



At Home Learning Resources

Grade 1 - Week 8

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 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3797>

This week continues with a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on long vowel team sorting this week.

Reading: Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational 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 continue to work on informational books. 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 Nonfiction Writing Choice Board](#). This writing will take multiple days. 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 informational book and work to make it better, or might write multiple books, getting better each time.

Phonics/Word Work: Students can practice sorting the long vowel team words. They can cut and paste or just cut and place. After students sort the words, they can read the words out loud and write a sentence for each word.

Nonfiction Questions You Might Ask Your Children During and After Reading Aloud

Grade 1 Students

1. Can you tell me how you know you're reading a nonfiction book?



2. Look at the front cover of your book. Look at the table of contents. Take a quick look at the pictures in your book. Can you make a prediction of what you think your book will be about?



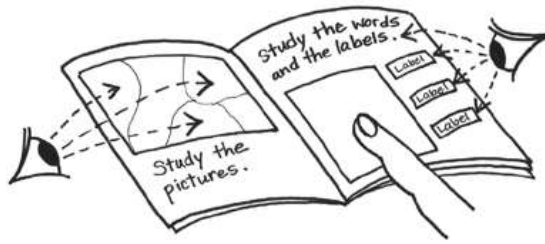
3. What is the section of your book or whole book mostly about?



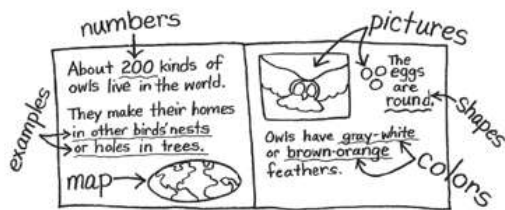
4. Think about what you are reading. What do you think about it?



5. How do the texts features (pictures and labels) help you understand your book?



6. What are some of the things you learned? Tell me about them.



How Bugs Make Sounds

Bugs can make sounds.
Parts of their body move
fast. The parts shake.
That makes a sound!

This bug makes a sound.
It rubs its wings together.



cricket

This bug makes a sound.
It blows air out of small
holes in its body.



hissing cockroach

This bug makes a loud
sound. It shakes a soft
part of its shell.



cicada

Elephants Make Sounds

Elephants make many sounds. They make sounds that are low like thunder. They make sounds that are high like a trumpet. Elephants use their trunk to make these sounds loud.

Do You Know?

African elephants are the biggest animals that live on land!



This elephant is making loud sounds with its trunk.



This elephant is stomping its foot to warn others.

When elephants make low sounds, the ground vibrates. That means it moves back and forth. When elephants stomp their feet, the ground vibrates. Other elephants can feel the ground shake. Elephants do this so they can “talk” to each other from far away.

✓ Brain Check

☐ How do elephants make sounds?

After reading *Elephants Make Sounds* and *How Bugs Make Sounds*, describe the connection between two ideas or pieces of information in the texts.

[illegible]

Grade 1 Nonfiction Writing Choice Board - Visit the online option for an interactive board with tutorials.
Use the anchor charts to help you write your own informational book that teaches others.

First Grade Nonfiction Writing



How Can I Teach My Readers?

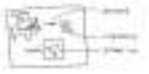




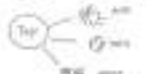
Think about questions my readers might have.



Include pictures.



Give an example.



Use size, shape, and color words.



Use BIG + bold pop-out words.





Nonfiction writers teach the reader all about a topic.

(C) 2016 by Heinemann and Lucy Clariors et al., Units of Study for Teaching Writing, Grade 1 Unit 2, Nonfiction Chapter Books. Anchor Chart 1: "How to Write a Teaching Book"



