

## 1st Grade Distance Learning Plan: Week 7

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Math</b>	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Introduce Equal and Not Equal <input type="checkbox"/> Use practice shapes	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Equality pages 1-2	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Equality pages 3-4	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Fractions pages 5-6	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Fractions pages 7-8
<b>ELA</b>	<input type="checkbox"/> Read <u>Meet a Baby Panda</u> with an adult <input type="checkbox"/> Complete Questions	<input type="checkbox"/> Read <u>Meet a Baby Panda</u> with an adult <input type="checkbox"/> Complete Questions	<b>This is for a grade!</b> <input type="checkbox"/> Read <u>My Whiskers</u> with an adult <input type="checkbox"/> Complete Questions #1-4	<b>This is for a grade!</b> <input type="checkbox"/> Reread <u>My Whiskers</u> with an adult <input type="checkbox"/> Complete Written Questions	<input type="checkbox"/> Listen to a story from Storyline Online
<b>Letterland</b>	<input type="checkbox"/> Read the Words and Sentences on the List for Unit 28	<input type="checkbox"/> Complete Unit 28 Look, Say, Cover, Write	<input type="checkbox"/> Complete Unit 28 Word Sort and read Review Sentences	<input type="checkbox"/> Complete a written practice test.	<b>This is for a grade!</b> <input type="checkbox"/> Complete a written spelling test using the tricky words, new words, and sentences on the HW sheet.
<b>Reading &amp; Writing</b>	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write a letter to your teacher - what was your favorite part of the story? Why?	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write one thing that happened in the beginning, middle, and end of your story.	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write about the problem in the story. How was the problem solved?	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write about the setting(s) in the story. What happens in the setting(s)?	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write about a character in the story. Why are they important in the story?
<b>Science &amp; Social Studies</b>	<input type="checkbox"/> Watch the Story: Bear Snores On <input type="checkbox"/> Read the Book: <u>A Bear Cub Grows Up</u> <input type="checkbox"/> Choose an activity	<input type="checkbox"/> Watch the Story: Planting a Rainbow <input type="checkbox"/> Read the Book: <u>It Could Still be a Flower</u> <input type="checkbox"/> Choose an activity	<input type="checkbox"/> Watch the Story: Scrambled States of America Talent Show <input type="checkbox"/> Read the Book: <u>Types of Maps</u> <input type="checkbox"/> Choose an activity	<input type="checkbox"/> Watch the Story: Inch by Inch <input type="checkbox"/> Read the Book: <u>How Long is it?</u> <input type="checkbox"/> Choose an activity	<input type="checkbox"/> Watch the Story: Scrambled States of America <input type="checkbox"/> Read the Book: <u>A Looking at Maps and Globes</u> <input type="checkbox"/> Choose an activity

## 1st Grade Distance Learning Plan: Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Math</b>	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Fraction pages 9-11	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn <input type="checkbox"/> Fraction pages 12-13	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn Lesson <input type="checkbox"/> Fraction page 14	<input type="checkbox"/> Complete 10 Math Facts <b>This is for a grade!</b> <input type="checkbox"/> Zearn Lesson <input type="checkbox"/> Fraction review: Use extra shapes to practice showing equal and not equal and halves and fourths	<input type="checkbox"/> Complete 10 Math Facts <input type="checkbox"/> Zearn Lesson <input type="checkbox"/> Assessment: Page 15 <b>This is for a grade!</b>
<b>ELA</b>	<b>This is for a grade!</b> <input type="checkbox"/> Read <u>A Loud Concert</u> with an adult <input type="checkbox"/> Complete Questions	<b>This is for a grade!</b> <input type="checkbox"/> Read <u>A Loud Concert</u> with an adult <input type="checkbox"/> Complete Questions	<input type="checkbox"/> Read <u>Ticks and Insects</u> with an adult <input type="checkbox"/> Complete Questions #1-4	<input type="checkbox"/> Reread <u>Ticks and Insects</u> with an adult <input type="checkbox"/> Complete Written Questions	<input type="checkbox"/> Listen to a story from Storyline Online
<b>Letterland</b>	<input type="checkbox"/> Read the Words and Sentences on the List for Unit 29	<input type="checkbox"/> Complete Unit 29 Look, Say, Cover, Write	<input type="checkbox"/> Complete Unit 29 Word Sort and read Review Sentences	<input type="checkbox"/> Complete a written practice test.	<b>This is for a grade!</b> <input type="checkbox"/> Complete a written spelling test using the tricky words, new words, and sentences on the HW sheet.
<b>Reading &amp; Writing</b>	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write a letter to your teacher - what was your favorite part of the story? Why?	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write one thing that happened in the beginning, middle, and end of your story.	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write about the problem in the story. How was the problem solved?	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write about the setting(s) in the story. What happens in the setting(s)?	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> <b>Writing:</b> Write about a character in the story. Why are they important in the story?
<b>Science &amp; Social Studies</b>	<input type="checkbox"/> Watch the Story: Ms. Nelson has a Field Day <input type="checkbox"/> Read the Book: <u>This is the Way we Play</u> <input type="checkbox"/> Choose an	<input type="checkbox"/> Watch the Story: Harold and the Purple Crayon <input type="checkbox"/> Read the Book: <u>Where can Art Take you?</u> <input type="checkbox"/> Choose an	<input type="checkbox"/> Watch the Story: The Ant and the Grasshopper <input type="checkbox"/> Read the Book: <u>Inside an Ant Colony</u> <input type="checkbox"/> Choose an	<input type="checkbox"/> Watch the Story: I Stink <input type="checkbox"/> Read the Book: <u>Garbage Trucks</u> <input type="checkbox"/> Choose an activity	<input type="checkbox"/> Watch the Story: Strega Nona <input type="checkbox"/> Read the Book: <u>Grains</u> <input type="checkbox"/> Choose an activity

	activity	activity	activity		
--	----------	----------	----------	--	--

### Free Resources:

	Forcini	Holloway	Hunter	Ray
BookFlix ( <a href="https://bookflix.digital.scholastic.com/">https://bookflix.digital.scholastic.com/</a> )	username: <b>Learning20</b> password: <b>Clifford</b>	username: <b>Learning20</b> password: <b>Clifford</b>	username: <b>Learning20</b> password: <b>Clifford</b>	username: <b>Learning20</b> password: <b>Clifford</b>
Epic ( <a href="http://www.getepic.com">www.getepic.com</a> )	<b>gcc3771</b>	<b>vhn6990</b>	<b>cpt-o533</b>	<b>ede6022</b>
Zearn ( <a href="http://www.zearn.org">www.zearn.org</a> )	<b>AM2T2X</b>	<b>NG8A6X</b>	<b>TF6X9Q</b>	<b>FQ7P7G</b>
Raz-Kids ( <a href="http://www.raz-kids.com">www.raz-kids.com</a> )	<b>sforcini</b>	<b>cholloway10</b>	<b>hdd00</b>	<b>crayo</b>

### Additional Resources:

<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	<a href="https://www.abcya.com/grades/1">https://www.abcya.com/grades/1</a>	<a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a>
<a href="https://www.abcmouse.com/abt/homepage?8a08850bc2=\$2154631726.1584359766.0875">https://www.abcmouse.com/abt/homepage?8a08850bc2=\$2154631726.1584359766.0875</a>	<a href="https://www.adventureacademy.com/">https://www.adventureacademy.com/</a>	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>

# Meet a Baby Panda

by ReadWorks



In the United States, pandas live in zoos. Some baby pandas are born in the zoo.

