1st Grade Standards for Remainder of Year

Week 1

Wonders Unit 5.2

ELA: L.1.1f, L.1.2b, L..1.2d, L.1.5c, L.1.5d, RL.1.3, RL.1.9, SL. 1.1a, W.1.7, W.1.5, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4b

R controlled vowels (er, ir, ur, or), inflectional ending -er, sequencing

Wonders Readers Writers WB pgs. 223-234

Social Studies Weekly

Science Weekly

Math: Ch. 9 - Measurement: CC.1.MD.1, CC.1.MD.2

Lesson 9.1 Order Length Go Math WB pgs 369-372

Lesson 9.2 Indirect Measurement Go Math WB pgs 373 - 376

Lesson 9.3 Use nonstandard units to measure length Go Math WB pgs 377 - 380

Lesson 9.4 Make a nonstandard measuring tool Go Math WB pgs 381 - 384

Lesson 9.5 Measure and Compare Go Math WB pgs 385 - 388

Week 2

Wonders Unit 5.3

ELA: SL.1.2, RI.1.3, L.1.4b, SL.1.1a, L.1.5c, L.1.2d, RF.1.4b, W.1.7, RI.1.9, W.1.3, L.1.1f, L.1.2a

Or, ore, oar, abbreviations, sequencing

Wonders Readers Writers WB pgs. 235-246

Social Studies Weekly

Science Weekly

Math: Ch. 9 - Measurement & Ch. 10 - Represent Data: CC.1.MD.3, CC.1.MD.4

Lesson 9.6 Time to the Hour Go Math WB pgs 389 - 392

Lesson 9.7 Time to the Half Hour Go Math WB pgs 393 - 396

Lesson 9.8 Tell time to the hour and half hour Go Math WB pgs 397 - 400

Lesson 9.9 Practice time to the hour and half hour Go Math WB pgs 401 - 404

Lesson 10.1 Read Picture Graphs Go Math WB pgs 409 - 416

Week 3

Wonders Unit 5.4

ELA: SL.1.2, RL.1.3, Sl.1.1c, L.1.5c, L.1.4b, RF.1.3g, Rf.1.3b, RF1.3b, RF.1.3f, L.1.2d, RF.1.4b, W.1.7, RL.1.9, W.1.1, L.1.1h, L.1.2

Ou, ow, inflectional endings er, est, point of view

Wonders Readers Writers WB pgs. 247 - 258

Social Studies Weekly

Science Weekly

Math: Ch. 10 - Represent Data: CC.1.MD.4

Lesson 10.2 Make a picture graph where each symbol represents one and interpret the information. Go Math WB pgs 417 - 420

Lesson 10.3 Analyze and compare data shown in a bar graph. Go Math WB pgs 421 -424

Lesson 10.4 Make a bar graph and interpret the information. Go Math WB pgs 425 - 428

Lesson 10.5 Analyze and compare data shown in a tally chart. Go Math WB pgs 429 - 432

Lesson 10.6 Make Tally Charts Go Math WB pgs 433 - 436

Week 4

Wonders Unit 5.5

ELA: SL.1.2, RI.1.3, SL.1.1a, L.1.5c, L.1.4c,RF.1.3g, RF.1.3b, RF.1.3e, L.1.2d, RF, 1.4b, W.1.7, W.1.2, RI.1.9, L.1.1i, L.1.2

Diphthongs oi, oy, final stable syllables, inflectional ending -s, main idea and key details

Wonders Readers Writers WB pgs. 259 - 270

Social Studies Weekly

Science Weekly

Math: Ch. 10 - Represent Data & Ch. 11 - Three Dimensional Shapes: CC.1.MD.4, CC.1.G.1

Lesson 10.7 Problem Solving Go Math WB pgs 437 - 440

Lesson 11.1 Three Dimensional Shapes Go Math WB pgs 453 - 460

Lesson 11.2 Combine Three Dimensional Shapes Go Math WB pgs 461 - 464

Lesson 11.3 Make New Three Dimensional Shapes Go Math WB pgs 465 - 468

Lesson 11.4 Take Apart Three Dimensional Shapes Go Math WB pgs 469 - 472

Name _____

The end sound you hear in **fur** can be spelled **er** as in **her**, **ir** as in **dirt**, **ur** as in **turn**, and **or** as in **word**.

A. Read the words. Listen for the sound at the end of fur. Circle the word that names the picture.

1. wide worm 

2. bed bird 

3. shirt show 

4. sun surf 

B. Use a word from the box to complete each sentence.

her	nurse	skirt	work

5. There is a _____ at my school.

6. _____ hat is green.

7. I have a pretty blue _____.

Name _____

Draw a line to match the sentence to the picture it describes.

1. Can I have **another** cup of water?

2. My bag is **full** of food.

3. The boy will **climb** up the tree.

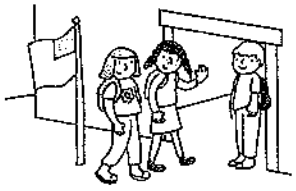
4. We walk **through** the door at school.

5. The **poor** girl is sick.

6. That kite is **great**.

a.

b.



c.

d.

e.

f.

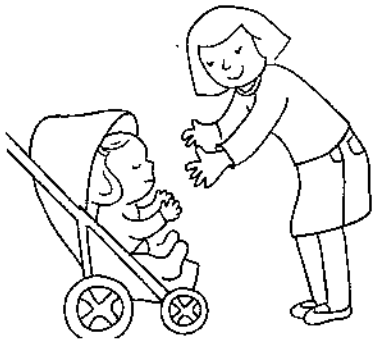
Name _____

Leaped means to have jumped far.

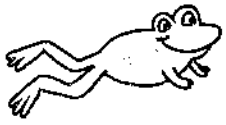
Stretched means to have extended a body part.

A. Use a word from the box to finish each sentence.

leaped stretched



1. Millie _____ her arms to her mom.



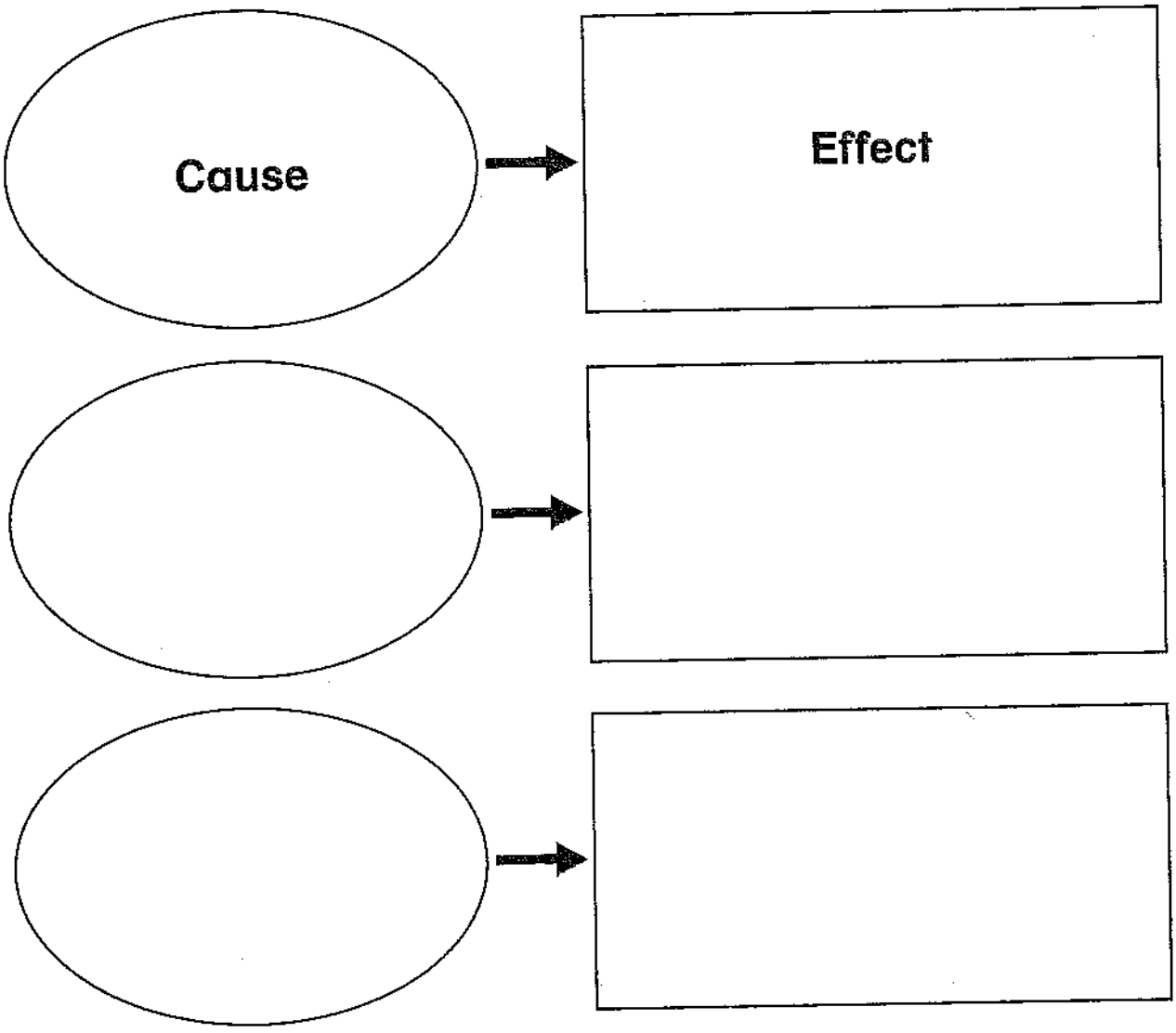
2. The frog _____ across the pond.

B. Write a sentence using a word from the box. Draw a picture to go with your sentence.

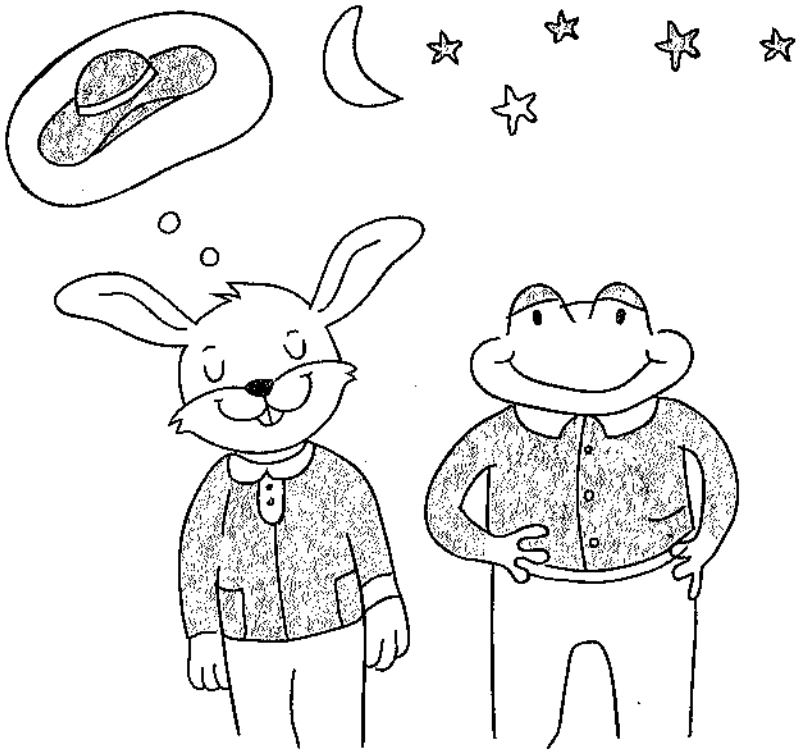
3. _____

Name _____

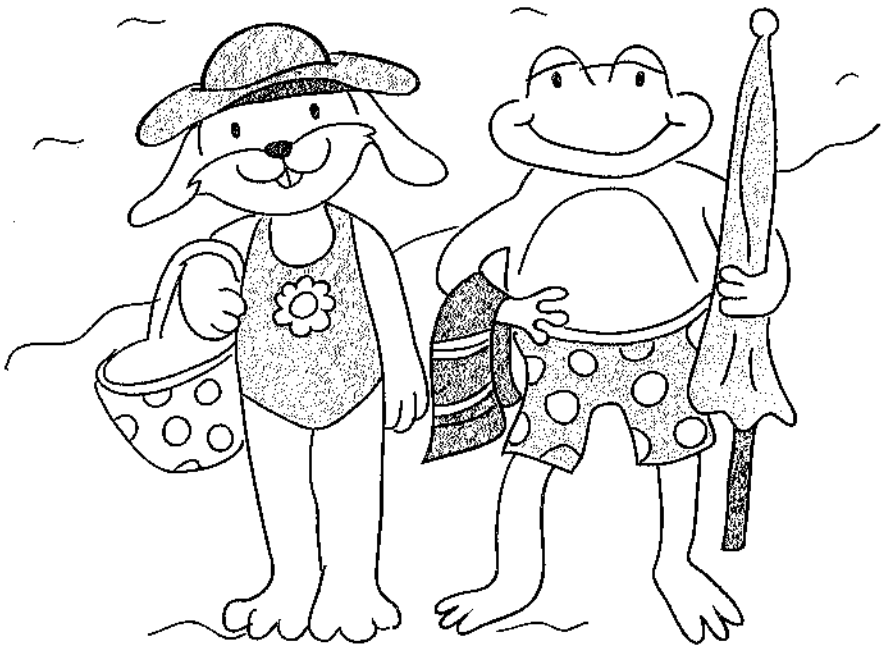
Fill in the Cause and Effect Chart. Use events from the story.



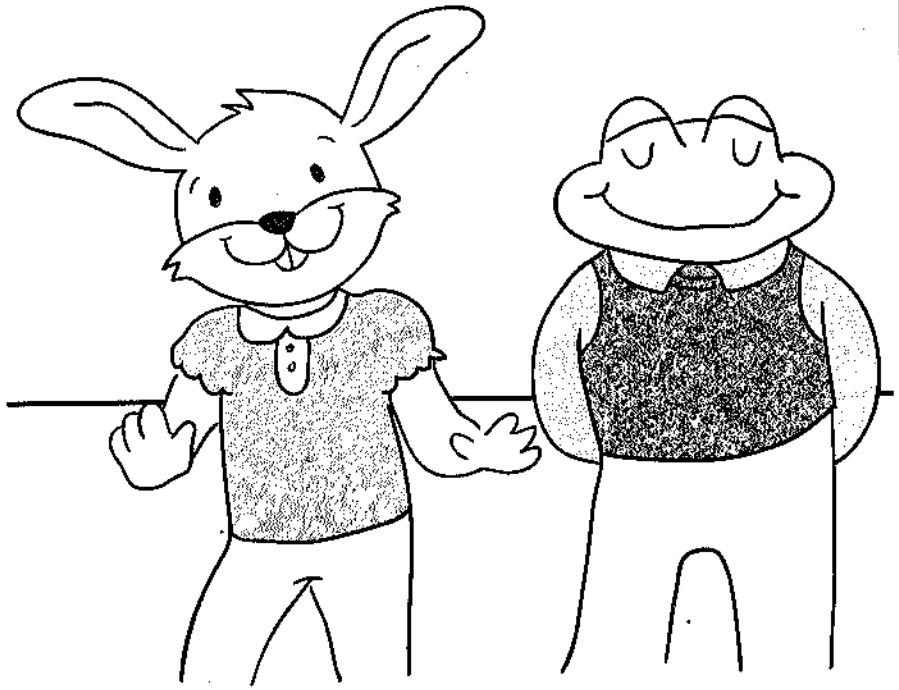
A Bunny Wish



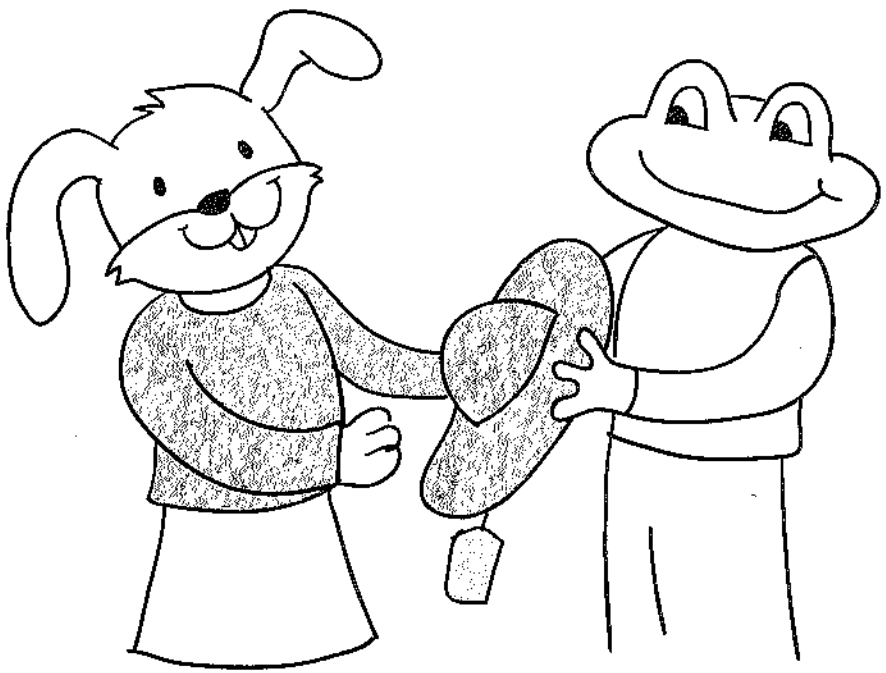
"There's a wishing star!" Bethy Bunny said to Freddy Frog. "I wish for a sunhat!"
They were going to the beach the next day.



"That wishing star worked," said Bethy. She put on her hat.
"It's my turn next," said Freddy.
"Good!" said Bethy.



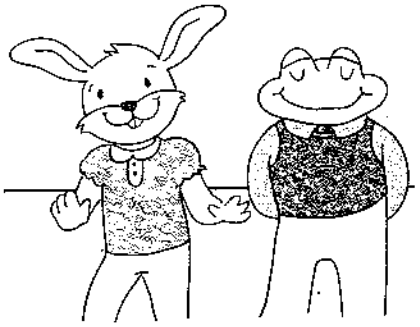
"I think you will get your wish,"
said Freddy Frog.
"I think I will, too," said Bethy.



The next day Freddy brought
Bethy a sun hat.
"Oh, my wish came true!"
exclaimed Bethy.

