



CANYONS
SCHOOL DISTRICT

**Home Learning
Resources
Grade 1**



Home Learning with Digital Options: Grades 1-2

Listed below you will find options for students to review and practice previously learned content outside of school.

Subject	Menu of Learning Opportunities
ELA-Reading	<ul style="list-style-type: none"> ● Read for 20-30 minutes a day. ● Retell what was read to another person. ● Write a summary of what was read. ● 20 minutes of student reading: choral with another person or individually read. ● Read a difficult text aloud with an adult or sibling using dyad reading. Discuss what was read with another person and consider using 2-5 question prompts. ● 20-30 minutes of Digital learning using Lexia, Imagine Learning, or iReady. ● Access Pearson to review text, listen to text, view videos and play games.
ELA-Writing	<ul style="list-style-type: none"> ● Write a summary of what was read. Consider using a four-square graphic organizer to build ideas before writing. ● Respond to a generic prompt. ● Tell, draw or act out a story you have read or created.
Math	<ul style="list-style-type: none"> ● Practice addition and subtraction facts ● Sort objects ● Tell an addition or subtraction story with objects ● Identify shapes within your environment ● Access Pearson to view videos and play games ● 20 -30 minutes a day for Digital Learning using; ST Math, iReady, Dreambox or Reflex
Science/Social Studies	<ul style="list-style-type: none"> ● Cook or bake using a recipe with an adult ● Read science or social studies books ● Talk, draw, write about natural things in our world ● Build a structure with items around you. ● Read from the Open Educational Resource textbook ● National Geographic for kids, videos ● Digital Science Online videos/activities (login: online password: school) ● Newsela article with writing or quiz on science/social studies topic work with another person

Special Education (Resource, ABS/ACC) and/or English Language Learners

Consider scaffolds, accommodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to:

- references for prior knowledge to provide foundation for review
- sentence starters and frames for writing activities
- graphic organizers that support students visualize relationships between facts, concepts and ideas
- visuals to support language and comprehension

Links and Log In Guidelines

Utah Education Network:

[Learn at Home](#)

[Utah's Online Library](#)

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to <https://onlinelibrary.uen.org>

Login Name: online

Password: school

Open Educational Resources

www.uen.org/oer/

Pearson

www.pearsonrealize.com

National Geographic for Kids

www.kids.nationalgeographic.com/

Digital Science Online

www.visuallearningsys.com/subscription-login

User Name: online Password: school

[Open Educational Resource](https://www.uen.org/oer/) <https://www.uen.org/oer/>

[National Geographic for kids, videos](https://kids.nationalgeographic.com) <https://kids.nationalgeographic.com>

[Digital Science Online](https://www.visuallearningsys.com/subscription-login) <https://www.visuallearningsys.com/subscription-login>

[Newsela article](https://newsela.com) <https://newsela.com>

[Wellness Resources](#)

[Student Resources Home](http://parentconnections.canyonsdistrict.org/home-learning.html) <http://parentconnections.canyonsdistrict.org/home-learning.html>

Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use.
Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc.)

[Logging into Clever at home](#)

[Logging into Pearson at home](#)



CANYONS
SCHOOL DISTRICT

**Home Learning
Parent Resources
All Grades**

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Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom [here](#). Specific routines explaining each phase in a sequence [here](#). A [Fluency Expression Rubric is downloadable](#) for providing feedback to students using the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

Active Reading Strategies Scaffolding Descriptions

CLOZE

The sun is up.

Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.

ECHO



Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.

DUET



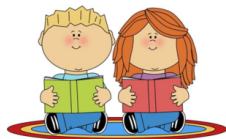
Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.

CHORAL



Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.

PARTNER



Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.

WHISPER



Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

Dyad Reading:

The following pages identify great oral reading practices that can easily be done at home.

Directions:

1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.”
(Vygotsky, 1962, p. 104).

1. Revisit book or portion of text read

**Practice
helps me to
be a better
reader.**

Hurrah!!



1. Revisit book or portion of text read

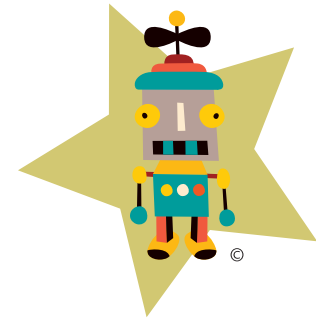
1-2 minutes

MATERIALS:

Book from previous session, **Partners in Dyad Reading** lesson plan

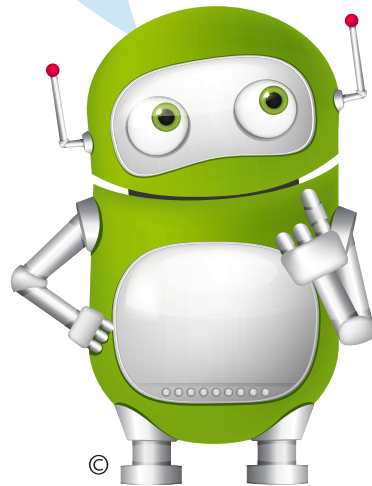
ACTIVITY:

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



2. New Book Introduction

I wonder
what this
book will
be about?



2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:

New book with appropriate level of challenge for the student, **Partners in Dyad**
Reading lesson plan

ACTIVITY:

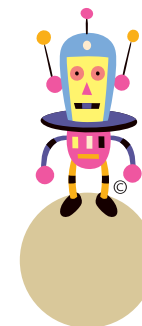
1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:

Tutor gives the student an opportunity to share what he/she knows about the subject.

RECORD:

Tutor checks off *New Book Introduction* on the **Partners in Dyad**
Reading lesson plan.



3. Read new book/chapter and monitor comprehension.

I can read new books!



© RaStudio/Stock

3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:

New book (or next portion of chapter book), Partners in Dyad Reading lesson plan, Story Face Chart for narrative text

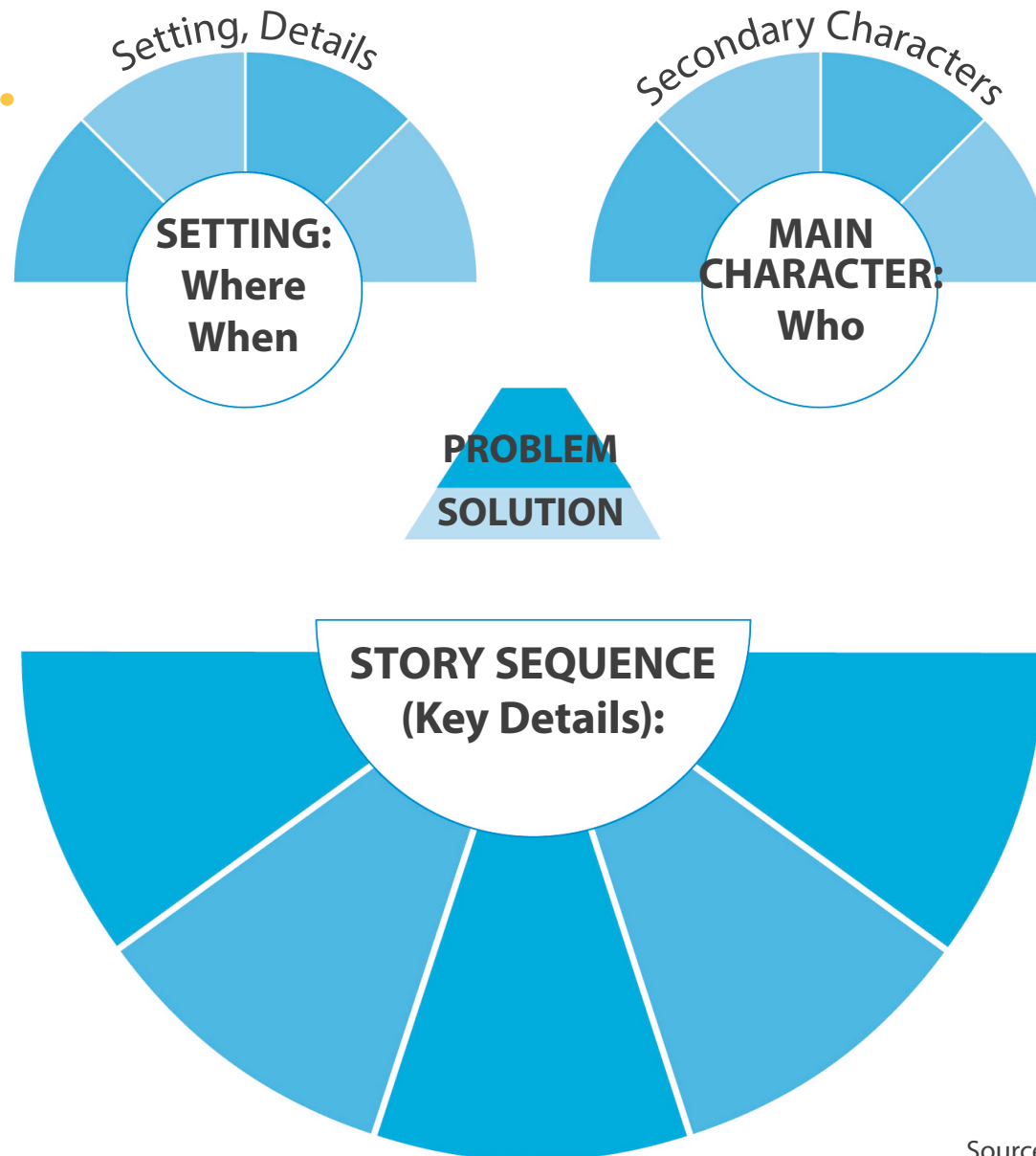
ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

DYAD READING RULES:

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

Story Face Chart

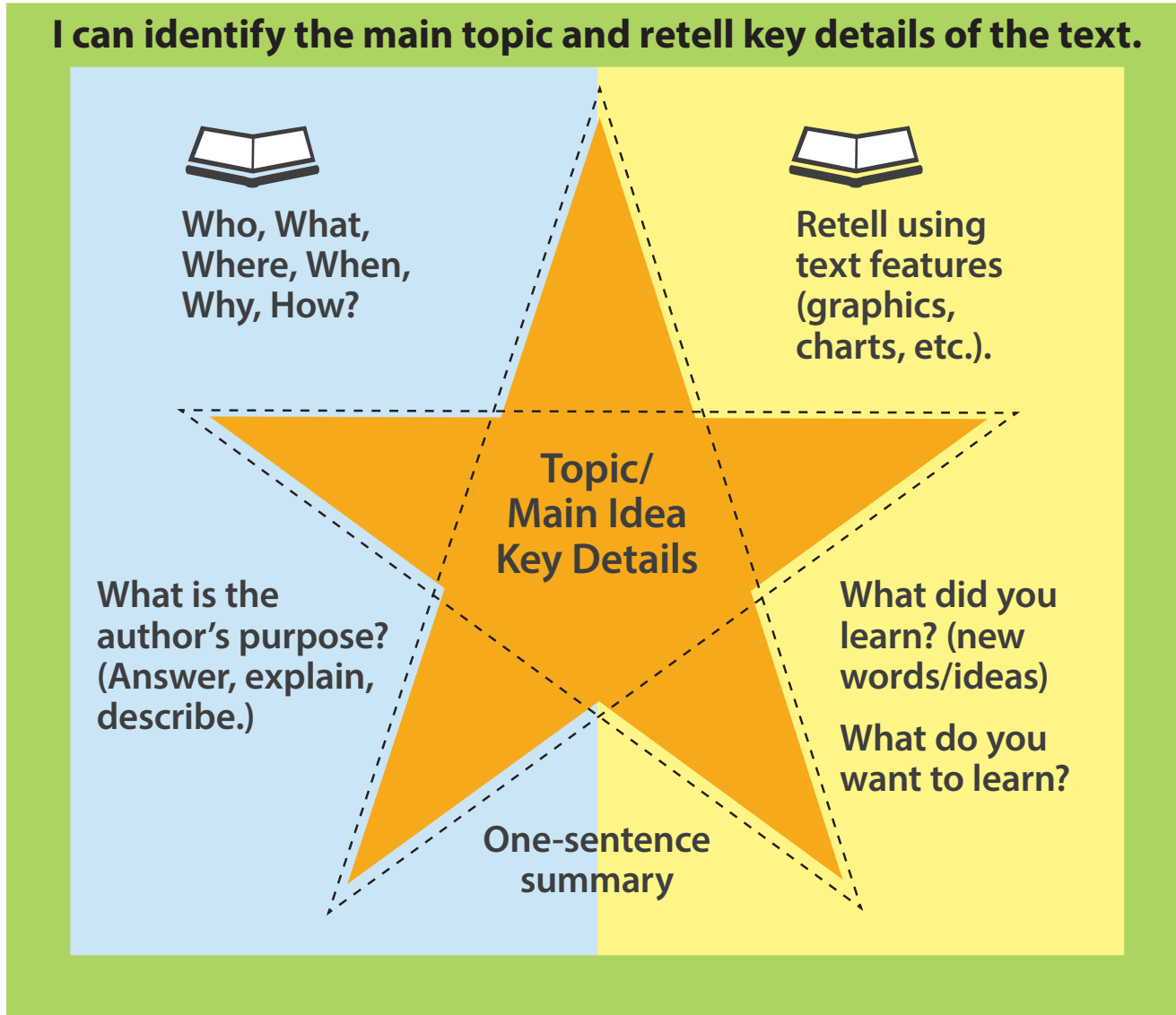


Perspective:
Who's telling the story?

What does the author want us to understand?

Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

Informational Comprehension Questions



TIP:

Tutor asks the student to use the text to talk about the key details.

Text Question Prompts

TEXT DEPENDENT QUESTIONS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- What are the key ideas in this **text**/story?
- What can you infer from the title, headings, and anecdotes in this book?
- Who was the most important character in the story? What makes
- Who, what, where, when, how questions
- What key details help support the main idea of _____?
- What key details and/or examples support the main idea of _____?
- What have you learned from this [text]?

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Retell the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could also learn?
-
- What was a moral or lesson in the story?
- Summarize the text.
- Retell the (fables, folk tales from diverse cultures).
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author cite?

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Identify characters, setting, major events,
- Explain key details that support the author's message.
- Compare and contrast (characters, setting, events, etc.).
- Explain how _____ and _____ interact in this story.
- Describe how (name of character) respond to (major event and/or challenge).
- Explain how (name of character) changed in the story.
- Why does _____ think about _____?
- How does _____ feel about _____?
- How does _____ show persistence (or other character trait) in _____?
- How does this help the reader learn more about _____'s character?
- What can we infer about the characters _____ and _____?
- What do readers learn about the family's relationship from this section?
- What does _____'s conversation with _____ reveal?
- What event did the author include to show the reader _____?
- Describe connections between _____.
- Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
- Explain the procedures described in this article.

TEXT DEPENDENT QUESTIONS

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- What does (word or phrase from the story, figurative language, sensory word,) mean?
- What does *Herculean* (or other Mythology vocabulary) mean in this story?
- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- What kind of text is this? (poem, drama, prose, etc.) How do you know?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here? What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- What was the (problem, solution)?
- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is this? (story, article, etc.)
- Look back at the text and see if you can divide it into parts. What parts does the author include?
- Describe the story structure, including beginning, middle, and ending
- Describe the (action, setting) in the story.
- Explain the (structure elements: verse, rhythm, meter of this poem).
- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if _____ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a _____ text structure.
- What text structure did the author use?

6. Assess how point of view or purpose shapes the content and style of a text.

- From what point of view is this story told?
- Who is narrating the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more accounts of the same event/topic). Analyze the information the authors present.
- What similarities and/or differences are there in (titles of two texts on similar topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about _____?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of _____?

