



At Home Learning Resources

Grade 1 - Week 10

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or Word Work or Phonics/Vocabulary	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 1 ELA Week 10

All previous activities, as well as other resources can be found on the Lowell Public Schools website:
<https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797>

This week begins a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on ccvce words this week.

Reading: Students need to read each day. They can read the text included in this packet and/or read any of fiction or story books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will be working on narrative stories for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 1 Narrative Writing Choice Board](#). This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 narrative story and work to refine it throughout, or might write multiple stories, getting better each time.

Phonics/Word Work: Students can practice working on their CCVCE words (Consonant, consonant, vowel, consonant, silent-e) which are words like brake or shape.

globe

broke

stole

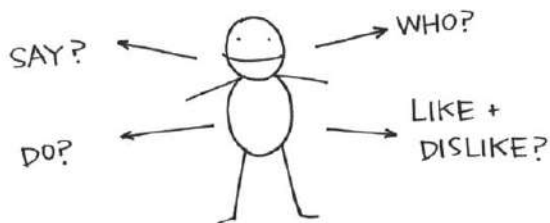
phone

drove

When reading fiction texts, think about the following. Talk about books and write what you learned.

Readers Meet Characters Along the Way!

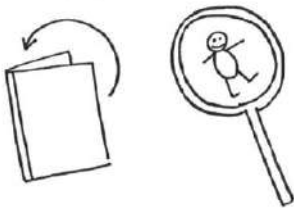
Learn about the
character.



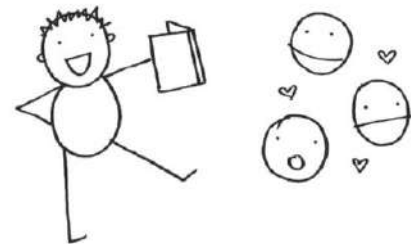
Pay attention to
OTHER characters,
too!



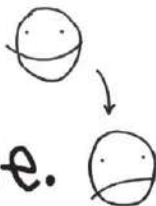
Reread to learn
MORE about the
characters.



Bring the
character to life!



Notice when
feelings change.



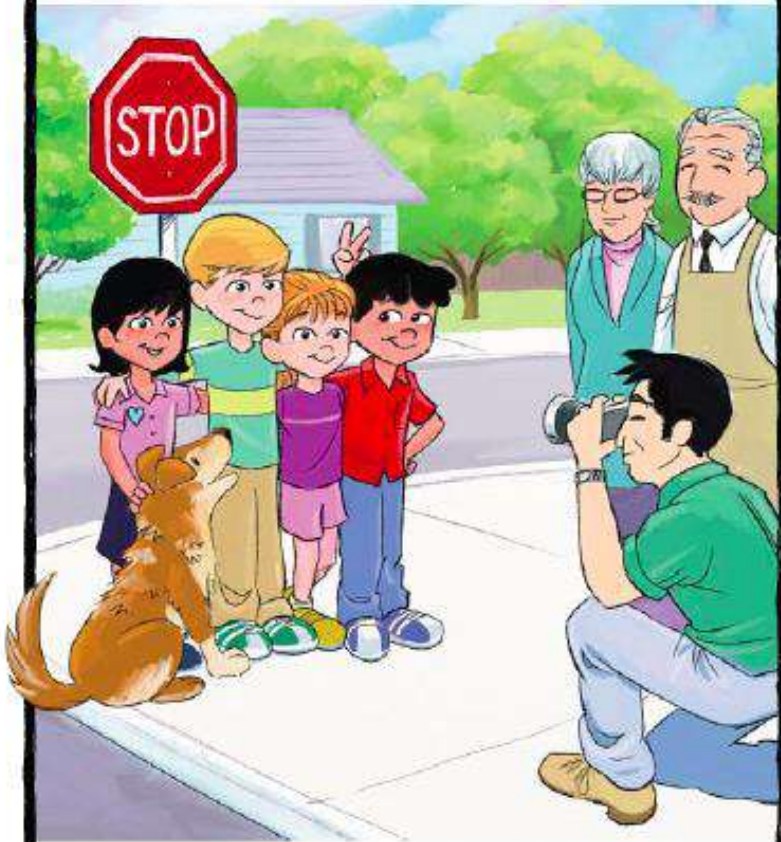
Then, change your
voice.



Think, "what did the
character
realize or learn?"



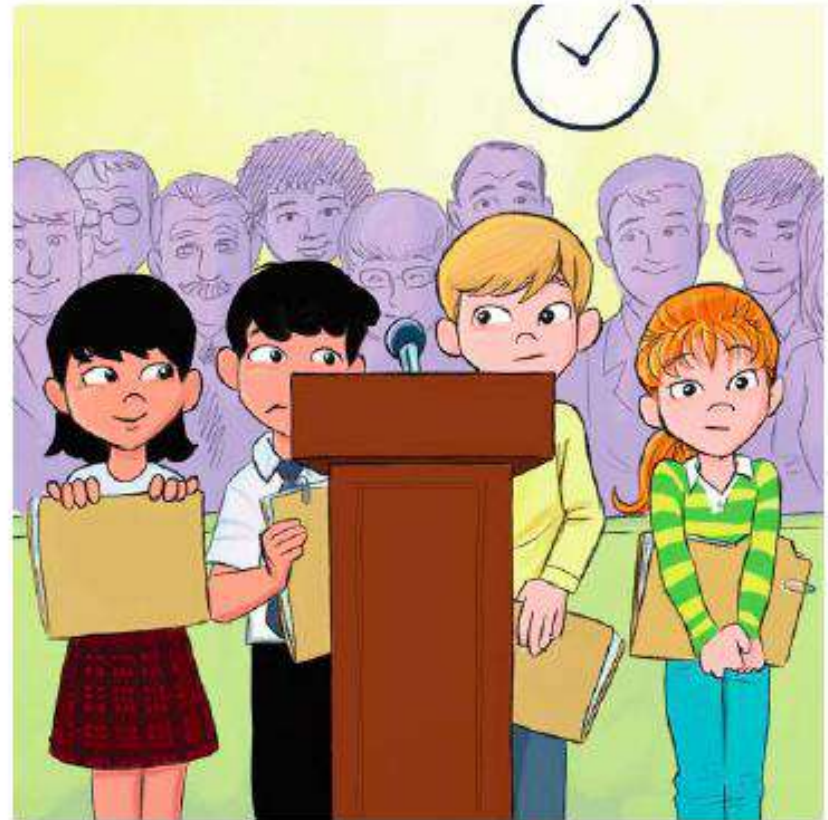
JOEY'S STOP SIGN



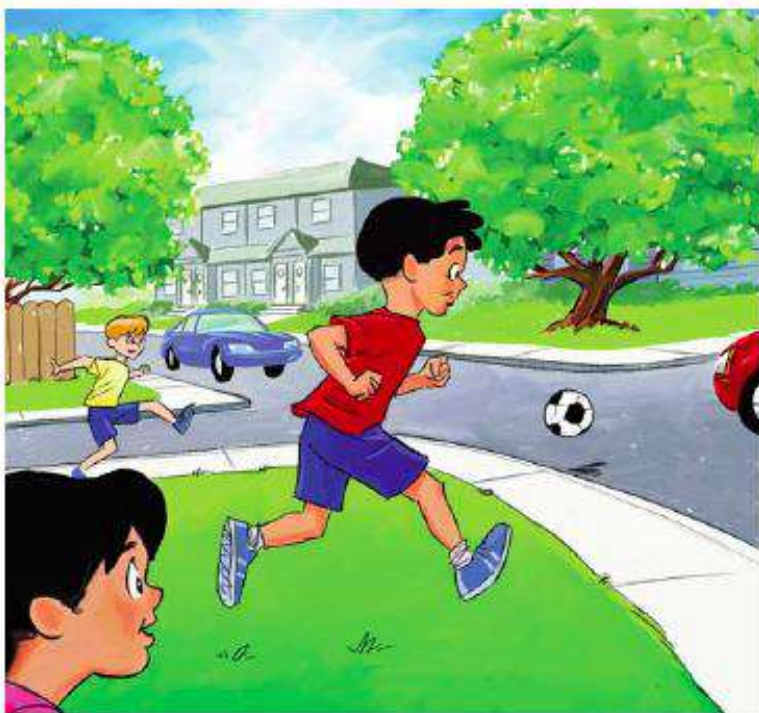
Written by Maribeth Boelts
Illustrated by Ted Dawson

