

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Elementary Education  
Department of K-6 Instruction

# **GRADE 1**

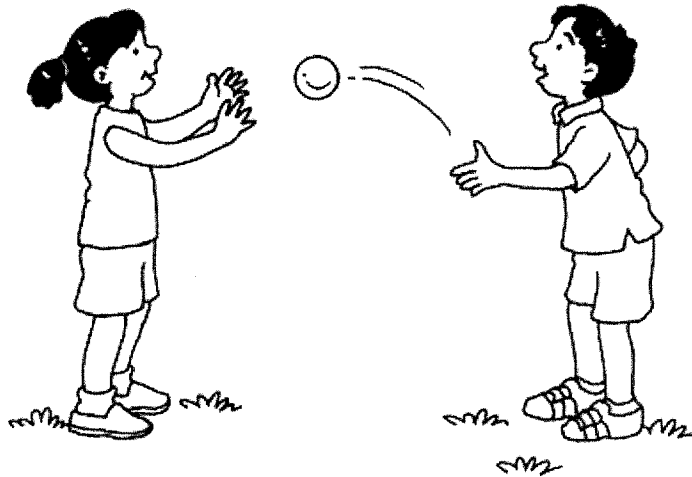
## **AT HOME LEARNING**

### **MARCH 2020**

Name \_\_\_\_\_

## Phonics

Ending Consonant  
Blends: nd, nk, nt, st,  
sk, mp



### Tad Hits Fast

Tad grabs a pink ball.

Tad winks and grins.

Tad hits the ball.

He kicks fast past me.

I grab it and land in the grass.

### ★ACTIVITY★

Write three other  
words that are  
spelled with *nd*.

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

**High-Frequency Words**

1.

\_\_\_\_\_  
-----  
\_\_\_\_\_

1. fish

2.

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. shop

3.

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. ship

4.

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. with

5.

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. thing

6.

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. sang

7.

\_\_\_\_\_  
-----  
\_\_\_\_\_

7. want

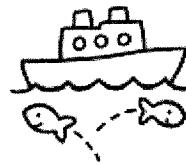
8.

\_\_\_\_\_  
-----  
\_\_\_\_\_

8. call



Name \_\_\_\_\_

The letters sh make the ending sound in fish.The letters th make the beginning sound in thin.The letters ng make the ending sound in ring.

Read each sentence. Circle the word that has sh, th, or ng. Write the word.

1. Here is a fresh plum.

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2. Min and Dan like to sing.

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3. A bug can sting!

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4. Say thank you for a gift.

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5. Sam and Dad pick up shells.

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6. I like to play with my pals.

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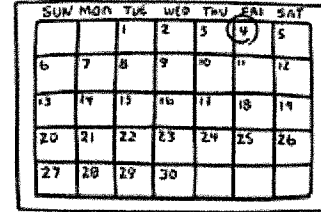
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Name \_\_\_\_\_

Match each sentence to the picture.

1. I **want** that one.

a.



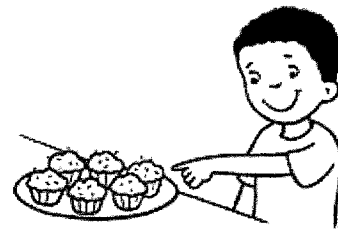
2. We **all** have a snack.

b.



3. What **day** is this?

c.



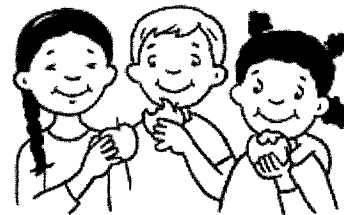
4. **Her** socks have dots.

d.



5. I use this to **call** Dad.

e.

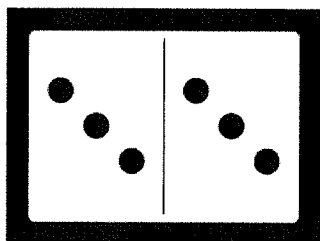


Name \_\_\_\_\_

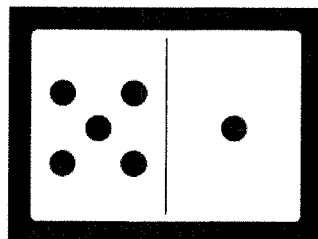
Reteaching  
**1-2**

## Making 6 and 7

You can use different ways to make 6.



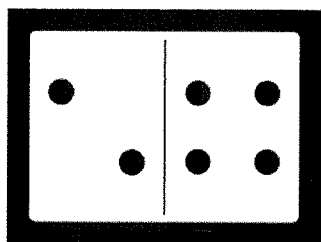
3 and 3



5 and 1

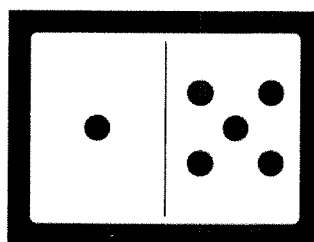
Write the numbers that show ways to make 6.

1.



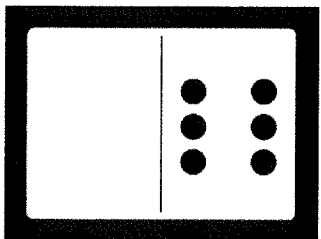
2 and 4

2.



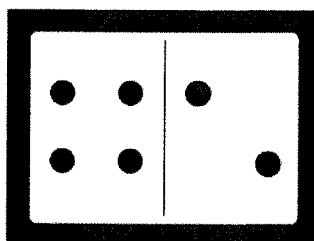
\_\_\_ and \_\_\_

3.



\_\_\_ and \_\_\_

4.



\_\_\_ and \_\_\_

Name \_\_\_\_\_

Practice

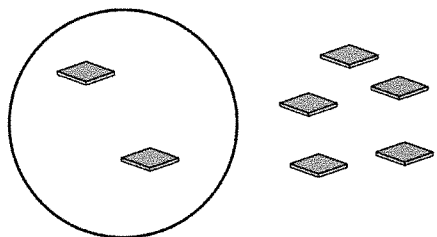
**1-2**

# Making 6 and 7

Write the number inside and outside.

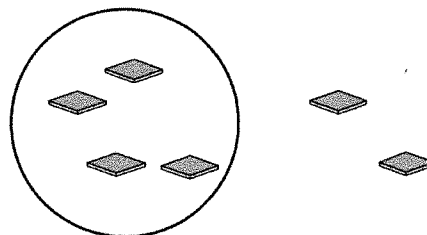
Then write the number in all.

1.



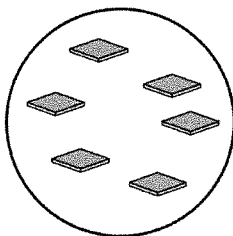
\_\_\_\_\_  
inside      outside      in all

2.



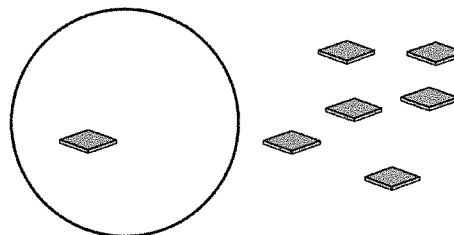
\_\_\_\_\_  
inside      outside      in all

3.



\_\_\_\_\_  
inside      outside      in all

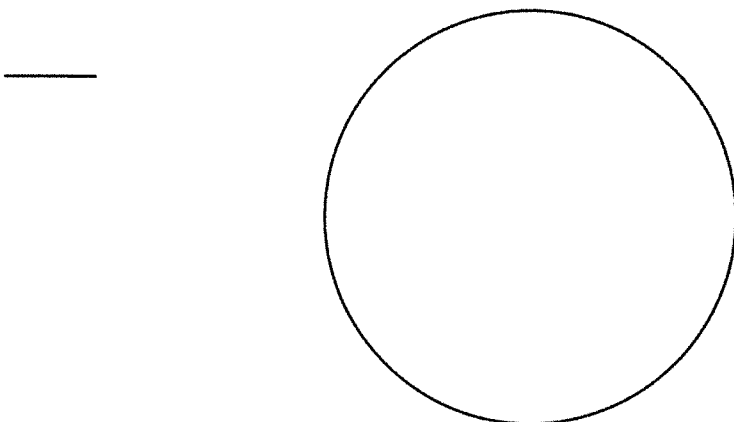
4.



\_\_\_\_\_  
inside      outside      in all

5. Draw 5 tiles inside the circle and 1 tile outside.

Then write how many in all.



Name \_\_\_\_\_

## Phonics

Ending Consonant  
Blends: nd, nk, nt,  
st, sk, mp



### Stan Is Last

Min can run fast.

Min runs fast on land.

Stan grins, runs, and pants.

Min grins and runs past.

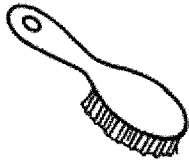
Stan comes in last.

### ★ACTIVITY★

Write a sentence  
about coming in  
last.

Name \_\_\_\_\_

**A. Circle the word that names each picture.**



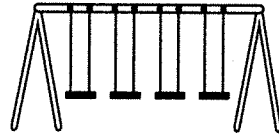
1. brush      brick



3. shell      spell



2. pant      path



4. swings      sleds

**B. Use words from the box to complete each sentence.**

math

fish

sting

think

5. A \_\_\_\_\_ can swim.

6. We have \_\_\_\_\_ in school.

Name \_\_\_\_\_

fish  
thing

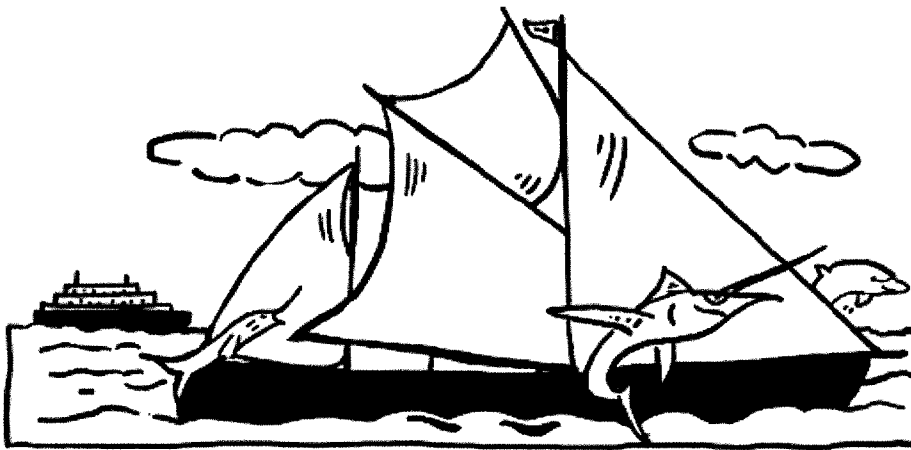
shop  
sang

ship  
want

with  
call

**Add the word parts together to make a spelling word.  
Write the spelling word on the line.**

- |                    |                     |
|--------------------|---------------------|
| 1. ca + ll = _____ | 2. th + ing = _____ |
| 3. sa + ng = _____ | 4. sh + ip = _____  |
| 5. wi + th = _____ | 6. wa + nt = _____  |
| 7. sh + op = _____ | 8. fi + sh = _____  |

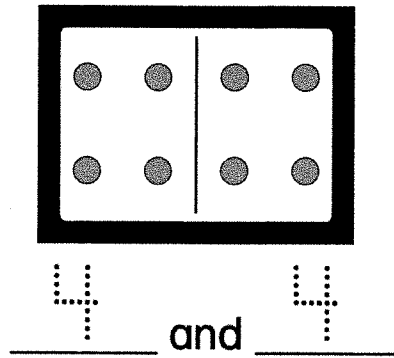
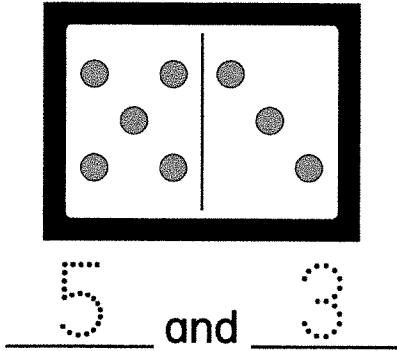


Name \_\_\_\_\_

Reteaching  
**1-3**

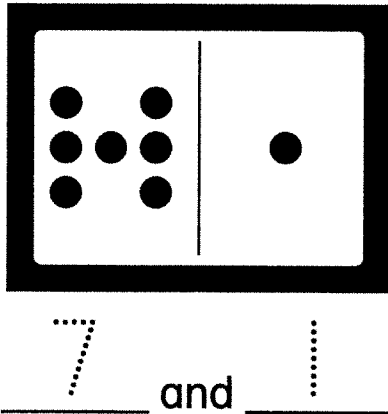
# Making 8

You can use different ways to make 8.

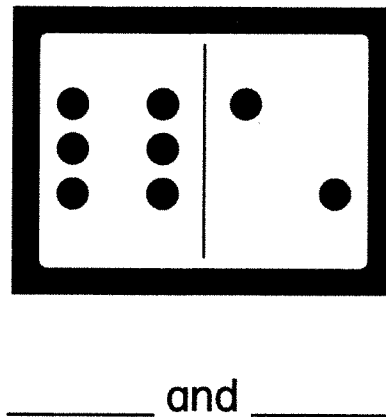


Write the numbers that show ways to make 8.

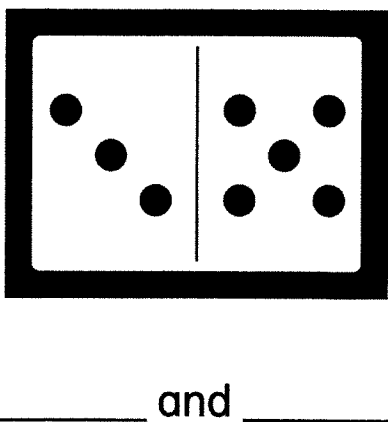
1.



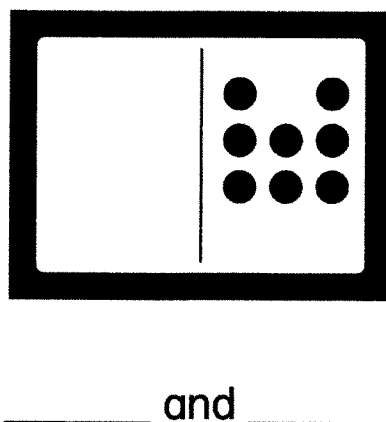
2.



3.



4.



Name \_\_\_\_\_

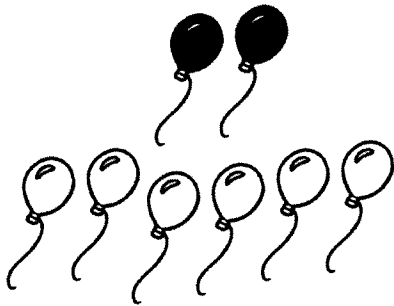
Practice

**1-3**

## Making 8

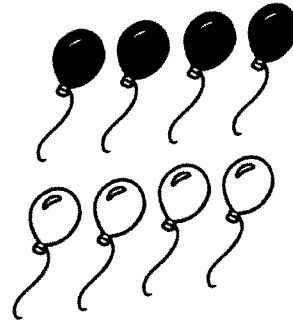
Write the numbers to show parts of 8.

1.



\_\_\_\_\_ and \_\_\_\_\_

2.



\_\_\_\_\_ and \_\_\_\_\_

## Algebra

3. The whole is 8.

One part is 3.

The other part is \_\_\_\_\_.

- (A) 3
- (B) 4
- (C) 5
- (D) 8

4. The whole is 8.

One part is 1.

The other part is \_\_\_\_\_.

- (A) 7
- (B) 6
- (C) 5
- (D) 2

## Journal

5. The whole is 8.

One part is 8.

What is the other part? \_\_\_\_\_

Tell how you know.

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Name \_\_\_\_\_

**Read the words in the box. Say each word.**

fish  
thing

shop  
sang

ship  
want

with  
call

**Complete each spelling word with the letter a.**

1. c \_\_\_\_\_ ll

2. s \_\_\_\_\_ ng

3. w \_\_\_\_\_ nt

**Complete each spelling word with the letter i.**

4. sh \_\_\_\_\_ p

5. th \_\_\_\_\_ ng

6. f \_\_\_\_\_ sh

7. w \_\_\_\_\_ th

**Complete the spelling word with the letter o.**

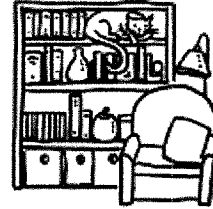
8. sh \_\_\_\_\_ p

Name \_\_\_\_\_

A proper noun begins with a capital letter.

**Write each proper noun correctly on the lines.**

1. nick is up. \_\_\_\_\_



2. I go to camp playland. \_\_\_\_\_

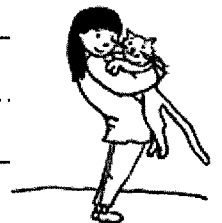


3. We have fun at frog pond. \_\_\_\_\_

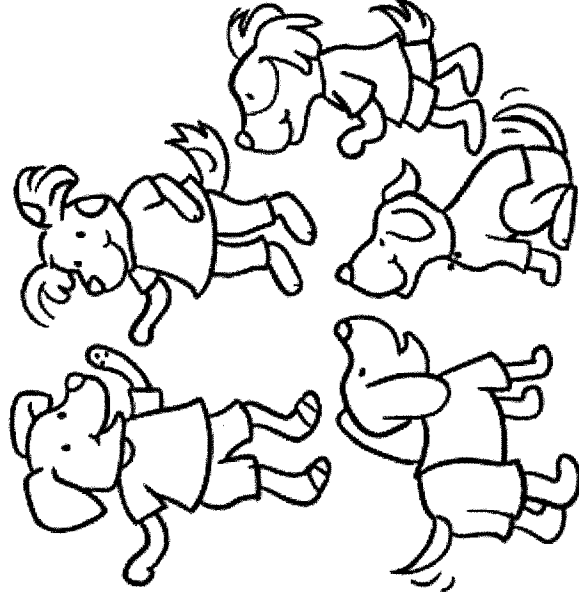


4. I will ask greg to help me. \_\_\_\_\_

5. My pet cat is called seth. \_\_\_\_\_



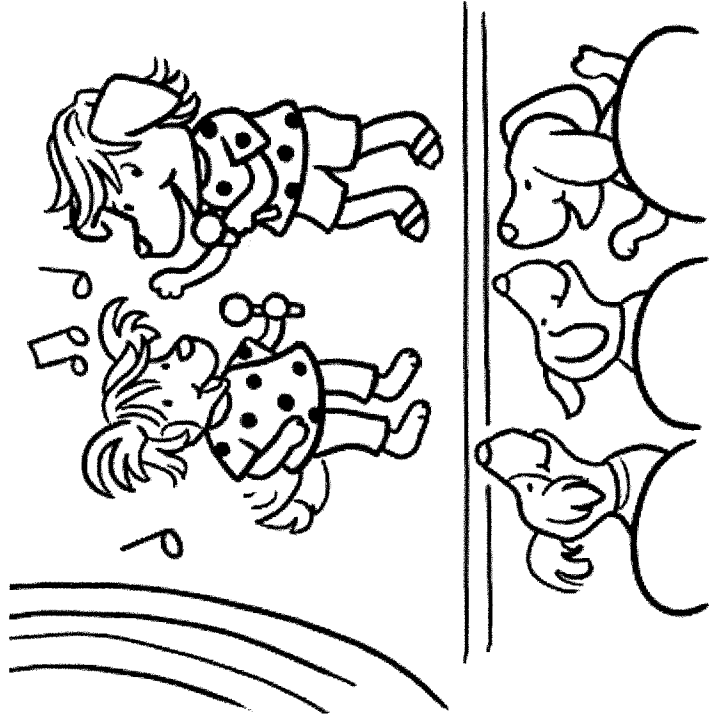
# All Help with the Play



Let's have a play.  
We can all help.