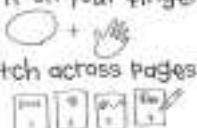
How to Write a Teaching Book

1. Think of a topic



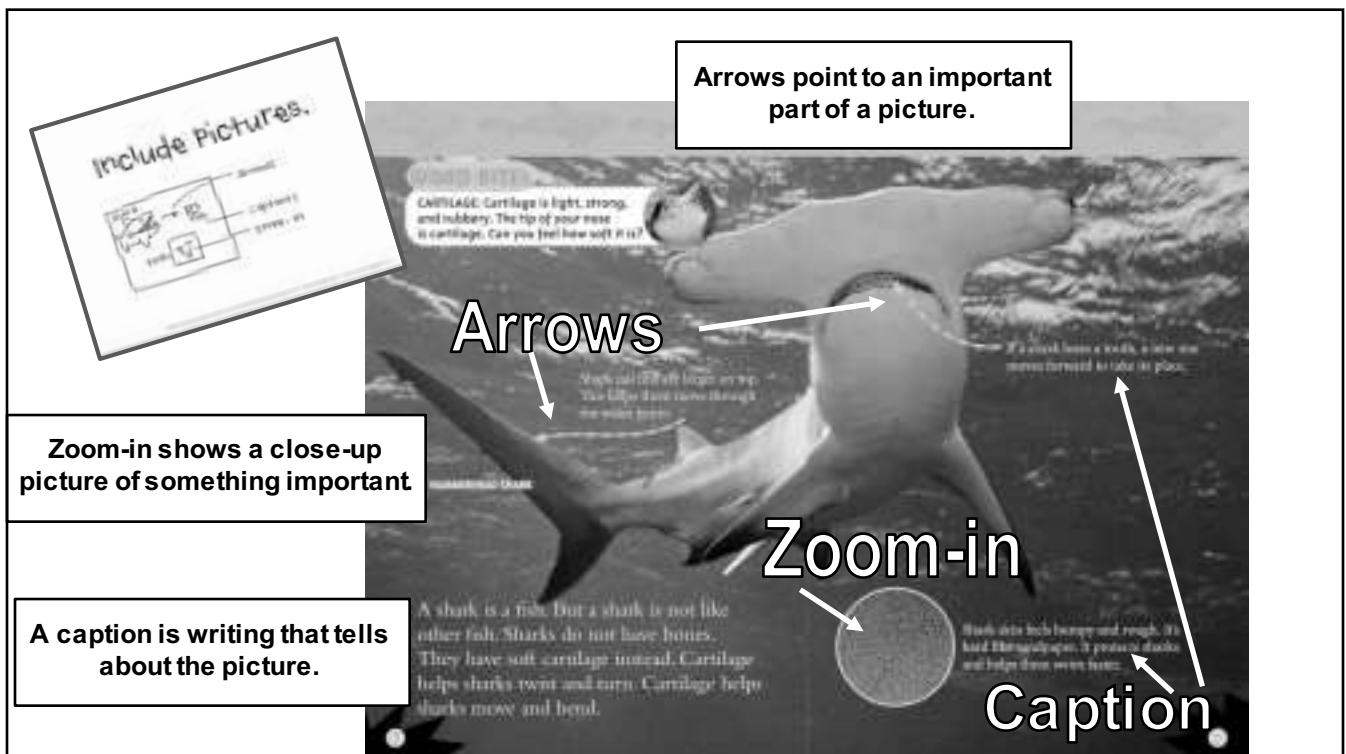
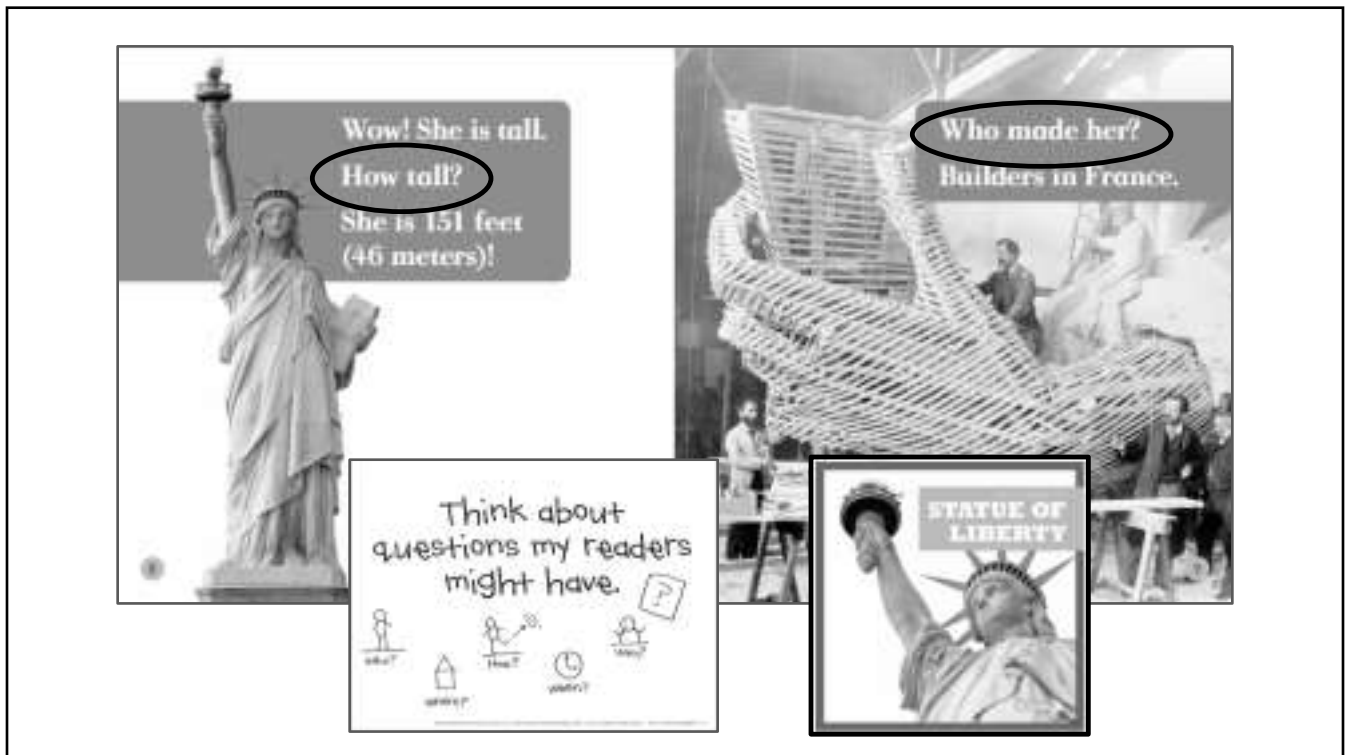
2. Plan

- * Say it on your fingers.
- * Sketch across pages.



