ine</u>	gr <u>ain</u>	be
'R' CONTROLLED	v <u>r</u>	v <u>re</u>	v <u>r</u>
	h <u>er</u>	c <u>ure</u>	f <u>air</u>
DIPHTHONGS	/ou/		
	sh <u>ou</u> t		
	fl <u>ow</u> er		

Use the ow and ou page.

- Read lines 7 - 13 aloud.
- Which words are sounds? [shout, sound, loud]
- Which words have to do with animals? [hound, mouse]
- Which words have to do with feelings? [pout, proud]

**Reading**

Readers pay attention to the characters in their books. To truly understand the character, readers pay close attention how the characters act, things the character says, ways the characters speak, and what the character thinks. Then they think: What does all of this tell me about the character?

<p>Readers pay attention to the characters in their books.</p> <p><b>Readers notice:</b></p> <table border="1"> <tr> <td>How the characters act.</td> <td>How the characters speak.</td> </tr> <tr> <td>How the characters say.</td> <td>What the characters think.</td> </tr> </table> <p><b>Then they ask:</b> "What does this tell me about the character?"</p>	How the characters act.	How the characters speak.	How the characters say.	What the characters think.	 <p>"Maybe it is a big crowd. Maybe it is bunches of screaming owls or sick goats."</p> <p align="right">3</p>	<p>For example, on page 3 I read that the cow is wondering what the sound might be. I see that he is thinking different things that might make that sound. I also notice that the eyes on the cow are large. I think that the cow is either worried or frightened.</p>
How the characters act.	How the characters speak.					
How the characters say.	What the characters think.					

- Read *The Loud Sound*.
- Use the illustrations and the words to pay close attention to how the characters act, things the characters say, ways the characters speak, and what the characters think.
- Then, based on everything that you learned about the characters, how would you describe them?

**Writing**

You have been writing narrative stories based on events in your own lives. You have been working on ideas for stories to write about by thinking about people in your life and times that you spent with them. Writers work hard to make their stories come to life. One way they do this is by painting a picture for the reader. They do this by providing a lot of description about either the people, the setting, or the events. For example, if I am writing a story about the time that I brought treats to my neighbors, I might brainstorm like this:

Fulton County Schools, Week 28 1<sup>st</sup> Grade Week of March 15, 2021

We decided to bring treats to the neighbors.	We went to the store and bought candy and flowers.	We put stickers on Ziploc bags.	We put some candy into each bag.	We brought a bag of candy and a flower to each of our neighbors.
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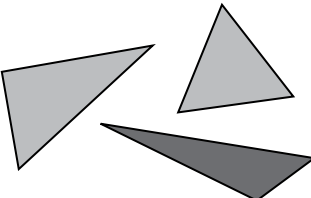
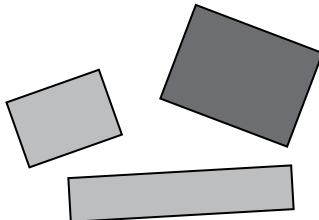
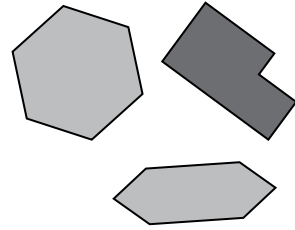
- Then, I will decide on one part of the story, and add details to that part so that the reader can not only picture it in their mind, but then feel like they are in the scene.

We decided to bring treats to the neighbors.	We went to the store and bought candy and flowers. I chose to chocolate candy. Some of the candy had caramel. Some of the candy had nuts. Some of the candy had writing on the wrapper.	We put stickers on Ziploc bags.	We put some candy into each bag.	We brought a bag of candy and a flower to each of our neighbors.
--	---	---------------------------------	----------------------------------	--

- Decide on the story that you want to write about.
- Now you will rehearse the story out loud. You can tell the story to a person, to a pet, or to a stuffed animal. As you tell the story, remember to think about all the details and say them out loud.
- Next, sketch out your story. In each sketch, remember to include all the details.
- Now, write your story. Remember to use all the details from each picture to write about that part of the story.
- NOW choose one aspect and add details to make that part of the story come to life.

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

**Example** Here are some shapes you know.

 <p>triangle</p>	 <p>rectangle</p>	 <p>hexagon</p>
---	--	--

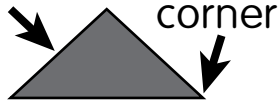
Count sides and corners.

Name the shape.