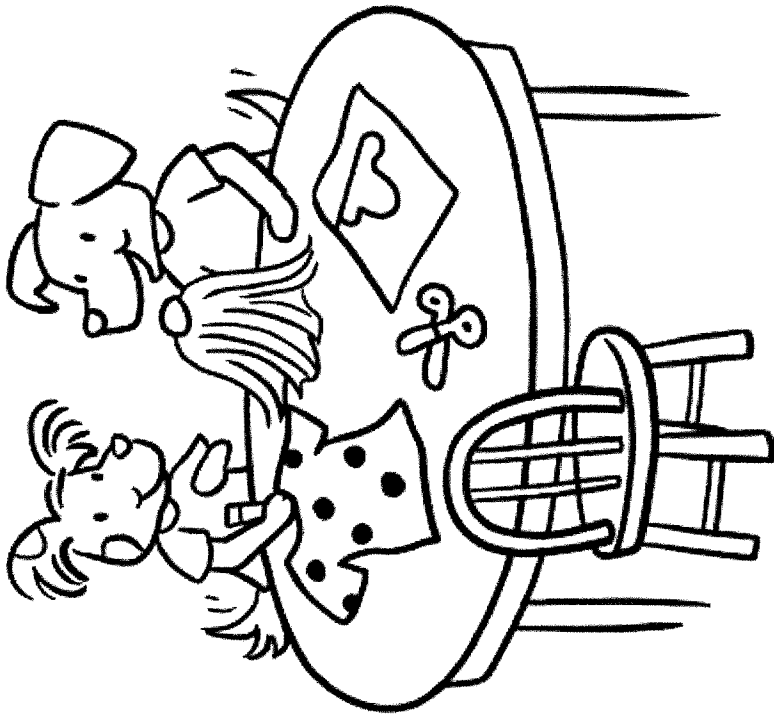
①

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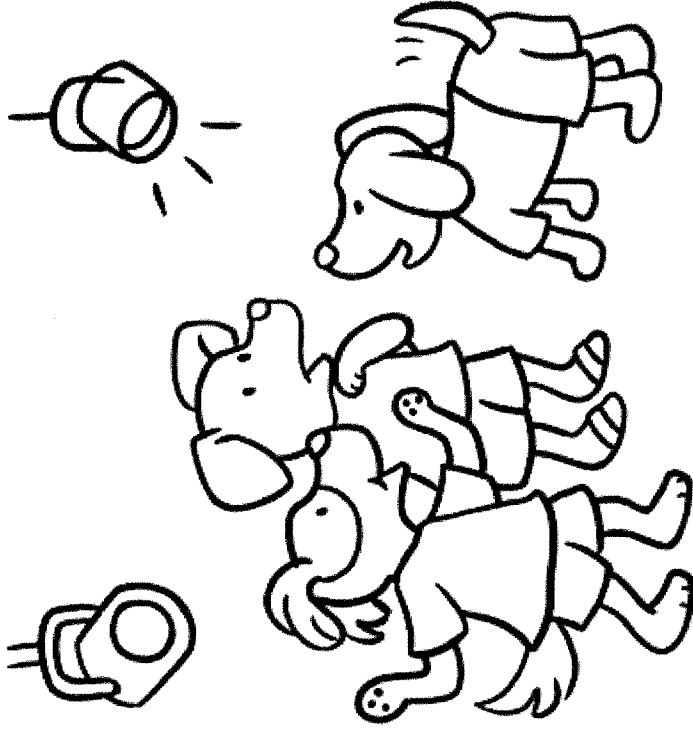
All the dogs help.  
They see the play!

④



Rex makes fun hats.  
Shep makes tops with dots.

②

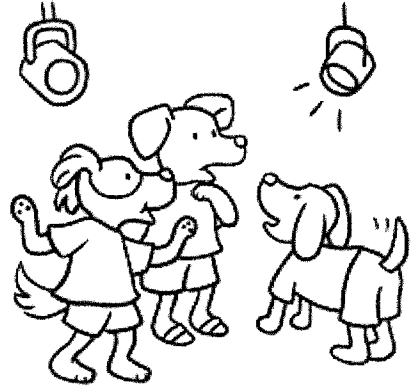


What can we do?  
We want to help.

③

Name \_\_\_\_\_

Reread "All Help with the Play."  
 Circle the word that answers  
 each question. Write the word.



1. The story characters are \_\_\_\_\_.

dogs      hats

2. They will do a \_\_\_\_\_.

game      play

3. Who makes fun hats? \_\_\_\_\_

Shep      Rex

4. What do the other dogs do? \_\_\_\_\_

See the play      make hats

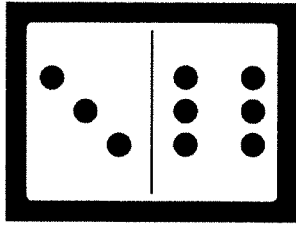
Name \_\_\_\_\_

Reteaching

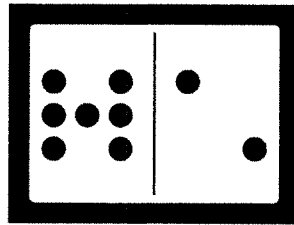
**1-4**

# Making 9

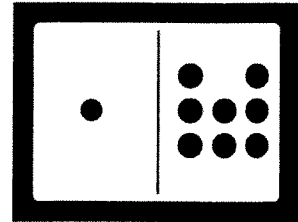
You can make 9 in different ways.



3 and 6



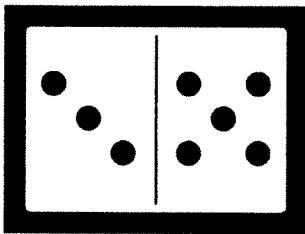
7 and 2



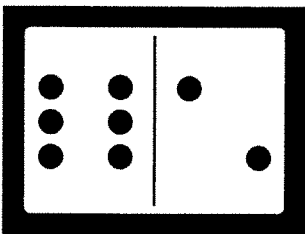
1 and 8

Write the numbers that show ways to make 8 and 9.

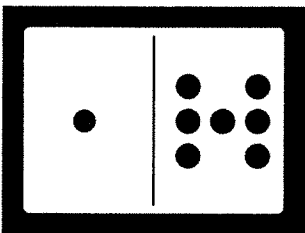
1.



3 and 5

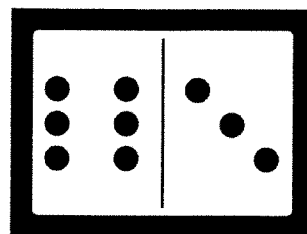


\_\_\_\_\_ and \_\_\_\_\_

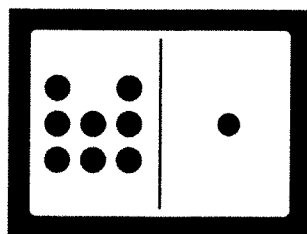


\_\_\_\_\_ and \_\_\_\_\_

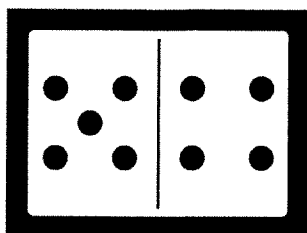
2.



\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_

Name \_\_\_\_\_

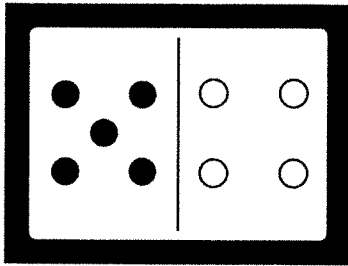
Practice

**1-4**

## Making 9

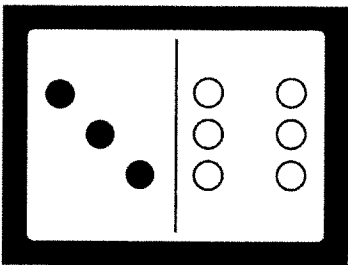
Write the numbers to show parts of 9.

1.



\_\_\_\_\_ ● and \_\_\_\_\_ ○

2.



\_\_\_\_\_ ● and \_\_\_\_\_ ○

## Visual Thinking

3. Which tells about the picture?



7 and 2

(A)

8 and 1

(B)

6 and 3

(C)

9 and 0

(D)

Name \_\_\_\_\_

fish  
sang

shop  
fast

ship  
wink

with  
want

thing  
call

**Is the underlined word spelled correctly?**

**Use a pencil to fill in the circle in front of Yes or No.**

**If the word is spelled wrong, write the word correctly.**

1. Do you want to help?

Correct?    ☐ Yes    ☐ No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is this theng?

Correct?    ☐ Yes    ☐ No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. I see a flag on the shipp.

Correct?    ☐ Yes    ☐ No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The little shop sells hats.

Correct?    ☐ Yes    ☐ No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Can you play wiht me?

Correct?    ☐ Yes    ☐ No

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

When a syllable ends in a consonant and has one vowel letter, the vowel sound is usually short. This is called a **closed syllable**.

rab/bit

bas/ket

cab/in

**Read each word. Draw a line between the syllables. Write each syllable on a line.**

1. napkin

_____	_____
-----	-----
_____	_____
_____	_____

2. locket

_____	_____
-----	-----
_____	_____
_____	_____

3. finish

_____	_____
-----	-----
_____	_____
_____	_____

4. pumpkin

_____	_____
-----	-----
_____	_____
_____	_____

5. magnet

_____	_____
-----	-----
_____	_____
_____	_____



## Kids Can Help!

How can kids help the neighborhood? Kids can help grow a garden! It is fun to plant seeds and help them grow.



Norma Jean Gargasz/Alamy

Read  
Together

Reread and use the prompts to take notes in the text.

Circle the question.

Underline the answer.

Write two things kids can do in the garden.

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Talk with a partner about why growing a garden can help the neighborhood.



Kids can help clean the playground. They can pick up trash. They can recycle cans and bottles.

Recycling makes the neighborhood clean. Recycling helps our Earth, too.

Ariel Skelley/Blend Images/Getty Images



Underline the sentence that tells another place where kids can help.

Write two things kids can do to help.

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---

---

---

---

Circle how recycling helps the neighborhood.



Talk with a partner about the ways recycling helps.



## Quick Tip

I can use the title to help me know what the text is about.

? Why is "Kids Can Help!" a good title?



**Talk About It** Talk about some ways to help your neighborhood in "Kids Can Help!"

**Text Evidence** Use clues from your notes to write about the ideas in "Kids Can Help!"

Kids can help grow a garden.	Kids can help clean the playground.
They can	They can
They can	They can

**Write** "Kids Can Help!" is a good title because

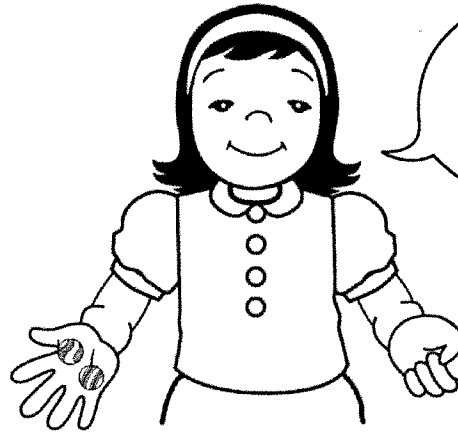
Name \_\_\_\_\_

Reteaching  
**2-7**

# Stories About Missing Parts

$$\underline{7} - \underline{2} = \underline{5}$$

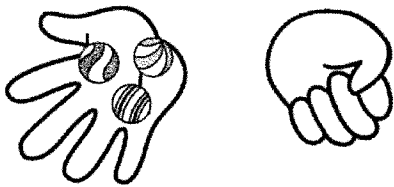
5 marbles



There are  
7 marbles in all.  
How many are in  
my closed hand?

Find the missing number of marbles.

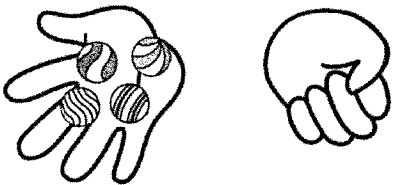
1. 9 marbles in all



$$\underline{9} - \underline{3} = \underline{6}$$

6 marbles

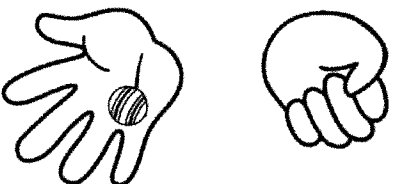
2. 8 marbles in all



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

       marbles

3. 6 marbles in all



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

       marbles

Name \_\_\_\_\_

Practice

**2-7**

## Stories About Missing Parts

Draw the missing cubes.

Write a subtraction sentence.

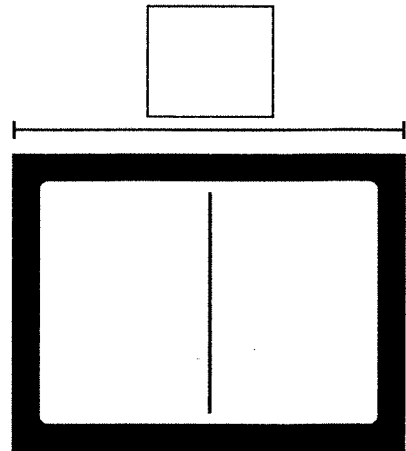
1. Sue plants 9 flowers.

Some are roses and some are daisies.

7 are roses.

How many are daisies?

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



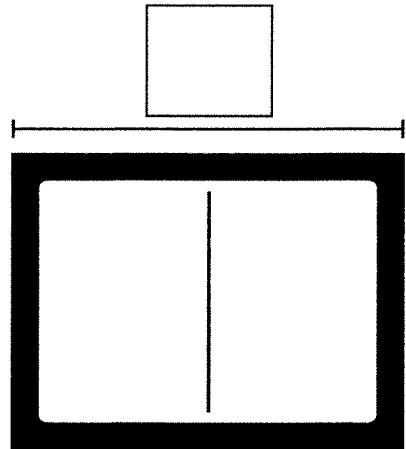
2. A friend gave Raul

1 baseball card.

Now Raul has 4 baseball cards.

How many baseball cards did he have before?

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



## Reasoning

3. Amy has 9 shirts.

Some shirts are white and some shirts are red.

She has 2 white shirts.

How many red shirts does Amy have?

- Ⓐ 6
- Ⓑ 7
- Ⓒ 8
- Ⓓ 9

Name \_\_\_\_\_

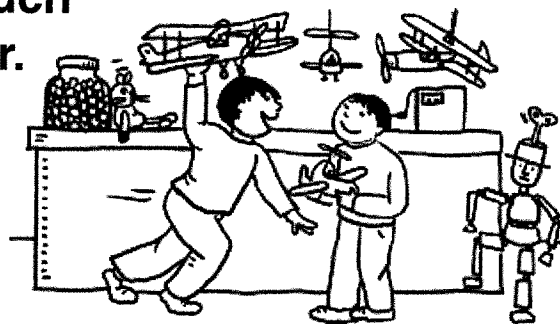
fish  
sangshop  
fastship  
winkwith  
wantthing  
call

**Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word.**

1. ☐ thinng☐ thig☐ thing2. ☐ shopp☐ shop☐ shope3. ☐ wink☐ wenk☐ wingk4. ☐ fish☐ fissh☐ fesh5. ☐ shep☐ shipp☐ ship6. ☐ seng☐ sang☐ sangg7. ☐ watt☐ want☐ wunt

Name \_\_\_\_\_

**Rewrite the sentences. Begin each proper noun with a capital letter.**



1. My jet is from ann's toy hut.

\_\_\_\_\_

-----

\_\_\_\_\_

2. It is on elm street.

\_\_\_\_\_

-----

\_\_\_\_\_

3. Miss hill works at the shop.

\_\_\_\_\_

-----

\_\_\_\_\_

4. todd and stan like to get blocks.

\_\_\_\_\_

-----

\_\_\_\_\_

5. They shop at Ann's toy hut.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

A **list** organizes things and ideas.

**A. Read the words in the box. Place each word in the list where it belongs.**

eggs      sing      ham      read      swim      jam

**Things to Eat**

---



---



---



---



---



---



---



---

**Things to Do**

---



---



---



---



---



---



---



---

**B. Add one more thing to each list.**

**Things to Eat**

---



---



---

**Things to Do**

---



---



---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add a beginning and a middle to the story.**

### Draft Model

Pat's house is clean now. The floor is shiny. The trash is gone.

1. What is the story about?
2. What details tell about the end of the story?
3. What could you add to the beginning and the middle of the story?

**B. Now revise the draft by adding a beginning and a middle to the story.**

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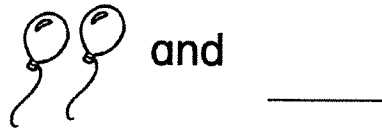
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Name \_\_\_\_\_

Quick Check

**1-3**

1. Which shows the missing part of 8?



- (A) Three balloons.
- (B) Four balloons.
- (C) Five balloons.
- (D) Six balloons.

2. Katy has 8 beads.  
One part is 5.  
Which is the other part?



- (A) 13
- (B) 5
- (C) 4
- (D) 3

### 3. Writing in Math

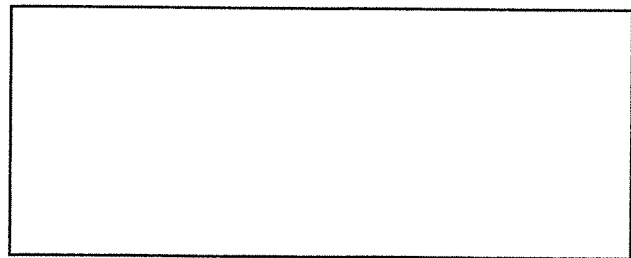
Draw a picture to solve.

Write numbers to tell about the parts of the whole.

Max sees 8 flowers.

Some flowers are red.

The rest are yellow.



\_\_\_\_\_ and \_\_\_\_\_ is 8.

Name \_\_\_\_\_

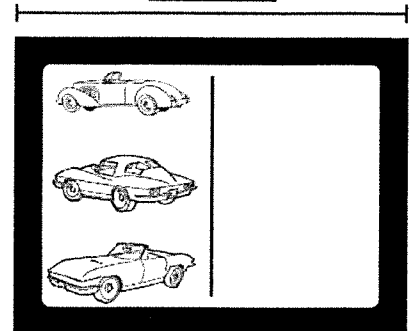
Quick Check

**2-7**

1. Nick has 8 toy cars.  
Some cars are blue.  
3 cars are red.  
How many cars are blue?

(A) 3                      (C) 8  
(B) 5                      (D) 11

**8**



2. Sara has 9 balls. 4 are tennis balls.  
The rest are baseballs.  
How many baseballs does Sara have?  
Use cubes to help.

(A) 12  
(B) 9  
(C) 5  
(D) 4

3. Use the subtraction sentence  
to write a story about a missing part.  
Label the whole and the parts in your story.

$$7 - 6 = 1$$

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_  
Whole    Part    Part

# Try Together

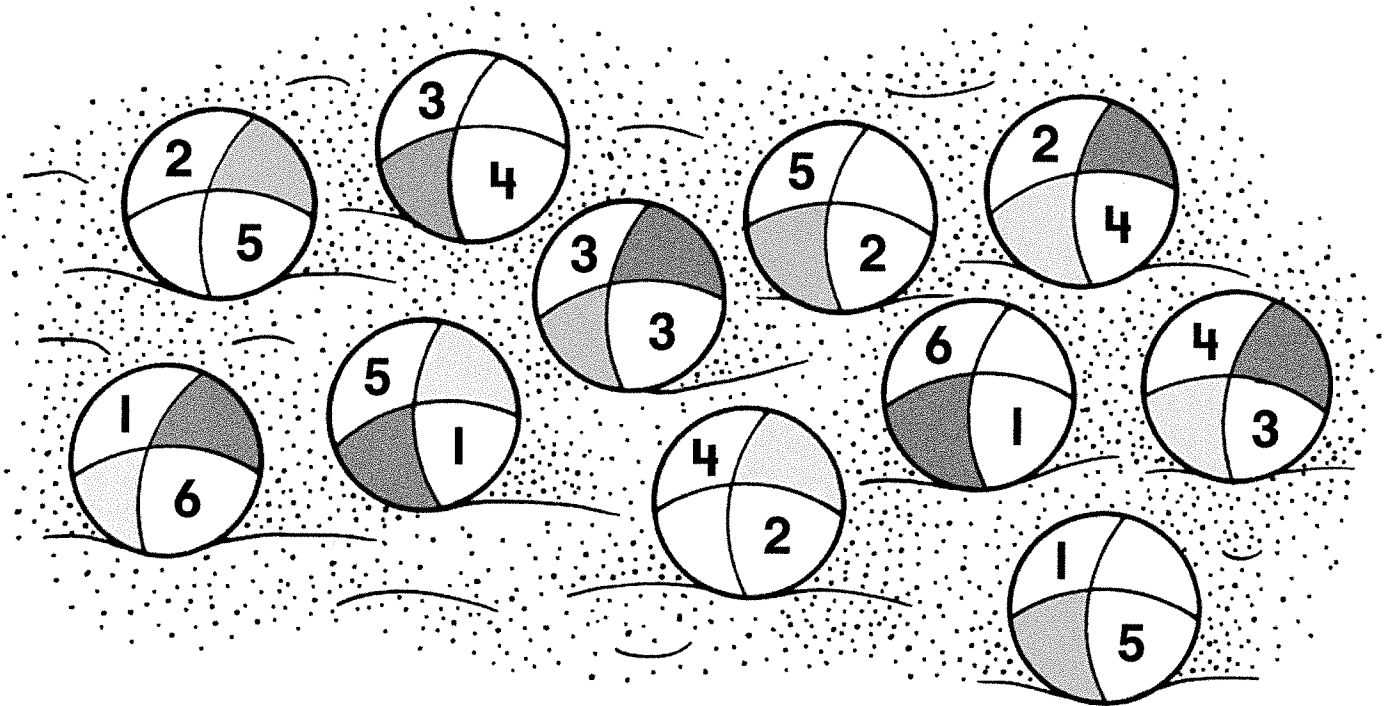


**Start** Put in a .

Get 10 red squares for one player.