At first, a baby panda does not look like its mother. It does not have much hair at all. Its eyes are closed. The baby drinks its mother's milk. The mother holds the baby in her paws.

The baby grows quickly. Now it looks like its mother. Soon the little panda starts to eat bamboo. Bamboo is a kind of plant.

Then the panda spends less time with its mother. It likes to be on its own. It will climb trees. It will sit on their branches.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does a baby panda look like when it is first born?

- A. It is big and has black and white fur.
- B. It does not have much hair and its eyes are closed.
- C. It has blue eyes and a tiny pink nose.

2. The passage describes how a baby panda grows. Who does the baby panda look like when it grows?

- A. its mother
- B. a lion cub
- C. a panda that is just born

3. The passage says that the panda likes to be on its own when it grows up. Which information shows this is true?

- A. The baby panda drinks its mother's milk.
- B. The panda spends less time with its mother.
- C. The panda eats a plant called bamboo.

4. What is "Meet a Baby Panda" mostly about?

- A. what pandas eat
- B. how pandas change as they grow
- C. what newborn pandas are like

5. What do older panda bears eat?

---

---

---

---

---

---

6. What did you learn from "Meet a Baby Panda"?

---

---

---

---

---

---

**7. Class Discussion Question:** Explain why a baby panda does not look exactly like its mother.

---

---

---

---

---

---

---

---

**8.** Draw a picture of an older panda.

# My Whiskers

by ReadWorks



Photo Credit: Sleddog116

I am a cat. I have long whiskers on my face. My whiskers are stiff hairs.

I use my whiskers to touch things. They help me feel my way around.

I also use my whiskers to find my way in the dark. My whiskers feel the air moving. The air moves around the couch. I follow the air to walk around the couch.

Thank you, whiskers!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What animal is this passage about?

- A. a cat
- B. a dog
- C. a mouse

2. This passage describes one of a cat's important parts. Which important part of a cat is described?

- A. the tongue
- B. the nose
- C. the whiskers

3. Cats can feel things with their whiskers. What information shows us that this is true?

- A. "I also use my whiskers to find my way in the dark."
- B. "I have long whiskers on my face. My whiskers are stiff hairs."
- C. "They help me feel my way around . . . My whiskers feel the air moving."

4. What is the main lesson in "My Whiskers"?

- A. Cats love to chase mice.
- B. Cats use their whiskers to get around.
- C. Whiskers can make the air around a cat move.

5. What are whiskers?

---

---

---

---

---

---

6. What did you learn from "My Whiskers"?

---

---

---

---

---

---

**7. Class Discussion Question:** Explain how a cat uses its whiskers to move around in the dark. Be sure to reference an example from the passage.

---

---

---

---

---

---

---

---

**8. Draw a cat.** Be sure to include its whiskers.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Tricky Words for Review**

of                      friend                      story                      how                      look

**Tricky Words**

out                                      before                                      took

**Review Words**

needed                      cleaned                      folded                      waited  
happy                      tiny                      blue                      new

**New Words**

locked                      missed                      liked                      hoped                      fixed  
named                      wished                      reached                      raced                      closed

**Story Words**

castle                      door                      key                      pocket  
hair                      umbrella                      breath                      changed

**Sentences**

He was locked out before we got there.

He thanked us as he took the key.

**Weekly Homework:**

**Monday:** Read word list 2 times.

**Signed:** (Parent/Helper) \_\_\_\_\_

**Tuesday:** Look-Say-Cover-Write

**Wednesday:** Write 5 sentences using words

**Thursday:** Written practice test

# Look-Say-Cover-Write



**Grade 1**

1. Copy the New Words (List A or B or C) and the Tricky Words in column 1.
2. Look at the word and say it, then cover it or fold the page back.
3. Write the word in column 2.
4. Check to see if the word is correct.
5. Cover columns 1 and 2 and write and check again using column 3.
6. If a word is missed, mark it out and try again.

Look	Cover/Write	✓	Write again	✓
locked				
missed				
liked				
hoped				
fixed				
named				
wished				
reached				
raced				
closed				
out				
before				
took				



ed



ed

?

Name \_\_\_\_\_ Date \_\_\_\_\_

## Letterland Practice Test

Have an adult call out the **NEW WORDS** and you will practice spelling them below. Include the week's two sentences.

1. \_\_\_\_\_

8. \_\_\_\_\_

2. \_\_\_\_\_

9. \_\_\_\_\_

3. \_\_\_\_\_

10. \_\_\_\_\_

4. \_\_\_\_\_

11. \_\_\_\_\_

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

12. \_\_\_\_\_

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

13. \_\_\_\_\_

7. \_\_\_\_\_

14. \_\_\_\_\_

This week's sentences:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Complete each equation to make it true by using the correct symbol.

<

=

>

$$3 \bigcirc 3$$

$$15 \bigcirc 15$$

$$3 \bigcirc 5$$

$$20 \bigcirc 16$$

$$4 \bigcirc 3$$

$$12 \bigcirc 21$$

$$6 \bigcirc 1$$

$$24 \bigcirc 4$$

$$7 \bigcirc 0$$

$$3 \bigcirc 13$$



Complete each equation to make it true by using the correct symbol.

<      =      >

$3+0 \quad \bigcirc \quad 3$

$13+3 \quad \bigcirc \quad 7$

$2+3 \quad \bigcirc \quad 5$

$3+0 \quad \bigcirc \quad 9$

$2+3 \quad \bigcirc \quad 3$

$10 \quad \bigcirc \quad 5+5$

$6+1 \quad \bigcirc \quad 1$

$24 \quad \bigcirc \quad 2+4$

$2+1 \quad \bigcirc \quad 5$

$14 \quad \bigcirc \quad 10+4$

Complete each equation to make it true by using the correct symbol.

<      =      >

$$3-0 \quad \bigcirc \quad 3$$

$$13-3 \quad \bigcirc \quad 10$$

$$3-2 \quad \bigcirc \quad 5$$

$$3 \quad \bigcirc \quad 9-6$$

$$8-5 \quad \bigcirc \quad 3$$

$$10 \quad \bigcirc \quad 5-5$$

$$6-1 \quad \bigcirc \quad 1$$

$$4-2 \quad \bigcirc \quad 24$$

$$2-1 \quad \bigcirc \quad 5$$

$$14 \quad \bigcirc \quad 10-4$$

Complete each equation to make it true by using the correct symbol.

<      =      >

$3+0 \bigcirc 3+0$

$13+3 \bigcirc 7+9$

$2+3 \bigcirc 5+0$

$3+6 \bigcirc 9+6$

$2+3 \bigcirc 3+3$

$10+1 \bigcirc 5+5$

$6+1 \bigcirc 1+8$

$12+2 \bigcirc 12+4$

$2+6 \bigcirc 5+6$

$11+3 \bigcirc 10+4$

Complete each equation to make it true by using the correct symbol.

<      =      >

$3-0 \quad \bigcirc \quad 6-3$

$13-3 \quad \bigcirc \quad 10-1$

$3-2 \quad \bigcirc \quad 5-1$

$9-3 \quad \bigcirc \quad 9-6$

$8-5 \quad \bigcirc \quad 3-3$

$10-10 \quad \bigcirc \quad 5-5$

$6-1 \quad \bigcirc \quad 1-0$

$4-2 \quad \bigcirc \quad 24$

$2-1 \quad \bigcirc \quad 5-4$

$14 \quad \bigcirc \quad 10-4$

Complete each equation to make it true by using the correct symbol.