www.readinga-z.com

JOEY'S STOP SIGN



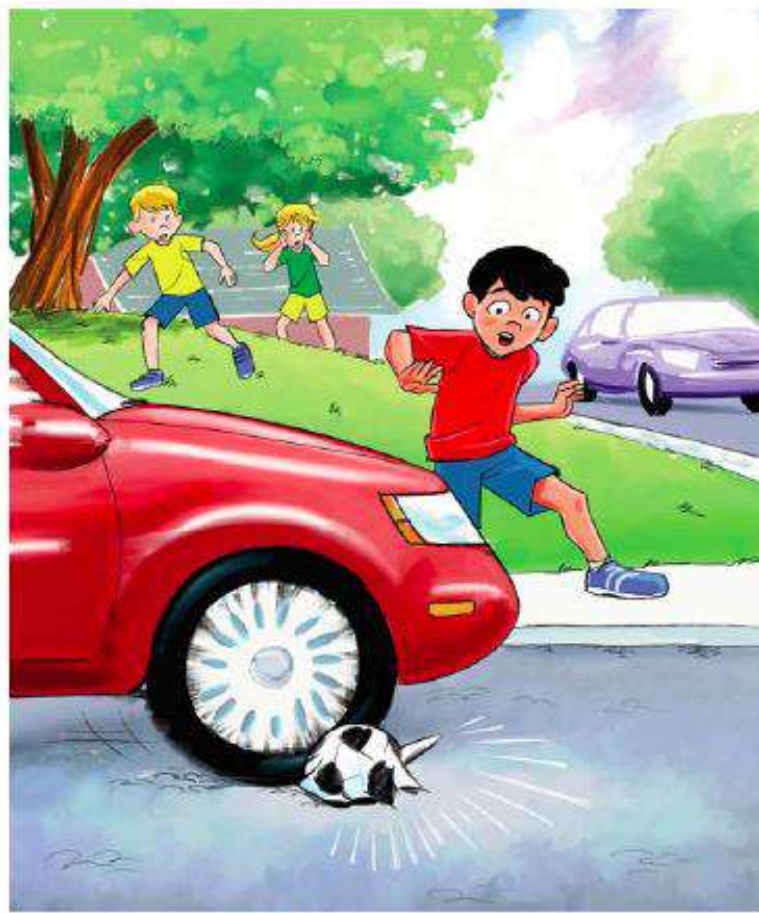
Written by Maribeth Boelts
Illustrated by Ted Dawson



It was a hot August day. Joey and his sister Jenny played soccer in their front yard. Ruben and Rebecca joined them.

“Over here!” shouted Ruben.

Joey kicked the ball to Ruben. It rolled into the busy street, and Ruben started to chase it.



“Watch out, Ruben!” Joey shouted.

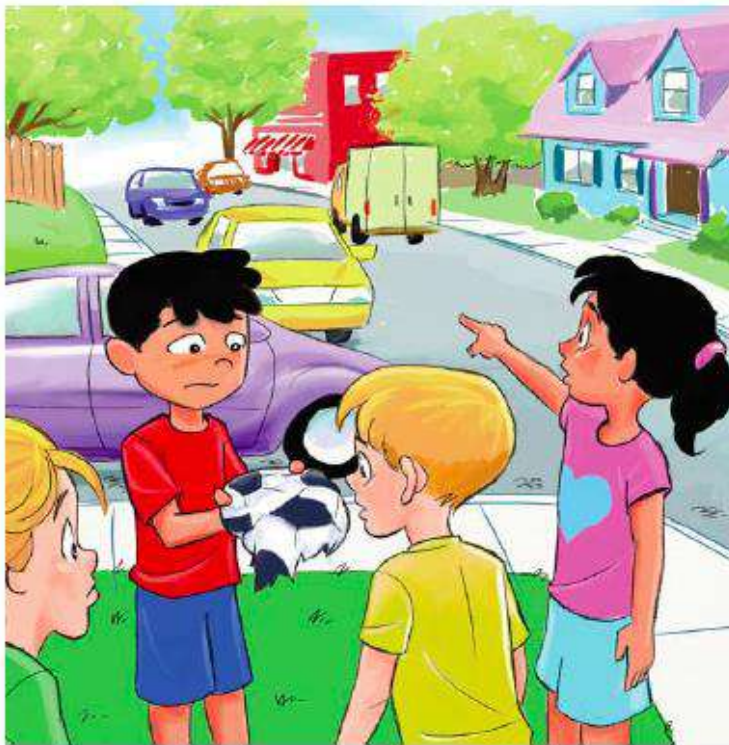
Just then, a car whizzed by. The car hit the soccer ball and popped it.

“There are more cars on our street all the time!” said Ruben.

"It's harder to cross the street to get to school, too," said Jenny.

"Or to Mr. Lupois' market," said Rebecca.

"Last week, Mrs. Murphy's dog Lucy got hit by a car. Lucy has a broken leg," said Joey.



A few nights later, Joey and Jenny talked to their parents.

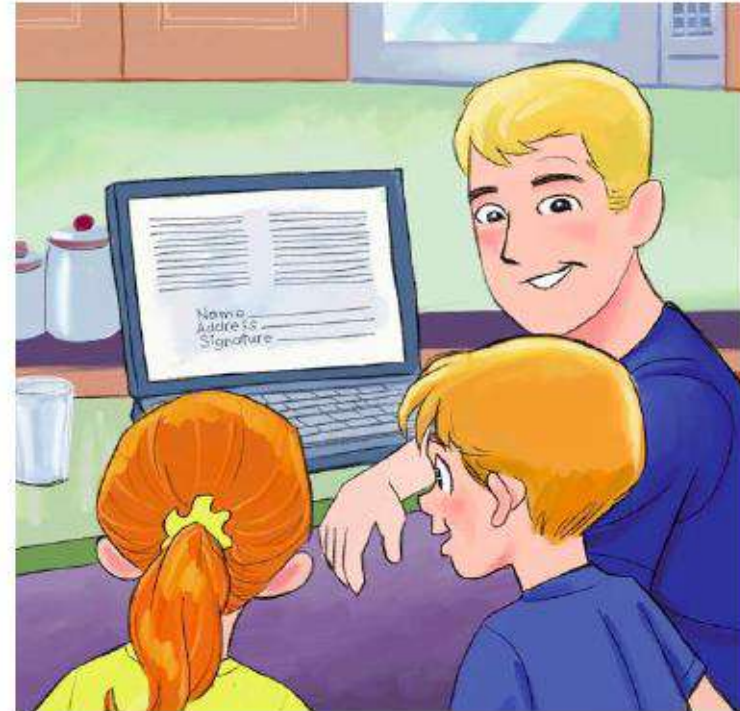
"We've been doing our research," said Jenny. "We think there should be stop signs at the corner. That will slow traffic and make it safer to cross our street."



"Stop signs are a great idea," said Mom. "You've been counting cars before and after school?"

"Yes," said Joey. "Also, Ruben has a camera. He's been taking pictures of people trying to cross."

"Good work!" said Dad. "The next step is a **petition**."



Dad and Mom showed Jenny and Joey how to write a petition.

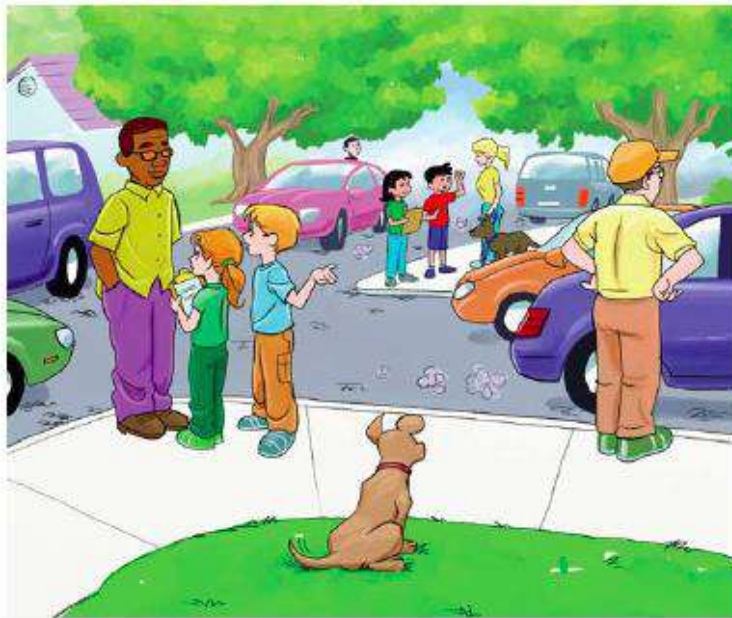
The petition stated the reasons for adding stop signs. People could sign the petition if they agreed.

