Dear First Grade Families,

Below is a schedule that can be followed every day. We hope that you will do your best to work on these activities every school day, until we are able to be back at HCPA. We are encouraging you and your child to spend up to 4 hours a day working on academics. Let us know if we can help with anything!

PLEASE NOTE: If your child receives English Language services or Reading Intervention services, they will be receiving an additional packet from another teacher. They will also be added to a "Reading Intervention" Schoology course, that they can check daily. They can complete their Reading Intervention work packet during the Targeted Instruction or Phonics portion of our schedule.

Schedule

8 am Breakfast
8:30 am Watch Teacher Video on Schoology
8:45 am Math
9:05 am Break
9:15 am Math
9:30 am Snack/Break
10:00 am Reading to self
10:20 am Movement Break
10:30 am Reading comprehension activity
10:45am Specialist
11:20 am Recess
12:00 pm Lunch
12:30 pm Targeted Instruction
12:50 pm Movement Break
1:00 pm Phonics
1:30 pm Free Choice Time/Technology
2:15 -2:45 pm: Writing

For Math: We recommend doing one (1) lesson per day. Please keep in mind students may need help reading the problems. Your child should work for a maximum of 20 minutes. They can return to the homework at a later time if necessary.

For Reading: Read online, read the book we sent home, or read any books that you have at home.

For Reading Comprehension: Follow the Reading Comprehension Schedule filling out the graphic organizers that are labeled with each day. Each week will be the same.

For Targeted instruction: We recommend doing ONE (1) worksheet per day. You will do the same thing each day for targeted instruction and can find those directions before the first day's work.

For Phonics: We recommend doing TWO (2) worksheets per day. There are many different activities included, all of the directions are within the packet, before the first day's work.

For Writing: We recommend doing ONE (1) worksheet per day. The lesson plans are located within the packet before the first day's work.

Please contact your child's teacher through schoology or email if you have any questions or concerns.

Sincerely,
The First Grade Team
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Day 1:
Math: Lesson 10.5
Reading comprehension: character
Targeted instruction: Word Mix Up
Phonics:ai vowel teams
Writing: Characters!

Day 2:
Math: Lesson 10.6
Reading Comprehension: setting
Targeted instruction: Word Mix Up
Phonics:ay and ea vowel teams
Writing: Setting

Day 3:
Math: Lesson 10.7
Reading comprehension: problem/solution
Targeted instruction: Word Mix Up
Phonics:ea vowel teams
Writing: Problem/ Events

Day 4:
Math: Lesson 10.8
Reading comprehension: retell with story elements

Targeted instruction: Word Mix Up
Phonics: ee vowel teams
Writing: Solution

Day 5:
Math: lesson 10.9 and assessment
Reading comprehension:retell with first, next, then, or last
Targeted instruction: Word Mix Up
Phonics:ie and oe vowel
Writing: How to write a series

Day 6:
Math: lesson 11.1
Reading comprehension: character
Targeted instruction: Word Mix Up
Phonics: Blends and No Prep S
Writing: Write book one in a series

Day 7:
Math:lesson 11.2
Reading comprehension: setting
Targeted instruction: Word Mix Up
Phonics:Blends and No Prep S
Writing: Add sparkle words

Day 8:
Math:lesson 11.3
Reading comprehension: problem/solution
Targeted instruction: Word Mix Up
Phonics: Blends and No Prep S
Writing: Add dialogue

Day 9:
Math:lesson 11.4
Reading comprehension: retell with story elements
Targeted instruction: Word Mix Up
Phonics: Blends and No Prep S
Writing: Create your own series box

Day 10:
Math:lesson 11.5
Reading comprehension: retell with first, next, then, last
Targeted instruction: Word Mix Up

Phonics: Blends and No Prep S
Writing: Write book two in a series

Day 11:
Math: lesson 11.6
Reading comprehension:character
Targeted instruction: Word Mix Up
Phonics: Blends and No Prep S
Writing: Add sparkle words

Day 12:
Math: lesson 11.7 and assessment
Reading comprehension: setting
Targeted instruction: Word Mix Up
Phonics: Blends and No Prep S
Writing: Add dialogue

Day 13:
Math: lesson 14.1
Reading comprehension: problem/solution
Targeted instruction: Word Mix Up
Phonics: Wild and No Prep R
Writing: Write book three in a series

Day 14:
Math: lesson 14.2
Reading comprehension:retell with story elements
Targeted instruction: Word Mix Up
Phonics: Wild and No Prep R
Writing: Add sparkle words

Day 15:
Math: lesson 14.3
Reading comprehension: retell with first, next, then and last
Targeted instruction: Word Mix Up
Phonics: Wild and No Prep R
Writing: Add dialogue

Day 16:
Math: lesson 14.4
Reading comprehension: character
Targeted instruction: Word Mix Up
Phonics: Snap Words

Writing: Write book four in a series!

Day 17:
Math: lesson 14.5
Reading comprehension: setting
Targeted instruction: Word Mix Up
Phonics: Snap Words
Writing: Add sparkle words

Day 18:
Math: lesson 14.6
Reading comprehension: problem/solution
Targeted instruction: Word Mix Up
Phonics: Snap Words
Writing: Add dialogue

Day 19:
Math:lesson 14.7
Reading comprehension: retell with story elements
Targeted instruction: Word Mix Up
Phonics:Snap Words
Writing: Revision Party

Day 20:
Math: lesson 14.8 and assessment
Reading comprehension: retell with first, next, then and last
Targeted instruction: Word Mix Up
Phonics: Snap Words
Writing: Celebration

Attendance Calendar

Parents: Please initial each day your student completes their school work.

4/6 Parent Initial:_____	**4/7** Parent Initial:_____	**4/8** Parent Initial:_____	**4/9** Parent Initial:_____	**4/10** Parent Initial:_____
4/13 Parent Initial:_____	**4/14** Parent Initial:_____	**4/15** Parent Initial:_____	**4/16** Parent Initial:_____	**4/17** Parent Initial:_____
4/20 Parent Initial:_____	**4/21** Parent Initial:_____	**4/22** Parent Initial:_____	**4/23** Parent Initial:_____	**4/24** Parent Initial:_____
4/27 Parent Initial:_____	**4/28** Parent Initial:_____	**4/29** Parent Initial:_____	**4/30** Parent Initial:_____	**5/1** Parent Initial:_____

1st Grade BINGO March 18th–March 27th

PE: Mr. Sevett/Mr. Knowlton
Theater: Ms. Savannah
Art: Ms. Olson

ART Draw some objects which is triangle shape. Date:_____	**PE** 50 jumping jacks without stopping. Can you do 75? 100? Date:_____	**Theater** Watch a puppet show on YouTube. Date:_____	**ART** Can you draw your favorite animal? Date:_____	**PE** 10 push-ups 10 sit-ups Hold a plank for 10 seconds Date:_____
Theater Make up an animal character using your imagination, give them a name and draw a picture of them. Date:_____	**ART** Watch outside of the windows. What do you see? Date:_____	**PE** Run 3 laps around your house, yard, or driveway without stopping Date:_____	**Theater** Using a book a home. Tell the story out loud to a member of your family. Date:_____	**ART** Can you draw your family? Date:_____
PE Do 50 squats total as a family. Date:_____	**Theater** Turn on your favorite song and make up a dance to it. Date:_____	FREE	**ART** Draw a big flower. Can you color it? Date:_____	**PE** Play at a park or playground for 30 minutes. Date:_____
Theater Lead your family through all the yoga positions you remember. Date:_____	**ART** What is your favorite book character? Can you draw it? Date:_____	**PE** Play night at the museum or tag with your family or friends. Date:_____	**Theater** Act out your favorite movie with your family members. Date:_____	**ART** How many color names do you know? Date:_____
PE Do different catching and throwing tricks with a ball or sock. Date:_____	**Theater** Look up and learn 5 new knock knock jokes. Tell them to someone in your family. Date:_____	**ART** What is your favorite book character? Can you draw it? Date:_____	**PE** Go for a walk outside with your family. Race your siblings! Date:_____	**Theater** Play a few rounds of Simon says with your family. Date:_____

Reading Comprehension

Day 1: *Finding the character in your story*

- Choose a story from your own books or Raz Kids
- Think about who are the characters in your story?
- Write about the characters using the worksheet called ***Story Elements.***

Day 2: *Finding the setting in your story*

Remember a setting is another word for **place**. There can be more than one setting in your story. You can write about one or all the settings you find.

- Choose a story from your books or Raz Kids
- Think about the setting/place your character(s) are in.
- Write about the setting/place using the worksheet called ***Story Elements.***

Day 3: *Find the problem and solution in your story*

Remember that the problem can happen in the story at the beginning, middle or end and the solution is usually at the end of the story.

- Choose a story from your books or Raz Kids
- Think about the problem that the character is having
- Think about how the **problem** gets solved at the end of the story
- Write about the **problem**/*solution* using the worksheet called ***Story Elements.***

Day 4: *Retelling your story*

Retelling means you say in your own words what happened in the story. You can name the characters, setting(s), and the problem and solution.

- Choose a story from your books or Raz Kids
- Think about everything that happened in the story
- Write about what happened in the story using the worksheet **Let's Retell the Story.**

Day 5: *Telling your story in order of events*

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about everything that happened using words like **first, next, then** and **last**
- Use the worksheet **Let's Retell the Story**
-  Write happened in the story in order using *transition words:* ***first, next,*** *and* ***last.*** You can also draw pictures about what happened and label them in order.

Day 6: *Finding the character in your story*

- Choose a story from your own books  or Raz Kids Raz-Kids
-  Think about who are the characters  in your story?
-  Write about the characters  using the worksheet called ***Story Elements.***

Day 7: *Finding the setting in your story*

Remember a setting is another word for **place.** There can be more than one setting in your story. You can write about one or all the settings you find.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about the setting/place  your character(s)  are in.
-  Write about the setting/place  using the worksheet called ***Story Elements.***

Day 8: *Find the problem and solution in your story*

Remember that the problem can happen in the story at the beginning, middle or end and the solution is usually at the end of the story.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about the **problem** that the character  is having
-  Think about how the **problem** gets solved at the end of the story
-  Write about the **problem**/*solution* using the worksheet called ***Story Elements.***

Day 9: *Retelling your story*

Retelling means you say in your own words what happened in the story. You can name the characters, setting(s), and the problem and solution.

- Choose a story from your books or Raz Kids
- Think about everything that happened in the story
- Write about what happened in the story using the worksheet **Let's Retell the Story.**

Day 10: *Telling your story in order of events*

- Choose a story from your books or Raz Kids
- Think about everything that happened using words like **first, next, then** and **last**
- Use the worksheet **Let's Retell the Story**
- Write happened in the story in order using *transition words:* ***first, next,*** *and* ***last.*** You can also draw pictures about what happened and label them in order.

Day 11: *Finding the character in your story*

- Choose a story from your own books or Raz Kids
- Think about who are the characters in your story?
- Write about the characters using the worksheet called ***Story Elements.***

Day 12: *Finding the setting in your story*

Remember a setting is another word for **place.** There can be more than one setting in your story. You can write about one or all the settings you find.

- Choose a story from your books or Raz Kids
- Think about the setting/place your character(s) are in.
- Write about the setting/place using the worksheet called ***Story Elements***

Day 13: *Find the problem and solution in your story*

Remember that the problem can happen in the story at the beginning, middle or end and the solution is usually at the end of the story.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about the problem that the character  is having
-  Think about how the **problem** gets solved at the end of the story
-  Write about the **problem**/*solution* using the worksheet called ***Story Elements.***

Day 14: *Retelling your story*

Retelling means you say in your own words what happened in the story. You can name the characters, setting(s), and the problem and solution.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about everything that happened in the story
-  Write about what happened in the story using the
- using the worksheet **Let's Retell the Story.**

Day 15: *Telling your story in order of events*

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about everything that happened using words like **first, next, then** and **last**
- Practice transition words using the worksheet **Let's Retell the Story.**
-  Write happened in the story in order using *transition words:* ***first, next,*** *and* ***last.*** You can also draw pictures about what happened and label them in order.

Day 16: *Finding the character in your story*

- Choose a story from your own books  or Raz Kids Raz-Kids
-  Think about who are the characters  in your story?
-  Write about the characters  using the worksheet called ***Story Elements.***

Day 17: *Finding the setting in your story*

Remember a setting is another word for **place.** There can be more than one setting in your story. You can write about one or all the settings you find.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about the setting/place  your character(s)  are in.
-  Write about the setting/place  using the worksheet called ***Story Elements.***

Day 18: *Find the problem and solution in your story*

Remember that the problem can happen in the story at the beginning, middle or end and the solution is usually at the end of the story.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about the problem that the character  is having
-  Think about how the **problem** gets solved at the end of the story
-  Write about the **problem**/*solution* using the worksheet called ***Story Elements.***

Day 19: *Retelling your story*

Retelling means you say in your own words what happened in the story. You can name the characters, setting(s), and the problem and solution.

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about everything that happened in the story
-  Write about what happened in the story using the worksheet **Let's Retell the Story.**

Day 20: *Telling your story in order of events*

- Choose a story from your books  or Raz Kids Raz-Kids
-  Think about everything that happened using words like **first, next, then** and **last**
- Practice transition words with the worksheet **Let's Retell the Story.**
-  Write what happened in the story in order using *transition words:* ***first, next,*** *and* ***last.*** You can also draw pictures about what happened and label them in order.

