1st Grade Materials for 4/20-6/3

Name: _____   **Teacher:** _____

First Grade Reading

April 20th - May 1st

- Read or have someone read to you "So You Want to Grow a Taco?". You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities from the reading response choice board to complete with this story.
- Don't forget to read at least 20 minutes a day out a book of your choice!

May 4th - May 15th

- Read or have someone read to you "Which Part Do We Eat?". You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities that you haven't already completed from the reading response choice board to complete with this story.
- Don't forget to read at least 20 minutes a day out a book of your choice!

May 18th - June 3rd

- Read or have someone read to you "The Talking Vegetables". You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities that you haven't already completed from the reading response choice board to complete with this story.
- Don't forget to read at least 20 minutes a day out a book of your choice.

Reading Response Choice Board

Skill	Activity Choice	Activity Choice	Know It Show It/Graphic Organizer Worksheets
Key Ideas/Details *RI 1.2 Identify the main topic and retell key details of a text.*	What is the main idea of the story? What details go with the main idea?	Draw a picture of the important details in your story. Tell why they are important.	Complete graphic organizer 6 for one of your stories.
Central Message or Lesson *RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.*	What is the central message or lesson of the story? How do you know?	Choose a character from the story and write about the lesson that they learned in the story.	Complete graphic organizer 20 for one of your stories.
Elements of Poetry *RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.*	What rhyming words can you find in the poem?	Write your own poem about vegetables.	For the poem "Which Part Do We Eat?" complete worksheet page 252.
Ask and Answer Questions *RL1.1 Ask and answer questions about key details in a text.* *RI1.1 Ask and answer questions about key details in a text.*	Write 2 questions from your story that can be answered from the text. Answer those questions.	Write 2 questions from your story that can be answered from the pictures in your story. Answer your questions.	For the story "The Talking Vegetables" complete worksheet page 256.
Author's Purpose *RL 1.5 Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types.*	Tell why the author wrote the story. Did they write it to persuade, inform, or entertain? How do you know?	Write a story about vegetables to persuade or entertain someone.	Complete graphic organizer 4 for one of your stories.
Setting *RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.*	Describe the setting of your story. Draw a picture to go with your writing.	Draw a picture and write a couple of sentences about the setting of your picture. Remember to include when and where.	For the story "So You Want to Grow a Taco" complete worksheet page 243.

April 20th - May 1st

Activity #1

Activity #2

Activity # 3

Activity #4

May 4th - May 15th

Activity #1

Activity #2

Activity # 3

Activity #4

May 18th - June 3rd

Activity #1

Activity #2

Activity # 3

Activity #4

First Grade Word Study

RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

April 20th - April 24th
- Using the attached list of word study words, pick 10 words to study this week.
- Choose 3 activities from the Word Study choice board to complete with those 10 words this week.

April 27th - May 1st
- Using the attached list of word study words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study choice board to complete with those 10 words this week.

May 4th - May 8th
- Using the attached list of word study words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study choice board to complete with those 10 words this week.

May 11th - May 15th
- Using the attached list of word study words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study choice board to complete with those 10 words this week.

May 18th - May 22nd
- Using the attached list of word study words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study choice board to complete with those 10 words this week.

May 25th - June 3rd
- Using the attached list of word study words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study choice board to complete with those 10 words this week.

First Grade Word Study Words

after	again	an	any	or	right
as	ask	by	could	sing	tell
every	fly	from	give	their	upon
going	had	has	her	us	wash
him	his	how	just	which	work
know	let	live	may	would	wish
of	old	once	open	pull	your
over	put	round	some	sit	its
stop	take	thank	them	these	made
then	think	walk	were	use	many
when	always	around	because	why	off
been	before	best	both	write	very
buy	call	cold	does	read	
don't	fast	first	five	sleep	
found	gave	goes	green	those	

Word Study Choice Board

Write each word in 3 different colors.	Draw each word with bubble letters	Total up the value of each one of your words. vowels = 5 consonants = 2	Write your words in ABC order backwards from z-a!	Write a poem using at least ten words.
Divide each word into syllables.	Make a word search using ten of your words.	Create a comic strip using at least 10 words.	Choose 5 words and write a sentence for each word.	Sort your words into 2 or 3 categories.
Segment your words and tell how many sounds are in each word.	Sort your words into long vowels and short vowels.	Make 2 sets of flashcards with your words and play memory with them.	Draw meaningful pictures for 10 of your words.	Create word pyramids. C Ca cat
Write each word. Circle all the vowels in the word OR use a highlighter marker.	Write each word in a silly sentence.	Write a story using at least 5 of your words.	Write each word in fancy or decorative letters.	Write a letter to someone (Super Hero, cartoon character, family member, etc.). In your letter, you must use at least 5 of your words (underline each word).

April 20th - 24th

Activity #1

Activity #2

Activity #3

April 27th - May 1st

Activity #1

Activity #2

Activity #3

May 4th - May 8th

Activity #1

Activity #2

Activity #3

May 11th - May 15th

Activity #1

Activity #2

Activity #3

May 18th - May 22nd

Activity #1

Activity #2

Activity #3

May 25th - June 3rd

Activity #1

Activity #2

Activity #3

First Grade Writing

While you are at home, we would like you to keep a journal. You are to make a journal entry at least twice a week. You can choose from activities on the writing choice board or you can choose what you want to write. Make sure that you check the writing checklist at the bottom of the page to see if you are writing as a first grader!

Writing Choice Board

Write your journal entry in 1st person point of view.	Write your journal entry in 3rd person point of view.	Make a comic for today's journal entry.	Interview a family member.
Interview your pet. Write what you think that would say if they could talk.	Write an opinion about what the best vegetable is.	Write your teacher a letter about what you have been doing.	Write a letter to a friend that you miss seeing.
Write about what you are grateful for today.	How do you grow corn? Tell the steps. Use the words, pictures, and diagrams in "So You Want to Grow a Taco?" to get information.	Choose two vegetables from "Which Part Do We Eat?" How are the vegetables alike? How are they different? Use information from the words and pictures.	Imagine that Spider tells his neighbors about the lesson he learns. What will he say? What will the neighbors say? Write a dialogue to add to "The Talking Vegetables."
What do you like more: doing school work at home or doing school work at school? Why?	Research a topic and write about what you learned.	What are you doing to keep yourself busy during the day?	What do you miss about going to school? What do you enjoy about being home from school?

First Grade Writing Checklist

Did I use capitals?	Did I include punctuation marks?
Did I use finger spaces?	Did I write neatly?
Does my sentence make sense?	Did I stay on topic?
Did I sound out my words?	Did I include details?

Ask and Answer Questions

When?
- Before reading
- During reading
- After reading

Why?
- To get information
- To help you understand the text
- To practice being "awake" and thinking while reading
- To be curious and wonder as you read

How?
Use question words to **ASK:**

who   what   where
why   when   how

→ Look around in the text and pictures for evidence, or details, to help you **ANSWER.**

SETTING

WHERE
Where does the story happen?

WHEN
When does the story take place?

Ask yourself, "Why is the setting important to the story?"

Author's Purpose

Why do authors write?
They have one of these purposes.

It's as easy as **PIE** to remember...

Persuade
The author tries to persuade readers to agree or to do something.

Inform
The author gives facts and information about a topic.

Entertain
The author writes for readers to enjoy.

How can you figure out the author's purpose?

FIRST... look for clues about the genre.

THEN... ask questions about what you read and find answers.

CENTRAL IDEA

TOPIC
the person or thing the text is about

CENTRAL IDEA
the most important idea or point about the topic

SUPPORTING EVIDENCE
details, facts, or examples in the text that tell about the central idea

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THEME

The topic is what a story is mostly about.
The theme is the moral or lesson the author wants readers to take away from the story.

STEP 4
Say the theme in your own words!

STEP 3
Use clues to figure out the message the author wants YOU to learn.

STEP 2
Look for the lesson a character learns or can teach.

STEP 1
Think about the story's topic.

START

ELEMENTS of POETRY

RHYME
Words end with the same sound or sounds.

CAT   SAT

REPETITION
The same words or lines are said over and over and over and over and over...

ALLITERATION
Words near each other start with the same sound or sounds.

Peter Piper picked a peck of pickled peppers.

Name _____

Text Organization

Authors choose a **text organization**, or structure, to fit their reason for writing. **Chronological order** tells about events in order. It also tells how to make or do something in order. Authors use clue words, like **first**, **next**, and **last**, to tell readers the steps to follow. Sometimes they use graphic features, like numbered steps.

▶ Answer the questions about **So You Want to Grow a Taco?**

🔍 Pages 20 and 22 How does the author explain how to grow corn? What clues help you know?

_____

_____

_____

_____

🔍 Pages 28–29 What does the author want you to learn here? How does she organize the information?

_____

_____

_____

_____

Elements of Poetry

Poets use words in different ways to make their poems more interesting and fun to read. **Rhythm** is the beat you hear in poems and music. **Repetition** is when the same words or sounds appear over and over again. Repetition adds to a poem's rhythm. Words that **rhyme** have the same sound or sounds at the end. Rhyming words make a **pattern** of repeating sounds.

▶ Answer the questions about **Which Part Do We Eat?**

🔍 Pages 42–43 What rhythm and rhyme do you hear?

_____

_____

_____

_____

_____

_____

🔍 Pages 44–45 Which words does the author repeat? Why?

_____

_____

_____

_____

Name _____

Story Structure

Story structure is the way an author organizes the **events** in a story to make it fun to read. The beginning of the story usually explains the **problem**. The events in the middle tell how the characters try to solve the problem. The end explains the **resolution**, or how the problem is solved. These events make up the story's **plot**.

▶ Answer the questions about **The Talking Vegetables**.

🔍 Pages 58–59 What is the problem and how do the characters react to it?

_____

- -

_____

- -

_____

🔍 Pages 72–75 How was the problem resolved? How does the story's structure make it fun to read?

_____

- -

_____

- -

_____

Name _____

Retell

Title _____

What happens in the beginning?

What happens in the middle?

What happens at the end?

Name _____

Synthesize

Title _____

Most Important Things About This Text

What It All Means to Me
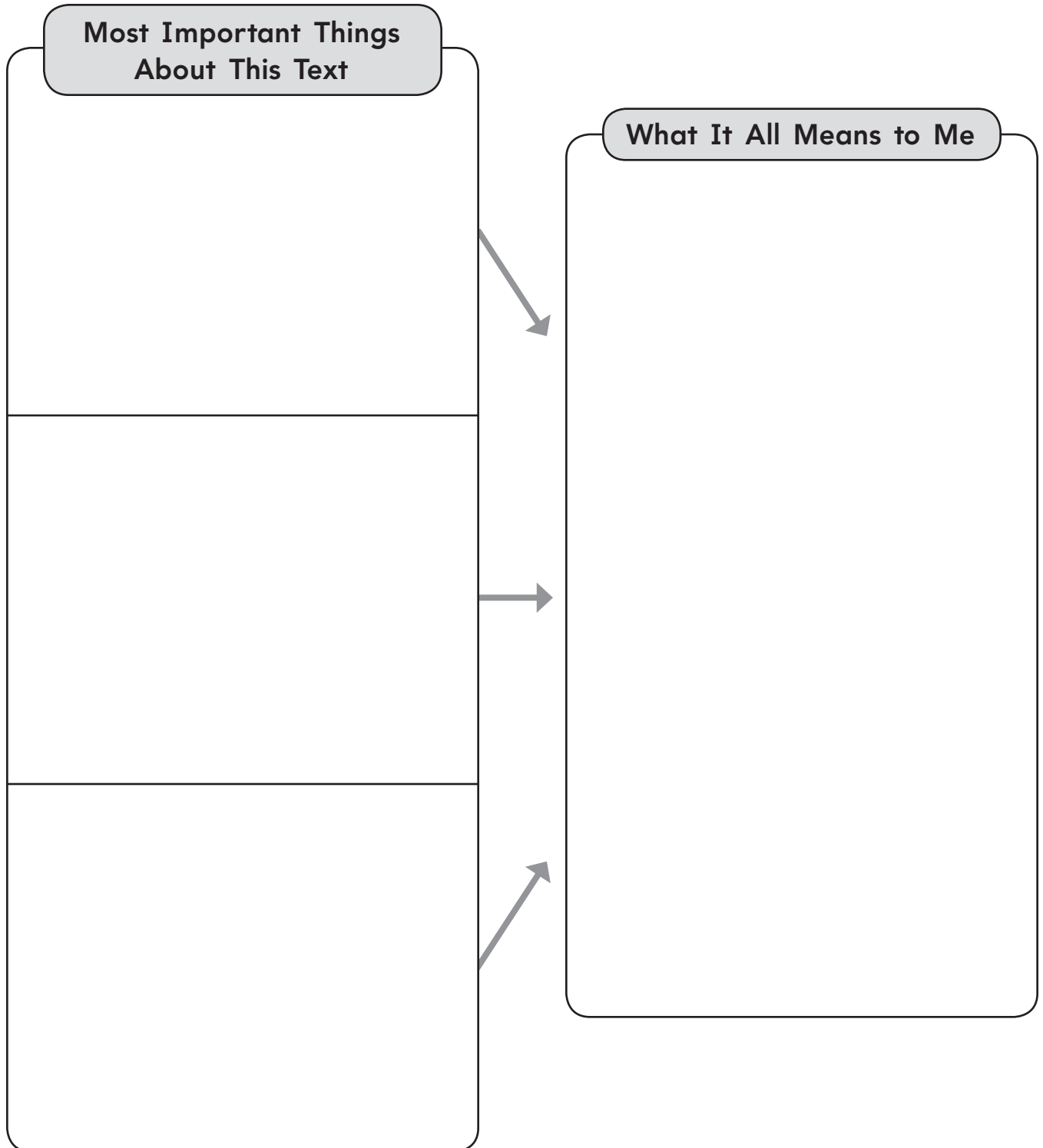
Name _____

Theme

Title _____

Topic

What is the story mostly about?

Lesson

What lesson does a character learn or teach?

Theme

What message can I take away from reading?

SO YOU WANT TO GROW A TACO?

by Bridget Heos   illustrated by Daniele Fabbri

Tacos are terrific. But have you ever wondered where they come from? Like all food, they come from plants and animals. You could even grow a taco at home.

16

There's no such thing as a taco plant, of course.
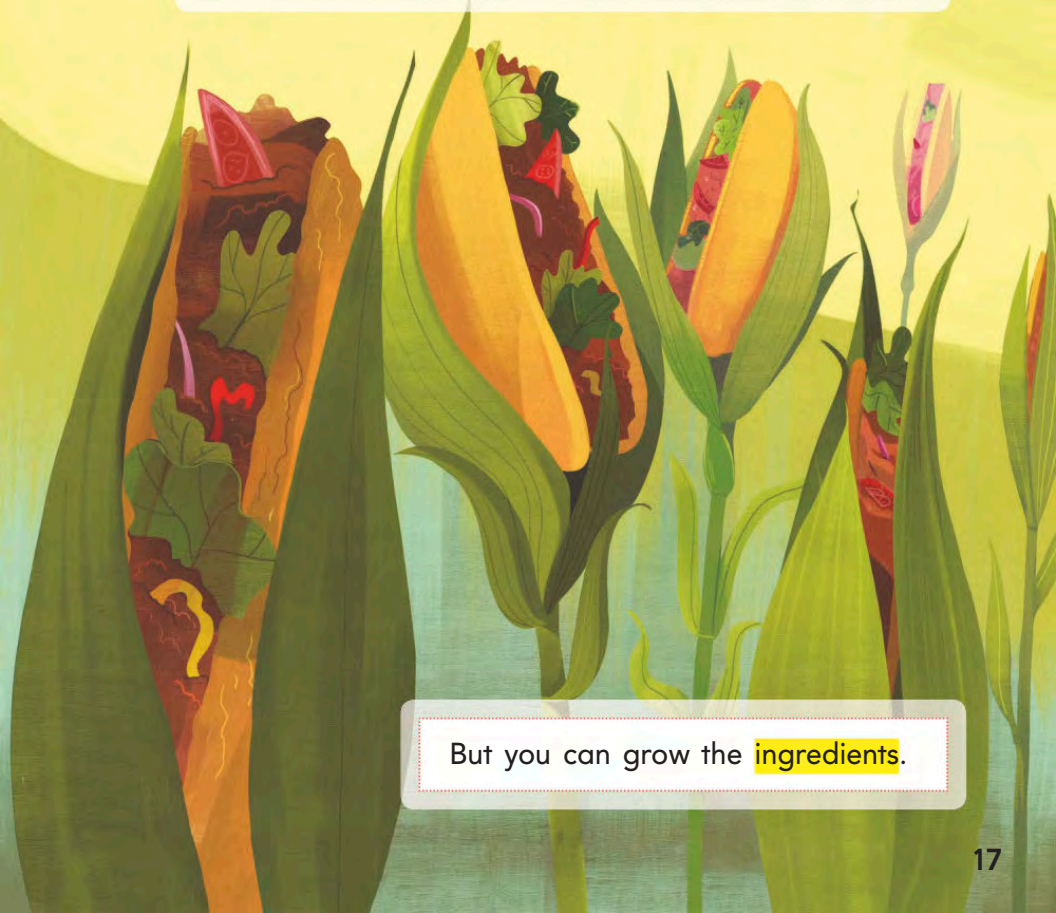
But you can grow the ingredients.