**1**

3 sides  
3 corners


side      corner



\_\_\_\_\_

**2**

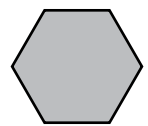
4 sides  
4 square corners



\_\_\_\_\_

**3**

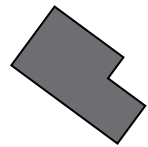
\_\_\_\_ sides  
\_\_\_\_ corners



\_\_\_\_\_

**4**

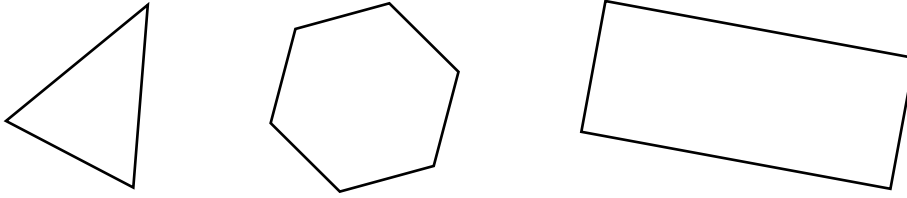
\_\_\_\_ sides  
\_\_\_\_ corners



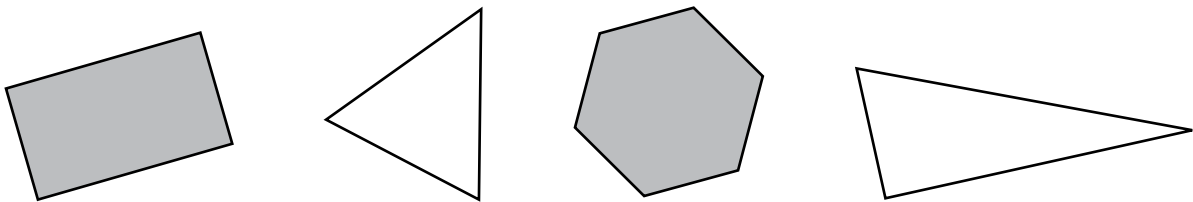
\_\_\_\_\_



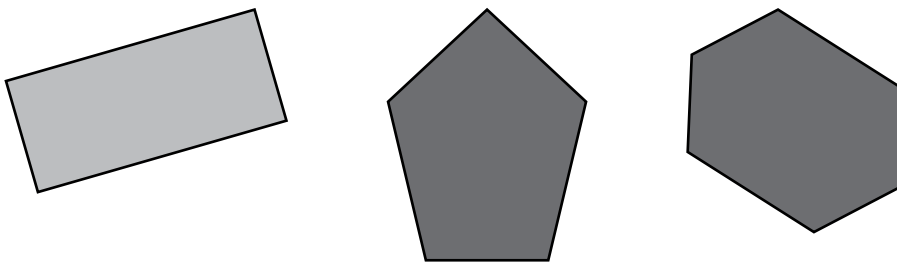
- 5 Color the triangle green. Color the rectangle red.  
Color the hexagon yellow.



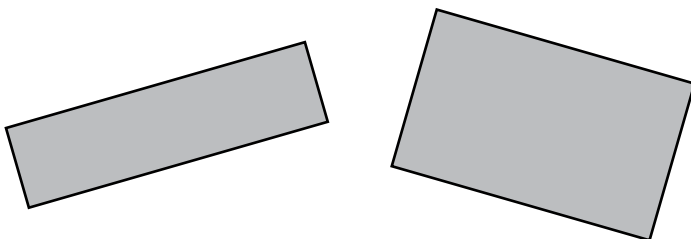
- 6 Color the shapes with square corners blue.



- 7 Circle the shape that has 6 sides and 6 corners.



- 8 What is the same about these two shapes? Circle.



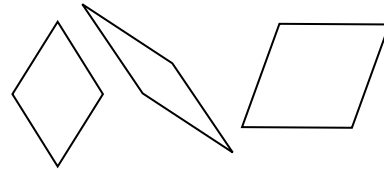
have square corners  
number of corners

Name \_\_\_\_\_

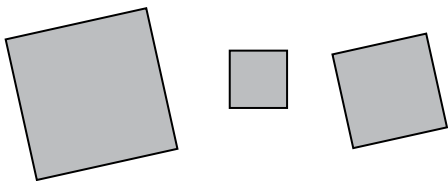
**Look at the Example. Then solve.****Example**

Make a dot • if true. → Describe these rhombuses.

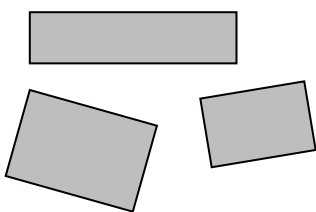
Make an X if not true.


 4 sides

 5 corners

 all sides the same length
**1** Describe these squares.
 4 sides

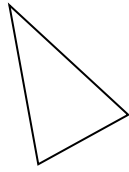
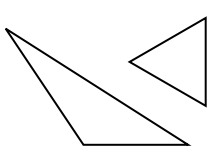
 all sides the same length

 5 square corners
**2** Describe these rectangles.
 4 sides

 opposite sides the same length

 4 square corners


3 Describe these triangles.

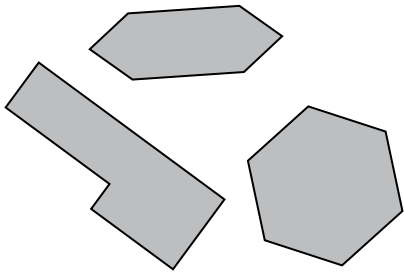


\_\_\_\_\_ 3 sides

\_\_\_\_\_ 3 square corners

\_\_\_\_\_ 3 corners

4 Describe these hexagons.



\_\_\_\_\_ 6 sides

\_\_\_\_\_ 6 corners

\_\_\_\_\_ 6 square corners

5 Look at these shapes.

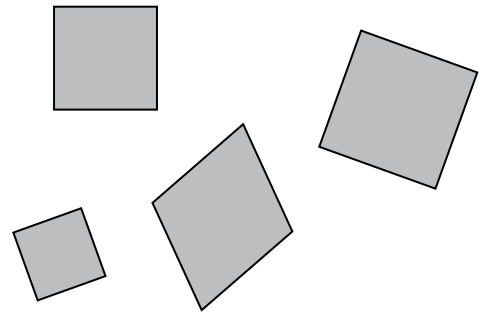
Circle the ways they are alike.

4 sides

4 corners

all square corners

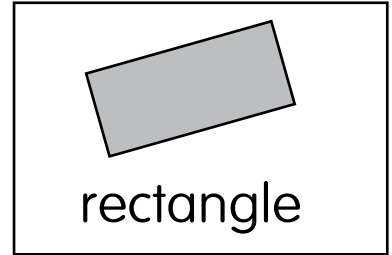
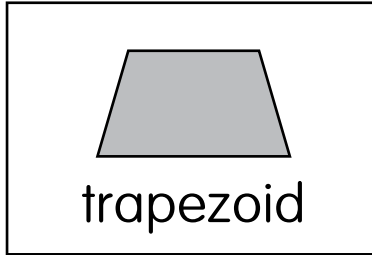
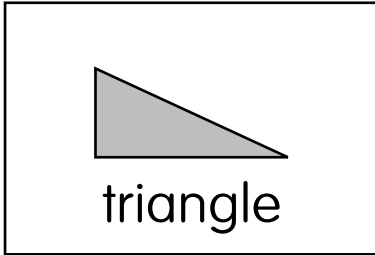
all sides the same length