Name _____ Date Day 1-3

Story Elements

Text Title: _____

Characters:

Setting:

Problem:

Solution:

Day 4

Let's retell the story!

Characters + Setting	Problem	Solution

Day 5

Let's retell the story!

Characters, setting	Problem	Solution

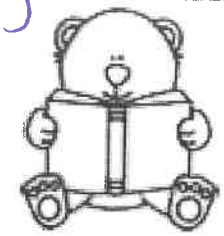
First,

Next,

Last,

Name _____ Date Day 6-8

Story Elements



Text Title: _____

Characters:

Setting:

Problem:

Solution:

Day 4

Let's retell the story!

Characters + Setting	Problem	Solution

Let's retell the story!

Day 10

Characters, setting	Problem	Solution

First,

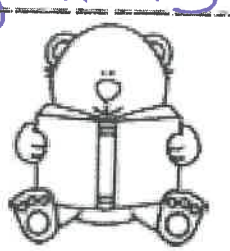
Next,

Last,

17

Name _____ Date Day 11-13

Story Elements



Text Title: _____

Characters:

Setting:

Problem:

Solution:

Day 4

Let's retell the story!

Characters + Setting	Problem	Solution

Let's retell the story!

Day 15

characters, setting

Problem

Solution

First,

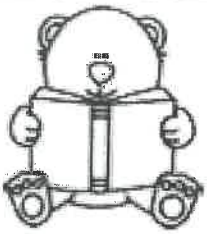
Next,

Last,

17

Name _____ Date Day 16-18

Story Elements



Text Title: _____

Characters:

Setting:

Problem:

Solution:

Day 9

Let's retell the story!

Characters + Setting	Problem	Solution

5

Let's retell the story!

Day 20

Characters, setting	Problem	Solution

First,

Next,

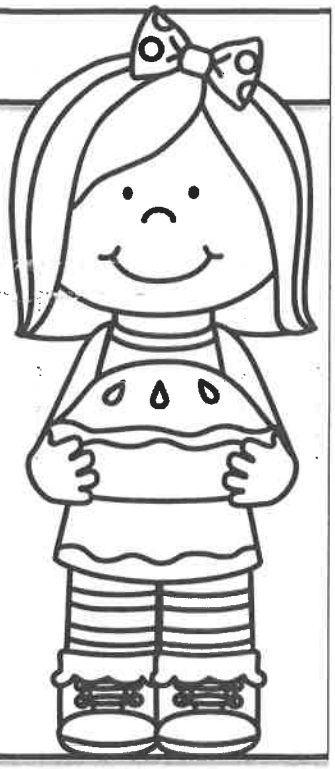
Last,

Name _____

Reading Comprehension

Read the short passage and answer the questions.

Picking Apples



Jonas is going apple picking with his sister, Maria. They are going to the apple orchard near their house. They need to pick twelve apples. Their mom is going to use the apples to make a big apple pie. At the orchard, Jonas picked nine apples and Maria picked three. They had a great day together. Now they can't wait to enjoy their pie!

1. Where is Jonas going?

- [a] on a vacation
- [b] on a fishing trip
- [c] to school
- [d] to the apple orchard

2. Who is he going with?

- [a] mom
- [b] Maria
- [c] Joey
- [d] dad

3. How many apples do they need?

- [a] five
- [b] nine
- [c] twelve
- [d] ten

4. What will their mom do with the apples?

- [a] eat them
- [b] give them away
- [c] make a pie
- [d] make apple juice

Name _____

Reading Comprehension

Read the short passage and answer the questions.

Baseball Game

Alexa is going to a baseball game with her dad. She can hardly wait! It is the first game of the season and they have front row seats! When they get to the stadium, it is very loud. Alexa loves baseball but her favorite part of the game is the snacks. In the middle of the game, a man wearing red stripes walks up and down the aisles yelling, "Peanuts! Popcorn!"

"Dad! Can we please get some popcorn?" asks Alexa.

"Sure," says dad. He raises his hand and yells, "We will take a large popcorn!"

He hands Alexa the popcorn and they share it as they finish watching the game. They are having a great time!

1. Where is Alexa going?

- [a] basketball game
- [b] baseball game
- [c] to the zoo
- [d] a parade

2. Who is she going with?

- [a] her dad
- [b] her grandpa
- [c] her friend
- [d] her mom

3. Where are their seats?

- [a] fifth row
- [b] front row
- [c] second row
- [d] third row

4. What do they get to eat?

- [a] peanuts
- [b] ice cream
- [c] cupcakes
- [d] popcorn

Name _____

Reading Comprehension

Read the short passage and answer the questions.

School Carnival

Rico's class went to the school carnival today. It was a lot of fun. Rico won two prizes. He won a blue balloon and a toy car. He had a great time with all of his friends. First, he played a few games. Then, he got popcorn and lemonade with his friends. Finally, he got to watch a magic show. Rico can't wait to get home and tell his parents all about his fun day!

1. Where did Rico's class go?

2. What did Rico win?

3. What did he do first?

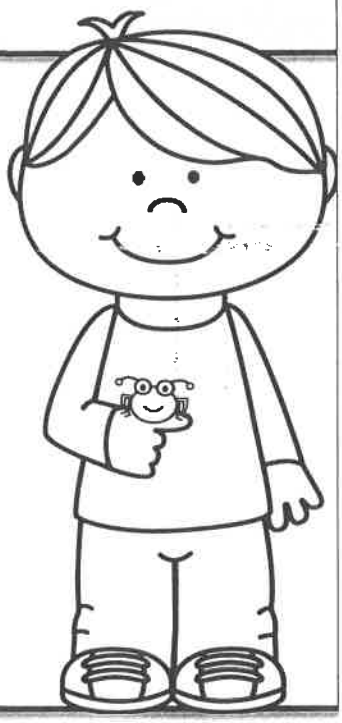
4. What did Rico eat at the carnival?

Name _____

Reading Comprehension

Read the short passage and answer the questions.

Bug Hunters



Joey and Jake spent the weekend looking for bugs. They saw a lot of different types of bugs. First, they saw an ant. It was on an ant hill. Next, they saw a big spider. Joey ran away from that bug. He hates spiders! Then, they saw a caterpillar on a tree branch. Finally, they saw a bee sitting on a flower. "I bet it is getting something to eat!" said Jake. At the end of the day, the boys saw ten different types of bugs. They had a fun day!

1. What did Joey and Jake do during the weekend?

2. What did they see first?

3. What did Joey run from? Why?

4. Where did they see a caterpillar?

Name _____

Who Is Lost?

Read the story. Answer the questions.

Shauna looked into her pet's bed. Henry should have been fast asleep. Shauna did not see him. Henry was gone! Where did he go?

Shauna looked all around the room. She looked on the floor. She looked in the closet. She looked under her bed. She could not find Henry.

Shauna felt like crying as she got dressed for school. She reached into an open dresser drawer to pull out a shirt. She touched something soft and furry. Then she heard a purr. A tongue licked her fingers. Can you guess what was in Shauna's dresser drawer?

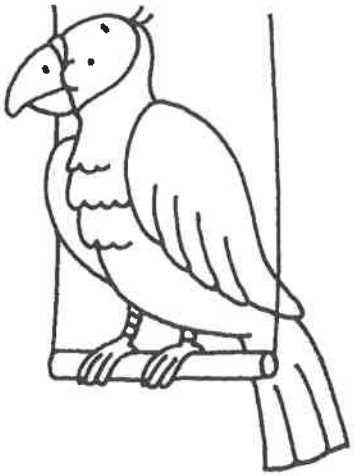
1. Who are the characters? _____

2. What is Shauna's problem? _____

3. Where does this story take place? _____

4. What did Shauna find in her dresser drawer? _____

5. Circle Henry:



Try this: On another sheet of paper, write a paragraph to tell what happens next in the story.

Name _____

A Gift for Mother

Read the story. Answer the questions below.

Polly the Packrat was alone in her room. She was feeling sad. She wanted to buy her mother a gift. But Polly did not have any money in her toy bank. Polly sat down on her bed. What could she do?

Then Polly smiled and hopped up. She pulled a big bag from under her bed. It held all of her favorite things. Maybe she could use some of them to make a gift.

This is what Polly took out of her bag:

three green buttons — one blue feather

one red ribbon — one brown hat

Polly went to work, and soon she had a surprise for Mother.

1. Who is the main character? _____
2. What is her problem? _____
3. What is the story's setting? _____
4. Color the picture that shows what Polly made to solve her problem.

26

Name _____

The Cat and the Mice

Read the story. Answer the questions on page 39.

Every day, Kitty Cat chased the mice. She liked to tickle them. But the mice didn't want to be tickled. It made them laugh too much! So, the mice hid inside a hole.

"What can we do?" asked Mother Mouse. "The cat likes to tickle us too much."

"I don't know," said Father Mouse.

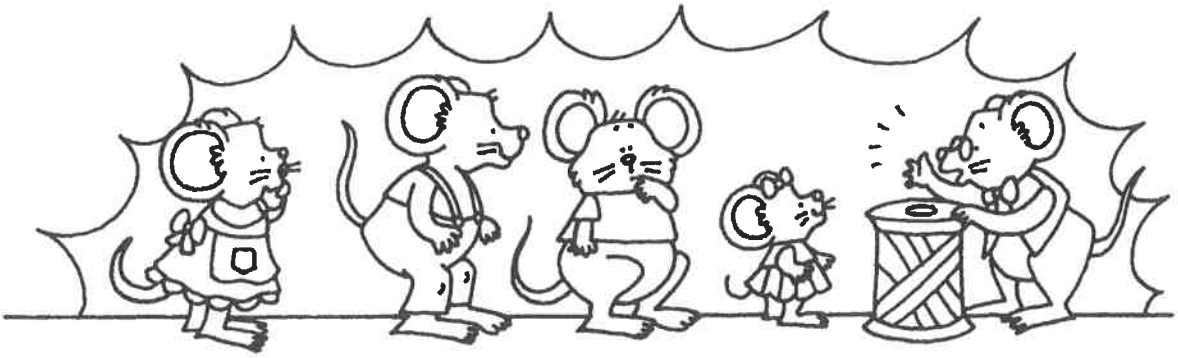
"I don't know," said Jimmy Mouse.

"I don't know," said Ramon Mouse.

"I know," said Maria Mouse. "Let's hang a bell around Kitty's neck. Then when we hear her coming, we can run."

Everyone cheered. They told Maria Mouse how smart she was.

Then Ramon Mouse said, "That is a good idea, but we still have a problem. Who will put the bell on the cat?"



27

me _____

The Cat and the Mice (cont.)

nk about the big problem the mice had. Circle the answer to each estion.

Who are the characters in the story?

five mice and a cat five cats five mice and a dog

What is the setting?

in a school in a hole in the forest

What is the problem at the beginning of the story?

The cat laughs at the mice. The cat tickles the mice too much.

What character asks, "What can we do?"

Maria Mouse Mother Mouse Ramon Mouse

What character says, "I know"?

Maria Mouse Father Mouse Jimmy Mouse

What is the problem at the end of the story?

Who will look for food?

Who will put the bell on the cat?

Who can tickle the cat?

Name _____

Solve

Lesson 10-5

Add Tens and Ones Using Models

I can ...

solve addition problems by using blocks or drawings.

© Content Standard 1.NBT.C.4
Mathematical Practices MP.3, MP.4, MP.7

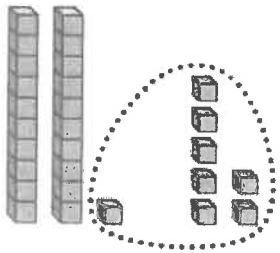
Solve & Share

How can you find the sum of 50 + 5?

Use place-value blocks to help you find the sum. Then use numbers and pictures to show your work.

50 + 5 = _____

Find 21 + 7.
First use blocks.

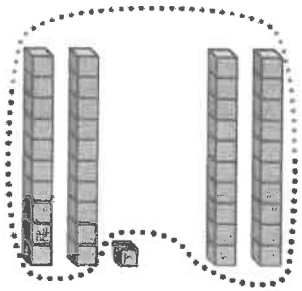


21 + 7 = 28

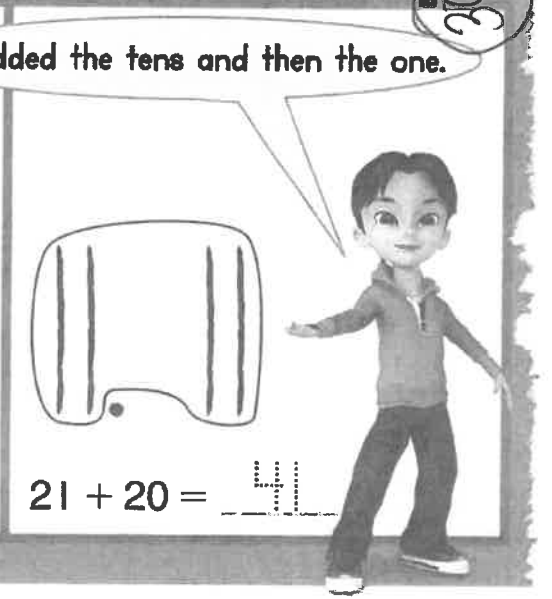
Then, draw what you did to solve.