Get 10 blue squares for the other player. Take turns.

**Try** Pick a tile. Look for a beach ball with parts of that number.  
If you find one, clap the two parts of your number.  
Then put a square on that ball. Put the tile back in the .



To win, cover the most balls.

**Try Again** This time, you can cover one or two balls on your turn.  
Talk about how the ball with 3 and 3 is different from the others.

# Play a Game



## Start



Get 20 red squares for one player.  
Get 20 blue squares for the other player.  
Get . Take turns.

## Try

Toss the . Say each number of dots.

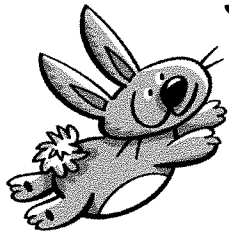
IF YOU SAY	COVER THE PATH WITH
2 and 6	
3 and 5	
4 and 4	

If you say other numbers, miss a turn.

Start Here!



## Cover the Path!



			Count from 8 to 0.			
Clap 8 times.						
			Move ahead 1 space.			Stomp 8 times.
Count to 8.						Move ahead 1 space.
		Move ahead 1 space.		Blink 8 times.		

To win, put the most squares on the path!



## Try Again

Play again! If you toss one dot, can you get the other part of 8 on the second cube?



Civics



## READ & DO

### A Place to Share

Neighbors wanted different things. They had to work it out. How do people share in a city?

Maya and her family just moved to the city. They live in an apartment. They do not have a yard.

Maya's grandma loves to garden. She gave up her

garden when they moved. Where could she have a garden in the city?

Maya's grandma walks her to school. On their walk, they pass an empty lot filled with trash and weeds.

Maya's grandma thinks she could clean up the lot with some help. It would make a nice garden. People in the neighborhood could share the garden.

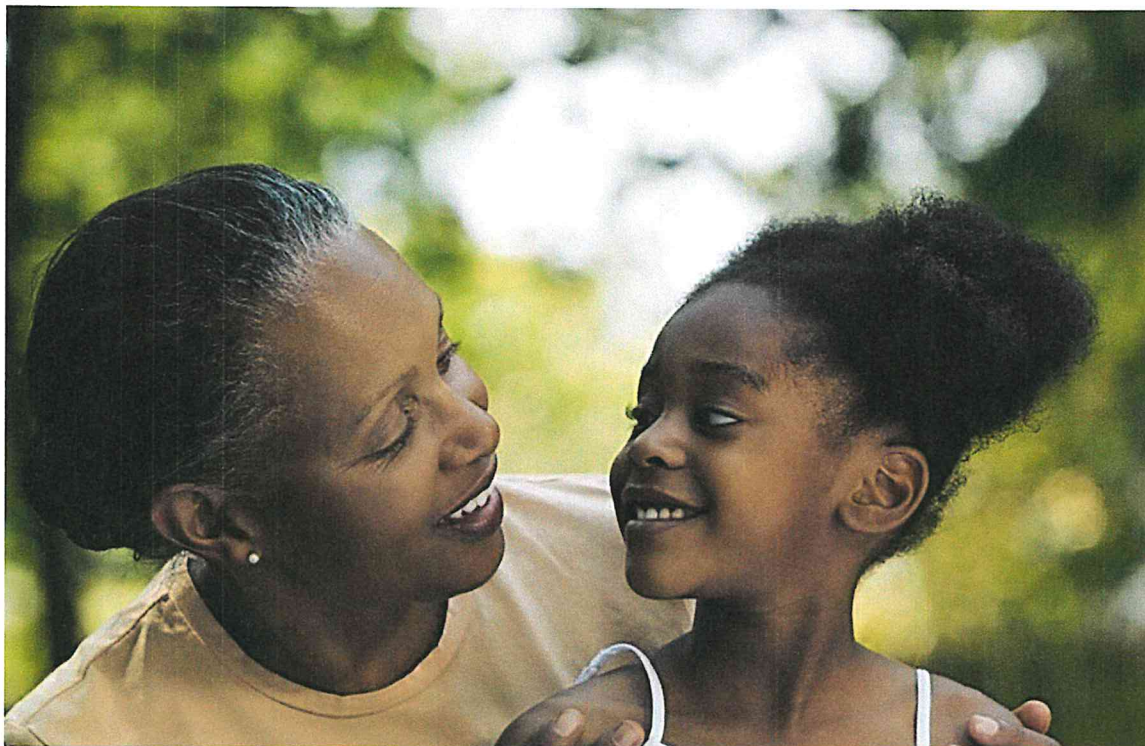
The lot is near school. The school could use the garden, too. Kids could learn about plants.

The city owns the lot. So, Maya's grandma went to City Hall. The people there told her about a program. It lets neighborhoods clean up empty lots. The people take care of the lots for everyone to enjoy.

But there is a problem. Another group has a different idea. They want to put in basketball courts. They want a place where kids can play.

Maya's grandma is sad. Now, she may not have a place for a garden.

At school, Maya learned about sharing. When you share, everyone gets a part. She talks to her grandma. She tells her that maybe they could share the lot. There could be both basketball courts and a garden.



Maya's grandma likes the idea. She holds a meeting at the school. People from the neighborhood come. People from the school come.

Both sides talk about their ideas. Everyone listens. Maya tells her idea about sharing the lot. Both sides say “yes”! Now everyone can enjoy the lot.

Everyone works together to clean up the lot. They put in garden plots. They put in basketball courts.

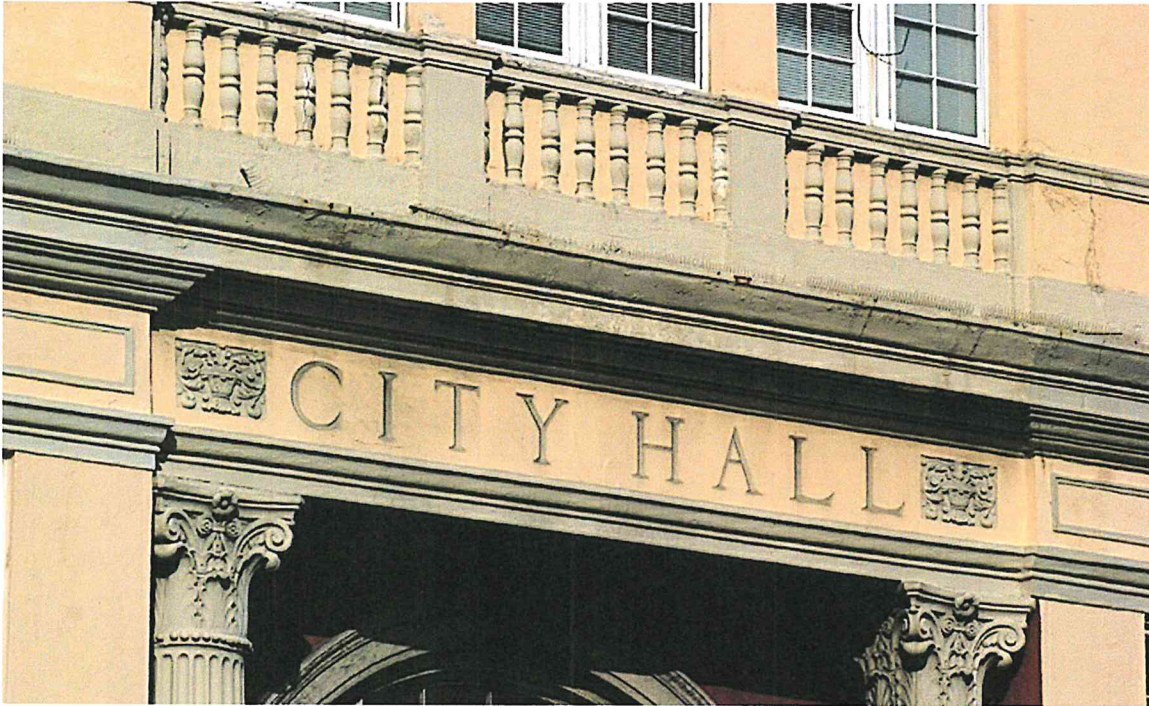
The place is like a park. Children play basketball. Families grow good things to eat. The school nearby teaches kids about plants. And Maya's grandma gets her garden. The lot is a happy place to share.

## HOW DO WE GET ALONG ...

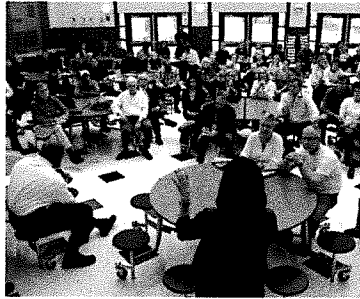
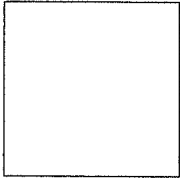
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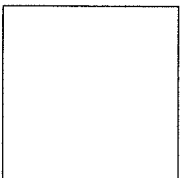
## HOW DO WE GET ALONG ...



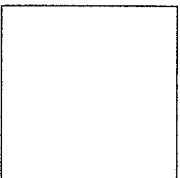
Put the story in order. Use numbers 1 through 4.



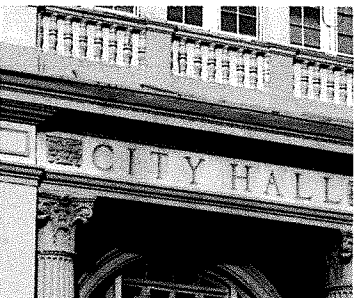
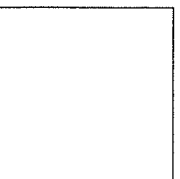
At a neighborhood meeting, both sides listen. They agree to share the lot.



Maya's grandma sees an empty lot. She wants to plant a garden.



People work together. They put in a garden and basketball courts.



Maya's grandma goes to City Hall. She learns another group wants to put basketball courts on the lot.

# Grade 1 Twig Science

## Week 1

### Module 1: Museum of Leafology

This week you will read an exciting text and respond to some questions.

Directions	
Read the Prior-Knowledge Read-Aloud	"Is It Living?"
Answer these questions after reading:	<ol style="list-style-type: none"><li>1. What are the main ideas?</li><li>2. What is something interesting that you learned?</li><li>3. What is something you are wondering about?</li></ol>

# Is It Living!



Our world is full of amazing things.

Some of these things are living.

Others are non-living.

Let's take a closer look.



An animal is living. Why?

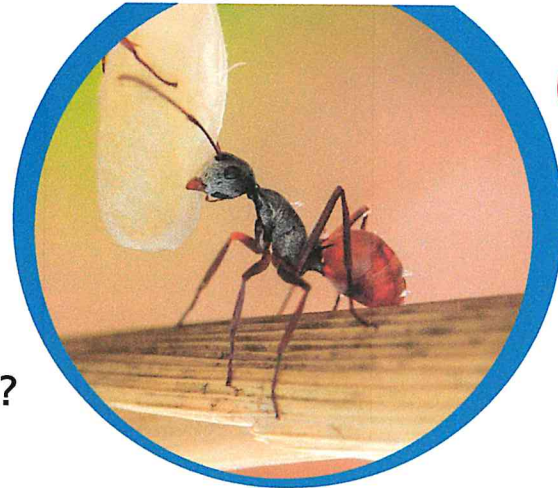
An animal needs water and food to survive, or live.

A bear is one kind of animal. Is it living?

A bear needs water and food to survive.

So, yes! It is living.





What about an ant?

Do you think an ant is living?

An ant is an animal.

It needs water and food to survive.

So, yes! An ant is living, too.



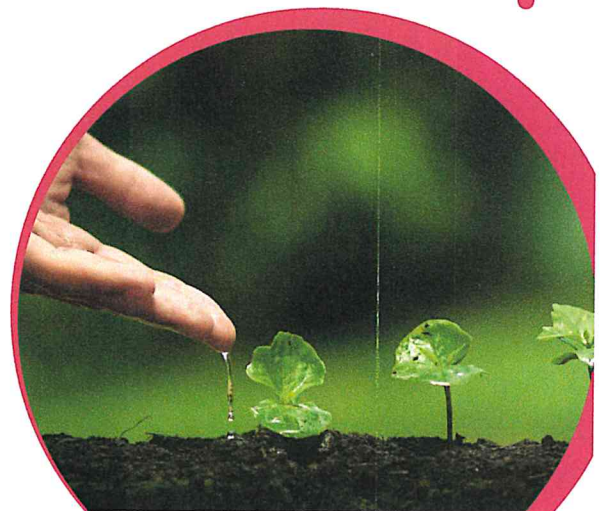
Like animals, plants are living things.

A plant needs water to live, just like an animal.

But a plant doesn't eat food  
like an animal. Chomp!

Instead, a plant needs sunlight.

It uses the sunlight to make  
food in its leaves.



A sunflower is a plant.

It needs water and sunlight to survive.

So, is a sunflower living? Yes.



What about a pine tree?

A pine tree needs water and  
sunlight to survive.

Is it a plant or an animal?

Is it living or non-living?

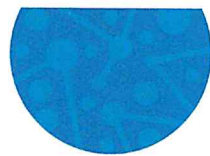
That's right! A pine tree is a plant.

It is also a living thing.





Look at this rock.  
It does not need water,  
food, or sunlight to survive.  
What does that tell us?  
A rock is a non-living thing.



What about a truck?  
It might move like a bear,  
but does the truck need  
water and food to survive?  
No. So, a truck is non-living, too.



Living things need water,  
and food or sunlight.



Non-living things do not need  
water, food, or sunlight.



Take a look at these things.

Which of these are living and which are non-living?

How do you know?



# Learning with Games

## Concentration

### Materials

Cards (p. 132)  
pencils

**Skill:** word recognition

**Prepare:** Give each player a copy of the cards. Review the high-frequency words or word families, then guide children to write each word on its own card. Cut out each card.

**Play:** Organize players into pairs. Have children combine their cards into one pile and then lay each card face down on the table. Players take turns choosing two cards at a time, trying to find a matching pair. If the word cards do not match, then the cards are turned face down again. Remind players to read each word before they collect them or turn them back over. The player with the most matching sets is the winner.

## Sound Bingo

### Materials

5 x 5 grid (one per player; p. 135)  
4 x 4 grid (optional; p. 134)  
game markers  
pencils

**Skill:** letter/sound recognition

**Prepare:** Create word-building cards by writing each letter of the alphabet on a slip of paper. Give players a grid and game markers. Pick alphabet letters from the word-building cards. Ask a volunteer to say the sound of the chosen letter. Players then write the letter on a square of their grid. Continue until all of the squares are filled.

**Play:** Play bingo by calling out various letter sounds. Players place markers on the corresponding letters. Play until one player has five markers in a row vertically, horizontally, or diagonally. You may use the 4 x 4 grid for a shorter game.

## What Comes Next?

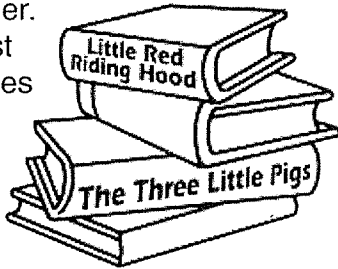
### Materials

Puzzle Pieces, three pieces (p. 137)  
crayons  
scissors

**Skill:** Beginning, Middle, and End

**Prepare:** Tell each player to think of his or her favorite fairy tale or nursery rhyme. Give each player a copy of the three interlocking puzzle pieces. Have players draw a picture on each puzzle piece to show the beginning, middle, and the end of their favorite story. Then each player cuts his or her puzzle pieces apart.

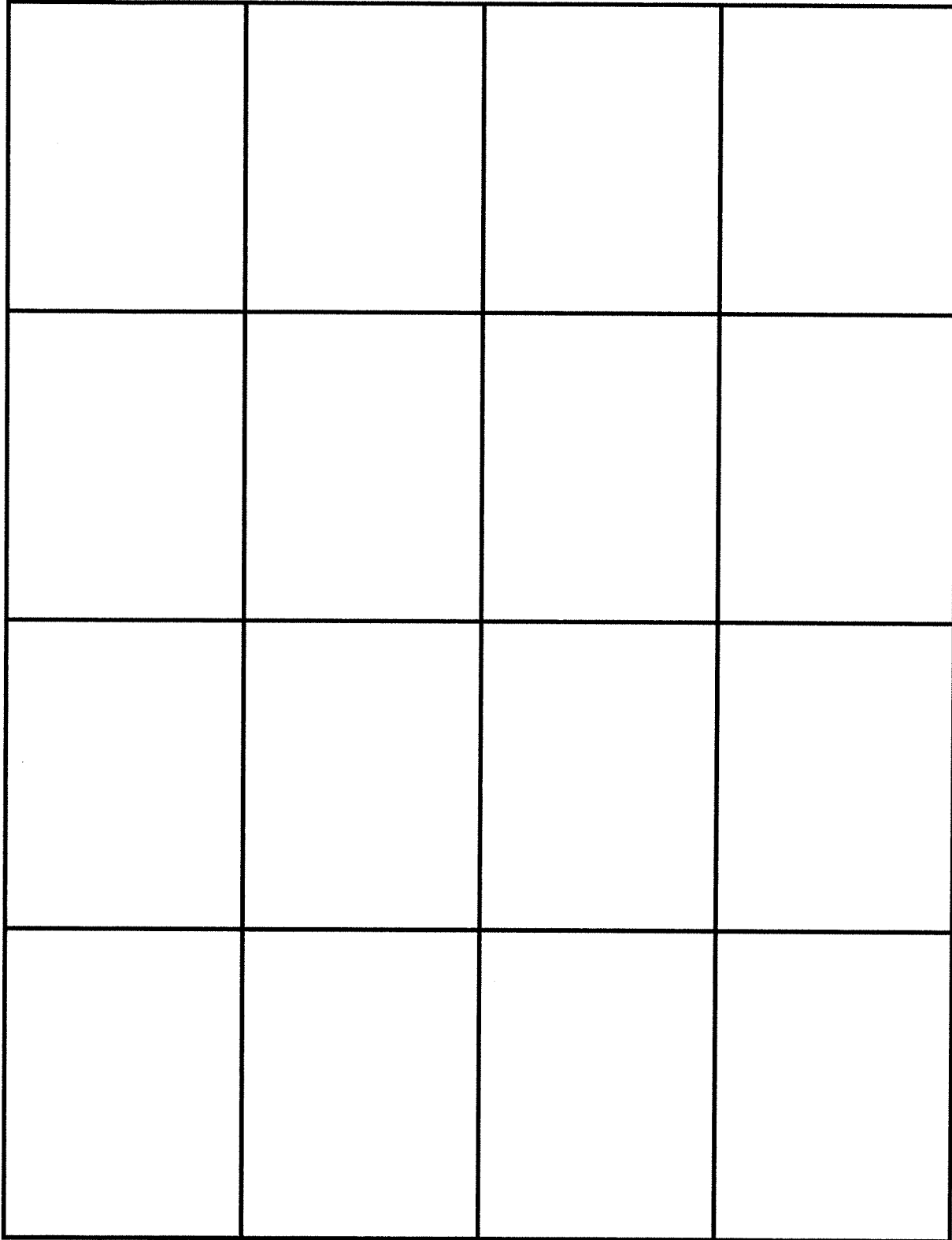
**Play:** Ask players to exchange their puzzle pieces with a partner. The partner will first put the puzzle pieces back together and then guess the story that is illustrated. Switch roles and repeat.