Name _____

A. Reread "A Bunny Wish." Follow the directions.



1. What causes Bethy to make a wish?

_____

_____

_____

2. Write the word that tells you what Bethy wishes for.

_____

_____

_____

3. What effect does Bethy's wish have?

_____

_____

_____

4. What causes Bethy to want a sunhat?

_____

_____

_____

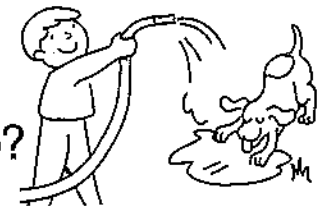
B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Shades of meaning are small differences in meaning between similar words.

Read the sentences. Then choose the best word in bold to answer the question.

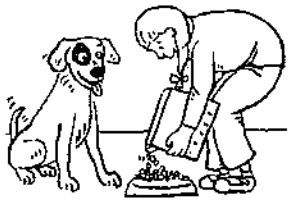


1. Max is very wet. Is Max **soaked** or **damp**?

_____

_____

_____



2. Tess is giving the dog some food.
   Is Tess **pouring** or **spilling** the food?

_____

_____

_____

3. Kate thinks the party is great.
   Does Kate think the party is **good** or **wonderful**?

_____

_____

_____

Name _____

Circle the word that completes the sentence. Then write the word.

_____

_____

1. The _____ is in the nest.

bag bird

_____

_____

2. The bird will eat the _____.

wave worm

_____

_____

3. Nan _____ her foot.

hut hurt

_____

_____

4. I won _____ place!

first fish

_____

_____

5. He gave a gift to _____.

her harp

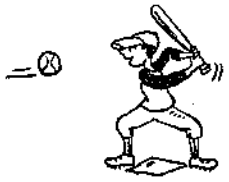
Name _____

Adding -**er** to an action word changes the word to a naming word.

teach + **er** = **teacher**
a person who teaches

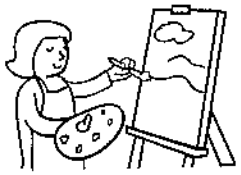
work + **er** = **worker**
a person who works

A. Add -er to the action word to make a naming word. Write the new word.



1. play + er = _____

2. help + er = _____



3. paint + er = _____

4. surf + er = _____

B. Write your own sentence. Use a naming word you wrote above.

5. _____

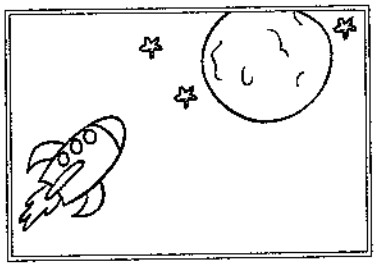
Name _____

Captions are short descriptions that tell more about a photograph or picture.

Circle the caption that tells about the picture.

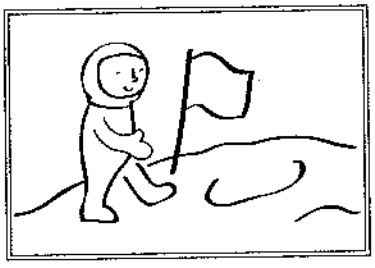
1. Dad and Jess look at the moon.

   Dad and Jess read about the moon.



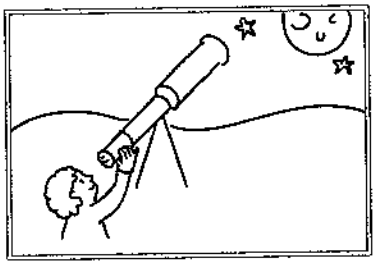
2. The spaceship is near the moon.

   The spaceship landed.



3. He is on the spaceship.

   He is on the moon.

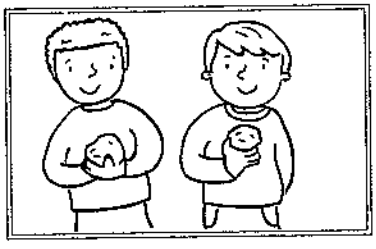


4. Dan looks at the moon.

   Dan looks at a map.

5. They like to read.

   They gaze at the stars.



6. They have moon rocks.

   They look up at the moon.

Name _____

A **cause** is what makes something happen in a story.

An **effect** is the event that happens.

Reread "A Bunny Wish." Think about how the author used cause and effect. Use the words and the pictures to answer the questions.

1. What causes Bunny to make a wish?

_____

_____

_____

2. What causes Bunny to wish for a sunhat?

_____

_____

_____

3. What is the effect of Bunny's wishing for a sunhat?

_____

_____

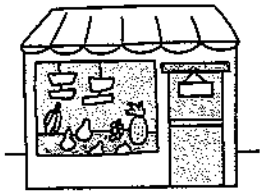
_____

Name _____

The letters **or**, **ore**, and **oar** make the sounds you hear in **for**, **more**, and **board**.

Circle the word that answers the riddle. Then underline the letters that spell the or sounds as in for, more, or board.

1. You need to buy things.
Where do you go? store star



2. I put on my hat.
What did I do? give wore

3. There is rain and wind!
What is it? storm steam

4. We go out and see new things.
What do we do? explore bore

5. Leo spoke!
What did Leo do? fetch roar

Name _____

Use a word from the box to complete each sentence.

began	better	guess	learn	right	sure

1. Can you _____ what is in the box?

2. I am _____ I will do well on my test.

3. Mom _____ to cut the cake.

4. We will _____ how to plant a tree.

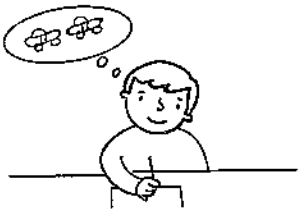
5. I like this book _____ than that one.

6. This is the _____ way to ride a bike.

Name _____

An **idea** is a picture you see in your head.

I have a good idea for a story.



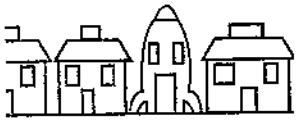
Something that is **unusual** is not common.

What an unusual hat you have!

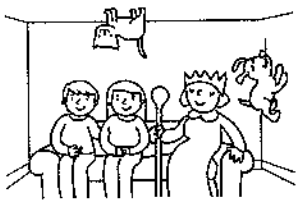
Write idea or unusual to complete each sentence.

1. Dan has an _____ for fixing the vase.

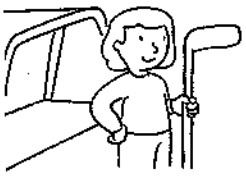
2. That is an _____ house.



3. It was a very _____ day.

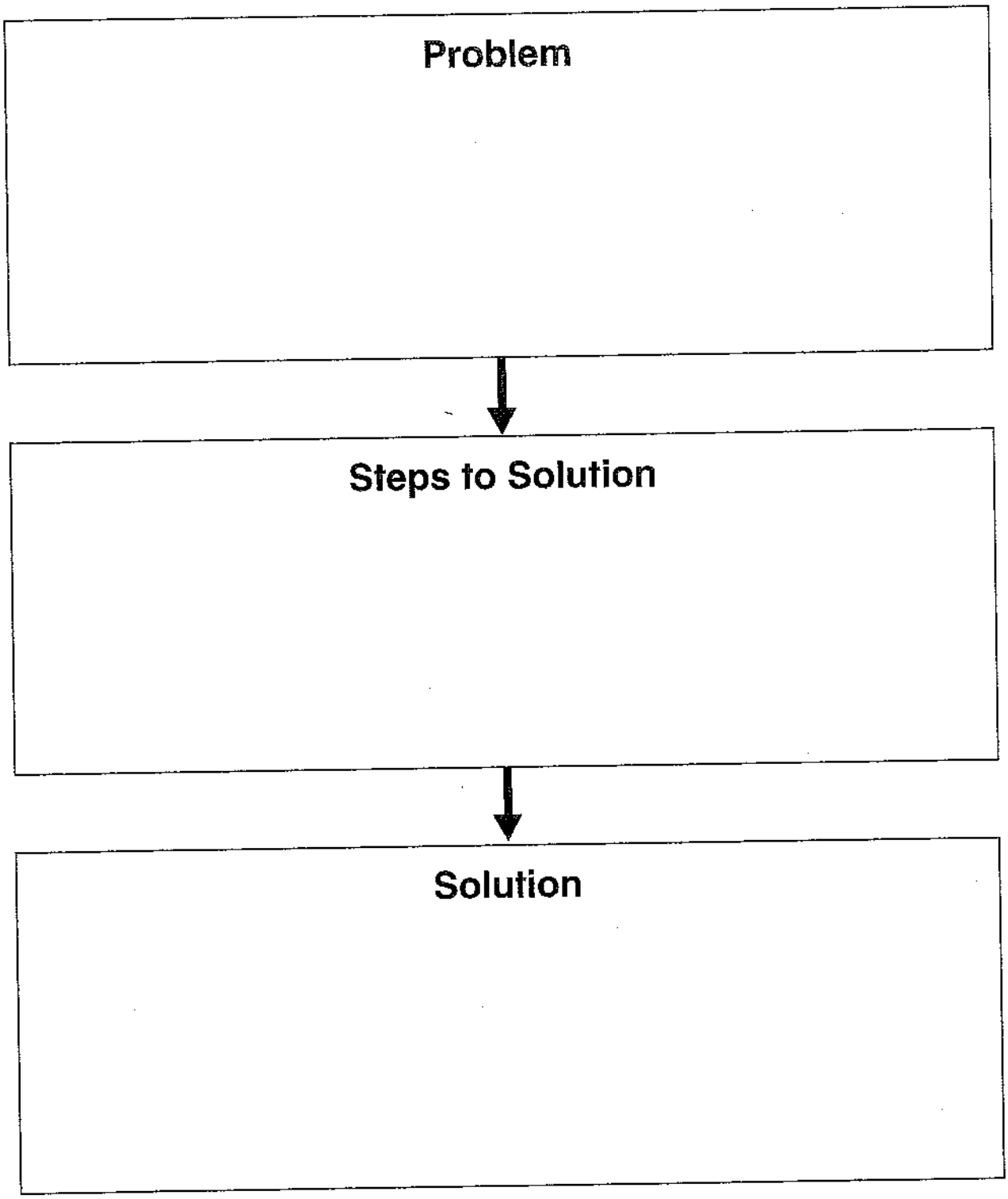


4. I have an _____ for a game we can play.

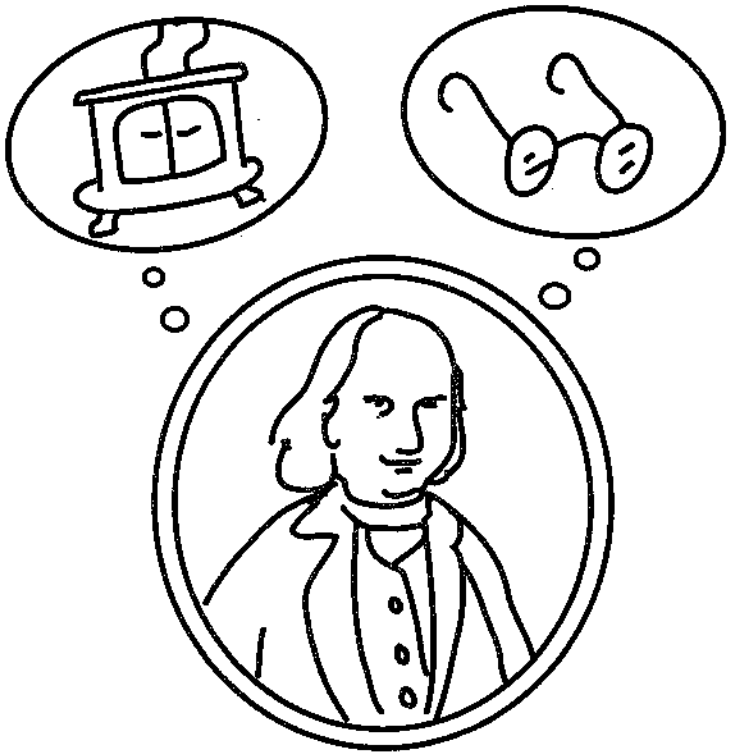


Name _____

Fill in the Problem and Solution Chart. Use words from the story.



Good Ideas



Anyone can invent! Ben Franklin invented a stove and glasses. But even kids can invent. Here is one true story.

KK made some changes. The cuff worked much better than before. Soon lots of people wore her cuff. KK's idea was a hit!

KK liked winter. She liked to play outside. But her hands got so cold in the snow. She wanted to spend more time in the snow.

KK had a good idea. She made a fleece cuff. But it did not work too well. It still let snow in.

Name _____

Reread "Good Ideas." Then write "problem" or "solution" next to each sentence.

1. KK's hands get cold in the winter. _____

2. KK made a cuff. _____

3. The cuff did not work well. _____

4. KK made a better cuff. _____

B. Work with a partner. Read the passage aloud. Pay attention to appropriate phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word.

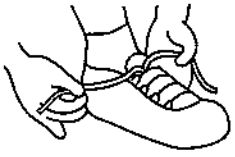
The prefix **re-** means "again": **re** + read = **reread**

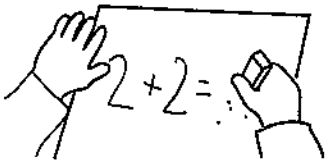
Reread means "to read again."

The prefix **un-** means "not": **un** + **real** = **unreal**

Unreal means "not real."

A. Add the prefix to the word. Write the new word on the line. Then match the new word to a picture.





1. re + write = _____

2. un + tied = _____

B. Add re- or un- to a word in the box to make a new word. Write a sentence for each new word.

sure	send

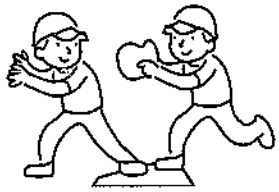
3. _____

4. _____

Name _____

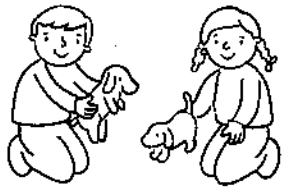
Use the words in the box to complete the sentences.

chore	porch	sport	roar	adore

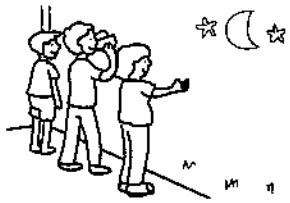


1. Baseball is a fun _____.

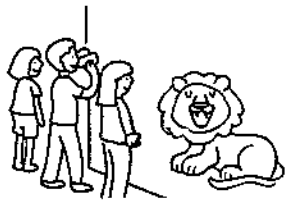
2. Taking out the trash is my _____.



3. Max and Bev _____ puppies.



4. We meet on the _____ every night.



5. Did you hear the lion _____?

Name _____

An **abbreviation** is a short way of writing a word. Most abbreviations end with a period.

Saturday ⟶ Sat. September ⟶ Sept.

Write the abbreviation for each word. Remember to use a period.

1. Monday _____
2. February _____
3. August _____
4. Road _____
5. Thursday _____
6. March _____
7. November _____
8. October _____
9. Doctor _____
10. January _____

Name _____

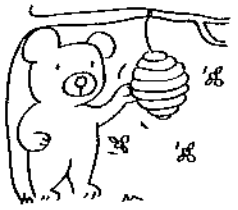
In poems, some words that are close together all start with the same sound. This is called **alliteration**.

Sailor Sally sails across the sea.

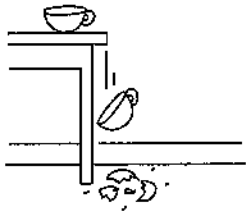
Sometimes the words sound like what they tell about.

The whishing wind wheezed and whistled.

A. Read the sentences out loud. Circle words that begin with the same sound.



1. The bees buzz at the big brown bear.



2. Clang! Clatter! Cups crash and shatter.

B. Say the words. Circle words that start with the same sound. Then use them to make a sentence.

3. cats dot can back catch

_____

_____

_____

4. hid dogs dig good down

_____

_____

_____

Name _____

A. Reread "Good Ideas." Think about how the author used Problem and Solution. Write "problem" or "solution" to complete the sentence.

1. On page 2, the author tells about a

_____

_____

_____ KK has.

2. On page 3 , the author tells us about KK's

_____

_____

_____.

B. Complete each sentence with details from the story.

3. KK's problem is that

_____

_____

_____.

4. KK solved her problem by

_____

_____

_____.

Name _____

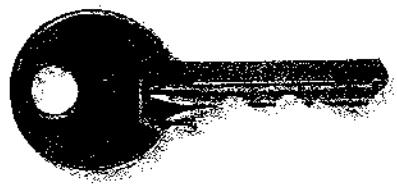
Order Length

Essential Question How do you order objects by length?

COMMON CORE STANDARD **CC.1.MD.1**
Measure lengths indirectly and by iterating length units.

Listen and Draw REAL WORLD

Use objects to show the problem.
Draw to show your work.



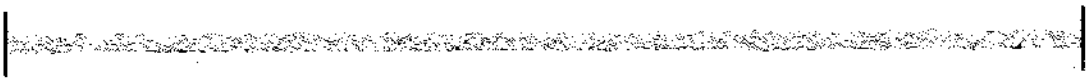
Math Talk
Compare the straw and the key. Which is longer? Which is shorter? Explain.

MATHEMATICAL PRACTICES

FOR THE TEACHER • Read the problem. Have children use classroom objects to act it out. Rosa has something that is longer than the drinking straw. She has another object that is shorter than the key. What objects might she have?

Model and Draw

Order three pieces of yarn from **shortest** to **longest**. Draw the missing piece of yarn.

shortest	
longest	

Share and Show

Draw three lines in order from **shortest** to **longest**.

1. **shortest**	
2.	
3. **longest**	

Draw three lines in order from **longest** to **shortest**.

✓4. **longest**	
✓5.	
✓6. **shortest**	

Name _____

On Your Own

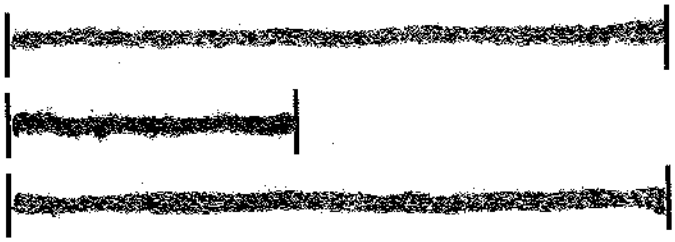
Draw three crayons in order from **shortest** to **longest**.

7. **shortest**	
8.	
9. **longest**	

Draw three crayons in order from **longest** to **shortest**.

10. **longest**	
11.	
12. **shortest**	

13. HOT Complete each sentence.



The _____ yarn is the shortest.

The _____ yarn and the _____ yarn are the same length.

PROBLEM SOLVING REAL WORLD

Write Math

Solve.

14. Draw four objects in order from shortest to longest.

Objects

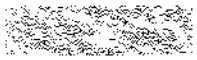
15. H.O.T. The string is shorter than the ribbon. The chain is shorter than the ribbon. Circle the longest object.

string

ribbon

chain

16. **Test Prep** Which ribbon is the shortest?