21 + 7 = 28

Find 21 + 20.



21 + 20 = 41



21 + 20 = 41

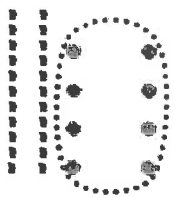
Do You Understand?

Show Me! Could you count on by tens to add 21 + 20?

☆ Guided Practice ☆

Use blocks to add.
Then draw what you did.

1.



24 + 4 = 28

2.

16 + 30 = ____

3.

32 + 20 = ____

4.

33 + 6 =

Name _____

Tools Assessment

Independent Practice

Add. Draw blocks to show your work.

5. $37 + 2 =$ ____

6. $21 + 40 =$ ____

7. $42 + 10 =$ ____

8. $4 + 33 =$ ____

9. $50 + 14 =$ ____

Look for a pattern to help you find the missing numbers.

10. **Algebra** Write the missing numbers. Then write the last addition problem in the pattern.

40	40	□□	40	40
+ □	+ 5	+ 6	+ 7	+ □
44	□□	46	□□	48
				+ □□
				□□

Math Practices and Problem Solving Write an equation to solve each problem below. Use blocks to help if needed.

11. © MP.4 Model Jamal has 32 coins in his piggy bank. Jamal's dad gives him 4 more coins. How many coins does Jamal have now?

____ + ____ = ____

____ coins

12. © MP.4 Model Julie sells 18 muffins on Monday. She sells 20 muffins on Friday. How many muffins did Julie sell in all?

____ + ____ = ____

____ muffins

13. Higher Order Thinking Jake has 9 marbles. He gets some more marbles. Now Jake has 79 marbles. How many marbles did Jake get? Draw a picture to solve.

____ marbles

14. © Assessment Liza has 37 ribbons. She gets 40 more ribbons. How many ribbons does Liza have now?

Which addition equation matches the story?

Ⓐ 10 + 37 = 47

Ⓑ 20 + 37 = 57

Ⓒ 37 + 30 = 67

Ⓓ 40 + 37 = 77

Name _____

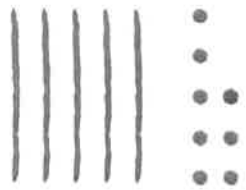
Help Tools Games

Homework & Practice 10-5

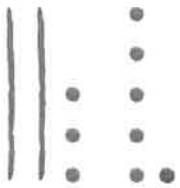
Add Tens and Ones Using Models

HOME ACTIVITY Give your child a multiple of 10, such as 50. Have him or her add a one-digit number such as 4. Repeat with other multiples of 10 and one-digit numbers.

Another Look! Drawing tens and ones can help you add.



$50 + 8 =$ 58



$23 + 6 =$ 29

Add. Draw blocks to show your work.

1.

$20 + 2 =$ _____

2.

$45 + 30 =$ _____

Write an equation to model each story problem. Draw blocks to help if needed.

3. Andy has 19 markers. He gets 21 more markers. How many markers does Andy have now?

____ = ____ + ____

____ markers

4. **Math and Science** Ted counts 30 stars one night. Another night, he counts 5 stars. How many stars did Ted see in all on both nights?

____ = ____ + ____

____ stars

Write the missing number for each problem.

5. **Algebra**

$70 + \_\_\_\_ = 76$

6. **Algebra**

$\_\_\_\_ + 8 = 28$

7. **Algebra**

$50 + 3 = \_\_\_\_$

8. **Higher Order Thinking** Jon has 4 pencils. He gets more from friends. Now he has 24 pencils. How many pencils did Jon get from friends? Draw a picture to solve.

____ pencils

9. **Assessment** Find the missing number.

$71 + \_?\_ = 77$

Ⓐ 6
Ⓑ 10
Ⓒ 60
Ⓓ 70

Targeted Instruction Directions

1. Tell your student which phonics skill they will be practicing that day. For example: Ai, Ay

86) Vowel Teams - ai, ay

2. Say a word from the word list. Tell the student to listen to each sound in the word and write down the word. Correct them as you go.

3. When students have written all the words in the list, have them go back and read each word.

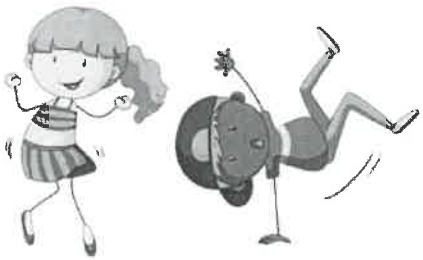
4. Read the sentences, and then have the student read them on their own.

Example:

When I grow up, I want my job to be dancing.
I hold on to the rail at dance practice.
Sometimes my feet are in pain after dance practice.
I lay on the sand and play with clay.
I like to collect rainwater in a pail.
I get our mail so it does not get wet.
I don't pay for the games.
I only play free games.

5. Read the story. *Some students will need help reading the story, but focus on having them read the words that have the phonics skill you are practicing.*

Example:



Just Dance!

I love to dance. When I grow up, I want my job to be dancing. I want to be paid to dance. That is why I work hard every day. I hold on to the rail at dance practice. Sometimes, my feet are in pain after dancing. My teacher says that I should rest them.

When resting, I like to go to the beach. I lay on the sand and play with clay. When it rains, I like to collect rainwater in a pail. I also get our mail so it does not get wet. I play games on my mom's cell phone, too. I don't pay for the games, I like the free ones. However, my favorite thing to do is to dance!

Targeted Instruction

96

86) Vowel Teams - ai, ay

Letters: a, c, d, i, l, m, n, p, r, y

play
clay
lay
pay
paid
pail
pain
rain
rail
mail

When I grow up, I want my job to be dancing.
I hold on to the rail at dance practice.
Sometimes my feet are in pain after dance practice.
I lay on the sand and play with clay.
I like to collect rainwater in a pail.
I get our mail so it does not get wet.
I don't pay for the games.
I only play free games.

Just Dance!

I love to dance. When I grow up, I want my job to be dancing. I want to be paid to dance. That is why I work hard every day. I hold on to the rail at dance practice. Sometimes, my feet are in pain after dancing. My teacher says that I should rest them.

When resting, I like to go to the beach. I lay on the sand and play with clay. When it rains, I like to collect rainwater in a pail. I also get our mail so it does not get wet. I play games on my mom's cell phone, too. I don't pay for the games, I like the free ones. However, my favorite thing to do is to dance!

Phonics Directions

*Please keep this page to refer to as you go through each day of learning.

Day 1: ai vowel teams

1. Have students use a paper clip and pencil to spin a vowel team word from the spinner. Students will spin and write 8 words in the box next to the spinner.
2. Students will use the Word Bank to write the words in the sound boxes. This will help students use the shape of the boxes to match the correct vowel team.

Day 2: ay and ea vowel teams

Use the same directions as Day 1

Day 3: ea vowel teams

Use the same directions as Day 1

Day 4: ee vowel teams

Use the same directions as Day 1

Day 5: ie and oe vowel teams

Use the same directions as Day 1

Day 6: gr/br consonant blends

1. Have students finish writing the words next to each picture on the bottom with either a gr or br. Then have students cut the picture and glue them under the blend that they start with
2. Match IT! Have students read each word and draw a line to match it to the picture of that word. Students can then color the pictures

Day 7: tr/cl consonant blends

1. Have students finish writing the words next to each picture on the bottom with either a tr or cl. Then have students cut the picture and glue them under the blend that they start with
2. Word Search. Have students look for the words listed on the bottom and circle them in the puzzle

Day 8: pl/bl consonant blends

1. Have students finish writing the words next to each picture on the bottom with either a pl or bl. Then have students cut the picture and glue them under the blend that they start with
2. Draw the words. Have students read each word and draw a picture in the box of the word that they read

Day 9: sk/sl consonant blends

1. Have students finish writing the words next to each picture on the bottom with either a sk or sl. Then have students cut the picture and glue them under the blend that they start with
2. Have students trace the parts of the sentences. Then have them try to spell the word in the picture to fill in the blank

Day 10: sn/sm

1. Have students finish writing the words next to each picture on the bottom with either a sm or sn. Then have students cut the picture and glue them under the blend that they start with
2. Match it! Have students read each word and draw a line to match it to the picture of that word. Then they can color the pictures.

Day 11: sp/st

1. Have students finish writing the words next to each picture on the bottom with either a sp or st. Then have students cut the picture and glue them under the blend that they start with
2. Word Search
    a. Have students look for the words listed on the bottom and circle them in the puzzle

Day 12: sc/sw

1. Have students finish writing the words next to each picture on the bottom with either a sc or sw. Then have students cut the picture and glue them under the blend that they start with
2. Draw the words. Have students read each word and draw a picture in the box of the word that they read

Day 13: digraphs

1. Have students trace the parts of the sentences. Then have them try to spell the word in the picture to fill in the blank
2. Be on the lookout. Cut apart the words at the bottom. Sort to the correct digraph and glue it down

Day 14: digraphs

1. Safari Sentences. Read the sentences. Using the word bank, complete the sentence with a word that begins with a digraph.
2. The Digraph Expedition. Look at the picture. Cut out and paste in the correct digraph to complete the word.

Day 15: digraphs

1. Safari Sentences. Read the sentences. Using the word bank, complete the sentence with a word that begins with a digraph.
2. The Digraph Expedition. Look at the picture. Cut out and paste in the correct digraph to complete the word.

Day 16: Snap Words

1. Read the sentences and give yourself a star for each sentence you read every word correctly.

2. Choose a word from one of your sentences to write in every color of the rainbow.

Day 17: Snap Words

1. Read the sentences and give yourself a star for each sentence you read every word correctly.
2. Choose 5 words from the sentences and write them on the lines. Then draw a picture and hide the words inside the picture.

Day 18: Snap Words

1. Read the sentences and give yourself a star for each sentence you read every word correctly.
2. Choose four words from your sentences and write them on the lines. Then draw pictures that start with each letter that is in the word. (e.g. "an" -> draw an apple and a nose)

Day 19: Snap Words

1. Read the sentences and give yourself a star for each sentence you read every word correctly.
2. Choose two snap words from your sentences and write them in the boxes. Play tic-tac-toe with a family member but instead of Xs and Os write the snap word. Take turns trying to get your word three in a row.

Day 20: Snap Words

1. Read the sentences and give yourself a star for each sentence you read every word correctly.
2. Write at least 5 snap words on the lines. Then pretend to type out the words like it is a real computer.

Name: _____

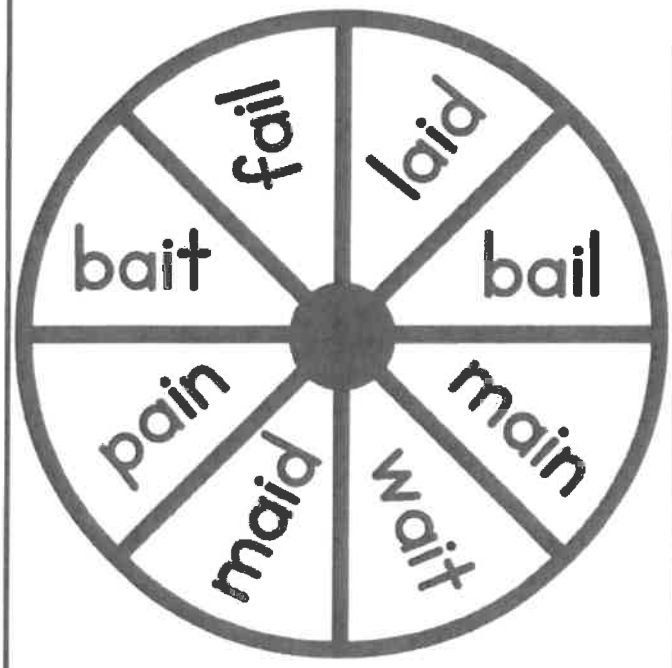
ai vowel teams

Word Work

Color the **ai Words**

laid	main	**maid**	mat
dab	bait	ask	pain
bail	ham	fail	wait

Spin, Read and Write!