3. Write the words





Different sharks have different teeth.
Their teeth are perfect for what they eat.



first example

Long, spiky teeth are
for catching.



second example

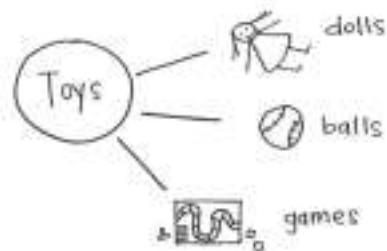
Flat teeth are for
grinding.



third example

Serrated teeth are
for ripping.

Give an example.



They have feathers. They are
black and white.

Use size, shape,
and color words.

6

7

They **waddle**. Their legs
are short.



Their feet are **webbed**. They
have **flippers**.



Use BIG & bold
pop-out words.



Directions: Cut out the words. Read each word and tell if it has the long *a* (*cake*), long *e* (*leaf*), or long *u* (*moon/juice*) sound. Sort it under the correct column and name the pattern you see that makes the vowel sound. Optional: Glue the words down on the sorting mat.

use	cave	sleep
play	flute	speed
eve	wait	scoot
tube	cream	same
broom	tray	theme
teeth	smooth	train
snake	beak	cute
cheat	day	keep
scoop	braid	loop

 like 	 like 	 like 

After you sort the words, read the words out loud and write a sentence for each of the words.

Directions: Cut out the words. Read each word and tell if it has the long *i* (*kite*), long *o* (*boat*), or long *e* (*leaf*) sound. Sort it under the correct column and name the pattern you see that makes the vowel sound. Optional: Glue the words down on the sorting mat.

bright	broke	sneeze
three	sigh	coach
goes	reach	tie
queen	throat	sky
spice	sheep	grown
own	why	weak
spy	woe	sweet
clean	those	pie
treat	prize	coax

 like 	 like 	 like 

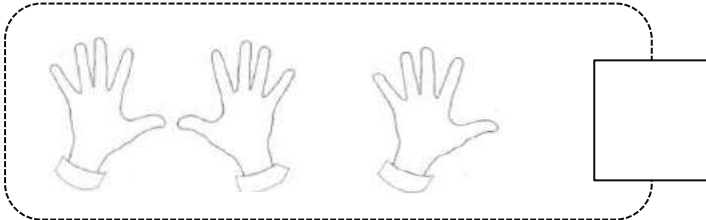
After you sort the words, read the words out loud and write a sentence for each of the words.

Name _____

Date _____

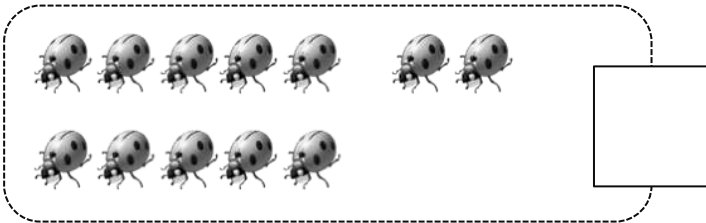
Circle **ten**. Write the number. How many **tens** and **ones**?

1.



is the same as
_____ ten and _____ ones.

2.



is the same as
_____ ten and _____ ones.

3.



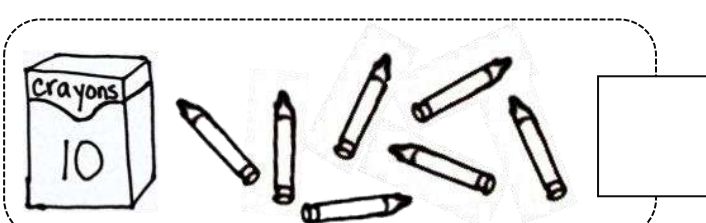
is the same as
_____ ones and _____ ten.

4.



is the same as
_____ ten and _____ ones.

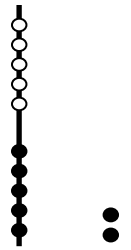
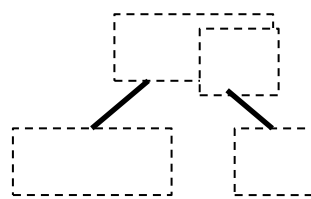
5.



is the same as
_____ ten and _____ ones.

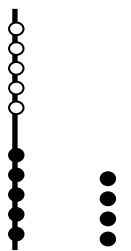
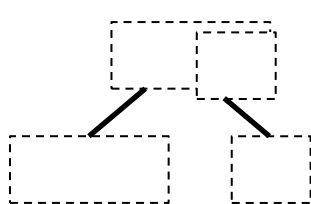
Show the total and tens and ones with Hide Zero cards.
Write how many **tens** and **ones**.

6.