○ 

○ 

○ 

○ 

TAKE HOME ACTIVITY • Show your child three different lengths of objects, such as three pencils or spoons. Ask him or her to order the objects from shortest to longest.

FOR MORE PRACTICE:
Standards Practice Book, pp. P173–P174

Name _____

Indirect Measurement

Essential Question How can you compare lengths of three objects to put them in order?

COMMON CORE STANDARD **CC.1.MD.1**
Measure lengths indirectly and by iterating length units.

Listen and Draw REAL WORLD

Clue 1: A yellow string is shorter than a blue string.

Clue 2: The blue string is shorter than a red string.

Clue 3: The yellow string is shorter than the red string.

yellow

blue

red

Math Talk
Explain how the clues helped you draw the strings in the correct order.

MATHEMATICAL PRACTICES

FOR THE TEACHER • Read the clues. Have children use the MathBoard to draw each clue. Then have children draw the strings in order from shortest to longest.

Model and Draw

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

Clue 1 : A green pencil is longer than an orange pencil.

Clue 2: The orange pencil is longer than a brown pencil.

So, the green pencil is shorter than the brown pencil.

brown	
orange	
green	

Share and Show

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

1. Clue 1 : A red line is shorter than a blue line.

   Clue 2: The blue line is shorter than a purple line.

   So, the red line is _____ than the purple line.

red	
blue	
purple	

Name _____

On Your Own

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

2. Clue 1: A green line is shorter than a pink line.
   Clue 2: The pink line is shorter than a blue line.

   So, the green line is _____ than the blue line.

green	
pink	
blue	

3. Clue 1: An orange line is longer than a yellow line.
   Clue 2: The yellow line is longer than a red line.

   So, the orange line is _____ than the red line.

red	
yellow	
orange	

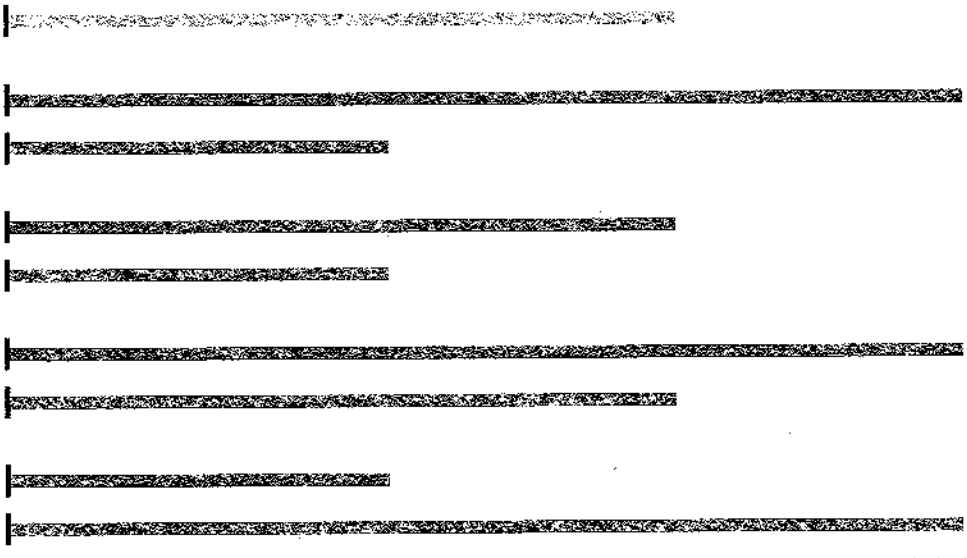
PROBLEM SOLVING REAL WORLD

Write Math

4. H.O.T. The ribbon is longer than the yarn. The yarn is longer than the string. The yarn and the pencil are the same length. Draw the lengths of the objects next to their labels.

ribbon	
yarn	
pencil	
string	

5. **Test Prep** A green line is shorter than the orange line. The orange line is shorter than a blue line. Which is correct?



TAKE HOME ACTIVITY • Show your child the length of one object. Then show your child an object that is longer and an object that is shorter than the first object.

FOR MORE PRACTICE:
Standards Practice Book, pp. P175–P176

Name _____

Use Nonstandard Units to Measure Length

Essential Question How do you measure length using nonstandard units?

COMMON CORE STANDARD **CC.1.MD.2**

Measure lengths indirectly and by iterating length units.

Listen and Draw REAL WORLD

Draw to show the problem.

Math Talk

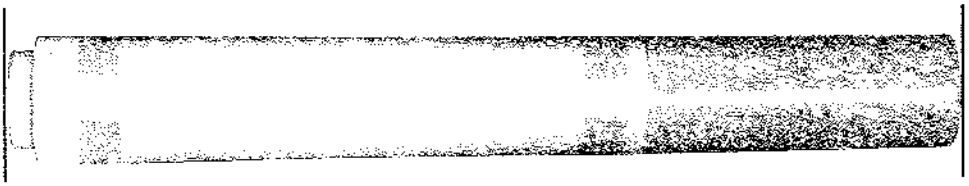
How do you draw the boat to be the right length? Explain.

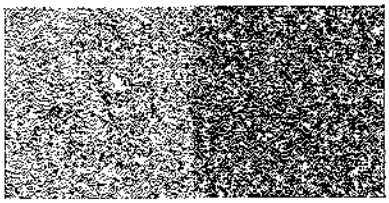
MATHEMATICAL PRACTICES

FOR THE TEACHER • Read the problem. Jimmy sees that his boat is about 6 color tiles long. Draw Jimmy's boat. Draw the color tiles to show how you measured.

Model and Draw

You can use ▪ to measure length.
Write how many.





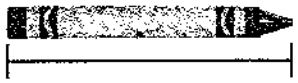
about ____ ▪

Share and Show

Math Board

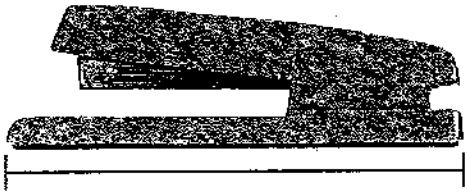
Use real objects. Use ▪ to measure.

1.



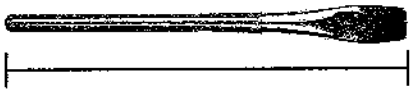
about ____ ▪

2.



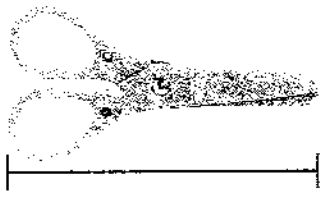
about ____ ▪

3.



about ____ ▪

4.



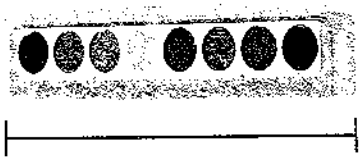
about ____ ▪

Name _____

On Your Own

Use real objects. Use ▪ to measure.

5.

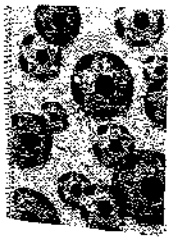


about ____ ▪

6.

about ____ ▪

7.



about ____ ▪

8.

about ____ ▪

9. H.O.T. The green yarn is about 2 ▪ long. About how long is the blue yarn?

about ____ ▪

PROBLEM SOLVING REAL WORLD

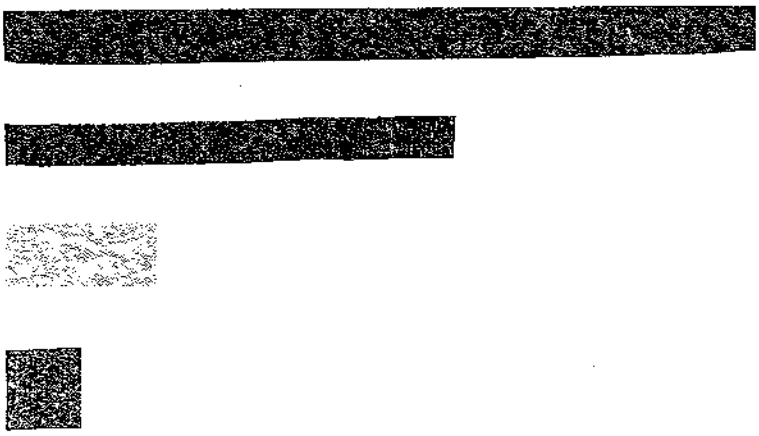
Write Math

Solve.

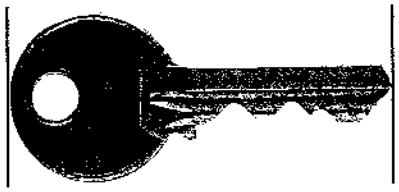
10. Mark measures a real glue stick with ▪. About how long is a glue stick? Circle the answer that is most reasonable.

about 1 ▪ about 4 ▪ about 10 ▪

11. H.O.T. Bo has 4 ribbons. Circle the ribbon that is less than 3 ▪ long but more than 1 ▪ long.



12. **Test Prep** Use ▪. Ray measures the key with ▪. About how long is the key?



- ○ about 1 ▪ long
- ○ about 2 ▪ long
- ○ about 3 ▪ long
- ○ about 4 ▪ long

TAKE HOME ACTIVITY • Give your child paper clips or other small objects that are the same length. Have him or her estimate the lengths of objects around the house and then measure to check.

FOR MORE PRACTICE:
Standards Practice Book, pp. P177–P178

Name _____

Make a Nonstandard Measuring Tool

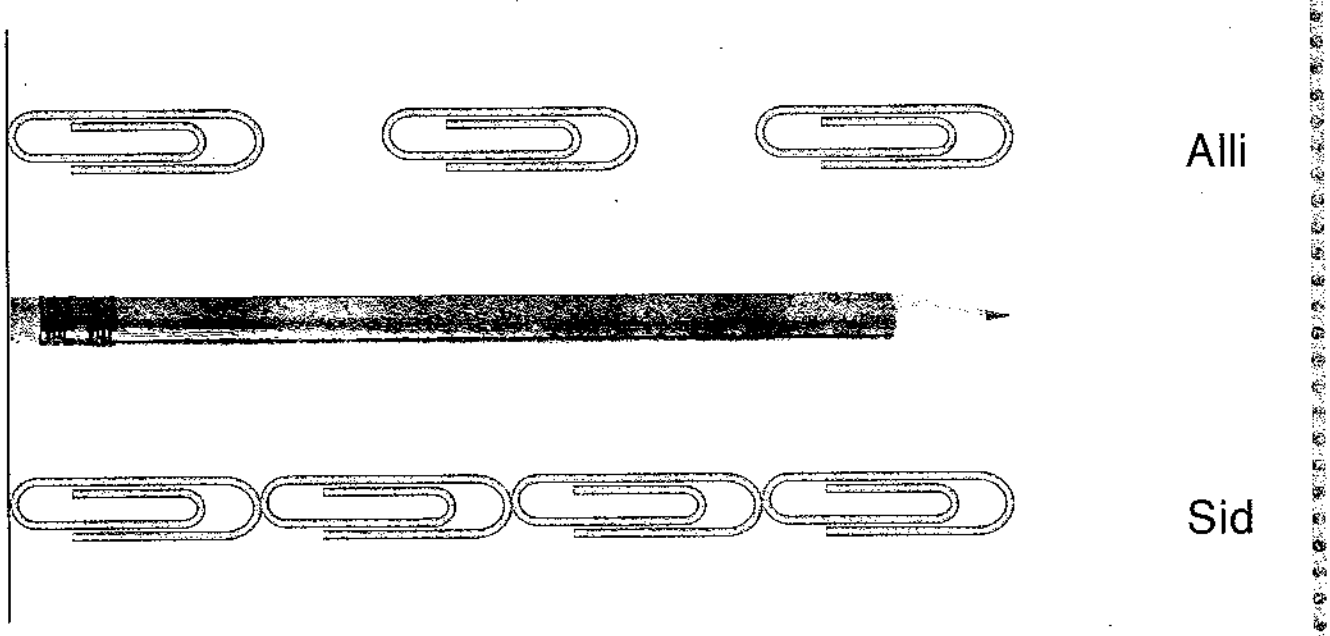
Essential Question How do you use a nonstandard measuring tool to measure length?

COMMON CORE STANDARD CC.1.MD.2

Measure lengths indirectly and by iterating length units.

Listen and Draw REAL WORLD

Circle the name of the child who measured correctly.



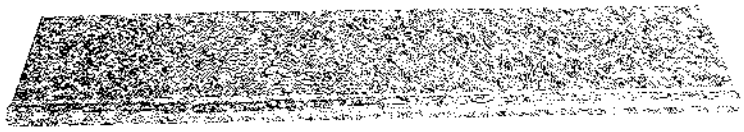
Math Talk
Explain how you know who measured correctly.

MATHEMATICAL PRACTICES

FOR THE TEACHER • Read the problem. Sid and Alli measure the same pencil. Sid says it is about 4 paper clips long. Alli says it is about 3 paper clips long. Circle the name of the child who measured correctly.

Model and Draw

Make your own paper clip measuring tool like the one on the shelf. Measure the length of a door. About how long is the door?



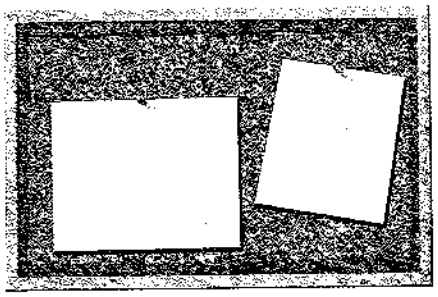
about ____

Share and Show

Math Board

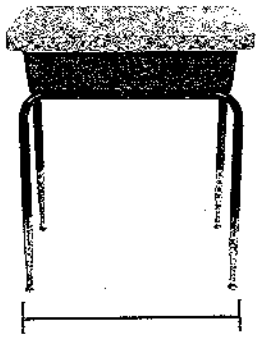
Use real objects and the measuring tool you made.
Measure. Circle the longest object.
Underline the shortest object.

1.



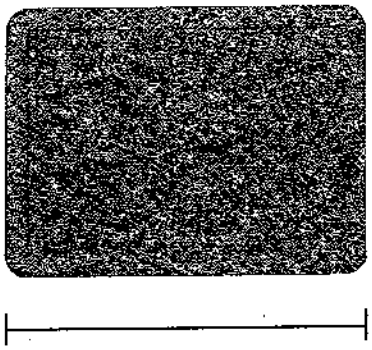
about ____

2.



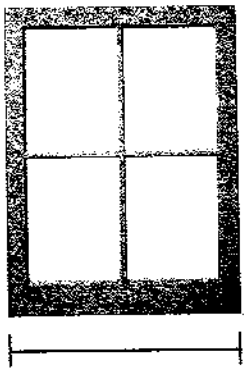
about ____

3.



about ____

4.

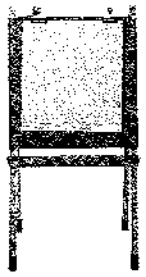


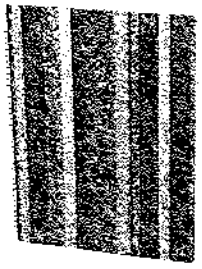
about ____

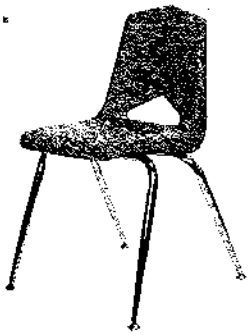
Name _____

On Your Own

Use the measuring tool you made.
Measure real objects.

5.  about ____ 📎

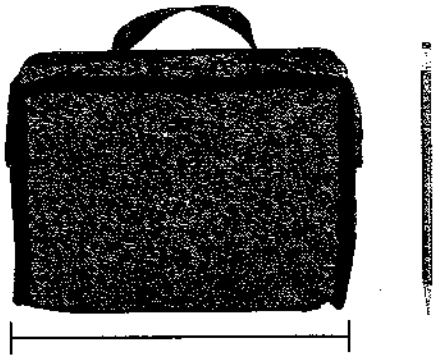
6.  about ____ 📎

7.  about ____ 📎

8.  about ____ 📎

9. H.O.T. Cody measured his real lunch box. It is about 10 📎 long. About how long is Cody's real pencil?

about ____ 📎



Cody's lunch box and pencil

PROBLEM SOLVING REAL WORLD

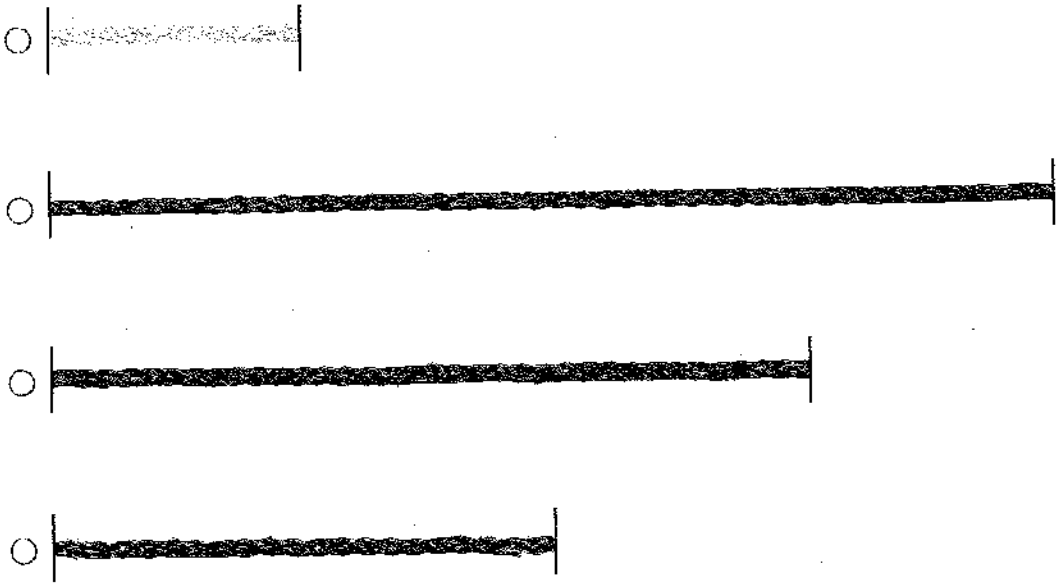
Write Math

Solve.

10. H.O.T. Lisa tried to measure the pencil. She thinks the pencil is 5 paper clips long. About how long is the pencil?

about ____

11. **Test Prep** Use . Which string is about 3 long?



TAKE HOME ACTIVITY • Have your child measure different objects around the house using a paper clip measuring tool.

FOR MORE PRACTICE:
Standards Practice Book, pp. P179–P180

Name _____

Problem Solving • Measure and Compare

Essential Question How can acting it out help you solve measurement problems?