1 _____ 5 _____

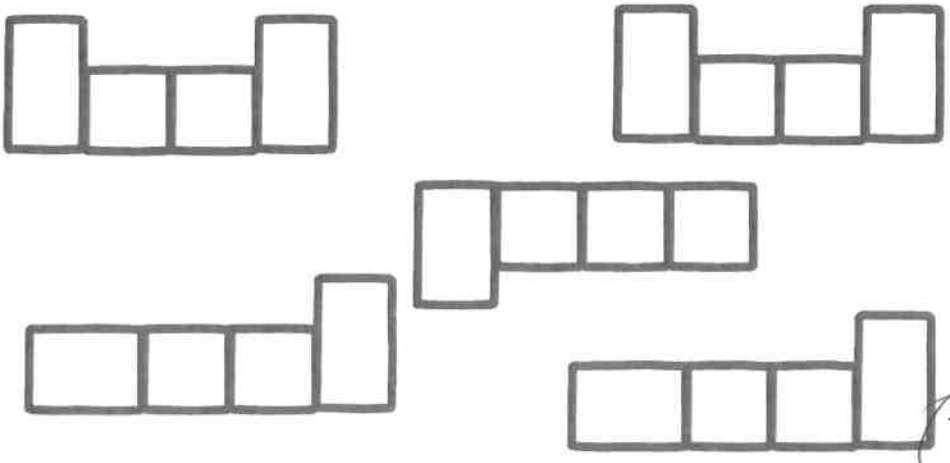
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

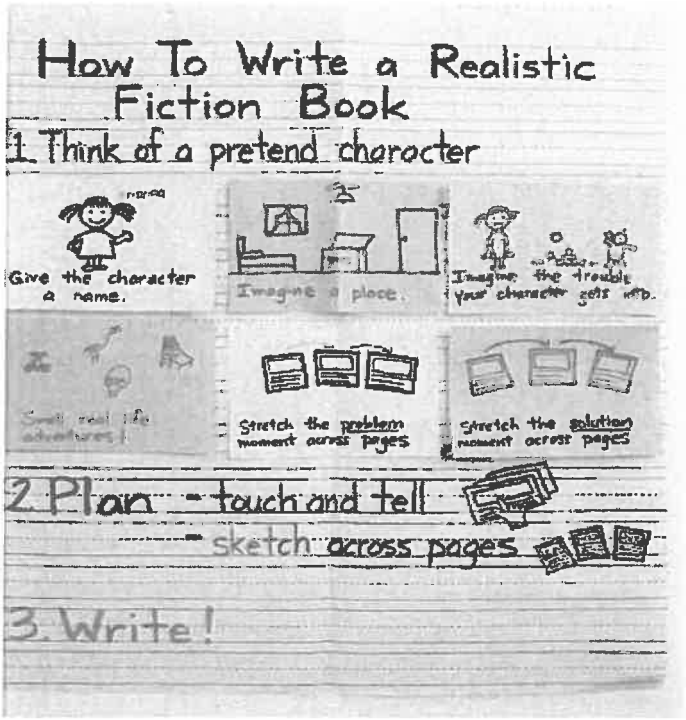
Word Bank:

fail
maid
bait
wait
pain



Fiction Writing Lessons

Day 1: *How to write a realistic fiction book*



Step 1: Give your character a name

Step 2: Write what your character is like:

- How your character looks: hair, eyes, boy/girl?
- What your character likes and dislikes

Step 3: Draw your character

Step 4: Check your work: ✓

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), or exclamation points (!)

40

Problem AND Solution

PROBLEM

What is the problem in the story?

EVENTS

Steps to solving the problem:

1.

2.

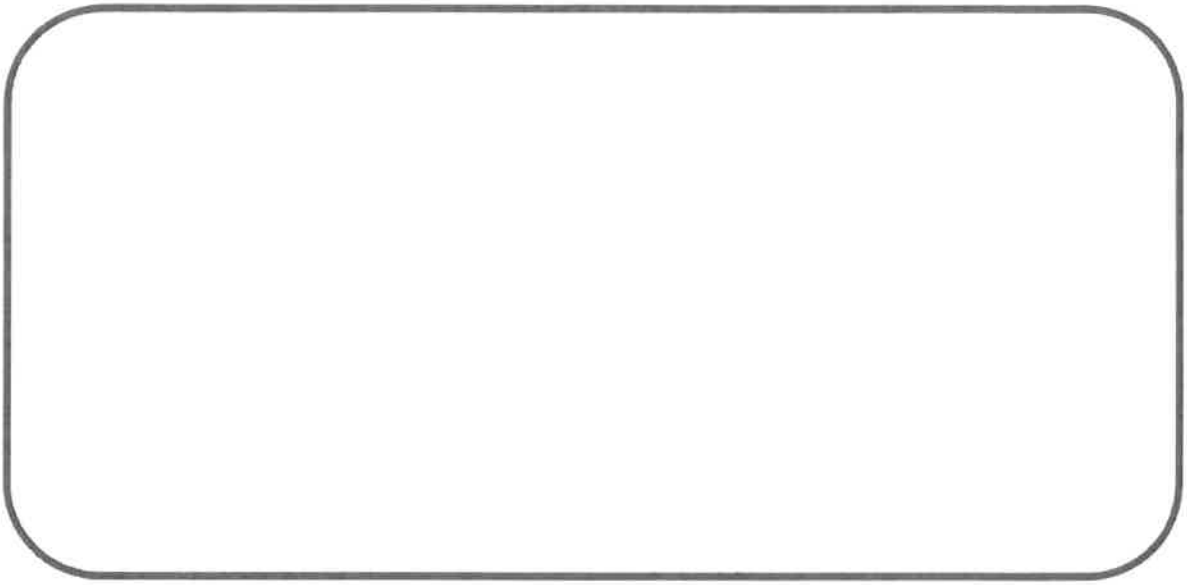
3.

SOLUTION

How is the problem solved?

Write YOUR own SOLUTION!

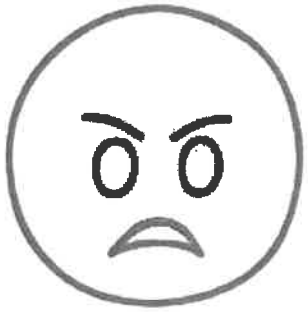
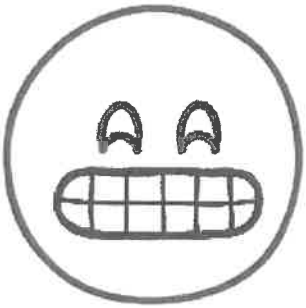
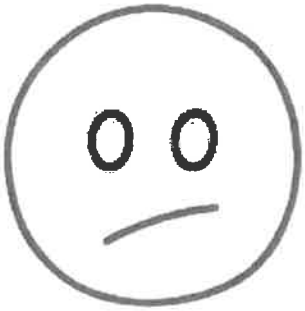
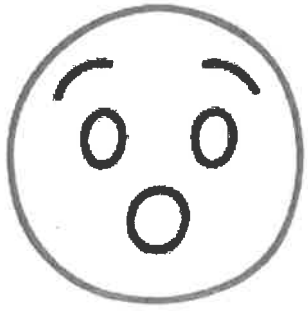
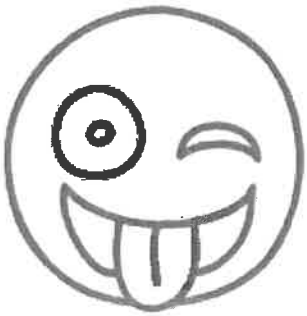
Think about what the problem was in the story. Write your own solution to the problem. Illustrate.



Book One of A Series Has

- Who the character is
- Where the character lives
- What the character likes
- How the character feels
- Who the character's best friends are
- Important background information!

FEELINGS CHART

 SCARED	 HAPPY	 SAD
 ANGRY	 EXCITED	 WORRIED
 SURPRISED	 SILLY	 FRUSTRATED

A a
all
an
and
as
at
any
away

B b
ball
by
but
big
back
best
been

C c
can
come
came
could

D d
did
do
don't

E e
eat
easy
each

F f
for
fun
from

G g
get
go
got
going

H h
had
has
here
his
have
home

I i
in
is
it
I'm
into
if

J j
jump
just

K k

L l
like
look
let
little
last

M m
my
make
more
mother

N n
no
not
now
never
near
need
next

O o
on
out
of
or

P p
play
put

Q q

R r
run
read

S s
see
she
so
said
say
saw
same
should

T t
this
then
take
there
think
that
to
they
three
today
than

U u
up
us

V v
very

W w
we
will
with
was
wait
went
where
when
would

X x

Y y
you
yes
your

Z z

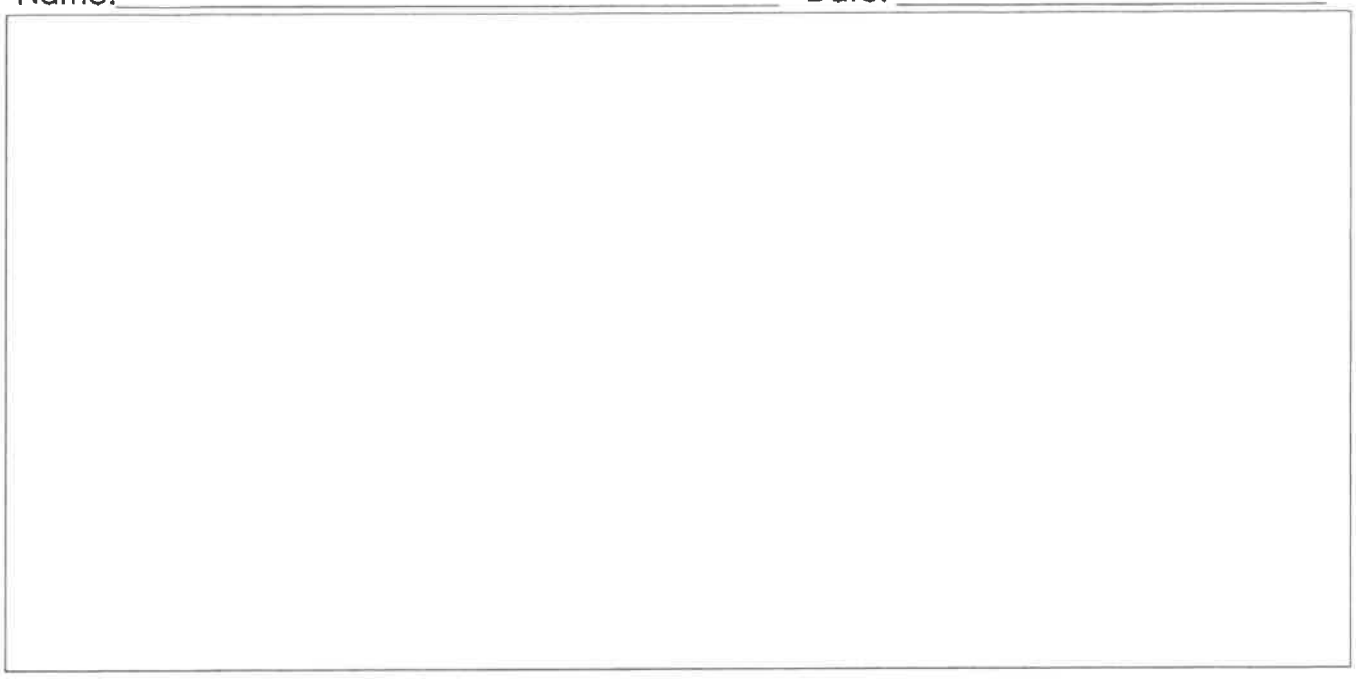
☆ _____
Name

45

My Editing Checklist

- ✓ I put spaces between my words.
- ✓ I checked the word wall.
- ✓ I spelled tricky words the best I can. I wrote letters for most of the sounds.
- ✓ I used ending punctuation and capital letters to start sentences.
- ✓ I can read my writing, and my friend can read most of my writing without my help.
- ✓ I started my character's name with a capital letter.

Name: _____ Date: _____



Name _____

Solve

Lesson 10-6
Make a Ten to Add

I can ...
use my knowledge of ten to help make addition problems easier to solve.

© **Content Standard** 1.NBT.C.4
Mathematical Practices MP.2, MP.4, MP.5, MP.6

Solve & Share

How can you use groups of 10 to help you add 25 + 8? Use blocks to help you. Show your work.

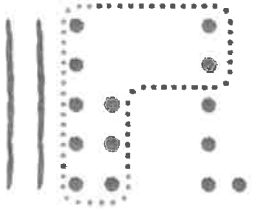
_____ + _____ = _____ .

Learn Glossary A-Z

Sometimes, you can make a 10 when you add.

Let's try with 28 + 6.

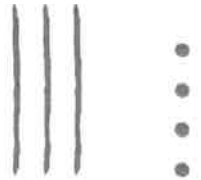
You can add ones to ones to make a 10.



28 + 6

28 + 2 + 4

Now, I have 3 tens and 4 ones.



30 + 4 = 34

So, 28 + 6 = 34 .

Sometimes, you can't make a 10 when you add.

21 + 5 = 26

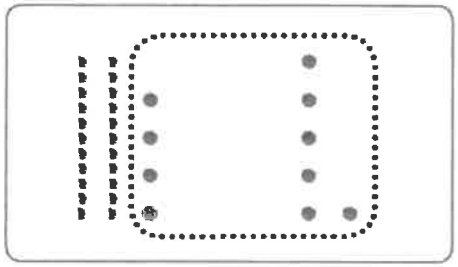
Do You Understand?

Show Me! When you add two numbers, how do you know if you can make a 10?

☆ Guided Practice ☆

Draw blocks to add. Do you need to make a 10? Circle **Yes** or **No**.

1.



24 + 6 = 30

Make a 10?

(Yes) No

2.

65 + 2 = _____

Make a 10?

Yes No

Name _____

Independent Practice

Draw blocks to add. Do you need to make a 10? Circle **Yes** or **No**.

3.

$17 + 7 =$ _____

Make a 10?

Yes No

4.

$32 + 4 =$ _____

Make a 10?

Yes No

Add. Use place-value blocks and your workmat. Can you make a 10?

	Show	Add	Can you make a 10?		Find the sum.
5.	42	8	Yes	No	_____ + _____ = _____
6.	29	5	Yes	No	_____ + _____ = _____

Algebra Write the missing numbers. Use place-value blocks if you need to.