"You'll need **signatures** from the **majority** of people in the neighborhood," said Dad.

"What does *majority* mean?" asked Jenny.

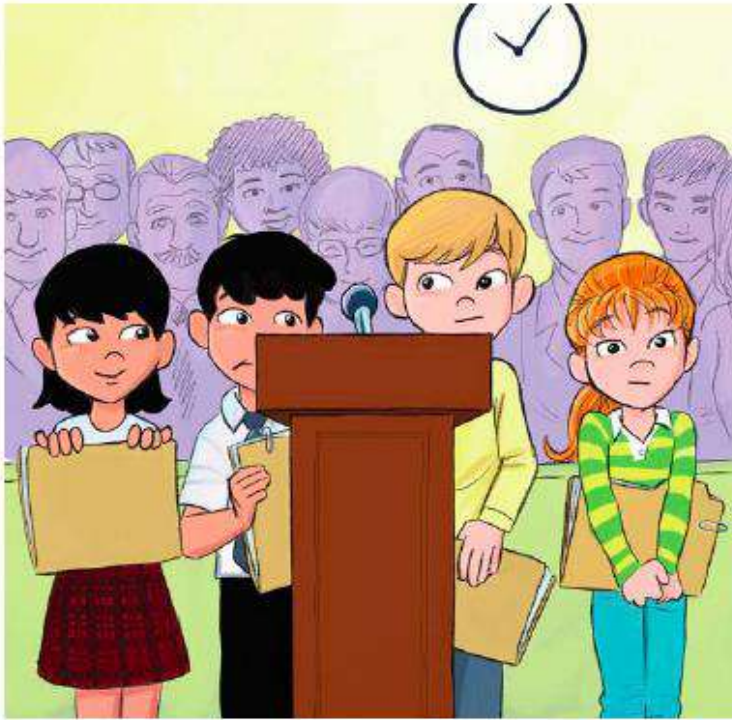
"It means more than half of the people," explained Dad.

Over the next week, Joey, Jenny, Ruben, and Rebecca talked to people in the neighborhood. Many people signed their petition, but some did not.



"The **city council** has a meeting next week," Joey said to Mrs. Murphy. "My dad asked if our stop sign request could be put on the **agenda**."

"We'll bring our petition, photos, and the traffic counting we did, too," said Rebecca.

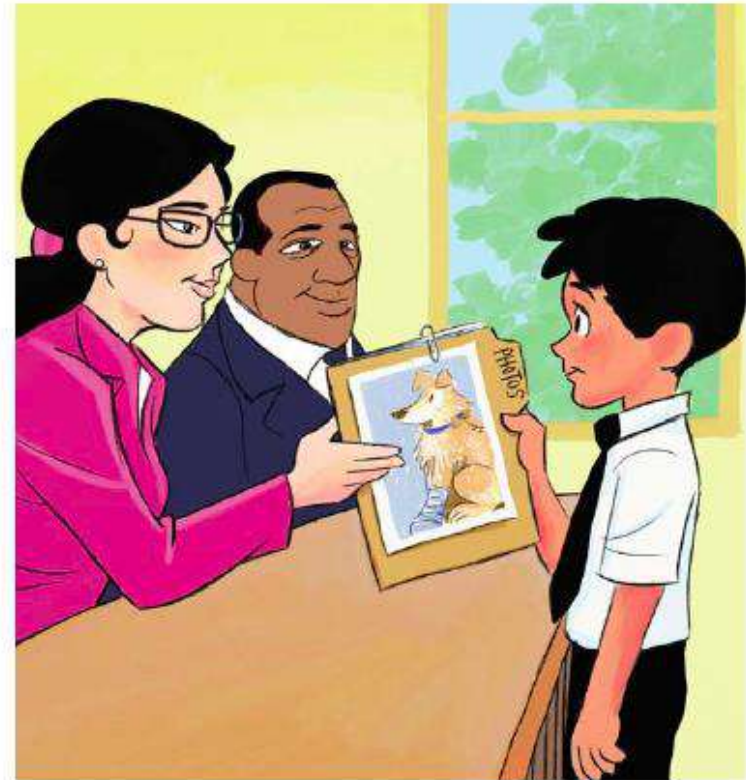


Friends, family, and neighbors were at the city council meeting.

"I'm nervous," whispered Ruben.

"Me, too," Joey agreed.

When their names were called, Joey, Jenny, Ruben, and Rebecca stood at the microphone.



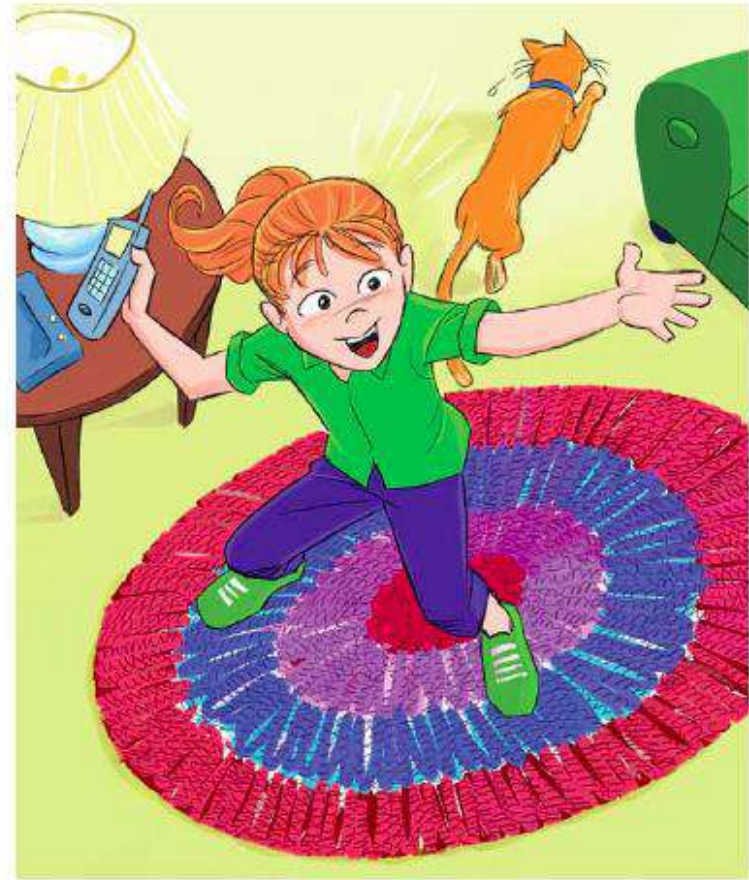
Joey talked about the need for the stop signs. Jenny and Rebecca showed their petition.

"These are the photos we took of people trying to cross the street," said Ruben. "This is Lucy, a dog that was hit by a car."



When they finished, neighbors took turns speaking. Everyone said stop signs were needed.

"Thank you for your hard work," said the city council president. "We'll **discuss** this and vote in two weeks."



Joey, Jenny, Ruben, and Rebecca waited the long two weeks.

One day, there was a phone call.

"The city council voted YES!" said Jenny.



A few months later, workers put up the stop signs. There was a story and a photo in the newspaper about what the kids had accomplished.