COMMON CORE STANDARD CC.1.MD.2

Measure lengths indirectly and by iterating length units.

The blue ribbon is about 4 paper clips long. The red ribbon is 1 paper clip long. The green ribbon is 2 paper clips longer than red ribbon. Measure and draw the ribbons in order from **shortest** to **longest**.

Unlock the Problem

What do I need to find?

order the ribbons from

SHORTEST to LONGEST

What information do I need to use?

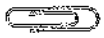
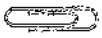
MEASURE the ribbons using paper clips.

Show how to solve the problem.

HOME CONNECTION • Have your child act out a measurement problem by finding the lengths of 3 objects and order them from shortest to longest.

Try Another Problem

- What do I need to find?
- What information do I need to use?

Zack has 3 ribbons. The yellow ribbon is about 4  long. The orange ribbon is 3  shorter than the yellow ribbon. The blue ribbon is 2  longer than the yellow ribbon.

Measure and draw the ribbons in order from **longest** to **shortest**.

1. about ____ 

2. about ____ 

3. about ____ 

Math Talk

How many paper clips shorter is the orange ribbon than the blue ribbon? Explain.

Name _____

Share and Show

Solve. Draw or write to explain.

4. Lisa measures her shoe to be about 5 paper clips long. Measure and draw an object that is 3 paper clips shorter than her shoe. Measure and draw an object that is 2 paper clips longer than her shoe.

5. H.O.T. Noah measures a marker to be about 4 paper clips long and a pencil to be about 6 paper clips long. Draw an object that is 1 paper clip longer than the marker and 1 paper clip shorter than the pencil.

TAKE HOME ACTIVITY • Have your child explain how he or she solved Exercise 4.

FOR MORE PRACTICE:
Standards Practice Book, pp. P181–P182

Name ______________________________

Mid-Chapter Checkpoint

Concepts and Skills

Draw three crayons in order from **shortest** to **longest**. (CC.1.MD.1)

1.

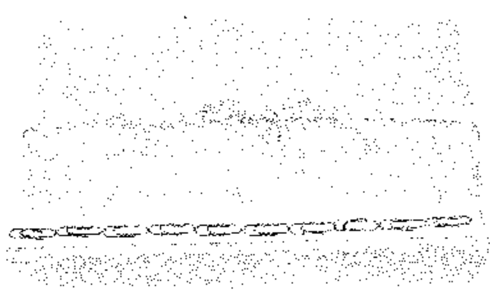
shortest	
longest	

Use ■ to measure. (CC.1.MD.2)

2.

about ____ ■

3. **Test Prep** Kiley measures a package with her paper clip measuring tool. About how long is the package? (CC.1.MD.2)



○ about 1
○ about 5
○ about 10
○ about 20

Name _____

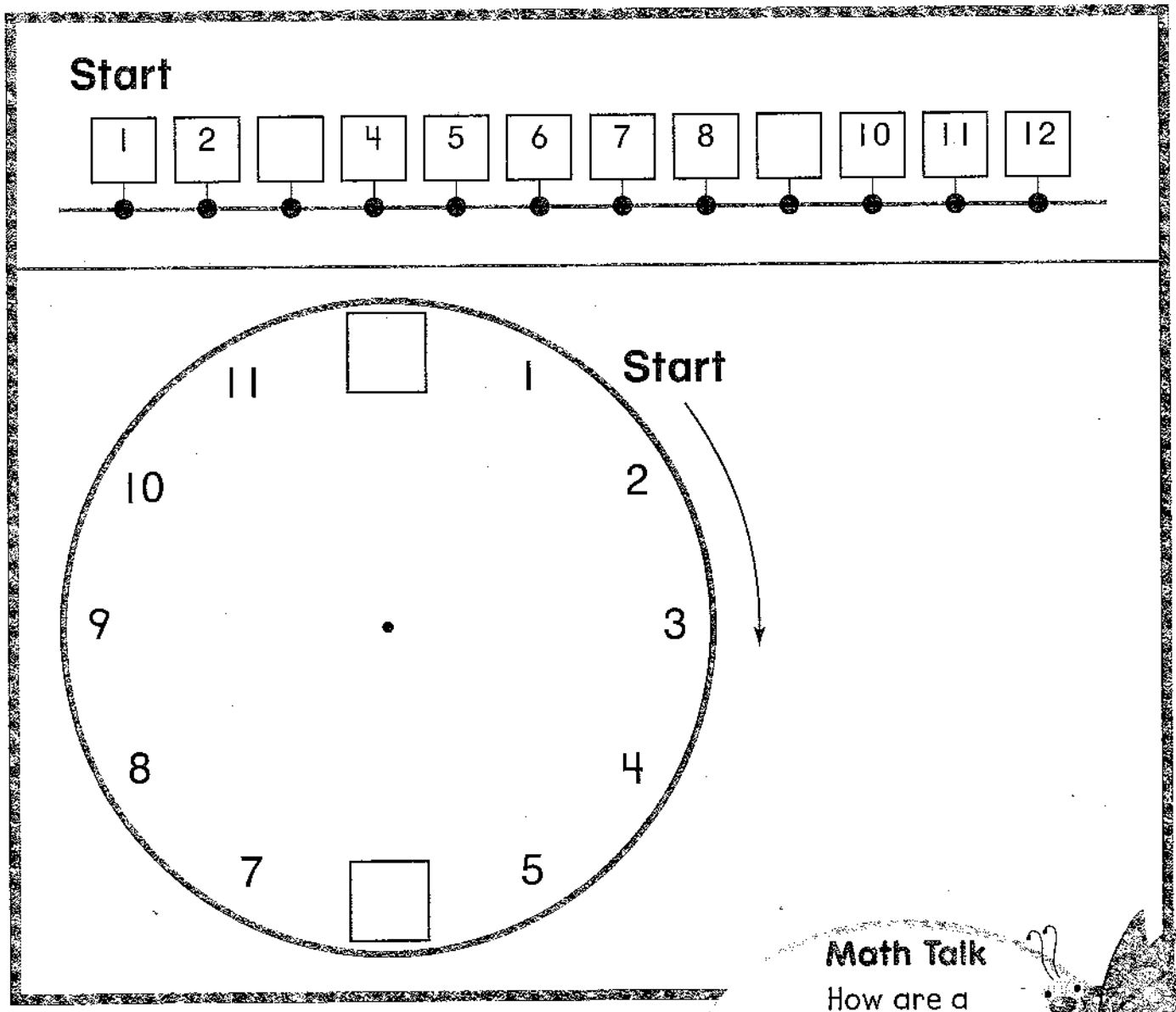
Time to the Hour

Essential Question How do you tell time to the hour on a clock that has only an hour hand?

COMMON CORE STANDARD **CC.1.MD.3**
Tell and write time.

Listen and Draw REAL WORLD

Start at 1.
Write the missing numbers.



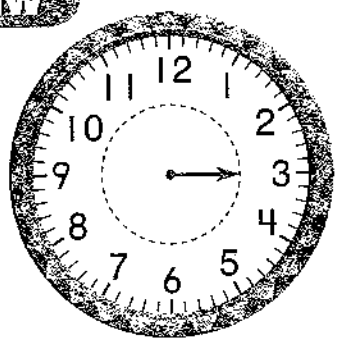
Math Talk
How are a clock face and ordering numbers alike? Explain.

MATHEMATICAL PRACTICES

HOME CONNECTION • A clock face with only an hour hand can make it easier for your child to learn to tell time.

Model and Draw

What does this clock show?



The **hour hand** points to the 3.
It is 3 o'clock.

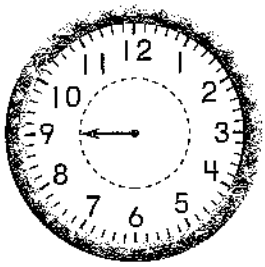
Say three o'clock.
Write 3:00.

Share and Show

Math Board

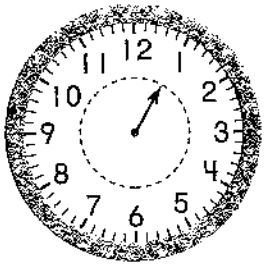
Look at where the hour hand points.
Write the time.

1.



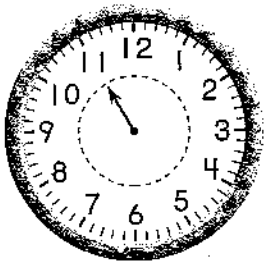
_____

2.



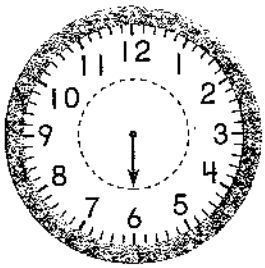
_____

3.



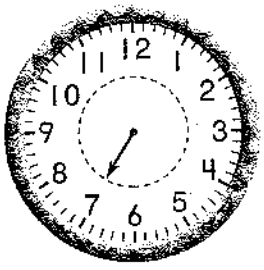
_____

4.



_____

✓ 5.



_____

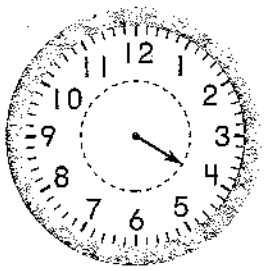
✓ 6.

_____

Name _____

On Your Own

Look at where the hour hand points.
Write the time.

7. 
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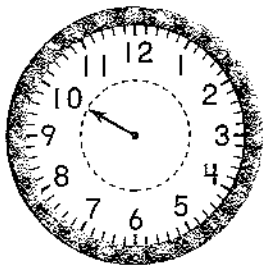
8. 
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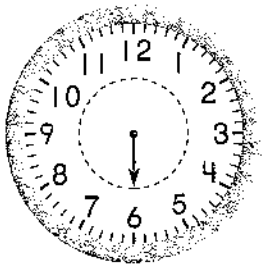
9. 
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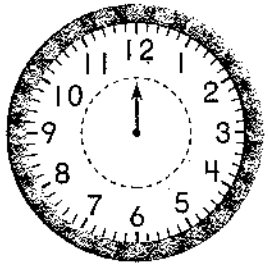
10. 
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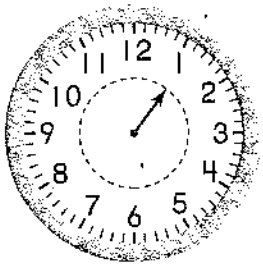
11. 
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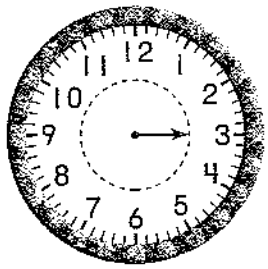
12. 
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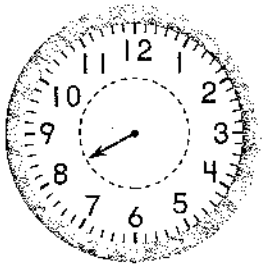
13. 
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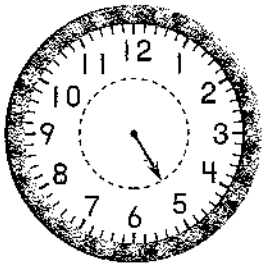
14. 
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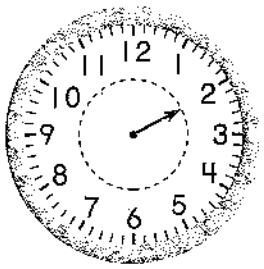
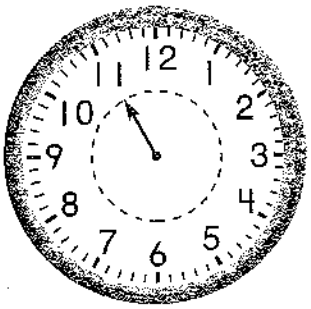
15. 
_____

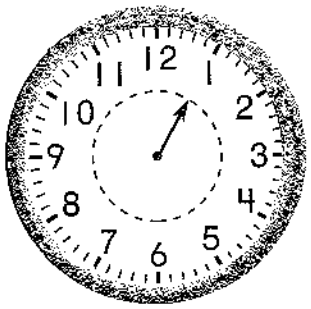
PROBLEM SOLVING REAL WORLD

Write Math

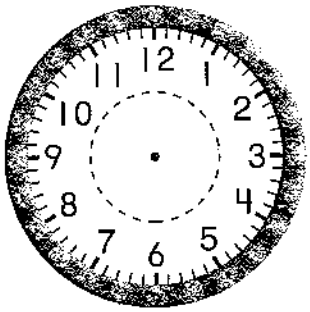
16. Which time is **not** the same? Circle it.



1:00 1 o'clock



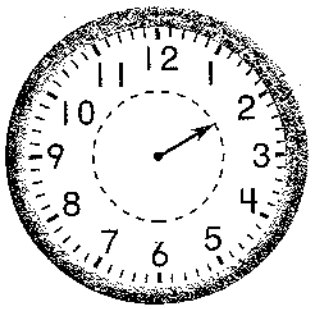
17. H.O.T. Manny leaves for school at 8 o'clock. Write and draw to show 8 o'clock.



_____

18. **Test Prep**

Look at the hour hand. What is the time?



- ○ 12:00
- ○ 2:00
- ○ 1 o'clock
- ○ 3 o'clock

TAKE HOME ACTIVITY • Have your child describe what he or she did in this lesson.

FOR MORE PRACTICE:
Standards Practice Book, pp. P183–P184

Name _____

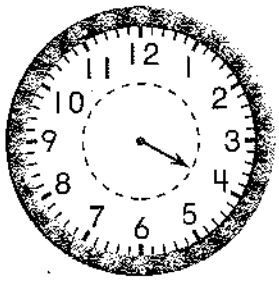
Time to the Half Hour

Essential Question How do you tell time to the half hour on a clock that has only an hour hand?

COMMON CORE STANDARD **CC.1.MD.3**
Tell and write time.

Listen and Draw

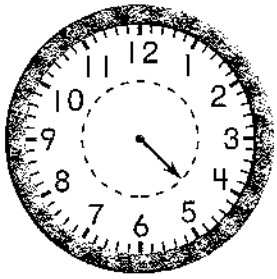
Circle **4:00**, **5:00**, or **between 4:00 and 5:00** to describe the time shown on the clock.



4:00

between 4:00 and 5:00

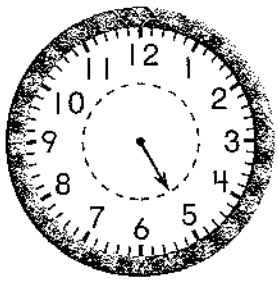
5:00



4:00

between 4:00 and 5:00

5:00



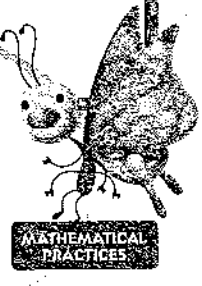
4:00

between 4:00 and 5:00

5:00

Math Talk

Use **before** and **after** to describe the time shown on the middle clock.



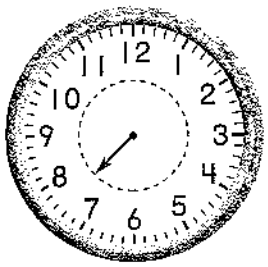
FOR THE TEACHER • Have children look at the hour hand on each clock to decide which choice best describes the time shown.

Model and Draw

As an **hour** passes, the hour hand moves from one number to the next number.

When a **half hour** has passed, the hour hand points halfway between two numbers.

The hour hand is halfway between the 7 and the 8.



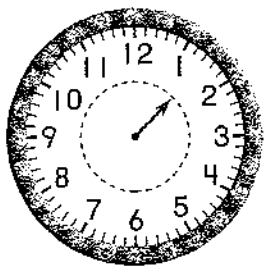
half past 7:00

Share and Show

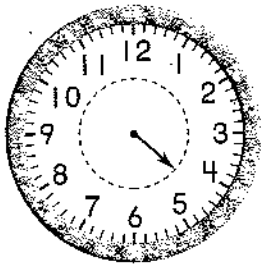
Math Board

Look at where the hour hand points. Write the time.

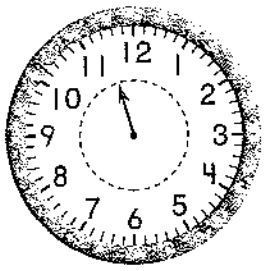
1.



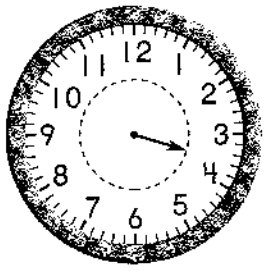
2.



3.



4.

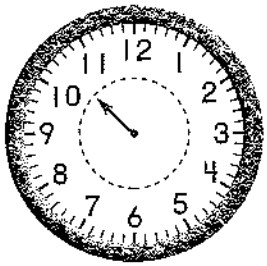


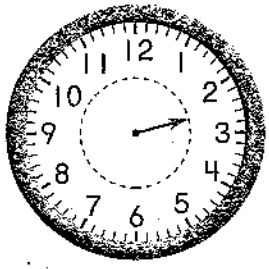
Name _____

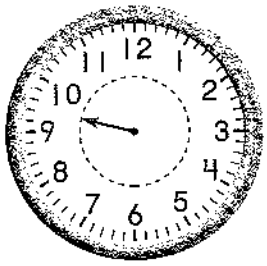
On Your Own

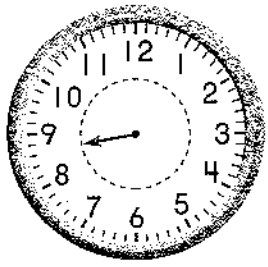
Look at where the hour hand points.
Write the time.

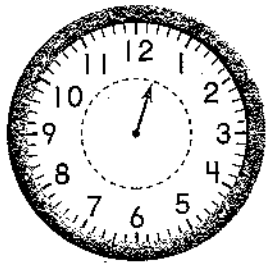
5. 

6. 

7. 

8. 

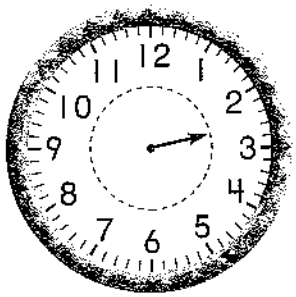
9. 

10. 

PROBLEM SOLVING REAL WORLD

Write Math

11. Tim plays soccer at half past 9:00. He eats lunch at half past 1:00. He sees a movie at half past 2:00.



Look at the clock.
Write what Tim does.

_____

_____

Tim _____.