# Cards

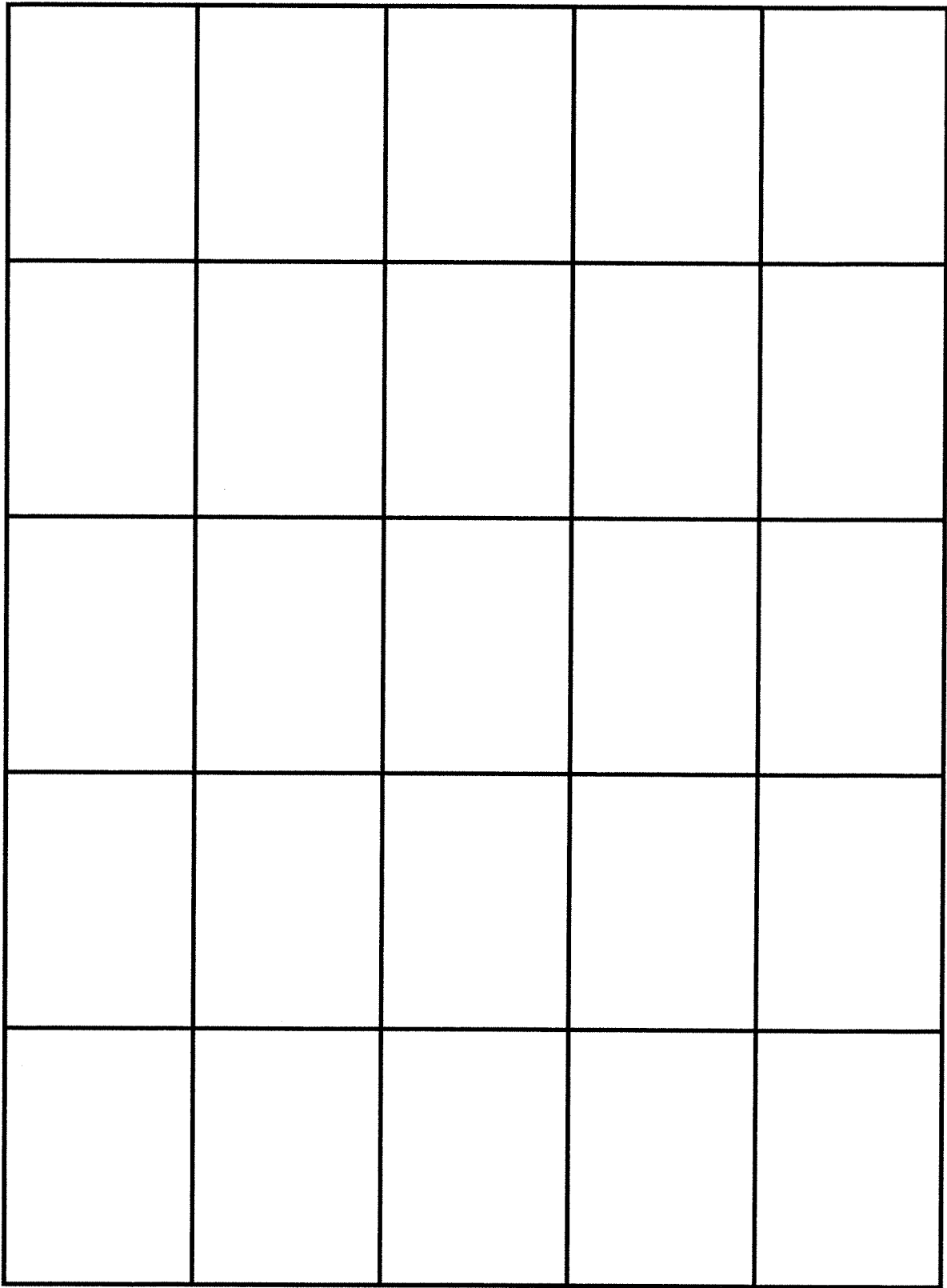
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## 4x4 Grid



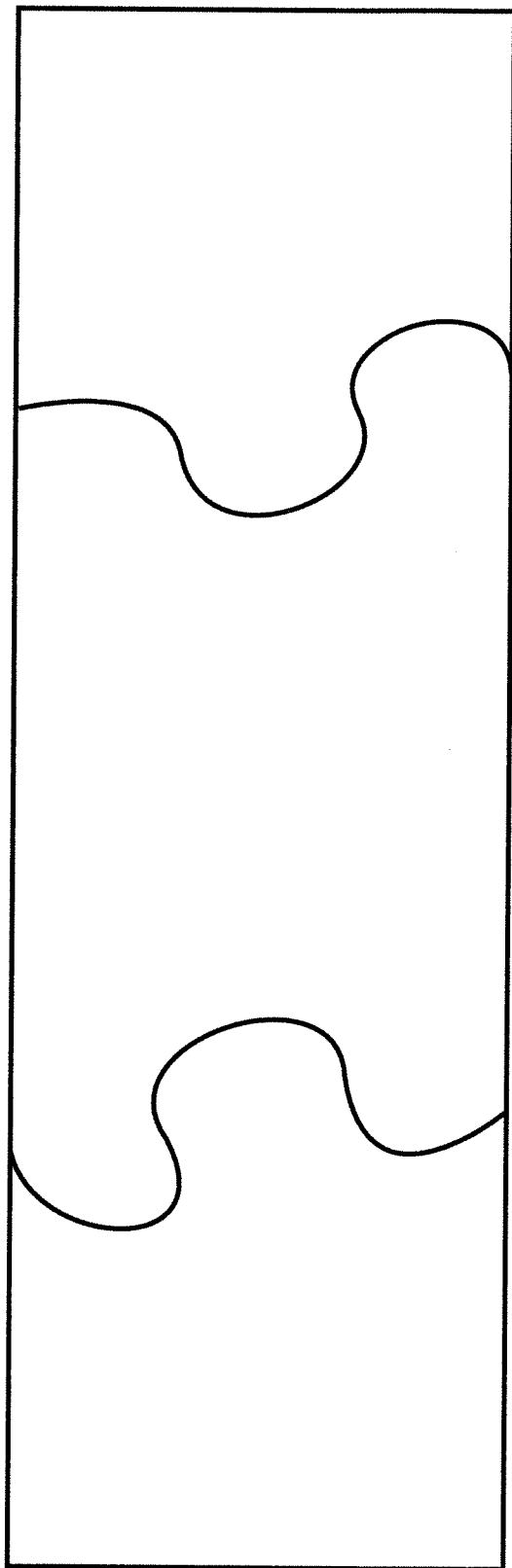
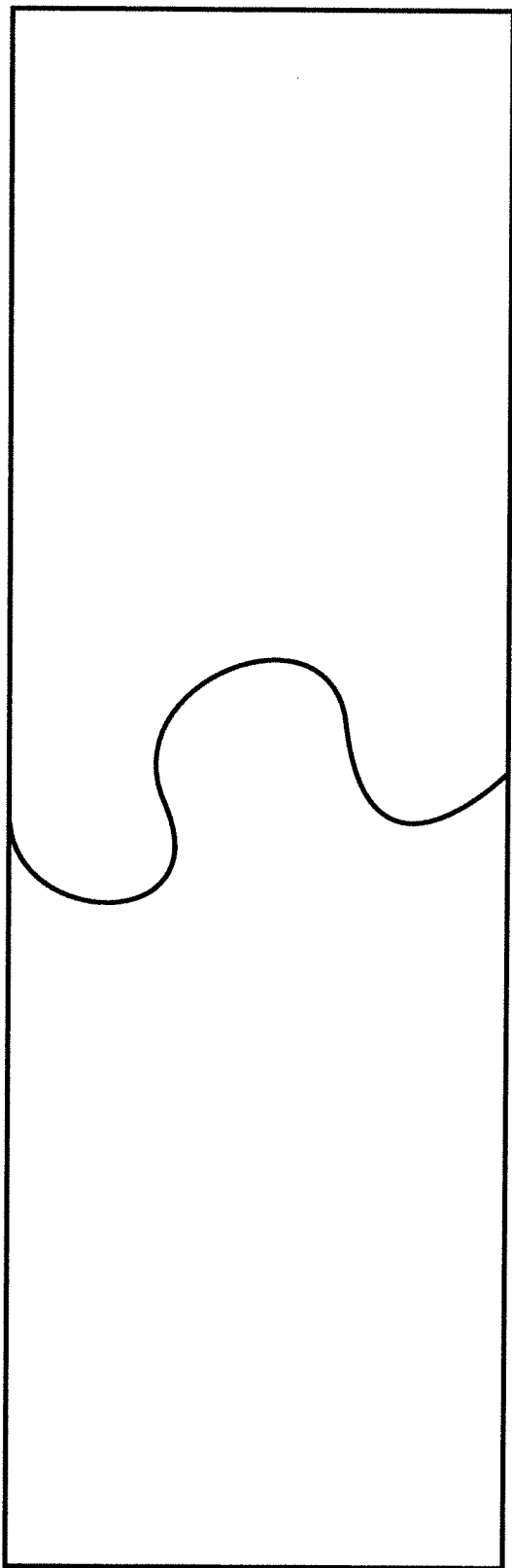
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# 5x5 Grid

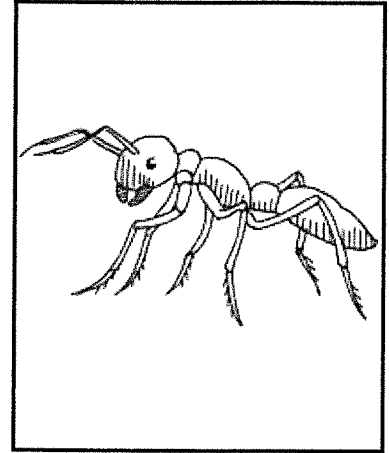
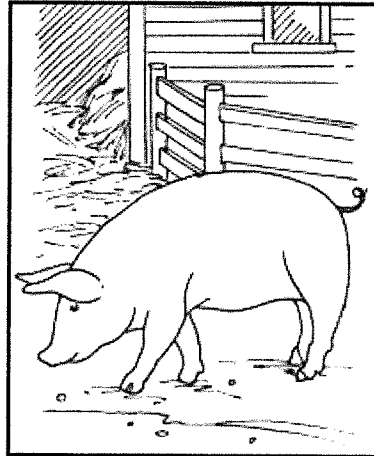
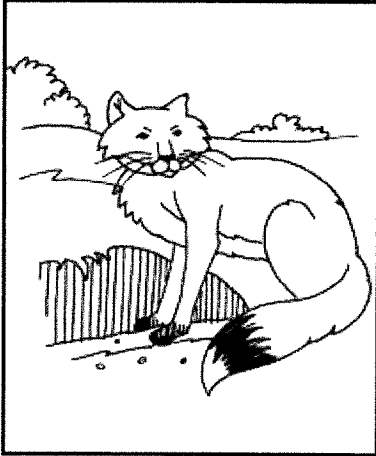


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# Puzzle Pieces



Name \_\_\_\_\_



## This and That

This fox lives on a pond.

That pig lives in a long pen.

This ant lives in a big shack.

## ★ACTIVITY★

Write about  
another animal  
and its home.

Name \_\_\_\_\_

**Fold back the paper along the dotted line.**

**Use the blanks to write each word as it is read aloud.**

**When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

**High-Frequency Words**

1.

2.

3.

4.

5.

6.

7.

8.

1. whip

2. whale

3. catch

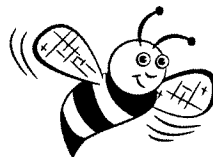
4. match

5. chin

6. graph

7. many

8. around



Name \_\_\_\_\_

The letters ch and tch stand for the sound you hear at the beginning of chip and the end of ditch. The letters wh stand for the sound at the beginning of when. The letters ph stand for the sound at the end of graph.

Read the words in the box. Match each word with a sound-spelling below. Write the word.

whisk  
pitch

chin  
lunch

Phil  
when

graph  
catch

1. wh

2. ch

3. ph

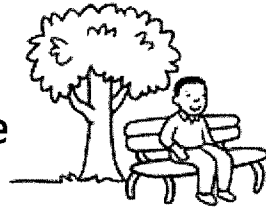
4. tch

Name \_\_\_\_\_

**A. Complete each sentence. Use one of the words in the box.**

walk      many      by      place      around

1. Ned sits \_\_\_\_\_ the tree



2. She has \_\_\_\_\_ socks.



3. This is a good \_\_\_\_\_ to eat.



4. Ed will \_\_\_\_\_ fast.



5. We go \_\_\_\_\_ the rock.



**B. Write your own sentence using a word from the box.**

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

Name \_\_\_\_\_

Reteaching  
**5-5**

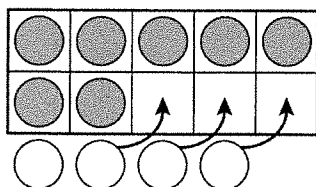
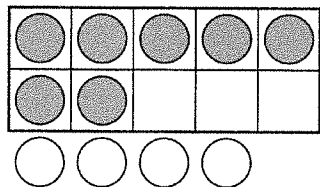
# Making 10 to Add

Making 10 can help you add.

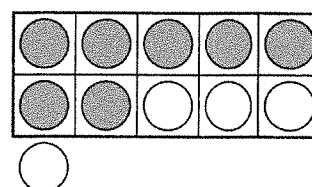
Add 7 + 4.

Make a 10.

7 and 4 more



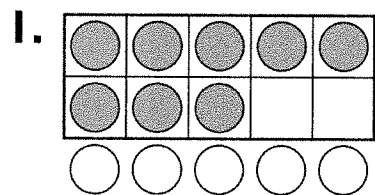
10 and 1 more



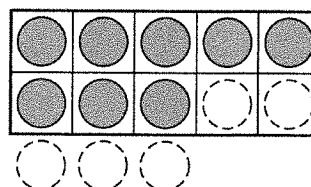
So 7 + 4 and 10 + 1 have the same sum.

$$7 + 4 = \begin{array}{c} \text{||||} \\ \hline \end{array} \text{ and } 10 + 1 = \begin{array}{c} \text{||||} \\ \hline \end{array}$$

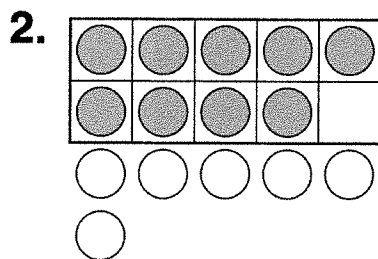
Draw the missing counters. Then write the sums.



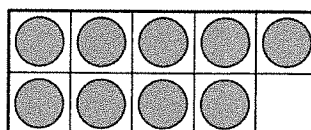
$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$



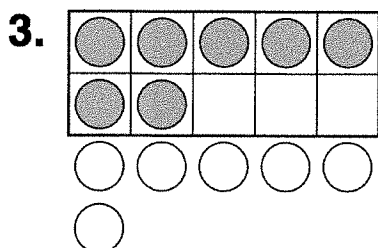
$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$



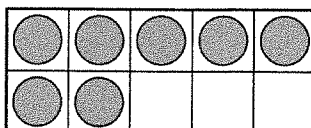
$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

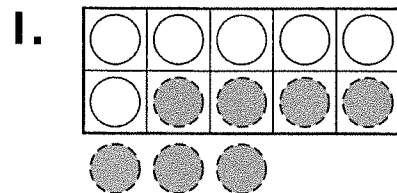
Name \_\_\_\_\_

Practice

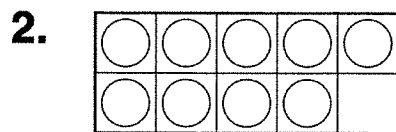
**5-5**

# Making 10 to Add

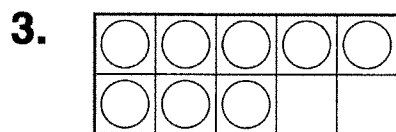
Draw the counters. Then write the sums.



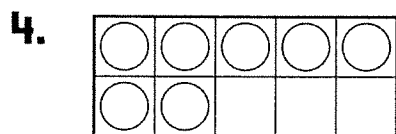
$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array} \qquad \begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$



$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

## Algebra

Find the sum.

5.  $6 + 5 = 10 + 1 = \underline{\hspace{2cm}}$

14

13

12

11

Ⓐ

Ⓑ

Ⓒ

Ⓓ

6.  $9 + 9 = 10 + 8 = \underline{\hspace{2cm}}$

16

17

18

19

Ⓐ

Ⓑ

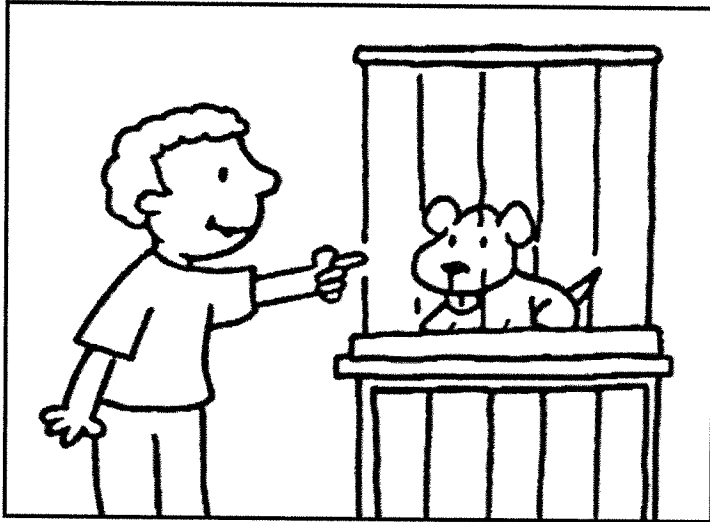
Ⓒ

Ⓓ

Name \_\_\_\_\_

## Phonics

Consonant Digraphs  
sh, th, -ng



### A Pet Shop

I am at a big pet shop.

Rex sits still in this big shop.

I think Rex is sad at the pet shop.

I think I will get Rex!

Rex will live with me.

Rex will run in the grass!



Write about what  
Rex will do next.

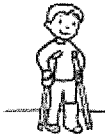
Name \_\_\_\_\_

**A. Use ch or tch to complete the word that names the picture.**

1. \_\_\_\_\_ i n



2. c r u \_\_\_\_\_



3. h a \_\_\_\_\_



4. l u n \_\_\_\_\_



**B. Write wh to complete each word.**

5. \_\_\_\_\_ e n

6. \_\_\_\_\_ i c h

**C. Write ph to complete the word.**

7. g r a \_\_\_\_\_

**D. Write a sentence using a word from above.**

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

Name \_\_\_\_\_

whip  
chin

whale  
graph

catch  
many

match  
around

**Write the spelling words that have 4 letters.**

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

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

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

**Write the spelling words that have 5 letters.**

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

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

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

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

**Write the spelling word that has 6 letters.**

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

Name \_\_\_\_\_

Reteaching  
**5-6**

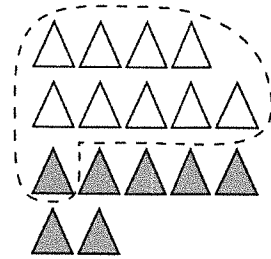
## Making 10 to Add 9

You can make 10 to find  $9 + 7$ .

Draw 9 white triangles and 7 gray triangles.

Circle a group of 10. Count the leftover triangles.

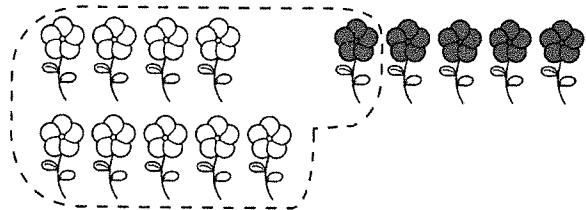
Then complete the number sentence.



$$10 + \overset{6}{\underset{\cdot}{\cdot}{\cdot}{\cdot}{\cdot}} = 16, \text{ so } 9 + 7 = \overset{1}{\underset{\cdot}{\cdot}{\cdot}{\cdot}{\cdot}}6.$$

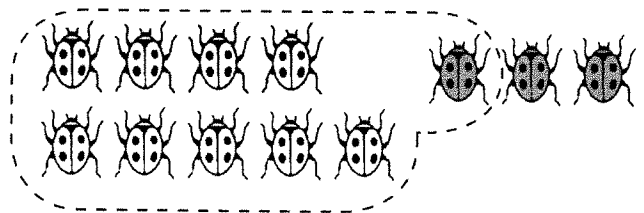
Circle a group of 10. Then write 2 addition sentences.

- Alice picked 9 flowers.  
Tanisha picked 5 flowers.  
How many flowers were  
picked altogether?



$$10 + \underline{\hspace{2cm}} = 14, \text{ so } 9 + 5 = \underline{\hspace{2cm}}.$$

- Paul caught 9 ladybugs.  
Cecil caught 3 ladybugs.  
How many ladybugs were  
caught altogether?



$$10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}, \text{ so } 9 + 3 = \underline{\hspace{2cm}}.$$

## Algebra

- Sam has 9 red pens and 8 blue pens. Circle all the  
ways to show how many pens Sam has in all.

$$9 + 8 \quad 9 + 8 + 7 \quad 1 + 8 + 8 \quad 10 + 7 \quad 10 + 8$$

Name \_\_\_\_\_

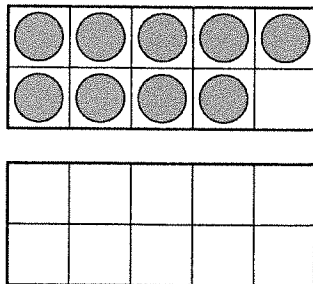
Practice

**5-6**

# Making 10 to Add 9

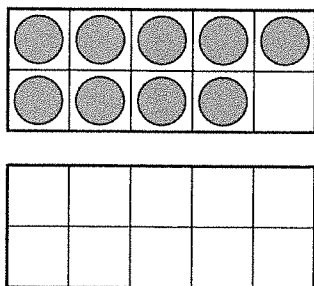
Draw counters to help you add. Write the missing addend.  
Then write the sums.

$$\begin{array}{r} 9 \\ + 3 \\ \hline ? \end{array}$$



$$\begin{array}{r} 10 \\ + \square \\ \hline \square \end{array} \quad \text{so} \quad \begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline ? \end{array}$$



$$\begin{array}{r} 10 \\ + \square \\ \hline \square \end{array} \quad \text{so} \quad \begin{array}{r} 9 \\ + 6 \\ \hline \square \end{array}$$

## Reasoning

Which number answers the riddle?