17

For the tortillas, you'll need corn. For the meat, you'll need beef cows. The cheese will come from dairy cows.

MEAT

CORN

18
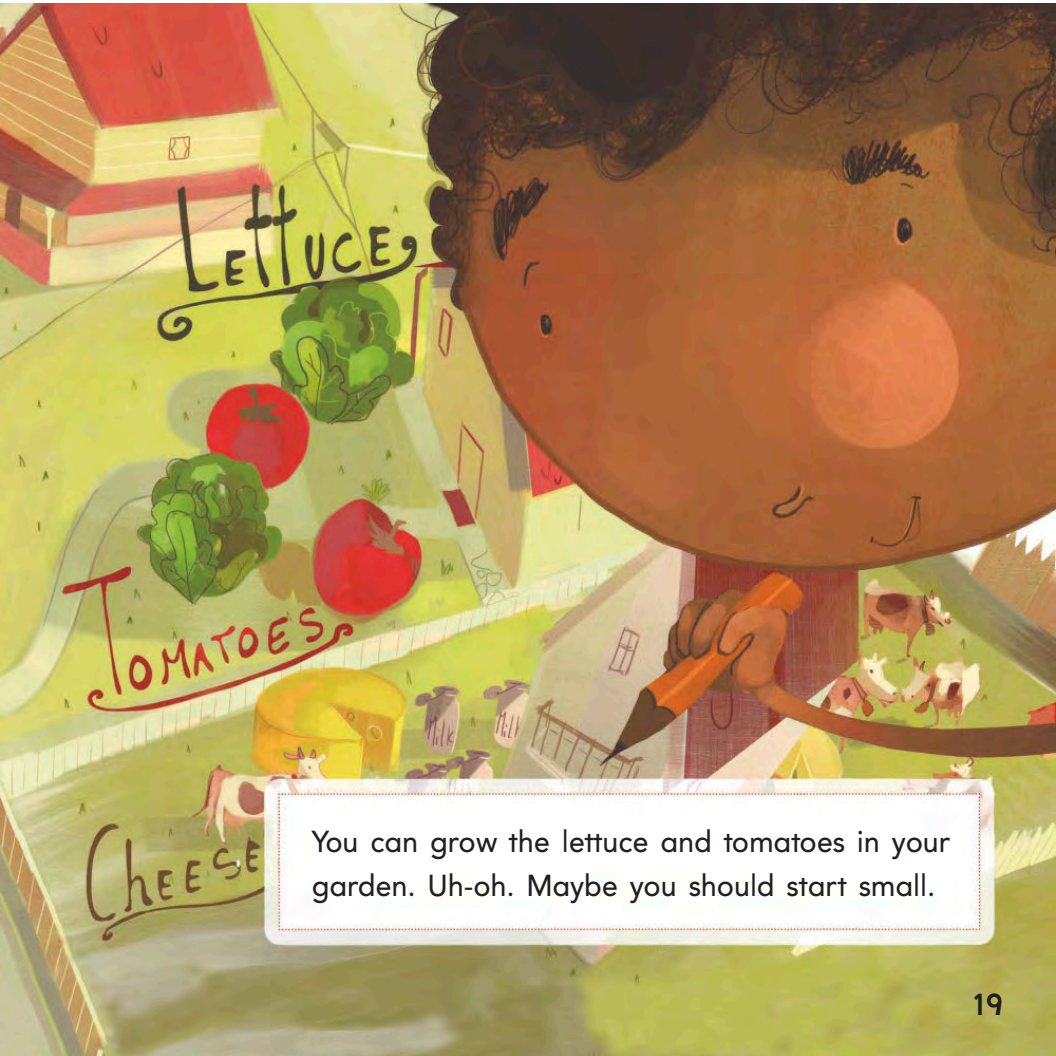
You can grow the lettuce and tomatoes in your garden. Uh-oh. Maybe you should start small.

19

20

Let's say you want to make the corn tortillas. First you have to plant the corn. Did you know that the kernels that you eat are also the seeds planted to grow corn?

And you'll need to take care of the seeds. Think of it this way: We eat corn, but corn needs to eat, too! Corn food is sunlight, water, and the nutrients found in soil.

Soil

Find a sunny spot in your yard.

Line your garden with stones or a wooden frame. Then add soil.

Soil

Corn likes the soil to be really warm. Different parts of the country get warm at different times. Check the seed packet for the best time to plant where you live.

When you plant, remember that corn grows big and tall. And it doesn't like being crowded.
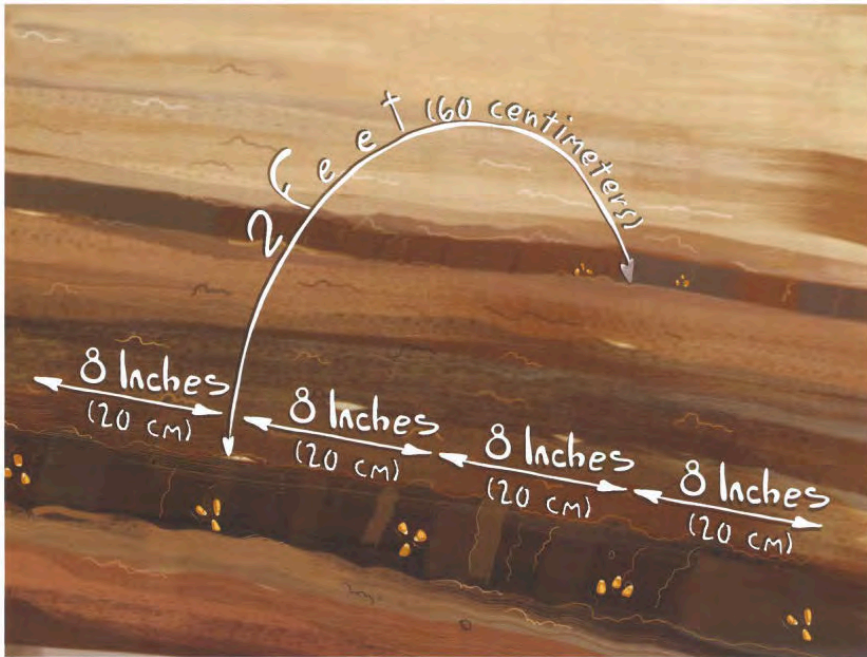
So leave plenty of space between rows. In each row, ==sow== a few seeds into a small hole. Leave some space, and then plant a few more. Keep going along the row.

Water your seeds . . . and wait for them to grow. But you won't have to wait that long! Corn grows fast! Some people say that corn grows so fast that you can almost hear it grow.

To make tortillas, you need to let the ears dry on the stalk. Then harvest the corn, and hang it up to dry some more. Twist the dry corn so that it falls off the cob.

27

28

Then have a grown-up help you make the tortillas. There are a lot of steps!

Step 1: Boil the corn.

Step 2: Soak the corn.

Step 3: Grind the corn.

Step 4: Press the corn mush into a flat tortilla.

Step 5: Cook the tortilla.

29

30
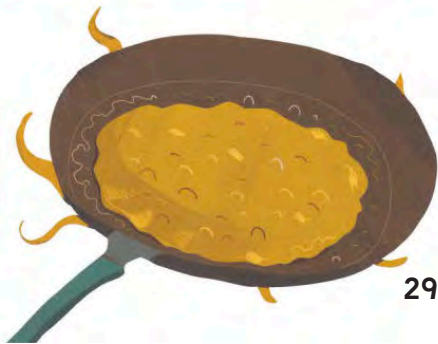
Now it's taco time! Uh-oh! The tortillas are empty. What are you going to put in your tacos?

Don't worry. You can buy the meat, cheese, and salsa at the grocery store or a farmer's market.

And next year, you can add some of the taco toppings to your garden!

5-a blank page for book

Which Part Do We Eat?

by Katherine Ayres

illustrated by Hazel Quintanilla

Let's run to the garden and pick us a treat!
But . . . which part do we eat?
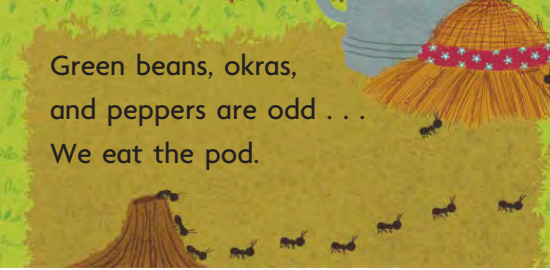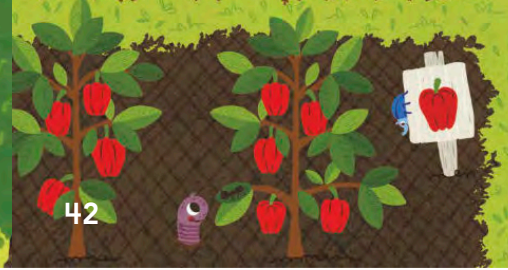
Green beans, okras,
and peppers are odd . . .
We eat the pod.

Tomatoes and baby
zucchini are cute . . .
We eat the fruit.

Asparagus, celery?
What about them?
We eat the stem.
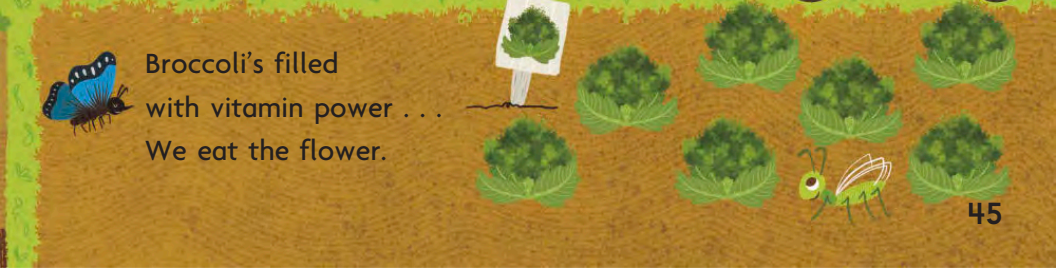
Lettuce, spinach, and chard?
I believe . . .
We eat the leaves.

Carrots and turnips
and yams aren't fruit . . .
We eat the root.

43

44

Peas, corn, and lima beans
aren't weeds . . .
We eat the seeds.

Broccoli's filled
with vitamin power . . .
We eat the flower.

45

46

Stem, leaf, pod, fruit,
Flower, seed, or sturdy root—

Chop them and cook them and serve them on dishes.
Fresh crispy veggies are mighty delicious!

6a – need for blank page on back of book

The Talking Vegetables

retold by **Won-Ldy Paye** & **Margaret H. Lippert**

illustrated by **Julie Paschkis**

BAM! BAM! BAM!

"Who's pounding on my door so early in the morning?" Spider shouted.

"Your neighbors. It's time to clear the land for our village farm."

"Go away," said Spider. "I'm tired."

"But we need you," they said. "If everyone helps, there will be plenty of vegetables for all of us."

Spider yawned. "I don't need your vegetables. I have plenty of rice."
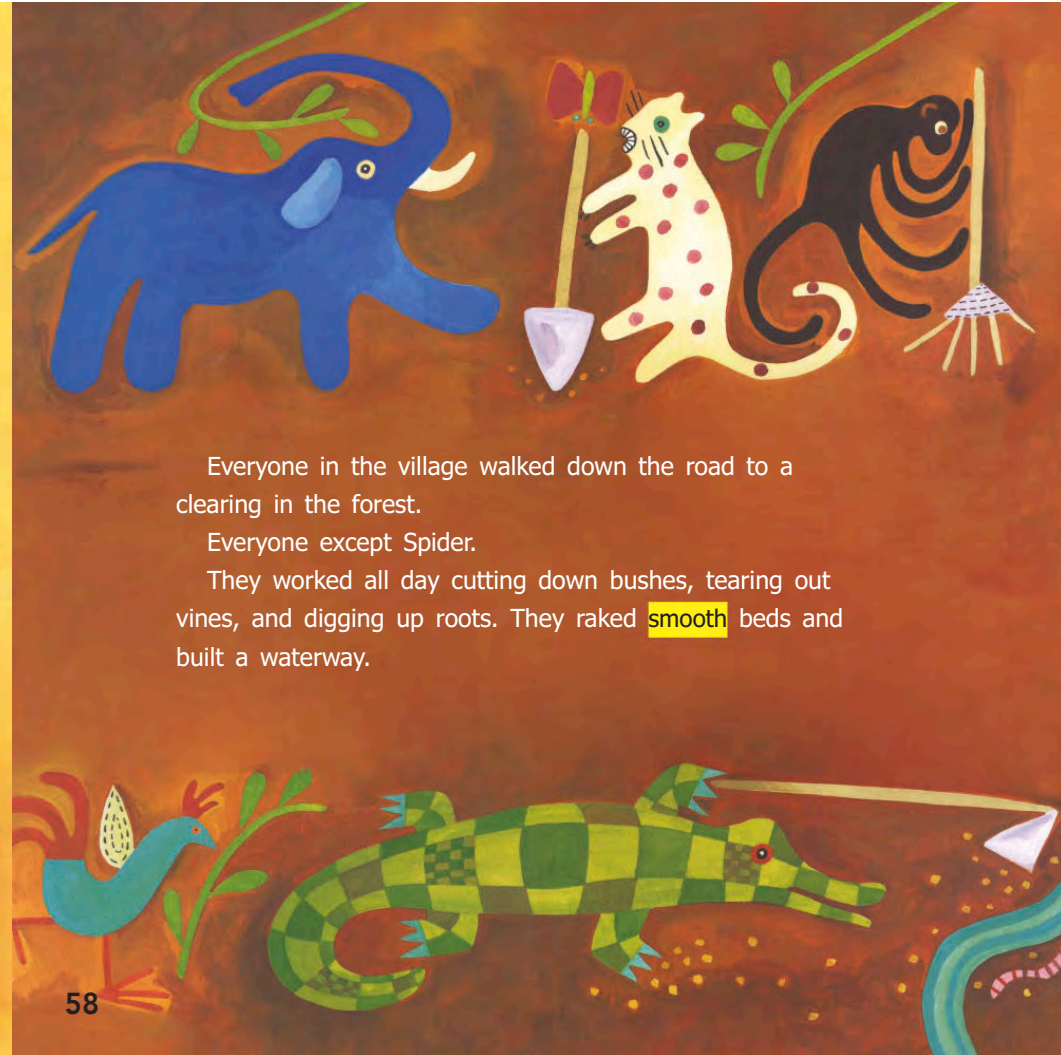
Everyone in the village walked down the road to a clearing in the forest.

Everyone except Spider.

They worked all day cutting down bushes, tearing out vines, and digging up roots. They raked smooth beds and built a waterway.

57

58

The next morning, the villagers came again to Spider's door.

BAM! BAM! BAM!

"Who's there?" Spider called.

"Your neighbors. Come help us plant the seeds."

"I said no, and I meant no!" shouted Spider.