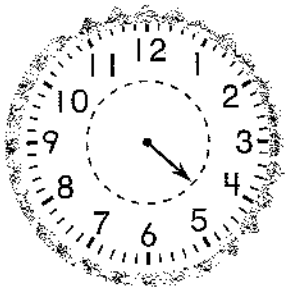
12. H.O.T. Tyra has a piano lesson at 5:00. The lesson ends at half past 5:00. How much time is Tyra at her lesson? Circle your answer.

half hour

hour

13. **Test Prep**

Look at the hour hand. What is the time?



- ○ half past 5:00
- ○ 5:00
- ○ half past 4:00
- ○ 4:00

TAKE HOME ACTIVITY • Say a time, such as half past 10:00. Ask your child to describe where the hour hand points at this time.

FOR MORE PRACTICE:
Standards Practice Book, pp. P185–P186

Name _____

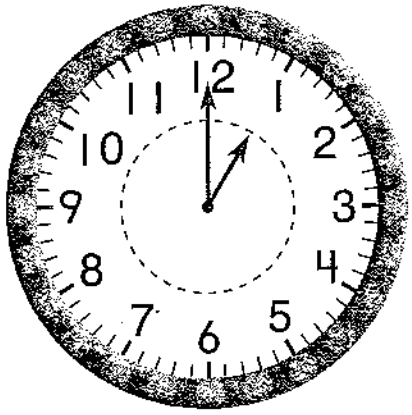
Tell Time to the Hour and Half Hour

Essential Question How are the minute hand and hour hand different for time to the hour and time to the half hour?

COMMON CORE STANDARD **CC.1.MD.3**
Tell and write time.

Listen and Draw REAL WORLD

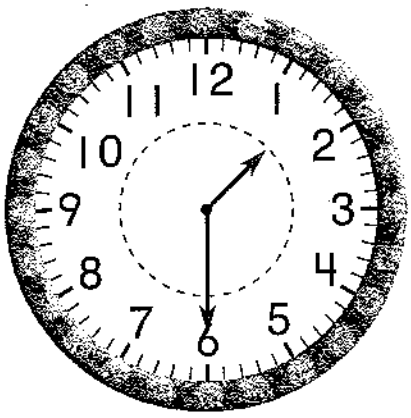
Each clock has an hour hand and a minute hand. Use what you know about the hour hand to write the missing numbers.



It is 1:00.

The hour hand points to the _____.

The minute hand points to the _____.



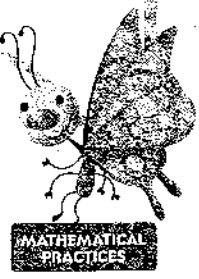
It is half past 1:00.

The hour hand points between the _____ and the _____.

The minute hand points to the _____.

Math Talk

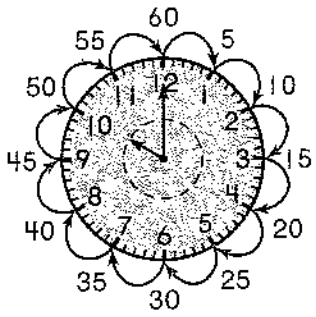
Look at the top clock. **Explain** how you know which is the minute hand.



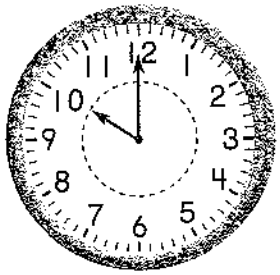
HOME CONNECTION • While children may easily read time on a digital clock, learning to tell time on an analog clock helps to develop important concepts of time.

Model and Draw

An hour has 60 **minutes**.

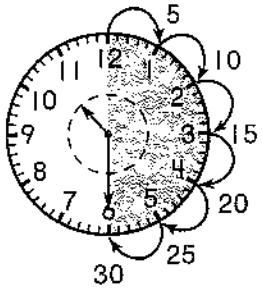


The clocks show 10:00.

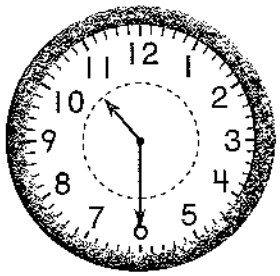


10:00

A half hour has 30 minutes.



The clocks show half past 10:00. The **minute hand** has moved from the 12 to the 6.



10:30

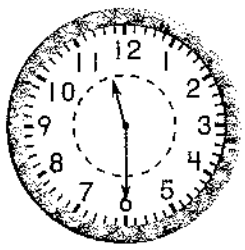
30 minutes after 10:00

Share and Show

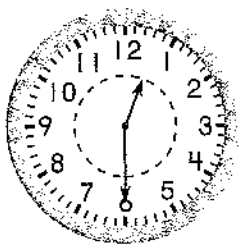
Math Board

Write the time.

1.



2.

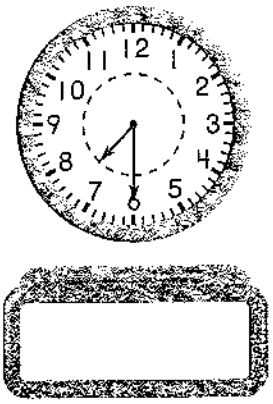


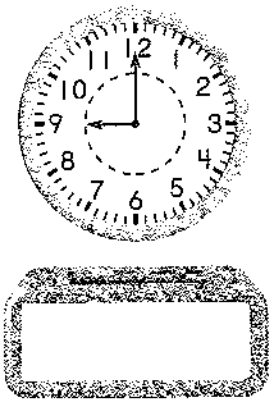
3.

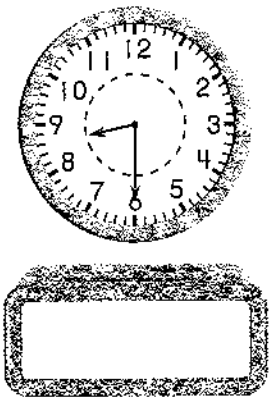
Name _____

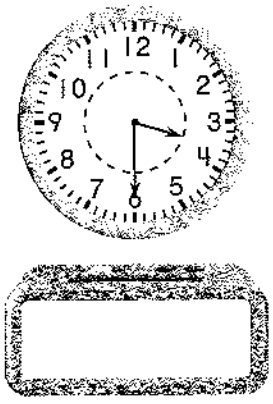
On Your Own

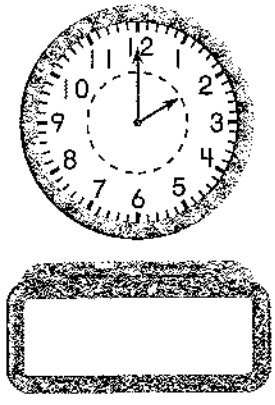
Write the time.

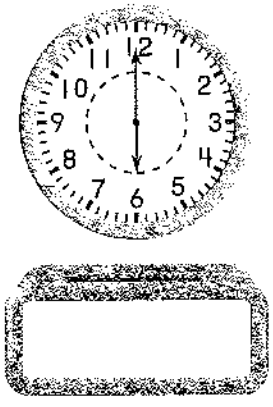
4. 

5. 

6. 

7. 

8. 

9. 

H.O.T. Circle your answer.

10. Sara goes to the park when both the hour hand and the minute hand point to the 12. What time does Sara go to the park?

1:00 12:00 12:30

11. Mel goes to the park at 3 o'clock. He stays for 2 hours. What time does Mel leave the park?

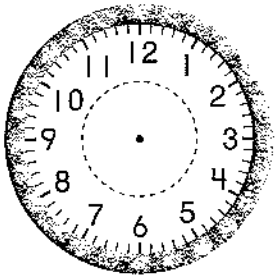
1 o'clock 3 o'clock 5 o'clock

PROBLEM SOLVING REAL WORLD

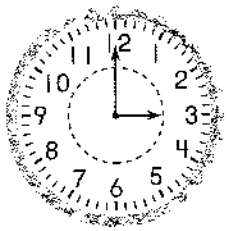
Write Math

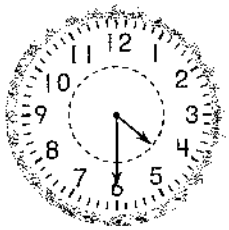
Solve.

12. Matt wakes up at 6 o'clock. Linda wakes up 30 minutes later. Draw to show what time Linda wakes up.

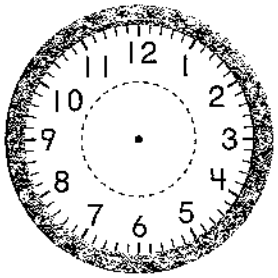


13. David left school at 3:30. Circle the clock that shows 3:30.

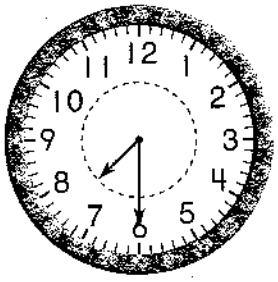





14. H.O.T. The hour hand points halfway between the 2 and 3. Draw the hour hand and the minute hand. Write the time.



15. **Test Prep** What time is it?



- ○ 6:30
- ○ 7:30
- ○ 8:00
- ○ 8:30

TAKE HOME ACTIVITY • At times on the half hour, have your child show you the minute hand and the hour hand on a clock and tell what time it is.

FOR MORE PRACTICE:
Standards Practice Book, pp. P187–P188

Name _____

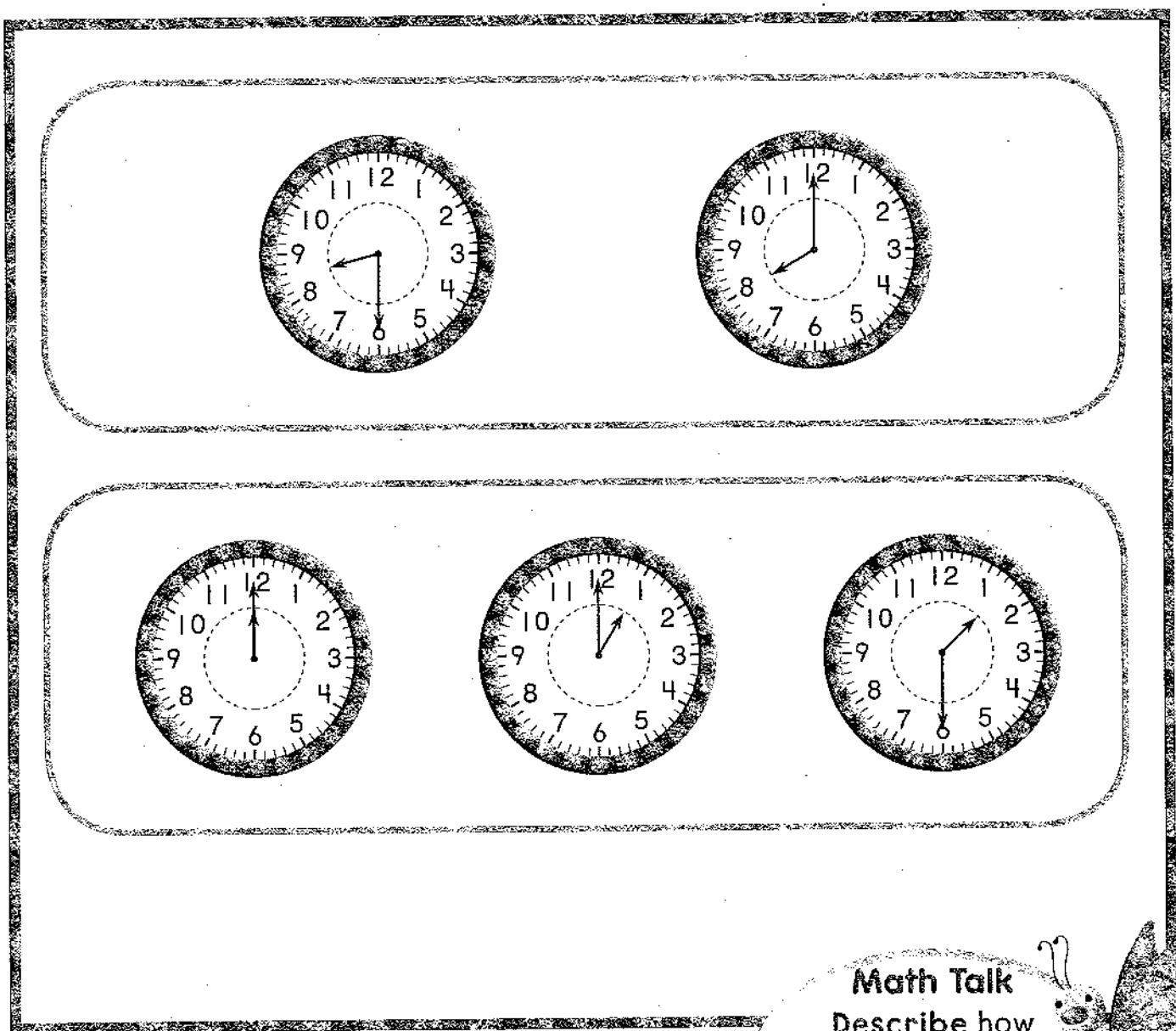
Practice Time to the Hour and Half Hour

Essential Question How do you know whether to draw and write time to the hour or half hour?

COMMON CORE STANDARD **CC.1.MD.3**
Tell and write time.

Listen REAL WORLD

Circle the clock that matches the problem.



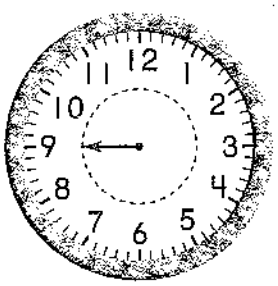
Math Talk
Describe how you know which clock shows 1:30.

MATHEMATICAL PRACTICES

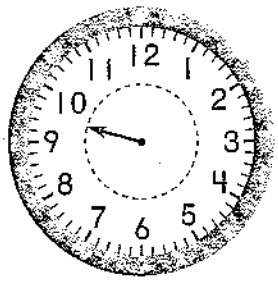
FOR THE TEACHER • Read the following problems. Barbara goes to the store at 8:00. Circle the clock that shows 8:00. Children use the top work space to solve. Then have children solve this problem: Barbara takes Ria for a walk at 1:30. Circle the clock that shows 1:30.

Model and Draw

Where should you draw the minute hand to show the time?



9:00



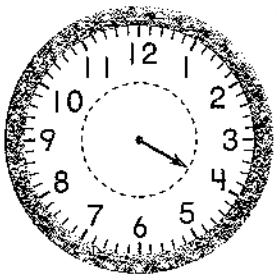
9:30

Share and Show

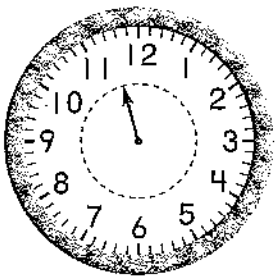
Math Board

Use the hour hand to write the time.
Draw the minute hand.

1.



2.



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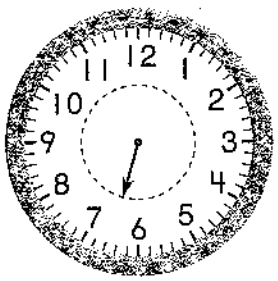

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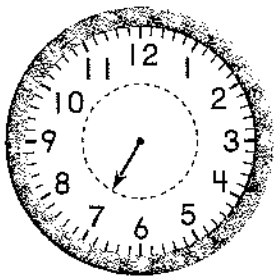

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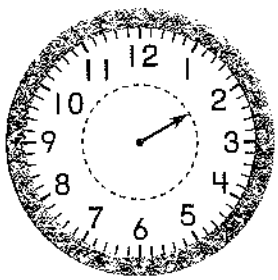

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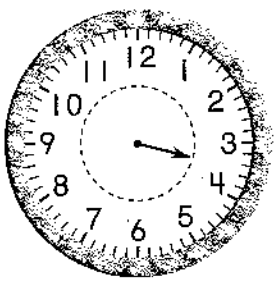
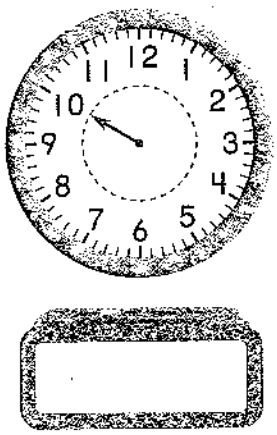
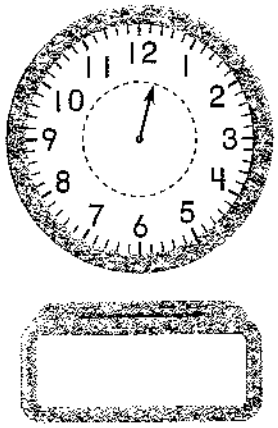


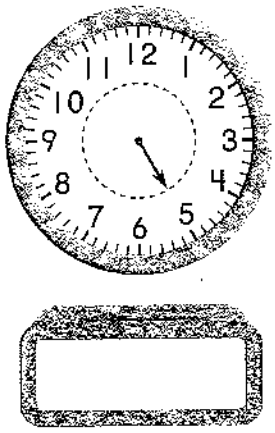
Name _____

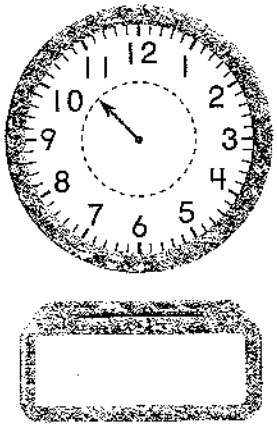
On Your Own

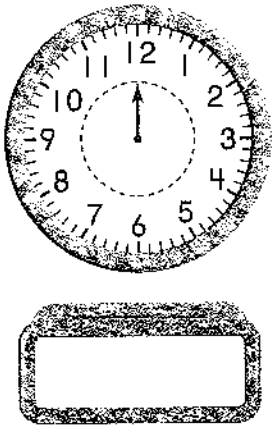
Use the hour hand to write the time.
Draw the minute hand.

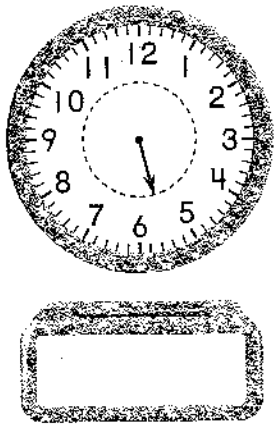
7. 

8. 

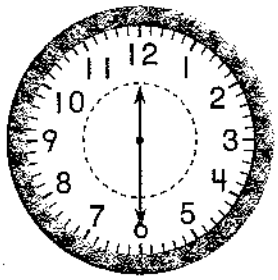
9. 

10. 

11. 

12. 

13. **Explain What is the error?** Zoey tried to show 6:00. Explain how to change the clock to show 6:00.