<      =      >

$3+0 \quad \bigcirc \quad 6-3$

$13-3 \quad \bigcirc \quad 10+1$

$3+2 \quad \bigcirc \quad 5-1$

$9+3 \quad \bigcirc \quad 9-6$

$8-5 \quad \bigcirc \quad 3+3$

$10-10 \quad \bigcirc \quad 5+5$

$6-1 \quad \bigcirc \quad 1+0$

$4-2 \quad \bigcirc \quad 2+2$

$2+1 \quad \bigcirc \quad 5-4$

$11+4 \quad \bigcirc \quad 10-4$

**Circle or color the equations that are TRUE**

$3 = 3$

$15 = 15$

$3 > 5$

$20 > 16$

$4 < 3$

$12 < 21$

$6 = 1$

$24 < 4$

$7 > 0$

$3 = 13$

**Circle or color the equations that are TRUE**

$$3 \text{ } \textcircled{=} \text{ } 3-2$$

$$11 \text{ } \textcircled{=} \text{ } 10+1$$

$$3 \text{ } \textcircled{>} \text{ } 15$$

$$20-2 \text{ } \textcircled{>} \text{ } 16$$

$$4+1 \text{ } \textcircled{<} \text{ } 3$$

$$12 \text{ } \textcircled{<} \text{ } 21$$

$$6-5 \text{ } \textcircled{=} \text{ } 1$$

$$14 \text{ } \textcircled{<} \text{ } 10+4$$

$$7+2 \text{ } \textcircled{>} \text{ } 6+0$$

$$3 \text{ } \textcircled{=} \text{ } 13$$

**\*\*\*\*FOR A GRADE\*\*\*\***

**Circle or color the equations that are TRUE**

$3+0 \quad = \quad 3+0$

$13+3 \quad = \quad 7+9$

$2+3 \quad > \quad 5+0$

$3+6 \quad < \quad 9+6$

$2+3 \quad < \quad 3+3$

$10+1 \quad > \quad 5+5$

$6+1 \quad = \quad 1+8$

$12+2 \quad > \quad 12+4$

$2+6 \quad = \quad 5+6$

$11+3 \quad < \quad 10+4$



# Complete the blank to make the statement TRUE

You may use a single number, an addition or subtraction statement.

$3+0 = \underline{\hspace{2cm}}$

$13+3 = \underline{\hspace{2cm}}$

$2+3 > \underline{\hspace{2cm}}$

$3+6 < \underline{\hspace{2cm}}$

$2+3 < \underline{\hspace{2cm}}$

$10+1 > \underline{\hspace{2cm}}$

$6+1 = \underline{\hspace{2cm}}$

$12+2 > \underline{\hspace{2cm}}$

$2+6 = \underline{\hspace{2cm}}$

$11+3 < \underline{\hspace{2cm}}$

# A Loud Concert

by ReadWorks



*Photo Credit: B.E. Merrill*

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1.** Where is Sam going?

- A. band practice
- B. a concert
- C. school

**2.** First, Sam hears his brother play the guitar. Then what instrument does Sam hear?

- A. guitar
- B. piano
- C. drums

**3.** When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

- A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.
- B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.
- C. Sam's eardrum creates sound waves that allows him to hear music.

**4.** What is "A Loud Concert" mostly about?

- A. Sam's brother playing guitar
- B. Sam and his family enjoying his brother's concert
- C. why loud music and soft music are different

**5.** What does Sam use when the music gets too loud?

---

---

---

---

---

---

**6.** What did you learn from "A Loud Concert"?

---

---

---

---

---

---

**7. Class Discussion Question:** Describe the problem that Sam has at the concert and how he solves his problem.

---

---

---

---

---

---

---

---

**8.** Draw a picture of Sam at the concert.

# Ticks and Insects

by Susan LaBella



Ticks are tiny animals. They live in woods and grasses. Ticks can bite people. Some tick bites make people sick.

Insects are small animals, too. They also live in woods and

grasses. Some insect bites harm people. But ticks are not insects.

Here are some ways that ticks and insects are different:

Ticks have two body parts. Insects have three body parts.

Ticks have eight legs. Insects have six legs.

Ticks do not have antennae. Many insects do have antennae.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Where do ticks live?**

- A. Ticks live in people's homes.
- B. Ticks live in woods and grasses.
- C. Ticks live in the ocean.

**2. What two tiny animals does this text compare?**

- A. insects and spiders
- B. ticks and ants
- C. ticks and insects

**3. Ticks can be dangerous to humans. What part of the text tells us that this is true?**

- A. Ticks live in woods and grasses.
- B. Ticks have eight legs.
- C. Some tick bites make people sick.

**4. What is "Ticks and Insects" mainly about?**

- A. the characteristics of insects
- B. the characteristics of ticks
- C. how ticks and insects are similar and different

## 5. How many body parts do ticks have?

Ticks have

---

---

---

---

---

---

---

## 6. What did you learn from "Ticks and Insects"?

---

---

---

---

---

---

---

**7. Class Discussion Question:** Use information from the text to compare and contrast ticks and insects. In other words, give examples of how ticks and insects are the same and how they are different.

---

---

---

---

---

---

---

---

**8.** Draw a picture of a tick and an insect. Be sure to show how many body parts, legs, and antennae each has.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Tricky Words for Review**

here before friend out work

**Tricky Words**

hello heard come

**Review Words**

closed named pretty locked  
waited tiny raced snowed

**New Words**

car for morning farm yard  
storm large smart born starting

**Story Words**

Carla Jordan field thunder wagged

**Sentences**

She said hello this morning.

I heard the truck come into the barn.

**Weekly Homework:**

**Monday:** Read word list 2 times.

**Signed:** (Parent/Helper) \_\_\_\_\_

**Tuesday:** Look-Say-Cover-Write

**Wednesday:** Write 5 sentences using words

**Thursday:** Written practice test

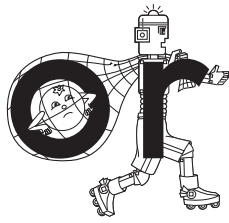
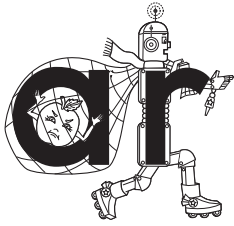
# Look-Say-Cover-Write



**Grade 1**

1. Copy the New Words (List A or B or C) and the Tricky Words in column 1.
2. Look at the word and say it, then cover it or fold the page back.
3. Write the word in column 2.
4. Check to see if the word is correct.
5. Cover columns 1 and 2 and write and check again using column 3.
6. If a word is missed, mark it out and try again.

Look	Cover/Write	✓	Write again	✓
car				
for				
morning				
farm				
yard				
storm				
large				
smart				
born				
starting				
hello				
heard				
come				



?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Letterland Practice Test

Have an adult call out the **NEW WORDS** and you will practice spelling them below. Include the week's two sentences.