"Now go away!"
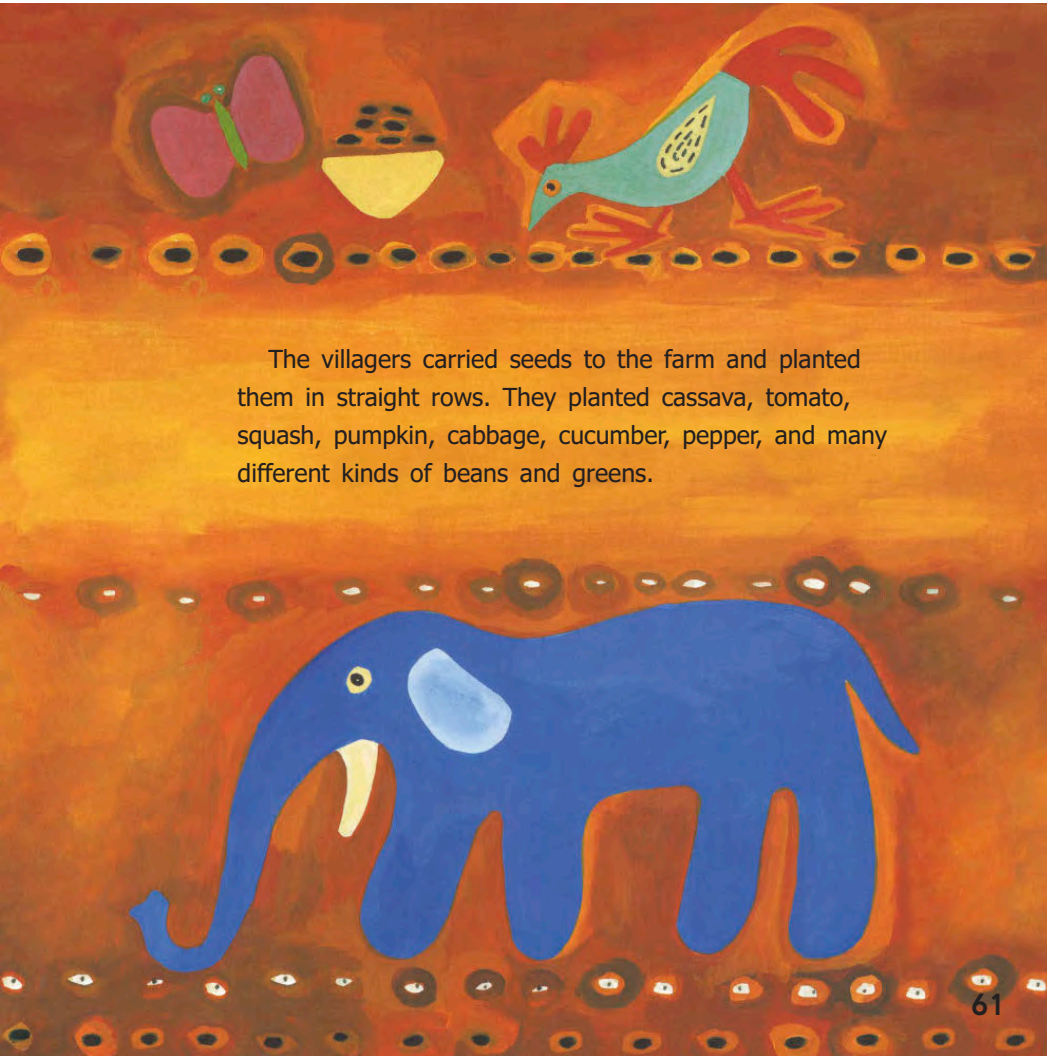
The villagers carried seeds to the farm and planted them in straight rows. They planted cassava, tomato, squash, pumpkin, cabbage, cucumber, pepper, and many different kinds of beans and greens.

61

62

A month later, the villagers knocked on Spider's door again.

BAM! BAM! BAM!

Spider opened his door and yelled, "What do you want now?"

"It's time to weed the farm," they answered.

"I didn't help before, and I'm not helping now!" Spider screamed. He slammed the door and went back to bed.
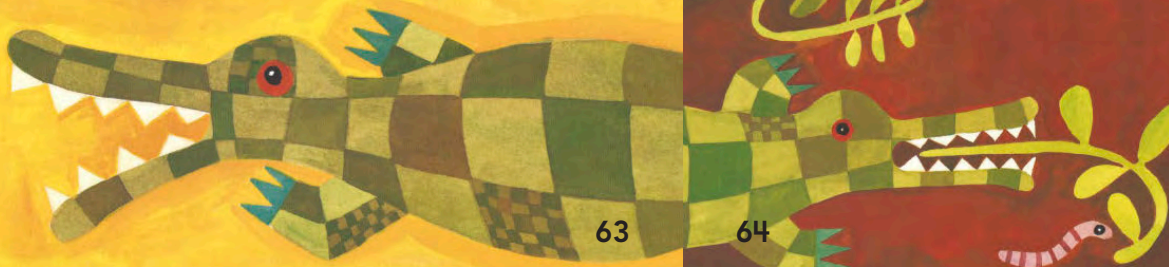
All day the villagers pulled weeds. Their knees hurt, their backs ached, and their arms were sore.

63   64
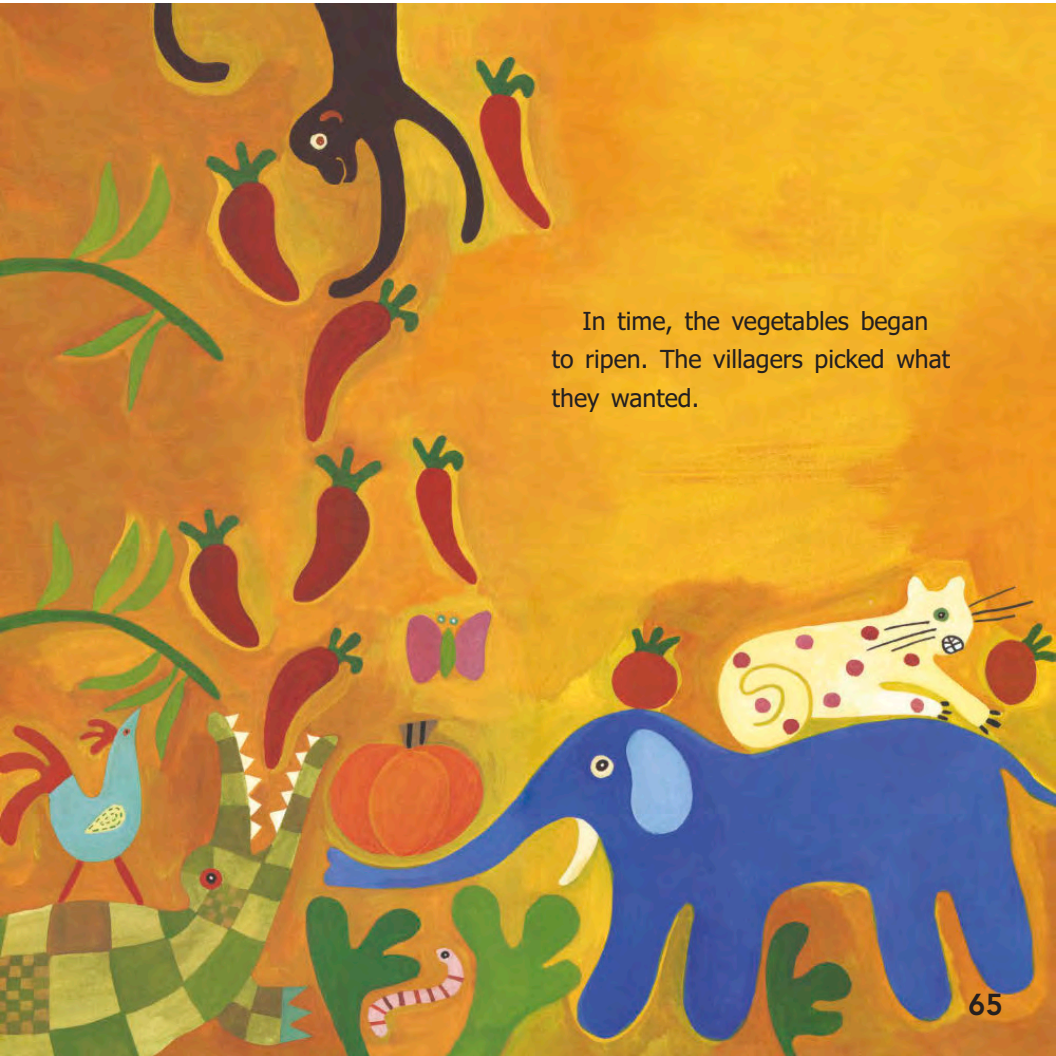
In time, the vegetables began to ripen. The villagers picked what they wanted.

65

66
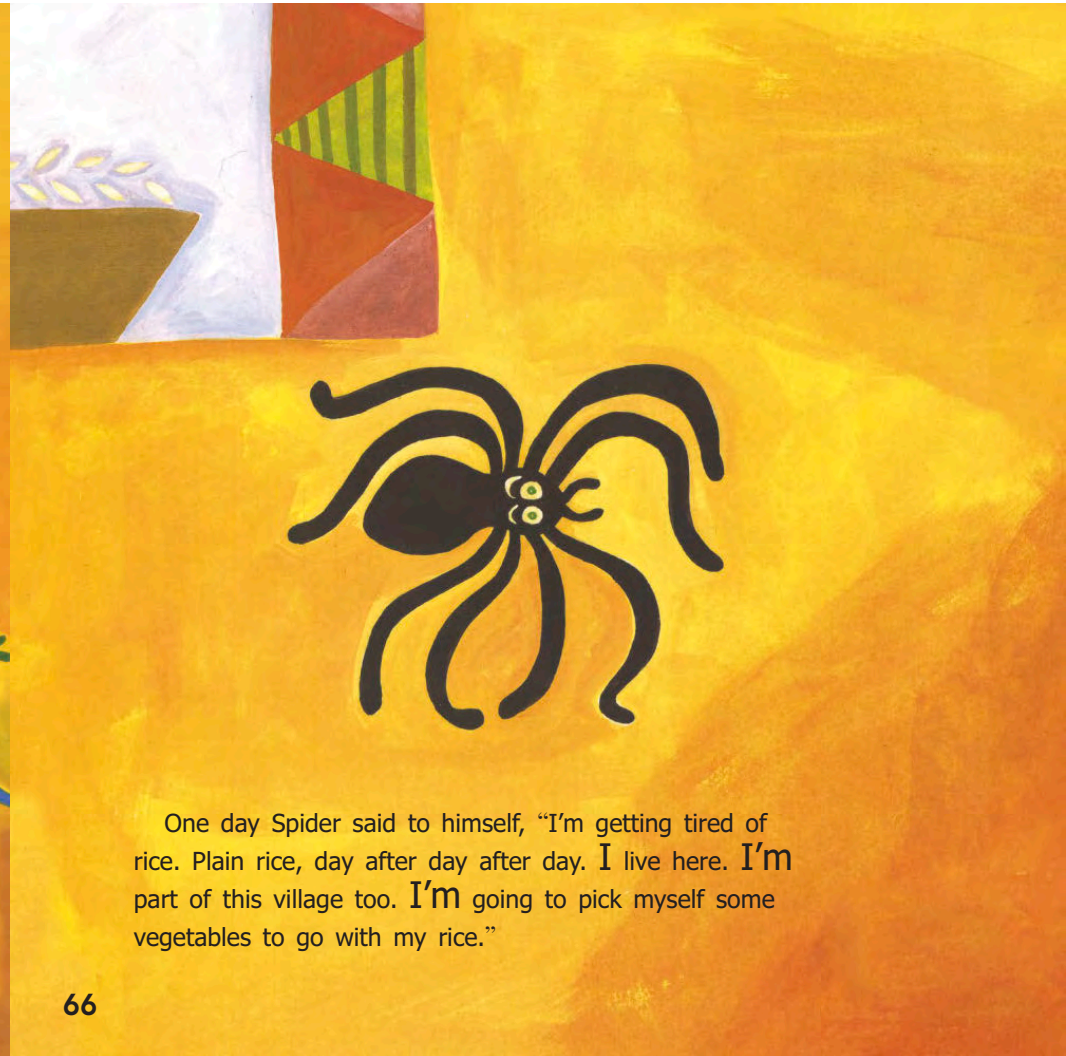
One day Spider said to himself, "I'm getting tired of rice. Plain rice, day after day after day. I live here. I'm part of this village too. I'm going to pick myself some vegetables to go with my rice."

When Spider got to the farm he couldn't believe his eyes. Huge cucumbers lay on the ground. Giant pumpkins rested under green leaves. Juicy tomatoes hung from vines.
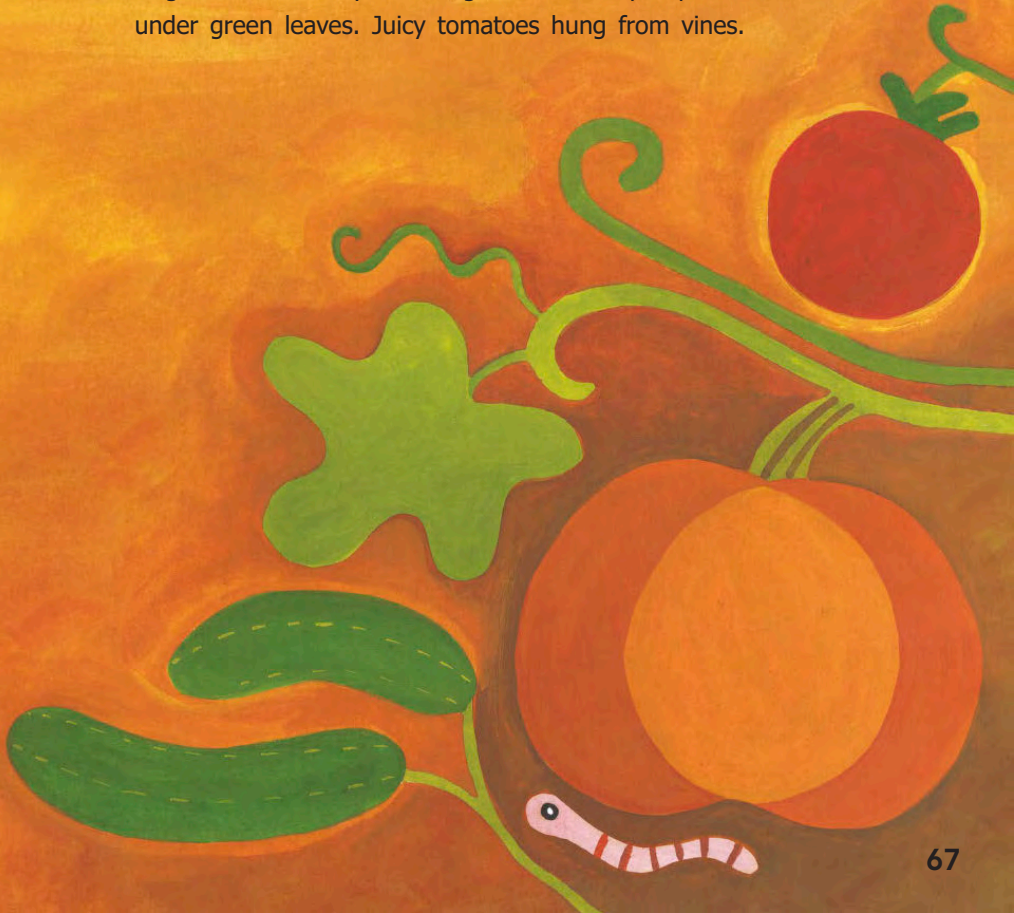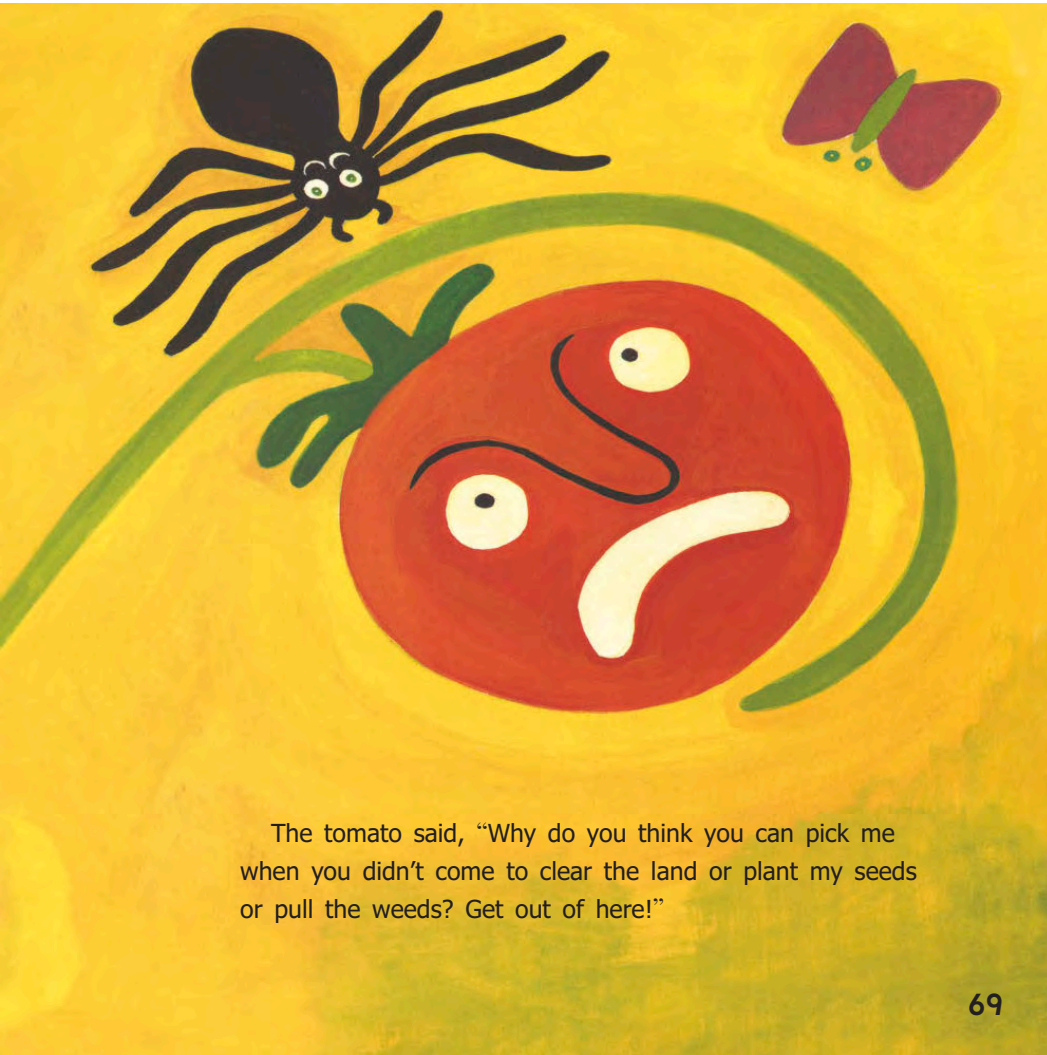
"Wow!" said Spider. "Those tomatoes look delicious. I'll just take one, or maybe two."