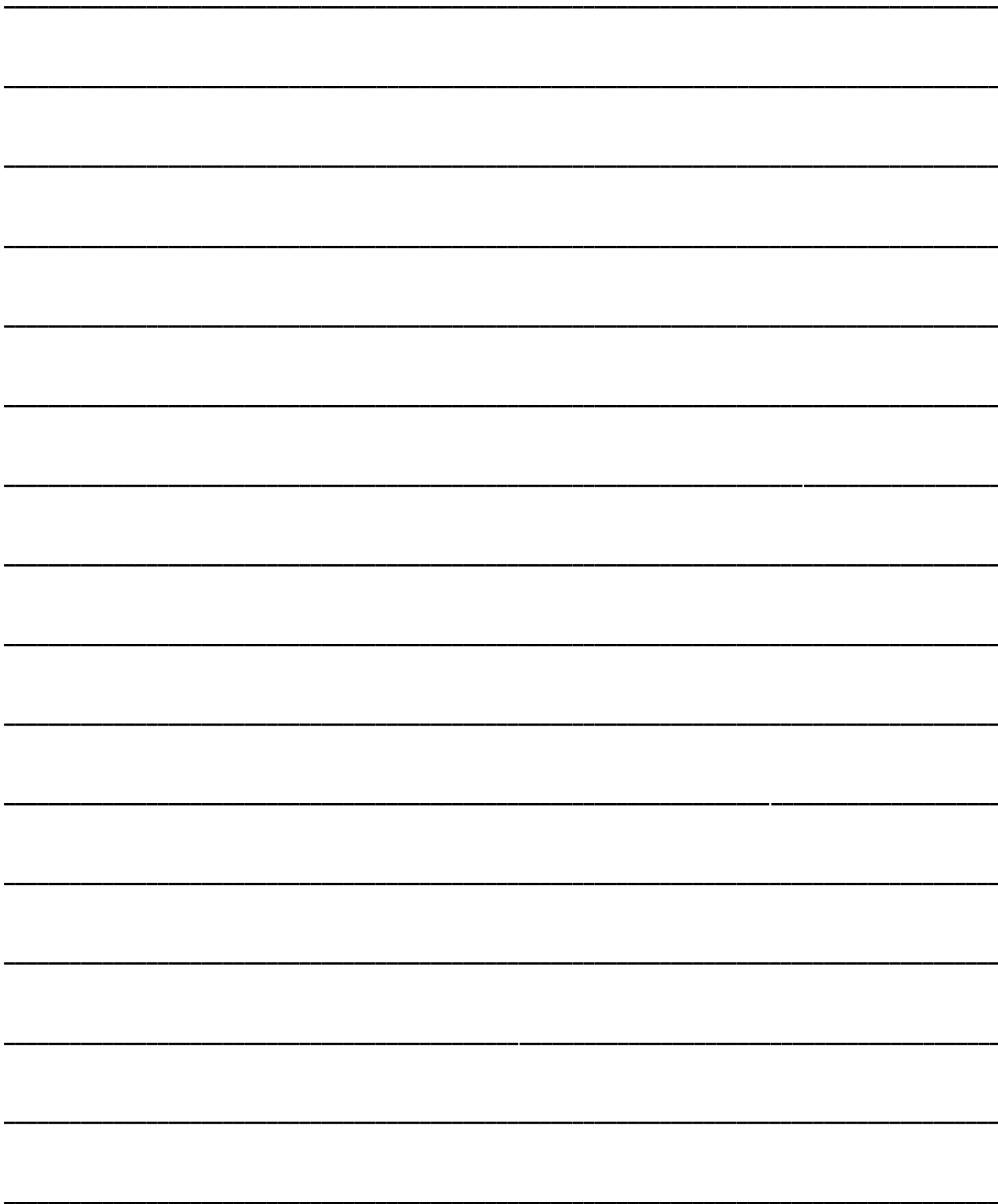
"Our street sure is safer now," said Joey.

"Woof!" Lucy agreed.

Glossary

agenda (<i>n.</i>)	a list of things to do or talk about (p 10)
city council (<i>n.</i>)	the group that makes decisions or rules for a town or city (p 10)
discuss (<i>v.</i>)	to talk about something (p 13)
majority (<i>n.</i>)	more than half of something (p 8)
petition (<i>n.</i>)	a formal written request, usually accompanied by the signatures of a large number of citizens (p 7)
signature (<i>n.</i>)	a person's name signed by that person (p 8)

After reading the story, describe what kind of character __(*character's name*)_____ is, using key details in the story.




Grade 1 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own narrative story.

First Grade Narrative Writing

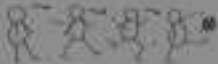
Getting started!
Click here


Click here
for paper
choice



Unfreeze People.
*Make them move
*Make them talk

Bring out the inside.
*Make people sad
*Make people tick

Tell small steps.

Write each action that people do.

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


Choose Your Best Work to...

Revise

&

Edit


Getting started!

1. Think of an idea.
• A thing that happened to you
• A thing you do

2. Plan.
Touch and tell.
Then, sketch across the paper.

3. Write!

Before you write the words.



Drew him kicking the ball to match the words.

Spencer's Story

Unfreeze People.

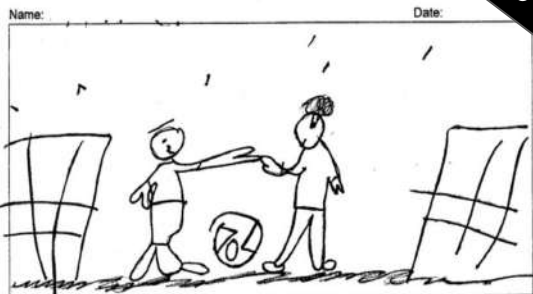
*Make them move



*Make them talk

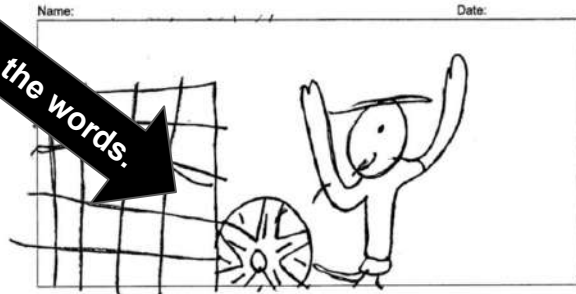


Wrote what he said.



I Playd Soccer With
my brother in the
backyd after
skool

1



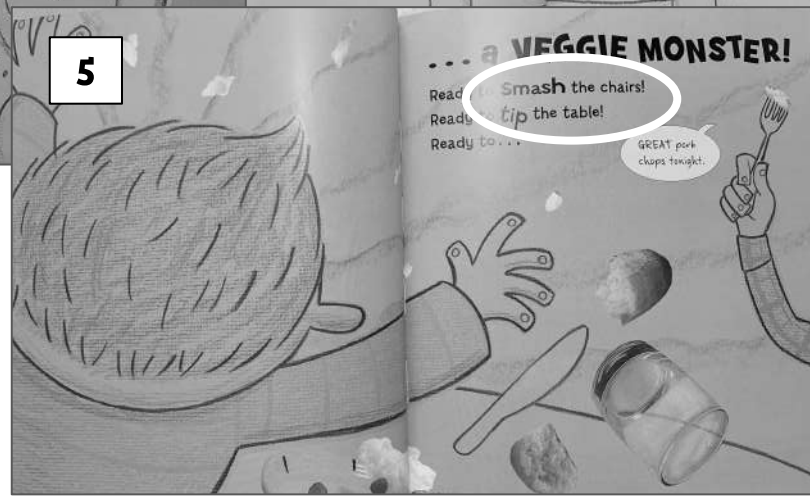
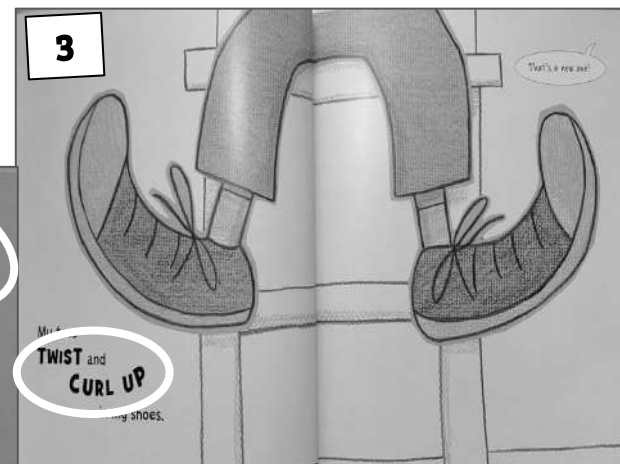
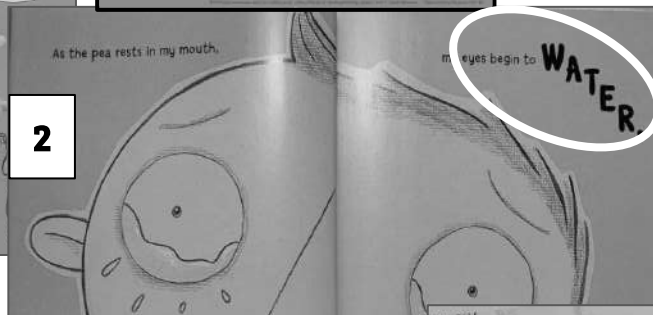
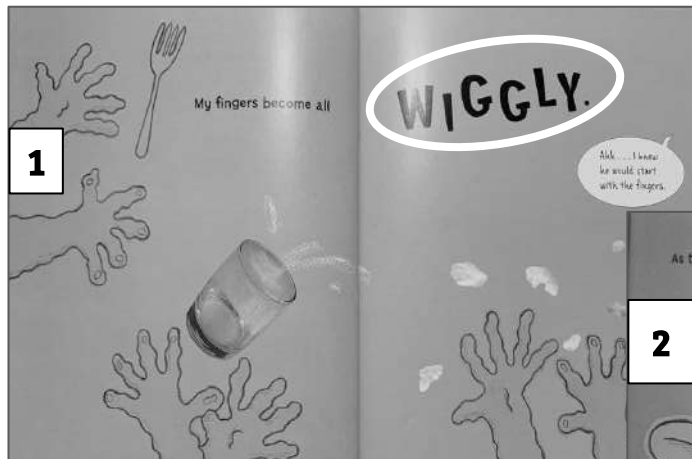
I Was Standing
it het the gal.
I kiked the ball and
Skoto.