7. $23 + \square = 32$

8. $35 + \square = 40$

Math Practices and Problem Solving ☆ Solve each problem below.

9. © MP.5 Use Tools Jamie has 28 cards in his collection. His sister gives him 6 more cards. How many cards does Jamie have now? Draw blocks to show your work.

_____ + _____ = _____ _____ cards

10. © MP.5 Use Tools Lisa knits 15 scarves. Then she knits 8 more. How many scarves does Lisa knit in all? Draw blocks to show your work.

_____ + _____ = _____ _____ scarves

11. Higher Order Thinking How can you solve 19 + 6 using only equations to model your thinking? Explain.

12. © Assessment Explain how to use the make 10 strategy to solve 37 + 5.

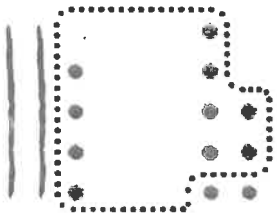
Name _____

Help Tools Games

Homework & Practice 10-6
Make a Ten to Add

Another Look! You can draw place-value blocks to find 24 + 8.

Can you make a 10?



There are 3 tens and 2 ones.

24 + 8 = 32

HOME ACTIVITY Ask your child to use pennies to find the sum of 26 + 5. Have your child make groups of 10 to explain the answer.

Draw blocks to add. Do you need to make a 10? Circle **Yes** or No.

1. 28 + 3 = _____

Make a 10?

Yes No

2. 47 + 7 = _____

Make a 10?

Yes No

3. 55 + 6 = _____

Make a 10?

Yes No

Solve each problem below.

4. © MP.5 Use Tools Susy has 16 pennies saved. She finds 6 more pennies. How many pennies does Susy have now? Draw blocks to show your work.

___ + ___ = ___ ___ pennies

5. © MP.5 Use Tools Hank drives 26 laps around the go-kart track. Allie drives 7 laps around the track. How many laps did they drive in total? Draw blocks to show your work.

___ + ___ = ___ ___ laps

6. Higher Order Thinking Jean adds 35 and 9. How can she solve using only equations to model her thinking? Explain.

7. © Assessment Sally adds 9 to 27. Explain how she can use the make 10 strategy to solve the problem.

88) Vowel Teams - ai, ay

Letters: a, b, d, g, i, l, m, n, p, r, s, t, y

may
day
say
gray
grain
brain
drain
train
trail
plain

My friends and I are going on a trip by train

My brain is full of new facts.

The sky is dark and gray.

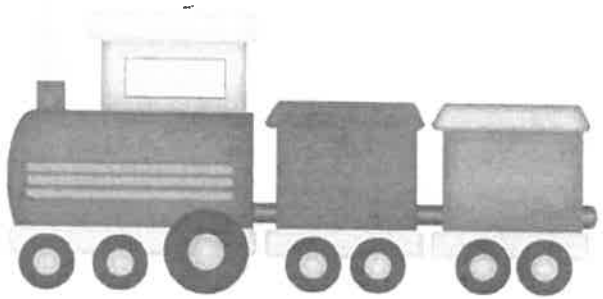
The grain in the fields is ready to harvest.

My father packs me my favorite plain cheese sandwich for lunch.

My mother tells me about a trail that is a shortcut to the station.

We run to the train station.

My friends and I say, "Hooray!"



The Train Trip

My friends and I are going on a trip by train. We are learning about how to travel by train. We talk about the things we may see, like the grain in the fields that is ready to harvest. My brain is full of new facts.

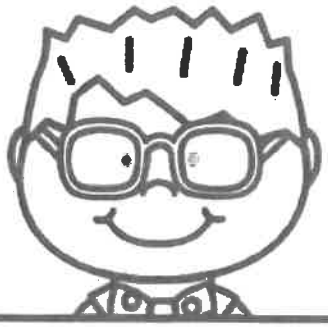
The day of the trip has come. I am very excited. I look up to the sky, but it is not bright. It is dark and gray. It may rain! My father packs me my favorite plain cheese sandwich for lunch. He tells me not to drain my juice box too fast when we eat lunch!

I have to go so that I am not late. My mother tells me about a trail that is a shortcut to the station. I thank her and meet my friends outside. We run to the train station. We reach it just before the rain. We are now ready to board. My friends and I say, "Hooray!"

Name: _____

ai vowel teams

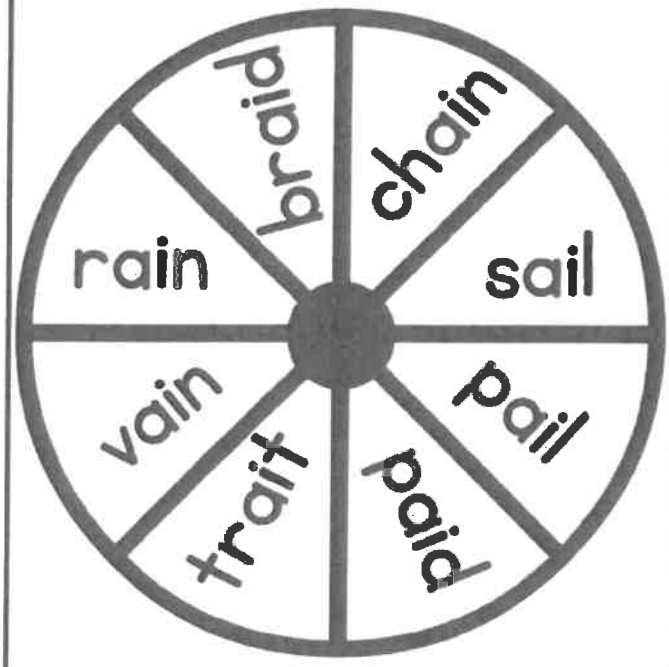
Word Work



Color the **ai Words**

paid	rain	braid	pail
jab	lamp	sail	chain
trait	vain	van	slam

Spin, Read and Write!



1 5

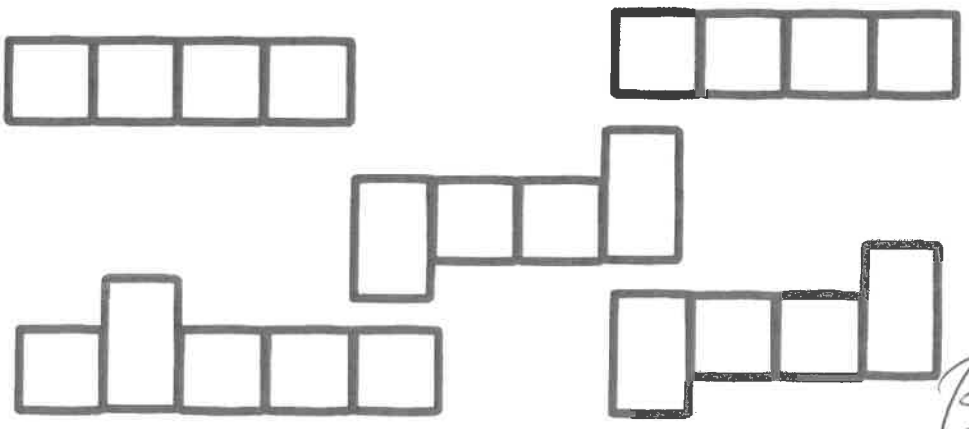
2 6

3 7

4 8

Word Bank:

vain
chain
paid
pail
rain



Name: _____

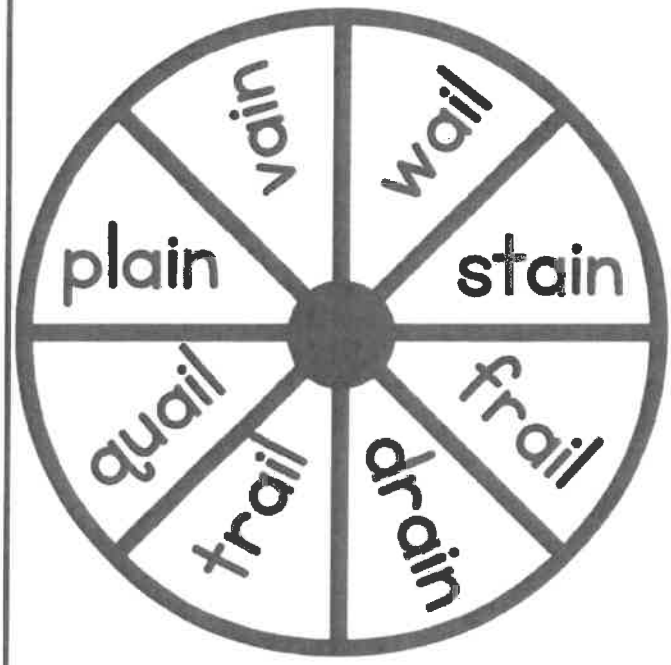
ai vowel teams

Word Work

Color the **ai Words**

trail	damp	plain	wail
map	quail	stain	task
drain	tram	vain	frail

Spin, Read and Write!



1 _____ 5 _____

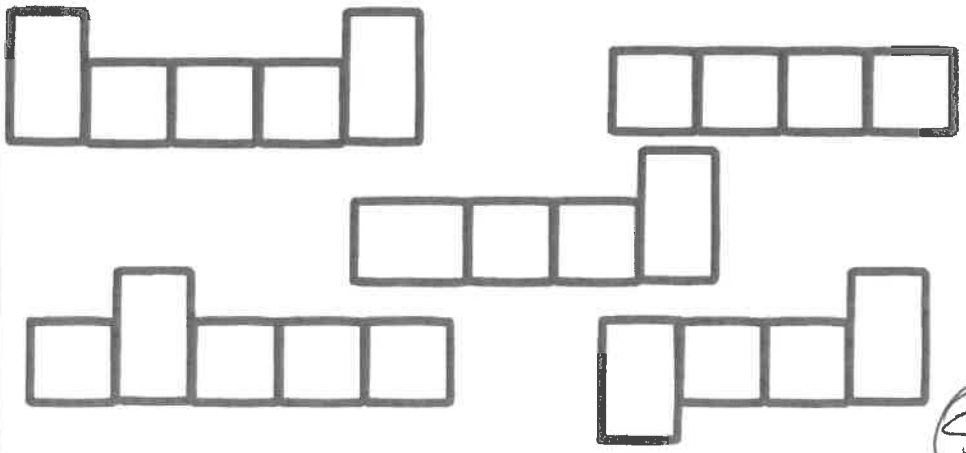
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

trail
vain
wail
pail
stain



56

Day 2: *Imagine a Place*

Step 1:  Imagine where your character is: park  , school  , home 

Step 2: Write what your place looks like 

Step 3: Draw your place 

Step 4: ✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), or exclamation points (!)

57

Name:_____ Date: _____

Name _____

Solve

Lesson 10-7
Add Using Place Value

I can ...
add 2 two-digit numbers.

Content Standard 1.NBT.C.4
Mathematical Practices MP.1, MP.2, MP.3, MP.4

Solve & Share

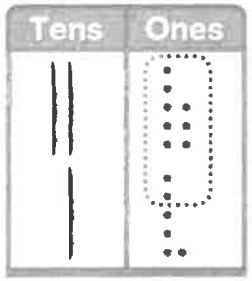
Al has 25 rocks. His friend gives him 16 more rocks. How many rocks does Al have now? Can you make a 10? Show how you know. Use blocks to help you.

Make a 10? Yes No

25 + 16 = _____

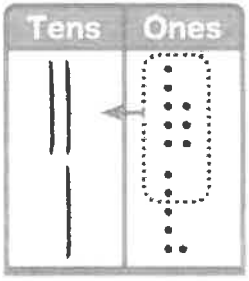
When you add, sometimes you need to make a 10. Add ones.
8 ones + 6 ones = 14 ones.
14 has 1 ten and 4 ones.

	Tens	Ones
	2	8
+	1	6

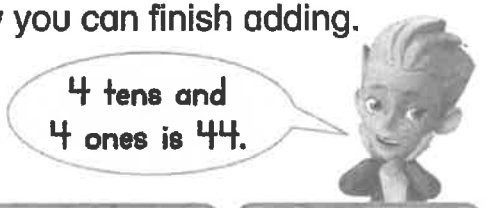


You can make a 10 with the 14 ones. 4 ones are left.

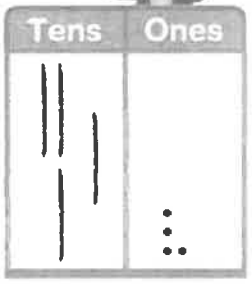
	Tens	Ones
	2	8
+	1	6



Now you can finish adding.



	Tens	Ones
	2	8
+	1	6
	4	4



Do You Understand?

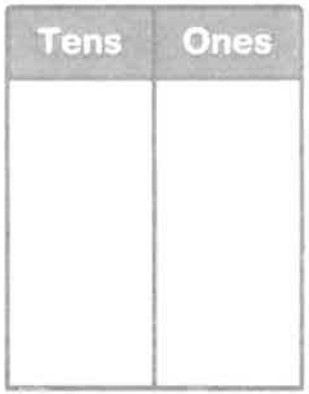
Show Me! Do you need to make a 10 to add 23 + 15? How do you know?