TEXT DEPENDENT QUESTIONS

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<ul style="list-style-type: none"> • Describe (character, setting, event). Use specific examples from the illustrations and/or words. • Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. • How did the author use illustrations to engage the reader in the events of the story? • How do the (visual/multimedia elements) help the reader understand the author’s message? • Use illustrations and details in a text to describe key ideas. • What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? • How did search tools (key words, side bars, hyperlinks) help the reader? • How do the [pictures, etc.] help convey the mood of the story? 	<ul style="list-style-type: none"> • Not applicable in Literature—Information Texts only • Identify the reasons an author gives to support his key point(s). • Explain how author uses reasons and evidence to support the main idea of _____. • Identify which reasons/evidence support which point(s). • What is the author’s point of view on the topic? What in the text makes you say that? • Describe logical connections between specific sentences and paragraphs. • Explain cause and effect relationships in the story/text. • What was the tone of the story/text? 	<ul style="list-style-type: none"> • Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). • Identify similarities and differences between two texts on the same topic. • Read several texts on the same topic. Write a speech using information from each of source. • Compare the text to: a movie, webpage, video game, piece of art or music, or other media. • How does this selection connect to the theme of _____? • How does this selection connect to (other text we have read, content area, etc.) • How is _____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? • How is _____ shown in paragraphs 7-11? • What mood does the author create?

Four-Square Graphic Organizer

<p>The first key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪	<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪
<p>Topic Sentence:</p>	
<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪	<p>Conclusion</p>

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won \$1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizybaloozuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about...
60. My favorite animal is a....
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old...
66. If a cat could talk, what would they say?

Addition and Subtraction Facts

Recommended Grades 1 - 3

NAME _____

DATE _____

Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

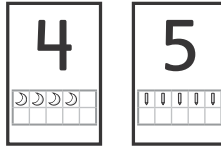
NAME _____

DATE _____

Tens Go Fish Directions

You need

- Deck of Primary Number Cards (without Wild Cards)
- *Tens Go Fish* Recording Sheet (G45; 1 per player)



RESOURCE MASTERS, G45

NAME _____ DATE _____

Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

| G45 | © Pearson Education 1

Play with a partner. Work together.

- 1 Deal each player 5 cards.
- 2 Players put down pairs of cards that make 10, and pick new cards to replace them.
- 3 Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
 - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
 - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
 - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
 - If a player runs out of cards, the player picks two new cards.
 - A player’s turn is over when there are no more pairs that make 10.
- 4 The game is over when there are no more cards.
- 5 At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.

Math Activities

Recommended Grades 3 - 5

Appendix A: Further Activities and Resources

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How Close to 100?

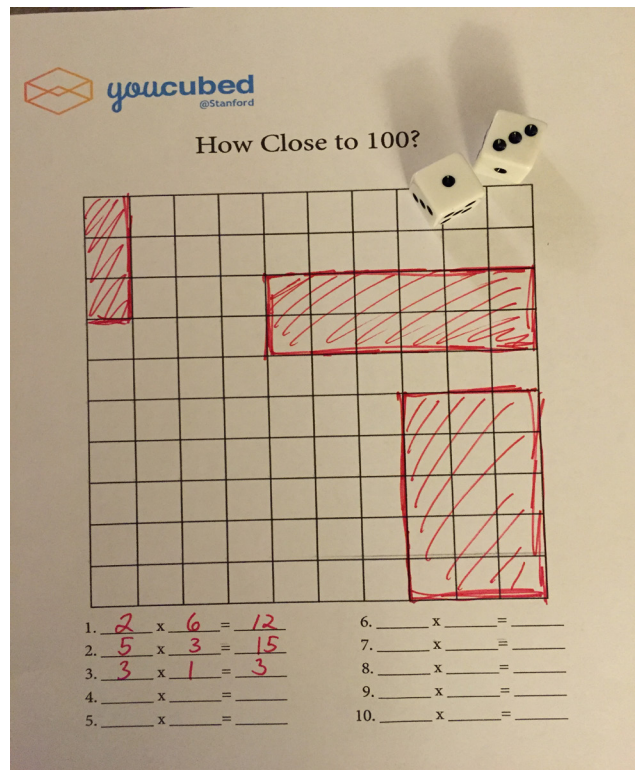
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



How Close to 100?

1. _____ x _____ = _____
2. _____ x _____ = _____
3. _____ x _____ = _____
4. _____ x _____ = _____
5. _____ x _____ = _____

6. _____ x _____ = _____
7. _____ x _____ = _____
8. _____ x _____ = _____
9. _____ x _____ = _____
10. _____ x _____ = _____

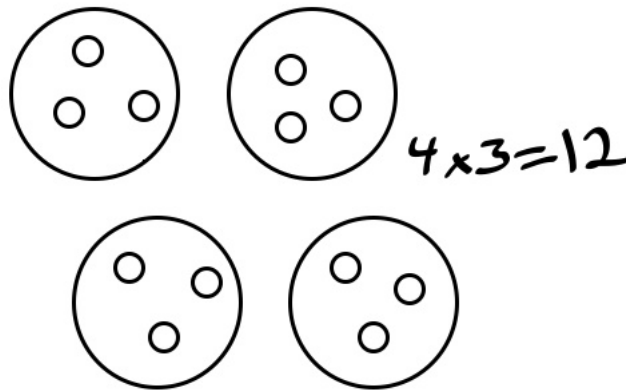
Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all.

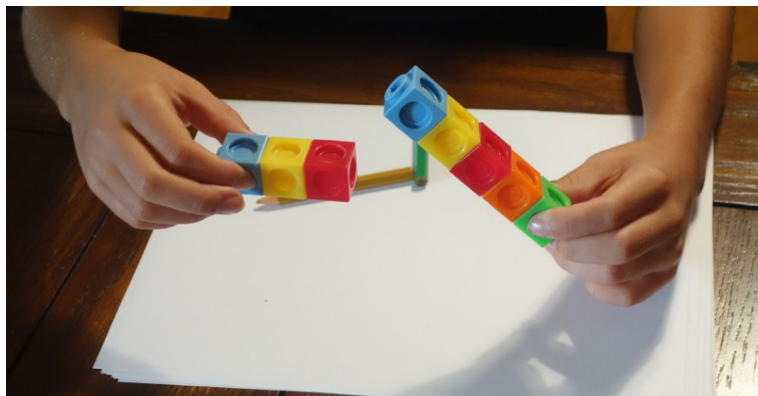


Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.



How Many Are Hiding

You will need

- one or more players
- 10 or more snap cubes /objects per player
- a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question “How many are hiding,” and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I’m hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need

- one or more players
- 2 dice
- paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player says “shut the box”. If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If “shut the box” is achieved, player 1 records a score of “0”.

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation

Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.

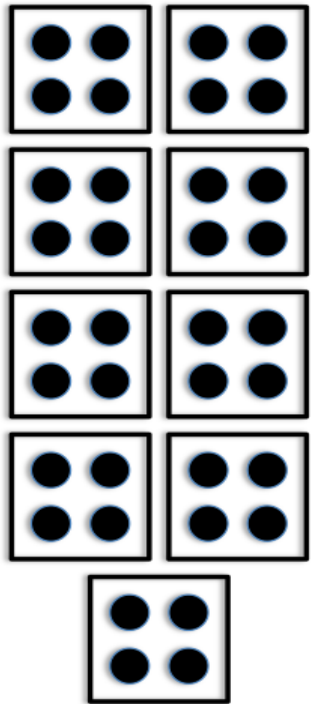
Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use ‘flash cards’ as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.

36



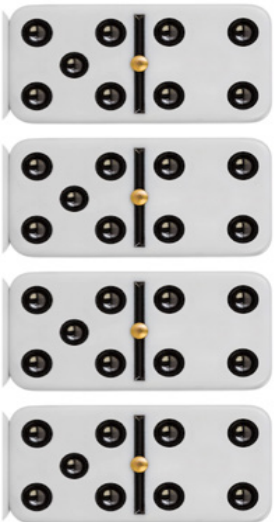
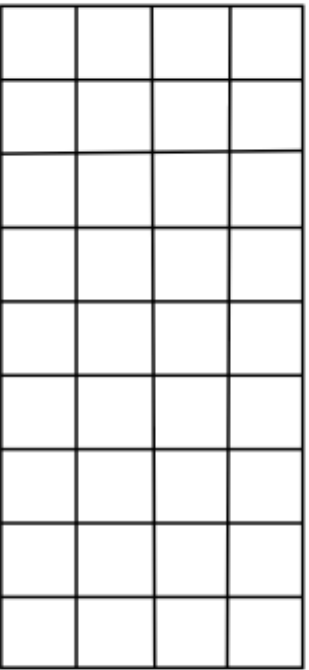
9 x 4

4 x 9

$$7 \times 9$$

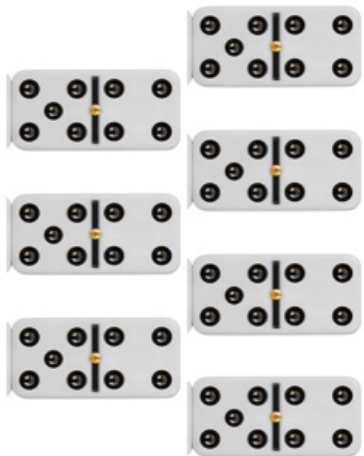
$$9 \times 7$$

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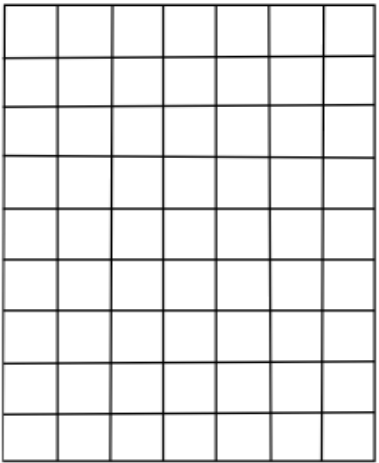


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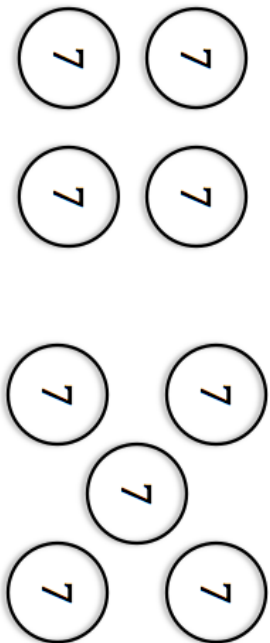
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9



7



42

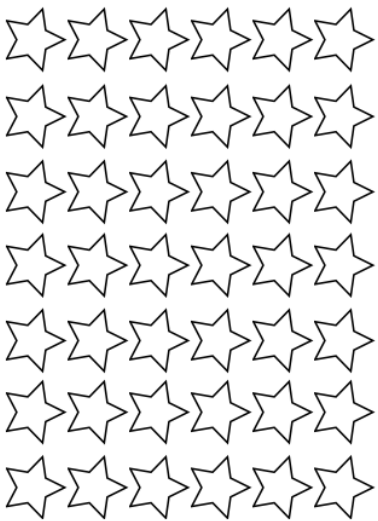
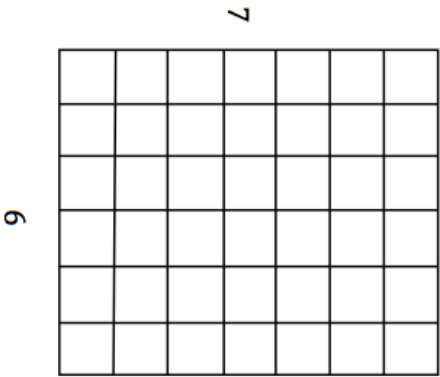


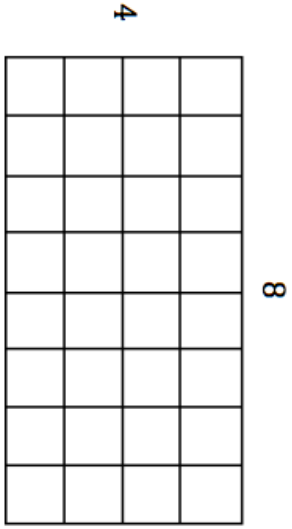
$$7 \times 6$$

$$6 \times 7$$

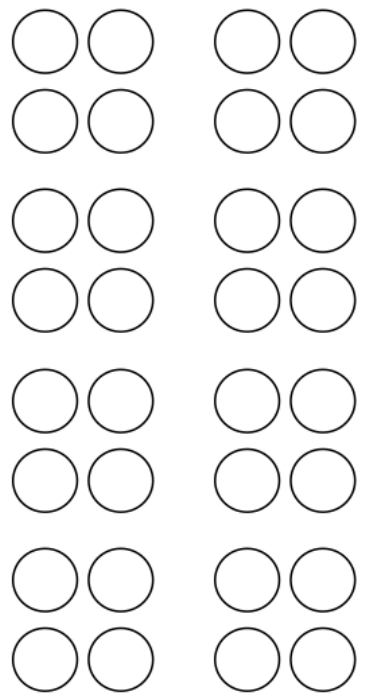
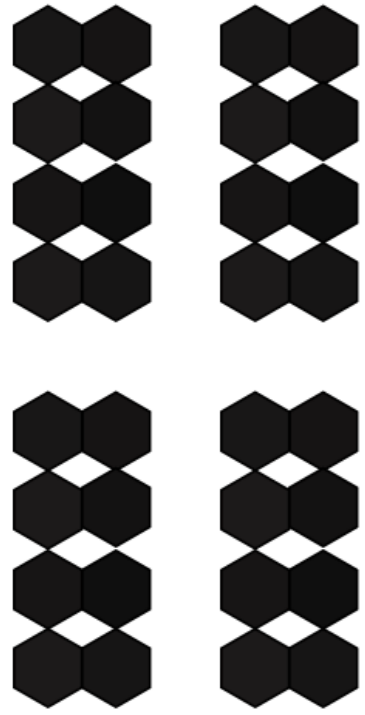
$$8 \times 4$$

$$4 \times 8$$



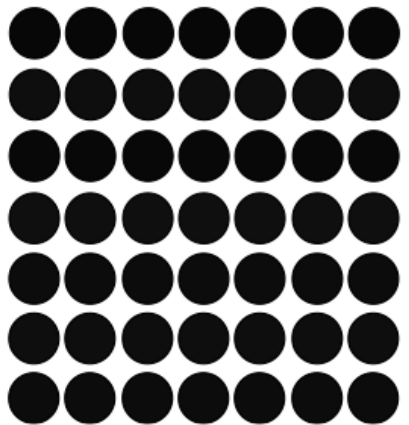
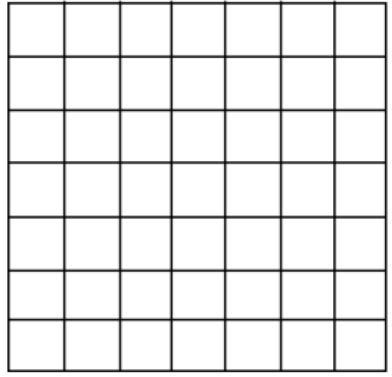