2



I Skteepmed
"I won the game."
I Smild.

3



Bring out the inside.

- *Make people feel
- *Make people think

What does the character say?

What does the character think?

Thinking & Feeling

Thinking & Feeling

Feeling

Thinking

I climb up again even though my knees hurt me. I felt brave. I pass 2 monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try and try but my hand is still slipping. I was so scared and I close my eyes so tight.

③

Gina's Story

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

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

It's not the **pork chops** or the **mashed potatoes**. It all starts when I'm forced to eat...

ellipses

Time for another fun-filled hour.

PEAS!

ellipses

Revise







When you revise you reread your story to make sure it makes sense and is complete.

You might want to:

Add more to your story.

Change your words or the order of your pages.

Cut something out of your story.

Step	I understand when I do something.	Did I do it as a first grader?	YES	NO
Read	 I read to make something for my story.		<input type="checkbox"/>	<input type="checkbox"/>
Reorder	 I put my pages in order. I used words such as and, then, and so.		<input type="checkbox"/>	<input type="checkbox"/>
Draw	 I found a way to end my story.		<input type="checkbox"/>	<input type="checkbox"/>
Improve	 I wrote my story on 10 or more pages.		<input type="checkbox"/>	<input type="checkbox"/>
Mark	 I put the pictures in order and on the page. I had ideas to picture and words.		<input type="checkbox"/>	<input type="checkbox"/>
Call	 I used letters and words to give ideas.		<input type="checkbox"/>	<input type="checkbox"/>



Edit

When you edit you reread your story to make sure your reader can easily read what you wrote.


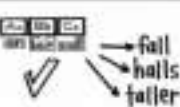
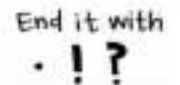
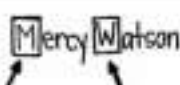
You need to:

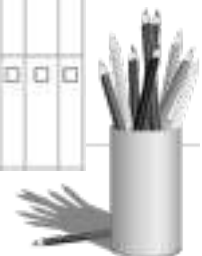
Check your words to see if you spelled snap words correctly.

Check your words to see if you used all you know about word parts to write new words.

Make sure you end each sentence with a

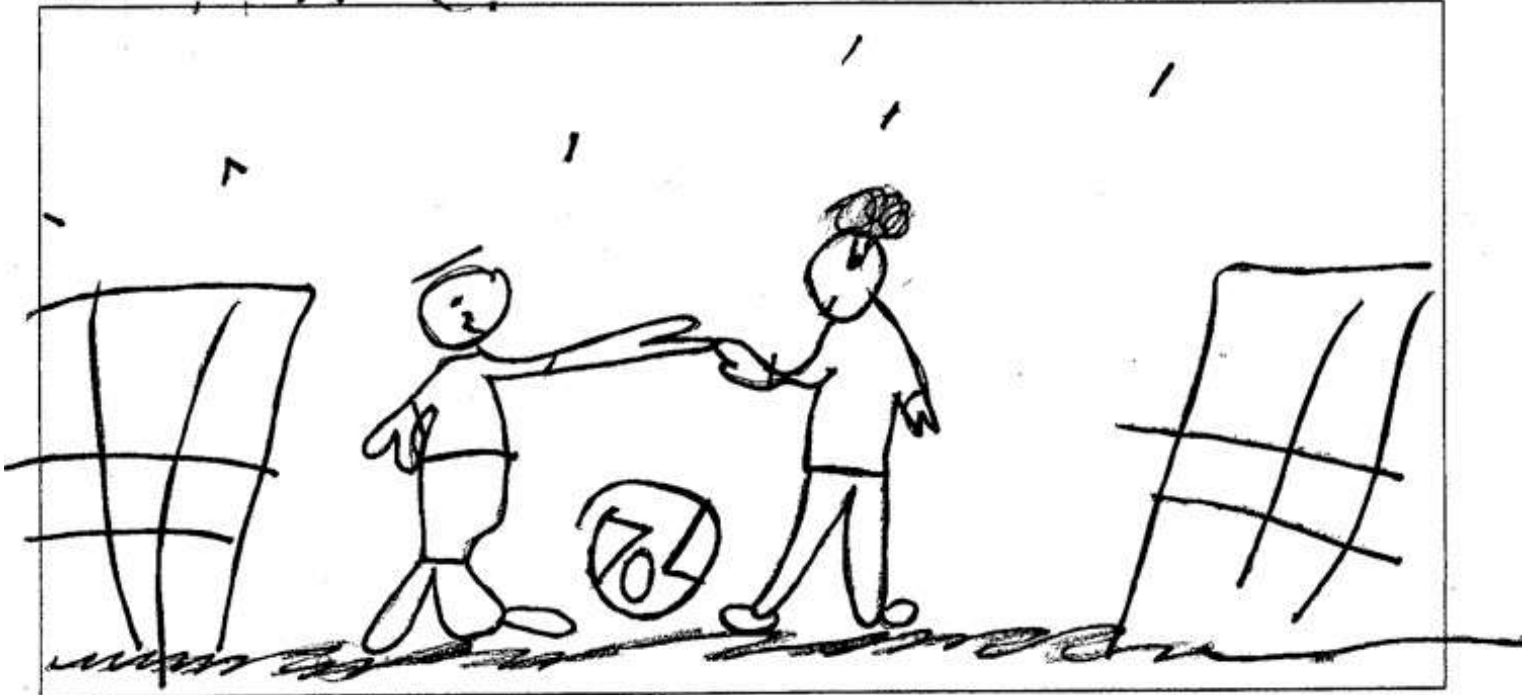
. ! ?