Guided Practice

Draw blocks to add. Do you need to make a 10? Circle **Yes** or **No**.

1.

	Tens	Ones
	3	5
+	1	5
	5	0



Make a 10? Yes No

Name _____

Tools Assessment

Independent Practice

Draw blocks to add. Do you need to make a 10? Circle **Yes** or **No**.

2.

	Tens	Ones
	2	7
+	2	5

Tens	Ones

Make a 10? Yes No

3.

	Tens	Ones
	4	8
+	5	0

Tens	Ones

Make a 10? Yes No

Add. Do you need to make a 10? Circle **Yes** or **No**.

	Show	Add	Can you make a 10?	Find the sum.
4.	37	33	Yes No	____ + ____ = ____
5.	19	42	Yes No	____ + ____ = ____
6.	22	26	Yes No	____ + ____ = ____
7.	56	32	Yes No	____ + ____ = ____

Math Practices and Problem Solving

Solve. Draw blocks to help you.

8. **© MP.2 Reasoning** Sara mows 15 lawns. Bill mows 12 lawns. How many lawns did they mow in all? Write an addition equation to show the problem.

____ + ____ = ____ ____ lawns

9. **© MP.2 Reasoning** Jon reads 24 pages. Then he reads 27 more pages. How many pages does he read in all? Write an addition equation to show the problem.

____ + ____ = ____ ____ pages

10. **Higher Order Thinking** Lee picks some flowers. He picks 20 more flowers. Now he has 38 flowers. How many flowers did he pick at first? Show your work.

____ flowers

11. **© Assessment** For which addition equations can you make a 10 to add? Choose all that apply.

- ☐ 12 + 29 = __?__
- ☐ 61 + 26 = __?__
- ☐ 33 + 35 = __?__
- ☐ 34 + 18 = __?__

Name _____

Help Tools Games

Homework & Practice 10-7

Add Using Place Value

HOME ACTIVITY In this activity, use dimes for 10s and pennies for 1s. Ask your child to use dimes and pennies (or two different objects) to find 18 + 27. When your child sees that he or she has 15 pennies, encourage him or her to make a 10 by trading 10 of the pennies for a dime. Repeat with other two-digit + two-digit addition problems.

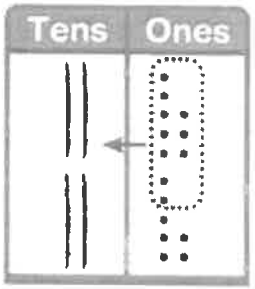
Another Look! Sometimes you need to make a 10 when you add.

8 ones + 7 ones = 15 ones.
You can make a 10 with the 15 ones.

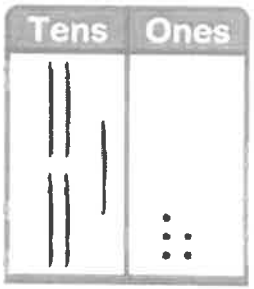
When there are more than 9 ones, you need to make a 10.

You add and have 5 tens and 5 ones.

	Tens	Ones
	2	8
+	2	7



	Tens	Ones
	2	8
+	2	7
	5	5



Draw blocks to add. Do you need to make a 10? Circle **Yes** or **No**.

1.

	Tens	Ones
	4	2
+	1	7

Tens	Ones

Make a 10? Yes No

2.

	Tens	Ones
	3	3
+	2	8

Tens	Ones

Make a 10? Yes No

Solve each problem. Draw blocks to help you.

3. **© MP.2 Reasoning** Seth collects model sailboats. He has 34 large boats. He has 26 small boats. How many model sailboats does Seth have in all? Write an equation to show the problem.

_____ + _____ = _____ _____ sailboats

4. **© MP.2 Reasoning** Maria claps 15 times. Then she claps 22 more times. How many times does she clap in all? Write an equation to show the problem.

_____ + _____ = _____ _____ claps

5. **Higher Order Thinking** Write two addends that you will **NOT** need to make a 10 to add. Then solve.

	Tens	Ones
+		

6. **© Assessment** For which addition equations can you make a 10 to add? Choose all that apply.

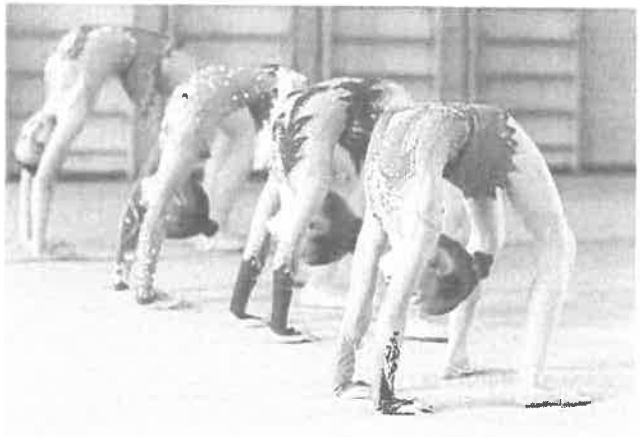
- ☐ 24 + 14 = ?
- ☐ 17 + 25 = ?
- ☐ 16 + 13 = ?
- ☐ 26 + 14 = ?

73) Vowel Team - ea

Letters: a, b, d, e, h, l, m, p, r, s, t

heat
seat
meat
meal
peal
deal
teal
team
beam
ream
read

I like to play sports.
I am on the best gymnastics team.
We can balance on the beam.
We also can jump really high and do flips.
We made a deal to do our homework.
My seat is next to my teammates.
We also eat as a team.
We make a meal together.
We fry up the meat and heat up the cooked rice.
Then we take a seat and eat.



The Team

I like to play sports. I am on the best gymnastics team. We can balance on the beam. We also can jump really high and do flips.

We made a deal to do our homework when we missed school. My seat is next to my teammates. I read all about the teal colored birds in my reading book. I tell my friends about what I learned.

We also eat as a team. We make a meal together. We fry up the meat and heat up the cooked rice. Then we take a seat and eat. I am happy to be on this team!

Name: _____

ay vowel teams

Word Work

Color the **ay Words**

day	**may**	sand	**hay**
play	snap	**way**	tray
vast	**stay**	gray	trap

Spin, Read and Write!

1 _____ 5 _____

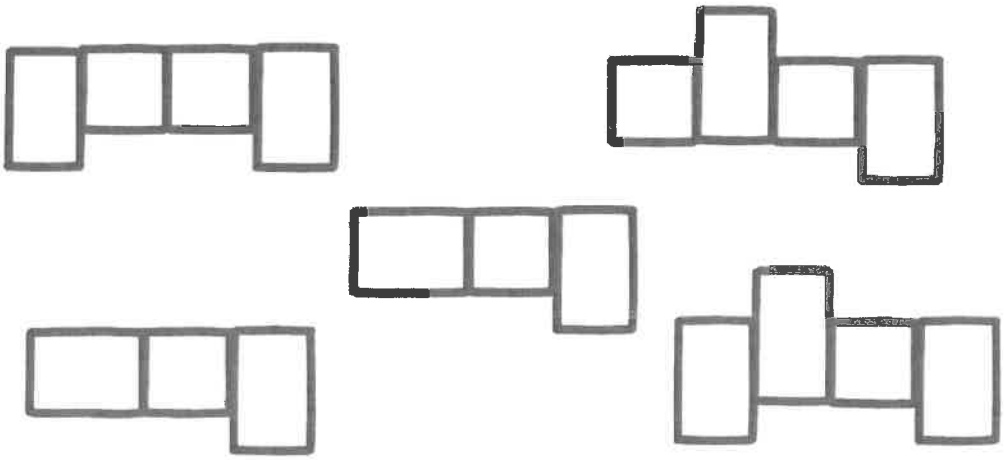
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

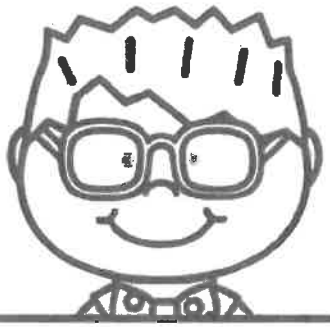
may
gray
stay
way
play



Name: _____

ea vowel teams

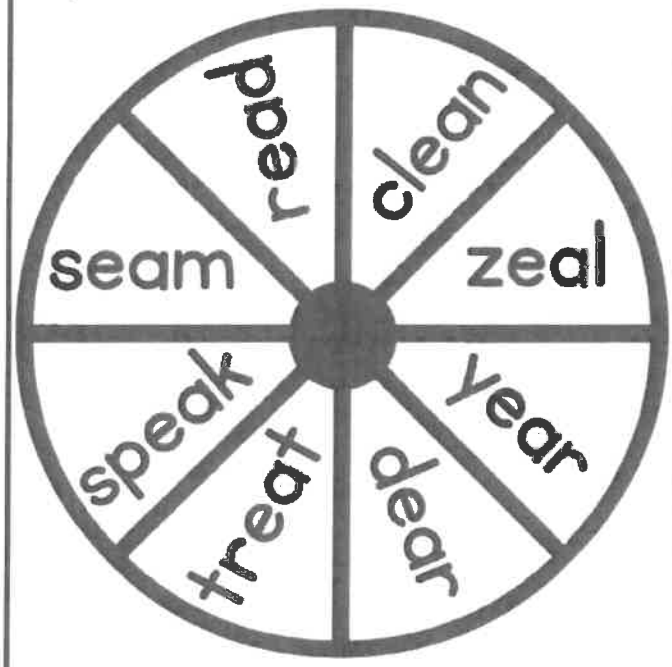
Word Work



Color the **ea Words**

speak	dear	rent	tent
dent	treat	year	clean
seam	kept	read	zeal

Spin, Read and Write!



1 _____ 5 _____

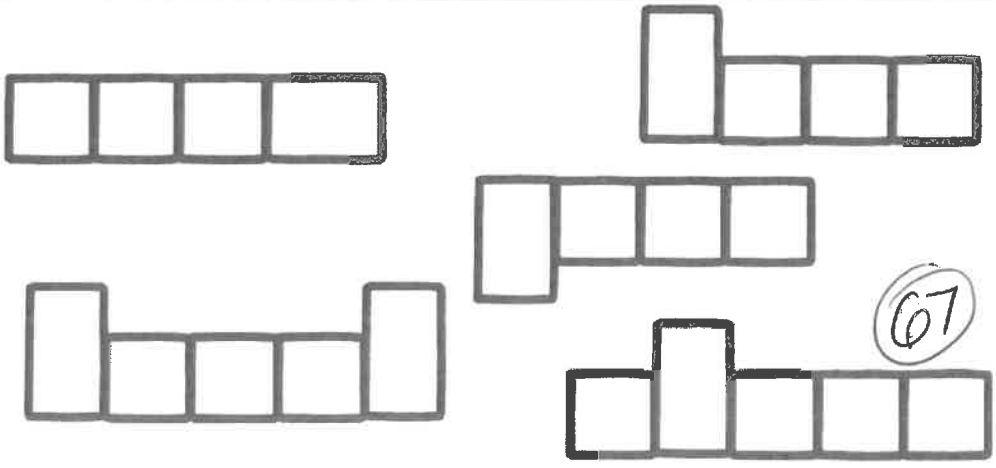
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

dear
seam
clean
treat
year

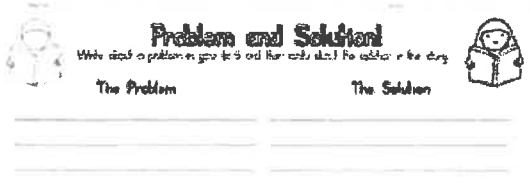


67

Day 3: *Problem/Events*

Step 1: Imagine what problem/adventure your character will go through.

Step 2: Use problem and solution worksheet.

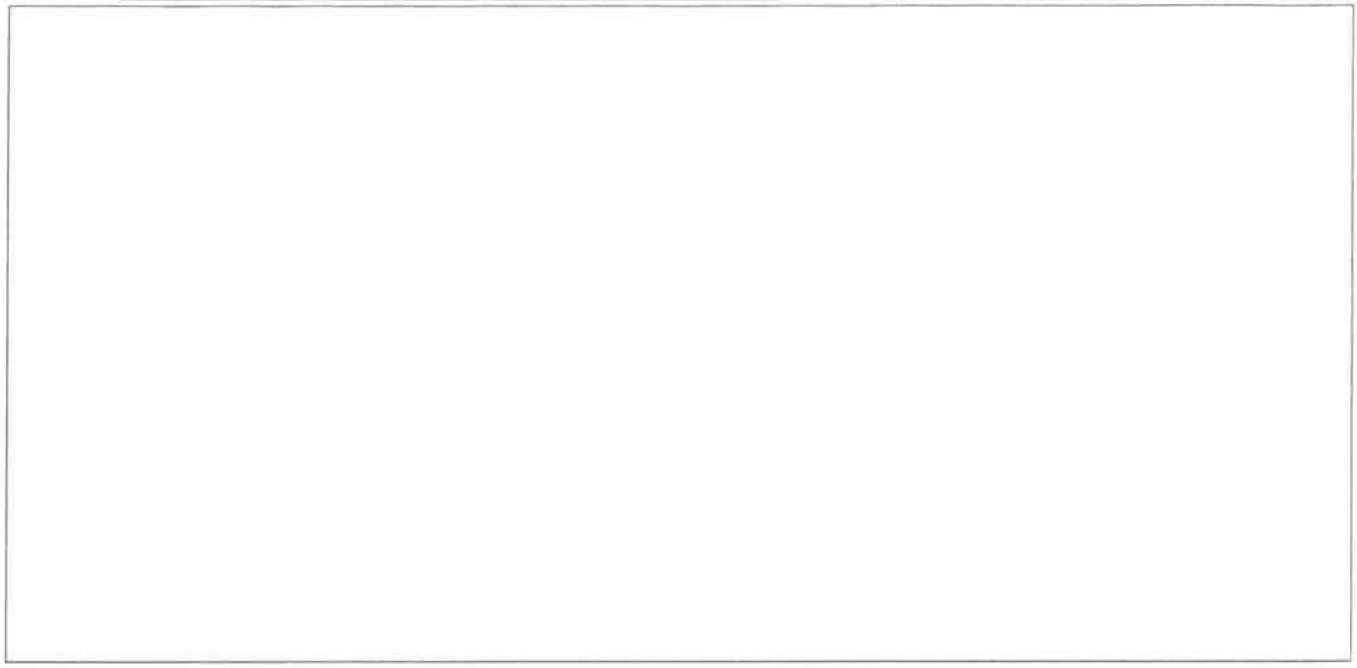


Step 3: Add details to your picture to show problems and events in order as they happen.