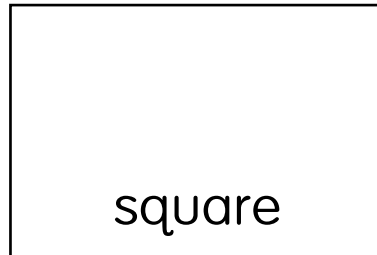
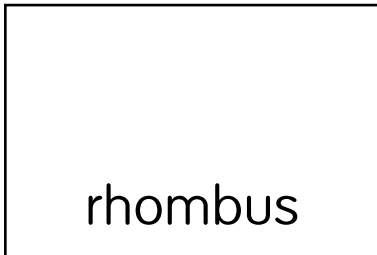
Name \_\_\_\_\_

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

**Example** Draw each shape.

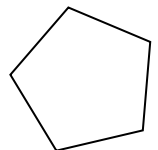
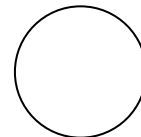
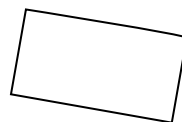
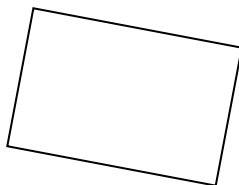
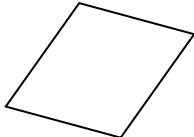
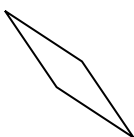
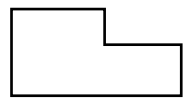
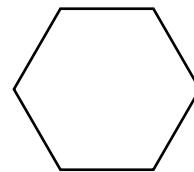
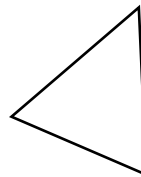
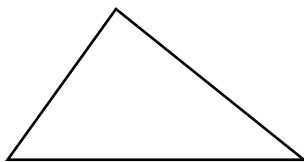
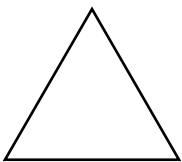


**1 Create** Draw each shape.



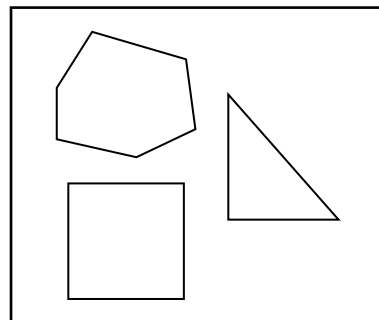
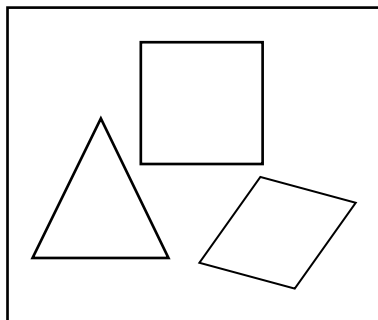
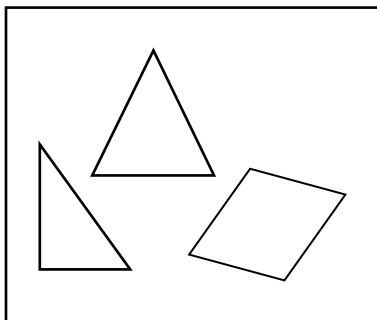
**2 Classify** Color the triangles yellow.

Color the rectangles red. Color the hexagons blue.

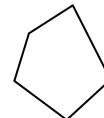
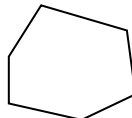
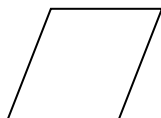




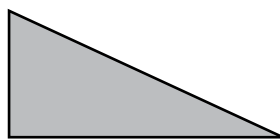
- 3 Analyze** Cross out the shape that does not belong in each box.



- 4 Identify** Circle the hexagons.



- 5 Evaluate** Circle the reasons that this shape is a triangle.



It has 3 sides.

The sides are the same length.

It has 3 corners.

It has 3 square corners.

## Social Studies - Grade 1

Wednesday

**Step 1:** Today we are going to learn about President Theodore Roosevelt. First, read the passage about President Roosevelt.

**Theodore Roosevelt** was born in New York City in 1858. His nickname was "Teddy." He grew up in New York City.



Theodore loved to read. It was his favorite activity. He loved adventure stories the most.

**Step 2:** Based on the reading, circle the picture that shows Teddy's favorite activity. Which is your favorite activity? Identify your favorite activity by drawing a line underneath the things you like to do.



**Step 3:** Based on the reading, circle the picture that best depicts the place where Teddy grew up?



Teddy's family was very wealthy. The family could afford to travel around the world. Teddy went to Europe when he was 10 years old. He had many exciting adventures!

**Step 4:** Which is most likely not away for Teddy to explore the world? Place an X on this form of transportation.



## Physical Education – Wednesday

### Standard:

PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. (n.) Volleys an object upward with an open hand. (o.) Strikes an object with a short-handled implement using a proper grip.

### Warm-up:

1. Jog in place for 1 minute.
2. A Quarter's Worth: How much is a quarter worth? Complete 25 of the following:
  - Skip
  - Tuck Jumps
  - Walk Backwards



3. Downward Dog: Hold three times for 20 seconds. Try lifting one leg for an even greater challenge!



### How to hold a paddle or racquet:

1. Hold paddle with a handshake grip.
2. Keep wrist firm.

**Materials:** paddle/racquet, balloon or small ball or birdie and a family member/partner

**Activity:** Please see the Striking Activities worksheet for activity directions. Create a “gym line” using sidewalk chalk, painters’ tape, belt, or a line of tennis shoes.