3. When you add 9 to me, the sum is the same as  $8 + 10$ .

- (A) 10
- (B) 9
- (C) 8
- (D) 7

Name \_\_\_\_\_

**Read the spelling words in the box.**

whip  
chin

whale  
graph

catch  
many

match  
around

**Find the spelling words in the puzzle.  
Draw a circle around each word.**

x	b	l	e	w	h	i	p	s
o	g	r	a	p	h	a	p	k
w	h	a	l	e	v	u	o	s
b	m	t	a	r	o	u	n	d
k	i	x	m	n	e	q	r	w
e	m	a	t	c	h	m	j	r
i	p	h	n	d	j	l	l	a
c	e	o	c	h	i	n	x	e
e	y	v	m	a	n	y	k	u
s	o	r	c	a	t	c	h	t

Name \_\_\_\_\_

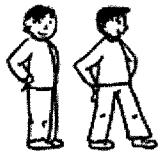
**Irregular plural nouns** use new words to name more than one. They do not end in **-s** or **-es**.

**A. Say the nouns and their plurals.**

child



children



man



men



mouse



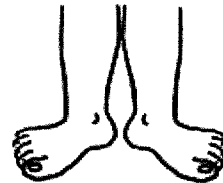
mice



foot



feet

**B. Write an irregular plural noun from above to complete each sentence.**

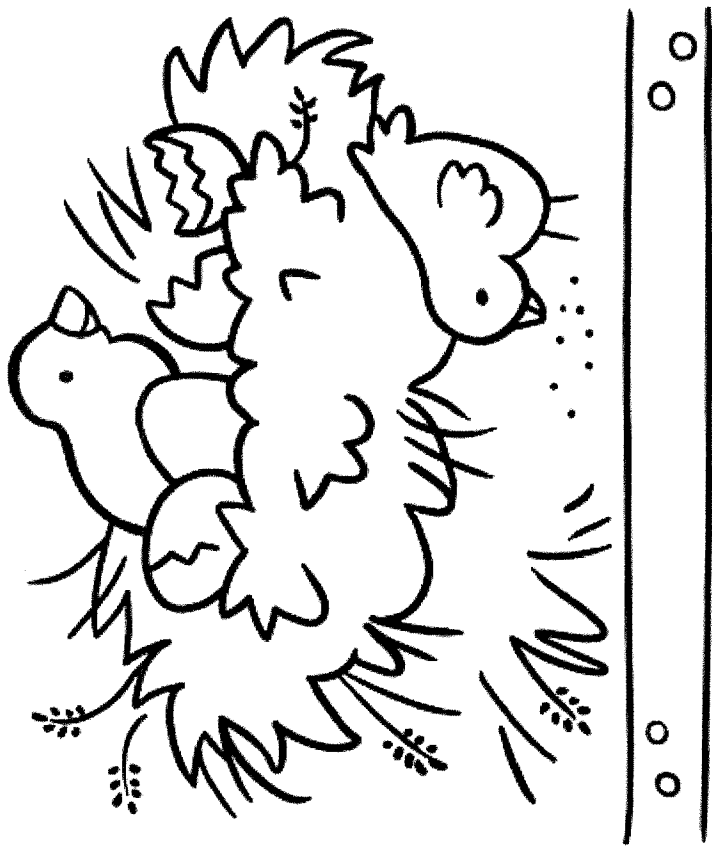
1. The \_\_\_\_\_ can run in the bushes.

2. Three \_\_\_\_\_ swing up and down.

3. The \_\_\_\_\_ plan a trip with a map.

4. Those two \_\_\_\_\_ are big.

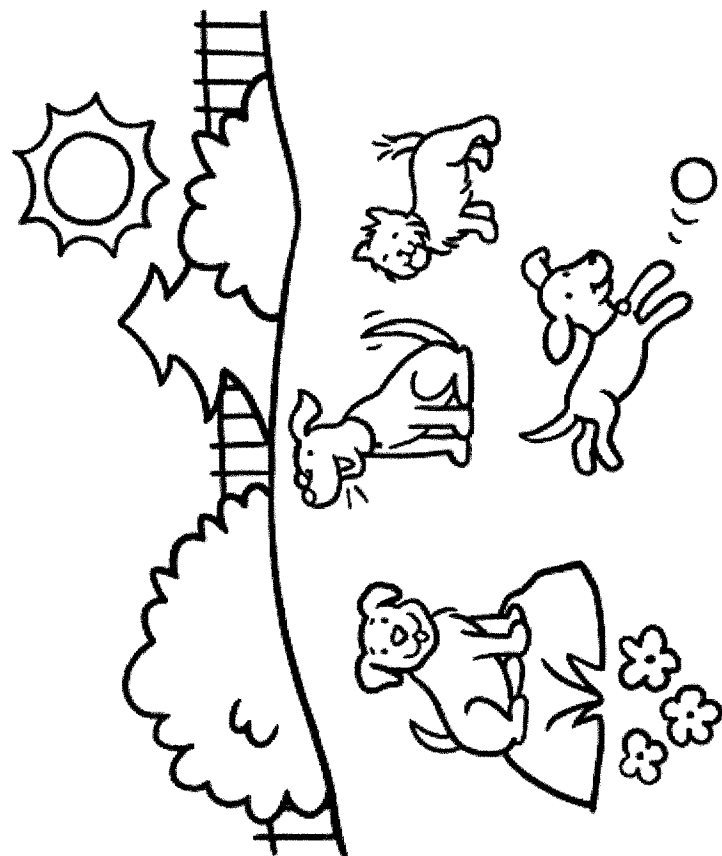
# Look Around



Look around this place.  
Some chicks hatch.

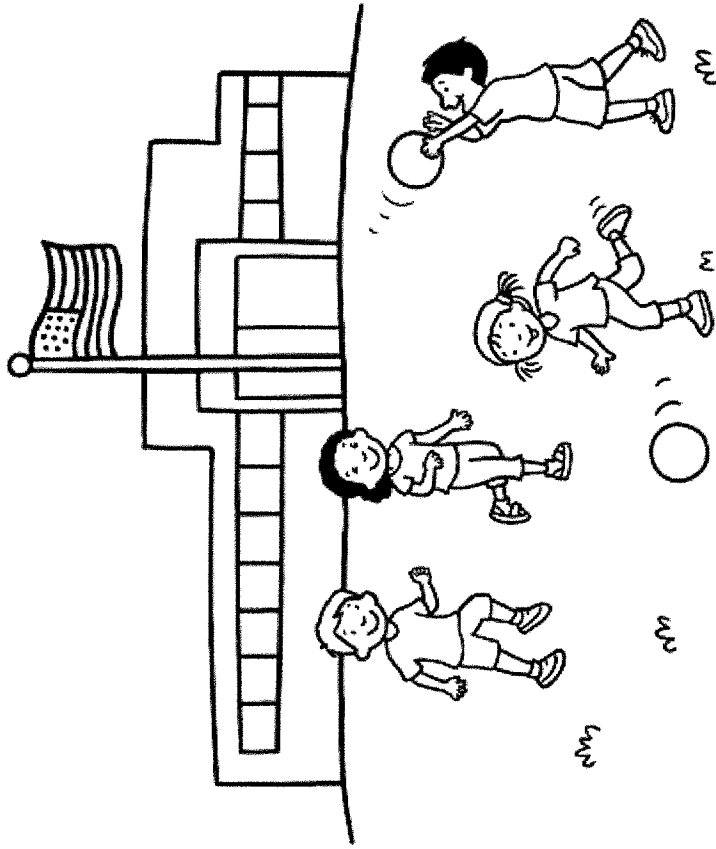
①

Copyright © McGraw-Hill Education



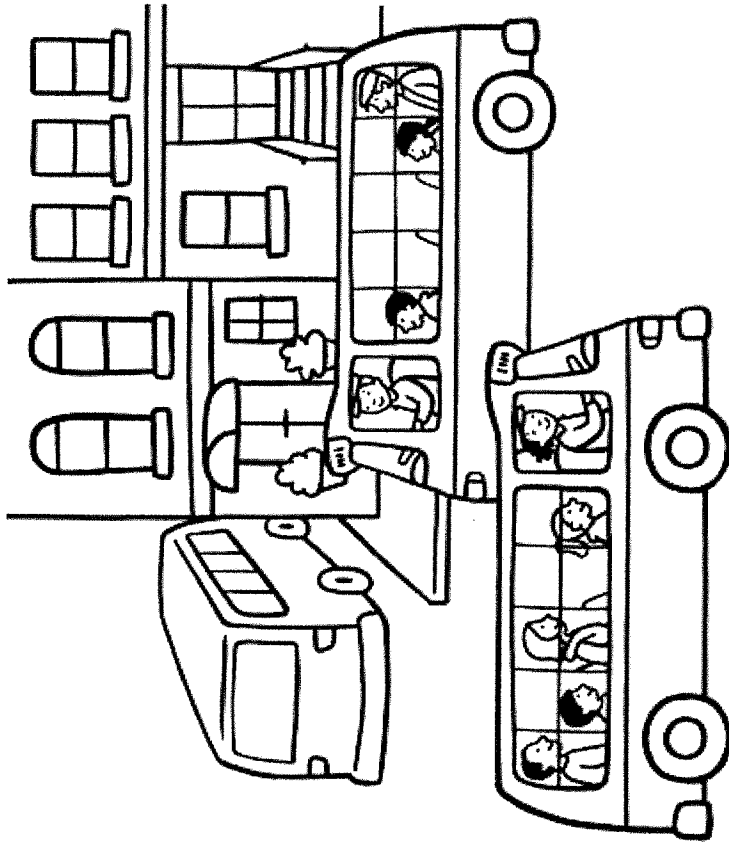
Look around this place.  
Many dogs fetch.

④



Look around this place.  
Many kids play catch.

②



Look around this place.  
Lots of buses whiz by.

③

Name \_\_\_\_\_

**Read the story and follow the directions.**

**1. Write the word that tells you what chicks do.**

\_\_\_\_\_

-----

\_\_\_\_\_

**2. Write the word that tells what kids play.**

\_\_\_\_\_

-----

\_\_\_\_\_

**3. Write what buses do.**

\_\_\_\_\_

-----

\_\_\_\_\_

**4. Write the main topic of "Look Around."**

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

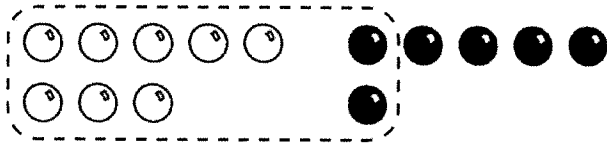
Reteaching

**5-7**

# Making 10 to Add 8

You can make 10 to find  $8 + 6$ .

Draw 8 white marbles and 6 black marbles.



Circle a group of 10. Count the leftover marbles.

Then complete the number sentence.

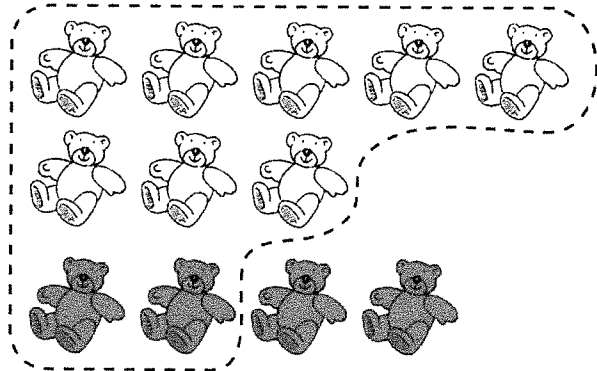
$$10 + \underline{4} = 14, \text{ so } 8 + 6 = \underline{14}.$$

Circle a group of 10. Then write 2 addition sentences.

1. Kim has 8 white toy bears.

Tia has 4 gray toy bears.

How many bears do they have in all?

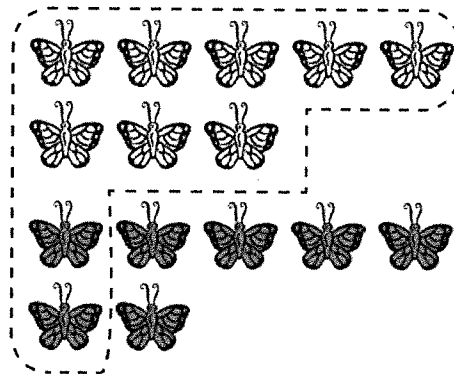


$$10 + \underline{\quad\quad\quad} = 12, \text{ so } 8 + 4 = \underline{\quad\quad\quad}.$$

2. Tamika caught 8 butterflies.

Cecil caught 7 butterflies.

How many butterflies were caught altogether?



$$10 + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}, \text{ so } 8 + 7 = \underline{\quad\quad\quad}.$$

Name \_\_\_\_\_

Practice

**5-7**

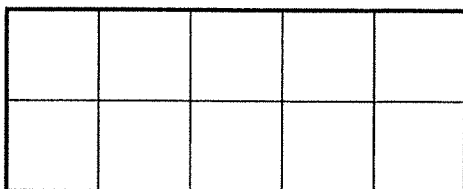
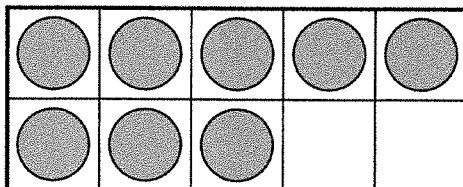
# Making 10 to Add 8

Draw counters to help you add.

Write the missing addend.

Then write the sums.

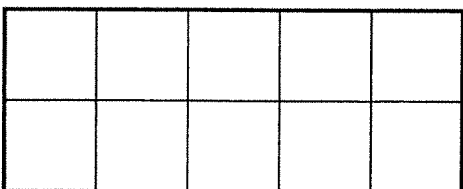
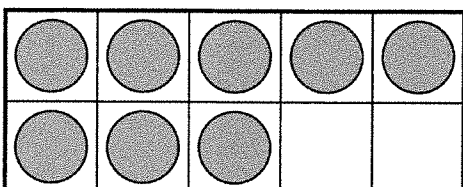
1. 
$$\begin{array}{r} 8 \\ + 6 \\ \hline ? \end{array}$$



10 
$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

so 
$$\begin{array}{r} 8 \\ + 6 \\ \hline \square \end{array}$$

2. 
$$\begin{array}{r} 8 \\ + 3 \\ \hline ? \end{array}$$



10 
$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

so 
$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$$

## Algebra

Find the sum.

3.  $8 + 4 = 10 + 2 = \underline{\hspace{2cm}}$

11  
Ⓐ

12  
Ⓑ

13  
Ⓒ

14  
Ⓓ

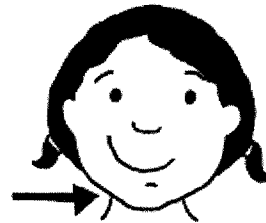
Name \_\_\_\_\_

**A. Circle the word that is spelled correctly.  
Then write the word.**

wale                  whale  
\_\_\_\_\_  
-----  
1. \_\_\_\_\_



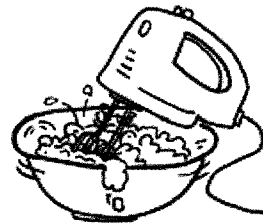
chin                  tchin  
\_\_\_\_\_  
-----  
2. \_\_\_\_\_



catch                  cach  
\_\_\_\_\_  
-----  
3. \_\_\_\_\_



hwip                  whip  
\_\_\_\_\_  
-----  
4. \_\_\_\_\_



**B. Write the word from the box that is spelled correctly  
to complete the sentence.**

arund	around
-------	--------

5. The bus went \_\_\_\_\_ the block.

Name \_\_\_\_\_

Add the ending -es to naming words that end in ss, z, x, sh, and ch to make them mean "more than one."

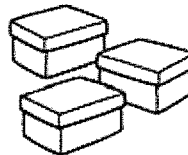
dish + es = dishes

**A. Add -es to make the word mean "more than one."**

1. peach



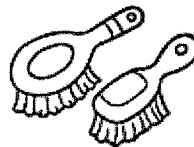
2. box



3. dress



4. brush



**B. Circle the word that means "more than one."**

5. glass

glasses

6. foxes

fox



# Homes Around the World

This is a good home for a wet place. There is a lot of water here. The stilts help keep this home dry.

This home is  
made of wood.



©Upperhall Ltd/Robert Harding World Imagery/Corbis

Reread and use the prompts to take notes in the text.

Underline the word that tells what kind of place this is.

Draw a box around the word that tells what the home is made of.

Circle the clues that help you know what *stilts* mean.

Draw an arrow from the word *stilts* to one of the stilts in the picture.



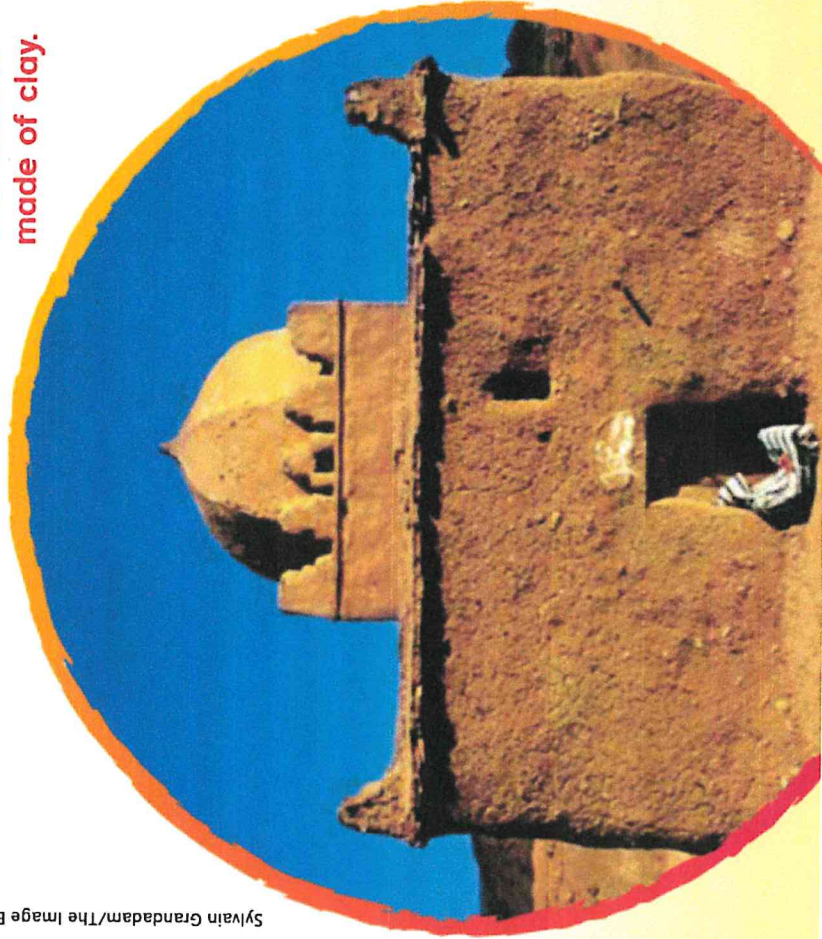
Talk with a partner about why this is a good home for a wet place. Discuss wet places where you might find a home like this.



This is a good home for a hot place. There is a lot of clay in this place. People use it to build homes. Clay keeps the home cool inside.

Sylvain Grandadam/The Image Bank/Getty Images

This home is  
made of clay.



Underline the word that tells what kind of place this is.

What is there a lot of in this place?  
Write the word here:

---

---

---

Underline the sentence that tells what people here do with clay.



Talk with a partner about where in the world this home might be. Use your notes and the picture for clues.



### Quick Tip

Captions tell me about what I see in the photographs.

**?** Why is “Homes Around the World” a good title for this selection?



**Talk About It** Reread the selection. Talk about what makes each home special.

**Text Evidence** Write how the homes on pages 44–45 are good homes for where they are.

Why is the home on page 44 a good home for a wet place?	
Why is the home on page 45 a good home for a hot place?	

**Write** “Homes Around the World” is a good title because

---



---



---

Name \_\_\_\_\_

Reteaching

**5-8**

# Adding Three Numbers

When you add 3 numbers, look for facts you know.  
Then add the other number.

6 + 4 = 10

10 + 3 = 13

13

The numbers  
are in a  
different order.

3 + 6 = 9

9 + 4 = 13

13

The sum is the same.

Find each sum. Add the circled numbers first.  
Then add the other number.

1.

5 + 5 = 10

10 + 2 = 12

2 + 5 = 7

7 + 5 = 12

2.

3 + 6 = \_\_\_\_

\_\_\_\_ + 4 = \_\_\_\_

6 + 4 = \_\_\_\_

\_\_\_\_ + 3 = \_\_\_\_

3.

9 + 4 = \_\_\_\_

\_\_\_\_ + 7 = \_\_\_\_

4 + 7 = \_\_\_\_

\_\_\_\_ + 9 = \_\_\_\_

Name \_\_\_\_\_

Practice

**5-8**

# Adding Three Numbers

Circle 2 numbers to add first.