1. \_\_\_\_\_

8. \_\_\_\_\_

2. \_\_\_\_\_

9. \_\_\_\_\_

3. \_\_\_\_\_

10. \_\_\_\_\_

4. \_\_\_\_\_

11. \_\_\_\_\_

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

12. \_\_\_\_\_

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

13. \_\_\_\_\_

7. \_\_\_\_\_

14. \_\_\_\_\_

This week's sentences:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

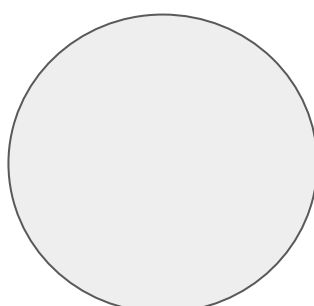
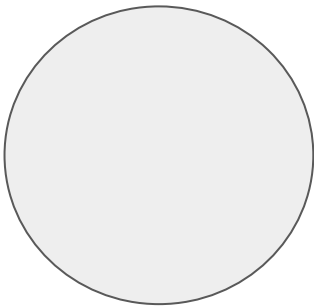
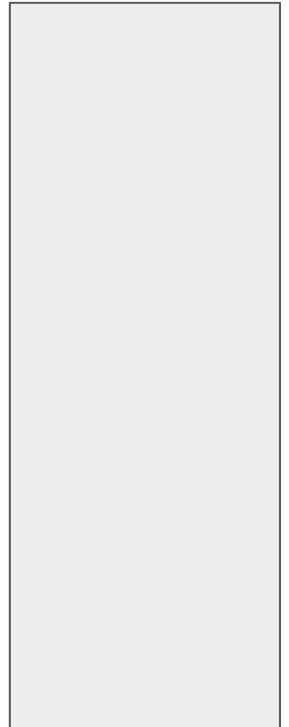
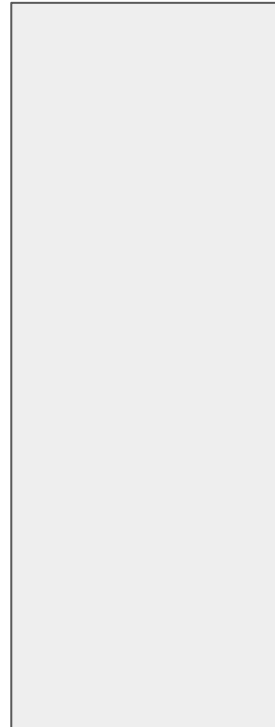
\_\_\_\_\_

# Partitioning Shapes

NC.1.G.3 Partition circles and rectangles into two and four equal shares.

- Describe the shares as halves and fourths, as half of and fourth of.
- Describe the whole as two of, or four of the shares.
- Explain that decomposing into more equal shares creates smaller shares.

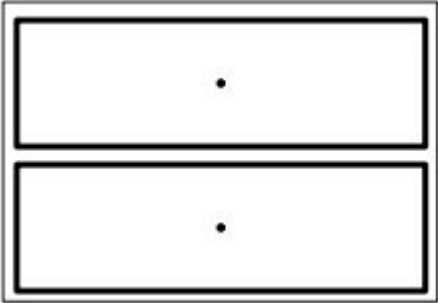
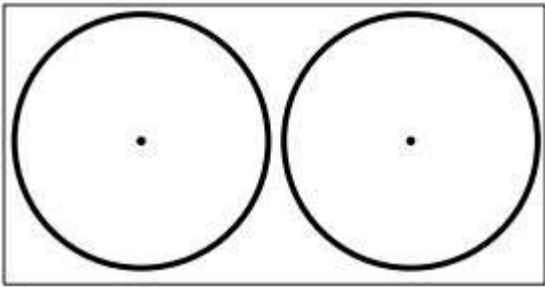
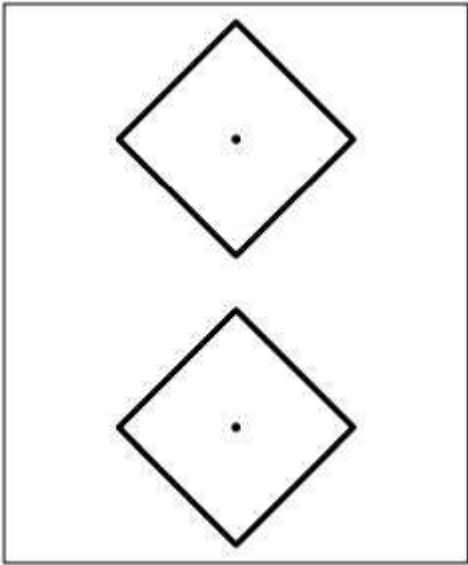
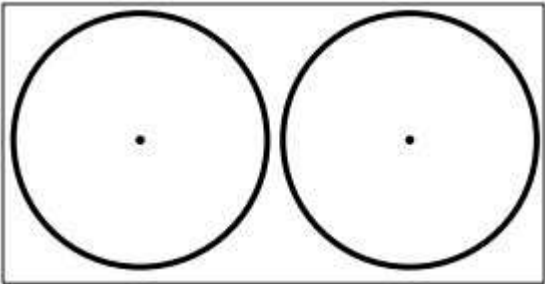
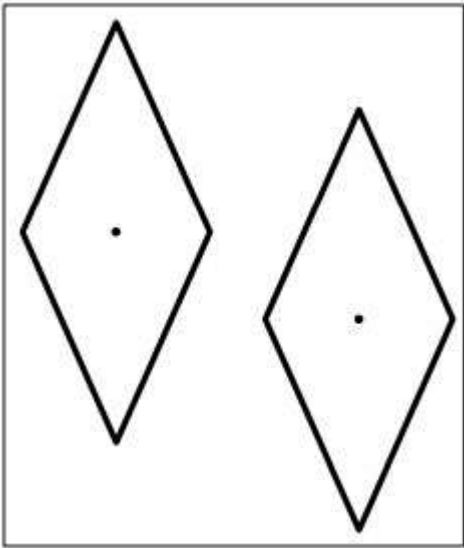
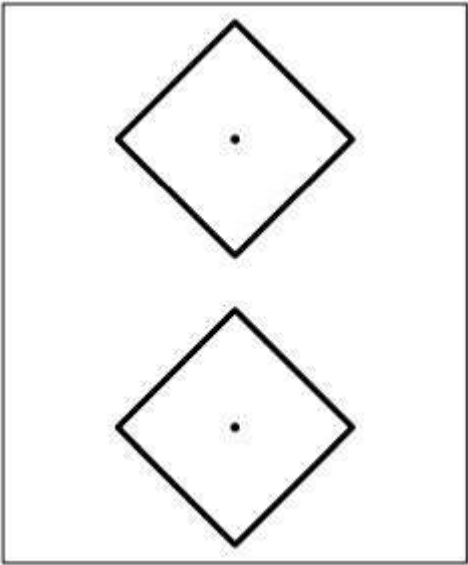
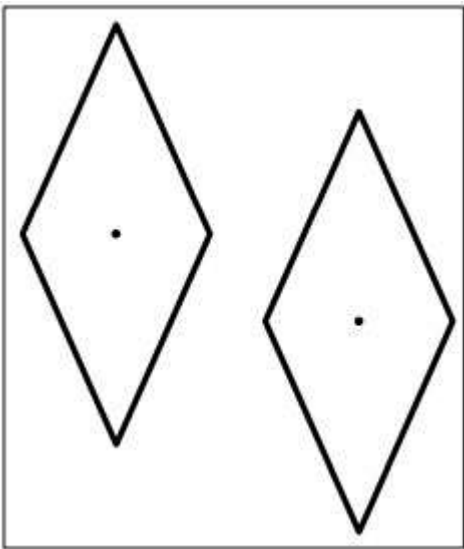
\*Teacher tip\* Use playdough or clay to make and partition shapes





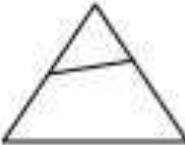

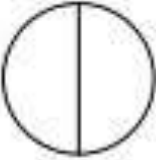

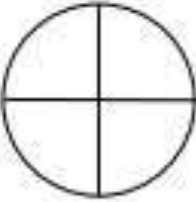
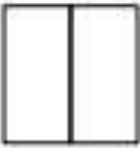



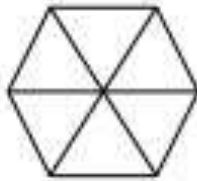



Use these shapes for practice. You can cut them out and fold them, or draw in them.