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$$7 \times 7$$

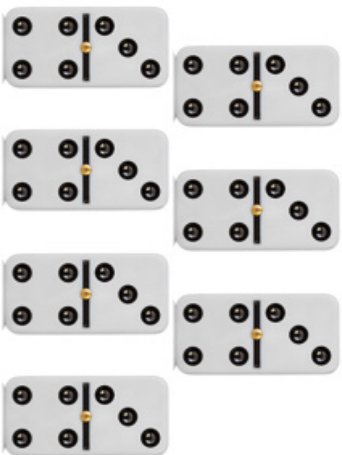
$$49$$



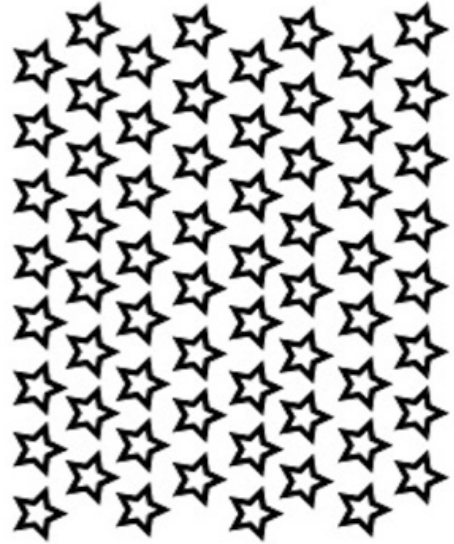
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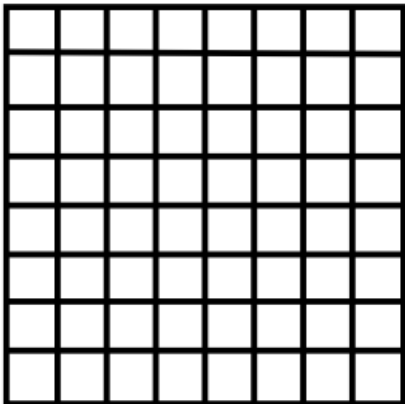
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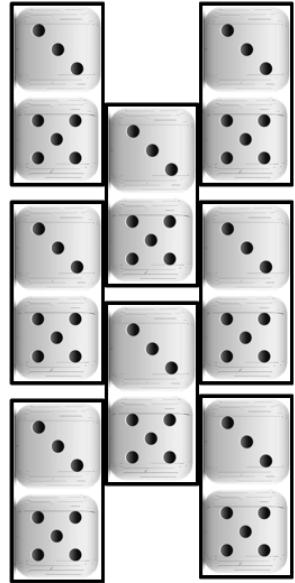
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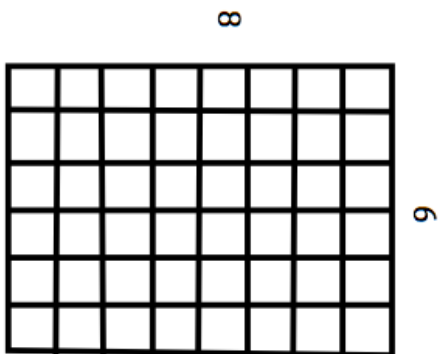
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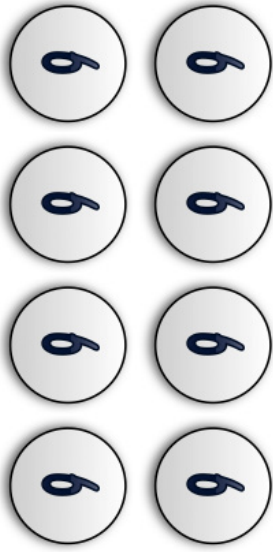


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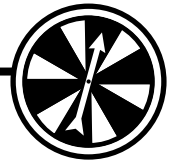
6 × 8

8 × 6



Name _____

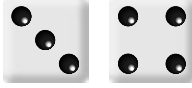
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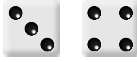
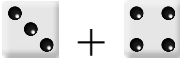

How Many of Each?

Roll and Record

You need





- 2 dot cubes 
- recording sheet

Play alone.

- 1 Roll 2 cubes. 
- 2 Add the numbers.  + 
- 3 Write the sum on the recording sheet.
- 4 The game is over when one column is full.

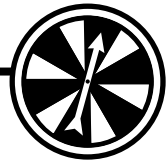


More Ways to Play

- Play with 1 dot cube and 1 number cube.  
- Play with 2 number cubes.  

Name _____

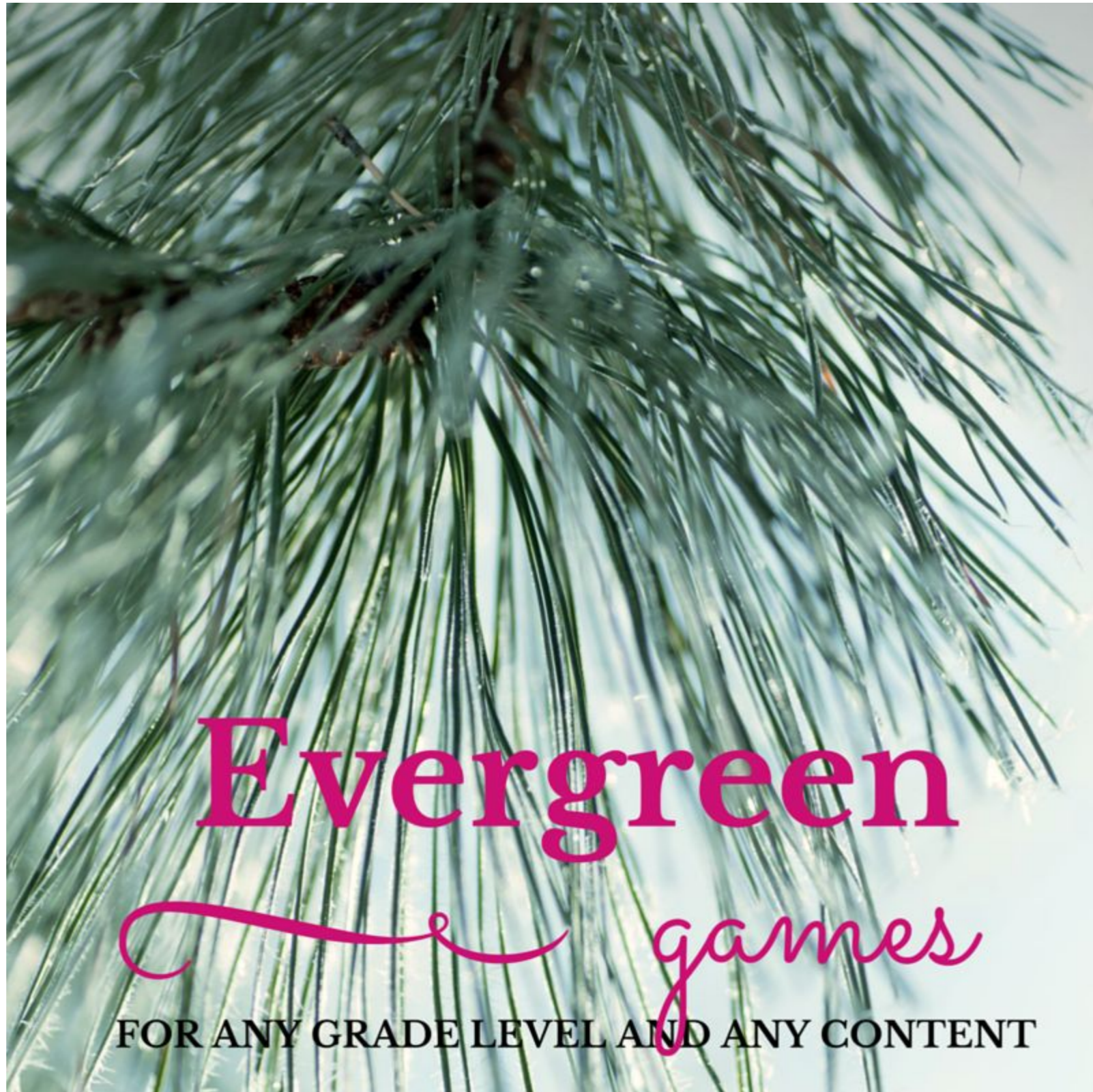
Date _____



How Many of Each?

Roll and Record Recording Sheet

								2
								3
								4
								5
								6
								7
								8
								9
								10
								11
								12



Evergreen

games

FOR ANY GRADE LEVEL AND ANY CONTENT

www.K-5MathAcademy.com

5 Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change....but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

- 1) Bump
- 2) Memory
- 3) I Have/Who Has
- 4) Capture 4
- 5) Difference To...

Bump

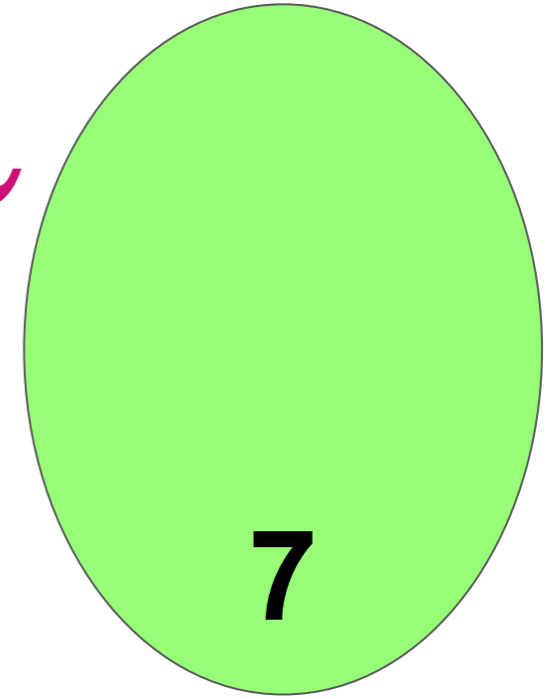
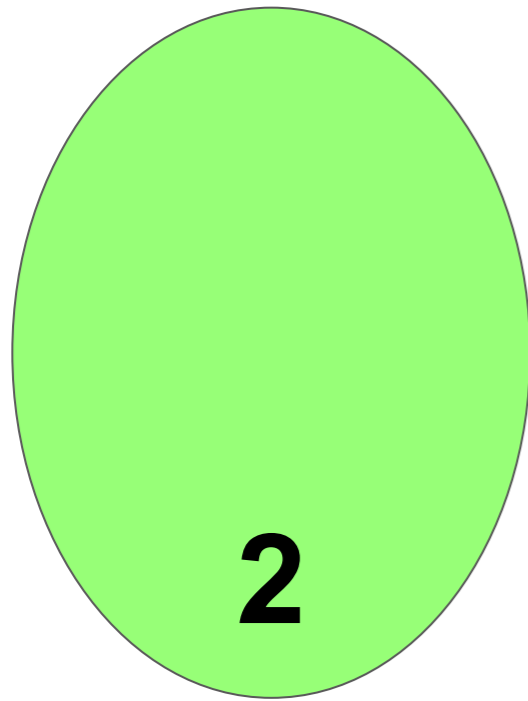
Directions

Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. If the other player's cube is on that number, they get to BUMP it off. If your own cube is already on that number, link another cube with it and it freezes that spot.

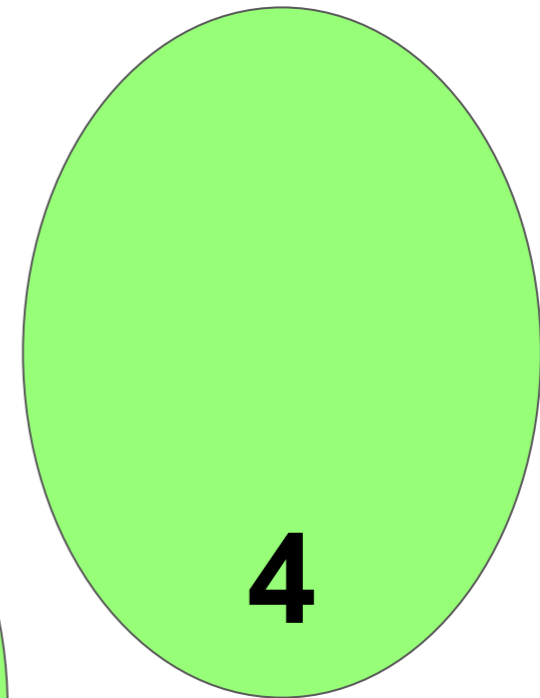
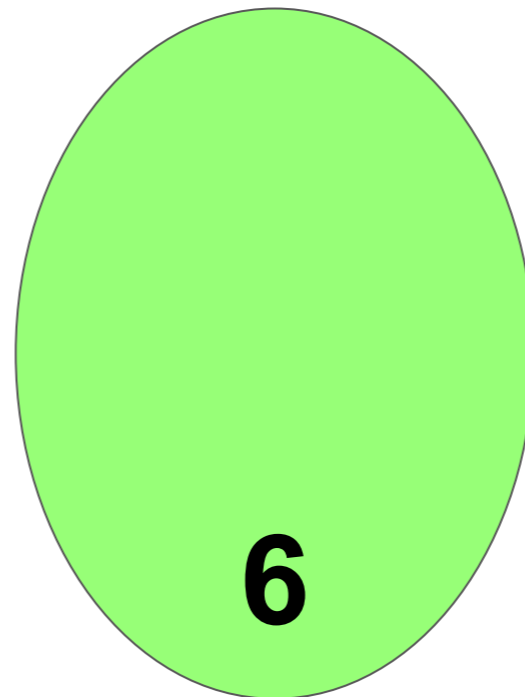
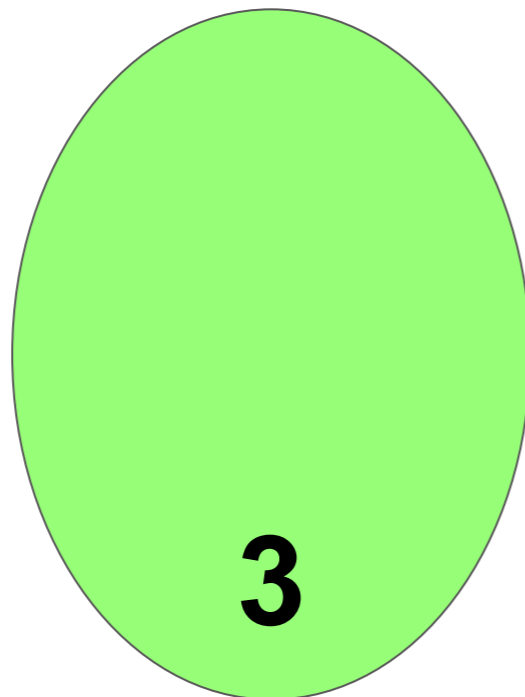
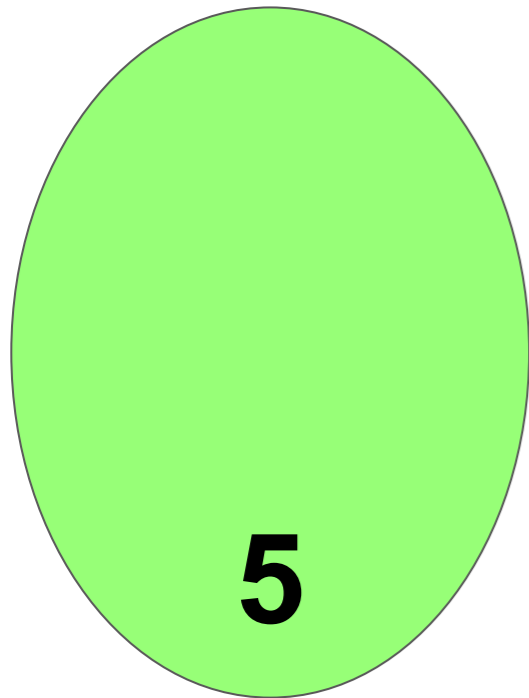
Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off. The winner is the player that uses all of their markers first.