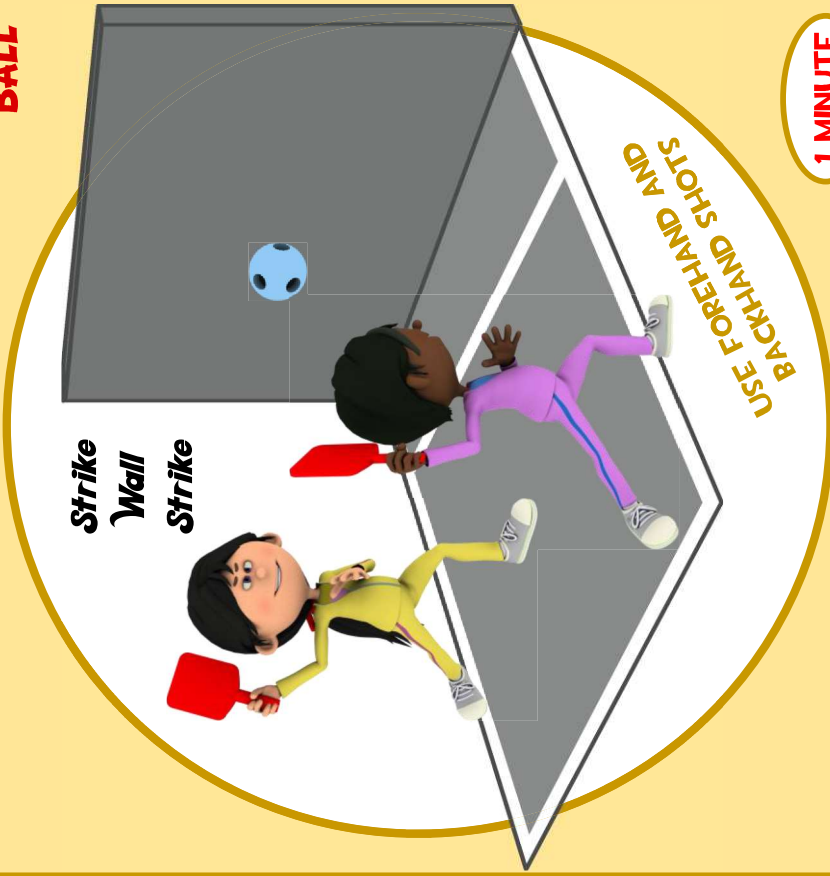
**Variation:** Add music for some extra motivation or play with a family member.

### Questions:

1. Can you teach your partner/family member how to hold a paddle or racquet?
2. Beat Your Best! Choose one of the activities and count how many you and your partner can hit in a row. Play a few more rounds and see if you can beat your best score!

# PARTNER WALL PLAY

BALL



Strike a ball off the wall with a partner. See how many times you can keep it going. Use forehand and backhand shots.

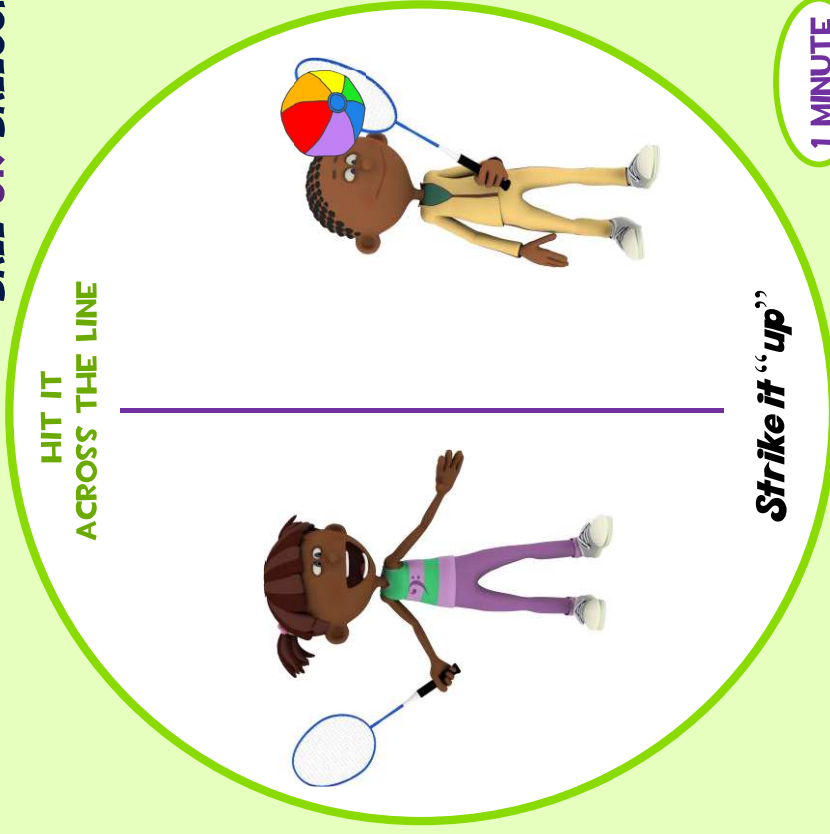
19

STRIKING IMPLEMENTS



# PARTNER LINE VOLLEY

BALL OR BALLOON



Strike a ball or balloon over a gym line with a partner using forehand and backhand shots.

20

STRIKING IMPLEMENTS



English Language Arts  
Thursday, March 18, 2021

Phonics

Cut out the word cards from the ou and ow pages. You will be sorting the cards:

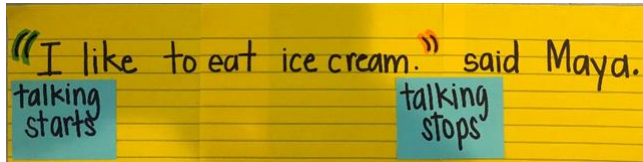
To sort the cards:

- Choose a card.
- Read the word aloud.
- Put it in a category.
- Once you have at least 3 words in each category, read the words aloud, mix them all up, and choose a different category. Possible ways to sort the cards are below.

Sort the cards based on the vowel patterns.
Sort the cards based on the number of sounds or syllables in each word.
Sort the cards based on whether phonics patterns, for example if it has a blend (2 or more consonants that are right next to each other and you hear each sound) or digraph (2 letters, only 1 unique sound).

Reading

Readers reread to help read with fluency. The first time reading a text, the reader is paying attention to the words and making sure that the words are said accurately. Readers then reread the text, making sure they are scooping words into phrases that make sense. In some books, the phrase may go across more than one line. Readers scoop the phrase and read the phrase fluently. Readers ALSO read with expression. To do this, they use everything they know about the characters and read the dialogue as if they are the character talking. They notice the dialogue by the quotation marks.



- Reread *The Loud Sound*.
- Remember to scoop the phrases so that the book makes sense.
- Practice reading the dialogue with expression.