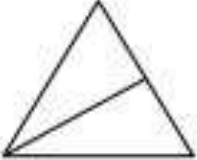

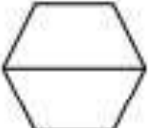

Extra Shapes for Practice



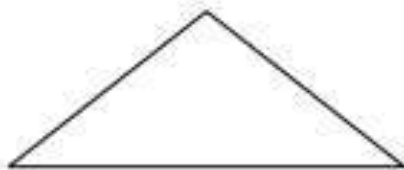
1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.

a.  <b>y</b> <b>2</b>	b.  _____	c.  _____
d.  _____	e.  _____	f.  _____
g.  _____	h.  _____	i.  _____
j.  _____	k.  _____	l.  _____
m.  _____	n.  _____	o.  _____

2. Write the number of equal parts in each shape.

a.   _____	b.   _____	c.   _____
d.   _____	e.   _____	f.   _____

3. Draw one line to make this triangle into 2 equal triangles.



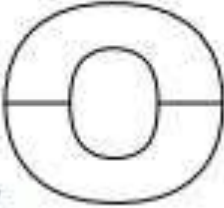

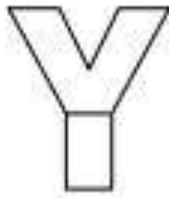

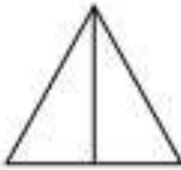
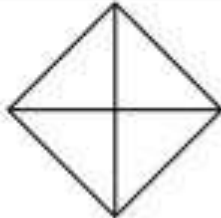

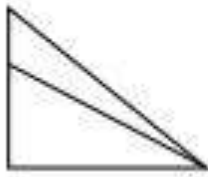
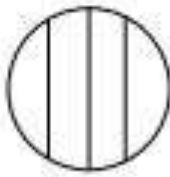
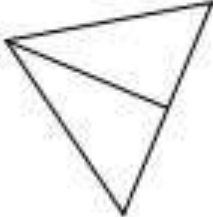
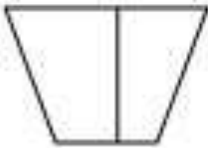
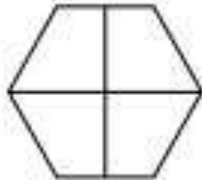
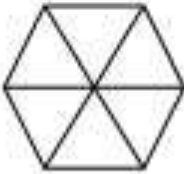


4. Draw one line to make this square into 2 equal parts.



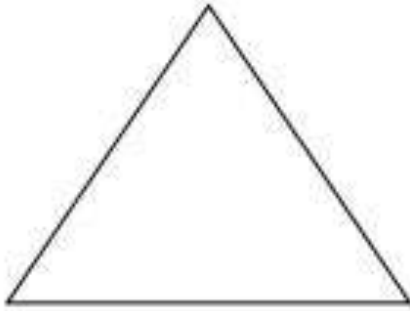
5. Draw two lines to make this square into 4 equal squares.



1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts there are on the line. The first one has been done for you.

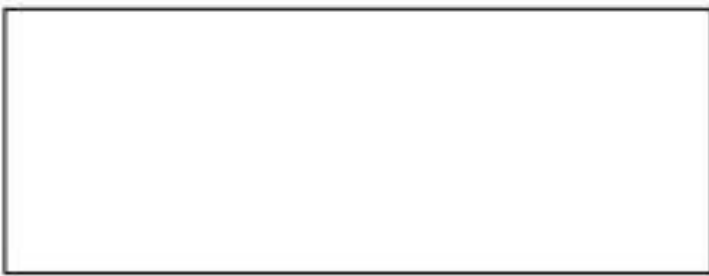
<p>a.</p>  <p><b>y</b>                      <b>2</b></p> <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>
<p>g.</p>  <p>_____</p>	<p>h.</p>  <p>_____</p>	<p>i.</p>  <p>_____</p>
<p>j.</p>  <p>_____</p>	<p>k.</p>  <p>_____</p>	<p>l.</p>  <p>_____</p>
<p>m.</p>  <p>_____</p>	<p>n.</p>  <p>_____</p>	<p>o.</p>  <p>_____</p>

2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?



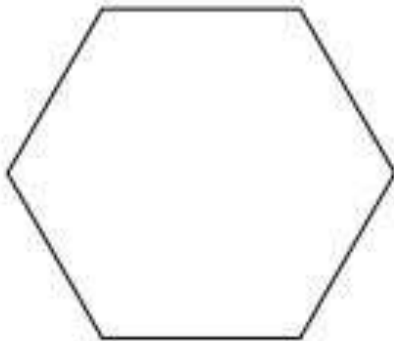
I made 2 \_\_\_\_\_.

3. Draw 2 lines to make 4 equal parts. What smaller shapes did you make?



I made 4 \_\_\_\_\_.

4. Draw lines to make 6 equal parts. What smaller shapes did you make?




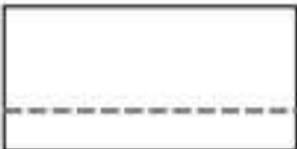



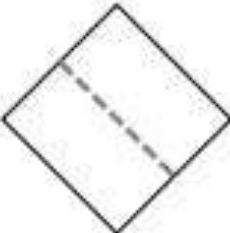
I made 6 \_\_\_\_\_.

Fractional parts of shapes must be in equal sized parts. Discuss how to determine if shapes are cut into equal parts or not. Use these pages to practice.

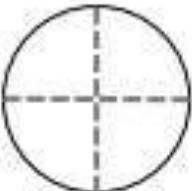


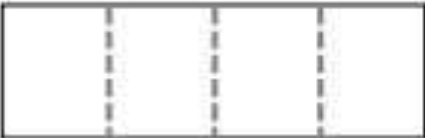
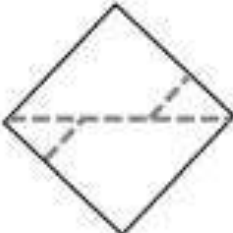
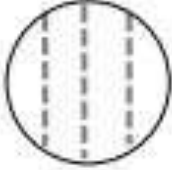
2 Equal parts: Halves

4 Equal parts: Fourths or Quarters

1. Are the shapes divided into halves? Write yes or no.

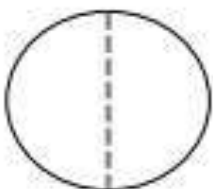
<p>a.</p>  <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>

2. Are the shapes divided into quarters? Write yes or no.

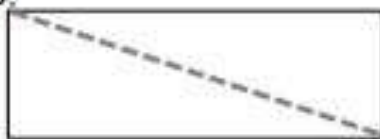
<p>a.</p>  <p>_____</p>	<p>b.</p>  <p>_____</p>	<p>c.</p>  <p>_____</p>
<p>d.</p>  <p>_____</p>	<p>e.</p>  <p>_____</p>	<p>f.</p>  <p>_____</p>

3. Color half of each shape.

a.