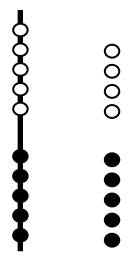
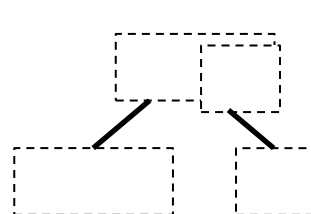
is the same as
_____ ten and _____ ones.

7.

is the same as
_____ ten and _____ ones.

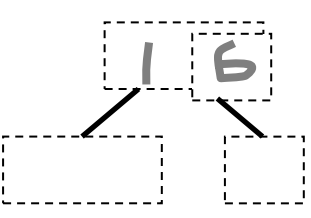
8.

is the same as
_____ ones and _____ ten.

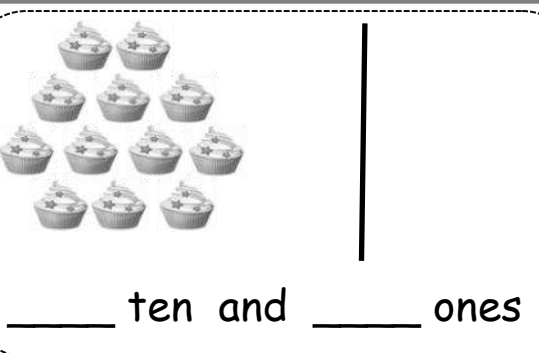
Draw the circles as a ten and extra ones. How many **tens** and **ones**?

9.

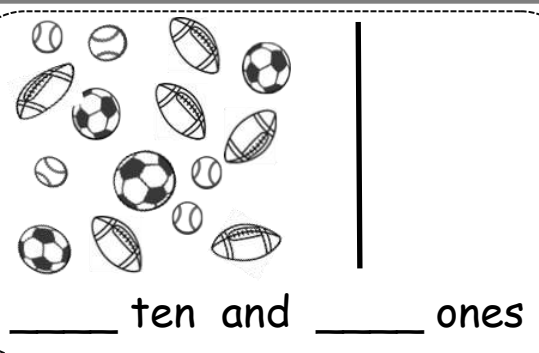


is the same as
_____ ten and _____ ones.

10.



_____ ten and _____ ones



_____ ten and _____ ones

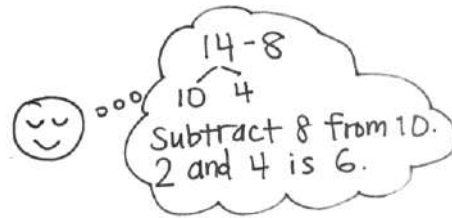
Name _____

Date _____

Use a number bond to show how you used the take from ten strategy to solve the problem.

1. Kevin had 14 crayons. Eight of the crayons were broken. How many of his crayons were not broken?

$$14 - 8 = \underline{\quad}$$



Kevin had ____ crayons that were not broken.

Use number bonds to show your thinking.

2. $17 - 8 = \underline{\quad}$

3. $18 - 8 = \underline{\quad}$

Count on to solve.

4. $13 - 8 = \underline{\quad}$

5. $15 - 8 = \underline{\quad}$

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Complete the subtraction sentences by using the take from ten and count on strategies. Check the strategy that seemed easiest to you.

6. a. $12 - 8 = \underline{\quad}$



b. $8 + \underline{\quad} = 12$

☐ take from ten

☐ count on

7. a. $11 - 8 = \underline{\quad}$



b. $8 + \underline{\quad} = 11$

☐ take from ten

☐ count on

8. a. $16 - 8 = \underline{\quad}$



b. $8 + \underline{\quad} = 16$

☐ take from ten

☐ count on

Did you use a different strategy?

9. a. $19 - 8 = \underline{\quad}$



b. $8 + \underline{\quad} = 19$

☐ take from ten

☐ count on

Did you use a different strategy?

Name _____

Date _____

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

Remember to draw a box around your solution in the number sentence.

1. Some students in Mrs. See's class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?

2. I baked 13 loaves of bread for a party. Some were burnt, so I threw them away. I brought the remaining 8 loaves to the party. How many loaves of bread were burnt?

Name _____

Date _____

Solve the problems. Write the answers to show how many tens and ones. If there is only one ten, cross off the "s."

1.

$$13 + 6 = \boxed{} \boxed{}$$

_____ tens and _____ ones

2.

$$7 + 6 = \boxed{} \boxed{}$$

_____ tens and _____ ones

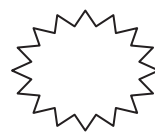
Read the word problem. Draw and label. Write a number sentence and statement that matches the story. Rewrite your answer to show its tens and ones.

3. Kendrick went bowling. He knocked down 16 pins in the first two frames. If he knocked down 9 in the first frame, how many pins did he knock down in the second frame?

_____ tens and _____ ones

A

Number Correct:



Name _____

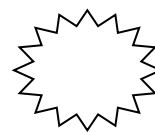
Date _____

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

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

A

Number Correct:



Name _____

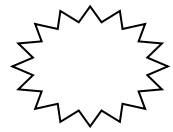
Date _____

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

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

A

Number Correct:



Name _____

Date _____

*Write the missing number.