Spider reached out to pick a tomato from the nearest plant. The tomato shook itself and said, "What are you doing?"
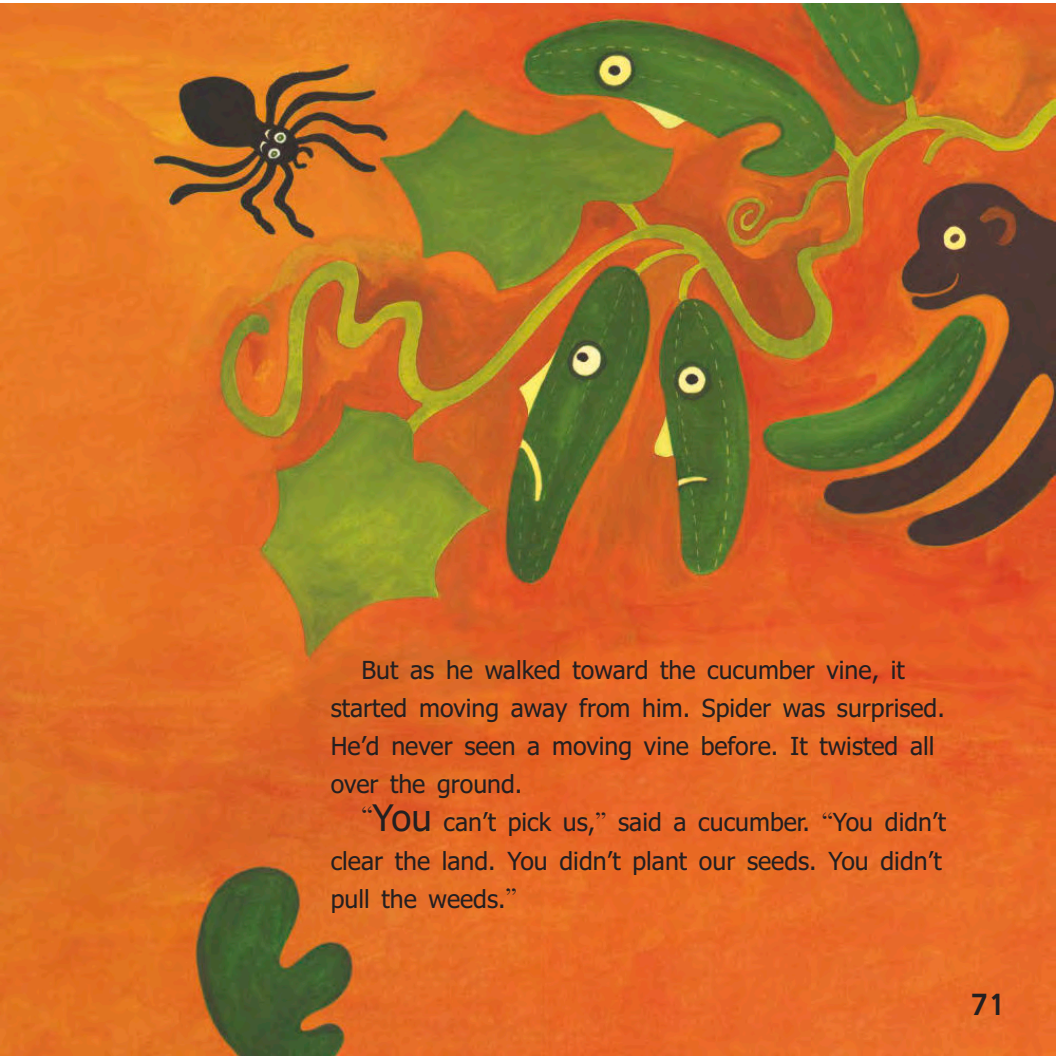
Spider said, "Wha . . . ? A talking tomato?"

67

68

The tomato said, "Why do you think you can pick me when you didn't come to clear the land or plant my seeds or pull the weeds? Get out of here!"

69

Spider backed away. He looked around and said, "There are so many fat cucumbers on that vine. I'll just take one, or maybe two."
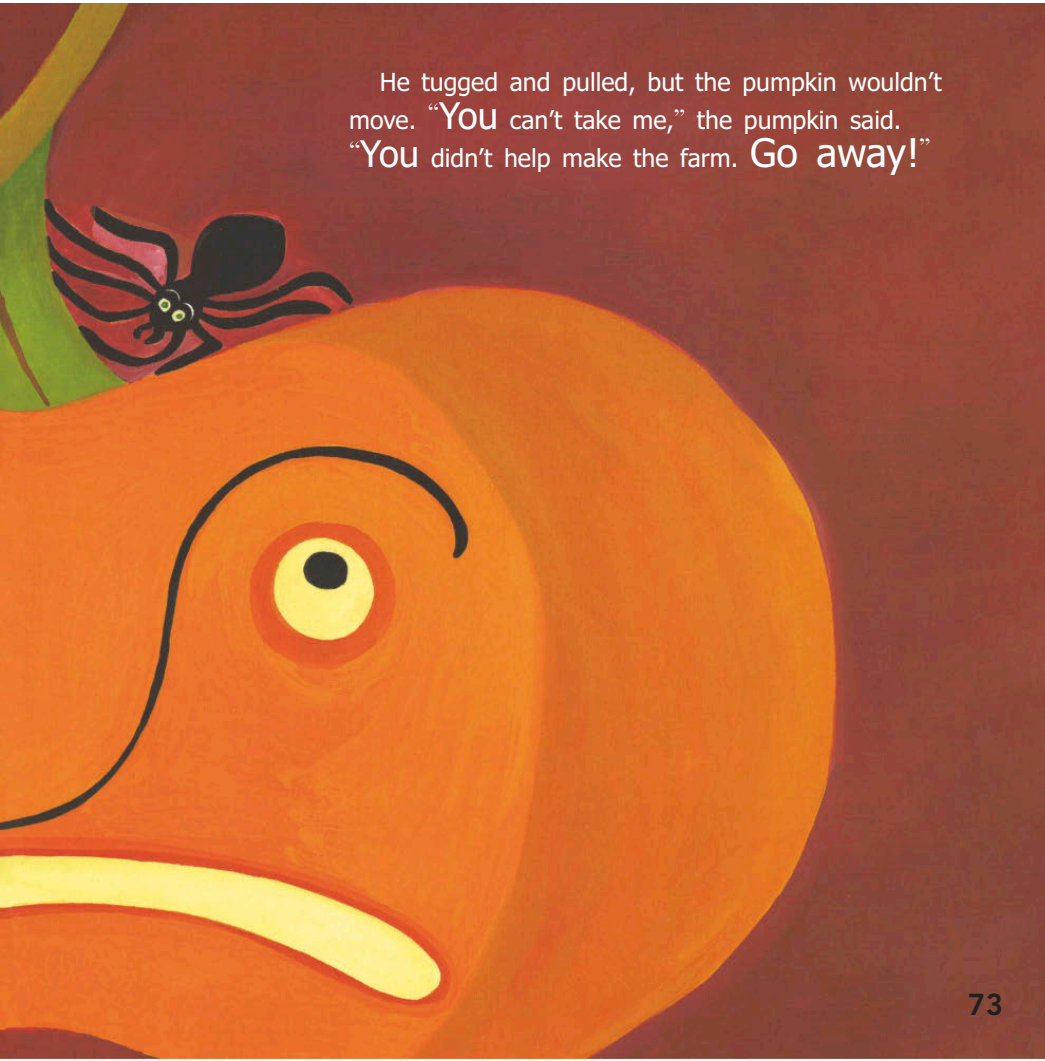
70

But as he walked toward the cucumber vine, it started moving away from him. Spider was surprised. He'd never seen a moving vine before. It twisted all over the ground.

"You can't pick us," said a cucumber. "You didn't clear the land. You didn't plant our seeds. You didn't pull the weeds."
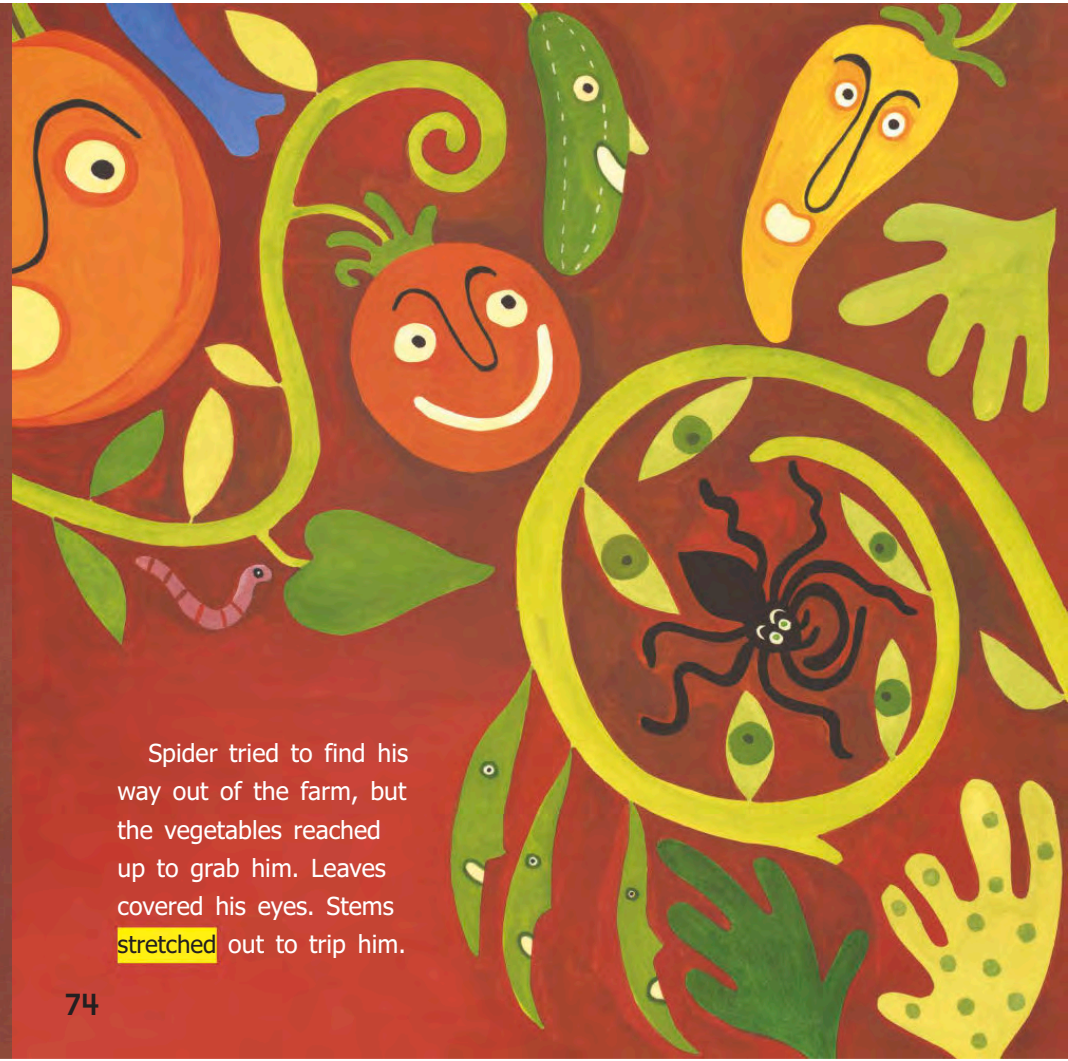
71

72
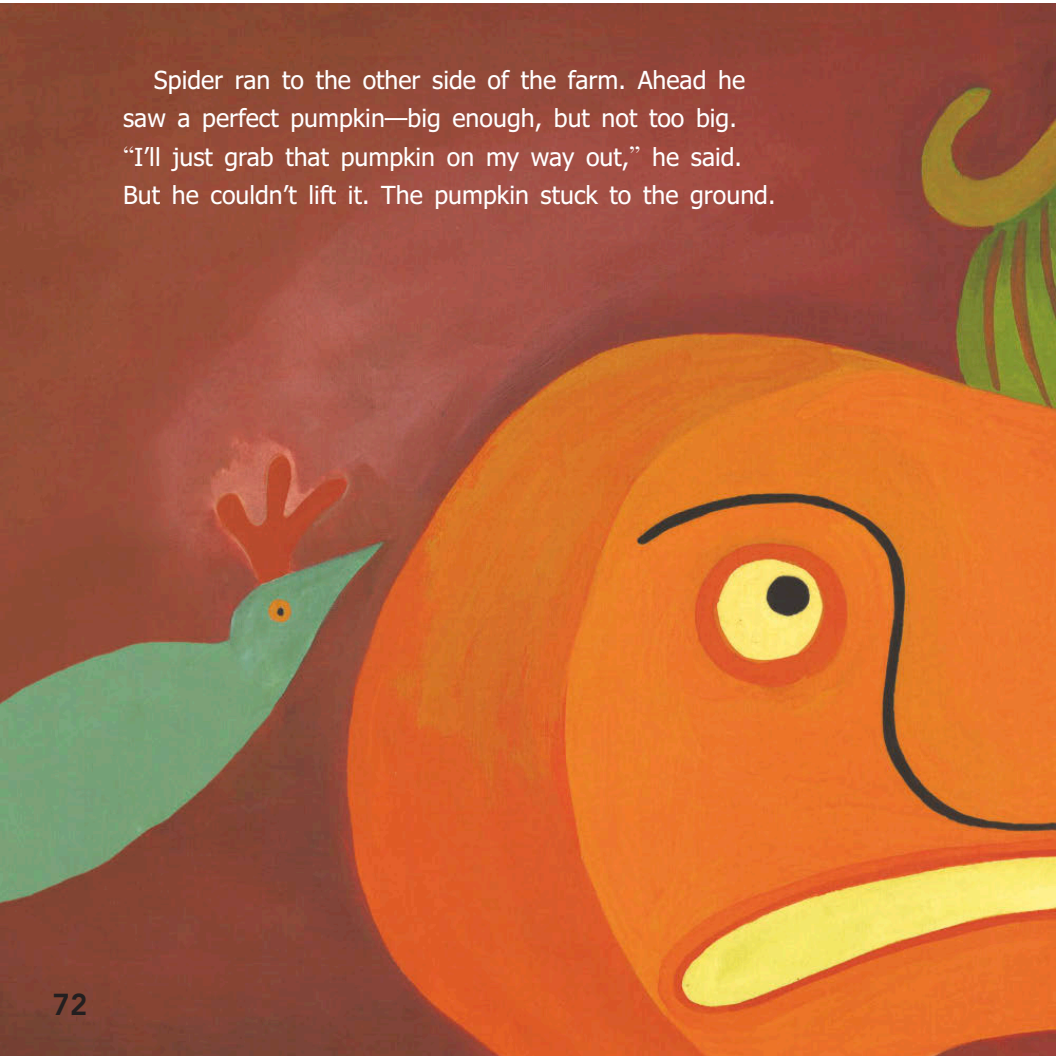
Spider ran to the other side of the farm. Ahead he saw a perfect pumpkin—big enough, but not too big. "I'll just grab that pumpkin on my way out," he said. But he couldn't lift it. The pumpkin stuck to the ground.

He tugged and pulled, but the pumpkin wouldn't move. "YOU can't take me," the pumpkin said. "YOU didn't help make the farm. Go away!"

73

74

Spider tried to find his way out of the farm, but the vegetables reached up to grab him. Leaves covered his eyes. Stems stretched out to trip him.

Spider finally got free. He ran all the way back to the village.

When he got home he was tired and hungry. He put a pot of water over the fire and boiled some rice.

75

76

That night he ate rice for dinner.

Plain rice!