Writing

Yesterday you brought one part of your writing to life. Today, you are going to bring another part of your story to life. Choose a part and think deeply about how you can describe it in a way that the reader feels like they are with you in the moment. Then, begin writing!

We decided to bring treats to the neighbors.	We went to the store and bought candy and flowers. I chose to chocolate candy. Some of the candy had caramel. Some of the candy had nuts. Some of the candy had writing on the wrapper.	We put stickers on Ziploc bags. Some of the stickers were different colored dots. I used a Sharpie to make smiles on those. Others were alphabet stickers. I was able to use those to make the neighbors names. The bags were so colorful!	We put some candy into each bag.	We brought a bag of candy and a flower to each of our neighbors.
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Name .....

# My Homework

## Lesson 1

## Squares and Rectangles

### Homework Helper

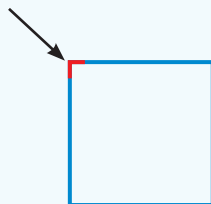


Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Squares and rectangles are closed two-dimensional shapes. They have straight sides and vertices.

square

vertex



4 sides  
4 vertices

rectangle



side

4 sides  
4 vertices

## Practice

Write how many sides and vertices.

1.



\_\_\_\_\_ sides  
\_\_\_\_\_ vertices

2.



\_\_\_\_\_ sides  
\_\_\_\_\_ vertices

3.



\_\_\_\_\_ sides  
\_\_\_\_\_ vertices

4.

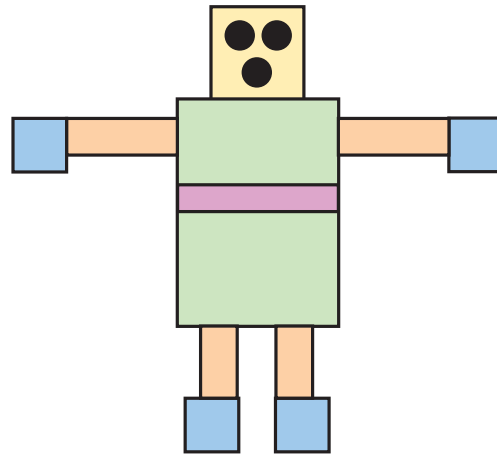


\_\_\_\_\_ sides  
\_\_\_\_\_ vertices



Count and write how many squares and rectangles you see in the robot.

5. \_\_\_\_\_ squares



6. \_\_\_\_\_ rectangles

Draw and write the name of the shape.

7. I am a two-dimensional shape that has 4 sides that are the same length. What shape am I?

\_\_\_\_\_

## Vocabulary Check



Draw lines to match.

8. **rectangle**



9. **square**



**Math at Home** Ask your child to draw a picture using only squares and rectangles.

Name \_\_\_\_\_

# My Homework

## Lesson 2

### Triangles and Trapezoids

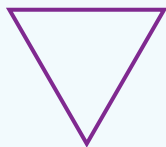
#### Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Triangles and trapezoids are closed two-dimensional shapes. They have vertices and straight sides.

triangle



3 sides  
3 vertices

trapezoid

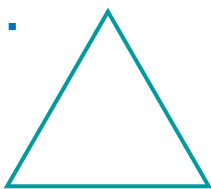


4 sides  
4 vertices

## Practice

Write how many sides and vertices.

1.



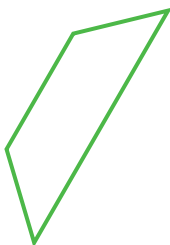
\_\_\_\_\_ sides  
\_\_\_\_\_ vertices

2.



\_\_\_\_\_ sides  
\_\_\_\_\_ vertices

3.



\_\_\_\_\_ sides  
\_\_\_\_\_ vertices

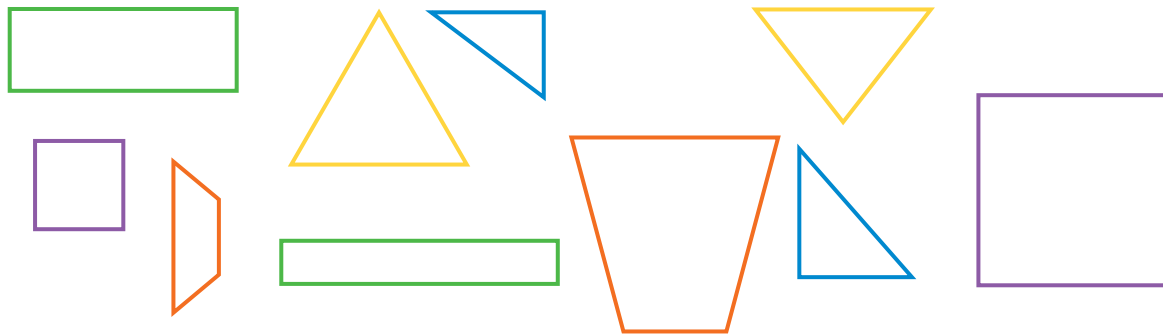
4.



\_\_\_\_\_ sides  
\_\_\_\_\_ vertices



5. Color all of the triangles red. Color all of the trapezoids purple. Then write how many.



\_\_\_\_\_ triangles

\_\_\_\_\_ trapezoids

**Draw and write the name of the shape.**

6. I am a two-dimensional shape that has less than 4 sides. All of my sides are straight. What shape am I?

\_\_\_\_\_

## Vocabulary Check



**Draw lines to match.**

7. **triangle**





8. **trapezoid**



**Math at Home** Have your child compare a triangle and a trapezoid using words such as sides and vertices.

## Communicate Information

1. **Record Data** What plant parts did you observe? Draw them in the table.

	Root	Stem	Leaf
<b>Daisy</b> 			
<b>Onion</b> 			

2. How are the plants' parts alike and different?

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Name \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

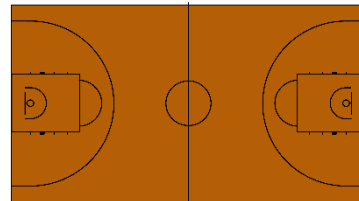
### Form

**Form** is the shape and structure of something.

This shape is a rectangle.



A basketball court is in the shape of a rectangle.