One More Than

BUMP

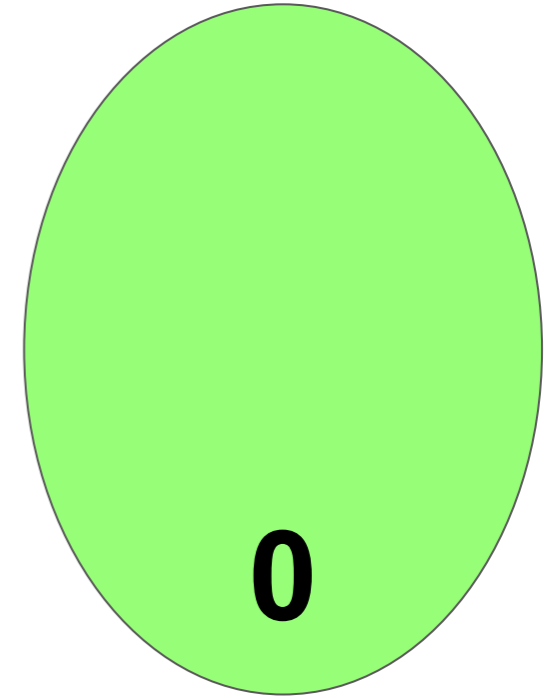
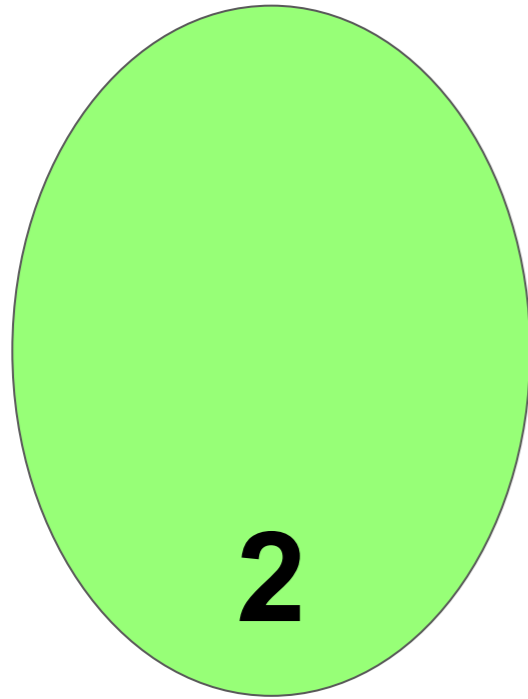


Roll the die. Then, put your marker on the spot that is "1 more than" the amount you rolled.

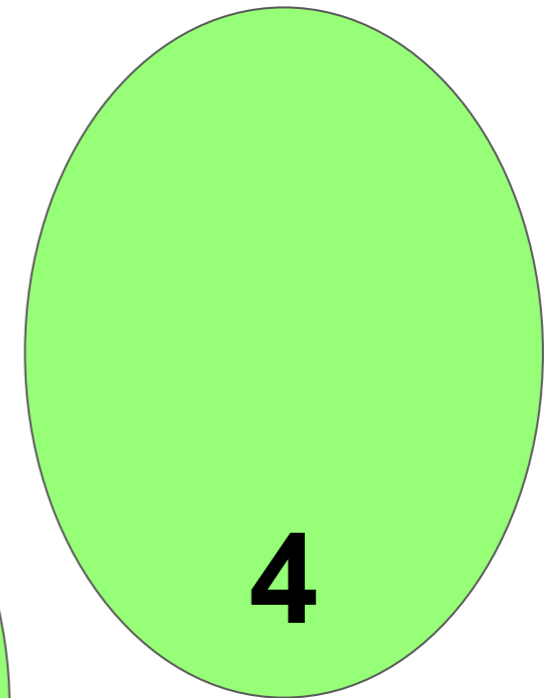
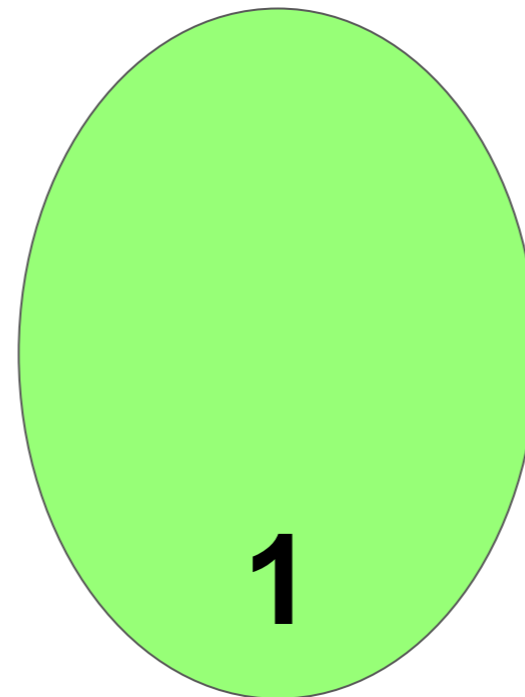
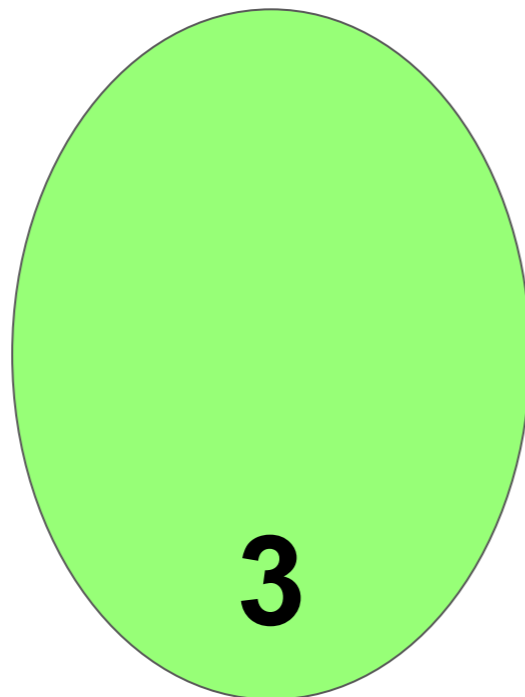
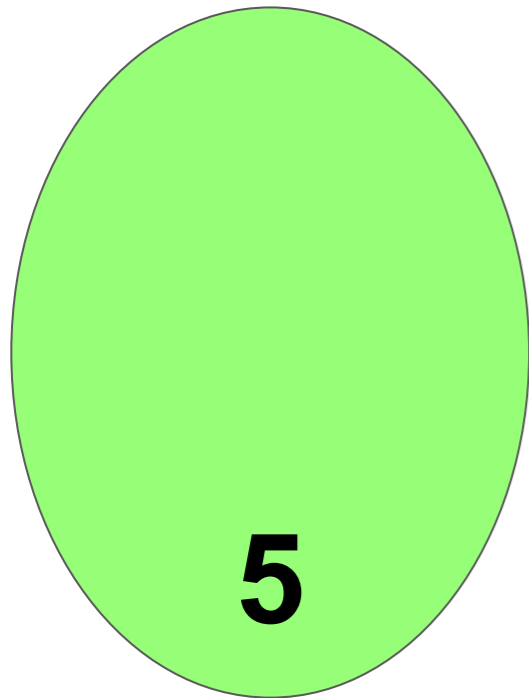


One Less Than

BUMP



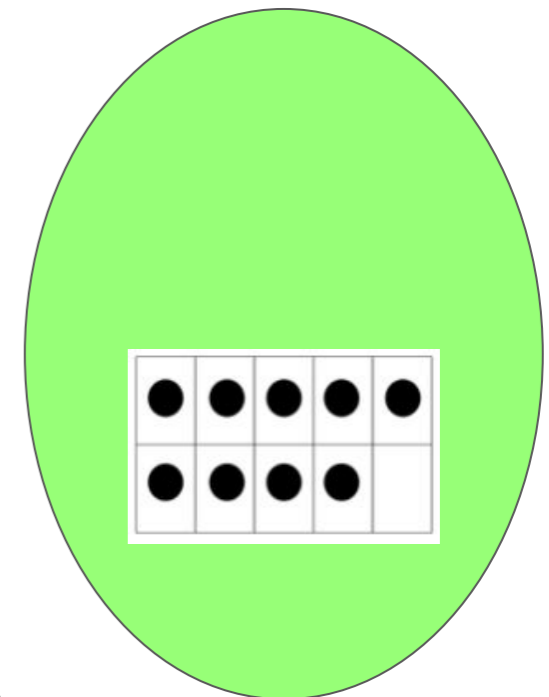
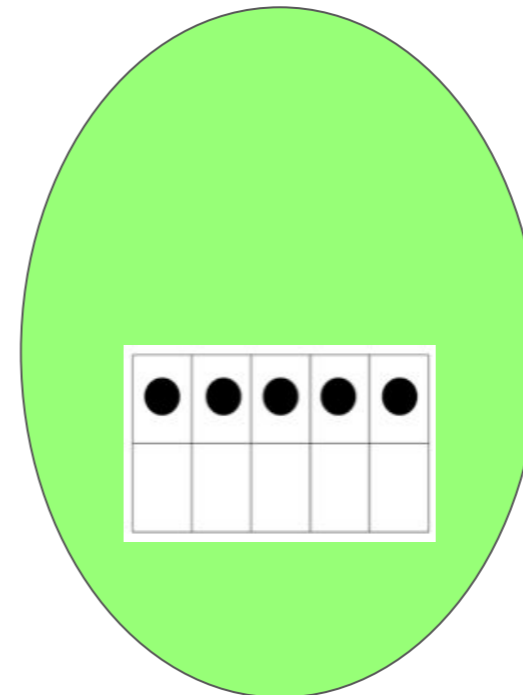
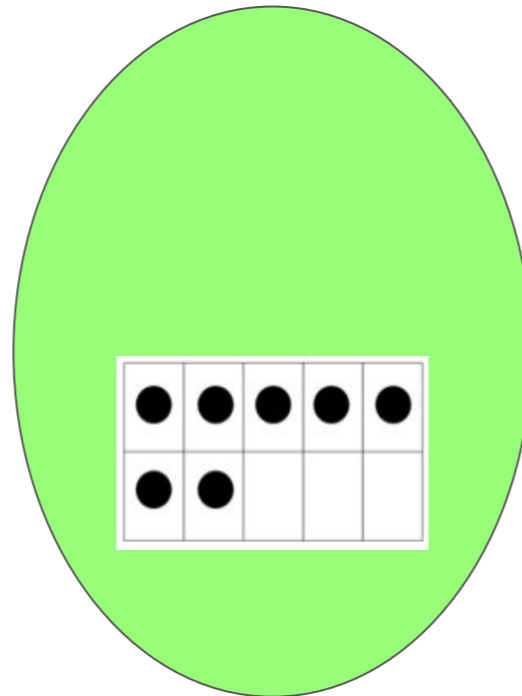
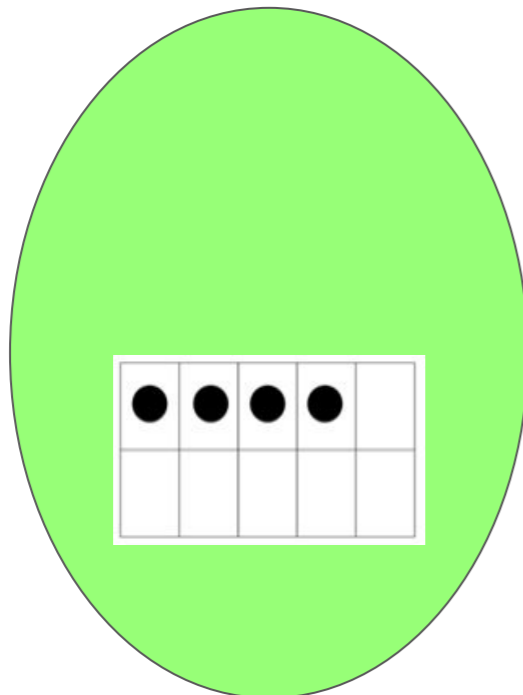
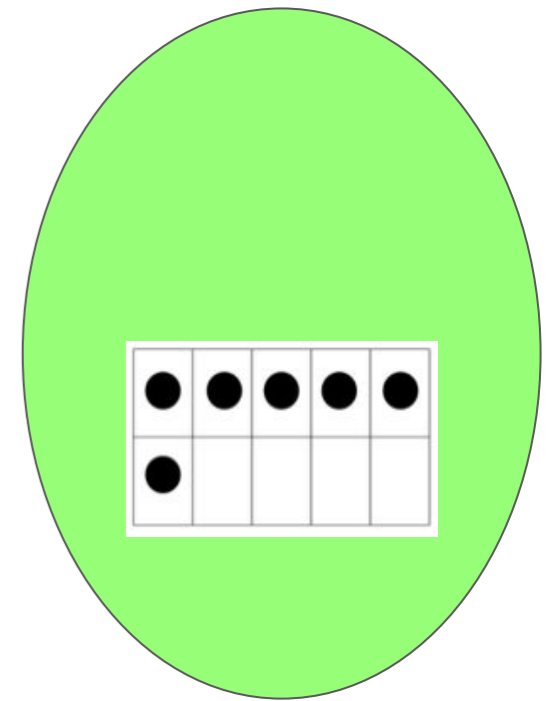
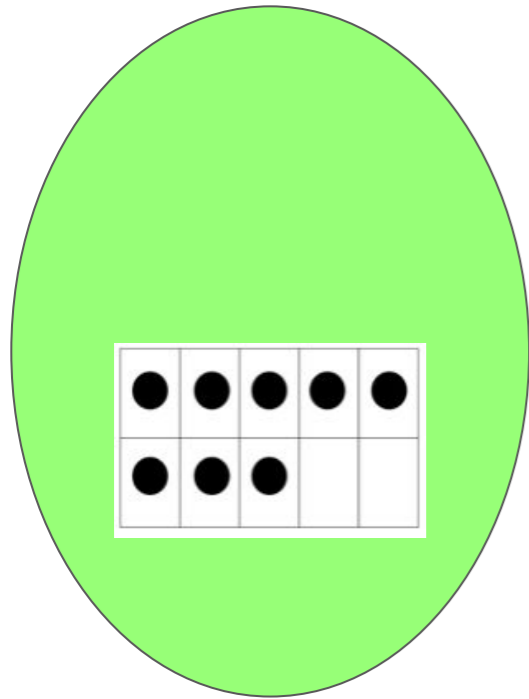
Roll the die. Then, put your marker on the spot that is "1 less than" the amount you rolled.



Make Ten

BUMP

Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to “Make Ten.”
For example, if I roll a 4, I would place my marker on the ten frame showing 6 because $4 + 6$ makes 10.