Step 4: ✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), or exclamation points (!)

Name:_____ Date: _____



Name _____

Solve

Lesson 10-8

Practice Adding Using Strategies

I can ...
solve addition problems using different strategies.

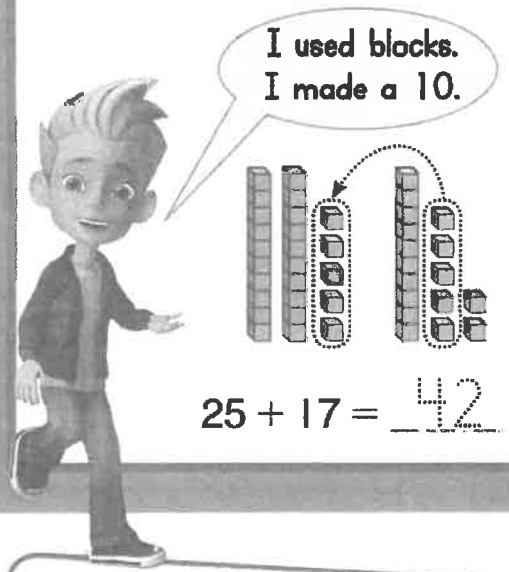
Content Standards 1.NBT.C.4, 1.NBT.C.5
Mathematical Practices MP.2, MP.3, MP.4, MP.5

Solve & Share

Solve 36 + 7 using any of the strategies you have learned.

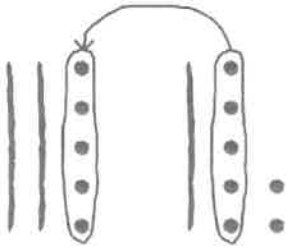
36 + 7 = _____

Find 25 + 17 in different ways.



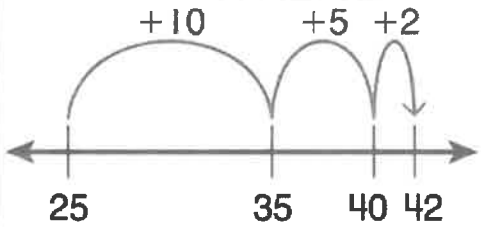
25 + 17 = 42

You can draw tens and ones to find 25 + 17.



25 + 17 = 42

You can add 25 + 17 on an open number line.



25 + 17 = 42

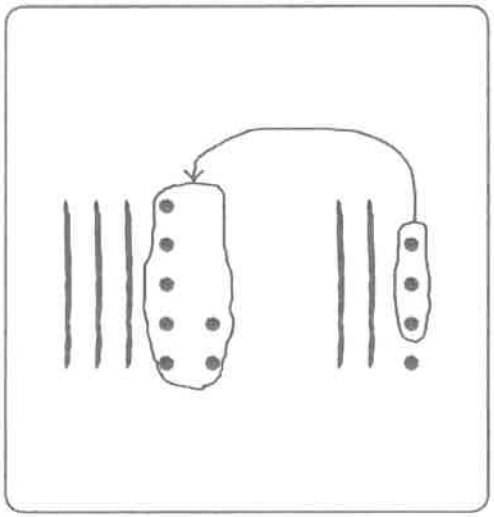
Do You Understand?

Show Me! Why can you use different strategies to solve the same problem?

☆Guided Practice☆

Find each sum. Solve any way you choose. Draw or explain what you did.

1. 37 + 24 = 61



2. 48 + 10 = ____

Name _____

Tools Assessment

Independent Practice

Find each sum. Solve any way you choose. Draw or explain what you did.

12

3.

$27 + 9 =$ _____

4.

$50 + 23 =$ _____

5.

$32 + 28 =$ _____

6.

$22 + 19 =$ _____

Math Practices and Problem Solving

Find each sum. Solve any way you choose.

7. **© MP.2 Reasoning** Lilly makes necklaces. She has 43 blue beads. She has 20 pink beads. How many beads does Lilly have in all?

_____ beads

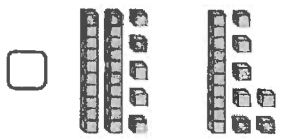
8. **© MP.2 Reasoning** Jay has a hat collection. He has 32 hats from football teams. He has 28 hats from baseball teams. How many hats does Jay have in all?

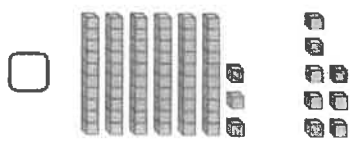
_____ hats

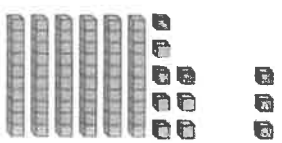
9. **Higher Order Thinking** Connie's soccer team has a bake sale. The team sells 18 banana muffins and 24 oat muffins. They sell 12 granola bars. How many muffins did Connie's team sell? Draw a picture and write an equation to show your work.

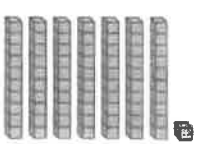
_____ muffins

10. **© Assessment** Garret uses place-value blocks to show 63 + 8. Which of the following model this problem? Choose all that apply.









Name _____

Help Tools Games

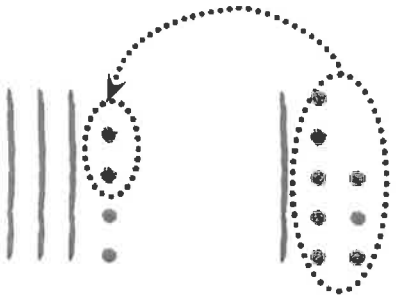
Homework & Practice 10-8

Practice Adding Using Strategies

14

Another Look! You draw blocks to find 34 + 18.

Can you make a 10?



There are 5 tens.

There are 2 ones.

34 + 18 = 52

HOME ACTIVITY Make place-value blocks out of paper (long strips for tens-rods and squares for ones cubes) or use objects to represent grouped tens and separate ones. Write a two-digit + two-digit equation, such as 35 + 17. Ask your child to model the problem, then make a 10 to solve. Repeat with similar problems.

Find each sum. Solve any way you choose. Draw or explain what you did.

1. 49 + 14 = _____

2. 56 + 10 = _____

Find each sum. Solve any way you choose.

3. © MP.2 Reasoning Selena has 27 silver coins. She has 30 copper coins. How many coins does Selena have in all?

_____ coins

4. Vocabulary Marni collects shells.
She has 33 gray shells.
She has 37 white shells.
How many shells does Marni have?
Write how many **tens** and **ones**.

_____ tens _____ ones _____ shells

5. Higher Order Thinking Edgar collects sports T-shirts. He has 16 soccer T-shirts and 24 rugby T-shirts. He has 12 hats. How many T-shirts does Edgar have in all? Draw a picture and write an equation to show your work.

_____ T-shirts

6. © Assessment Oscar uses place-value blocks to show 87 + 9. Which of the following model this problem? Choose all that apply.

SL

76) Vowel Team - ee
Letters: b, d, e, f, j, l, m, n, p, s, t
feel
feet
meet
beet
beep
jeep
deep
deem
seem
seen
teen

Beep! Beep! Beep! My alarm is going off.

I have seen the time and it seems like I need to get up now.

I ask my mom to listen to music in her jeep.

I tap my feet to the music.

I also listen to music in the garden.

Today I need to plant the beet seeds.

I dig in the dirt, but not too deep.

Music

Beep! Beep! Beep! My alarm is going off. I have seen the time and it seems like I need to get up now. I need to change my alarm to music. Music would be better than a beeping sound for waking up.

I like to listen to music all the time. It makes me feel good. I ask my mom to listen to music in her jeep. My mom doesn't like my teen music, but I do so I tap my feet to the music.

I also listen to music in the garden. Today I need to plant the beet seeds. I dig in the dirt, but not too deep. Then I plant the seeds as I move along to the beat.

Name: _____

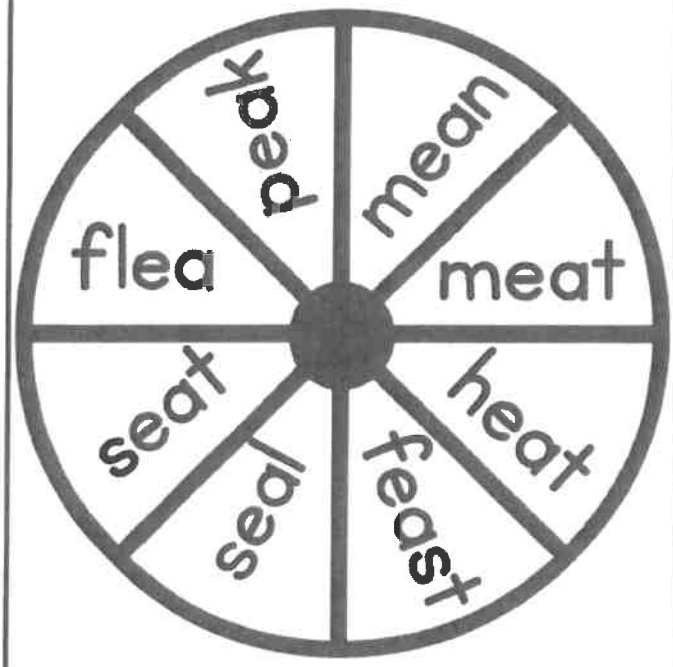
ea vowel teams

Word Work

Color the **ea Words**

peak	vent	heat	feast
mean	seal	seat	bent
best	flea	kept	meat

Spin, Read and Write!



1 _____ 5 _____

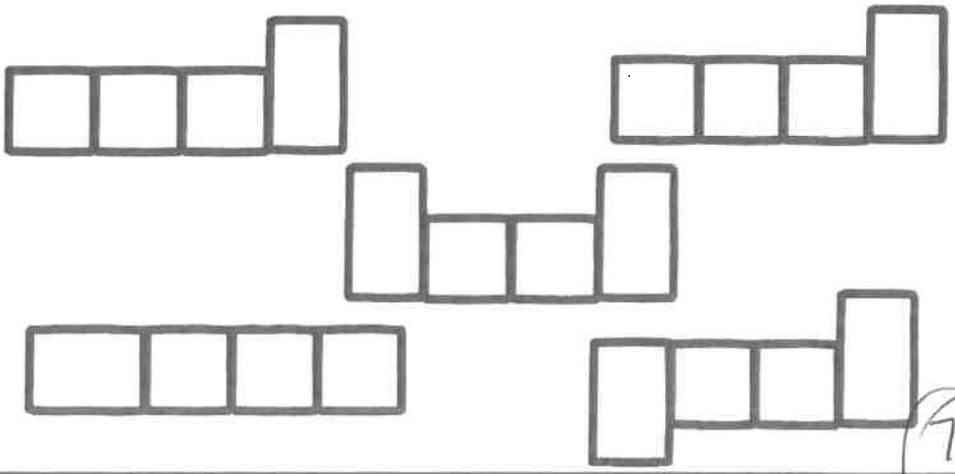
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

heat
seal
seat
mean
peak



Name: _____

ee vowel teams

Word Work

Color the **ee Words**

lead	glean	pef	smear
end	bend	steal	test
stream	dear	heat	tea

Spin, Read and Write!