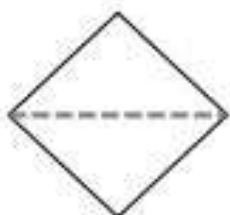
b.



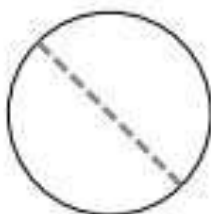
c.



d.



e.



f.



4. Color 1 fourth of each shape.

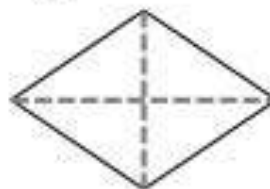
a.



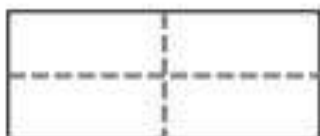
b.



c.



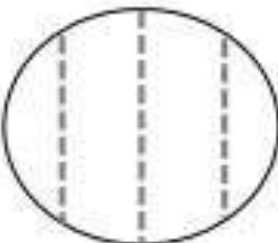



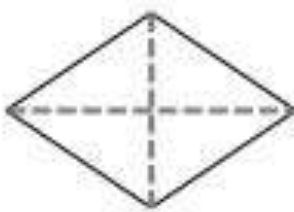



d.



e.



1. Circle the correct word(s) to tell how each shape is divided.

<p>a.</p>  <p>equal parts      unequal parts</p>	<p>b.</p>  <p>equal parts      unequal parts</p>
<p>c.</p>  <p>halves      fourths</p>	<p>d.</p>  <p>halves      quarters</p>
<p>e.</p>  <p>halves      quarters</p>	<p>f.</p>  <p>fourths      halves</p>
<p>g.</p>  <p>quarters      halves</p>	<p>h.</p>  <p>halves      fourths</p>



2. What part of the shape is shaded? Circle the correct answer.



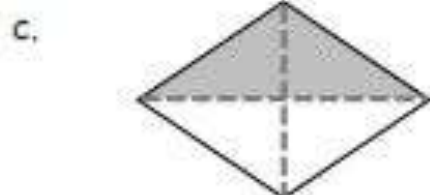
1 half

1 quarter



1 half

1 quarter



1 half

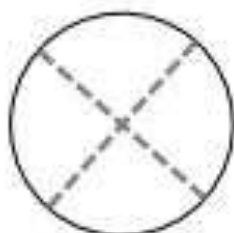
1 quarter



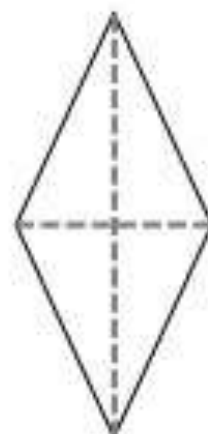
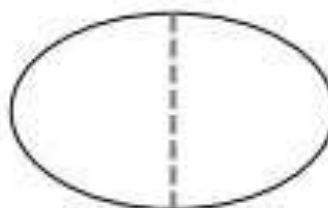
1 half

1 quarter

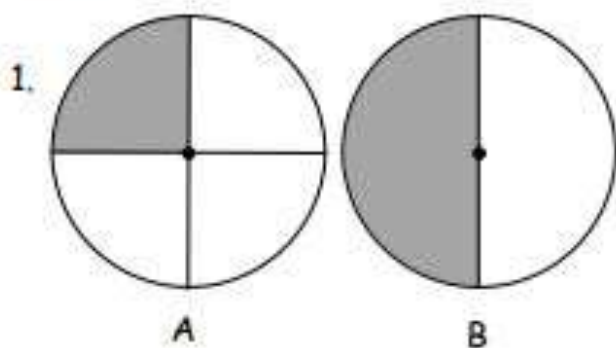
3. Color 1 quarter of each shape.



4. Color 1 half of each shape.



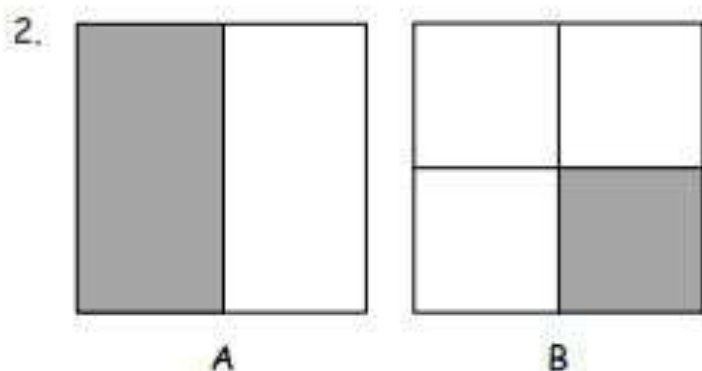
Label the shaded part of each picture as one half of the shape or one quarter of the shape.



Which shape has been cut into more equal parts? \_\_\_\_

Which shape has larger equal parts? \_\_\_\_

Which shape has smaller equal parts? \_\_\_\_

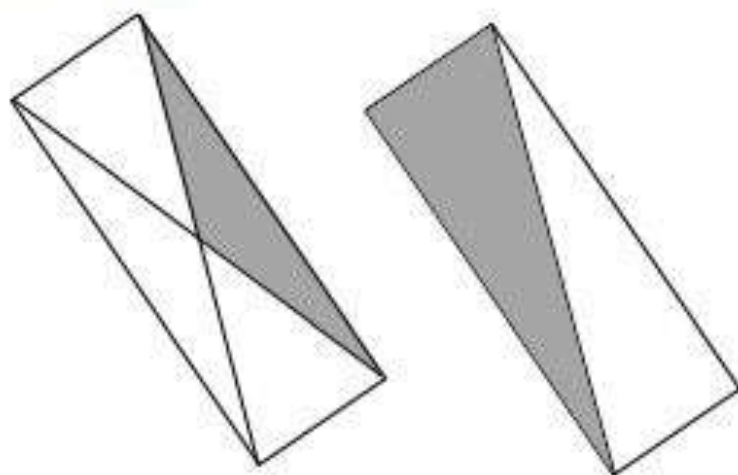


Which shape has been cut into more equal parts? \_\_\_\_

Which shape has larger equal parts? \_\_\_\_

Which shape has smaller equal parts? \_\_\_\_

3. Circle the shape that has a larger shaded part. Circle the phrase that makes the sentence true.



The larger shaded part is  
(one half of / one quarter of)  
the whole shape.

Color part of the shape to match its label.

Circle the phrase that would make the statement true.

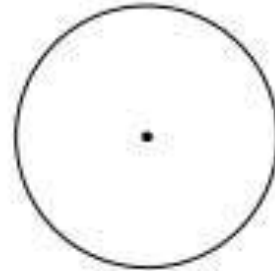
4.