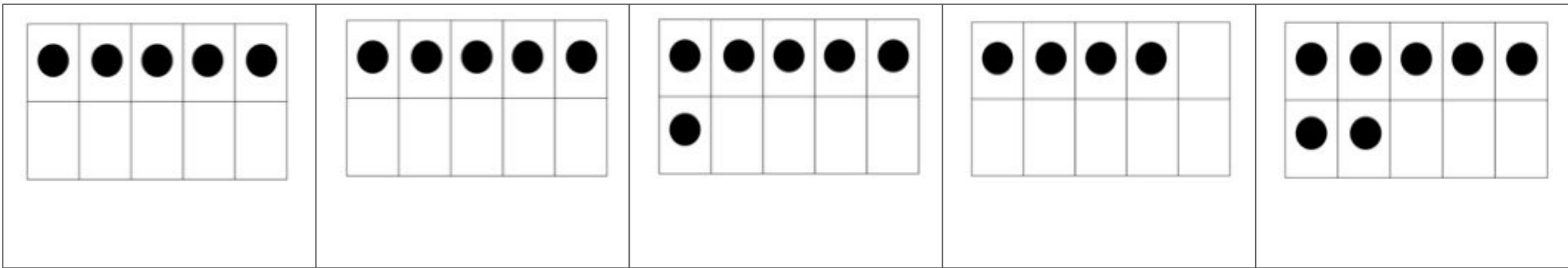
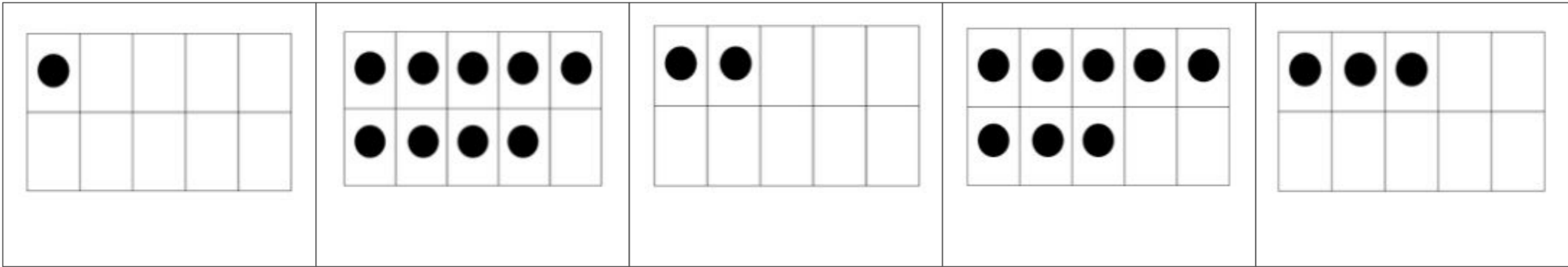
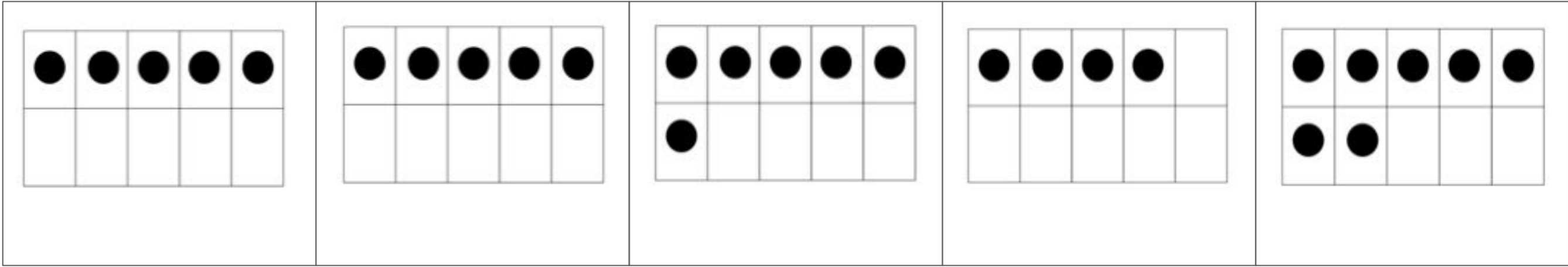
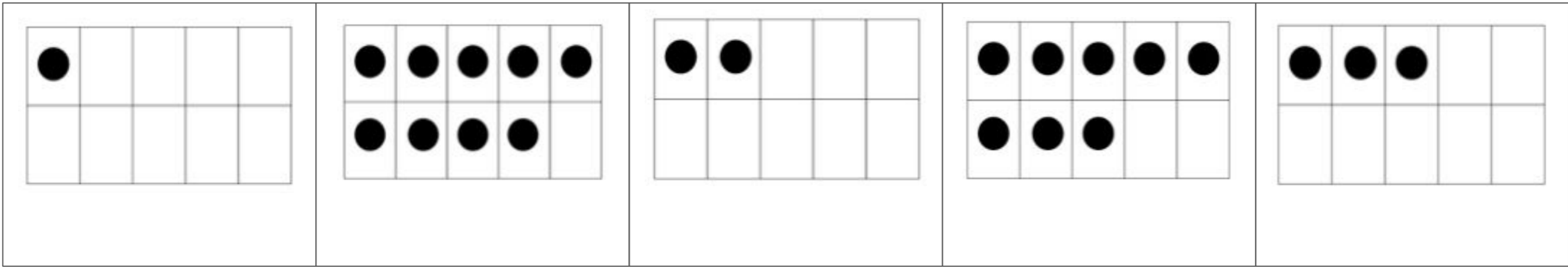


Memory

Directions

****Print the sheet out and cut the cards apart.**

Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a “match.” If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player’s turn.



“Make 10”
Matches

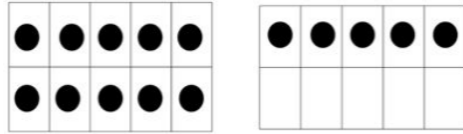
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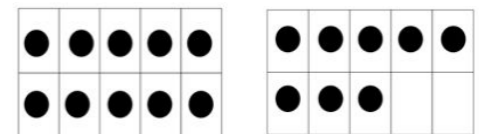
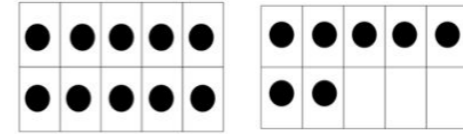
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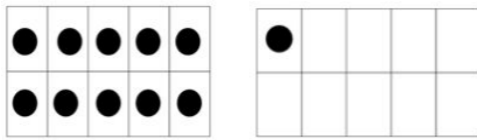
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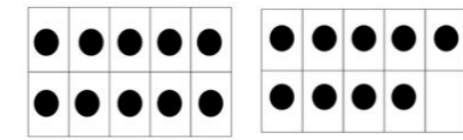
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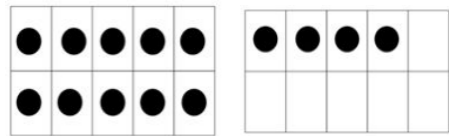
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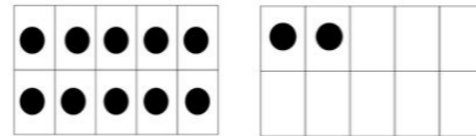
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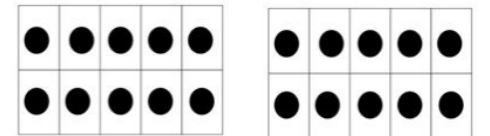
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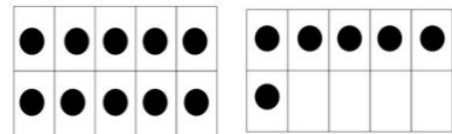
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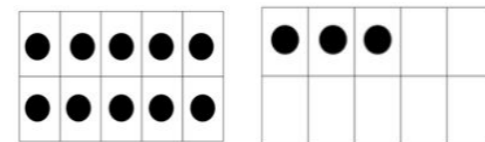
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16

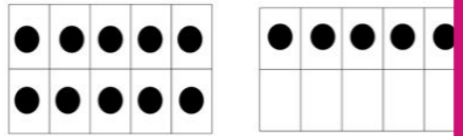


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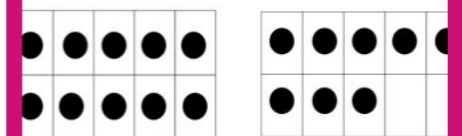
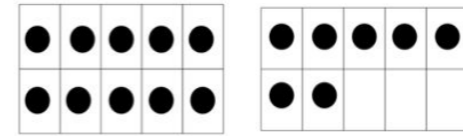


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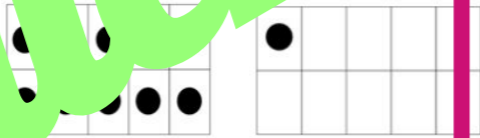
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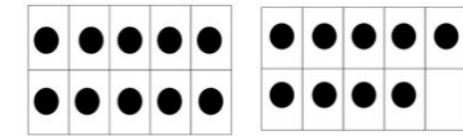
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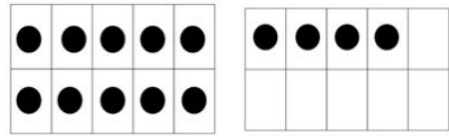
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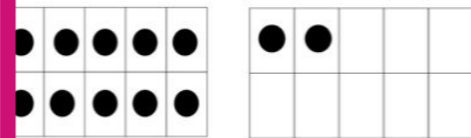
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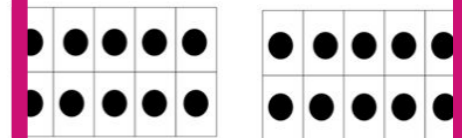
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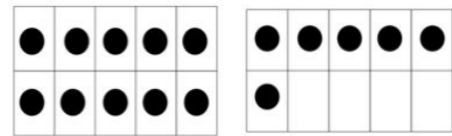
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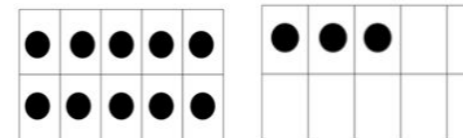
12



16



13



20

Matches

32

$20 + 12$

13

$10 + 3$

$9 + 20$

33

$23 + 10$

69

$60 + 9$

29

$43 + 10$

53

$24 + 20$

44

$58 + 10$

35

$15 + 20$

66

$50 + 16$

68

32

$20 + 12$

13

$10 + 3$

$9 + 20$

23

$23 + 10$

69

$60 + 9$

29

$43 + 10$

53

$24 + 20$

44

$58 + 10$

35

$15 + 20$

66

$50 + 16$

68

Matches

I Have/Who Has

Directions

Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won't make it back around to the starting card

Choose a student to go first, and have her read her card aloud.

The student who has the card with the answer then reads that answer aloud: "I have ___". This student will then read the question at the bottom of their card – 'Who has ___?' Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.

I have

32

Who has

30 + 18

I have

48

Who has

16 + 10

I have

26

Who has

10 + 15

I have

25

Who has

24 + 10

I have

34

Who has

20 + 9

I have

29

Who has

20 + 12

I have

16

Who has

10 + 2

I have

12

Who has

10 + 1

I have

11

Who has

10 + 5

I have

15

Who has

10 + 3

I have

13

Who has

10 + 4

I have

14

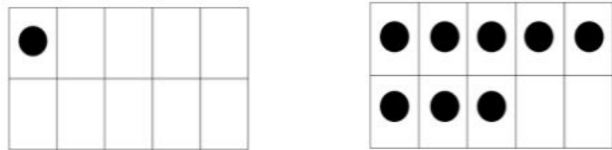
Who has

10 + 6

I have

6

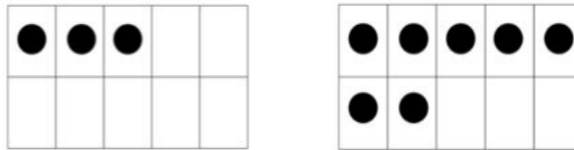
Who has



I have

9

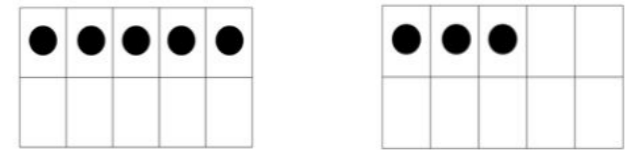
Who has



I have

10

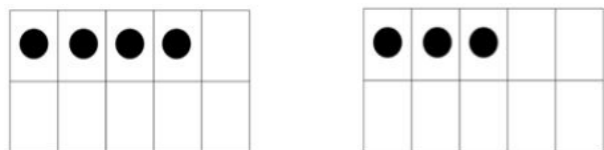
Who has



I have

8

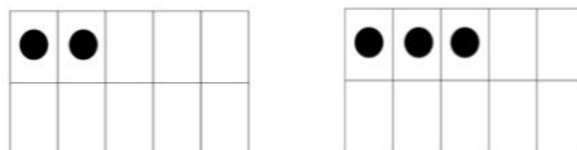
Who has



I have

7

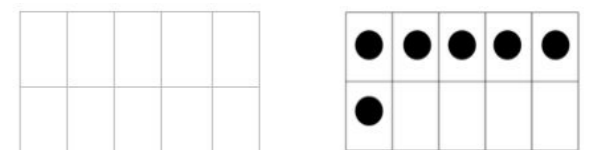
Who has



I have

5

Who has



Capture 4

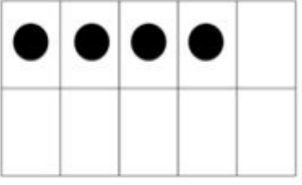
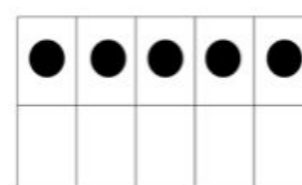
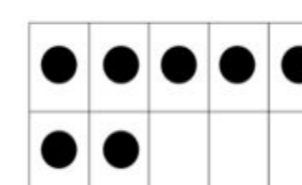
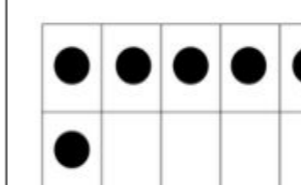
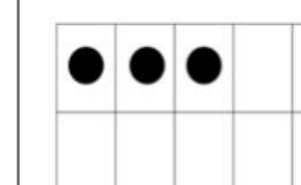
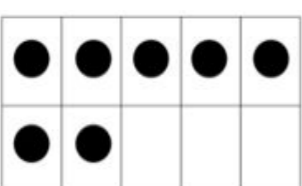
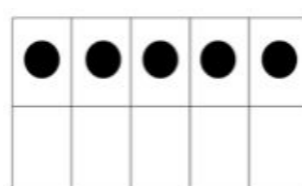
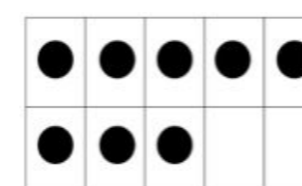
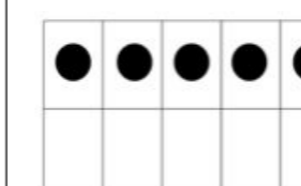
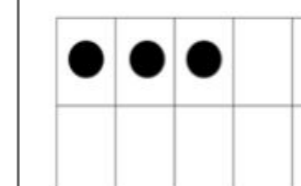
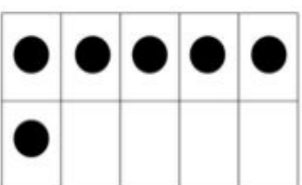
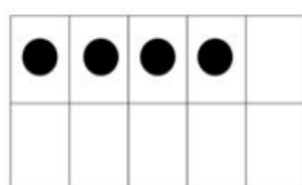
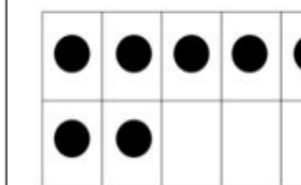
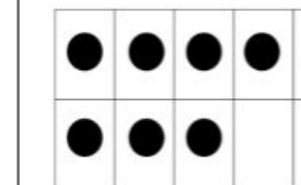
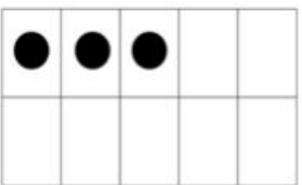
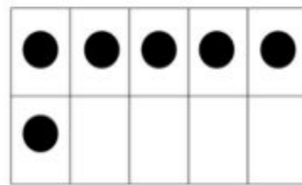
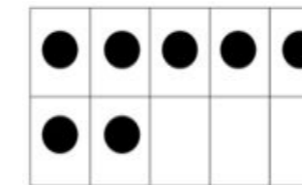
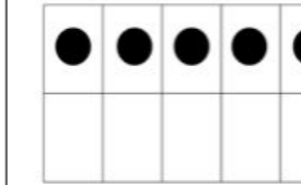
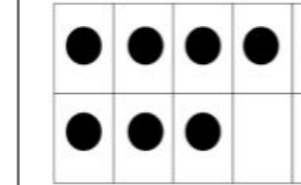
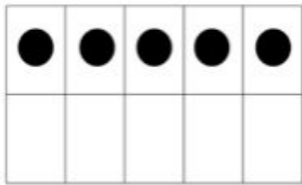
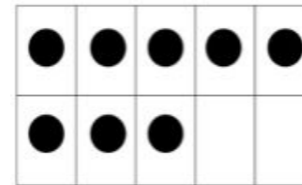
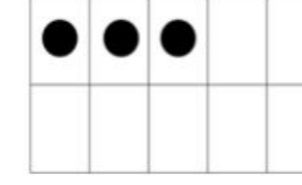
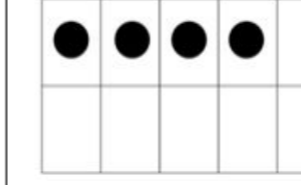
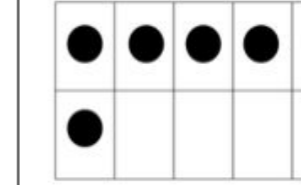
Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

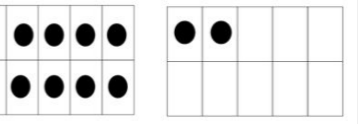
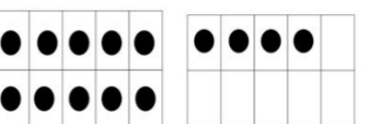
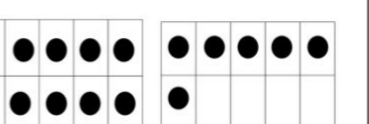
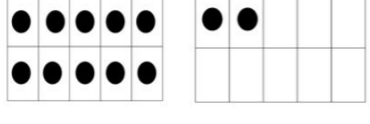
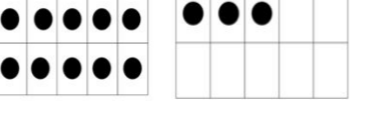
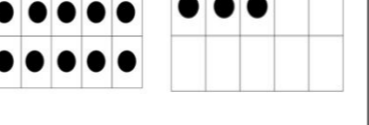
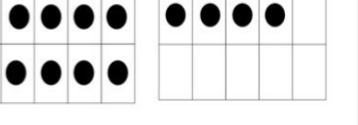
*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).