Write their sum in the box.

Then write the sum of all 3 numbers.

1.

$$\begin{array}{r} 8 \\ 3 \\ + 2 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 7 \\ 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 1 \\ + 5 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 6 \\ 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 5 \\ + 7 \\ \hline \end{array}$$

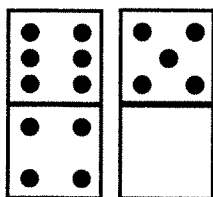
$$\begin{array}{r} 2 \\ 8 \\ + 7 \\ \hline \end{array}$$

## Spatial Thinking

Add the dots on the dominoes.

What is the sum?

3.



(A) 17

(B) 15

(C) 13

(D) 11

## Algebra

Find the missing number.

$$4. 8 + \underline{\quad} + 7 = 19$$

(A) 2

(B) 3

(C) 4

(D) 5

Name \_\_\_\_\_

whip  
graph

whale  
shop

catch  
with

match  
many

chin  
around

**Circle the spelling word in each row.  
Then write the spelling word.**

1. then      went      with

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. wind      whale      drill

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. dish      shop      this

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. under      patch      many

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. whip      when      sing

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. shell      graph      grab

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. around      all      like

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. come      catch      school

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

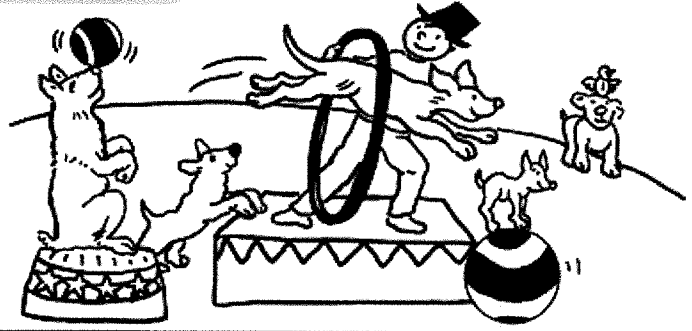
Name \_\_\_\_\_

A sentence begins with a capital letter.

A statement ends with a period.

**Write each sentence correctly.**

1. the dogs are in a show



---

---

---

2. bob's dog can beg

---

---

---

3. that dog can jump

---

---

---

4. The childs can have fun

---

---

---

5. one dog makes a mess?

---

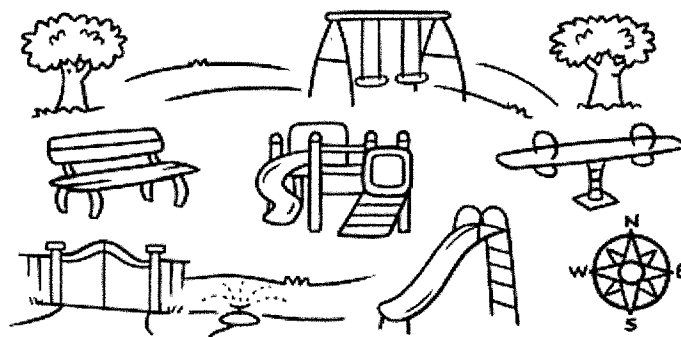
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---

Name \_\_\_\_\_

A **map** shows where places are found. North, south, east, and west are **directions**. They are shown on a compass. Use directions to tell where things are.

Look at the map. Circle the answer to each question.



1. Is the slide north or south of the swings?  
north      south
2. What is west of the slide?  
bench      see-saw
3. What is north of the bench?  
gate      tree

Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add supporting details.**

**Draft Model**

Open the door and walk inside. Turn down the hallway. There is the lunchroom.

1. What are the directions about?
2. How do the directions help you find your way?
3. What supporting details could you add to the directions?

**B. Now revise the draft by adding supporting details to the directions.**

---

---

---

---

---

---

---

---

---

---

Name \_\_\_\_\_

Quick Check

**5-5**

1. Which completes the number sentence?

$$9 + 6 = 10 + \underline{\hspace{2cm}} = 15$$

(A) 9

(C) 6

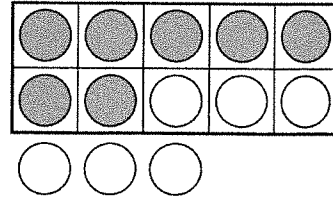
(B) 8

(D) 5

2. Selena wrote 7 valentines.

Ron wrote 6 valentines.

Which addition fact can help you find how many valentines in all?



(A)  $10 + 7 = 17$

(C)  $10 + 4 = 14$

(B)  $10 + 6 = 16$

(D)  $10 + 3 = 13$

3. Pick 2 numbers from the box.

Draw a picture to show how you would make a 10 to add the numbers you picked. Then write 2 addition sentences.

$$10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

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

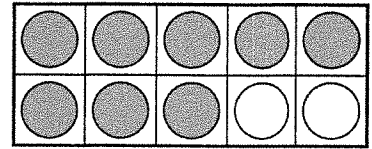
5      6      7      8      9

Name \_\_\_\_\_

Quick Check

**5-7**

1. Bob blew up 8 blue balloons.  
Jane blew up 9 red balloons.  
How many more counters do you  
need to show how many balloons in all?



- (A) 9  
(B) 8  
(C) 7  
(D) 1
2. Which 2 facts have the same sum?
- (A)  $10 + 4$  and  $8 + 6$   
(B)  $10 + 6$  and  $8 + 6$   
(C)  $10 + 8$  and  $8 + 9$   
(D)  $10 + 7$  and  $8 + 8$

**3. Writing in Math**

Pick 1 number from the box.

5    6    7    8    9

Use words, numbers, or  
pictures to tell how you  
would make a 10 to add 8 to  
the number you picked.

Then write 2 addition sentences.

$10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 8 = \underline{\hspace{2cm}}$

# Play a Game




**Start** 

Get a . Get 20 red squares.

Give one game board to each player. Take turns.

**Try**

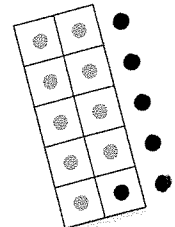
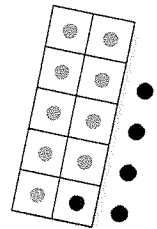
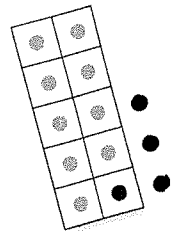
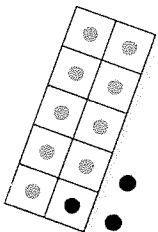
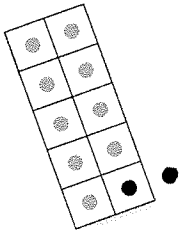
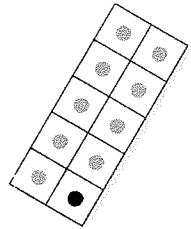
Toss the  to see what number you will add to 9.

Then find an addition fact with ten that helps you get the answer.

Cover the fact if you see it on your game board.

9 +

Put  
cube  
here.



**Player 1**

$10 + 3$	$10 + 4$
$10 + 2$	$10 + 1$
$10 + 5$	$10 + 3$
$10 + 1$	$10 + 5$
$10 + 2$	$10 + 0$

**Player 2**

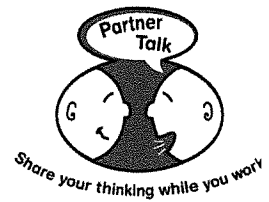
$10 + 1$	$10 + 3$
$10 + 5$	$10 + 0$
$10 + 2$	$10 + 1$
$10 + 3$	$10 + 4$
$10 + 5$	$10 + 2$

To win, cover one column on your game board!

**Try Again**

Play again!

# Look and See



**Start** Get and .

Get 12 squares. Cover the numbers.

**Try** Uncover a number. Which three numbers have this sum?  
Show your answer below with tiles.  
Ask your partner to show three numbers that have the same sum.  
Remove the tiles. Take turns until all the numbers are uncovered.

8 15 9 13 11 17  
12 7 10 18 16 14

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \underline{\phantom{000}}$$

Sum

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \underline{\phantom{000}}$$

Sum

**Try Again** Talk about which numbers you add first and why.



Economics



## READ & DO

### The Grasshopper's Choice

A grasshopper chose to play. An ant chose to work. Could the grasshopper learn from the ant?

The sun was shining. It was a hot summer day. A grasshopper sang and danced. He loved making music.

An ant passed by. He was carrying corn to his nest. The ant was working very hard.

The grasshopper said, "Ant, why do you work so hard? Come and play!"

The ant said, "I am too busy. I need to store food for the winter. You should be storing food, too."

The grasshopper laughed. He nibbled a green leaf. "I have all the food that I need," he said. "Winter is far away. I want to have fun."

Summer passed. The ant chose to spend his days working. He filled his nest with food for winter.

The grasshopper chose to spend his days playing music. He danced and ate leaves all day long.

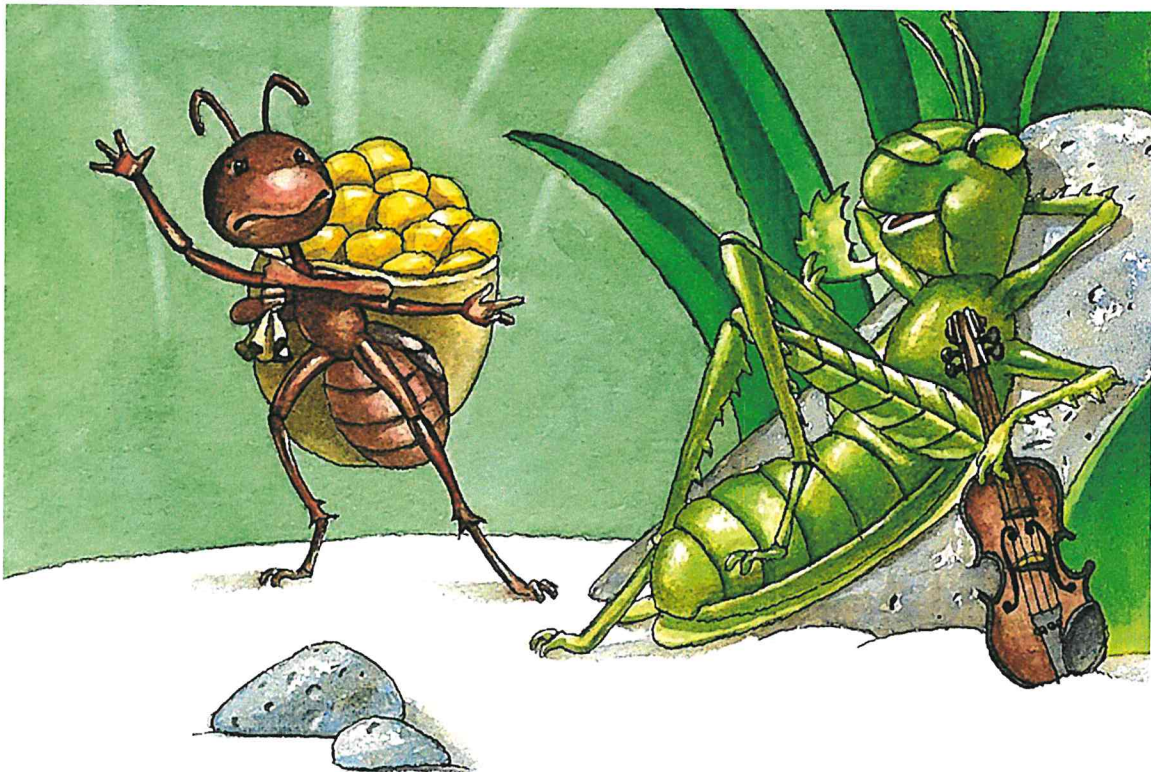
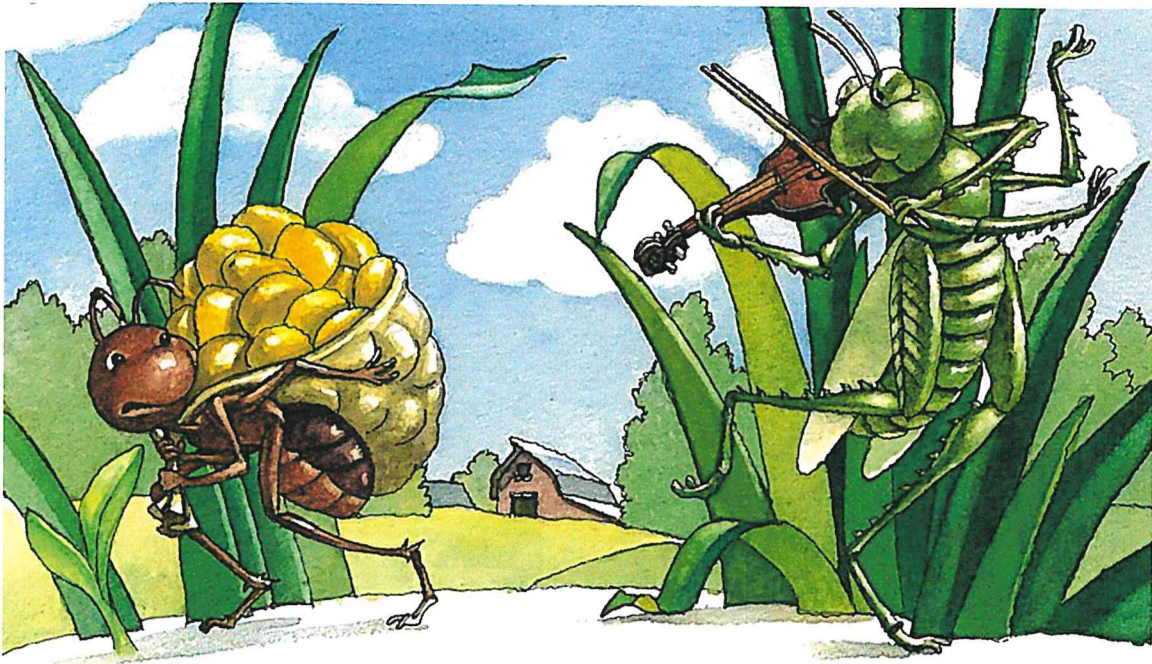
Winter came. Food was hard to find. The grasshopper was so hungry!

Down in their nest, the ants shared the food they had stored all summer.

The grasshopper was very sad. If only he had listened to the ant!

There is a time to work and a time to play. You must choose wisely between today's wants and tomorrow's

needs.



WHY IS IT IMPORTANT ...

---

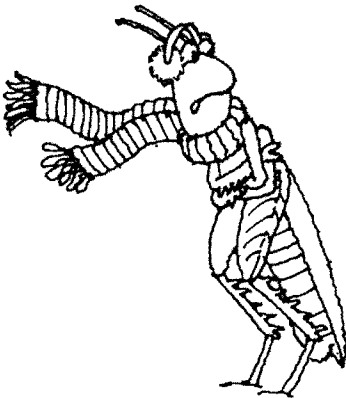


It is summer. What is the grasshopper doing?



I am \_\_\_\_\_.

Now it is winter. How does the grasshopper feel?



I am \_\_\_\_\_.

What lesson did the grasshopper learn from the ant?

---



---

Think of a different lesson.

Let's say the ant learned from the grasshopper.

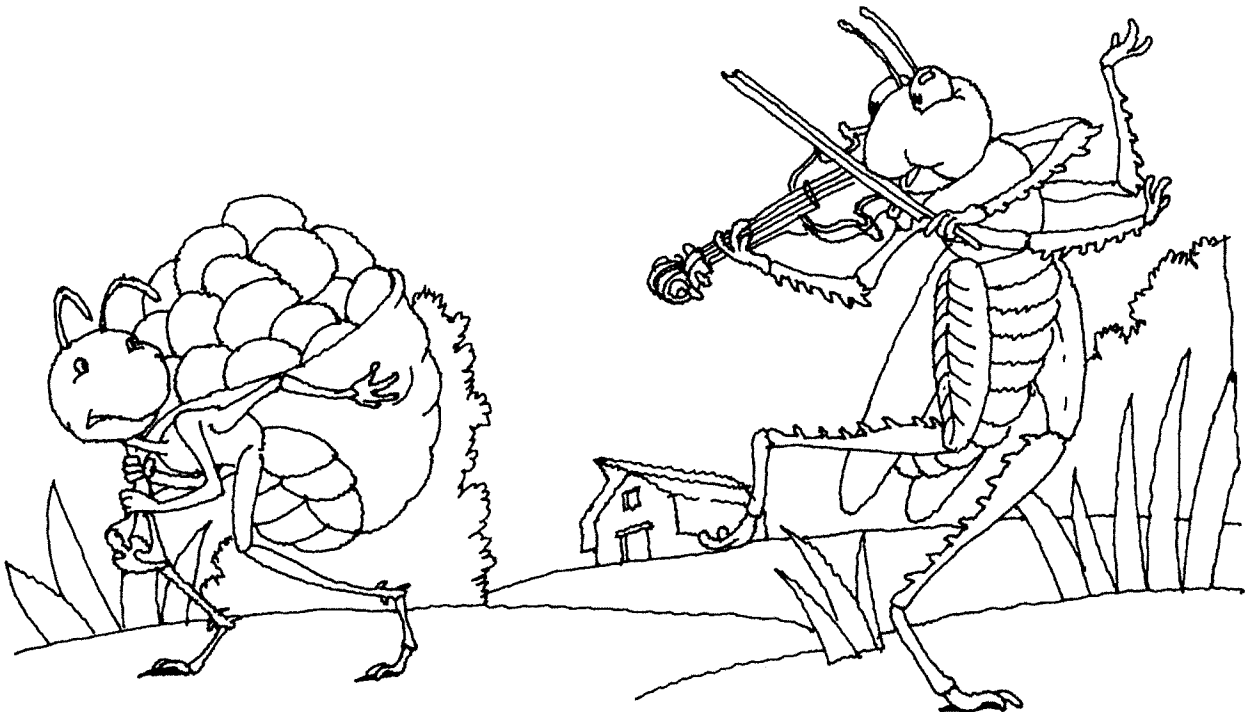
The grasshopper was good at something.

What was it? What could the ant have learned?

I am good at \_\_\_\_\_.

I can help you learn \_\_\_\_\_

\_\_\_\_\_.



# Grade 1 Twig Science

## Week 2

### Module 1: Museum of Leafology

This week you will read an exciting text and respond to some questions. It's only available online.

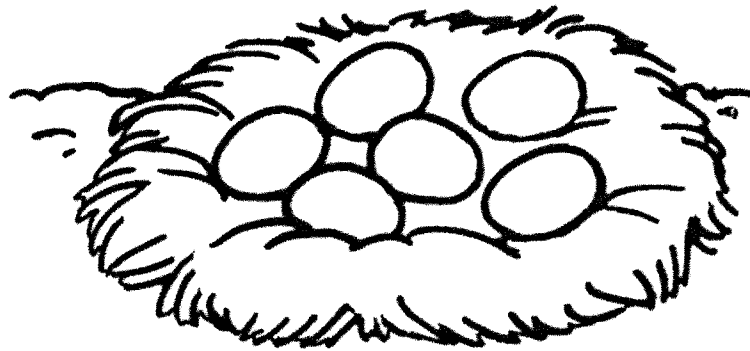
	To access science reading online:
<b>Step 1</b>	Type this in your Internet browser:  <b>bit.ly/g1m1science</b>
<b>Step 2</b>	Scroll to the bottom
<b>Step 3</b>	<u>Choose your reading level:</u>  Diamond: ◇ On Level (available in Spanish)  Triangle: ▲ Advanced Level  Circle: ● Below Level  Square: ■ English Learner
<b>Step 4</b>	Click on the word "Read" or "Español"

<b>Book Title: "Our Leafy Friends"</b>	
<b>Read Chapter 1 and Chapter 2</b>	
<b>Answer these questions after reading:</b>	<p>What are the main ideas?</p> <p>What was something interesting that you learned?</p> <p>What is something you are wondering about?</p>

Name \_\_\_\_\_

## Phonics

Consonant Digraphs  
ch, -tch, wh, ph



### Chip's Chicks

Chip has a lot of eggs.

Chip can watch the eggs.

Can the chicks hatch?

Hatch, chicks, hatch!

### ★ACTIVITY★

Write about how  
an egg hatches.

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

**High-Frequency Words**

1.

\_\_\_\_\_  
-----  
\_\_\_\_\_

1. make

2.

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. take

3.

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. came

4.

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. game

5.

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. gate

6.

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. late

7.

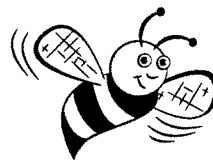
\_\_\_\_\_  
-----  
\_\_\_\_\_

7. some

8.

\_\_\_\_\_  
-----  
\_\_\_\_\_

8. today



Name \_\_\_\_\_

The word **at** has a short **a** sound.

Add **e** to the end to make **ate**.

The **a\_e** spelling makes the long **a** sound in **ate**.