LANGUAGE CONVENTIONS				
	Did I do it as a first grader?	YES	NO	YES
Spelling	 I read all I knew about words and chunks of words to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	 I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	 I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Name: _____

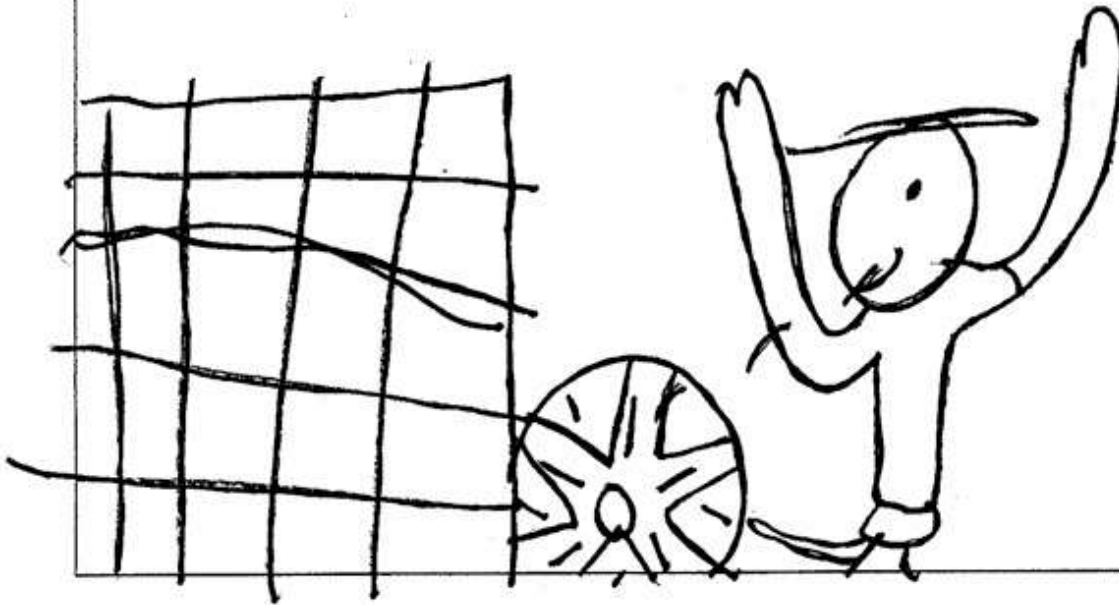
Date: _____



I Played Soccer With
my brother in the
backyard after
school

Name: _____

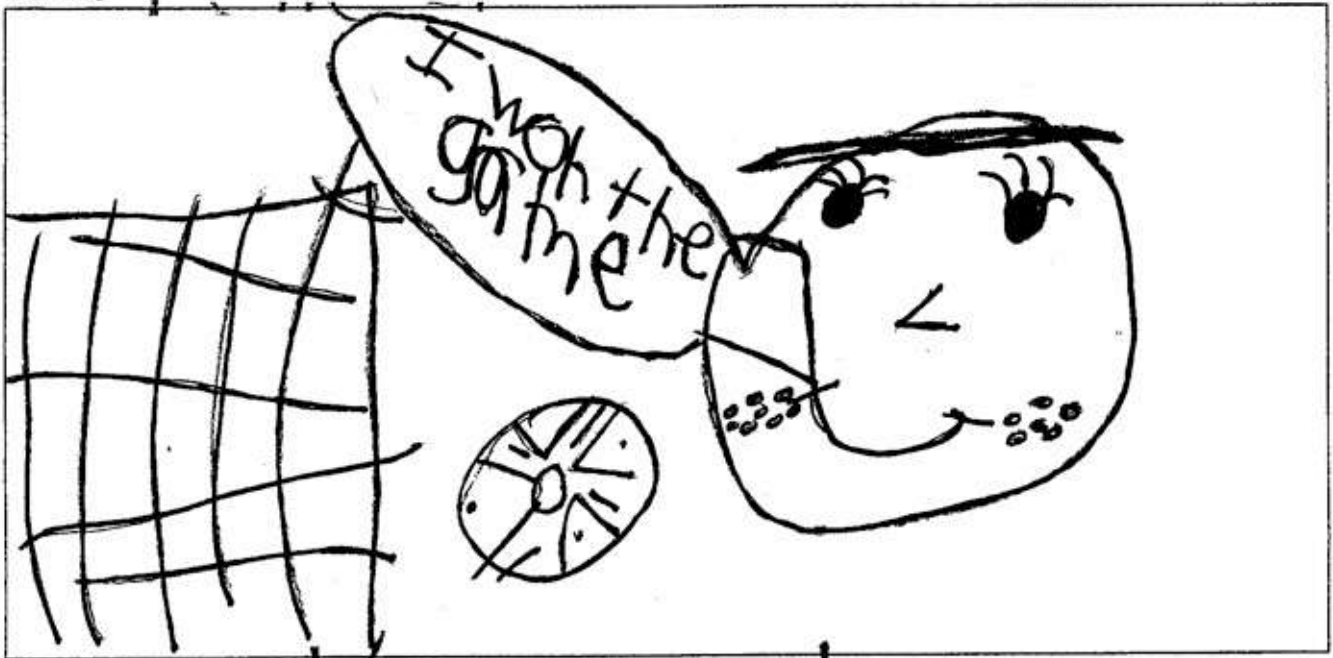
Date: _____



I Was Standing
hit her the gal.
I kind the ball and
skoto.

Name: _____

Date: _____



I Skateed
"I won the game."
I Smild.



I climb up again even though my knees hurt me. I felt brave. I pass 2 monkey bars but on the 3rd monkey bar my hands are slipping off the monkey bars. I try and try but my hand is still slipping. I was so scared and I close my eyes so tight.

(3)

Blends and Digraphs

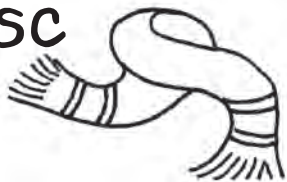
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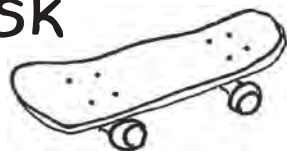
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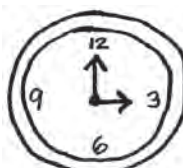
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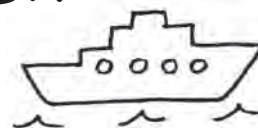
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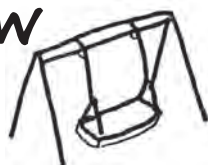
tr



sl



sw



Name _____

Write & Read

Finish writing the word using one of the long vowel patterns from the box. Read each word.

a__e

i__e

o__e



tw__c__



st__v__



fl__m__



k__t__



h__s__



c__k__



pl__t__



d__m__



t__m__



n__t__



ph__n__



w__v__

Write & Read

Finish writing the word using one of the long vowel patterns from the box. Read each word.

u__e

e__e

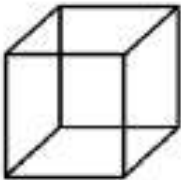
a__e



sn__k__



m__l__



c__b__



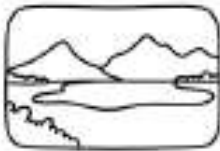
gr__p__



d__t__



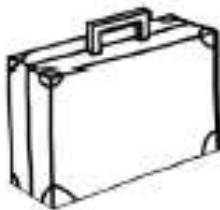
__v__



sc__n__



gr__t__



c__s__



fl__t__



h__g__

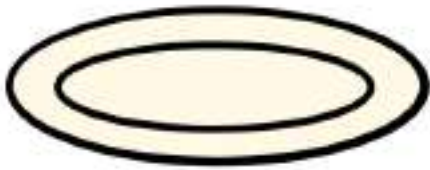
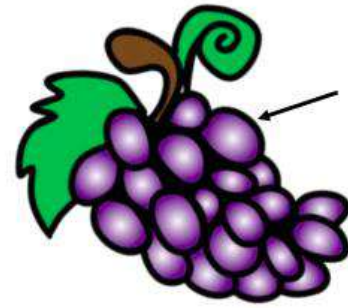


th__s__

Correctly spell the CCVCE words on the line below each picture. Say each word out loud. Try to use it in a sentence.

Remember CCVCE words are words like brake, or stone.



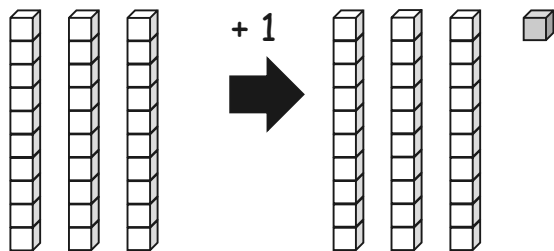


Name _____

Date _____

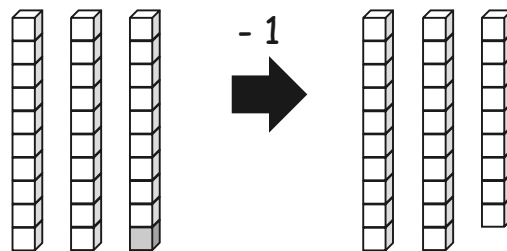
Write the number.