Capture 4: Add 2

				
				
		FREE		
				
				

Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.

Capture 4: Add 10

					
					
		<h2>FREE</h2>			
					
					

Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Capture 4: Roll two, Add 20

24	26	29	26	31
22	27	32	25	28
28	29	FREE	24	30
25	26	27	23	29
32	28	29	30	27

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Difference To...

Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number.

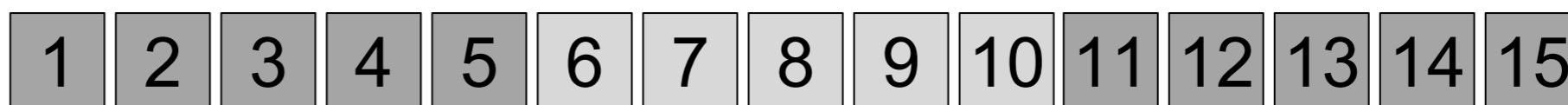
The sheets for this game are designed to be printed out and slipped into sheet protectors.

There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, students can write on the sheet protector with whiteboard markers and wipe it off for each new game.

Player 1



Player 2



- 1) **Roll the dice ____ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1



Example

Player 2



- 1) Roll the dice 1 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 8.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1



Player 2



- 1) **Roll the dice ____ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1

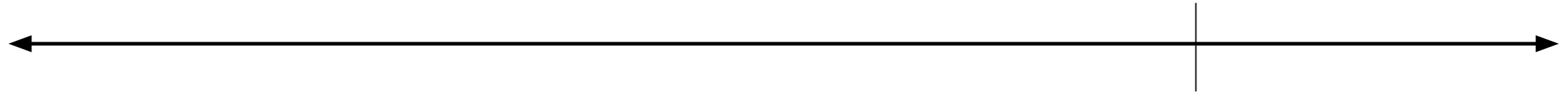


Player 2

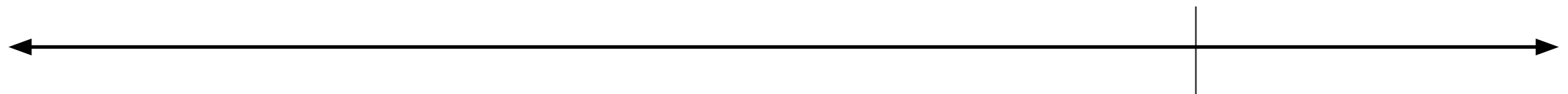


- 1) Roll the dice 2 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 10.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1



Player 2



- 1) **Roll the dice ____ times.**
- 2) **Use the number line to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1



Player 2



- 1) Roll the dice 3 times. *Add them, then add 50.*
- 2) Use the number line to record your total amount.
- 3) Find the difference from 100.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN.**



CANYONS
SCHOOL DISTRICT

**Home Learning
Student Resources
Grade 1**

Name _____

Solve Addition and Subtraction Problems to 10

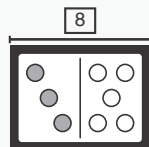
Topic 1 Standards

1.OA.A.1, 1.OA.D.8

See the front of the Student's Edition for complete standards.

Dear Family,

Your child is learning about addition and subtraction. In this topic, your child will learn to solve problems by adding or subtracting and writing addition and subtraction equations. These are important foundational skills that will allow your child to communicate mathematical ideas and reasoning. These skills will also allow your child to analyze the information given in word problems and find solutions. Your child will learn how to use models to solve word problems.



Each side of the mat represents parts of a whole. The number in the box above the mat represents the total. You can complete the model based on information given in a word problem. When one of the parts is missing, write a subtraction equation or an equation with an unknown addend. When the total is missing, write an addition equation.

Writing Addition Equations

Materials 8 small objects, paper, pencil

Take 5 small objects, such as paper clips or buttons, and divide them into 2 groups. Have your child write 2 addition equations for the objects. Then allow your child to divide the objects into 2 different groups. Write 2 addition equations for the objects and have your child help you decide if they are correct. Repeat the activity with 6 and 8 objects.

Observe Your Child

Focus on Mathematical Practice 5

Use appropriate tools strategically.

Help your child become proficient with Mathematical Practice 5. Discuss how the objects are good tools to model the equations. Then discuss other ways to model the equations.

Nombre _____

De la escuela al hogar
(en español)

Tema **1**

Resolver problemas de suma y resta hasta 10

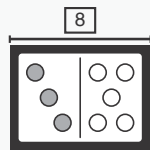
Estándares del Tema 1

1.OA.A.1, 1.OA.D.8

Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aprendiendo a sumar y restar. En este tema aprenderá a resolver problemas sumando o restando y a escribir ecuaciones de suma y resta. Estas son destrezas básicas importantes que le permitirán a su niño(a) comunicar ideas y razonamientos matemáticos. Estas destrezas también le permitirán analizar la información dada en problemas verbales y hallar soluciones. Aprenderá cómo usar modelos para resolver problemas verbales.



Cada lado del tablero representa las partes de un todo. El número en el recuadro de arriba representa el total. El modelo se puede completar con la información que se da en un problema verbal. Cuando falta una de las partes, se escribe una ecuación de resta o una ecuación con un sumando desconocido. Cuando falte el total, se escribe una ecuación de suma.

Escribir ecuaciones de suma

Materiales 8 objetos pequeños, papel, lápiz

Tome 5 objetos pequeños, como clips o botones, y divídalos en 2 grupos. Pida a su niño(a) que escriba 2 ecuaciones de suma para los objetos. Después pida a su niño(a) que divida los objetos en 2 grupos diferentes. Escriba 2 ecuaciones de suma para los objetos y pida a su niño(a) que le ayude a decidir si están correctas. Repita la actividad con 6 y 8 objetos.

Observe a su niño(a)

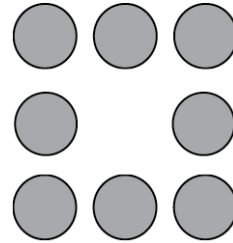
Enfoque en la Práctica matemática 5

Utilizar las herramientas apropiadas de manera estratégica.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 5. Comenten cómo es que los objetos son buenas herramientas para representar las ecuaciones. Luego, comenten otras maneras para representar las ecuaciones.

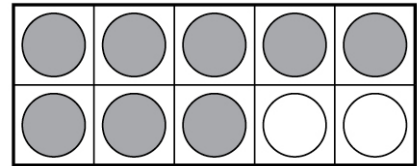
Name _____

1. Dana draws this dot pattern.
Which number tells how many
dots Dana draws in all?



- A 9
- B 8
- C 7
- D 6

2. Which does the ten-frame show?



- A $8 + 1$
- B $8 + 2$
- C $7 + 1$
- D $7 + 3$

3. Sam puts 5 strawberries on his plate.
Then he puts 2 more strawberries on his plate.
How many strawberries does Sam have in all?
Draw a picture to solve the problem.
Write an addition equation
to match.

____ ○ ____ ○ ____



Name _____

1. Jack sees 7 ducks in the pond.
Hanna sees 2 more ducks than Jack.
Which equation helps you find how many ducks Hanna sees in all?

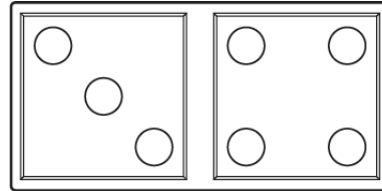
A $2 + 3 = 5$

B $3 + 3 = 6$

C $7 + 1 = 8$

D $7 + 2 = 9$

2. Which equation tells how many dots in all?



A $4 + 1 = 5$

B $3 + 4 = 7$

C $7 + 3 = 10$

D $6 + 4 = 10$

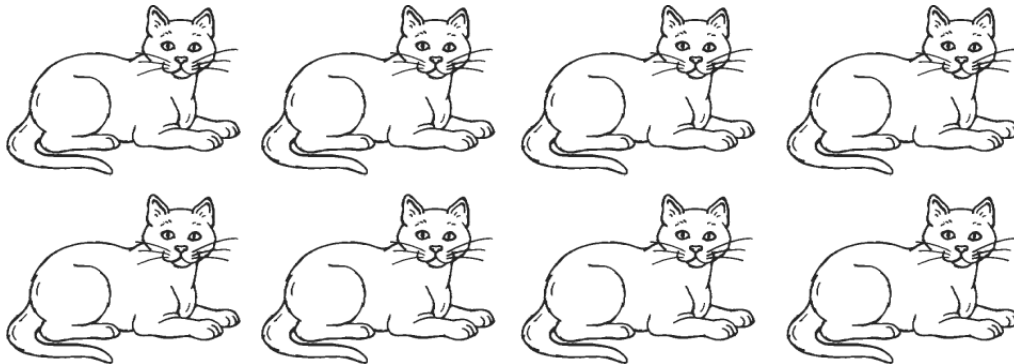
3. Solve the problem. Draw a picture to help.
Tim has 8 crayons.
He gives away 2 crayons.
How many crayons does Tim have left?

_____ - _____ = _____

_____ crayons

Name _____

1. Which equation tells how many cats in all?



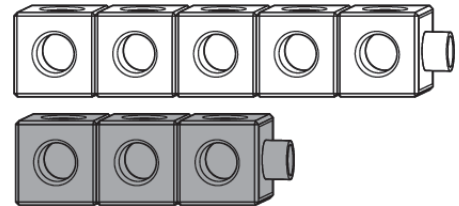
A $2 + 2 = 4$

C $4 + 4 = 8$

B $3 + 3 = 6$

D $5 + 5 = 10$

2. Miguel feeds 5 horses.
Betty feeds 3 horses.
How many more horses
does Miguel feed than Betty?



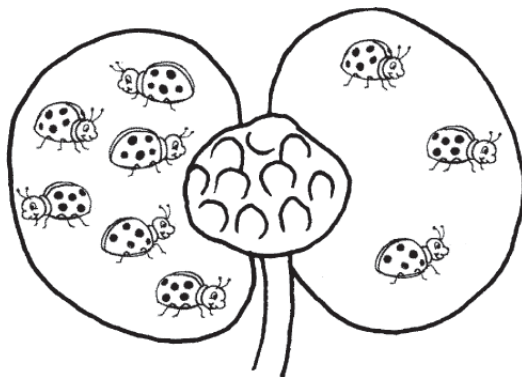
A 2

C 4

B 3

D 8

3. Write an addition equation that tells about the picture.
Then write a related subtraction equation.



_____ + _____ = _____

_____ - _____ = _____

Name _____

1. 6 birds sit in a tree.
4 birds fly away.
How many birds are still in the tree?

- A** 1
- B** 2
- C** 3
- D** 4

2. Which addition facts can help you solve the problem below? Choose all that apply.

$$7 - 4 = ?$$

- $7 + 7 = 14$
- $4 + 3 = 7$
- $7 + 4 = 11$
- $3 + 4 = 7$

3. Lisa and Carlos plant the same number of flowers. They plant 18 in all. Write the doubles fact that shows how many flowers they plant.

$$\underline{\quad} + \underline{\quad} = 18$$

Name _____

1. Which is another way to add $2 + 6$?

A $4 + 3$

B $2 + 5$

C $6 + 2$

D $3 + 4$

2. Which doubles fact does the picture show?

A $2 + 2 = 4$

B $3 + 3 = 6$

C $5 + 5 = 10$

D $6 + 6 = 12$



3. Solve the equation. Show your work on the open number line.

$8 + 4 = \underline{\quad}$



Name _____

1. Lyle has 5 red cars. He has 8 green cars.
Which choice shows how you could make
10 to find the number of cars in all?

A $10 + 3 = 13$

B $10 + 4 = 14$

C $10 + 5 = 15$

D $10 + 8 = 18$

2. Talisa has 8 toy blocks. Her friend has 9 toy blocks.
How many toy blocks do they have altogether?

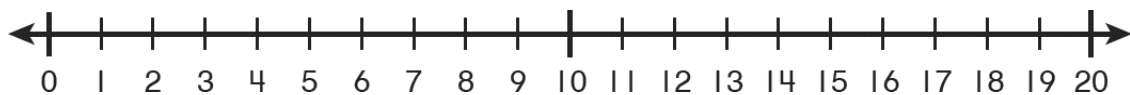
A 18

B 17

C 16

D 14

3. Use the number line to count back or count on and
find the difference. Show your work.



$15 - \underline{\quad} = 9$

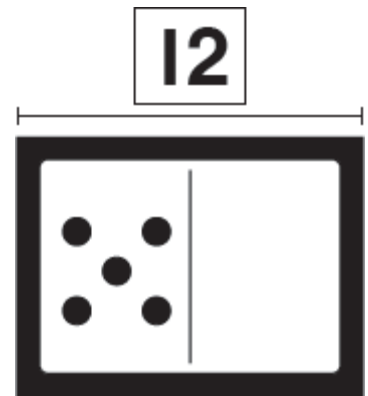
Name _____

1. Which has the same value as $10 + 0$?

- A $7 + 0$
- B $8 + 1$
- C $7 + 2$
- D $0 + 10$

2. Luke and Lucy have 12 pencils in all.
Luke has 5 pencils.
How many pencils does Lucy have?

- A 17
- B 8
- C 7
- D 6

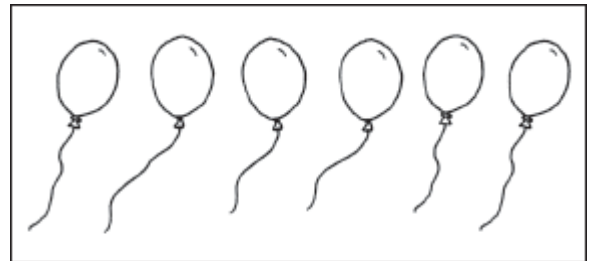


3. Draw 1 balloon fewer than
the number of balloons
in the top box.

Write an addition equation
and a subtraction equation
to match your picture.

$6 + \underline{\quad} = \underline{\quad}$

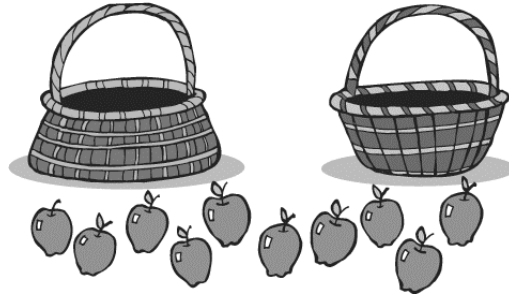
$\underline{\quad} - \underline{\quad} = 6$



Name _____

1. Chloe has 2 baskets. She puts 5 apples in each basket. Which equation shows how many apples she has in all?

- A $3 + 2 = 5$
- B $5 + 4 = 9$
- C $5 + 5 = 10$
- D $6 + 6 = 12$



2. Which number will make the equation true?

$$7 + 2 = 16 - \underline{\hspace{2cm}}$$

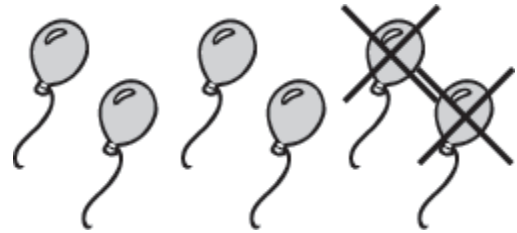
- A 7
- B 8
- C 9
- D 10

3. Start with 61. Count by 10s.
What are the missing numbers?

61, 71, _____, 91, _____, _____

Name _____

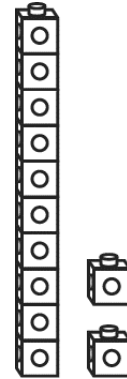
1. Which subtraction equation tells about the picture?