**A. Read the words in the box. Listen for the long a sound. Write the word that names each picture.**

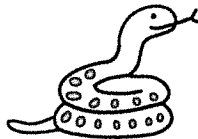
gate

tape

snake

grape

1.



2.



3.



4.



**B. Write your own sentence using a word from the box.**

5.

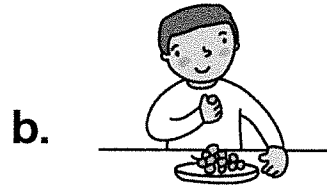
Name \_\_\_\_\_

Match each sentence to the picture.

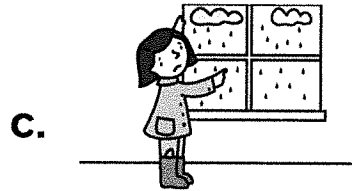
1. I can not go out **today**.



2. He can have **some** grapes.



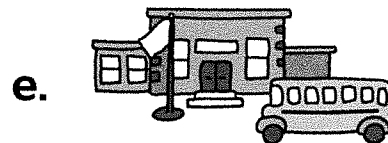
3. This is the **way** to camp.



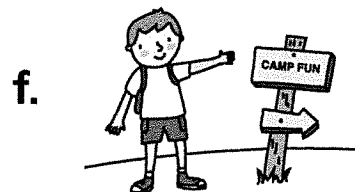
4. I see the school **now**.



5. **Why** is the pup sad?



6. I can put this **away**.



Name \_\_\_\_\_

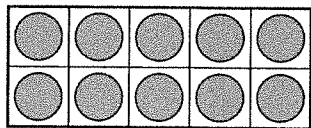
Reteaching

**7-1**

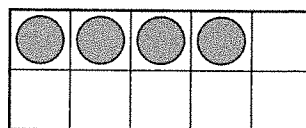
# Making Numbers 11 to 19

Write each number as 10 and some left over.

This shows 10.

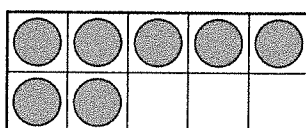
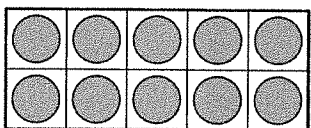


This shows 4 left over.



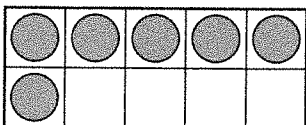
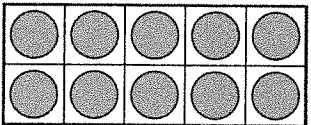
14 is 10 and 4.

1.



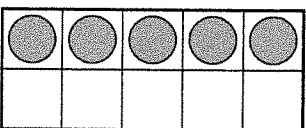
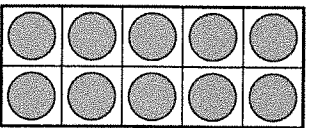
17 is 10 and 7.

2.



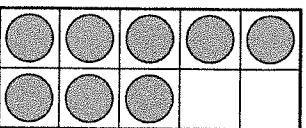
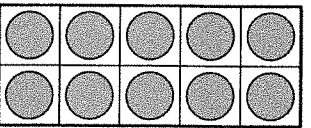
16 is \_\_\_\_\_ and 6.

3.



15 is \_\_\_\_\_ and \_\_\_\_\_.

4.



18 is \_\_\_\_\_ and \_\_\_\_\_.

Name \_\_\_\_\_

Practice

**7-1**

## Making Numbers 11 to 19

Write each number as 10 and some ones.

1. twelve 12 is 10 and 2.

2. eighteen 18 is \_\_\_\_\_ and \_\_\_\_\_.

3. fourteen 14 is \_\_\_\_\_ and \_\_\_\_\_.

4. eleven 11 is \_\_\_\_\_ and \_\_\_\_\_.

5. seventeen 17 is \_\_\_\_\_ and \_\_\_\_\_.

6. nineteen 19 is \_\_\_\_\_ and \_\_\_\_\_.

7. sixteen 16 is \_\_\_\_\_ and \_\_\_\_\_.

### Algebra

8. Which is the missing number?

13 is 10 and \_\_\_\_\_.

- (A) 1
- (B) 2
- (C) 3
- (D) 10

9. Which is the missing number?

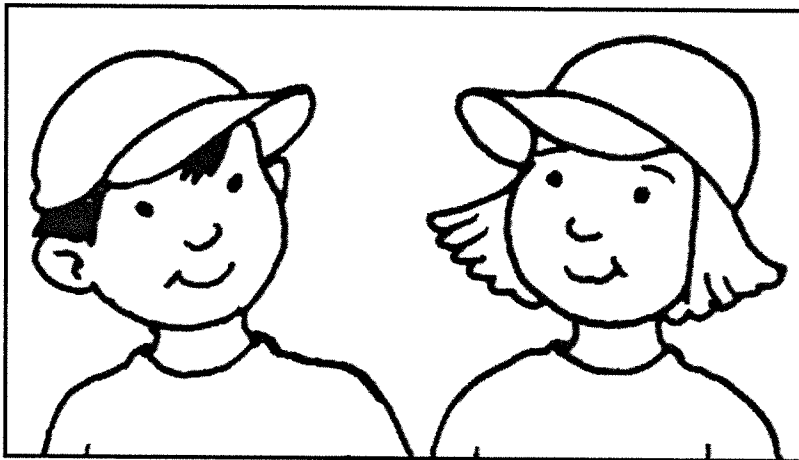
15 is \_\_\_\_\_ and 5.

- (A) 10
- (B) 5
- (C) 3
- (D) 1

Name \_\_\_\_\_

## Phonics

Consonant Digraphs  
ch, -tch, wh, ph



### Chad and Me

"When can we catch?" I ask.

"Where can we find a bat?"

"I can ask," said Chad.

"Not yet!"

### ★ACTIVITY★

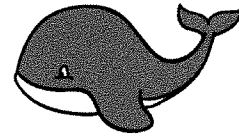
Write three words  
that start with *wh*.

Name \_\_\_\_\_

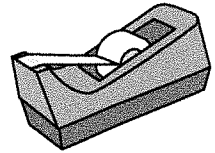
Use the words in the box to complete the sentences.

late    shape    lake    chase    whale    tape

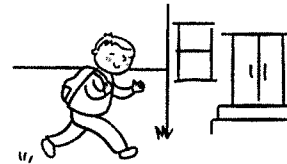
1. A \_\_\_\_\_ can swim.



2. Tam can use \_\_\_\_\_ on the box.



3. Ken is \_\_\_\_\_ for school.



4. What \_\_\_\_\_ is this?



5. I see hills by the \_\_\_\_\_.



6. Jen will \_\_\_\_\_ me.



Name \_\_\_\_\_

**Read the words. Say each word.**

make  
gate

take  
late

came  
some

game  
today

**Complete each spelling word with the letters a and e.**

1. l \_\_\_\_\_ t \_\_\_\_\_

2. m \_\_\_\_\_ k \_\_\_\_\_

3. c \_\_\_\_\_ m \_\_\_\_\_

4. g \_\_\_\_\_ t \_\_\_\_\_

5. t \_\_\_\_\_ k \_\_\_\_\_

6. g \_\_\_\_\_ m \_\_\_\_\_

**Complete each spelling word with the letter o.**

7. s \_\_\_\_\_ me

8. t \_\_\_\_\_ day

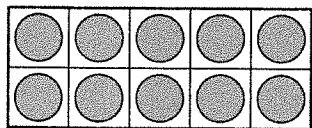
Name \_\_\_\_\_

Reteaching

**7-2**

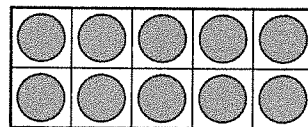
## Using Numbers 11 to 19

This shows 12.



Count 10, 11, 12.

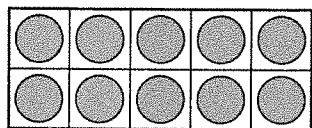
This shows **2 more** than 12.



Count 10, 11, 12, 13, 14.

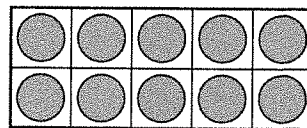
**2 more** than 12 is 14.

This shows 13.



Count 10, 11, 12, 13.

This shows **2 fewer** than 13.

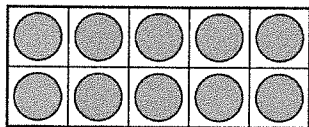


Count 10, 11.

**2 fewer** than 13 is 11.

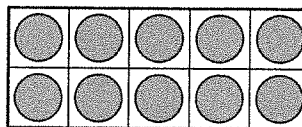
Write the numbers.

1.



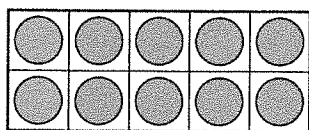
2 more than 13 is 15.

2.



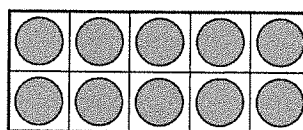
1 fewer than 13 is \_\_\_\_\_.

3.



2 fewer than 14 is \_\_\_\_\_.

4.



1 more than 10 is \_\_\_\_\_.

Name \_\_\_\_\_

Practice

**7-2**

## Using Numbers 11 to 19

Write the numbers.

1. twelve \_\_\_\_\_ 1 more \_\_\_\_\_ 1 fewer \_\_\_\_\_

.....

2. seventeen \_\_\_\_\_ 2 more \_\_\_\_\_ 2 fewer \_\_\_\_\_

.....

3. fifteen \_\_\_\_\_ 2 more \_\_\_\_\_ 2 fewer \_\_\_\_\_

.....

4. seventeen \_\_\_\_\_ 1 more \_\_\_\_\_ 1 fewer \_\_\_\_\_

.....

5. thirteen \_\_\_\_\_ 2 more \_\_\_\_\_ 2 fewer \_\_\_\_\_

.....

### Number Sense

6. Jeff has 16 checkers.  
His friend gives him  
2 more checkers.  
Which number tells how  
many checkers he has now?

(A) 14  
(B) 15  
(C) 17  
(D) 18

### Reasonableness

7. There are 12 birds in  
the tree.  
1 bird flies away.  
Which tells how many  
birds are left in the tree?

(A) less than 10  
(B) between 10 and 12  
(C) between 12 and 15  
(D) more than 12

Name \_\_\_\_\_

**Read each word. Say each word.**

make  
gate

take  
late

came  
some

game  
today

**A. Use the clues to write a spelling word on the line.**

1. starts like **cat** + ends like **name**

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. starts like **ten** + ends like **bake**

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. starts like **get** + ends like **date**

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. starts like **man** + ends like **lake**

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. starts like **gas** + ends like **same**

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. starts like **lid** + ends like **rate**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**B. Write the spelling word on the line.**

7. today

\_\_\_\_\_  
-----  
\_\_\_\_\_

8. some

\_\_\_\_\_  
-----  
\_\_\_\_\_

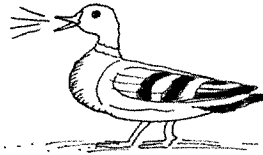
Name \_\_\_\_\_

A **verb** is a word that shows action.

Write a verb from the box to complete each sentence.  
The pictures can help.

pull      runs      hangs      skate      quacks

1. That duck \_\_\_\_\_ a lot!



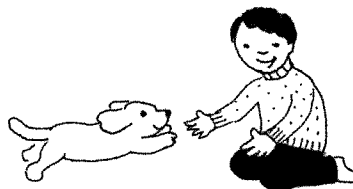
2. I can \_\_\_\_\_ it up the hill.



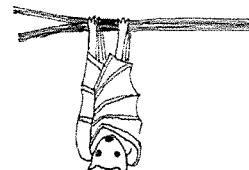
3. Ann and Cam \_\_\_\_\_ on the lake.



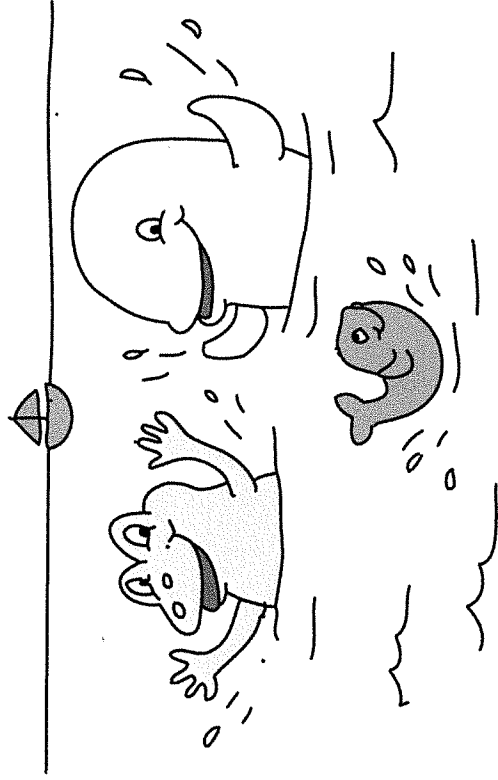
4. My pup \_\_\_\_\_ to me.



5. This bat \_\_\_\_\_ on the tree.

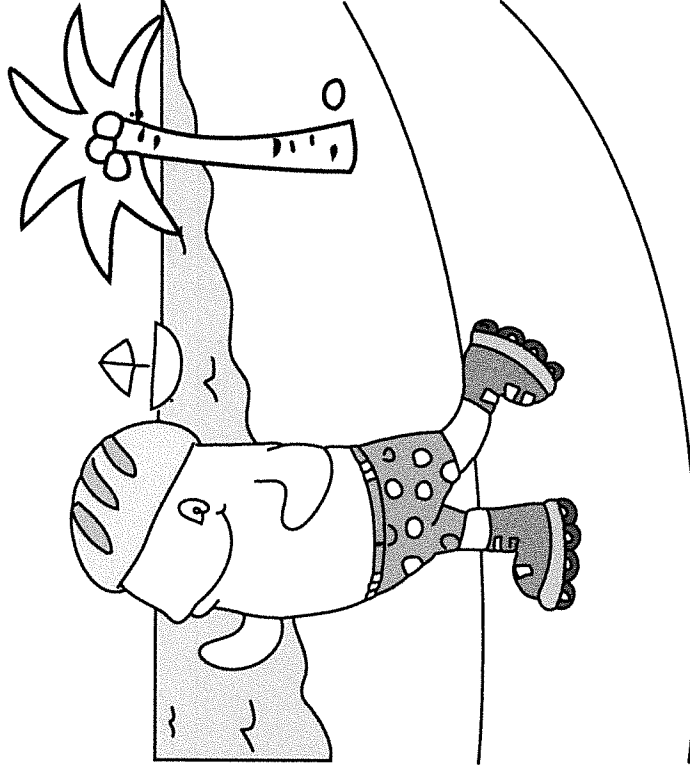


# Whale at the Lake



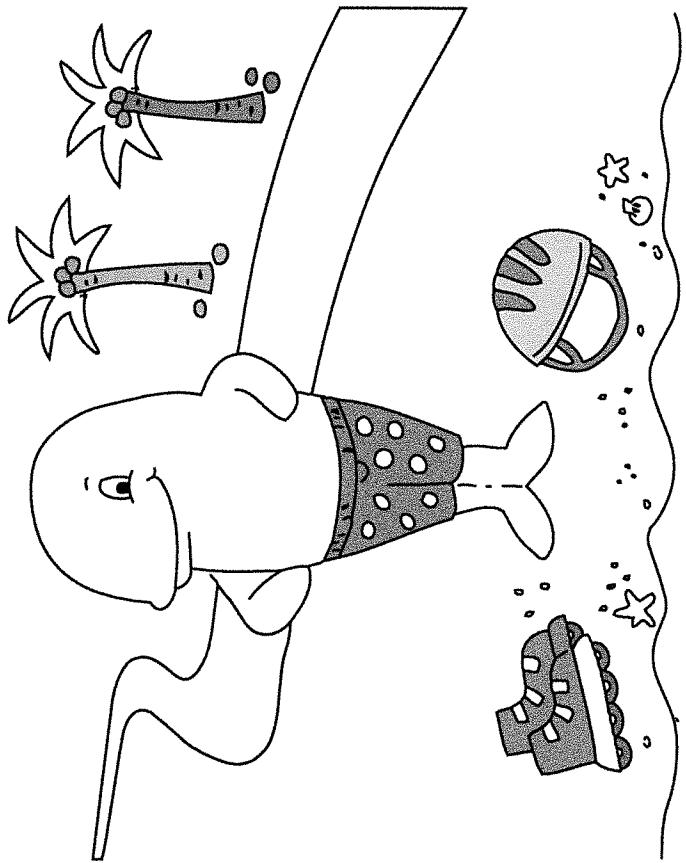
Now, Whale is in.  
The pals have fun!

④



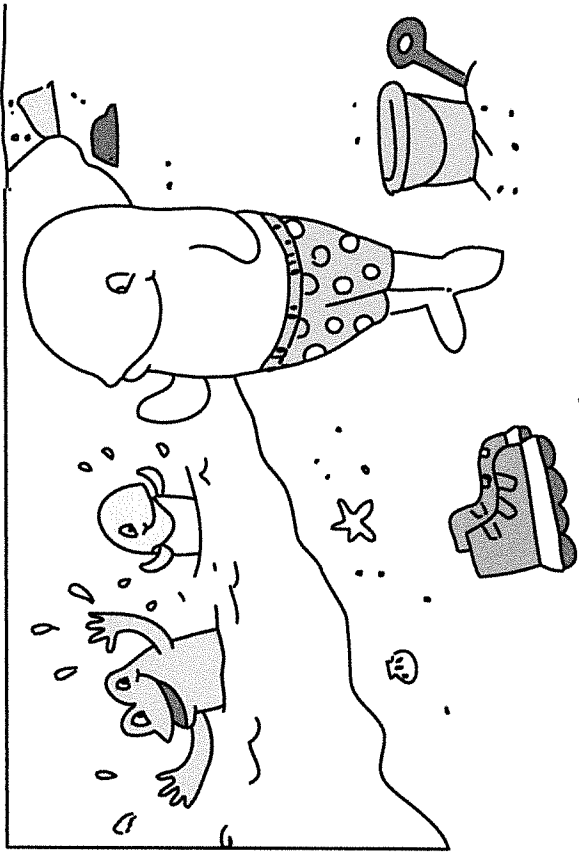
Whale is on skates.  
He is going to the lake.

①



Whale can't see his pals.  
Where did they go?

②



"Here we are!" they yell.  
They wave to Whale and  
tell him to come in.

③

Name \_\_\_\_\_

**A. Reread "Whale at the Lake."**

Write 1 if the sentence and picture tell what happened at the beginning.

Write 2 if the sentence and picture tell something that happened in the middle.

Write 3 if the sentence and picture tell what happened at the end.

1. Whale plays with his pals.

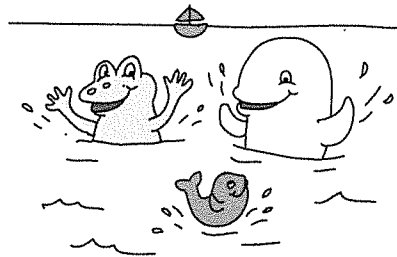
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2. Whale sees his pals.

---



---



---



3. Whale skates to the lake.

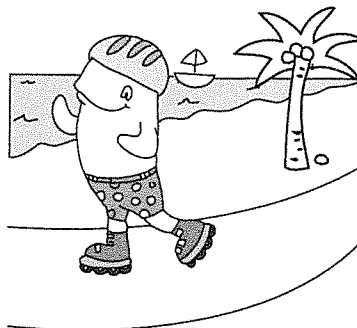
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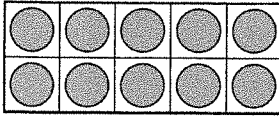


Name \_\_\_\_\_

Reteaching

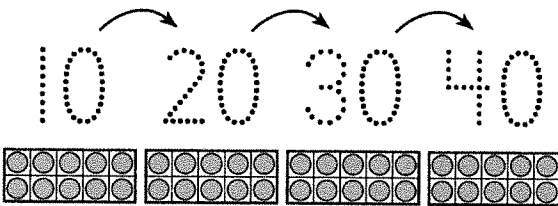
**7-3**

# Counting by 10s



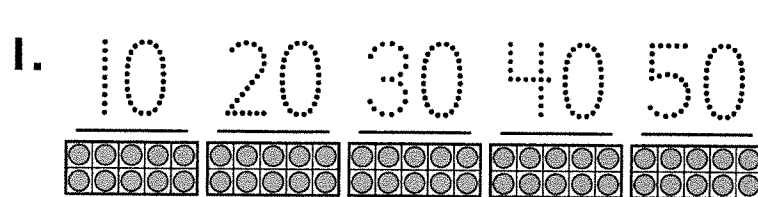
stands for one group of ten.