One half of the circle



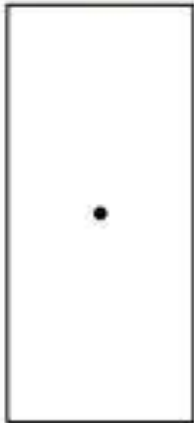
is larger than  
is smaller than  
is the same size as

one fourth of the circle.



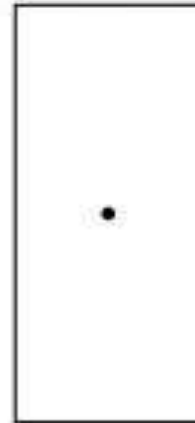
5.

One quarter of the rectangle



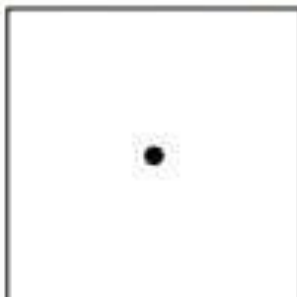
is larger than  
is smaller than  
is the same size as

one half of the rectangle.



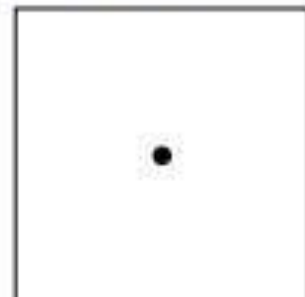
6.

One quarter of the square

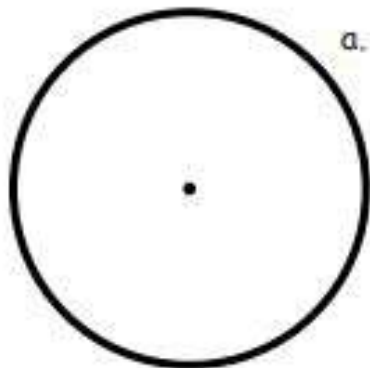


is larger than  
is smaller than  
is the same size as

one fourth of the square.



1. Circle **T** for true or **F** for false.



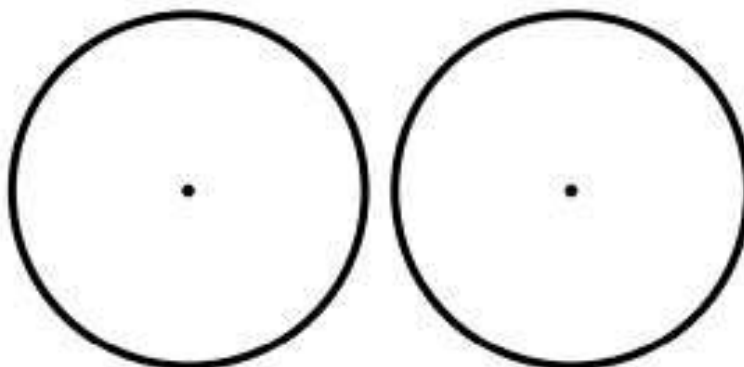
a. One fourth of the circle is larger than one half of the circle.

**T** **F**

b. Cutting the circle into quarters gives you more pieces than cutting the circle into halves.

**T** **F**

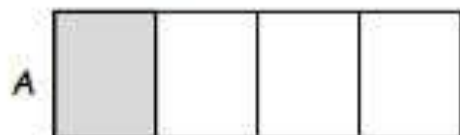
2. Explain your answers using the circles below.



---

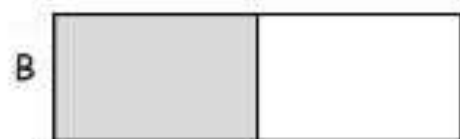
---

1. Label the shaded part of each picture as one half of the shape or one quarter of the shape.



Which picture has been cut into more equal parts? \_\_\_\_

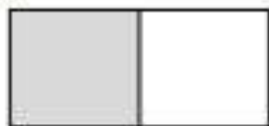
Which picture has larger equal parts? \_\_\_\_



Which picture has smaller equal parts? \_\_\_\_

2. Write whether the shaded part of each shape is a half or a quarter.

a.



\_\_\_\_\_

\_\_\_\_\_

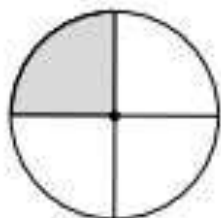
b.



\_\_\_\_\_

\_\_\_\_\_

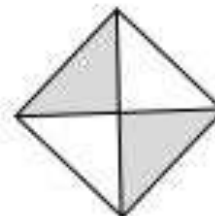
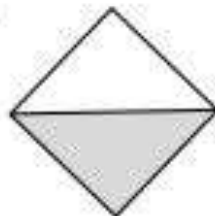
c.



\_\_\_\_\_

\_\_\_\_\_

d.



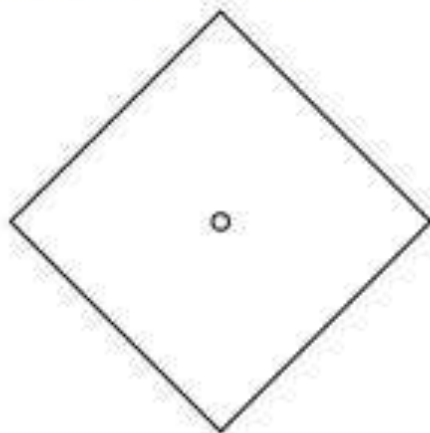
\_\_\_\_\_

\_\_\_\_\_

3. Color part of the shape to match its label. Circle the phrase that would make the statement true.

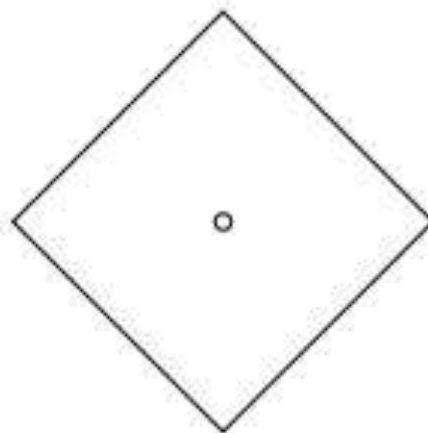
a.

One quarter of the square



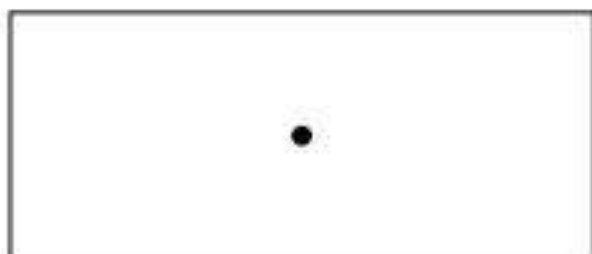
is larger than  
is smaller than  
is the same size as

one half of the square.



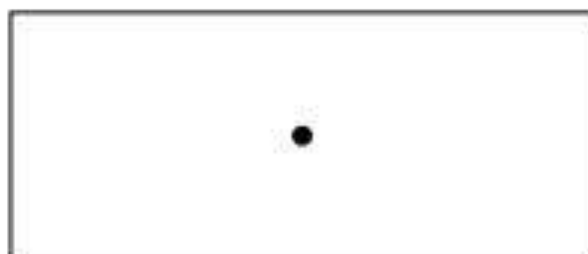
b.