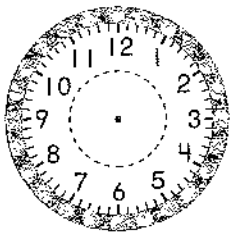


PROBLEM SOLVING REAL WORLD

Write Math

Solve.

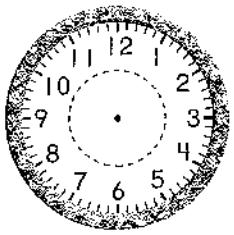
14. Vince looks at the clock on the wall. It shows 4:00. He goes to a baseball game 30 minutes later. Draw to show what time Vince goes to a baseball game.



15. Missy watched a game for an hour. Write how many minutes Missy watched a game.

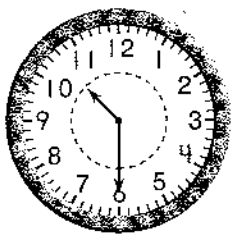
_____ minutes

16. H.O.T. Brandon has lunch at 12:00. Then he has math class 30 minutes later. Then he has art class 30 minutes after math class. Draw what time Brandon has art class.

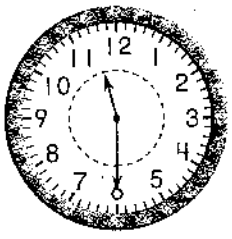


17. **Test Prep** Which clock shows 11:30?

○



○



○

○

TAKE HOME ACTIVITY • Show your child the time on a clock. Ask him or her what time it will be in 30 minutes.

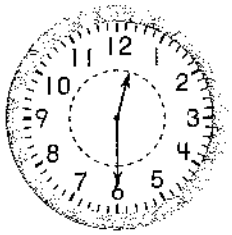
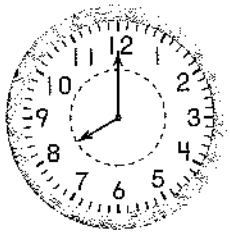
FOR MORE PRACTICE:
Standards Practice Book, pp. P189–P190

Name _____

Chapter 9 Review/Test

Vocabulary

Circle the clock that shows time to the **half hour**. (p. 394)
Underline the clock that shows time to the **hour**. (p. 394)

1.  

Concepts and Skills

Use ▪ to measure. (CC.1.MD.2)

2. 

about ____ ▪

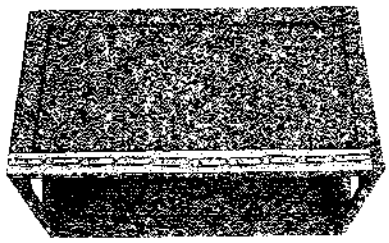
Draw three crayons in order from **longest** to **shortest**. (CC.1.MD.1)

3.

longest	
shortest	

4. Mike measures a box with 📎.
About how long is the box? (CC.1.MD.2)

TEST PREP



about 3 📎 ○ about 5 📎 ○ about 10 📎 ○ about 20 📎 ○

5. Karen measures the crayon with ▭. About how long is the crayon? (CC.1.MD.2)

about 1 ▭ ○ about 3 ▭ ○ about 5 ▭ ○ about 7 ▭ ○

6. A red line is longer than a purple line.
The purple line is longer than a yellow line.
Which is correct? (CC.1.MD.1)

○ 

○ 

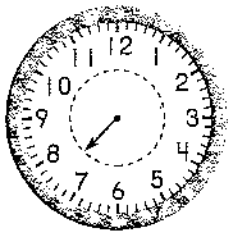
○ 

○ 

Name _____

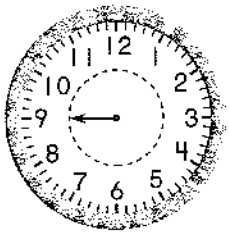
TEST PREP

7. What is the time? (CC.1.MD.3)



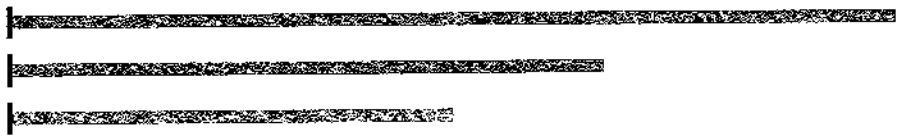
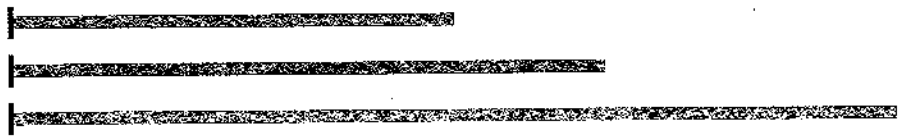
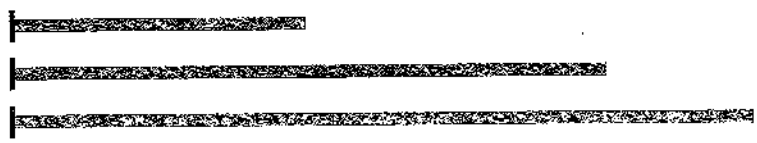
- ○ 7:00
- ○ half past 7:00
- ○ 8:00
- ○ half past 8:00

8. Look at the hour hand. What time is it? (CC.1.MD.3)



- ○ 7:00
- ○ 8:00
- ○ 9 o'clock
- ○ 10 o'clock

9. The red line is about 4 paperclips long. The blue line is 1 paperclip longer than the red line. The green line is 2 paperclips shorter than the red line. Which is correct? (CC.1.MD.2)

- ○ 
- ○ 
- ○ 
- ○ 

Performance Task (CC.1.MD.1, CC.1.MD.2)

Choose three objects to measure.

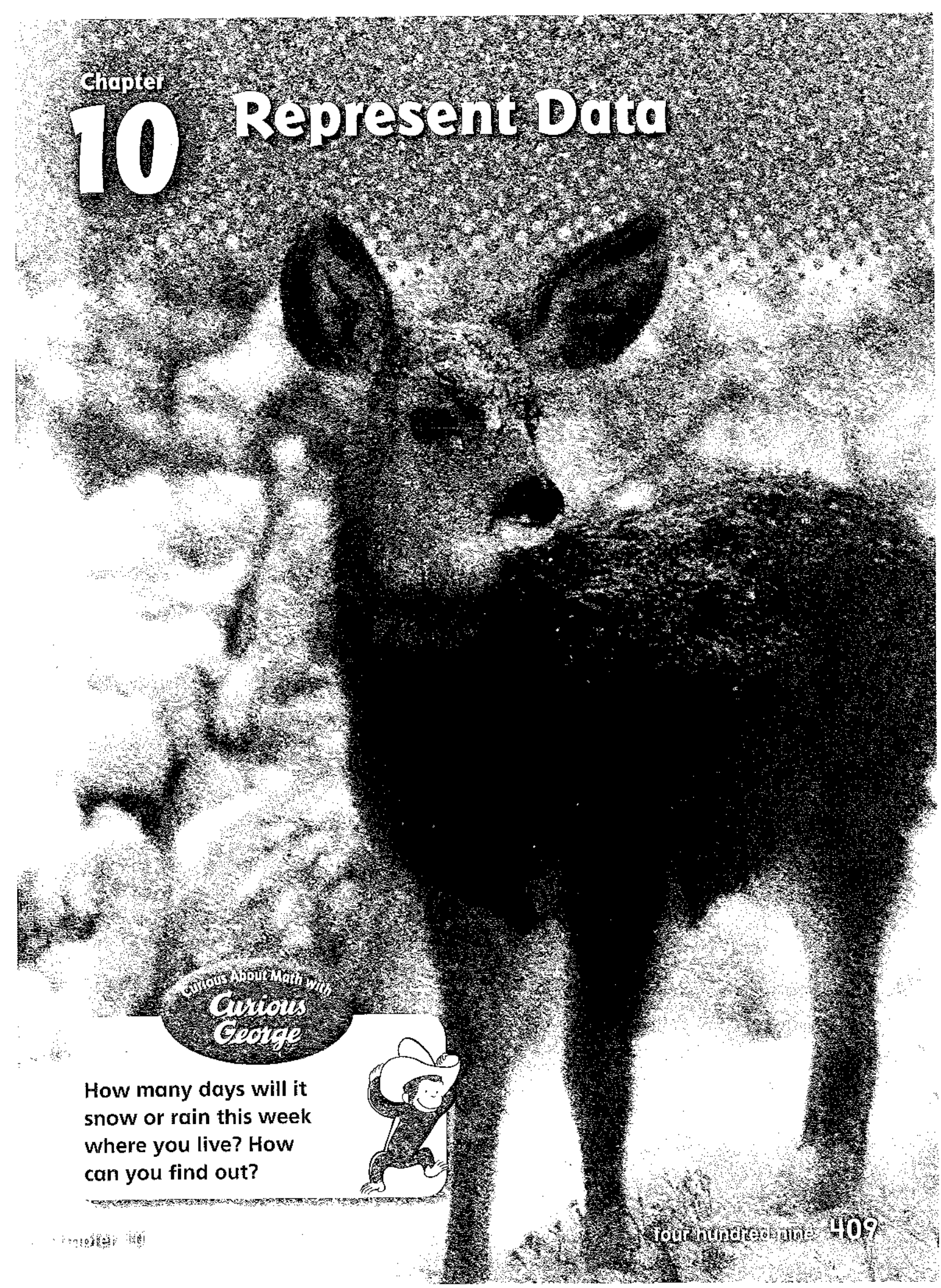
- Measure the length of each object with ▪.
- Order the objects from shortest to longest.

Write each measurement.
Use pictures, words, or numbers to show how you ordered the lengths of the objects.

Show your work.

Chapter

10 Represent Data



Curious About Math with Curious George

How many days will it snow or rain this week where you live? How can you find out?

Name _____

Show What You Know

Make a Concrete Graph

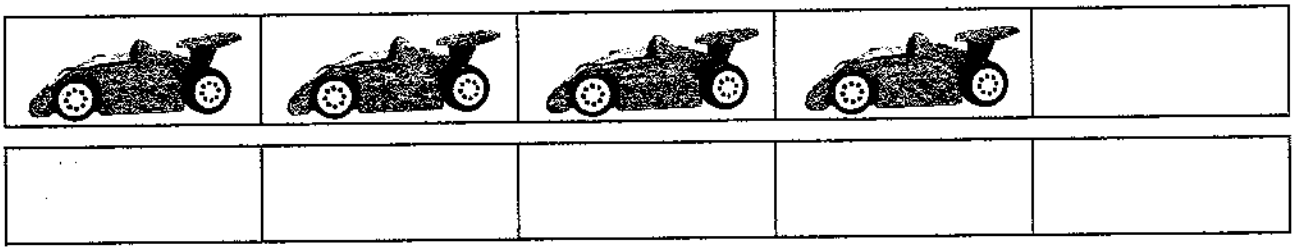
Sort a handful of ■ and ▒. Make a concrete graph.

	Square Colors							
■								
▒								

1. How many ■ are there? _____

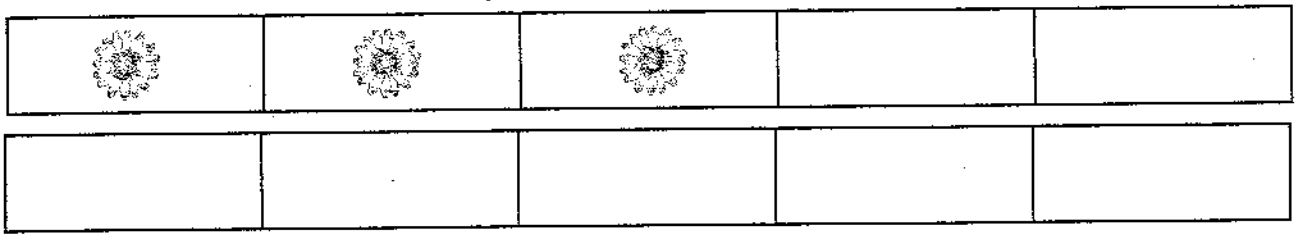
More, Fewer

2. Color the squares to show a set of fewer.



Draw Equal Groups

3. Draw a ◯ below each picture to show the same number of objects.



Family note: This page checks your child's understanding of important skills needed for success in Chapter 10.

Online Assessment Options Soar to Success Math

Name _____

Vocabulary Builder

Review Words

graph
more
fewer
most
fewest

Visualize It

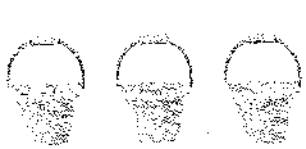
Complete the chart.
Mark each row with a ✓.

Word	I Know	Sounds Familiar	I Do Not Know
graph			
more			
fewer			
most			
fewest			

Understand Vocabulary

Use the review words. Label the groups.

1.



_____ _____

2.

_____ _____

GO Online • eStudent Edition • Multimedia eGlossary

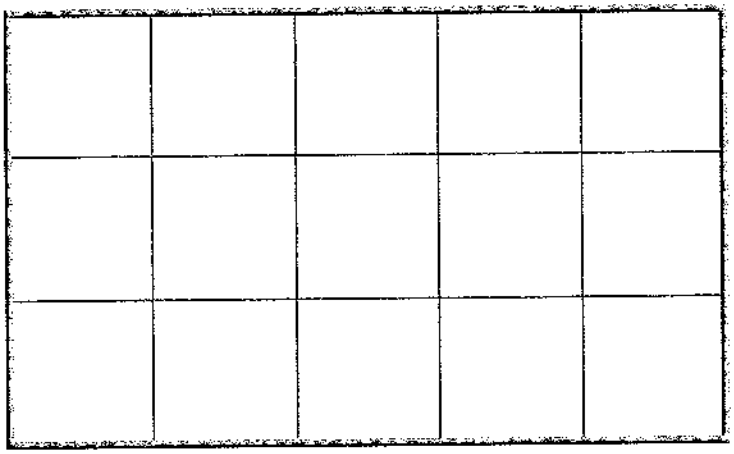
Graph Game

Materials • 16 • 16 • 16

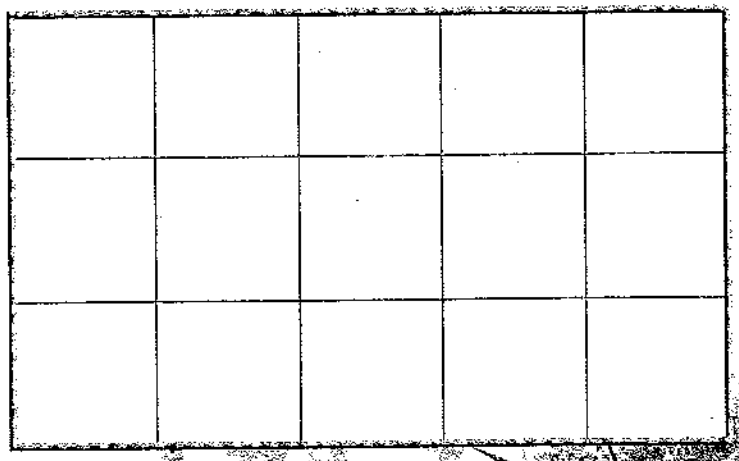
Play with a partner.

1. Spin the .
2. Put 1 cube of that color in the correct row of your graph.
3. Take turns. Play until each partner has 5 turns.
4. The player who went last spins again to get a color.
5. The player with more cubes of that color wins. Spin again if you both have the same number of cubes of that color.

Player 1



Player 2



Name _____

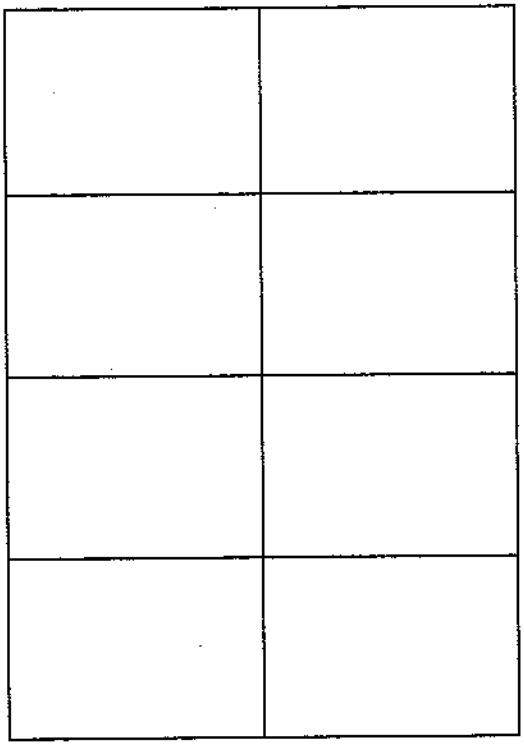
Read Picture Graphs

Essential Question What do the pictures in a picture graph show?

COMMON CORE STANDARD CC.1.MD.4
Represent and interpret data.

Listen and Draw REAL WORLD

Use   . Draw to show the cubes.
Write how many more  .



_____ more 

Math Talk
Describe how you can use your picture to compare the cubes.

FOR THE TEACHER • Read the following problem. There are 2 green cubes and 4 blue cubes. How many more blue cubes are there than green cubes?

Model and Draw

Children at the Playground					
swings					
slide					

A **picture graph** uses pictures to show information.

Each stands for 1 child.

There are ____ children on the swings.

There are ____ children on the slide.

There are more children on the _____.

Share and Show

Math Board

Our Favorite Activity at the Fair							
animals							
rides							

Each stands for 1 child.

Use the picture graph to answer the question.

1. Which activity did more children choose? Circle.

2. How many children chose ? ____ children

3. How many children chose ? ____ children

4. How many fewer children chose than ? ____ fewer children

Name _____

On Your Own

What We Drink for Lunch								
milk								
juice								
water								

Each stands for 1 child.

Use the picture graph to answer the question.

5. How many children drink ?

_____ children

6. How many children in all drink and ?

_____ children

7. What do most children drink for lunch? Circle.

8. How many more children drink than ?

_____ more children

9. How many fewer children drink than ?

_____ fewer children

10. How many children in all drink , , and .

_____ children

11. H.O.T. 4 new children join the class. They drink at lunch. Now, how many more children drink than ?

_____ more children

PROBLEM SOLVING REAL WORLD

Write Math

Our Favorite Animal at the Zoo

	zebras	🧍	🧍	🧍	🧍	🧍			
	lions	🧍	🧍	🧍	🧍	🧍	🧍	🧍	🧍
	seals	🧍							

Each 🧍 stands for 1 child.

Write a number sentence to solve the problem.

12. How many children chose  and  altogether?

___ ◯ ___ ◯ ___

____ children

13. How many more children chose  than  ?

___ ◯ ___ ◯ ___

____ more children

14. H.O.T. How many more children chose  than  and  altogether?

___ ◯ ___ ◯ ___

____ more children

15. **Test Prep** Use the graph at the top.
How many children chose  ?