A delicious chocolate bar is also in the shape of a rectangle.



### Patterns

Did you know that **patterns** are EVERYWHERE! Take a moment to look around you and see if you can find a few patterns. What did you find?

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Zebras have patterned stripes on their bodies. Do you know of any other animal that has a pattern on their body?

---



Draw a picture of your animal and its patterns.

A large, empty rectangular box with a thick black border, intended for drawing a picture of an animal and its patterns.

**There are patterns in music also!**

**In music, patterns or sections of a song are called FORM.**

A **musical phrase** is a short complete musical thought. This can be like a written sentence. Look at the musical phrases below. Are the phrases the **same** or **different**?

Circle your answer.



SAME

DIFFERENT



Let's try another one. Are these phrases the **same** or **different**?



SAME

DIFFERENT



Nursery rhymes have phrases. How many phrases are in the nursery rhyme "Diddle, Diddle Dumpling"? \_\_\_\_\_

***"Diddle, Diddle Dumpling"***

Diddle, diddle, dumpling, my son John,

Went to bed with his trousers on;

One shoe off, one shoe on,

Diddle, diddle dumpling my son John!

Do you see any phrases that are the **same**? **Circle** the phrases that are the **same** in "Diddle, Diddle Dumpling" above.

Here is a song you might know! How many phrases does it have? \_\_\_\_\_

***“Twinkle, Twinkle, Little Star”***

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are.

Did you see any phrases that are the **same**? **Circle** the phrases that are the **same** in “Twinkle, Twinkle, Little Star”.

What is your favorite nursery rhyme or song? Write it below on the lines.

Title of your song \_\_\_\_\_

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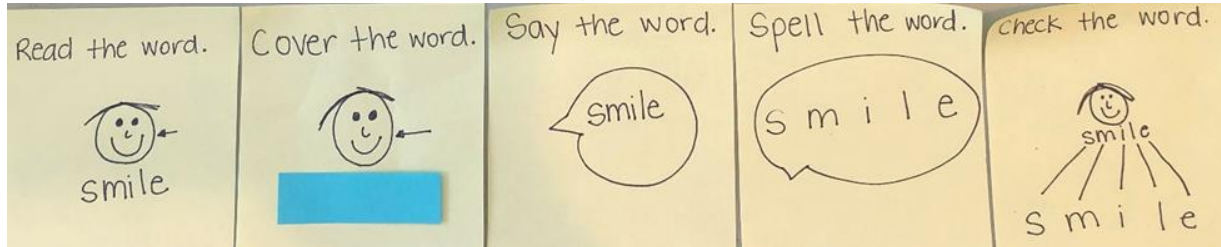
How many **phrases** are in your song or nursery rhyme? \_\_\_\_\_

**Circle** phrases that are the same.

English Language Arts  
Friday, March 19, 2021

Phonics

- Now that you have learned how to read words with these vowel patterns you are going to practice spelling them.
- You will need the cut out ou and ow words.
- Mix them up.
- You will use the 'read, cover, say, spell, check' strategy.

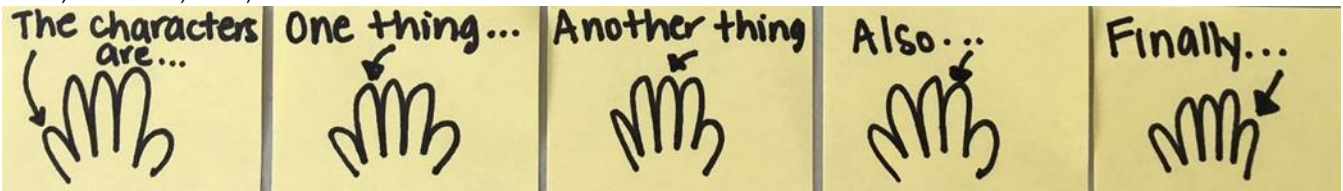


- Pick a card and read the word aloud.
- Repeat the word.
- Cover the word.
- Say the word.
- Spell the word.
- Check the word letter by letter to make sure you spelled it correctly.

Reading

Readers retell a story in the order that it happens. Readers can look at the pages in the book to help remember the order of events. Then, they retell the story by using words like 'and then', 'next', and 'also'. This helps them connect the pages to one another.

- Read aloud *The Loud Sound*.
- Look carefully at the illustrations on each page.
- When the book is finished, retell the story by using the pictures on each page. Remember to use the language like first, and then, next, also.



Name .....

# My Homework

Lesson 3

Circles

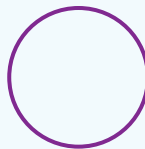
## Homework Helper



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Circles are closed round shapes. They do not have sides and vertices.

circle



0 sides

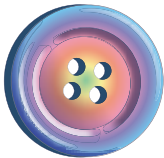
0 vertices

## Practice

Write how many sides and vertices.

1.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices

2.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices

3.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices

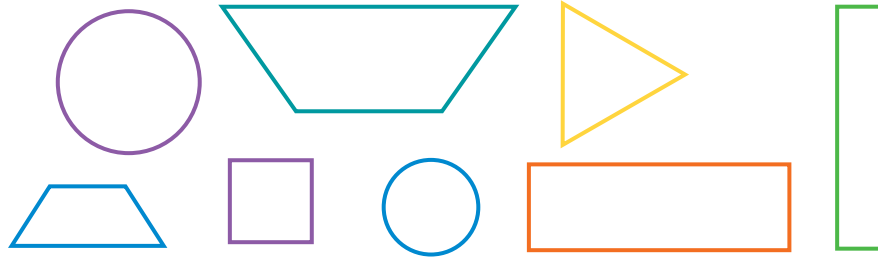
4.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices

5.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices

6.  \_\_\_\_\_ sides  
\_\_\_\_\_ vertices



7. Amad drew the shapes below.



How many shapes have 4 sides? \_\_\_\_\_ shapes

How many shapes have 0 vertices? \_\_\_\_\_ shapes

**Draw and write the name of the shape.**

8. I am a two-dimensional shape that has no straight sides. I am round. What shape am I?

\_\_\_\_\_

## Vocabulary Check



Circle the shape that shows the vocabulary word.