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

Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

RUBE GOLDBERG MACHINE

<https://tinkerlab.com/engineering-kids-rube-goldberg-machine/>

THINGS THAT ROLL

Marbles
Balls: Tennis, Baseball, Bowling, etc.
Toy Cars
Dominoes
Skateboard
Roller Skate

RECYCLABLES

Cardboard
Cereal Boxes
Cardboard Rolls
Plastic Water Bottles
Cans
Aluminum Foil

THINGS THAT MOVE

Mousetrap
Dominoes
Toaster
Fan

EVERYDAY MATERIALS

Chopsticks
Popsicle Sticks
Ruler
Wooden Blocks
Bowl
String
Tape
Sand
Pins
Hammer
Balloons
Water
Fan
Vinegar and Baking Soda

RAMPS

Toy Train Tracks
Marble Runs
Books
Trays
PVC pipe
Plastic tubing
Gutters

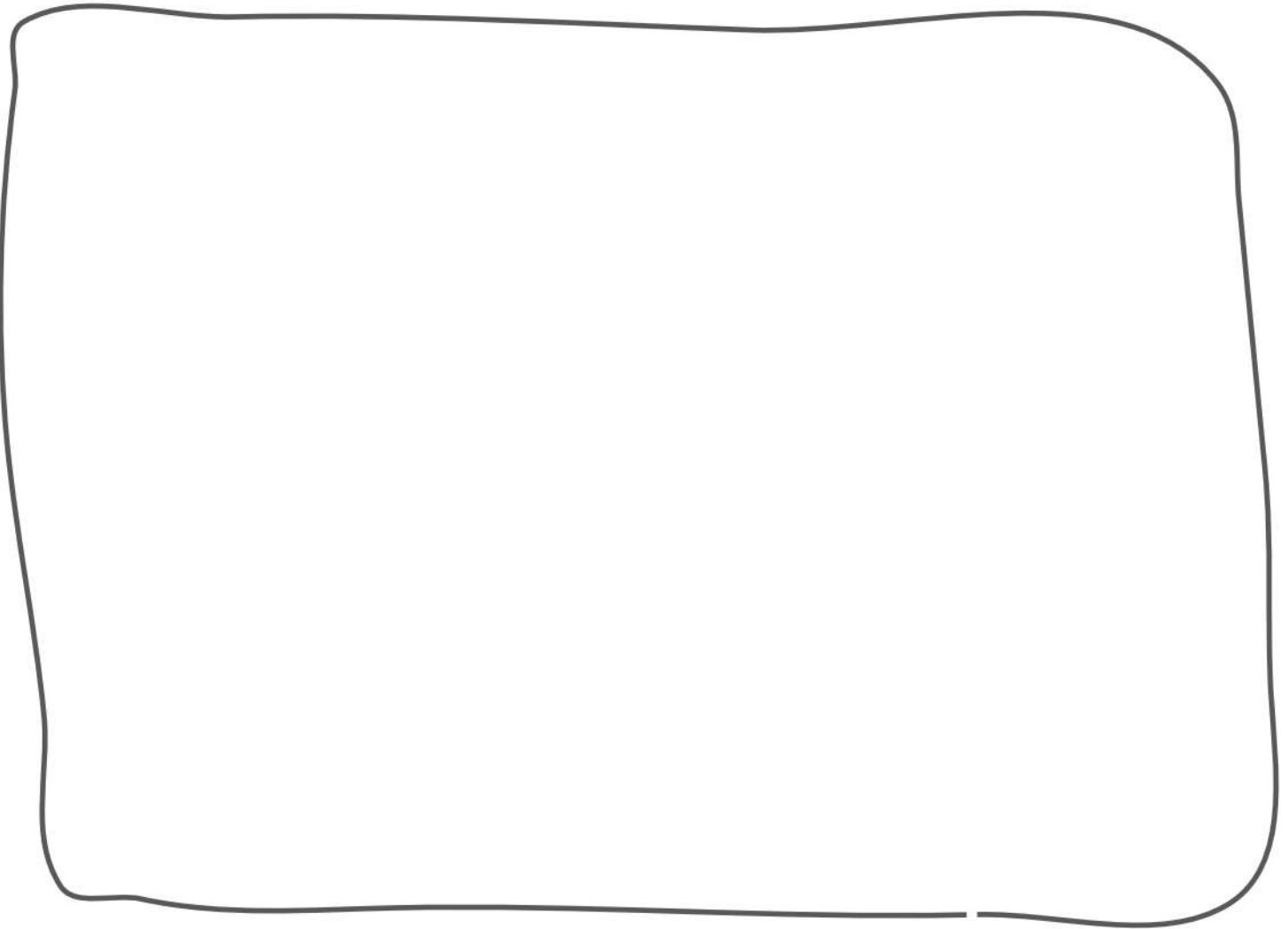


Name: _____

Where do sounds come from? A Read-Along Mystery

[https://mysteryscience.com/light/mystery-2/sounds-vibrations/144?
code=NzYzNzlwNDg&t=student](https://mysteryscience.com/light/mystery-2/sounds-vibrations/144?code=NzYzNzlwNDg&t=student)

1. Draw a musical instrument making sounds.



2. The instrument makes sounds by...

Head Harp



Wrap a string around your head and pluck it to play music.