9 children ○ 8 children ○ 5 children ○ 1 child ○

TAKE HOME ACTIVITY • Keep track of the weather for one week by drawing a picture each day to show if it is sunny, cloudy, or rainy. At the end of the week, ask your child what the weather was like for most of the week.

FOR MORE PRACTICE:
Standards Practice Book, pp. P195–P196

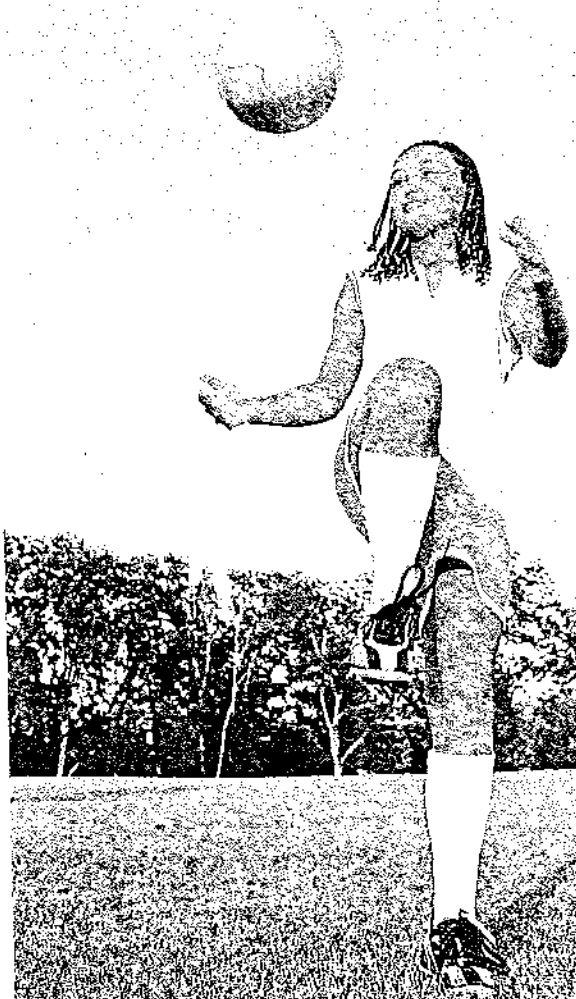
Science Studies Weekly

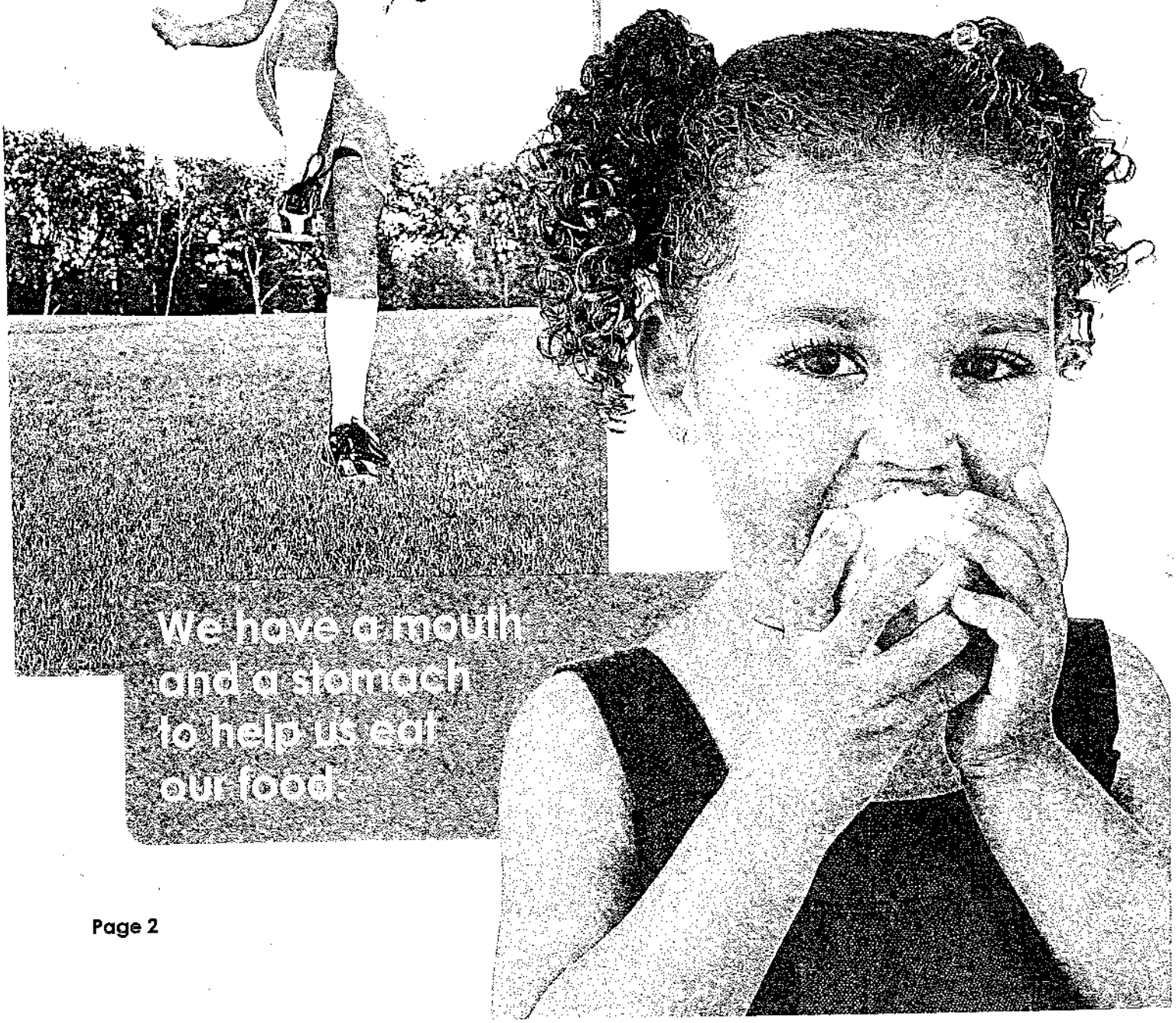
Our Bodies

People need food, water, shelter and air. Our bodies help us get the things we need. Every part of our bodies has an important job.

Our Bodies

We have bones to hold us up. We have muscles to help us move. Our bones and muscles work together.

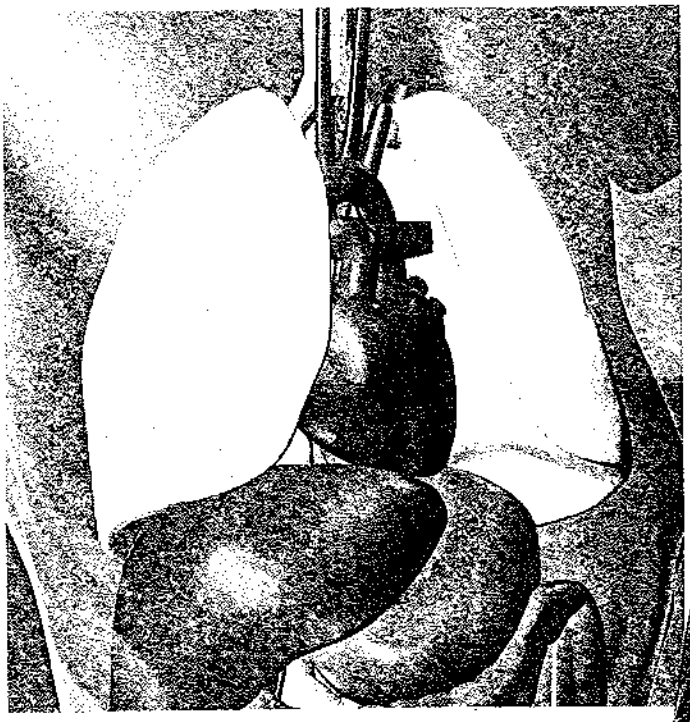




We have a mouth and a stomach to help us eat our food.

Look & Learn

We have a nose and two lungs to help us get air. These are your lungs. They hold air when you breathe in.



The parts of our bodies work together to help us live. Our bodies send messages to our brains. They tell our brains when we are hungry, scared or hurt.

Children are very much like their parents, but they are not exactly like them.

How are you like your parents? How are you different from your parents?

Do&Learn

Name_____

Don't Sweat It

WHAT YOU NEED

- a damp paper towel
- a small fan

WHAT TO DO

1. Press the damp paper towel on your arm for a few seconds.
2. Turn on the fan and let it blow on your arm.

WHAT HAPPENS

Your arm becomes cooler. The same thing happens when you sweat. When the sweat evaporates, it takes some of the heat with it. Sweating helps our bodies cool off.

Circle yes if the sentence tells something that is correct.
Circle no if the sentence tells something that is not correct.

1. Our bodies send messages to our brains.

   yes no

2. Lungs hold air when you breathe in.

   yes no

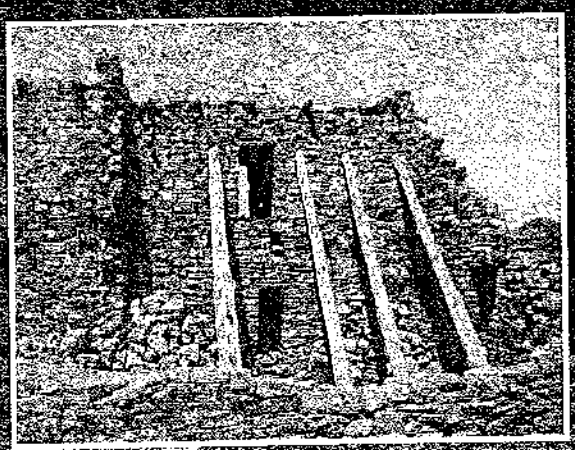
3. Children are exactly like their parents.

   yes no

First Grade

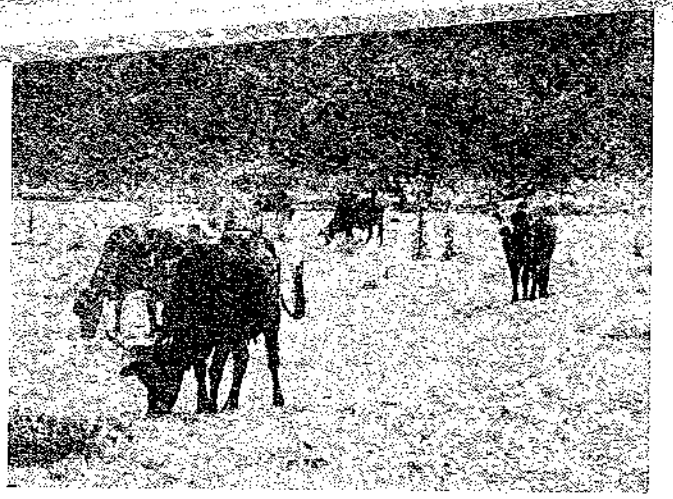
Studies Weekly™

Changes in Communities



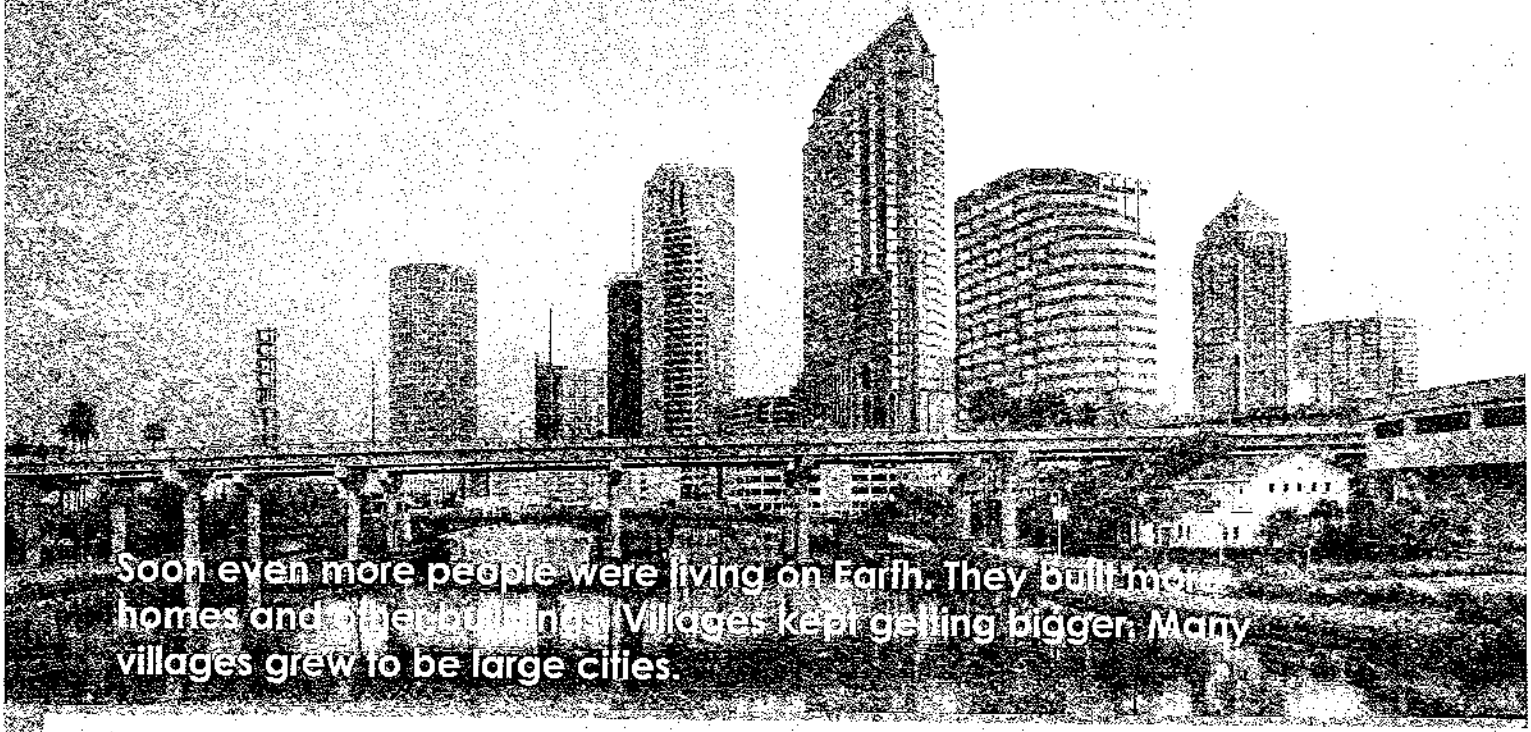
More than 3,000 years ago, people began to change things. They cut down trees and other plants, so they could grow food and build villages.

Changes in Communities



Over time, the number of people on Earth kept getting larger. They needed more food, so they cleared more land for farms. They cleared land to raise cows, horses and sheep.

The first roads were just dirt paths made by people and animals walking from place to place. Later, people built better roads to get from one place to another. After cars were invented, people needed more and more roads.

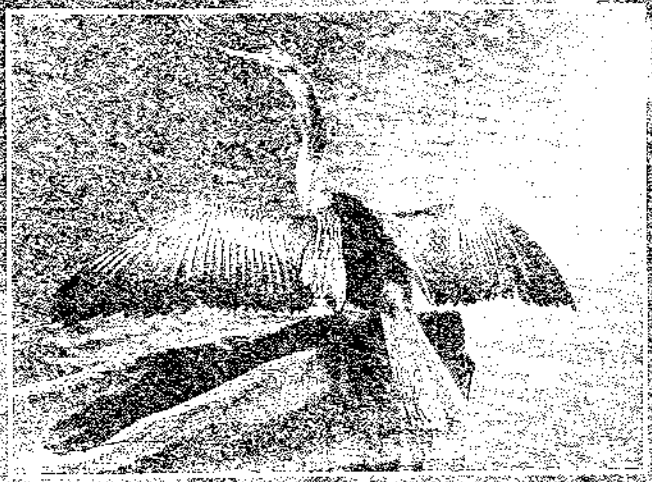


Soon even more people were living on Earth. They built more homes and other buildings. Villages kept getting bigger. Many villages grew to be large cities.

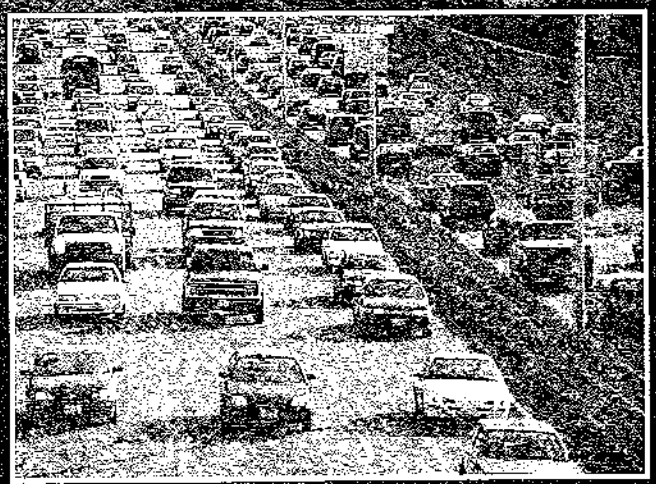
These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- Describe how location, weather, and physical environment affect the way people live in our community.
- Compare life now with life in the past.
- Identify that people need to make choices because of scarce resources.

All of the changes
make in their
have consequen



[illegible] extinct (gone forever).
Other animals may be extinct
someday.



There are traffic jams on many roads. Pollution is making the air and water in many places very dirty. How can we help keep the Earth clean and safe?

[illegible]

We can take buses, ride bicycles or walk instead of driving cars. We can turn off the lights and television when we leave a room. We can take shorter showers. We can recycle [illegible]

FUN And Games

Name _____

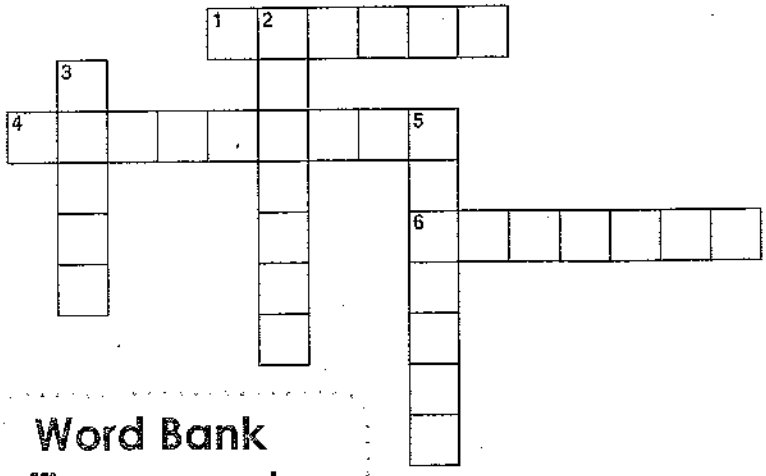
Crossword Puzzle

ACROSS

1. Before _____ lived on Earth, there were only plants and animals.
4. _____ is making the air and water in many places very dirty.
6. There are _____ jams on many roads.