1.



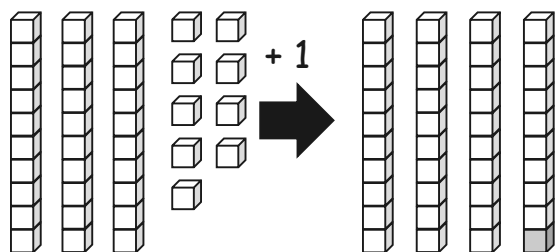
1 more than 30 is _____.

2.



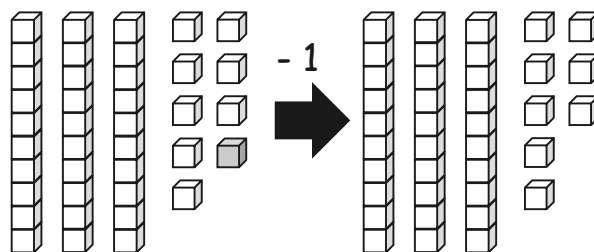
1 less than 30 is _____.

3.



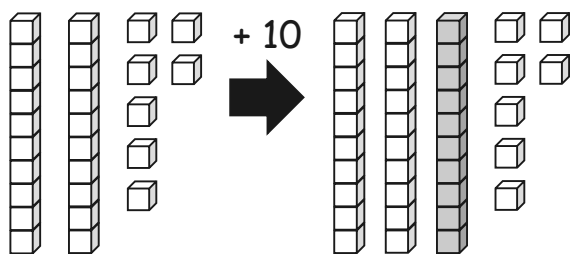
1 more than 39 is _____.

4.



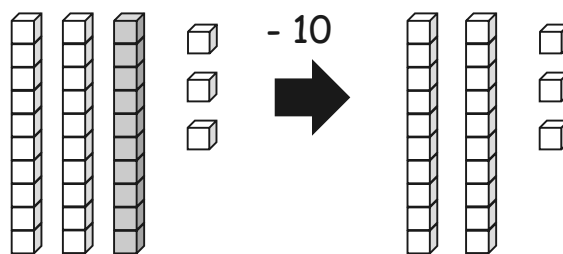
1 less than 39 is _____.

5.



10 more than 27 is _____.

6.

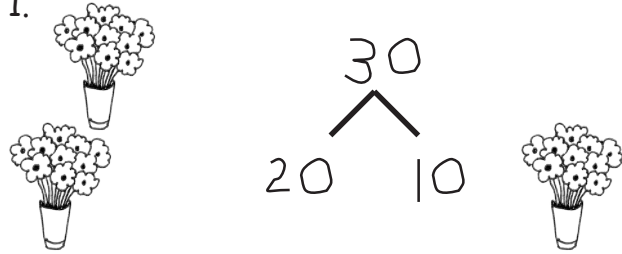
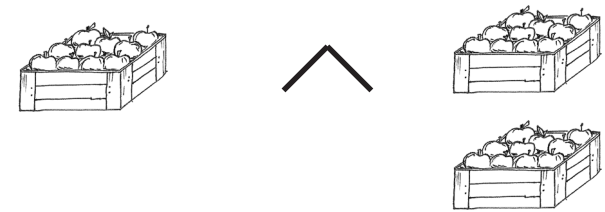

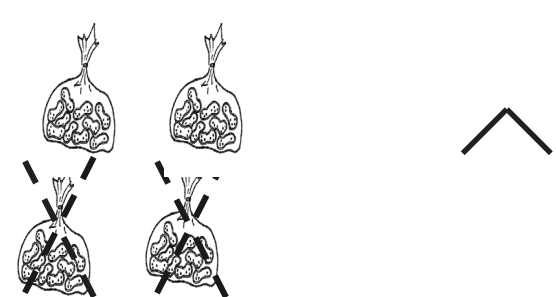
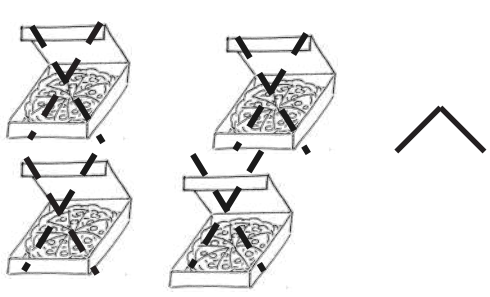
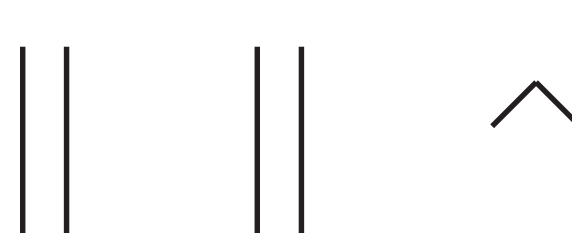


10 less than 33 is _____.

Name _____

Date _____

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

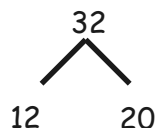
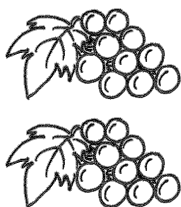
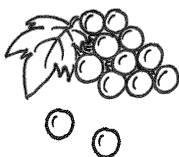
<p>1.</p>  <p><u>2</u> tens + <u>1</u> ten = <u>3</u> tens</p> <p><u>20</u> + <u>10</u> = <u>30</u></p>	<p>2.</p>  <p>_____ tens = _____ ten + _____ tens</p> <p>_____</p>
<p>3.</p>  <p>_____ tens - _____ ten = _____ tens</p> <p>_____</p>	<p>4.</p>  <p>_____ tens - _____ tens = _____ tens</p> <p>_____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

Name _____

Date _____

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

1.



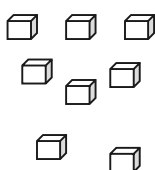
$12 + 20 = \underline{\quad}$

2.



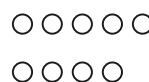
$15 + \underline{\quad} = \underline{\quad}$

3.



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

4.



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

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

5.

$19 + 10 = \underline{\quad}$



tens	ones

6.

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



tens	ones

Application Problem

1. **READ** the problem. Read it over and over... And then read it again.
2. **Draw** a picture to help make sense of the problem.
3. **Write** a number sentence and a statement of the answer.

Lee has 7 pencils and buys 10 more. Kiana has 27 and loses 10 of them. Who has more pencils now? Use drawings, words and number sentences to explain your thinking.

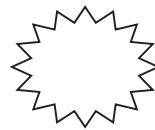
Application Problem

1. **READ** the problem. Read it over and over....And then read it again.
2. **Draw** a picture to help make sense of the problem.
3. **Write** a number sentence and a statement of the answer.

Beth said $30 - 20$ is the same as 3 tens - 2 tens. Is she correct? Explain your thinking.

B

Number Correct:



Name _____

Date _____

*Write the missing number in the sequence.

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

Directions: Find 10 more, 10 less, 1 more, and 1 less for each number in the middle.

	10 less	
	19	

	10 less	
	25	

	10 less	
	34	

	10 less	
	39	

Directions: Find 10 more, 10 less, 1 more, and 1 less for each number in the middle.

	10 less	
	15	

	10 less	
	29	

	10 less	
	30	

	10 less	
	38	

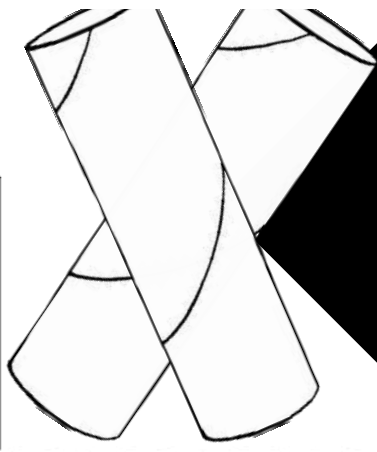
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



paper ROLLS

**Make a
roller
coaster.**

**Make a
castle.**

**Make a
noise
maker.**

**Make a
mini
planter.**

**Make a
launcher.**



**Make a
vehicle.**

**Make a
bird
feeder.**

**Make a
playground.**

**Make an
animal.**



DIY ACTIVITY

SHADOW PUPPETS GRADES K-2

See the video using this link: <https://www.generationgenius.com/?share=4695D>

SUMMARY

- Use a light and a potato chip lid to make shadow puppets!
- Time Required: 15-30 minutes
- Difficulty: Easy
- Cost: \$0-5

MATERIALS NEEDED

- Phone with a light app (point source lights work better than flashlights)
- Large black permanent marker
- Clear lid from a potato chip tube (you can also use a clear lid from a takeout or food storage container)

PROCEDURE



AS A CLASS, WATCH THE *GENERATION GENIUS* INTRODUCTION TO LIGHT VIDEO.