Tools and Materials:

A piece of string or yarn at least 3 feet (1 meter) long.



To Do and Notice:

Place the middle of the string behind your head, pull the string across your ears, and hold the two free ends together in front of your face. The string should cross over the opening in each ear. Pluck the string, and listen to the tone it makes.

You can hear your string, but the sounds are so quiet you will not disturb other people even if they are close to you.

How can you change the sound? Pull the string tighter, or make it looser, and listen to the change in pitch. Change the length of the string by sliding your hand along in pitch.

What's Going On?

In this activity, you can actually hear how a string's frequency of vibration depends on its tension and length. When you pull the string tighter, you increase the tension in the string, so the pitch of the sound you hear increases. When you keep the tension constant and decrease the length of the string, the pitch also increases.

From: <https://www.exploratorium.edu/snacks/head-harp>

Secret Bells



Create your own personal sound system with a coat hanger and string.

Tools and Materials:

- String
- Unpainted metal clothes hanger
- Scissors
- Optional: Cooling or baking rack, metal salad tongs



Assembly:

1. Cut two lengths of string, each about two feet (0.6 m) long
2. Tie one end of each string to a different side of the metal hanger, as pictured above.
3. Wind the free end of one string around your index finger a few times. Wind the other string around the index finger of your other hand.
4. Allow your assembly to swing freely from your two fingers.

To Do and Notice:

Place your index fingers (with hanger assembly attached) gently on the small flap of skin just in front of your ears, closing off the ear canal without putting your fingers into your ears. Swing the hanger so that it bangs lightly against something hard, like the edge of a desk or a door frame, and then let the hanger hang free. As the hanger vibrates, you should hear the resulting sound ring through the strings like chimes. To go further, try using different materials and see

how well they work. Instead of using a metal hanger, for instance, try a cooling/baking rack or a pair of metal salad tongs.

What's Going On?

Although most of the sounds we hear are transmitted through the air, air is not the only carrier of sound waves – nor is it the best. A ticking clock can be heard through the air if you're close enough, but put your ear to the table with the clock on it and the ticking will sound much louder.

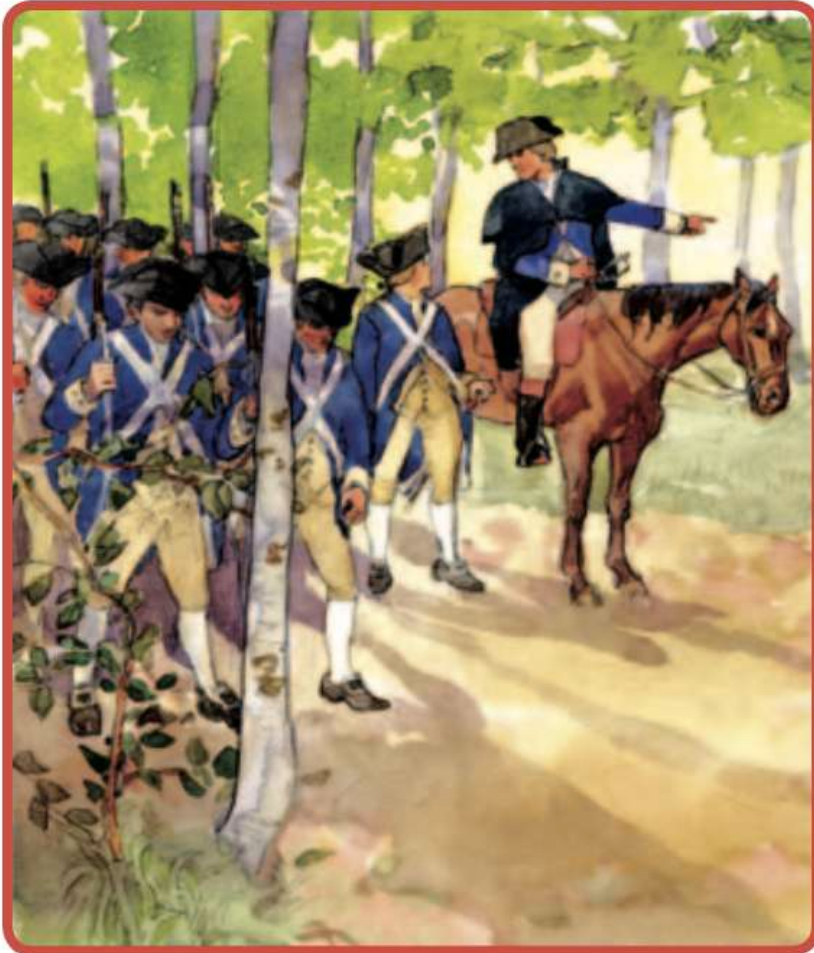
When something vibrates, the strength of the vibration and the length of time the vibrations continue and vary quite a bit, depending on the materials involved. Hit a piece of wood with a stick and the sound lasts for just an instant. Hit a metal gong with the same stick, and the sound may continue for many seconds. Water is another good transmitter of sound.