- A** $4 - 4 = 0$
- B** $4 - 2 = 2$
- C** $6 - 4 = 2$
- D** $6 - 2 = 4$

2. Which is the missing number?

12 is _____ ten and 2 ones.



- A** 3
- B** 2
- C** 1
- D** 0

3. Joyce counts by 1s, starting at 62.

62, 63, 65, 67, 68

Which numbers does Joyce forget to count?

Here are ways to help your child practice skills while having fun!

Day 1

Write these words in a list: *glass, bus, mix, fix, dish, brush, patch, pitch*. Read aloud each word to your child. Then say the same word, but add *-es* to the end. Have your child write and read the new words.

Day 2

Write the following word parts on cards: *-ore, -ort, -orn*. Make letter cards for: *c, t, w, s, sh*. Take turns making words. (*core, corn, tore, torn, wore, worn, sore, sort, shore, short*)

Day 3

Write the following words in a list: *away, car, friends, house, our, school, very*. Take turns picking a word and making up a riddle for the other player to guess the word.

Day 4

Write the spelling words on cards: *bus, buses, fix, fixes, class, classes, wish, wishes, kiss, kisses*. Take turns choosing a card and writing a sentence for the word.

Day 5

This week your child is learning about fact and opinion. Have your child look around your home and state some facts about it (e.g., The couch is blue). State an opinion for each fact (e.g., This is my favorite couch). Discuss the difference between the two statements.

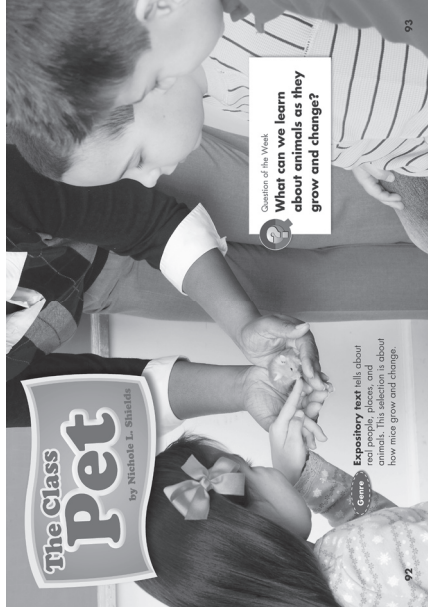
Name

Family Times

You are your child's first and best teacher!

This week we're

Reading The Class Pet



Talking About What we can learn about

animals as they grow and change

Learning About Ending *-es*; Plural *-es*

r-Controlled *or, ore*

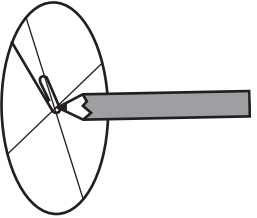
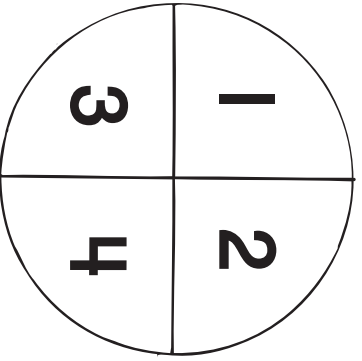
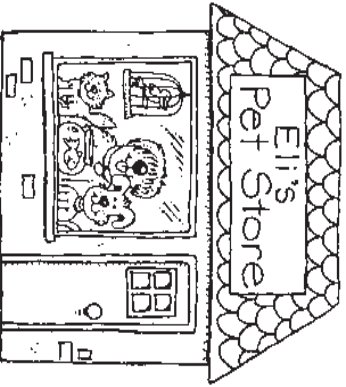
Fact and Opinion

More, More, More!

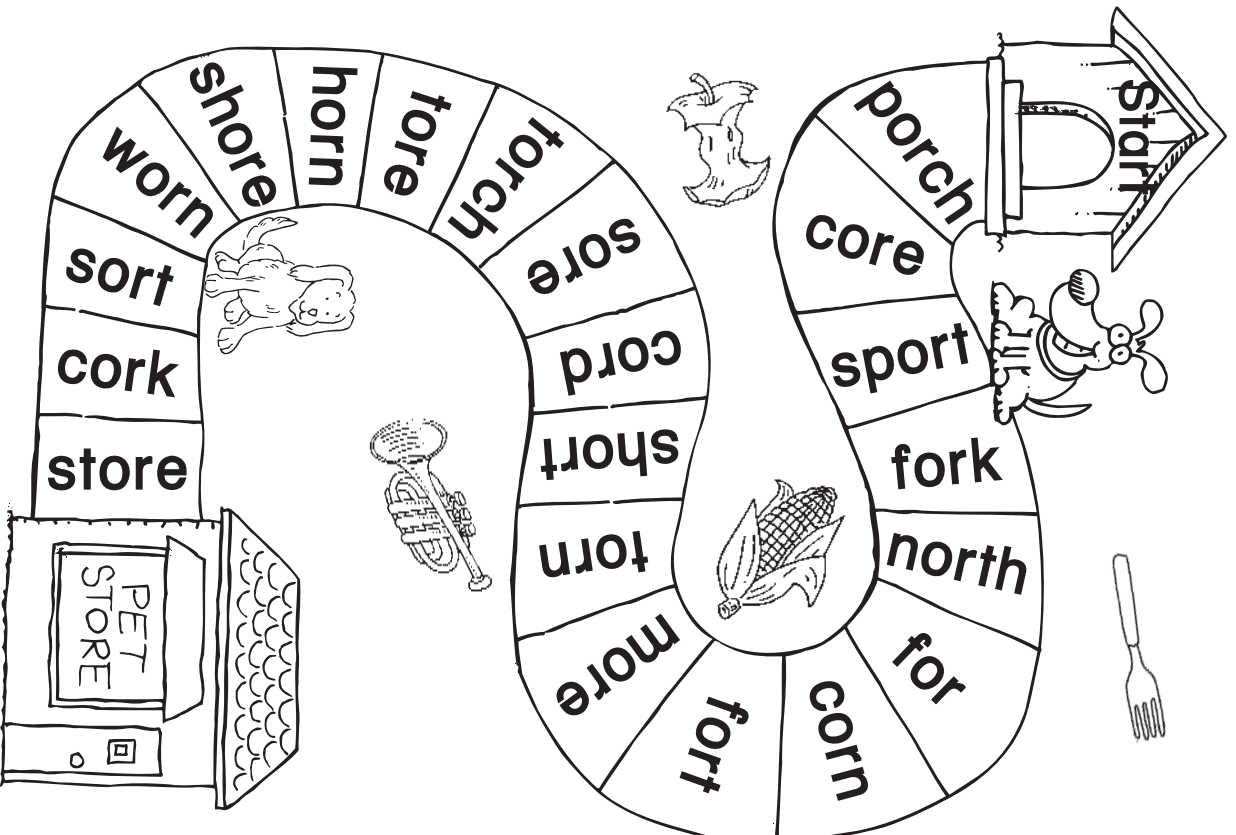
Materials paper circle, paper clip, pencils, 1 button per player.

Game Directions

1. Make a simple spinner as shown.
2. Take turns spinning the spinner and moving the correct number of spaces. When the player lands on a word, he or she must read the word correctly to stay on that space. If the player does not do so, he or she must move back one space.
3. The first player to reach the pet store wins!



2



3

Name _____

Pick a word from the box to match each clue.

Write the words in the puzzles.



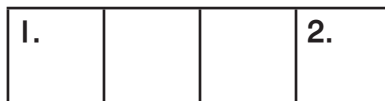
ring



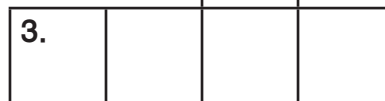
bank

bank fang king skunk tank

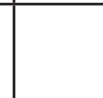
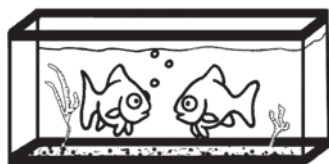
1.



2.



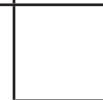
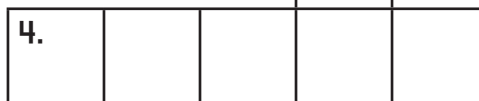
3.



4.



5.



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Home Activity Your child solved two puzzles with words that end with *ng* and *nk*. Have your child use each word in a sentence.

Name _____

Circle the compound word in each sentence.



greenhouse

1. This weekend Jim will be in his new house.

2. He will miss his classmates.

3. His mom made homemade candy.

4. Ms. Hill made popcorn.

5. Jim gave a cupcake to Ms. Hill.

6. Jim pulled the map from his backpack.

7. He will live by the shoreline.

8. Jim will take his bulldog with him.



Find the compound word.

Mark the to show your answer.

9. shortstop

shorten

shore

10. weedy

weeks

weekend



Home Activity Your child reviewed compound words—words formed by joining two or more words. Write words such as *out, side, in, any, thing, base, ball, some, where,* and *one* on separate slips of paper. Have your child form compound words.

Name _____

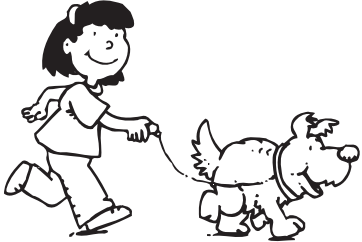
Read the words in the box.

Pick a word from the box to finish each sentence.

Write the words in the puzzles.

away car friends house our school very

2.	1.			
3.	4.			




1. _____ family has a big brown dog named Jimbo.
2. His long soft fur gets all over the _____ .
3. He likes to ride in the _____ .
4. Sometimes, we go far _____ and Jimbo comes, too.

5. After _____, I like to play with Jimbo.

6. My _____ like to play with Jimbo, too.

7. My mom teaches Jimbo _____ good tricks.

		6.		
7.				
		5.		



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Home Activity This week your child learned to read the words *away, brown, car, friends, fur, house, night, our, school, teaches,* and *very*. Take turns reading each word in the box and using it in a sentence.

Name _____

Words with -es

Look at the word. Say it. Listen for the ending.

Write each word.

Check it.

1. fix

2. fixes

3. class

4. classes

5. wish

6. wishes

7. kiss

8. kisses

9. bus

10. buses

Words to Read

11. friends

12. very



Home Activity Your child is learning to spell words that end with -es. To practice at home, have your child say each word. Help your child think of more words ending in -es.

Name _____

Verbs That Do Not Add -s

Circle the verb that shows more than one.

1. Jan and Pat (looks, look) for a pet.
2. They (want, wants) a big pet.
3. They (sees, see) a pet shop.



Circle the correct verb. Write the verb on the line.

4. The pets _____ in the yard.

 (runs, run)

5. Jan and Pat _____ their pets.

 (like, likes)

6. The mice _____ at the store.

 (plays, play)

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Home Activity Your child reviewed verbs that do not add -s. Have your child point to each verb on this page that does not end in -s and use the word in a new sentence.

Kittens Grow Up



by Susan Yoder Ackerman

Genre	Build Background	Access Content	Extend Language
Nonfiction	<ul style="list-style-type: none">• Kittens• Cats• How Animals Change	<ul style="list-style-type: none">• Labels• Repetition	<ul style="list-style-type: none">• Action Words

Scott Foresman Reading Street 1.3.3

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Question of the Week

What can we learn about animals as they grow and change?

High Frequency Words

cares
open
closed

Concept Words

kittens washes
grow bigger

In this book, I will learn:

- Baby animals grow into adults.
- A baby animal needs help.

Kittens Grow Up

by Susan Yoder Ackerman

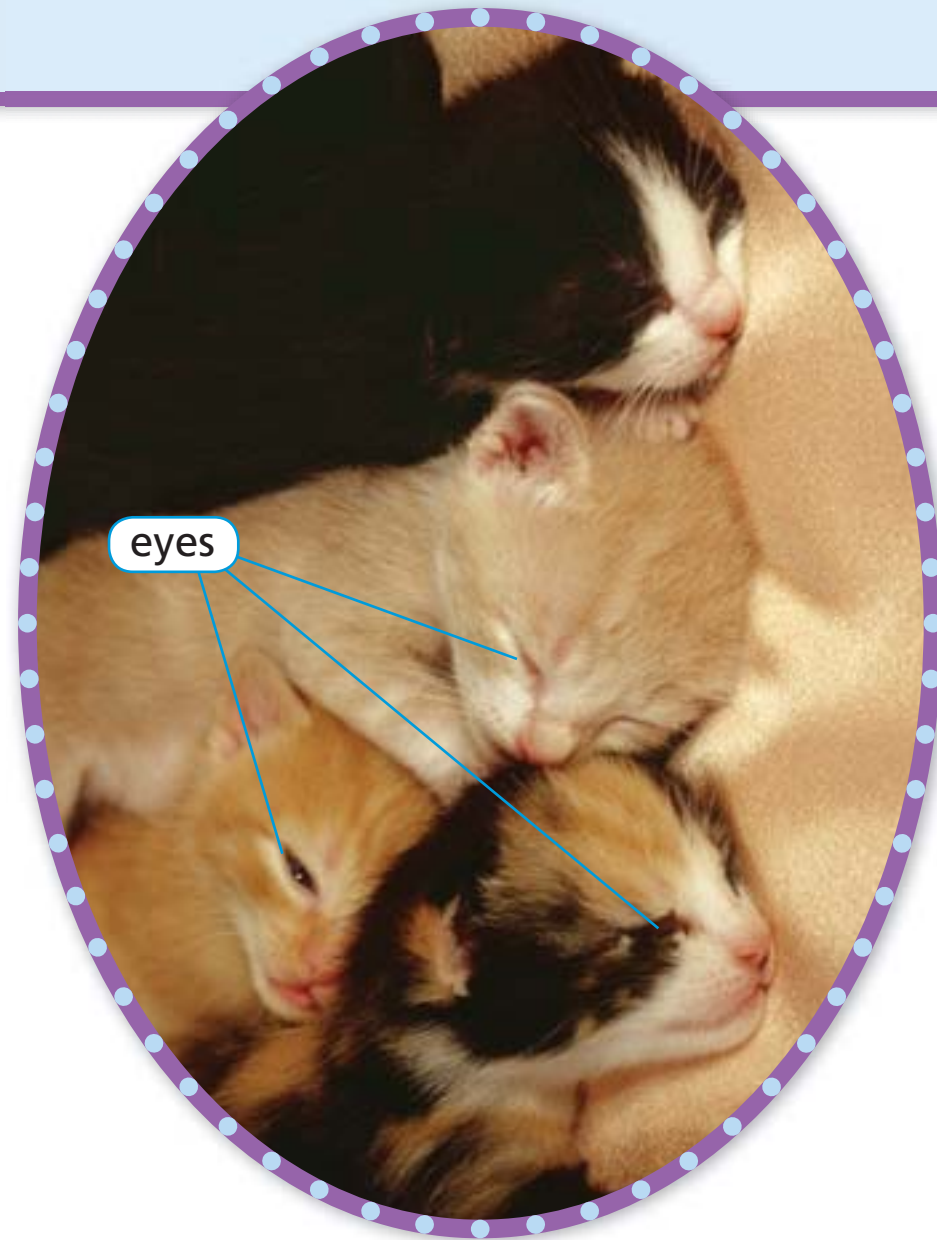


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Kittens are born.
Kittens need help.
Mother cat cares for her kittens.



Kittens sleep a lot.
Kittens keep their eyes closed.
Mother cat is close.



Kittens grow.
Kittens open their eyes.
Mother cat washes them.



Kittens try to walk.
They fall.
They get back up.



Kittens grow bigger.
Kittens play.
They run and jump.



Kittens grow into cats.
Cats eat cat food.



The kitten is grown up.
It is a cat now!