1. Draw one shape (heart, fish, star, etc.) with the marker on the lid.
2. Fill in the shape with the marker so it is completely black.
3. Let the ink dry for at least one minute.
4. Then flip the lid over and color the shape again so it is really dark.
5. Turn on your phone light and hold the lid in front of it.
6. Turn off the lights and point the symbol towards a wall.

WHAT IS GOING ON HERE?

This works because the phone or flashlight is a source of light. The light shines through the clear part of the lid which is transparent. The shape drawn with the marker is opaque and blocks the light. The opaque shape appears as a shadow on the wall.

Name: _____

Date: _____



GENIUSCHALLENGE

INTRODUCTION TO LIGHT

Word Box

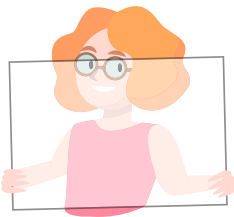
transparent

translucent

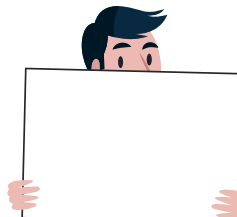
opaque

Directions: Fill in the blanks with words from the box.

1.



2.



3.



4. Objects that light passes through completely are _____.

5. Objects that block light are _____.

6. Objects that light shines partly through are _____.

Circle the correct answer for each question below.

7. Which object provides most of Earth's light?

- a. lightbulb b. candle c. sun d. lightning

8. Which object is not a light source?

- a. cell phone b. flashlight c. campfire d. radio

9. Which word best describes a chair?

- a. light source b. translucent c. transparent d. opaque

10. Which word best describes a window?

- a. light source b. transparent c. translucent d. opaque

What Makes a Good Leader?

Two weeks ago you thought about ways that George Washington was a good leader. Last week you thought about ways that Harriet Tubman was a good leader. This week we'll meet a new leader; Cesar Chavez.

Read the following pages to learn about Cesar's life. Then answer these questions.

How did Cesar help others?

1. _____
2. _____
3. _____

How did Cesar lead other people to help solve their problems?

What does "Si, se puede" mean? _____

Cesar Chavez

1



Cesar Chavez was a farm worker.
He helped other farm workers.

2



He helped farm workers get better food.

3



He helped farm workers get better homes.

4



He helped farm workers get better pay.
Thank you, Cesar Chavez.



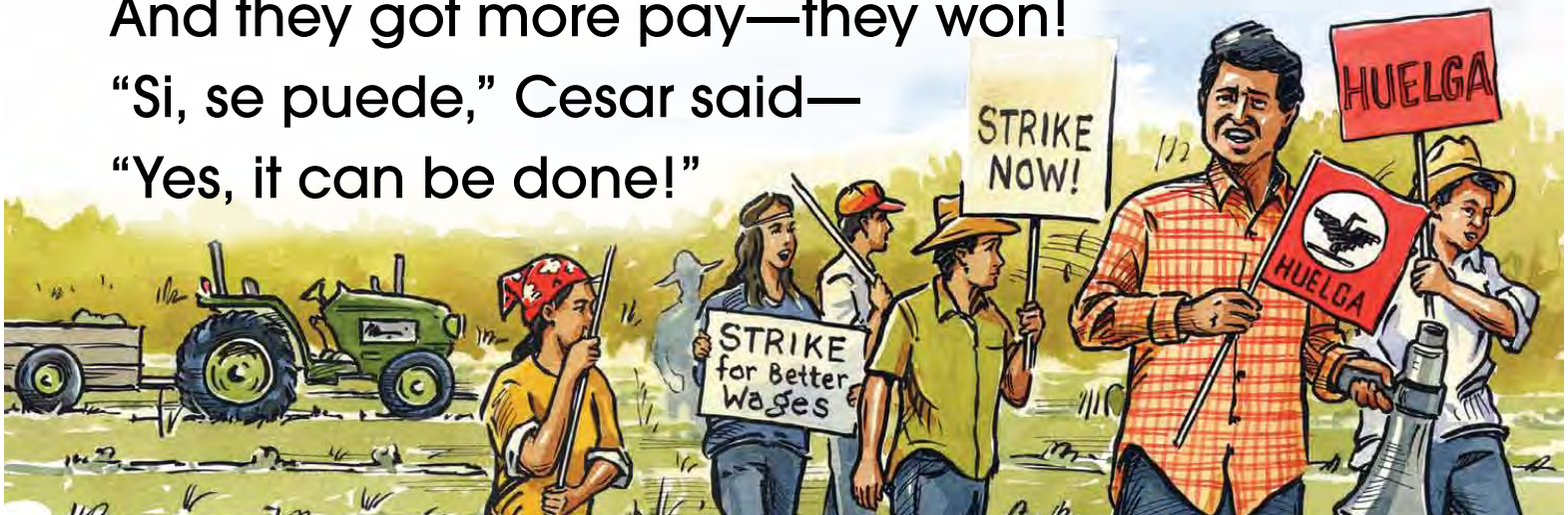
Cesar Gets It Done!

Cesar was a worker in the fields
Where crops were grown.
He moved from farm to farm
Because the land was not his own.

The owners of the land
Gave workers very little pay.
The workers could not rest
And worked long hours every day.

Cesar told the workers
It was time to take a stand.
Together, they could go on strike!
Then who would work the land?

The workers stuck together,
And they got more pay—they won!
“Si, se puede,” Cesar said—
“Yes, it can be done!”



Cesar Chavez

(Born: 1927; Died: 1993)




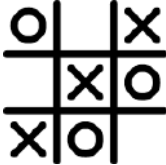







Cesar Chavez was born in Arizona, where his grandparents had moved from Mexico. Later, his family became migrant farmworkers in California. They picked crops on farms owned by other people.

The landowners treated the farmworkers very badly. The workers made very little money for long hours, were not allowed to rest, and were not given clean water to drink. At night, they had to sleep in shacks.

Cesar talked to the workers. He got them to form a union—a group. In 1965, California grape pickers were getting paid too little, so Cesar led them in a strike. They would not work until landowners paid them more. Cesar also led the workers on a march and got people to stop buying California grapes. It worked! The workers won! But Cesar kept going. He never stopped fighting for farmworkers' rights. He never stopped saying “Si, se puede,” which means, “Yes, it can be done!”

ESL at Home K-2 Weeks 9-10

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Write about what you would do with a pet monkey. What would you name it?</p> <p>If I had a pet monkey...</p> 	<p>Create a tic-tac-toe board out of sticks or dried spaghetti. Use household items like buttons or stickers for "O" and spaghetti or toothpicks for "X".</p> 	<p>Talk to your family to see what is their favorite food, color and pet. Graph the results to find out what food, color and pet had the most votes.</p> 	<p>Pretend you are a frog. Only move by hopping. Hop and then measure how far you hopped. Do this 3 times. See who can hop the farthest in your family.</p> 	<p>Find 10 things in your house that are a rectangular prism.</p> 
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Imagine you found a pot of gold. Write or draw what you would buy.</p> 	<p>Create a paper airplane. Measure how far it goes. Challenge your family to see who can fly their plane the farthest.</p> 	<p>Build a fort with pillows and blankets. Read under the fort with a flashlight.</p> 	<p>Draw a picture of anything you like. Cut the picture up in pieces. Then put the pieces together like a puzzle.</p> 	<p>Make a card for someone special using pictures and words. If they live in your home give them the card. If they don't have a parent, mail the card.</p> 