10, ten,	20, twenty,	30, thirty,	40, forty,	50, fifty,
60, sixty,	70, seventy,	80, eighty,	90, ninety	



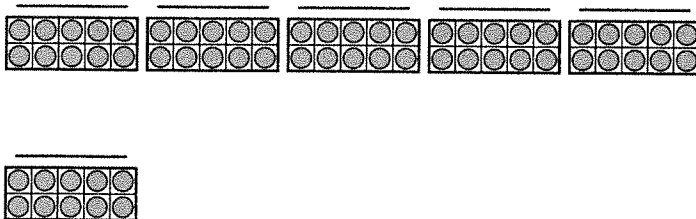
4 groups of ten  
40 forty

Count by 10s. Then write the numbers.



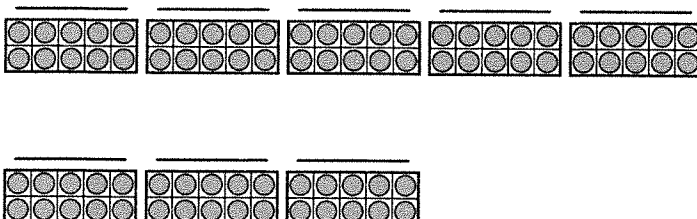
5 groups of ten  
50 fifty

2.



\_\_\_\_\_ groups of ten  
\_\_\_\_\_  
\_\_\_\_\_

3.



\_\_\_\_\_ groups of ten  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

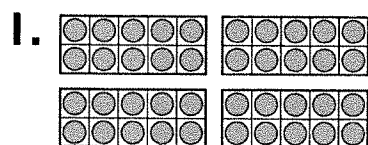
Practice

**7-3**

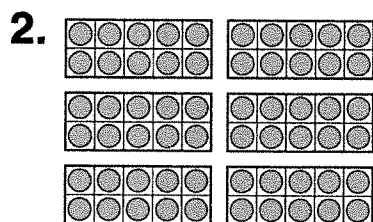
# Counting by 10s

10, ten,	20, twenty,	30, thirty,	40, forty,	50, fifty,
60, sixty,	70, seventy,	80, eighty,	90, ninety	

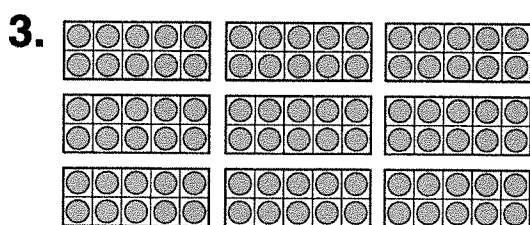
Count by tens. Then write the numbers.



4 tens = 40  
forty



\_\_\_\_\_ tens = \_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_ tens = \_\_\_\_\_  
\_\_\_\_\_

## Journal

4. Laura wants to show 70 in tens.

How many tens will she draw?

How do you know?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

make

take

came

game

gate

late

chin

graph

some

today

### A. Write a spelling word for each clue.

1. You play this with a pal. \_\_\_\_\_  
\_\_\_\_\_
2. You make this in math class. \_\_\_\_\_  
\_\_\_\_\_
3. This is by your lips. \_\_\_\_\_  
\_\_\_\_\_

### B. Write a spelling word to complete the sentence.

4. I will go to school \_\_\_\_\_.  
\_\_\_\_\_
5. I will \_\_\_\_\_ the bus.  
\_\_\_\_\_
6. I will not be \_\_\_\_\_.  
\_\_\_\_\_

Name \_\_\_\_\_

A **contraction** is a short form of two words. An **apostrophe (')** takes the place of the missing letters.

**is + not = isn't**

The apostrophe (') in **isn't** stands for the letter **o**.

**A. Write the contraction for the two words.**

1. has + not =

\_\_\_\_\_

-----

\_\_\_\_\_

2. are + not =

-----

\_\_\_\_\_

\_\_\_\_\_

3. was + not =

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\_\_\_\_\_

\_\_\_\_\_

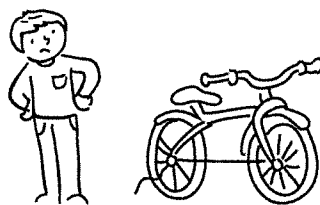
4. can + not =

-----

\_\_\_\_\_

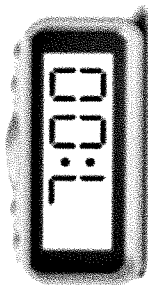
**B. Use a contraction you wrote above to complete the sentence.**

5. Nate \_\_\_\_\_ go!

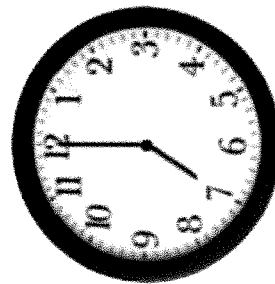


## It's About Time!

Some clocks have faces with hands. The hands point to the numbers. Some clocks have just numbers.



All clocks tell the hour and minute. There are 60 minutes in an hour. There are 60 seconds in a minute.



Reread and use the prompts to take notes in the text.

Underline the sentence that says what all clocks tell.

How are the first three lines different from the last three lines?

How many seconds are in a minute?  
Write the answer here:

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---



Talk with a partner about how clocks are different. Draw a box around the clues.



Long ago, people didn't have clocks. They used the sun to tell time instead. Tools like sundials helped them. The sun's shadow showed the hour. But people had to guess the minutes. What time is this sundial showing?

David J. Green/Alamy



Underline the words that tell how people told time long ago.

Underline the sentence that tells what tool people used before clocks.

Circle the part of the photograph that shows the hour.



Talk with a partner about what time the sundial shows. How do you know?



### Quick Tip

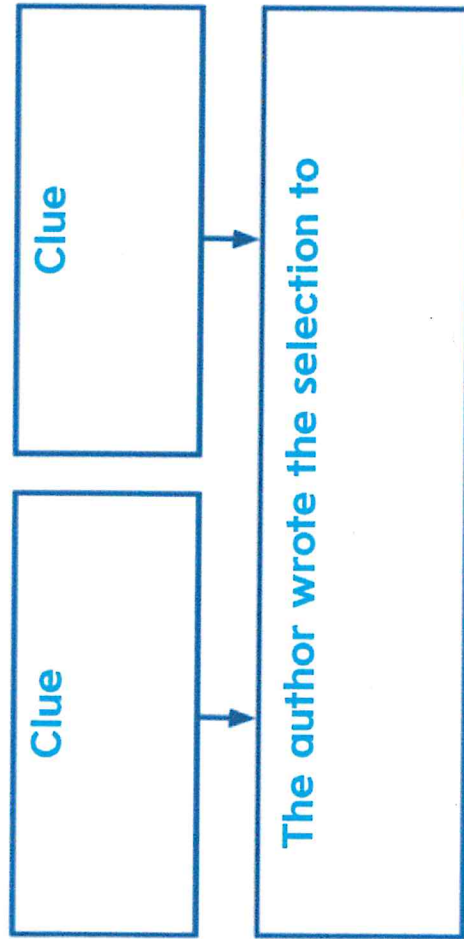
I can use clues from the text and illustrations to know why the author wrote the selection.

**?** Why did the author write “It’s About Time!”?



**Talk About It** Reread the selection. Talk about the information on each page.

**Text Evidence** Find two clues from the text that help explain why the author wrote this selection.



**Write** The author wrote the selection to tell about

Name \_\_\_\_\_

Reteaching

**7-4**

# Counting to 120

Use the number chart.

Start at 103.

Then count forward by 1s.

103, 104, 105

Start at 115.

Then count forward by 1s.

115, 116, 117

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

Count forward by 1s.

Write the numbers.

1. 105 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. 111 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 98 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Name \_\_\_\_\_

Practice

**7-4**

# Counting to 120

Count forward by 1s.

1. 104, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. 113, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 97, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. 111, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

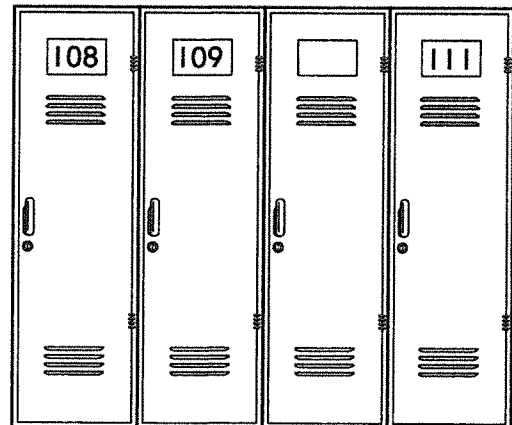
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## Number Sense

5. The school lockers show the numbers in order.

Write the missing number.

\_\_\_\_\_



Name \_\_\_\_\_

make  
late

take  
chin

came  
graph

game  
some

gate  
today

**Circle the word in each row that is spelled correctly.**

1. soom	som	some
2. cin	chin	cinh
3. today	toda	tody
4. graf	grap	graph

**Write the spelling words that rhyme with date.**

\_\_\_\_\_

-----

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

**Write the spelling words that rhyme with same.**

\_\_\_\_\_

-----

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

**Write the spelling words that rhyme with wake.**

\_\_\_\_\_

-----

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

Name \_\_\_\_\_

**A. Circle the verbs and commas in the sentences.**

1. We walk to school.
2. The duck quacks, swims, and naps.
3. Jake plays with his cat.
4. She skips, runs, and hops.
5. Ben waves to Chan.

**B. Write two sentences about what you do at school.  
Circle the verbs.**

6. \_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

A word that is in **bold print** is an important word.

**A. Read the sentences. Circle the words in bold print.**

1. A **watch** can help you tell time.



2. This **clock** can ring to get you up.



3. A **calendar** tells you what day it is.



**B. Use the words in bold print to help you answer the question.**

4. What tells you the day?

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Name \_\_\_\_\_

**A. Read the draft model. Use the questions to help you add details with sensory words.**

### Draft Model

The bell rings and we go to lunch. I sit and eat my sandwich first. I eat an apple next.

1. What is the topic of the writing?
2. What details tell about the topic?
3. What sensory words could you add to tell more details about the topic?

**B. Now revise the draft by adding sensory words to tell how the bell sounds and how the foods look, feel, and taste.**

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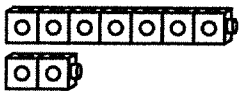
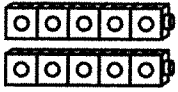
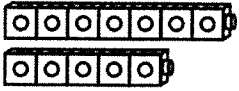
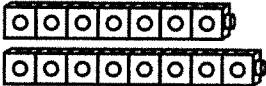
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Name \_\_\_\_\_

Quick Check

**7-1**

1. Which shows 15?

- (A) 
- (B) 
- (C) 
- (D) 

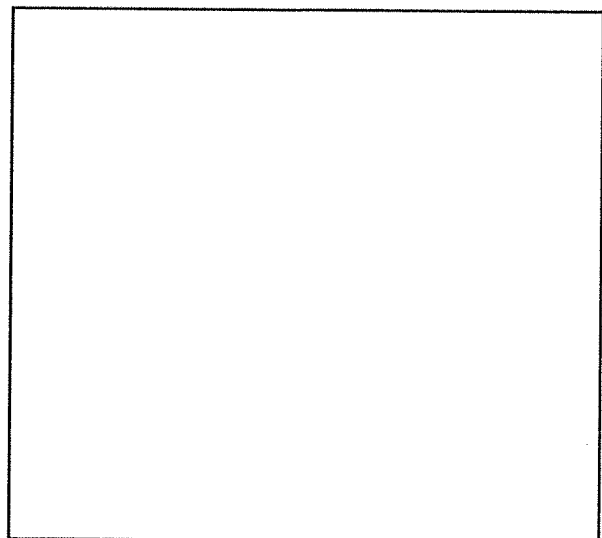
2. Which numbers make 18?

- (A) 11 and 8
- (B) 10 and 6
- (C) 10 and 8
- (D) 8 and 9

3. Draw a picture to solve.  
Write the numbers.

A box can hold 18 dominoes.  
There are 10 dominoes  
in the box now.  
How many more dominoes  
can fit?

18 is \_\_\_\_\_ and \_\_\_\_\_.



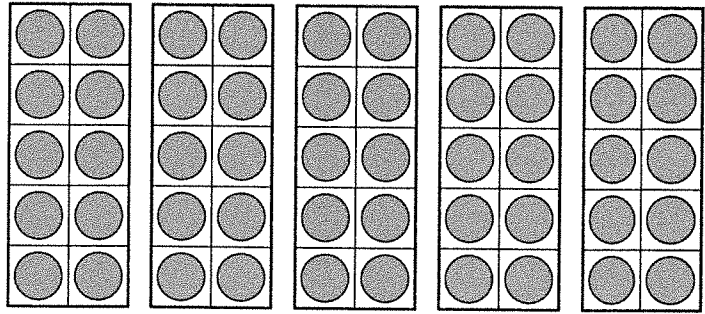
Name \_\_\_\_\_

Quick Check

**7-3**

1. Which number do the ten-frames show?

- (A) 5  
(B) 25  
(C) 40  
(D) 50

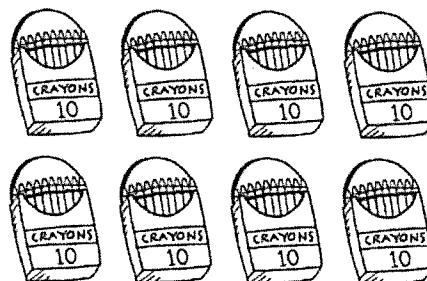


2. Juan has 4 toy trucks.  
Each truck has 10 wheels.  
How many wheels are there in all?

- (A) 40  
(B) 14  
(C) 10  
(D) 4

**3. Writing in Math**

Use words and numbers.  
Write a story about the crayons.  
Then write the number  
of crayons in all.



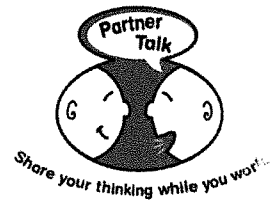
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There are \_\_\_\_\_ crayons in all.

# Play a Game



**Start**

Get 14 blue squares to cover the snails. Get 18 red squares. Give one game board to each player. Take turns.

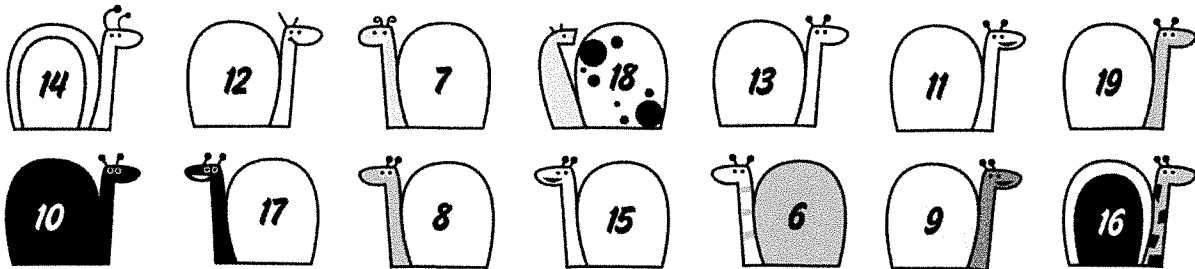
**Try**

Uncover a snail.

Say the number that is two less than the number you uncover.

Any player who has the number you say can cover it with a red square.

Repeat until one player wins.



Cover Nine		
14	10	6
17	9	8
12	7	11

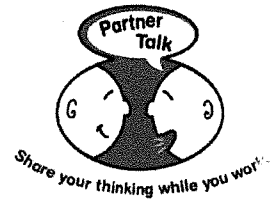
Cover Nine		
16	12	5
14	15	9
4	8	13

To win, be the first player to cover nine game spaces.

**Try Again**

Play again! This time say the number that is one less than the number you uncover.

# Play a Game



**Start** 

Get 12 red squares.

Cover each game space with a square. Take turns.

**Try**

Uncover three game spaces.

If you find three ways to write the same number,  
keep the squares.

If not, put the squares back where they were.

Take turns until all the spaces are uncovered.

### Memory Match

7 tens	thirty	9 tens	50
90	5 tens	70	3 tens
fifty	seventy	30	ninety

To win, collect the most squares.

**Try Again**

Play again! Or, make up your own Memory Match game.



Civics



## READ & DO

### Who Makes the Rules?

Rules help us know how to act in different places.  
Who makes the rules?

We have rules to tell us how to act in our  
classroom. Who makes these rules?

Maybe the students and the teacher suggest rules.

## WHY DO SCHOOLS HAVE ...

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Then everyone votes. The teacher lists the final rules.

We have school rules, too. They tell us how to act outside the classroom. Who makes these rules?

Maybe the head of your school makes the school rules. She asks teachers, parents, and students for help. What rules will keep our students safe? Then she posts the rules.



There are rules in a city, too. City rules are called laws. Some cities have laws like these:

- Pets must be on a leash.
- No skateboard riding on the sidewalk.

- No parking in a crosswalk.

Laws help make the city a good place to live and work.



Who makes laws? Many people live in a city. Not everyone can make the laws. So, people vote for city leaders who make them. When you are 18, you can vote for your city leaders.

Once chosen, the city leaders meet to decide what is best for the city. Part of their job is to make laws to keep the city safe.

## WHY DO SCHOOLS HAVE ...

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There are state laws, too. These laws tell people how to act in the state. People vote for state leaders who make these laws.

The laws make the state a better place to live. A state law may tell people to drive slowly near schools to keep students safe.

We also have laws for our country. People vote for leaders. These leaders then make the laws.

People also vote for our country's president. The president signs the laws. Then the courts tell us the meaning of laws and make sure they are fair.

The U.S. Constitution tells how the government should work. It states the rights of the people. It is the highest law of our land.







## WHY DO SCHOOLS HAVE ...

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## Why do we have these rules at school?

### Rules

We do our  
best work.



We take  
turns.



We walk in  
the halls.



### Reasons

Helps us  
get along.



Helps us  
learn.



Helps us be  
safe.



Should this be a law? Use two different ways of voting to decide.



How did the whole class vote?                      Yes                      No

How did the leaders vote?                      Yes                      No

Why is it good to have leaders vote for the laws?

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This law helps us be safe.



What is another law that helps us be safe on city streets?

Who could help you find another law? \_\_\_\_\_

Where could you look? \_\_\_\_\_

Draw a picture of the law. Show how it keeps us safe.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of a law and how it keeps people safe. The box is positioned below the text prompt.

# Grade 1 Twig Science

## Week 3

### Module 1: Museum of Leafology

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
<b>Step 1</b>	Type this in your Internet browser:  <b>bit.ly/g1m1science</b>
<b>Step 2</b>	Scroll to the bottom
<b>Step 3</b>	<u>Choose your reading level:</u>  Diamond: ◇ On Level (available in Spanish)  Triangle: ▲ Advanced Level  Circle: ● Below Level  Square: ■ English Learner
<b>Step 4</b>	Click on the word "Read" or "Español"

Book Title: "Our Leafy Friends"	
Read Chapter 3	
<b>Answer these questions after reading:</b>	What are the main ideas? What was something interesting that you learned? What is something you are wondering about?

## **At Home Learning - Digital Resources**

*Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.*

### **ClassLink**

Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.  
[portal.ggusd.us](https://portal.ggusd.us)

### **Orange County Department of Education**

These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.

<https://ocde.instructure.com/courses/224/pages/start-here>

### **Learning Heroes**

Resources from trusted organizations to help your child succeed in school.

<https://bealearninghero.org/learning-tools/students/>

### **Khan Academy**

Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.

<https://www.khanacademy.org/>

### **Splash Learn**

Personalized learning path for catching up, enrichment or practice of grade level standards.

<https://www.splashlearn.com/>

### **Prodigy**

Curriculum-aligned math content designed by trained, certified educators.

<https://www.prodigygame.com/>

### **Design Squad Global**

Teaches kids about science and engineering through fun games and activities.

<https://pbskids.org/designsquad>

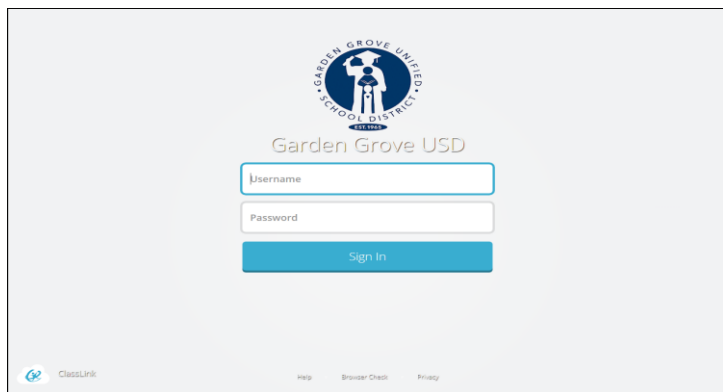
### **PBS KIDS**

An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.

<https://pbskids.org/>

## 1. Sign In

Sign in by using your school login.



## 2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!



## 3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.



## 4. App Library

The library contains many educational resources to choose from. Click the Plus (+) on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.