7-a blank page before Math starts

Math Work Packet Outline First Grade

✔	Week 4/20-4/24 **Pick some activities from the Family Letter Related Activities to Try at Home pages 37-38 to do this week.**	
	Monday	Complete Student Practice Page # 34
	Tuesday	Complete Student Practice Page # 48
	Wednesday	Complete Student Practice Page # S5
	Thursday	Complete Student Practice Page # S6
	Friday	Complete Student Practice Page # S8

✔	Week 4/28-5/1 **Pick some activities from the Family Letter Related Activities to Try at Home page 143 to do this week.**	
	Tuesday	Complete Student Practice Page # 114
	Wednesday	Complete Student Practice Page # 122
	Thursday	Complete Student Practice Page # 130
	Friday	Complete Student Practice Page # S27

✔	Week 5/4-5/8	
	Monday	Complete Student Practice Page # 148
	Tuesday	Complete Student Practice Page # 156
	Wednesday	Complete Student Practice Page # S28
	Thursday	Complete Student Practice Page # S29
	Friday	Complete Student Practice Page # S30

✔	Week 5/11-5/15 **Pick some activities from the Family Letter Related Activities to Try at Home pages 223-224 to do this week.**	
	Monday	Complete Student Practice Page # 219
	Tuesday	Complete Student Practice Page # 220
	Wednesday	Complete Student Practice Page # S73
	Thursday	Complete Student Practice Page # S74
	Friday	Complete Student Practice Page # S75

✔	Week 5/18-5/22	
	Monday	Complete Student Practice Page # 232
	Tuesday	Complete Student Practice Page # 241
	Wednesday	Complete Student Practice Page # 250
	Thursday	Complete Student Practice Page # S82
	Friday	Complete Student Practice Page # S83

✔	Week 5/26-5/29 **Pick some activities from the Family Letter Related Activities to Try at Home Pages 269-270 to do this week.**	
	Tuesday	Complete Student Practice Page # 261
	Wednesday	Complete Student Practice Page # 280
	Thursday	Complete Student Practice Page # S64 & S65
	Friday	Complete Student Practice Page # S66 & S70

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Interpret and solve addition and subtraction story problems where the result is unknown	There are a some pennies on the table. 3 are showing heads. 4 are showing tails. How many pennies are on the table?

Sam had 5 pennies. Max gave him 4 more. How many pennies does Sam have?

Rosa had 8 pennies. She gave 4 to Max. How many pennies does Rosa have now? |

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you. In the coming weeks, you will receive more information about *Building Numbers and Solving Story Problems* as well as activities to do at home.

About Mathematics Homework

Dear Family,

Homework is an important link between learning in school and learning outside school. It can extend the work we are doing in class, provide an opportunity to practice previously learned skills, or prepare students for the next day's lesson. Here are some suggestions for making the homework experience successful for your child.

- In first grade, math homework activities might include working on a problem, playing a game we learned in class, collecting information (from family members) for a data project, or solving a story problem.
- Children will bring home the materials and directions needed to do homework activities. First graders may need your help and attention in completing these tasks—reading a problem, playing a game, being reminded of directions, and so on.
- Establish a quiet place to work (whether at home, in an after-school program, or some other place) and a system for bringing homework back and forth to school.
- Certain materials, such as Primary Number Cards and game directions, will be used again and again throughout the year. Because they will be sent home only once, please help your child find a safe place to store their math materials—maybe in a math folder, an envelope, or a shoe box—so that he or she can easily locate and use them when needed. If your child regularly does homework in more than one place, we can talk about how to obtain the necessary materials for each place.

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing them with your child can enrich his or her mathematical learning.

Counting Activities Your child can count collections of objects. Many first graders are able to count quantities of about 20 or 30 accurately. With your help, your child can count even higher. Together, count sets of objects around the house such as silverware, pennies, or collections of cars or animals. You can also look in books, magazines, and newspapers for pictures that your child can count. Your child can also practice the rote counting sequence. Begin counting at 1 and take turns saying each number. See how high you can count together. Also practice counting backward. Start at 20 and count back to 1; gradually choose larger numbers.

Solving Problems about Addition and Subtraction In school we have been solving story problems and working on games and activities that involve combining two amounts or removing one amount from another. Look for opportunities to make up and solve problems with your child. For example, *I see 4 gray cars and 3 black cars in the parking lot. How many cars are in the parking lot?* Or, *I have 10 pennies in my pocket. If I give 3 of them to you, how many pennies will I have left?* Encourage your child to retell the story in his or her own words and then share his or her strategy for solving the problem.

About Mathematics Homework

- Children often use real objects to solve math problems. Please provide a collection (20–30) of small objects such as beans, buttons, or pennies for students to use at home. These can be stored in plastic bags or small containers and kept with other math materials.
- Ask questions to extend your child's thinking. Here are some questions you might try. Notice that they require more of a response than just "yes" or "no."

  - What do you need to find out?
  - What are you going to do first?
  - How are you solving this problem?
  - How did you get this answer?
  - Why does your answer make sense?
  - Can you explain that in a different way?

If you would like to share any thoughts with me about how your child is approaching a homework task, please feel free to send me a note. If a task seems too difficult or is confusing, please let me know so that I can address the issue in school.

I look forward to working with you throughout the year.

NAME   DATE

Related Activities to Try at Home

Games Your child will be bringing home the directions and materials for a card game called *Double Compare*. This game focuses on combining and comparing quantities. As you play, ask your child to explain how he or she is determining the total amount and how he or she is deciding who has more.

Math and Literature Here are some great counting books you can find in your local library and read with your child. Have your child count the objects on each page, and see what mathematical concepts your child discovers.

- Bowman, Anne. *Count Them While You Can.*
- Falwell, Cathryn. *Feast for 10.*
- Holub, Joan. *Apple Countdown.*
- Johnson, Stephen. *City by Numbers.*
- Mannis, Celester. *One Leaf Rides the Wind.*
- Rose, Deborah Lee. *One Nighttime Sea.*
- Walton, Rick. *One More Bunny.*
- Yektai, Niki. *Bears at the Beach Counting 10 to 20.*

NOMBRE

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Las matemáticas en esta unidad

Puntos de referencia/ Objetivos	Ejemplos
Interpretar y resolver problemas-cuento de suma y resta con resultado desconocido.	Hay algunas monedas de 1¢ sobre la mesa: 3 caras y 4 cruces. ¿Cuántas monedas de 1¢ hay sobre la mesa? Sam tenía 5 monedas de 1¢. Max le dio 4 más. ¿Cuántas monedas de 1¢ tiene Sam? Rosa tenía 8 monedas de 1¢. Le dio 4 a Max. ¿Cuántas monedas de 1 ¢ tiene Rosa ahora?

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique su razonamiento matemático. En las siguientes semanas, recibirá más información y actividades para hacer en casa relacionadas con *Crear números y resolver problemas-cuento*.

Sobre la tarea de matemáticas

Estimada familia:

La tarea es un vínculo importante entre el aprendizaje dentro y fuera de la escuela. Esto amplía el trabajo que los estudiantes realizan en la clase, brinda una oportunidad para practicar destrezas aprendidas o los prepara para la próxima lección. Estas son algunas de las sugerencias para que la tarea sea una experiencia positiva para su hijo(a):

- En primer grado, la tarea puede incluir problemas, juegos aprendidos en la clase, reunir información (de miembros de la familia) para un proyecto o resolver un problema-cuento.
- Los estudiantes llevarán a la casa las instrucciones y los materiales necesarios para realizar las tareas. Los estudiantes de primer grado pueden necesitar su ayuda y atención para completar estas actividades: leer un problema, jugar un juego, recordar instrucciones, etc.
- Escoja un lugar tranquilo para que su hijo(a) haga la tarea (ya sea en la casa, en un programa de después de la escuela o en algún otro lugar) y establezca un sistema para que su hijo(a) traiga la tarea y la lleve a la escuela.
- Algunos materiales, tales como las tarjetas de números primarios y las instrucciones de los juegos, se utilizarán durante todo el año. Debido a que estos materiales se enviarán a la casa solo una vez, ayude a su hijo(a) a encontrar un lugar seguro para guardarlos, como una carpeta, un sobre o una caja de zapatos, de modo que pueda encontrarlos fácilmente cuando los necesite. Si su hijo(a) habitualmente hace la tarea en varios lugares, avíseme para que podamos hablar sobre cómo obtener los materiales necesarios para cada lugar.

Sobre la tarea de matemáticas

- Los estudiantes suelen usar objetos reales para resolver problemas de matemáticas. Reúna una colección de (20–30) objetos pequeños, tales como frijoles, botones o monedas de 1¢ que los estudiantes puedan usar en la casa. Pueden guardarlos en bolsas de plástico o en envases pequeños y conservarlas junto con los demás materiales.
- Haga preguntas para profundizar el razonamiento de su hijo(a). Las siguientes podrían ser algunas sugerencias. Observe que las preguntas exigen una respuesta más amplia que un simple "sí" o "no".

  - ¿Qué necesitas averiguar?
  - ¿Qué vas a hacer primero?
  - ¿Cómo vas a resolver este problema?
  - ¿Cómo llegaste a esta respuesta?
  - ¿Por qué crees que tu respuesta es correcta?
  - ¿Puedes explicar eso de otra manera?

Si desea compartir algunas opiniones sobre cómo su hijo(a) aborda la tarea, no dude en enviarme una nota. Si una tarea parece muy difícil o confusa, avíseme para que yo pueda abordar el asunto en la escuela.

Espero trabajar con usted durante todo el año.

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en la clase. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Actividades para contar Su hijo(a) puede contar objetos de algunas colecciones. Muchos estudiantes de primer grado pueden contar correctamente hasta cantidades de 20 o 30. Con su ayuda, su hijo(a) puede llegar a contar cantidades mayores. Trabajen juntos para contar grupos de objetos que haya en la casa, como cubiertos, monedas de 1¢ o colecciones de carros o animales. También pueden buscar imágenes para contar en libros, revistas y periódicos. Su hijo(a) también puede practicar la progresión del conteo de memoria. Empiecen contando desde 1 y túrnense para decir cada número. Vea hasta dónde pueden contar juntos. También pueden practicar cómo contar hacia atrás. Empiecen en 20 y cuenten hacia atrás hasta el 1. De forma gradual, empiecen desde números mayores.

Resolver problemas de suma y resta En la clase, resolvimos problemas-cuento e hicimos juegos y actividades que incluyeron combinar dos cantidades o quitar una cantidad a otra. Busque oportunidades para crear y resolver problemas con su hijo(a). Por ejemplo: "Veo 4 carros grises y 3 carros negros en el estacionamiento. ¿Cuántos carros hay en el estacionamiento?" o "Tengo 10 monedas de 1¢ en mi bolsillo. Si te doy 3 monedas, ¿cuántas me quedan?". Anime a su hijo(a) a que vuelva a contar el problema con sus propias palabras y le explique su estrategia para resolverlo.

NOMBRE   FECHA

Actividades relacionadas para hacer en casa

Juegos Su hijo(a) llevará a la casa instrucciones y materiales correspondientes a un juego llamado *Doble comparación*. Este juego se enfoca en la combinación y comparación de cantidades. Mientras jueguen, pregunte a su hijo(a) cómo llegó a la cantidad total y cómo decide qué cantidad es mayor.

Matemáticas y literatura Aquí les sugerimos algunos libros para contar que puede encontrar en su librería local para leer juntos. Pida a su hijo(a) que cuente los objetos de cada página. Observe qué conceptos matemáticos puede descubrir su hijo(a).

Donaldson, Julia. *Aprendo con el Grúfalo: Los números.*
Falwell, Cathryn. *Fiesta para 10.*
Pacovska, Kveta. *Uno, cinco, muchos.*
Pisos, Cecilia. *El baúl de los transportes.*

NAME   DATE

Apples and Oranges

Solve the problem. Show your work.

I went to the store to buy some fruit.
I bought 7 apples and 5 oranges.
How many pieces of fruit did I buy?
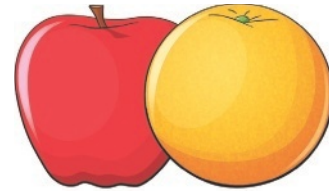
NOTE

This problem is about combining two numbers. Encourage your child to find his or her own way to solve the problem and record that work.
MWI **Solving Addition Problems**

UNIT 1 | **34** | SESSION 2.7   © Pearson Education **1**

How Many Birds?

Solve the problem. Show your work.

Rosa counted 13 blue birds sitting on a fence.
She saw 4 of the birds fly away.
How many birds are still on the fence?

NOTE

This problem is about subtracting one quantity from another. Encourage your child to find his or her own way to solve the problem and record that work.
MWI Solving Subtraction Problems

NAME

DATE

Solving Story Problems

Solve the problem. Show your work.

I found 7 shells on the beach.
I bought 4 shells at the store.
How many shells do I have?
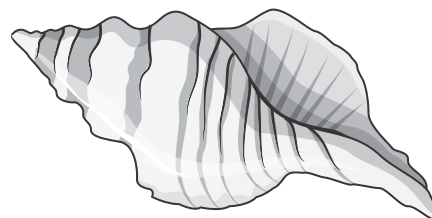
NAME

DATE

Solving Story Problems with Bigger Numbers

Solve the problem. Show your work.

I ate 12 strawberries for a snack.
I ate 8 strawberries at lunch.
How many strawberries did I eat?
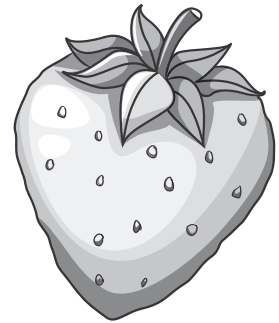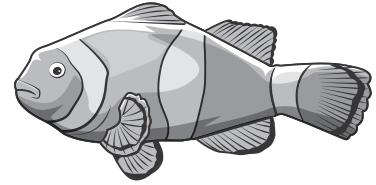
How Many Fish?

Solve the problems. Show your work.

1 Max saw 17 fish in a pond.
Then 10 fish swam away.
How many fish were left?

2 The next day, Max went back to the pond.
Again, he saw 17 fish.
Then 11 fish swam away.
How many fish were left?
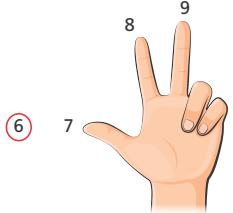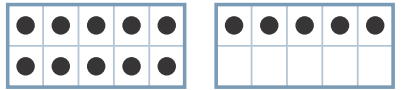
About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *How Many of Each? How Many in All?* We will be working on developing strategies for adding and subtracting numbers by counting on or back, solving problems that involve adding more than two numbers, and finding many different combinations for the same number. We will also begin to work with tens and ones as we represent the teen numbers as a group of ten plus a group of ones. Throughout this unit, we will be thinking about how to use equations to record our work. We will also be counting larger quantities and reading and writing larger numbers.

Throughout this unit, students will be working toward the following goals:
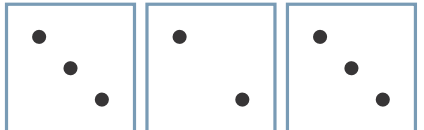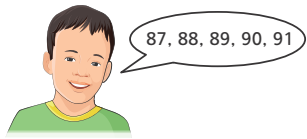
Benchmark/Goals	Examples
Understand that you can count on to add two numbers. And, you can count back to subtract.	$6 + 3 = $ ___ 9 8 ⑥ 7 $9 - 3 = $ ___ 0 1 2 3 4 5 ⑥ 7 8 9 10
Understand that a group of 10 ones is the same as 1 ten and that all of the teen numbers are made up of 1 ten and a number of ones.	is one 10 card or 10 $15 = 10 + 5$

About the Mathematics in This Unit

Benchmark/Goals	Examples
Find at least 5 combinations of a given number.	There are 9 vegetables on your plate. Some are peas. Some are carrots. How many of each could you have? $9 = 5 + 4$ $9 = 4 + 5$ $9 = 2 + 7$ $9 = 7 + 2$ $9 = 8 + 1$
Solve story problems with three addends.	Mr. C's class was doing *Quick Images*. How many dots did they see?
Rote count, read, and write numbers to 120.	87, 88, 89, 90, 91 87,88,89,90,91
Represent numbers with equivalent expressions.	Today's Number: 10 $10 = 3 + 7$ $20 - 10 = 10$ $2 + 2 + 6 = 10$

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive more information about the mathematics in this unit as well as suggested activities to do at home.

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing them with your child can enrich his or her mathematical learning.

How Many Am I Hiding? Put 5–12 small objects in your hand. Give your child a chance to determine how many you have. Then hide some in your other hand and show your child what is left. Now ask, "How many am I hiding?" Encourage your child to explain his or her thinking. After playing a few rounds with the same number, you can change the total number and start again.

Start With/Get To Ask your child to select a number to "Start With" and another number to "Get To." Count with your child from the "Start With" number to the "Get To" number. During this unit, we will be focusing on numbers 1–120.