Talk About It

1. As kittens grow, what changes happen?
2. As you grow, what changes happen?

Write About It

3. Draw and color a kitten. Now draw how it will look when it grows up. Label your pictures **kitten** and **cat**.

Extend Language

Kittens **grow** and **play**. What other actions can kittens do?

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1 2 3 4 5 6 7 8 9 10 V0G1 13 12 11 10 09

Here are ways to help your child practice skills while having fun!

Day 1

Write these long o words: *load, float, toast, show*. One player reads a word, and the other thinks of one or more rhyming words.

Day 2

Write the following three-letter blends in red on index cards: *scr, spl, squ, str, thr*. Write the following word parts in blue on other cards: *ap, ub, ash, int, are, eeze, ew, ing, eam, ead*. Together, match up the blends to the word endings to make real words.

Day 3

Write the following words in a list: *found, mouth, once, took, wild*. Take turns picking one of the words and making up a riddle to help the other players guess the chosen word.

Day 4

Write each spelling word on a card: *boat, road, snow, row, yellow, loaf, coat, soap, blow, pillow*. Have your child read the words. Then take turns dictating a word and writing it.

Day 5

This week your child is learning how to identify details and facts in a story. As you read, ask your child to call out the facts and details.

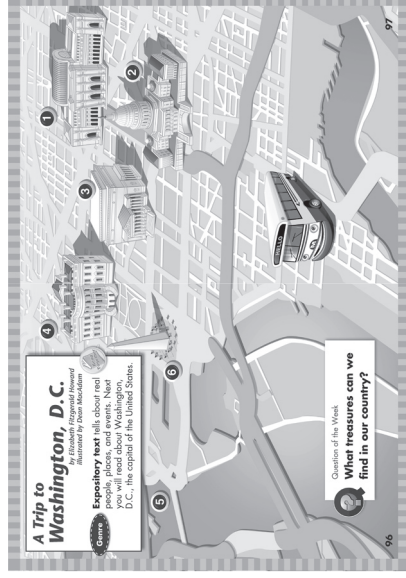
Name

Family Times

You are your child's first and best teacher!

This week we're

Reading A Trip to Washington, D.C.



Talking About Treasures we can find in our country

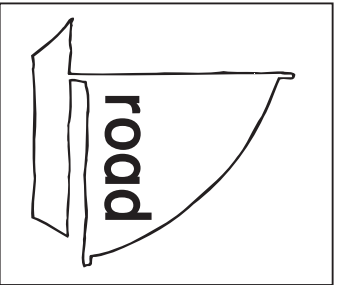
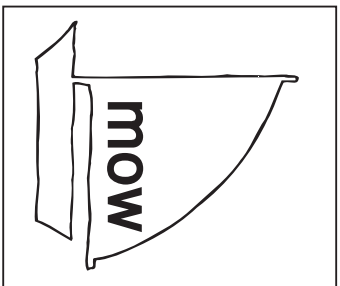
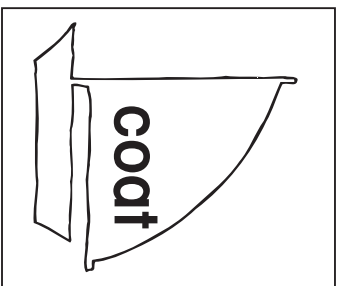
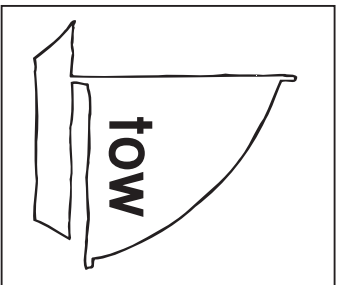
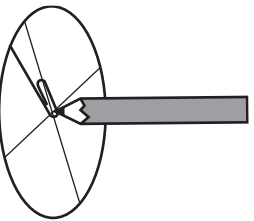
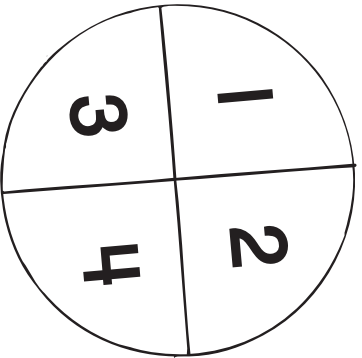
Learning About Vowel Digraphs *oa, ow*
Three-letter Consonant Blends
Facts and Details

Row Your Boat!

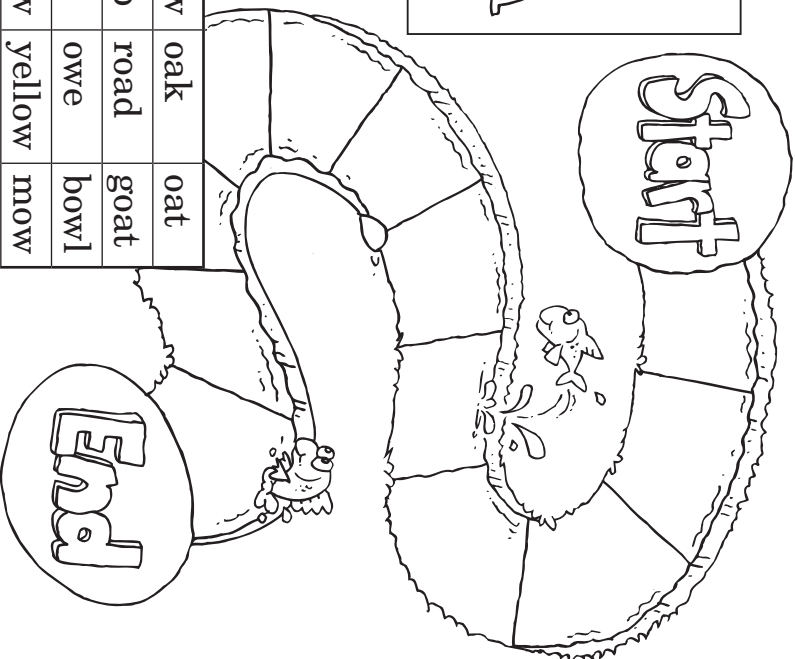
Materials paper circle, paper clip, pencils,
1 button per player

Game Directions

1. Make a simple spinner as shown. On a large sheet of paper, make a game path in the shape of a stream with 12 spaces. Make boat cards like the ones shown on page 3 using the words at the bottom of page 3. Shuffle them and place them in a pile next to the game path.
2. Before spinning, a player picks a boat card and reads aloud the word on the card. If the word is read correctly, then he or she spins and moves the number of spaces shown on the spinner. Players get one turn per spin. If the word is read incorrectly, play passes to the next player, and the card goes back to the bottom of the pile.
3. The first player to reach **End** wins!



tow	snow	oak	oat
coat	soap	road	goat
toast	own	owe	bowl
crow	show	yellow	mow
glow	blow	goal	foam



Name _____

Circle a word to finish each sentence.

Write it on the line.



sack sea

1. We went down to the _____ .



beach bash

2. We walked on the _____ .



need head

3. I put my _____ near the water.



clean clan

4. We _____ off the sand.



Home Activity Your child reviewed words with the vowel digraph *ea* as in *peach* and *bread*. Work with your child to make a list of other words with the same sounds, also spelled *ea*. Ask him or her to rhyme the new words with the words in these sentences.

Name _____

Add **-ed** to each word.

cry

cried

Write the new word on the line.

1. carry _____

2. try _____

Add **-er** and **-est** to each word.

happy

happier

happiest

Write the new words on the line.

easy 3. _____

4. _____

pretty 5. _____

6. _____

Use some of the words you wrote to finish the sentences.

Write the words on the lines.

7. I _____ to see the White House up close.



8. We all _____ lunchboxes on the bus.



9. It was _____ to ride on the bus than to walk.

10. Washington, D.C., is the _____ city I have ever seen.



Home Activity Your child reviewed words with endings *-ed*, *-er*, and *-est*. Have your child add *-ed* to *dry*, *spy*, *hurry*, and *copy*. Then have him or her add *-er* and *-est* to *funny*, *messy*, *bumpy*, *lucky*, and *sunny*. Check to make sure your child made the correct spelling changes.

Name _____

Draw a line from the word to its clue.

1. mouth

only one time

2. capital

what the United States is

3. once

people who are voted into office

4. country

not tame

5. wild

not lost any more

6. found

important papers

7. documents

got

8. took

the center of a government

9. government

where food is taken in



Home Activity Your child has learned the words *country*, *capital*, *documents*, *took*, *found*, *wild*, *once*, *mouth*, and *government*. Ask your child to tell a story about visiting Washington, D.C. Write down the story and have him or her illustrate it.

Name _____

Words with oa, ow

Look at the word. Say it. Listen for the long o sound.

Write each word.

Check it.

1. boat

2. road

3. snow

4. row

5. yellow

6. loaf

7. coat

8. soap

9. blow

10. pillow

Words to Read

11. once

12. wild



Home Activity Your child is learning to spell words with the long o vowel sound spelled oa and ow. To practice at home, have your child pronounce each word, note the spelling of the long o sound, and then spell the word with eyes closed.

Name _____

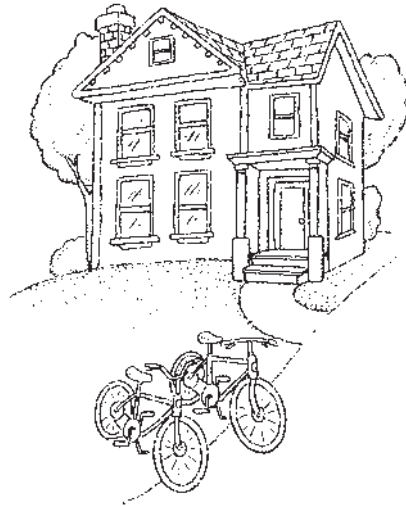
Adjectives for Sizes

Circle the adjective that describes size.

1. big house

2. small bird

3. short man

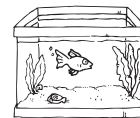


Look at the pictures. Write the adjective in () that tells about each picture.

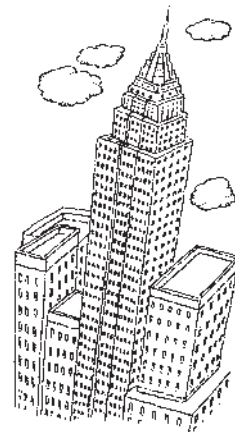
4. _____ flag
(huge, tiny)



5. _____ fish
(little, big)



6. _____ buildings
(short, tall)



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Home Activity Your child reviewed adjectives for sizes. Have your child point to each adjective on this page and use the word in a new sentence.

Museum Treasures



Genre	Build Background	Access Content	Extend Language
Nonfiction	<ul style="list-style-type: none">• Museums• Treasures• Observing the World	<ul style="list-style-type: none">• Labels in Pictures• Historical Photographs	<ul style="list-style-type: none">• Word Parts

Scott Foresman Reading Street 1.4.3

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ISBN-13: 978-0-328-49860-4
ISBN-10: 0-328-49860-2



by Amy Caldera



Question of the Week

What treasures can we find in our country?

High Frequency Words

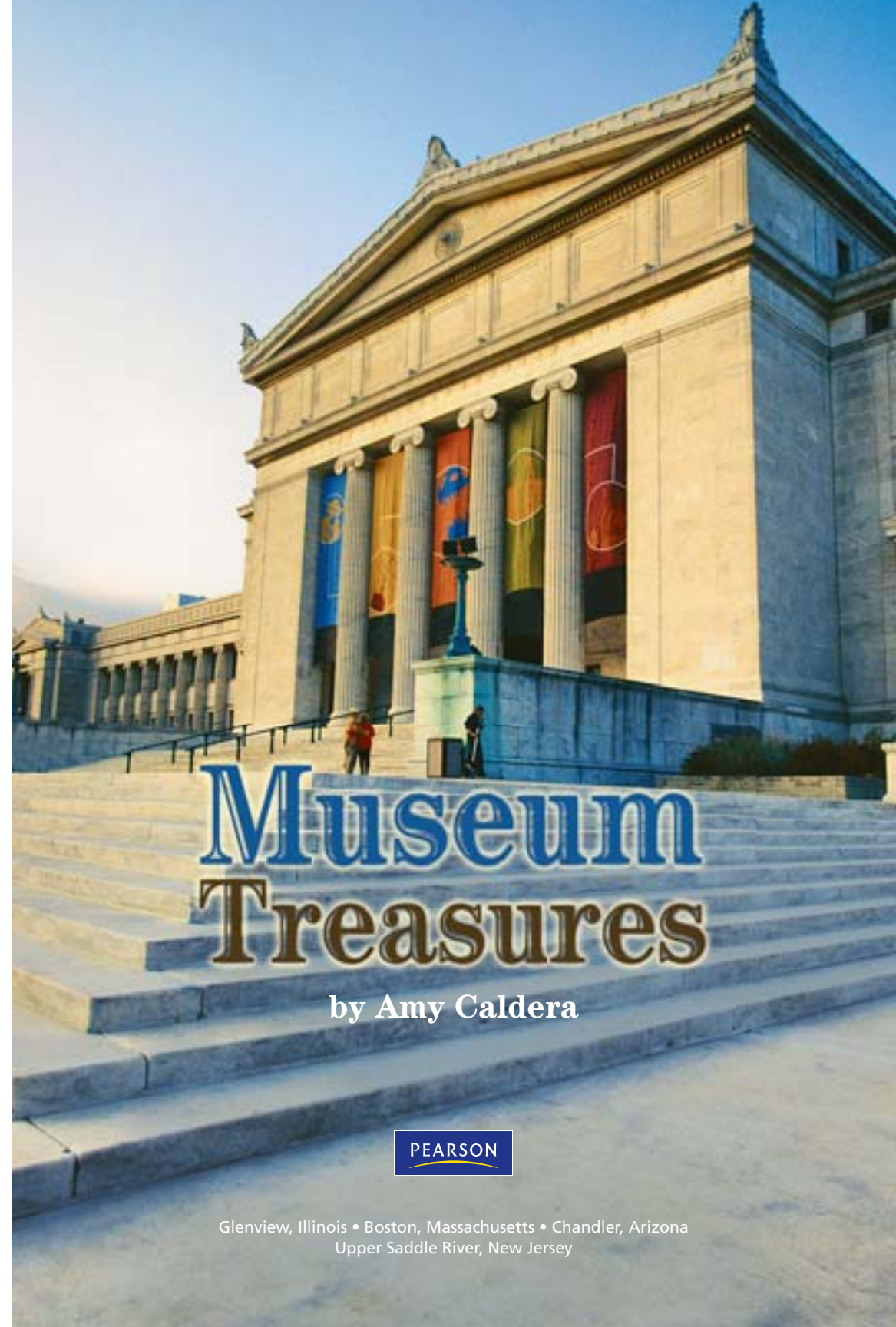
learn
past
old
new

Concept Words

museum
treasures
dinosaur bones
airplane
telephone

In this book, I will learn:

- Museums have treasures.
- Treasures help us learn about the past.



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Upper Saddle River, New Jersey



museum

This is a museum.
We can find treasures here.
A treasure is something special.



dinosaur bones

What treasures do you see?
These are dinosaur bones.
They help us learn about the past.



old airplane

This old airplane is a treasure.
It is very small and slow.
We can learn from it.



new airplane

This new airplane is big.
It can go fast.
It can go far in the air.



old telephone

This old telephone is a treasure.
We can learn from it.
Old telephones are big.



new telephone

This new telephone is small.
It is not like old telephones.
You can take it in a car.



dinosaur

A museum has many treasures.
 We can learn from old treasures.
 It is fun to learn about the past.

Talk About It

1. What can you see in the picture?
2. How can you make something new?

Write About It

3. On a separate sheet of paper, draw a picture of something you use. Tell about your picture.

Extend Language

Some words are long. Some words are short.

Long word	Short word	Using a short word
airplane	plane	The old plane is small.
telephone	phone	The old phone is big.

Which word fits in this sentence?

plane phone
 We use a _____ to call.

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