9. **circle**



**Math at Home** Cut several different sized circles out of paper. Have your child create a picture by gluing the circles onto another sheet of paper.

Name .....

# My Homework

Lesson 4

Compare Shapes

## Homework Helper

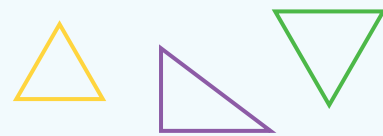


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You can compare and sort two-dimensional shapes.



shapes that have  
4 straight sides

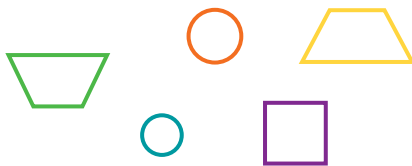


shapes that are closed  
and have 3 vertices

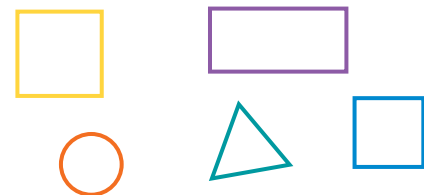
## Practice

Circle the shapes described.

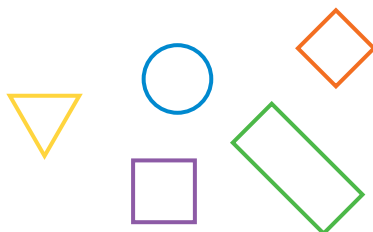
1. shapes with 0 vertices



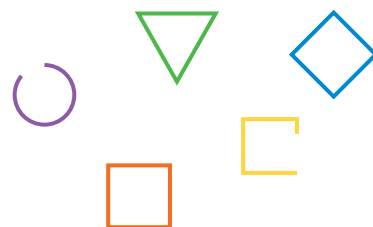
2. shapes with 3 sides



3. shapes with more than  
2 sides



4. shapes that are closed

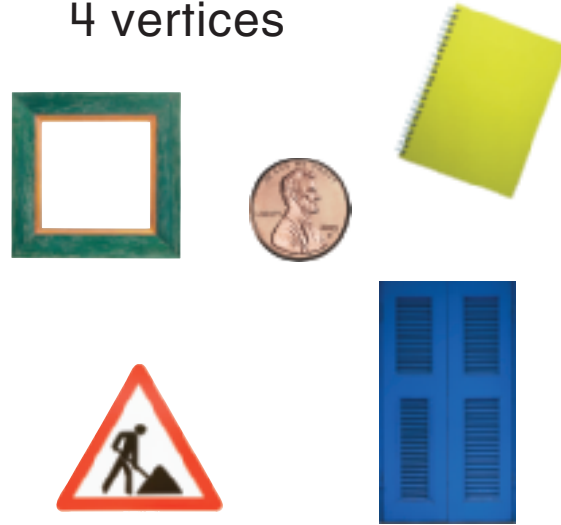


## Circle the shapes described.

5. shapes with more than 2 straight sides



6. shapes with less than 4 vertices



7. Draw a shape that has 4 vertices and 2 pair of sides that are different lengths.

## Test Practice

8. Which shape has 3 sides and 3 vertices?

circle



square



triangle



rectangle



**Math at Home** While driving, look at road signs together. Ask your child to name and describe the shapes he or she sees.

## Social Studies - Grade 1

Friday

**Step 1:** Today we are going to learn about President Theodore Roosevelt as a child. First, read the passage about President Roosevelt.

Theodore Roosevelt was very sick as a child. He had bad stomach pains, headaches, and fevers. He also had a disease called asthma that made it hard to breathe.



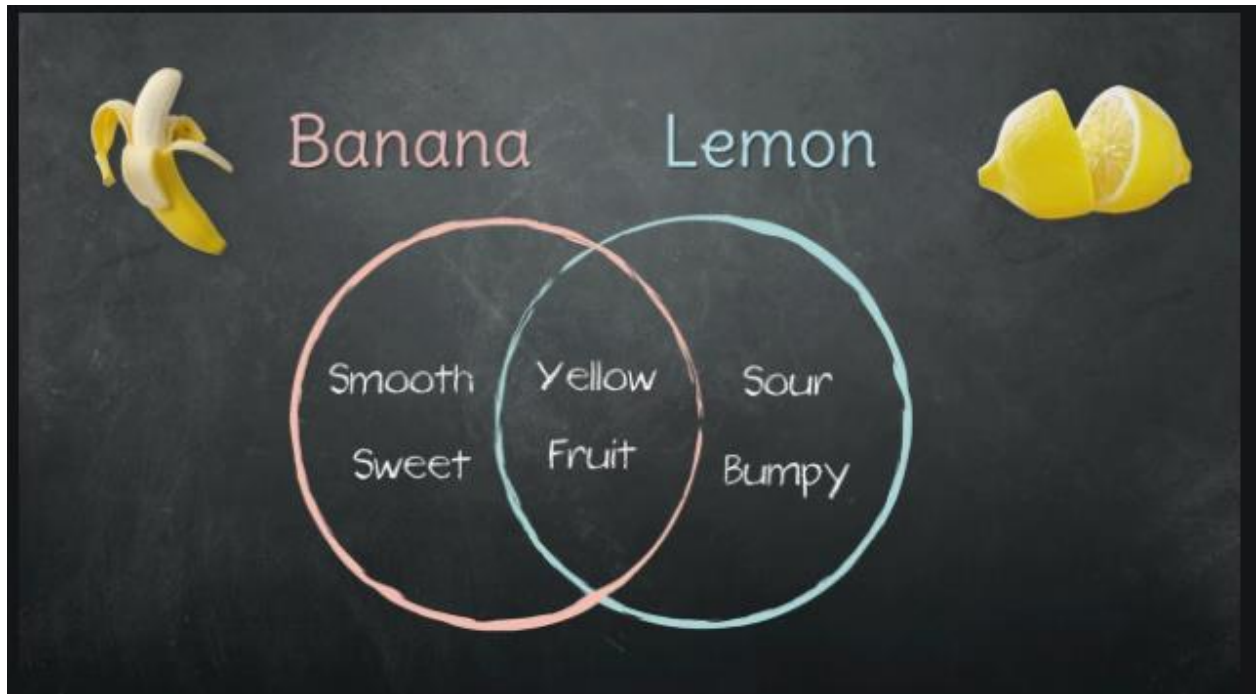
Teddy's father built an exercise room in their house. He wanted Teddy to use it to get stronger. Teddy did use it! He lifted weights and boxed. Teddy became a strong young man!