Write the Numbers As an extension of "Start With/Get To," children write the numbers they are counting. You can also challenge your child to write the numbers in order as high as they can count.

Counting Activities In class, students are counting sets of up to about 60 objects. With your help, your child can count even higher. Together, count sets of objects around the home, such as spoons, pennies, or collections of small toys. In school, children will trace their feet and count how many small items (e.g., beans, tiles, pennies) fit inside the outline. At home, your child may like to trace your foot and then count how many beans or pennies fit inside.
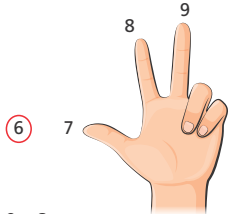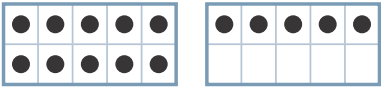
Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *¿Cuántos hay de cada uno? ¿Cuántos hay en total?* En esta unidad, los estudiantes aprenderán estrategias para sumar y restar números contando hacia adelante o hacia atrás, para resolver problemas que incluyen sumas de más de dos números y para hallar diferentes combinaciones para formar el mismo número. También empezaremos a trabajar con decenas y unidades al representar números del 10 al 19 como un grupo de decenas más un grupo de unidades. A lo largo de esta unidad, aprenderán a usar ecuaciones para anotar su trabajo. También contarán, leerán y escribirán números más grandes.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:
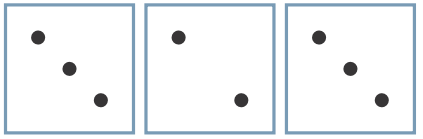
Puntos de referencia/Objetivos	Ejemplos
Entender que pueden contar hacia adelante para sumar dos números y hacia atrás para restar.	$6 + 3 = $ ____ $9 - 3 = $ ____ 0 1 2 3 4 5 6 7 8 9 10
Entender que un grupo de 10 unidades es lo mismo que 1 decena y que todos los números del 10 al 19 están formados de 1 decena y cierta cantidad de unidades.	es una tarjeta de 10 o 10 $15 = 10 + 5$

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Hallar al menos 5 combinaciones para un número dado.	Hay 9 verduras en tu plato. Algunas son arvejas. Otras son zanahorias. ¿Cuántas puedes tener de cada una? $9 = 5 + 4$ $9 = 4 + 5$ $9 = 2 + 7$ $9 = 7 + 2$ $9 = 8 + 1$
Resolver problemas-cuento con tres sumandos.	La clase del Sr. C estaba trabajando con *Imágenes rápidas*. ¿Cuántos puntos vieron?
Contar, leer y escribir de memoria números hasta 120.	87, 88, 89, 90, 91 81,88, 89,90, 91
Representar números con expresiones equivalentes.	Número del día: 10 $10 = 3 + 7$ $20 - 10 = 10$ $2 + 2 + 6 = 10$

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades de esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE

FECHA

(PÁGINA 1 DE 2)

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en la clase. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

¿Cuántos estoy ocultando? Coloque entre 5 y 12 objetos pequeños en su mano. Pídale a su hijo(a) que determine cuántos objetos hay. Luego, oculte algunos en su otra mano y pídale que diga cuántos quedan. Entonces pregunte: "¿Cuántos estoy ocultando?". Pídale a su hijo(a) que le explique la manera en que está pensando. Después de jugar unas rondas con el mismo número, puede cambiar el total y volver a empezar.

Empieza en/llega hasta Pida a su hijo(a) que escoja un número para "empezar en" y otro número para "llegar hasta". Cuenten juntos desde el número inicial hasta el número final. A lo largo de esta unidad, trabajaremos en los números del 1 al 120.

Escribir los números A continuación de "Empieza en/llega hasta", los estudiantes escriben los números que están contando. También puede pedirle a su hijo(a) que escriba todos los números en orden hasta donde sepa contar.

Actividades para contar En la clase, los estudiantes están contando grupos de hasta 60 objetos. Con su ayuda, su hijo(a) puede llegar a contar hasta un número más grande. Cuenten juntos grupos de objetos que haya en la casa, como cucharas, monedas de 1¢ o colecciones de juguetes pequeños. En la clase, los estudiantes trazarán sus pies y contarán cuántos objetos pequeños caben en la silueta (p. ej., frijoles, baldosas, monedas de 1¢). En casa, su hijo(a) puede trazar su pie y luego contar cuántos frijoles o monedas de 1¢ caben.

What's in the Bag?

There are 5 balls in all.
Write how many balls are **outside** the bag.
Write how many balls are **inside** the bag.

1

Outside _____

Inside _____

2

Outside _____

Inside _____

3

Outside _____

Inside _____

4

Outside _____

Inside _____

Ongoing Review

5 How many of these shapes have 4 sides?

Ⓐ 8   Ⓑ 4   Ⓒ 3   Ⓓ 2

NOTE

Students practice counting and finding combinations of 5.
MWI **Crayon Puzzles: One Addend Unknown**

NAME   DATE

8 Toys: How Many of Each?

Solve the problem. Show your work.

I have 8 toys.
Some are blocks.
Some are marbles.
How many of each could I have?
How many blocks? How many marbles?

Find as many combinations as you can.
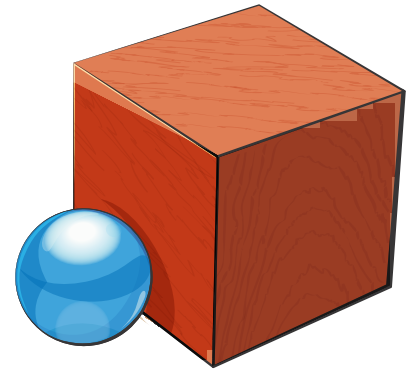
NOTE

Students find combinations of numbers that equal 8.
MWI **How Many of Each?: Both Addends Unknown**

NAME

DATE

Finding Socks

Jacob was cleaning his room.
He found 6 socks under his bed.
He found 3 socks in his closet.
He found 4 socks on the floor.
How many socks did he find in all?

Solve the problem. Show your work.

NOTE

Students combine three quantities to solve a story problem.
MWI Solving Addition Problems

NAME

DATE

How Many Animals?

Solve the problem. Show your work.

Jill was cleaning her room.
She put her stuffed animals on her bed.
She put 2 monkeys on her bed.
Then she put 1 giraffe on her bed.
Then she put 4 lions, 2 ducks,
and 8 dogs on her bed.
How many stuffed animals are on her bed?
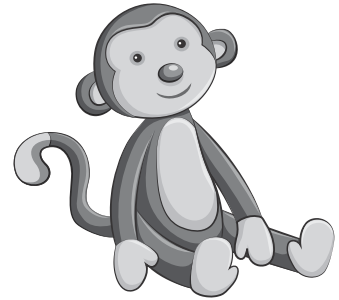
NAME

DATE

Counting Strips at Home

Write the missing numbers on these counting strips.

7	32	55
8	33	56
9	34	57

NOTE

Students continue to practice writing numbers and counting on from a number other than one.

MWI **Counting Forward**

NAME

DATE

More Counting Strips at Home

Write the missing numbers on the counting strips.

6	34	77	111
7	35	78	112
8	36	79	113

NOTE

Students continue to practice writing numbers and counting on from a number other than one.
MWI **Numbers 0 to 120**

NAME

DATE

What Went Wrong?

Here are parts of 6 counting strips.
Fix the mistakes.

1

36
37
38
39
04

2

41
24
43
44
45

3

18
19
30
31
32

4

28
29
31
32
33

5

66
67
68
96
70

6

39
50
51
52
53

   1

NAME

DATE

Counting Strips

Write the missing numbers on the counting strips.

15	33	57	82
16	34	58	83
17	35	59	84

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NAME

DATE

Missing Numbers Between 101 and 200

What are the missing numbers?
Write them on the chart.

101	102	103	104				108	109	110
111	112	113	114	115	116	117	118	119	
	122	123	124	125	126	127	128	129	130
				135	136		138	139	140
	142	143	144	145	146			149	150
151	152	153	154		156		158	159	160
161			164	165	166	167		169	170
171	172	173	174	175	176	177		179	180
181	182	183	184	185	186	187			
		193	194	195	196	197	198	199	

About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *Number Games and Crayon Problems.* We will be working on adding and subtracting numbers to 20 in many different contexts, with the goal being fluency with addition and subtraction problems within 10. Students encounter new kinds of story problems, and think a lot about the notation mathematicians use for addition and subtraction. Throughout this unit, students will be working toward the following goals.

Benchmarks/Goals	Examples
Fluency with addition and subtraction within 10	2 + 6 = _____ 7 − 1 = _____ 5 + 4 = _____ 9 − 3 = _____ 7 + 1 = _____ 8 − 5 = _____
Solve problems with one addend unknown.	Kim had 10 crayons. 7 were blue. The rest were red. How many were red?
Understand the equal sign.	True or False? 6 + 7 = 12 7 = 4 − 3 6 + 2 = 8 + 2
Determine the missing number in an equation.	6 + 7 = _____ _____ + 7 = 12 6 + _____ = 12 7 − _____ = 3
Solve problems with an unknown change.	I had 5 pennies in my Jar. Max gave me some more pennies. Then I had 6 pennies. How many pennies did Max give me? Kim had 5 pennies in her Jar. She gave some pennies to Sam. Then she had 3 pennies. How many pennies did she give to Sam?

About the Mathematics in This Unit

In our math class, students engage in math problems and activities and discuss the underlying concepts. They share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. You can contribute at home by encouraging your child to explain her or his math thinking to you.

In the coming weeks, you will receive more information about the mathematics in this unit as well as suggested activities to do at home.

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing them with your child can enrich your child's mathematical learning.

Tens Go Fish The object of the game is to find pairs of number cards that equal 10. Deal 5 Primary Number Cards to each player. Leave the rest in a pile. Any player who can make 10 with 2 of those cards puts them aside and draws 2 more. Then take turns asking each other for a card. For example, if you have a 3, you might ask your child, "Do you have a 7?" If you get a 7, make a pair and put them down. Then draw a card from the deck. If your child does not give you a 7, "go fish" and draw the top card from the deck. Your turn ends when you cannot make a 10. (We will also be playing this game in school so your child may be able to teach you.)

How Many Am I Hiding? Lay out 10 small objects and ask your child to count them. Then, while your child covers his or her eyes, hide some of the objects. Show your child the objects that are not hidden and ask, "How many am I hiding?" Encourage your child to explain her or his thinking. After playing a few rounds, you can change the total number (from 6 to 12 total) and start again.

Telling and Solving Story Problems Look for addition and subtraction situations at home. For example, say, "If we have 4 apples, 8 bananas, and 7 plums in the fruit bowl, how many pieces of fruit do we have?" or "If you have 20 pennies and you spend 15 pennies, how many do you have left?" "We have 8 people coming for dinner. We have only 6 chairs. How many more do we need?" Encourage your child to make up story problems for you too!

Math and Literature Most of the following books should be available at your local library. You can read them together, count the objects on each page, or use the illustrations to pose simple addition or subtraction problems: "There are 7 birds on this page. How many would there be if 4 more birds came along?"
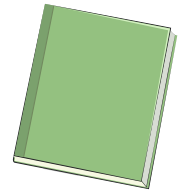
Bateman, Donna. *Deep in the Swamp*.
Berkes, Marianne. *Over in the Ocean: In a Coral Reef*.
Duke, Kate. *Twenty is Too Many*.
Mannis, Celeste. *One Leaf Rides the Wind*.
Tang, Greg. *Math Appeal*.
Walton, Rick. *One More Bunny: Adding From One to Ten*.
Wise, William. *Ten Sly Piranhas*.

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *Juegos de números y problemas con crayones*. En esta unidad, los estudiantes aprenderán a sumar y restar números hasta 20 en diferentes contextos, con el objetivo de adquirir fluidez en la resolución de problemas de suma y resta hasta 10. Los estudiantes se encontrarán con nuevos tipos de problemas y trabajarán mucho en la notación que usan los matemáticos para la suma y la resta. A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Adquirir fluidez en sumas y restas hasta 10.	$2 + 6 =$ _____ $7 - 1 =$ _____ $5 + 4 =$ _____ $9 - 3 =$ _____ $7 + 1 =$ _____ $8 - 5 =$ _____
Resolver problemas con un sumando desconocido.	Kim tenía 10 crayones. 7 eran azules. El resto eran rojos. ¿Cuántos eran rojos?
Entender el signo igual.	¿Verdadero o falso? $6 + 7 = 12$ $7 = 4 - 3$ $6 + 2 = 8 + 2$
Determinar el número que falta en una ecuación.	$6 + 7 =$ _____ _____ $+ 7 = 12$ $6 +$ _____ $= 12$ $7 -$ _____ $= 3$
Resolver problemas con un cambio desconocido.	Tenía 5 monedas de 1¢ en mi frasco. Max me dio algunas monedas más. Entonces, tenía 6 monedas en mi frasco. ¿Cuántas monedas me dio Max? Kim tenía 5 monedas de 1¢ en su frasco. Le dio algunas monedas a Sam. Entonces, Kim tenía 3 monedas. ¿Cuántas monedas le dio a Sam?

Las matemáticas en esta unidad

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas, además de comentar los conceptos subyacentes. Se les pide que comenten el razonamiento y las soluciones dadas. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades de esta unidad en los materiales que se enviarán al hogar en las próximas semanas.

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en la clase. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Pescar diez El objetivo del juego es hallar pares de tarjetas numéricas que sean iguales a 10. Repartan 5 tarjetas de números primarios a cada jugador. Dejen las demás en una pila. Cualquier jugador que pueda formar 10 con 2 de sus tarjetas, las separa y toma 2 más. Luego, túrnense para pedirse una tarjeta uno a otro. Por ejemplo, si usted tiene un 3, puede preguntarle a su hijo(a): "¿Tienes un 7?". Si lo obtiene, forme el par y déjelas aparte. Entonces, tome una tarjeta de la baraja. Si su hijo(a) no puede darle un 7, debe "pescar" la tarjeta de arriba de la baraja. Su turno termina cuando no puede formar 10. (También habremos jugado este juego en la clase, de modo que su hijo(a) puede enseñárselo).

¿Cuántos estoy escondiendo? Busque 10 objetos pequeños y pídale a su hijo(a) que los cuente. Después, mientras su hijo(a) se cubre sus ojos, esconda algunos de los objetos. Muéstrele los objetos que quedaron y pregunte: "¿Cuántos estoy escondiendo?". Anime a su hijo(a) a que le explique la manera en que está pensando. Después de jugar algunas rondas, puede cambiar la cantidad total de objetos (entre 6 y 12) y volver a empezar.

Actividades relacionadas para hacer en casa

Contar y resolver problemas-cuento Busque oportunidades para sumar y restar en casa. Por ejemplo, diga: "Si tenemos 4 manzanas, 8 plátanos y 7 ciruelas en la frutera, ¿cuántas frutas tenemos?" o "Si tienes 20 monedas de 1¢ y gastas 15, ¿cuántas monedas de 1¢ te quedan?". "Vienen 8 invitados a cenar. Solo tenemos 6 sillas. ¿Cuántas más necesitamos?" Anime a su hijo(a) a que invente problemas-cuento para que usted resuelva.

Matemáticas y literatura La mayoría de estos libros está disponible en la biblioteca local. Pueden leerlos juntos, contar los objetos de cada página o usar las ilustraciones para crear problemas simples de suma y resta: "Hay 7 pájaros en esta página. ¿Cuántos habría si llegan 4 más?".

Boynton, Sandra. *Perritos: Un libro para contar y ladrar.*
deRubertis, Barbara. *Cuenta con Pablo.*
King, Andrew. *Números.*
Leffingwell, Richard. *Sumar y contar hacia adelante.*
Mariconda, Barbara. *Diez para mí.*
Pallotta, Jerry. *Cuenta los insectos.*

NAME

DATE

Counters in a Cup at Home

Pretend you are playing *Counters in a Cup* with 10 counters. Use the pictures to fill in each chart. Game 1 shows you what to do.

Game 1
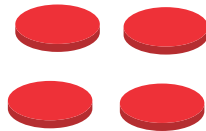
Out	In
4	6

Total Number of Counters: 10

Game 2

Total Number of Counters: 10
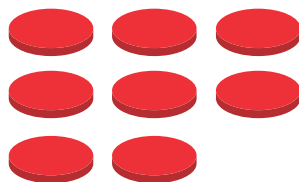
Out	In

Game 3

Total Number of Counters: 10
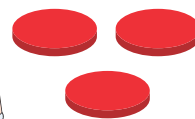
Out	In

NOTE

Students work with a total of 10 counters. They use the number of visible counters to determine the number of hidden counters. This work encourages students to practice counting and breaking a number into two parts ($10 = 6 + 4$).