DOWN

2. Animals that are _____ are gone forever.
3. People built _____ to get from one place to another.
5. _____ resources are things found in nature.



Word Bank

- traffic
- roads
- Natural
- Pollution
- people
- extinct

Circle yes if the sentence is correct. Circle no if the sentence is not correct.

1. The changes people make in their communities have consequences.

   yes no

2. People need clean air and clean water every day.

   yes no

3. The first roads were made of concrete.

   yes no

Circle the word that rhymes with the first word in each box.

road		
rock	round	toad

jam		
jump	clam	may

house		
home	sound	mouse

can		
plan	camp	candle

Science Studio Weekly™
GRADE 1

Living Things Grow

See Primary-Source Related Media...

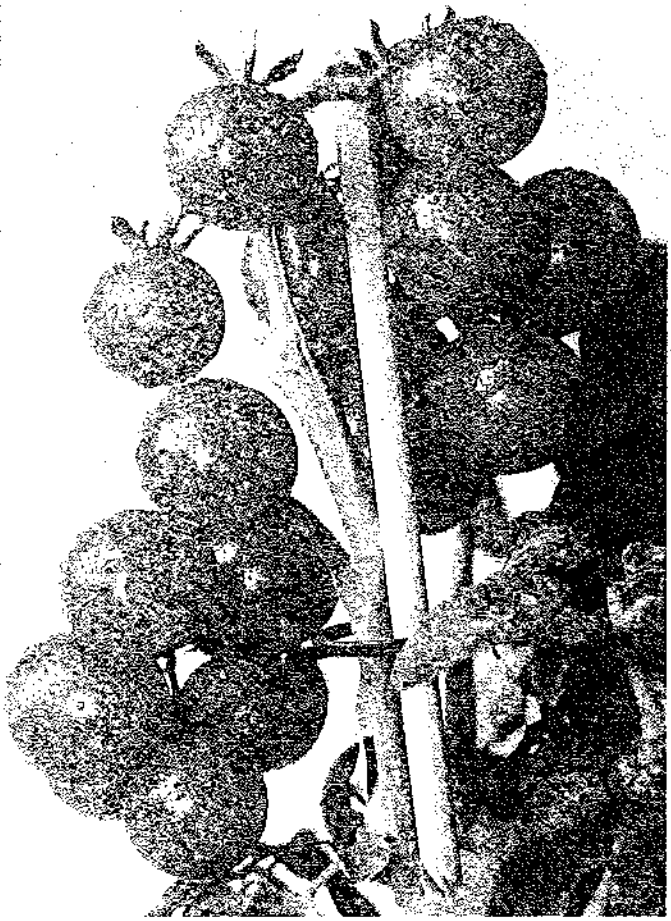
www.s-w.co/SN1-13

Living things grow and change. Some living things get bigger, but they still look similar to the way they looked when they were young.

Living Things Grow

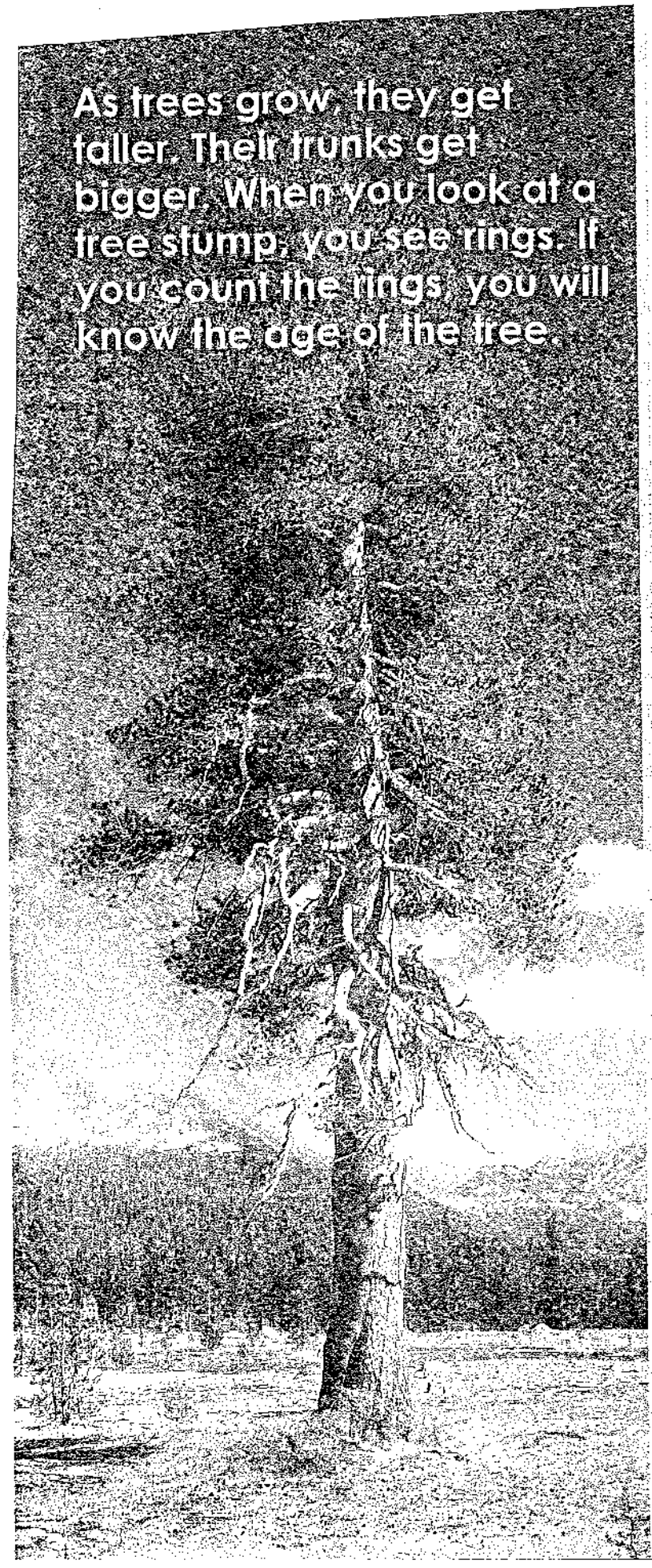
Some living things change a lot as they grow. They look very different when they finish growing.

A baby kangaroo is called a joey. When a joey is born, it is only about one inch long. An adult kangaroo can grow to be more than six feet tall.

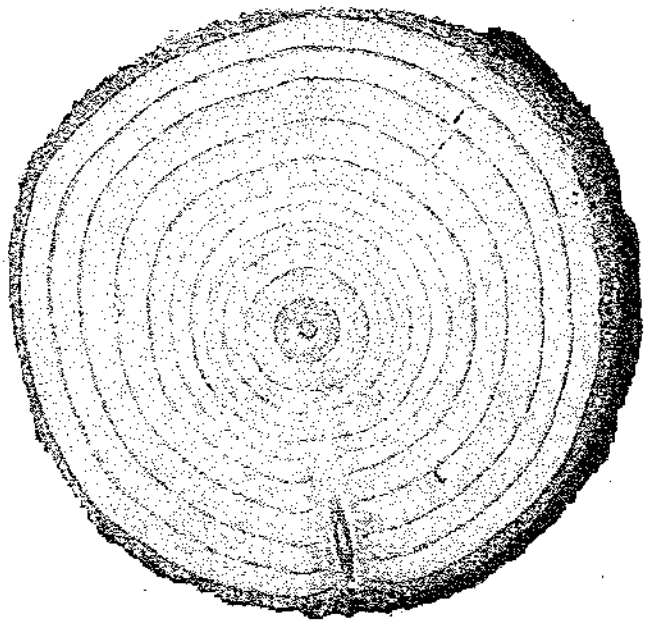


Most plants start as seeds in the soil. They grow up toward the sun. Plants change as they grow. Some plants grow flowers or fruit.

Look & Learn



Look at the picture of the tree stump. How many rings can you see? _____



Each ring shows one year of the tree's life. How old was this tree when it was cut down? _____

Do&Learn Name_____

Potato Plants

What You Need

- a potato
- water
- toothpicks
- a plastic knife
- a pot
- potting soil
- a glass jar with a wide mouth

What to Do

1. Fill the jar with water.
2. Push 4 toothpicks into the sides of the potato near the top. Put the potato in the jar of water. Set the toothpicks on the edge of the jar.
3. Every day, check to see if the potatoes have sprouts on them. Keep plenty of water in the jar.
4. Take the potato out of the jar when you see sprouts. Use the plastic knife to cut off a piece with some sprouts on it.
5. Plant the piece of potato in a pot filled with potting soil.
6. Check the potato plant as it grows. Talk to your friends about how the plant changes.

Fill in the blanks

Word Bank
- grow
- joey

1. A baby kangaroo is called a _____.

2. Living things _____ and change.

First Grade

Stud Weekly™

Goods and Services

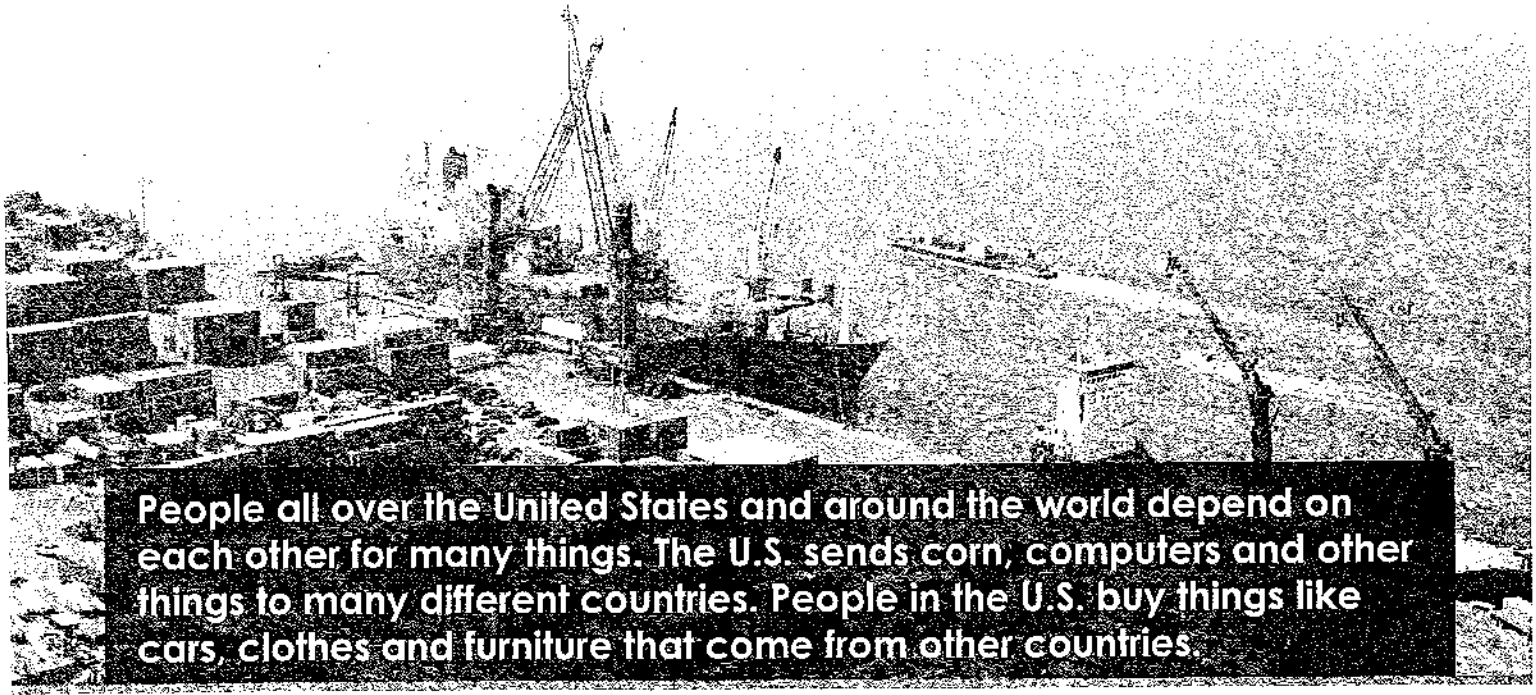
People in every community have needs and wants. Some of the things they need and want are called goods. Goods are things made for people to buy, like skateboards and helmets. Can you think of some other goods?

A service is work or a duty that someone does for another person. When parents aren't home, they can hire a babysitter. Taking care of children is a service that babysitters do. Can you think of some other services?

Goods and Services

Consumers are people who pay for goods or services. They can buy many goods and services in their own communities. Some things they need and want come from other communities.

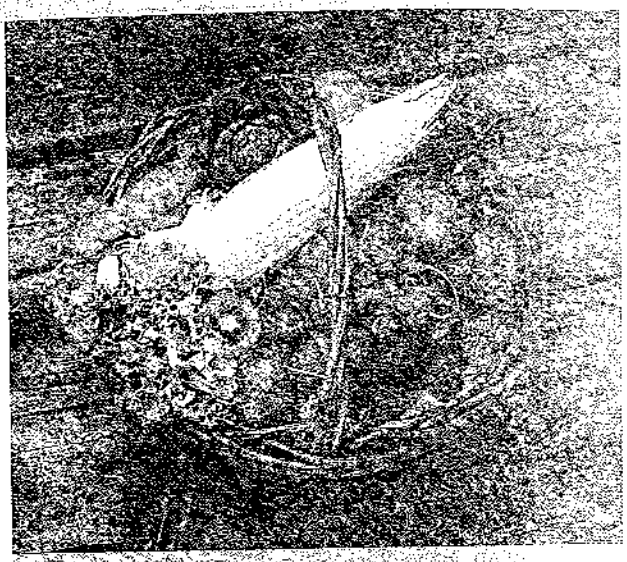
Producers are people who make goods or provide services for consumers. They sell some goods and services in their own communities. Some producers send goods to other communities, too.



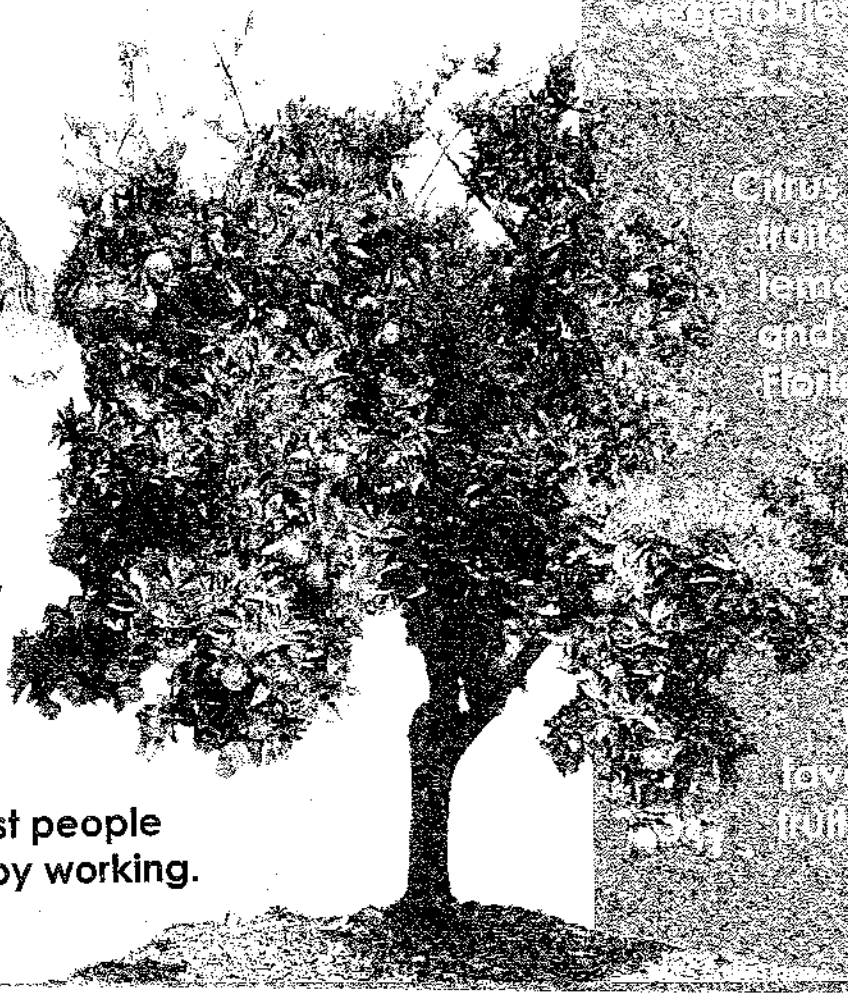
People all over the United States and around the world depend on each other for many things. The U.S. sends corn, computers and other things to many different countries. People in the U.S. buy things like cars, clothes and furniture that come from other countries.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- Recognize that money is a method of exchanging goods and services.
- Define opportunity costs as giving up one thing for another.
- Distinguish between examples of goods and services.
- Distinguish people as buyers, sellers, and producers of goods and services.



Sometimes you have to give up one thing to get something else. What you give up is called an opportunity cost. Pretend you want an apple and a banana, but you only have enough money for one. If you buy the apple, the banana is the opportunity cost.



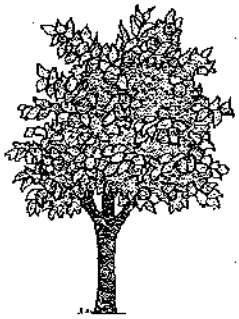
money to buy things they need and want. Money is a capital resource. Most people earn money by working.

FUN And Games

Name _____

Put these pictures in order by putting a number under each picture.





_____ _____ _____ _____ _____

Fill in the Blanks

Word Bank

- pay
- cost
- service
- money

1. A _____ is work or a duty that someone does for another person.
2. Consumers are people who _____ for goods or services.
3. People use _____ to buy things.
4. When you need or want something, there is usually a _____.

Word Search

S	C	B	E	N	E	F	I	T
E	G	O	R	M	H	D	R	G
R	A	K	N	Y	W	E	L	O
V	R	I	V	S	C	G	E	O
I	D	X	Z	U	U	H	I	D
C	E	I	D	F	U	M	B	S
E	N	O	I	G	C	S	E	T
S	R	C	I	T	R	U	S	R
P	R	E	S	O	U	R	C	E

Word Bank

- citrus
- consumer
- goods
- resource
- benefit
- producer
- garden
- services