When you hit the coat hanger against another object, it starts vibrating. The vibrations in the metal travel through the string and into your fingers. The vibration is transferred to your head through solid objects, not air. Compare the sound of the coat hanger swinging into a chair or desk without holding the string against your ears. The sound is much duller. This demonstrates how the same vibration sounds differently when it travels through different materials.

From: <https://www.exploratorium.edu/snacks/secret-bells>

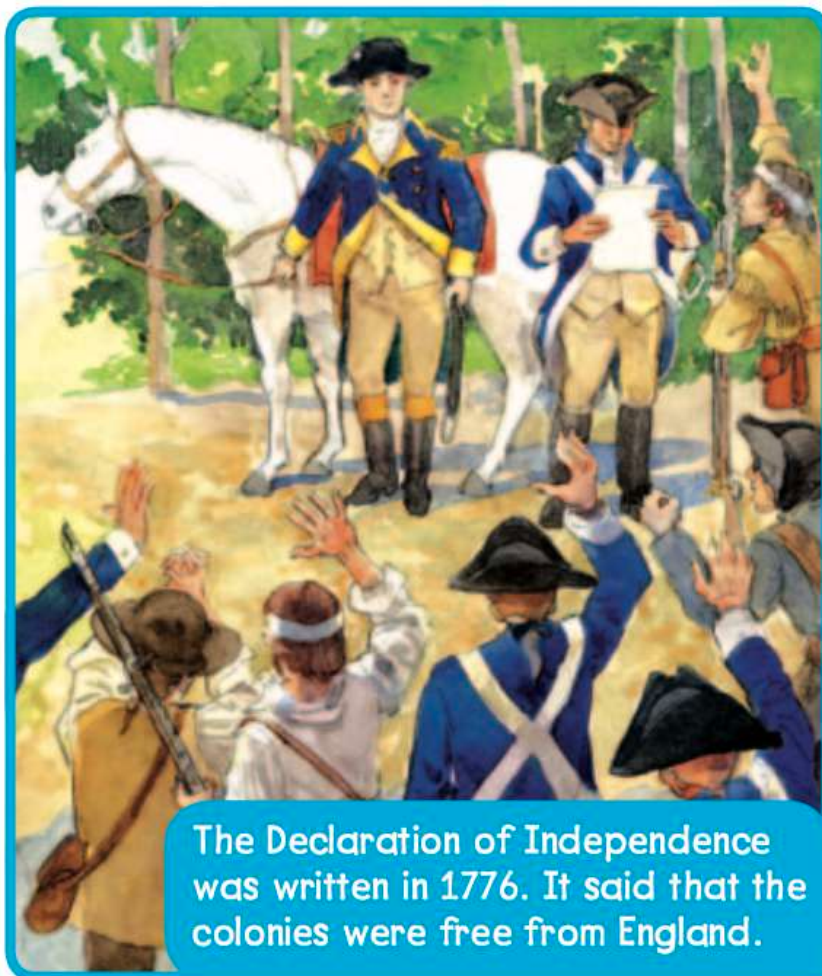
What Makes a Good Leader?

Last week you thought about ways that your teacher is a good leader. You even thought about why your teacher would make a good president! This week let's think about ways that our first president, George Washington, was a good leader.



George was a good leader because he was

George's dream was to become a soldier. When he was 20, he joined the Virginia army. George was very brave. Soon he was put in charge of many other soldiers.



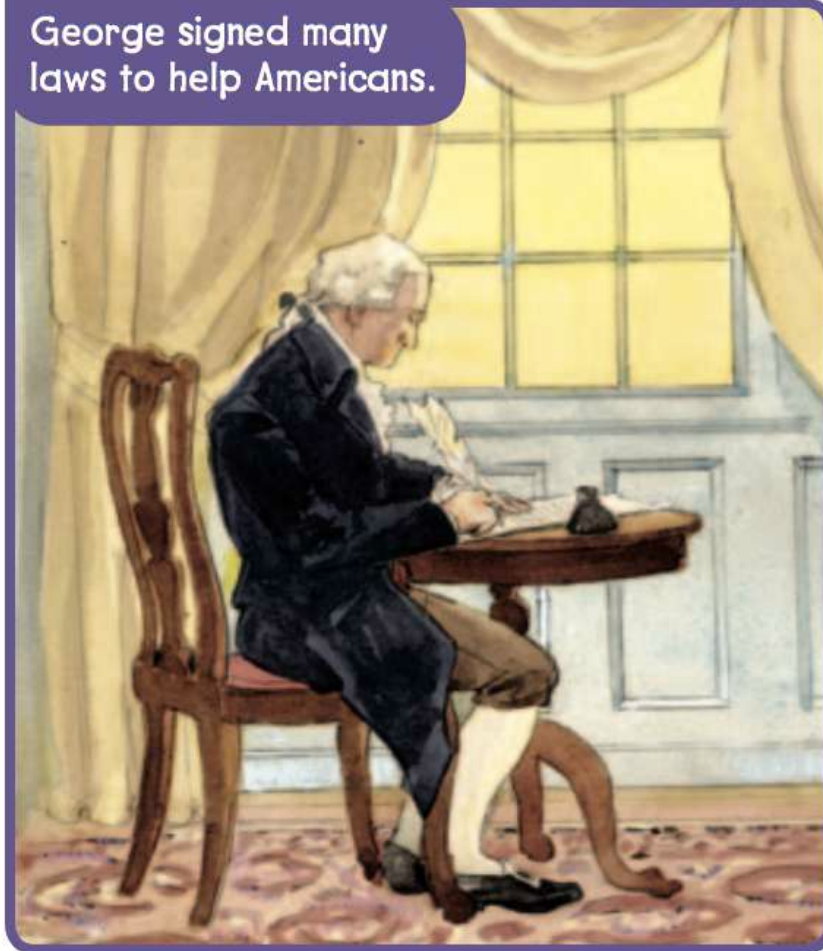
To inspire someone means to get them excited about your idea.