One quarter of the rectangle



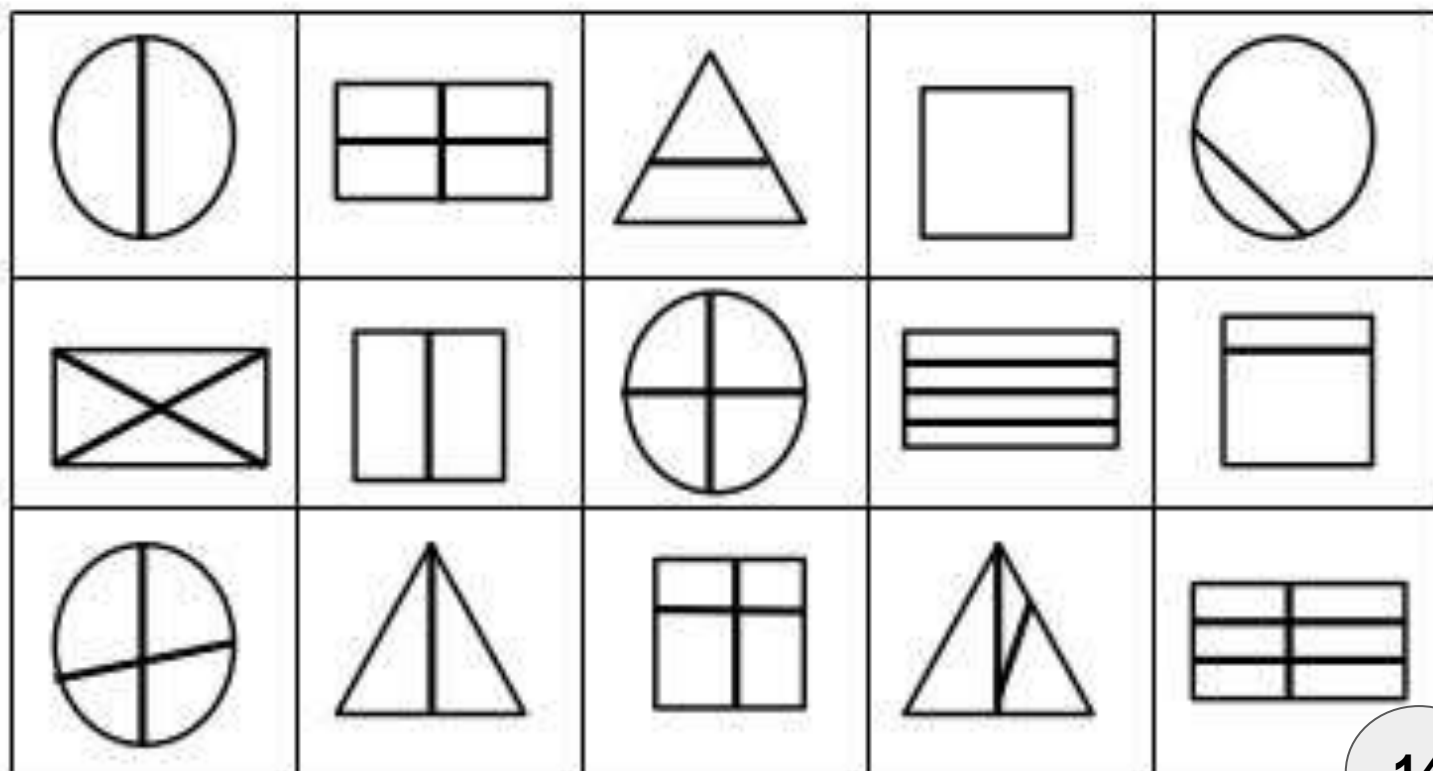
is larger than  
is smaller than  
is the same size as

one fourth of the rectangle.




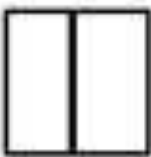
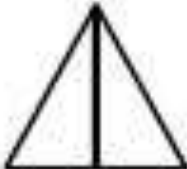
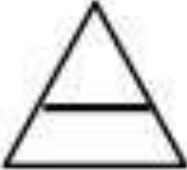


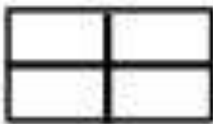


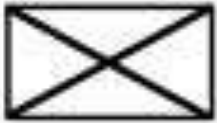


Cut out the shapes at the bottom. Glue the into the appropriate place. 3 shapes are left.


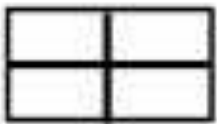

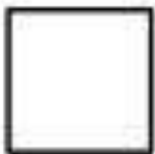


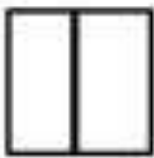
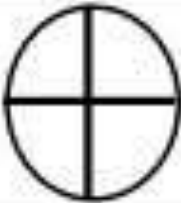



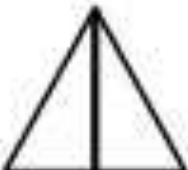


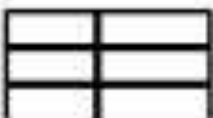
$\frac{1}{2}$			
not $\frac{1}{2}$			
$\frac{1}{4}$			
not $\frac{1}{4}$			





# Answer Key

$\frac{1}{2}$			
not $\frac{1}{2}$			
$\frac{1}{4}$			
not $\frac{1}{4}$			



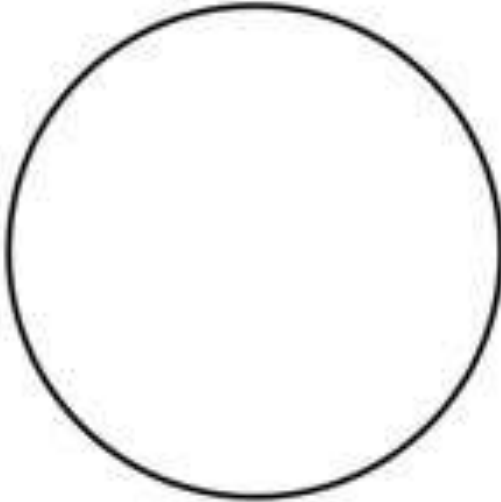
# ASSESSMENT-FOR A GRADE

NC.1.G.1 Explaining Halves and Fourths  
Formative Instructional and Assessment Tasks

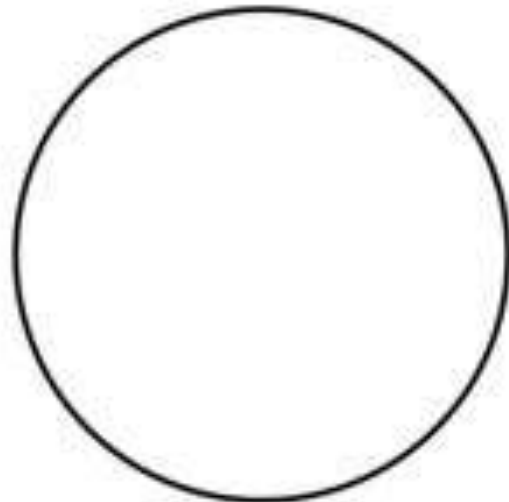
Name \_\_\_\_\_

## **Part A:**

Show how to partition this circle into halves.



Show how to partition this circle into fourths.



What did you notice about the size of the pieces when you partitioned the shape into more equal shares?

## **Part B:**

Jane wanted to share a candy bar with three friends and herself.

Show how Jane might partition her candy bar so that each person gets an equal piece.