MWI **Combinations of 10**

Counters in a Cup at Home

Game 4
Total Number
of Counters: 10
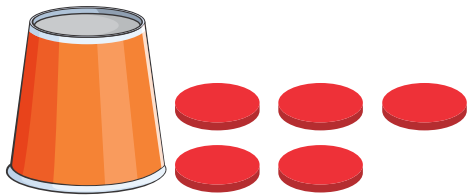
Out	In

Game 5
Total Number
of Counters: 10
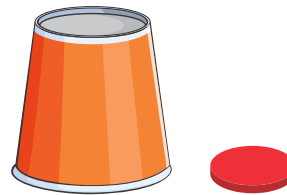
Out	In

Game 6
Total Number
of Counters: 10
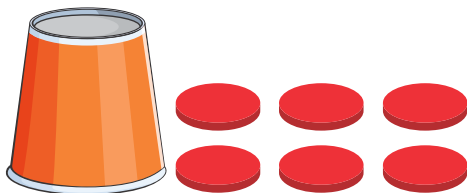
Out	In

Game 7
Total Number
of Counters: 10

Out	In

NAME

DATE

Ten Red, Blue, and Green Crayons

Solve the problem. Show your work.

1 I have 10 crayons. Some are red.
Some are blue. Some are green.
How many of each could I have?
Find as many combinations as you can.
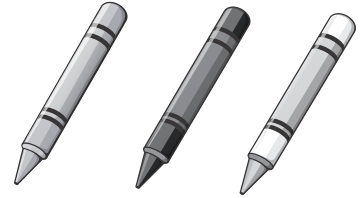
NAME   DATE

Challenging Crayon Puzzles

Solve the problems. Show your work.

1 I have 10 crayons.
Some are blue and some are red.
I have the **same** number of each color.
How many of each do I have?
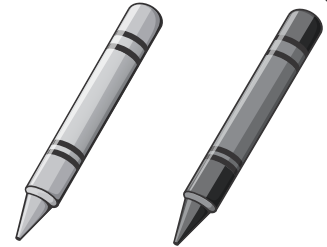
2 I have 7 crayons.
Some are blue and some are red.
I have **more** blue crayons.
How many of each could I have?
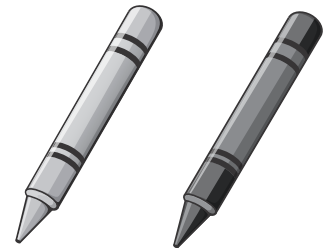
Challenging Crayon Puzzles

Solve the problems. Show your work.

3 I have 9 crayons.
Some are blue and some are red.
I have **more** red crayons.
How many of each could I have?
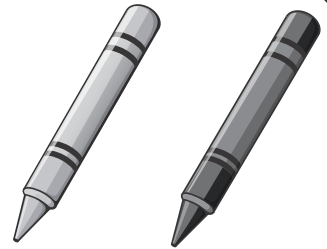
4 I have 12 crayons.
Some are blue and some are red.
I have **more** blue crayons.
How many of each could I have?
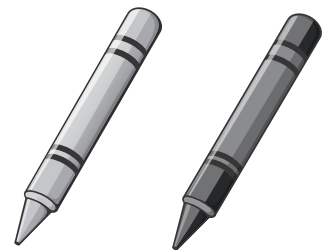
NAME

DATE

How Many Pennies?

Solve each problem. Show your work.

1 Max had 17 pennies.
He used 5 pennies to buy a toy.
How many pennies does he have now?

2 Rosa had 11 pennies.
Sam gave her 7 more pennies.
How many pennies does Rosa have now?

NOTE

Students solve two story problems about pennies. One problem involves addition and the other, subtraction. Encourage your child to record his or her work. You may want to give your child some pennies to act out the stories.

MWI **Solving Subtraction Problems; Solving Addition Problems**

NAME

DATE

True or False?

Circle the word to show whether the equation is true or false.

1	$6 = 2 + 4$	True	False
2	$6 - 2 = 4$	True	False
3	$6 + 2 = 4$	True	False

Write the number that makes the equation true.

4	$5 + \boxed{} = 7$
5	$3 + \boxed{} = 8$
6	$8 - \boxed{} = 3$

NOTE

Students determine whether the equations are true or false and then they complete each equation by filling in the missing number.

MWI **Equations**

NAME

DATE

Penny Jar Problems

Solve each problem. Show your work.

1 Kim had 2 pennies in her jar.
She added some more.
Then she had 9 pennies in her jar.
How many pennies did Kim add?

2 Sam had 5 pennies in his jar.
He took some out.
Then he had 2 pennies in his jar.
How many pennies did Sam take out?

NOTE

Students solve two story problems about pennies. Encourage your child to record his or her work. You may want to give your child some pennies to act out the stories.
MWI The Penny Jar: Unknown Start/Change

© Pearson Education **1**

NAME

DATE

More Penny Jar Problems

Solve the problems. Show your work.

1 Kim had 6 pennies in her jar.
She added some more.
Then she had 11 pennies in her jar.
How many pennies did Kim add?

2 Sam had 13 pennies in his jar.
He took some out.
Then he had 8 pennies in his jar.
How many pennies did Sam take out?

NAME

DATE

Blocks and Books

Solve the problems. Show your work.

1 Kim had 8 blocks.
Max gave her some more blocks.
Then Kim had 12 blocks.
How many blocks did Max
give to Kim?
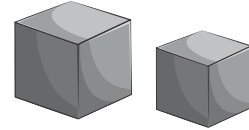
2 Rosa had 13 books.
She gave some to Sam.
Then Rosa had 5 books.
How many books did Rosa
give to Sam?

About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *Would You Rather Be an Eagle or a Whale?* This unit is about data—the facts or information we collect about people and things in our world. Students will be posing questions, collecting data, and making representations of the data they collect. These representations help communicate the important information, for example, how many people are in each group, which group has more/fewer and how many more/fewer, and how many people responded to the survey. Students will also be solving comparison problems that are based on data.

Throughout this unit, students will be working toward these goals:

Benchmark/Goal	Example
Represent and describe a set of data with two or three categories.	Do you walk to school?
	Walk to School: XXXXXXXXXXXXX
	Don't Walk to School: XXXXXXXXXX
	How many children walk to school? Do more children walk to school or not? How many more? How many children responded to this survey?
Solve comparison story problems with a bigger or smaller unknown.	A teacher asked a group of students about how they get to school.
	8 children walk. 2 more children ride the bus than walk. How many children ride the bus to school?
	10 children ride the bus. 2 fewer children walk than ride the bus. How many children walk?

Please look for more information and activities about *Would You Rather Be an Eagle or a Whale?* that will be sent home soon.

Related Activities to Try at Home

Dear Family,

The activities below are related to *Would You Rather Be an Eagle or a Whale?*, the unit we are currently working on in math. Doing these activities together with an adult will help enrich your child's mathematical learning.

Will We See More [Trucks or Buses]? On a trip, play "Which has more?" Begin by posing a question: "Which do you think we will see more of in the next five minutes: __ or __?" Depending on your surroundings, you might choose pairs such as bicycle riders or joggers, trucks or buses, cows or horses. Your child will have ideas, too! Help your child choose things that give enough to count—about 10 or 15 of each object. If the count is too low to be of interest, you might extend the time limit. The important thing is that your child keeps track of each item (using check marks, numbers, pictures, words, and so on), accurately counts, and then compares the results.

How Many More? After collecting the data and deciding what they saw more of, challenge your child to determine *how many more* [bikes, trucks, or cows] they saw.

Will We See More [Cars, Trucks, or Buses]? Play "Which has more?" with three choices. Ask your child whether they think you will see more walkers, runners, or bikers; cars, trucks, or buses; cows, horses, or birds. Set a time limit, or keep track until the first group reaches 10 or 15. Encourage your child to describe their findings by telling you how many were in each group, which group had the most/least, and whether they are surprised by the results.

Related Activities to Try at Home

[2] More Than [3] Find opportunities to pose questions like the following: "I have 2 pennies in my left pocket. I have three more pennies in my right pocket than I have in my left pocket. How many pennies are in my right pocket?" Keep the numbers small, and act out the problems together to solve them.
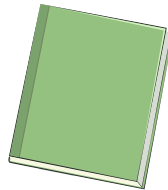
Math and Literature Here are some suggestions of children's books that are related to our work on data.

Burningham, John. *Would You Rather...*
Harris, Trudy. *Tally Cat Keeps Track.*
Leedy, Lorren. *The Great Graph Contest.*
Murphy, Stuart J. *Tally O'Malley.*

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *¿Te gustaría más ser águila o ballena?* En esta unidad, los estudiantes trabajarán con datos o información que reúnan sobre las personas y sobre nuestro mundo. Los estudiantes harán preguntas, reunirán datos y harán representaciones de estos. Dichas representaciones les permiten comunicar información importante, p. ej., cuántas personas hay en un grupo, qué grupo tiene más/menos y cuántos más/menos, cuántas personas participaron en una encuesta. Además, los estudiantes resolverán problemas de comparaciones basados en esos datos.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplo
Representar y describir un grupo de datos con dos o tres categorías.	¿Llegas a la escuela a pie?
	Llegan a pie: XXXXXXXXXXXXX No llegan a pie: XXXXXXXXXX
	¿Cuántos estudiantes llegan a la escuela a pie? ¿Los estudiantes que llegan a pie son más? ¿Cuántos más? ¿Cuántos estudiantes participaron en la encuesta?
Resolver problemas-cuento de comparación con cantidades desconocidas más grandes o más pequeñas.	Un maestro le pregunta a un grupo de estudiantes cómo llegan a la escuela. 8 estudiantes llegan a pie. Los estudiantes que llegan en autobús son 2 más que los que llegan a pie. ¿Cuántos estudiantes llegan en autobús a la escuela? 10 estudiantes llegan en autobús. Los estudiantes que llegan a pie son 2 menos que los que llegan en autobús. ¿Cuántos estudiantes llegan a pie?

Puede encontrar más información y actividades sobre *¿Te gustaría más ser águila o ballena?* en los materiales que se enviarán al hogar en las próximas semanas.

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con *¿Te gustaría más ser águila o ballena?* la unidad que estamos estudiando en la clase. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

¿Veremos más [camiones o autobuses]? Durante un viaje, juegue "¿De cuál hay más?". Empiece haciendo una pregunta: "¿Qué crees que veremos más en los próximos cinco minutos: __ o __?". Según su entorno, podría elegir pares tales como ciclistas o corredores, camiones o autobuses, vacas o caballos. ¡Su hijo(a) también tendrá algunas ideas! Ayúdelo(a) a que escoja cosas de las que haya suficientes para contar (de 10 o 15 objetos). Si no hay muchas cosas para contar en tan poco tiempo, puede extender el límite de tiempo. Lo importante es que su hijo(a) puede llevar la cuenta de cada objeto (usando marcas, números, dibujos, palabras, etc.), contar correctamente y, luego, comparar los resultados.

¿Cuánto más? Después de reunir los datos y decidir de qué objeto vieron más, proponga a su hijo(a) que determine *cuántos(as) más* [bicicletas, camiones o vacas] vieron.

¿Veremos más [carros, camiones o autobuses]? Jueguen "¿De cuál hay más?" con tres opciones. Pregunte a su hijo(a) si cree que verán más personas caminando, corriendo o en bicicleta; carros, camiones o autobuses; vacas, caballos o pájaros. Fije un límite de tiempo o lleve la cuenta hasta que algún grupo llegue a 10 o 15. Anime a su hijo(a) a que describa lo que hallaron diciéndole cuántos hay en cada grupo, qué grupo tiene la mayor/menor cantidad y si le sorprendieron los resultados.

Actividades relacionadas para hacer en casa

[3] más que [2] Busque oportunidades para hacer preguntas como esta: "Tengo 2 monedas de 1¢ en mi bolsillo izquierdo. En mi bolsillo derecho tengo 3 monedas más que las que tengo en el izquierdo. ¿Cuántas monedas tengo en mi bolsillo derecho?". Haga preguntas con números pequeños y actúen los problemas para resolverlos juntos.
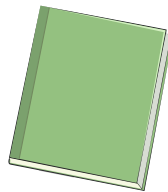
Matemáticas y literatura Aquí les sugerimos algunos libros infantiles que se relacionan con la recopilación de datos.

Burningham, John. *¿Qué prefieres...?*
King, Andrew. *Pensamiento lógico.*
Mariconda, Barbara. *¡Clasifícalo!*
Singleton, Joy. *Elena Efectivo.*

NAME

DATE

Do You Like Broccoli or Carrots?

Students in a first grade class were asked, "Which do you like better, broccoli or carrots?"

Rosa made this representation.

| Broccoli | 🥦🥦🥦🥦🥦🥦🥦🥦🥦🥦 |
| Carrots | 🥕🥕🥕🥕🥕🥕🥕🥕🥕🥕🥕🥕🥕🥕 |

Answer the questions.

1 How many students like broccoli better than carrots? _____

2 How many students like carrots better than broccoli? _____

3 How many students answered the survey?

_____

4 Did more students like broccoli or carrots?

_____

NOTE

Students describe the data from a survey question about vegetables.
MWI **Ways to Represent Data**

NAME

DATE

Penguin or Duck?

A teacher asked a group of students, "Which would you rather be, a penguin or a duck?"

3 students chose penguin.
6 more students chose duck than chose penguin.
How many students would rather be a duck?

Use the survey chart or the blank space to solve the problem and show your work.

Penguin	Duck

NOTE

Students solve a comparison problem with the bigger amount unknown.
MWI Comparison Problems

Fraction Rugs: Circles

Draw lines that cut the circles into fourths. Choose 4 different colors to make a rug.
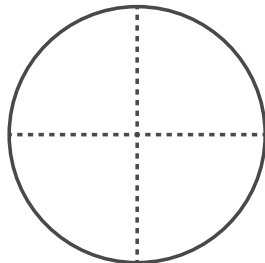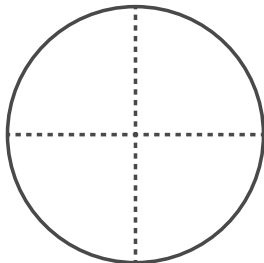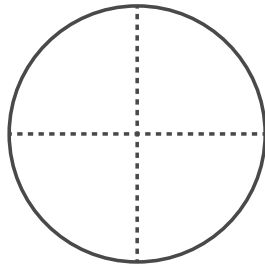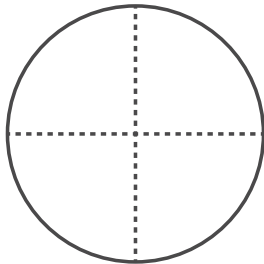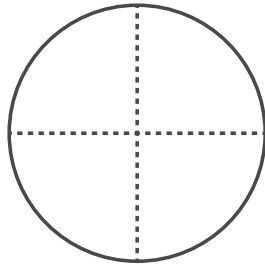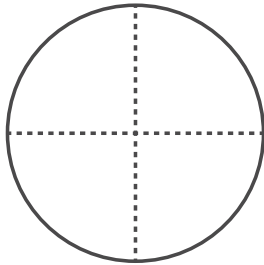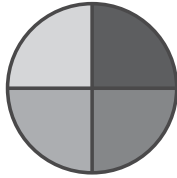
Fraction Rugs: Rectangles