George was a great leader. He trained his soldiers. He **inspired** them, too. George ordered that the Declaration of Independence be read to the army. The soldiers all cheered.

Easy Reader Biographies: George Washington © Scholastic, Inc.

George was a good leader because he _____ people.

George signed many laws to help Americans.



Being president was a very hard job.
There was a lot of work to be done.
George traveled to different states. He
learned about problems and
tried to solve them.

Easy Reader Biographies: George Washington © Scholastic, Inc.

George was a good leader because he _____

_____.

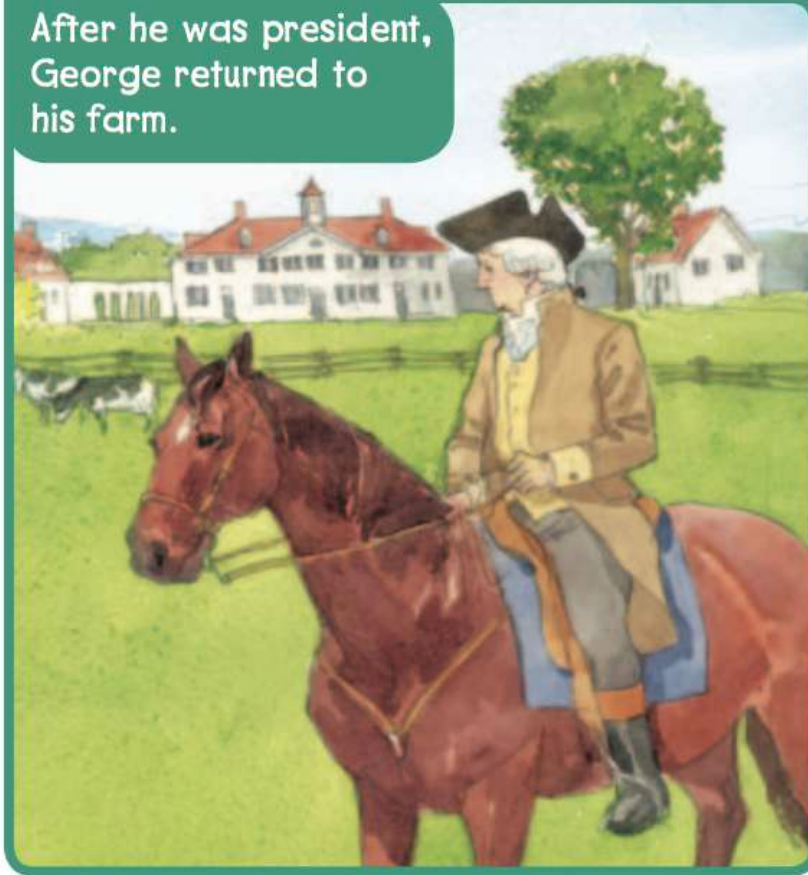


George could not run the country all by himself. He chose people to help him such as Thomas Jefferson and Alexander Hamilton.

Easy Reader Biographies: George Washington © Scholastic, Inc.

George was a good leader because he knew he needed

After he was president,
George returned to
his farm.



George was elected president two times. People even wanted him for a third time. But George thought the country needed a new president. Finally, he returned to his home in Virginia.

Easy Reader Biographies: George Washington © Scholastic, Inc.

George was a good leader because he knew

ESL at Home Gr. K-2 Weeks 7-8

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

Monday	Tuesday	Wednesday	Thursday	Friday 35
Choose a book page, magazine, or newspaper article. Tally how many times you find the words: The a or an Is	Go on a shape hunt. Find five things in your house for each shape: Circle Square Rectangle Triangle	How many words can you make from this dinosaur name? triceratops	Can you find 5 things in your home that are magnetic ?	Imagine two of your toys went to your school when no one was there. Write or draw their adventure.
Monday	Tuesday	Wednesday	Thursday	Friday
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are purple . Find four things in your home that are orange . Find four things in your home that are green .	If you ran a zoo, what animals would you have? Draw and label your zoo. 	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.