**Step 2:** Based on the passage, answer true or false to the statements below.

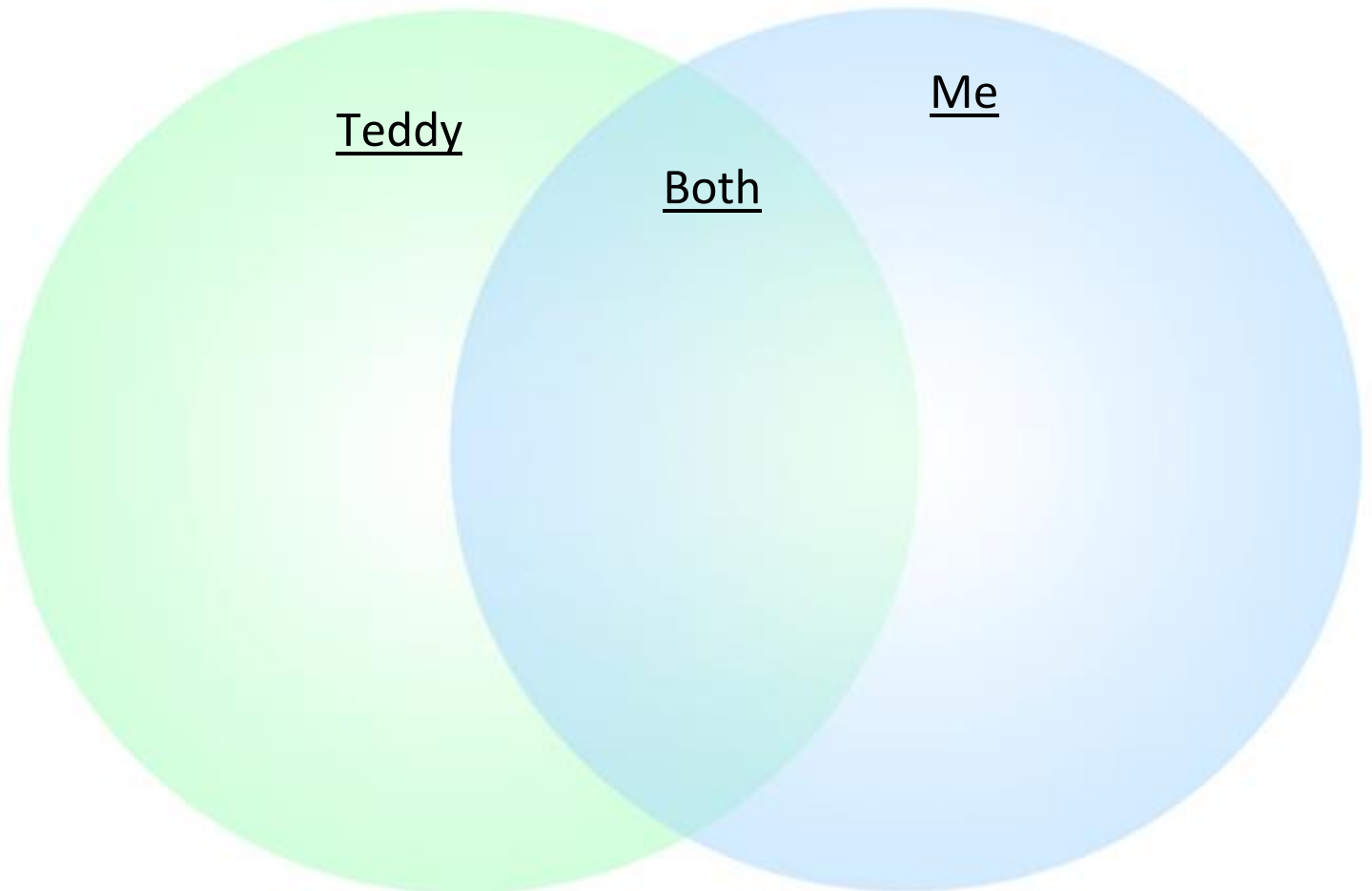
Statements	True or False
Teddy was a very healthy boy.	
Teddy traveled to Europe as a child.	
Teddy had an exercise room in his house.	
Teddy's family was poor.	

**Step 3:** As we learn about the life of President Theodore Roosevelt, students can compare their lives to his. A great way to demonstrate similarities and difference is by using a Venn Diagram. In the example below, the student compares bananas to lemons.

Ask your child, "What do you know about Bananas and Lemons?" Based on their answers, show your scholar how some characteristics are exclusive to one fruit, while other characteristics they share. Then, show them how you place characteristics that only describe the banana on one side and the lemon on the other side. Next, place the characteristics they share in the middle.



**Step 4:** Tell your student, “Now, we are going to compare the life of Theodore Roosevelt and yourself. Tell me what some special characteristics about you and some special characteristics about President Roosevelt are. Then, identify the characteristics that you and President Carter have in common.”





## Showing Respect

**Respect / noun** / a way of treating or thinking about something or someone by being polite and kind.



Showing respect for others shows that we value them as human beings. To be respected, we must respect others, and everyone deserves respect. Respect involves accepting others and treating people equally. Learning to respect others is important for our relationships and our own acceptance by other people. People who respect others are more likely to be respected in return. Respect involves being kind, polite, and honest. When we respect others, we are more open to learning from them and they can guide us through different aspects of our lives. Not respecting other people can result in isolation, not being liked by others, spending time with the wrong types of people, and getting ourselves into trouble with other people.

Directions: Write or discuss the following with an adult, friend, or sibling.

Tell about a famous person that you respect. Why do you respect them?

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Tell about why you respect one of your family members.

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Ask a family member why they respect you. What did they say?

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Why is it important to have respect?

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