Draw lines that cut the rectangles into fourths. Choose 4 different colors to make a rug.
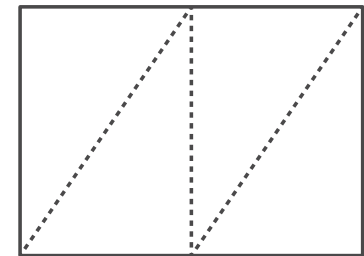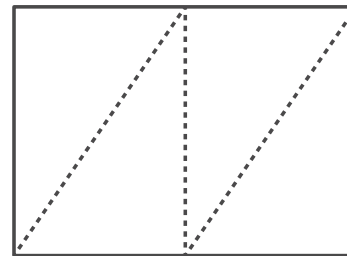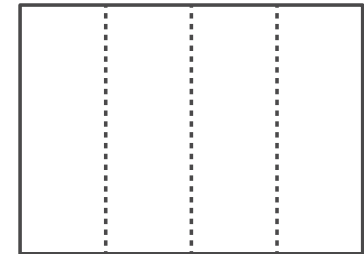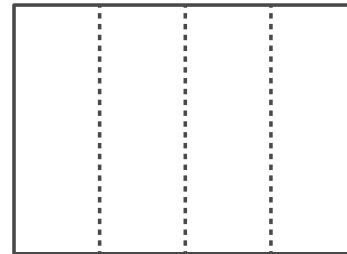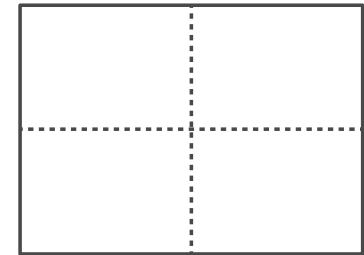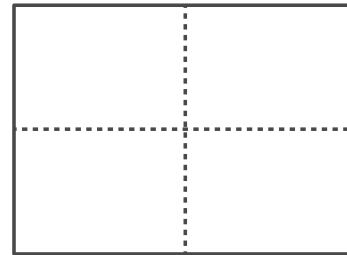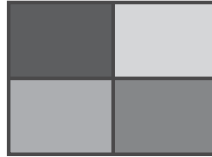
Fraction Rugs: Squares
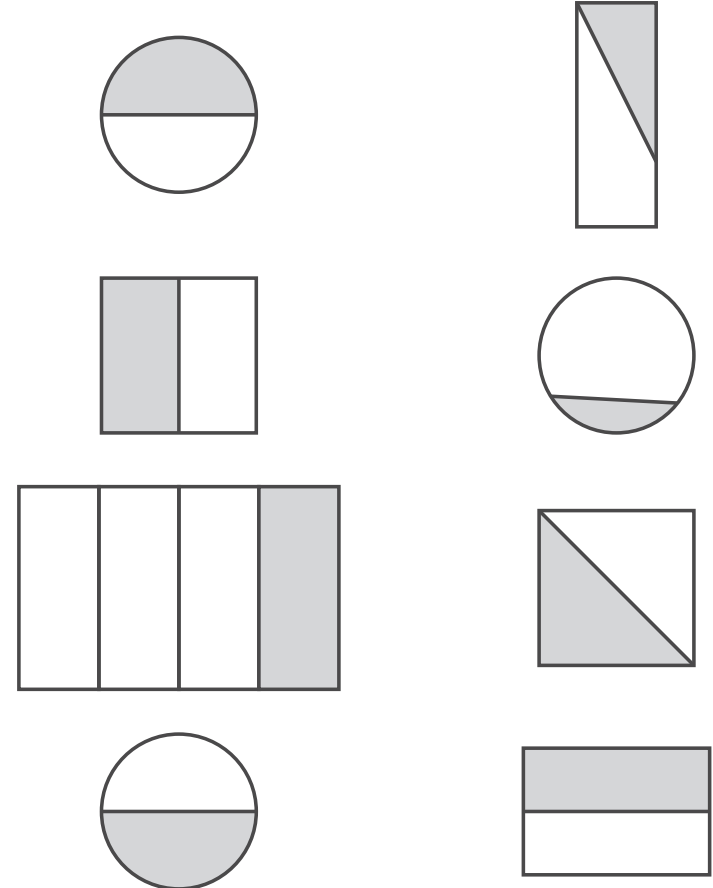
Draw lines to make fourths. Choose 4 different colors to make a rug.
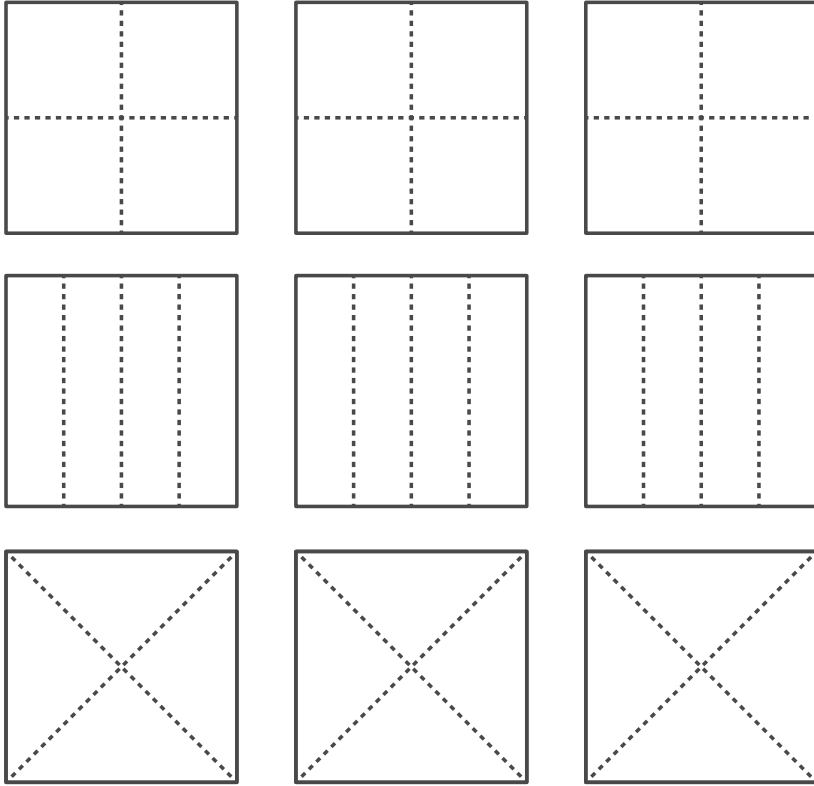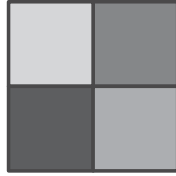
Find the Half

Look at each shape. Circle the shapes that show halves. Draw an X on the shapes that do **not** show halves.

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1ˢᵗ Grade Computer Science & Integrated Technology "Unplugged" Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

Computer Science & Integrated Technology	Innovative Designer	Digital Citizen	Creative Communicator	Computational Thinker
WEEK 1 April 20 – April 24	Fold a piece of paper different ways to see how to make it fall faster	Draw a picture of how to be a good digital citizen	Have a parent share about a favorite video game from their childhood	Draw and name as many computer parts as you can
WEEK 2 April 27 – May 1	Make something from empty paper towel or toilet paper rolls	Draw a picture of something you like to do when you are taking a break from using your technology	Describe to a family member how to make a sandwich and let them follow your directions exactly	Tell what the spacebar and the backspace keys are used for on a keyboard
WEEK 3 May 4 – May 8	Draw a picture of your favorite space in your house	Ask a family member to help you create a list of rules to help your family have time without computers and phones	Play a card game that has numbers and letters	Have someone read you a story and review what came first, next and last in the story
WEEK 4 May 11 – May 15	Ask a family member to help you fix a broken toy (instead of throwing it away)	Tell a family member three things you must keep to yourself when you use the Internet	Draw 10 circles and turn each into something (pizza, wheel, etc.)	Play a board game
WEEK 5 May 18 – May 22	Draw a picture using only triangles and rectangles	Tell a family member why you should use a password to log in to a computer	Draw a picture of something in your house that is a computer	Count by 1s, 2s, or 5s to 100
WEEK 6 May 25 – May 29	Watch an episode of "How Its Made" from the Science Channel	Create a "Digital Citizen SuperHero" and tell why they are a super digital citizen!	Have a family member help you find the oldest item in your house	Tell about your favorite computer game

We all miss you and look forward to seeing you again!

Our contact information:

Bordewich Elementary: Mr. Crittenden - jcrittenden@carson.k12.nv.us
Empire Elementary: Mr. Koop - jakoop@carson.k12.nv.us
Fremont Elementary: Mr. Ellis - kellis@carson.k12.nv.us
Fritsch Elementary: Mrs. Waltz - iwaltz@carson.k12.nv.us
Mark Twain Elementary: Ms. Bobula - tbobula@carson.k12.nv.us
Seeliger Elementary: Mr. Dineen - ddineen@carson.k12.nv.us

Elementary PE Activity Calendar

Students: As we continue remote learning during this uncertain time, your PE teachers would like you to understand that one of our biggest goals in teaching is to get you to love movement and learning through movement. As we conclude this school year, please use this calendar below as a starting point, at least one time during the day, if not more, to be physically active. As you do these activities, please take this time to learn what you enjoy doing. This is a perfect time in your life to develop a love of physical activity.   We want you to love it. So, please try different activities. Please create your own activity. Being physically active while being asked to stay at home is an important part of your overall health, both physically and mentally. We miss you, we think about you and we can't wait to see you again. Should you have any questions, please email your PE teacher listed below; we would be glad to help you in any way.

Parents, we encourage you to continue to email pictures of your children doing these activities as we truly miss their smiles.

INSTRUCTIONS: Choose at least one activity from each day. Check box when completed.
Below are the standards we are focusing on during this time. Please stay active and be safe.
Standards: 1.2.4 & 1.5.4 "Demonstrate safe practices while participating in physical activities."
Standards: 3.2.2 & 3.5.2 "Demonstrate healthy activity patterns by participating in physical activity."

Contact(s):
Fritsch Elementary: bhenry-herman@carson.k12.nv.us   **Empire Elementary: mgardner@carson.k12.nv.us**
Bordewich Elementary: lhurzel@carson.k12.nv.us   **Fremont Elementary: drand@carson.k12.nv.us**
Mark Twain Elementary: ckaten@carson.k12.nv.us   **Seeliger Elementary: thornemann@carson.k12.nv.us**
Student Support Services: vmidboe@carson.k12.nv.us

	Monday	Tuesday	Wednesday	Thursday	Friday
April 20-24	❑ Watch your favorite TV show, during commercials run in place. ❑ Crab walk to another room. ❑ Have a dance party to at least one song. ❑ Physical activity of your choice.	❑ How long can you balance on one leg? Try both sides. ❑ Go for a fifteen-minute walk. ❑ Jump rope thirty times, with or without a rope. ❑ Physical activity of your choice	❑ Create your own game. ❑ Thirty jumping jacks. ❑ Hold a plank as long as you can. ❑ Physical activity of your choice	❑ Read a book while doing a wall-sit. ❑ Take a walk. ❑ Perform daily stretches. ❑ Physical activity of your choice	❑ Walk straight lines, walk curved lines, and then walk backward. ❑ How many push-ups can you do? ❑ Complete a chore around the house. ❑ Physical activity of your choice
April 27 - May 1	❑ Do ten burpees. ❑ Play a vigorous game of hide and seek. ❑ Draw different formations of lines with chalk on your sidewalk/drive-way and balance on them. ❑ Physical activity of your choice	❑ Toss with a partner or self-toss an object (underhand). ❑ Do planks during commercials while watching your favorite show. ❑ Go outside for a walk and find five things that start with the first letter of your first name. ❑ Physical activity of your choice	❑ Jump side to side over an object or line. ❑ Crawl like a seal: lay on your stomach and use your arms to pull your body along. ❑ Bear crawl for 1-3 minutes. ❑ Physical activity of your choice	❑ 30 squats. ❑ Practice juggling with empty plastic bags; toss, toss, catch, catch. ❑ 20 front kicks, 3 times throughout the day. ❑ Physical activity of your choice	❑ Go for a walk and find three things that make you smile. ❑ Lunge to a destination and bear crawl back. ❑ Do as many wall push-ups as you can. Do three times throughout the day. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 4-8	❏ Play a game with your family. ❏ Play a song and make up a dance. ❏ Balance a book on your head and walk around the house. ❏ Physical activity of your choice	❏ 64 basketball jump shots with or without a ball. ❏ Make a ball out of a sock and play toss and catch. ❏ Skip around your house. ❏ Physical activity of your choice	❏ Have a sit-up or curl-up challenge with a partner. ❏ Roll a ball at an empty can and see how many times you can knock it over in a minute. ❏ Spell your first and last name while doing jumping jacks. ❏ Physical activity of your choice	❏ Have a plank challenge with a partner. ❏ Practice your bottle flip, outside preferred. ❏ Stand in front of a mirror and flex every muscle you can think of. ❏ Physical activity of your choice	❏ Stretch all your body parts. ❏ While laying on your back see how long you can keep your legs in the air. Legs straight and off the ground. ❏ Do three sets of twenty bicycle crunches in one day. ❏ Physical activity of your choice
May 11-15	❏ Dribble a ball for fifteen minutes. ❏ Juggle and/or kick a ball around with your feet. ❏ Go for a ten-minute walk. ❏ Physical activity of your choice	❏ Pretend hula hoop to a song. ❏ High knees or marches to a song. ❏ Hold a squat and/or wall-sit for as long as you can. Perform three times throughout the day. ❏ Physical activity of your choice	❏ How long can you hold your arms out in front of you? Perform three times. ❏ Balance on your various body parts. ❏ Rock-paper-scissors with a partner. The loser does 5 jumping jacks. Winner gets a drink. Play multiple rounds. ❏ Physical activity of your choice	❏ Jump over an object twenty times. ❏ Pretend there is a puddle in front of you. Practice jumping in it, over it, around it, etc. ❏ Throw sock balls into a laundry basket, repeat multiple times. ❏ Physical activity of your choice	❏ Make up a dance to a song. ❏ Make bubbles and chase them around the yard. ❏ Go on a ten-minute walk. ❏ Physical activity of your choice
May 18-22	❏ Have a scavenger hunt in your house. ❏ Go on a walk with your family. ❏ Volley a balloon. How many times can you keep it up? ❏ Physical activity of your choice	❏ Frog hop or leapfrog around your house. ❏ Flutter like a butterfly around your house. ❏ Crab walk around your house. ❏ Physical activity of your choice	❏ Set up your own obstacle course. ❏ Make a jump rope and jump. Try different supplies to make one. ❏ Get on some wheels (with your helmet) and cruise around safely. ❏ Physical activity of your choice	❏ Waddle like a penguin and swim like a fish. ❏ Jump from room to room. ❏ Show me your ninja moves. ❏ Physical activity of your choice	❏ Pop like popcorn and melt like a popsicle. ❏ Jungle yoga: stand like a lion, hang like a monkey, and sit like a panda. ❏ Pretend to be a PE teacher and make up a routine for someone. ❏ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 25-29	HOLIDAY Enjoy the break!	❏ Go for a walk. Time yourself how fast you can walk around your house. ❏ Bounce pass a ball with a partner. Dribble and toss the ball back and forth. ❏ Volley a ball or balloon with someone. ❏ Physical activity of your choice	❏ Google: "Minute to Win It" games and play one with your family. ❏ Go for a hike. ❏ Go for a walk and find 5 yellow things. ❏ Physical activity of your choice.	❏ Toss and catch a penny or other coin. ❏ Take a mindful minute. (i.e. breathing, relaxation, etc) ❏ Drink six cups of water today. ❏ Physical activity of your choice.	❏ Eat healthy today. ❏ Do bicep curls with a can or other items. ❏ How far can you roll a ball? Roll a ball 5 times as far as you can. ❏ Physical activity of your choice.
6/1 - 6/3	Physical activity that makes your heart beat fast.	Physical activity that makes you sweat.	Physical activity that makes you happy.		

1ˢᵗ Grade Music Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

M	U	S	I	C
WEEK 1 April 20 – April 24	Listen to a song and draw how it makes you feel.	Draw squiggly lines and try making your voice follow the path you created.	Dance or move to the beat of your favorite song.	Sing your favorite music class songs to your stuffed animals.
WEEK 2 April 27 – May 1	Draw and name as many instruments as you can.	Blow a bubble and follow it with your voice. (When the bubble rises in the air, your voice should rise, too!)	What are all of the ways you can move your body to music? Can you wiggle like a worm or bounce like a rabbit?	Sing a song in a loud voice. Sing a song in a soft voice. Which is your favorite?
WEEK 3 May 4 – May 8	Take a listening walk (inside or outside) and list all of the sound you hear around you.	Have someone read you a story. Add sound effects using your voice and household items.	Try to find a fast song. Now, try to find a slow song. You can dance fast and slow along with your songs!	Make up your own song and sing it to your family.
WEEK 4 May 11 – May 15	Have a parent sing you a favorite song from their childhood.	Find something in your house you can use as a drum and play rhythms you make up.	Put on some music and march, skip, or hop to the beat. Change your movement when the music changes	Sing and Dance to your favorite song for your family or pets!
WEEK 5 May 18 – May 22	Ask a family member to play an instrument or sing to you.	Use found sounds (Pencils, Keys, Spoons) to tap the beat of your favorite song.	Teach somebody your favorite dance moves!	Play an instrument you have, or make, for your family or a stuffed animal.
WEEK 6 May 25 – May 29	Find things in your house that move Slow or Fast. Write about them, or draw pictures!	Clap rhythms you make up to your favorite song.	Practice singing a song. Move your hand to show where it goes higher and lower.	Put on a concert for your family, either singing or playing and instrument.

We all miss you and look forward to seeing you and making music again! If you need to contact your music teacher, below are our email addresses and links to additional music resources you can use if you want even more music fun!

Bordewich- Mr. Catron- acatron@carson.k12.nv.us   **Empire**- Ms. Robinson- crobinson@carson.k12.nv.us

Fremont- Mrs. Van Orman- sreynolds@carson.k12.nv.us   **Seeliger**- Mr. Van Orman- dvanorman@carson.k12.nv.us

Fritsch- Ms. Witkowski- nwitkowski@carson.k12.nv.us or you can reach her on Class Dojo

Mark Twain- Mrs. Bourne- cbourne@carson.k12.nv.us or visit her school webpage https://bit.ly/2Vfofga or her YouTube Channel "Bourne to Teach Music"