1 _____ 5 _____

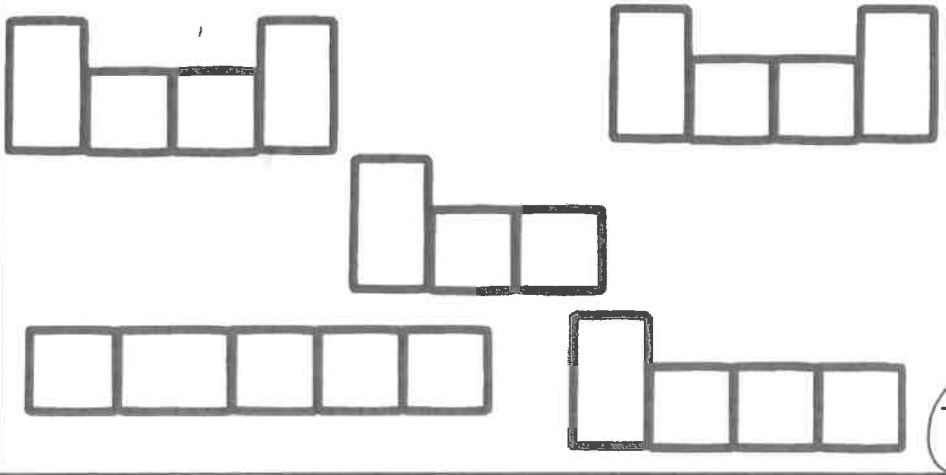
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

dear
lead
smear
tea
heat



Day 4: *Solution*

Step 1: Imagine how your character can solve the problem.

Step 2: Use problem and solution worksheet.

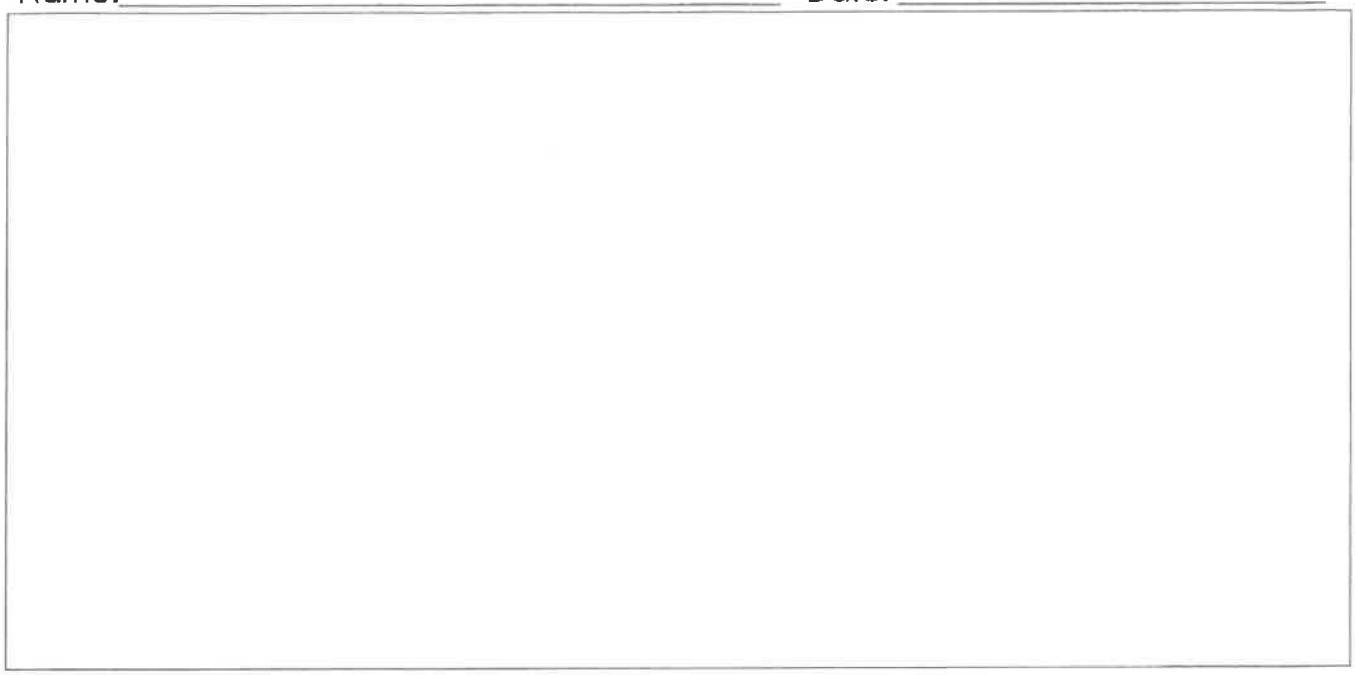
Step 3: Add details to your picture to show solutions and events in order as they happen.

Step 4: ✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), or exclamation points (!)

79

Name:_____ Date: _____



Name _____

Solve

Math Practices and Problem Solving

18

Lesson 10-9

Model with Math

I can ...

model with math by drawing a picture and writing an equation to help me solve a problem.

Mathematical Practices
MP.4 Also MP.2, MP.3, MP.5
Content Standards 1.NBT.C.4

Solve & Share

Pam has 13 buttons. Julie gives her 10 buttons. How many buttons does Pam have in all? Use any method to solve. Draw what you did.

Thinking Habits

How can I use numbers and symbols to solve this problem?

How can I use the math I know to show this problem?

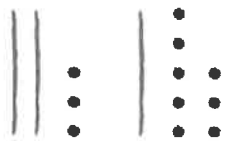
Learn Glossary A-Z

Miko has 23 green marbles and 18 blue marbles. How many marbles does he have in all?

How can I show the problem?

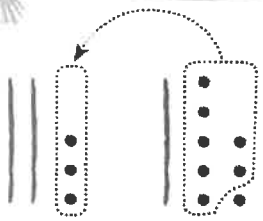
I could use blocks, a number line, an equation, or drawings to show the problem.

This is an addition story. I can draw tens and ones to show 23 + 18.



23 + 18 = ?

I can make a 10. I have 4 tens and 1 one. Miko has 41 marbles in all.



23 + 18 = 41

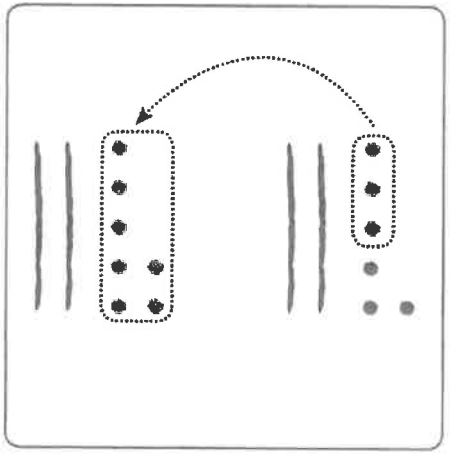
Do You Understand?

Show Me! If Miko has 23 green marbles and 30 blue marbles, how many marbles does he have in all? Draw a picture to solve the problem.

Guided Practice

Use drawings to show and solve the problem. Then write the equation.

1. Ellen has 27 stickers. Her brother gives her 26 stickers. How many stickers does Ellen have in all?



____ + ____ = ____

Name _____

Independent Practice

Use drawings to show and solve the problem. Then write the equation.

2. Barry has 12 red cars. He has 14 blue cars. How many cars does Barry have in all?

_____ + _____ = _____

3. Amy picks 18 roses. Roger picks 36 tulips. How many flowers do Amy and Roger pick in all?

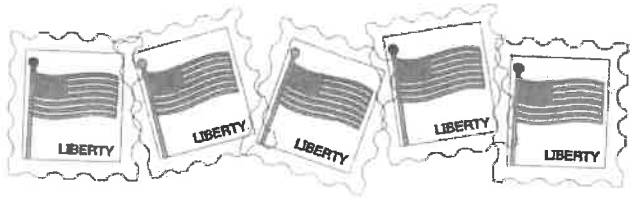
_____ + _____ = _____

4. There are 16 apples in the bowl. George buys 15 more apples. How many apples are there in all?

_____ + _____ = _____

Math Practices and Problem Solving

Performance Assessment



Stamp Collection

Manuel, Matt, and Jessica each have their own stamp collection.

5. **MP.4 Model** Manuel has 18 stamps. Matt gives Manuel 30 stamps. Now how many stamps does Manuel have in all?

   Draw a picture to show the problem.

6. **MP.2 Reasoning** Write an equation that matches the story.

   ____ ◯ ____ = ____

7. **MP.3 Explain** Matt has 24 red stamps. He asks Manuel for enough red stamps to make 50 red stamps. Manuel gives him 25 red stamps. Did Manuel give Matt enough red stamps?

   Explain how you know using words or pictures.

   Can you make 10? Why or why not.

   _____

   _____

Name _____

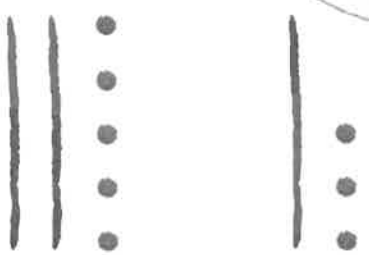
Help Tools Games

Homework & Practice 10-9
Model with Math

Another Look!

Justin has a box with 24 crayons. He finds another box with 13 crayons and puts all the crayons together.

How many crayons does he have in all? Solve and write the equation.



24 + 13 = 37

HOME ACTIVITY Write number stories in which two quantities are added together. Model each story using a picture. Write an equation to match each number story.

Use drawings to show and solve the problem. Then write the equation.

1. There are 31 cards in a pile.
   Julie places another 15 cards on the pile.
   How many playing cards are in the pile now?

_____ + _____ = _____ cards

Coin Collection

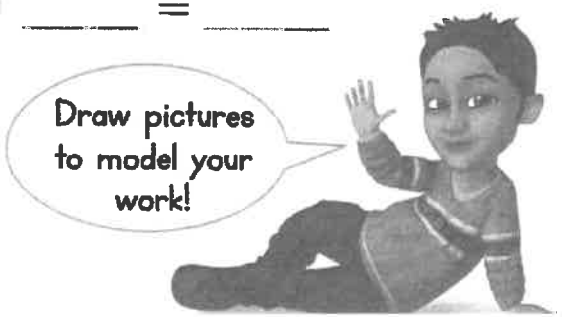
Gail, Claire, and Todd each have their own coin collection.

2. MP.4 Model Gail has 10 coins. Claire gives Gail 24 coins. Now how many coins does Gail have in all?

Draw a picture to show the problem.

3. MP.2 Reasoning Write an equation that matches the story.

____ ◯ ____ = ____



4. MP.3 Explain Todd says that he can make 10 if he adds 32 coins to 28 coins. Is he correct?

Explain how you know using words or pictures.

Write an equation to show the problem.

____ ◯ ____ = ____

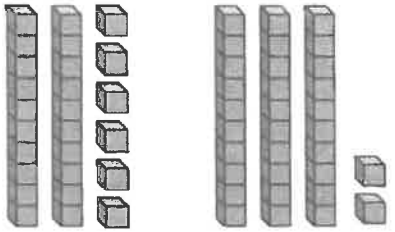
____ coins

Name _____

TOPIC 10

© Assessment

1. Write an equation that matches the place-value blocks below.



_____

2. Use the part of the hundred chart to add.

$46 + 20 = ?$

26	60	66	68
Ⓐ	Ⓑ	Ⓒ	Ⓓ

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

3. Find the sum. Draw place-value blocks to show how you found it.

50 + 3 = _____

4. Which equation matches the place-value blocks shown below? Choose all that apply.

- ☐ $60 + 30 = 90$
- ☐ $6 \text{ tens} + 3 \text{ tens} = 9 \text{ tens}$
- ☐ $60 + 10 = 70$
- ☐ $4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$

5. Jimmy picks up 18 leaves. Then he picks up 11 more. How many leaves does Jimmy have in all? Explain how you solved the problem. Did you need to make a 10?

6. Solve the problem. Use place-value blocks if needed.

Can you make a 10?

Circle **Yes** or **No**.

Yes No

	Tens	Ones
	2	8
+	1	3

7. Andy washes 16 dishes. Beth washes 18 dishes. How many dishes did Andy and Beth wash in all?

Use words, pictures, or a model to solve. Write the equation.

____ + ____ = ____ ____ dishes

Name _____

Use the part of the hundred chart to solve each problem.

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

8. $10 + 27 = ?$

Ⓐ 17 Ⓒ 37

Ⓑ 28 Ⓓ 40

9. $4 + 35 = ?$

Ⓐ 95 Ⓒ 31

Ⓑ 39 Ⓓ 12

Use mental math to solve.

10. $53 + 10 =$ _____ **11.** $48 + 10 =$ _____ **12.** $64 + 10 =$ _____

Choose the correct number to complete each equation.

13. $20 + 70 =$ ___?___

Ⓐ 70

Ⓑ 80

Ⓒ 90

Ⓓ 100

14. $30 +$ ___?___ $= 60$

Ⓐ 20

Ⓑ 30

Ⓒ 40

Ⓓ 50

15. ___?___ $+ 20 = 40$

Ⓐ 20

Ⓑ 30

Ⓒ 40

Ⓓ 50

16. Use the open number line to add. Show your work.

$40 + 23 =$ _____

---

17. Jonah drew models to show $43 + 8$. Did he draw the models correctly? Explain how you know.

_____

_____

_____

Solve each problem. Can you make a 10? Use place-value blocks if needed.

	Show	Add	Can you make 10?		Find the sum
18.	42	37	Yes	No	
19.	16	35	Yes	No	
20.	14	16	Yes	No	

79) Vowel Team - ie

Letters: b, c, d, e, f, g, h, i, l, n, p, r, s, t, w, y

Lief
thief
chief
wield
yield
field
shield
piece
niece
shriek
grief
brief

Lief was the chief of the office.

I am his niece.

I let out a shriek.

He will brief us our work.

We help farmers with their field crops.

They are sometimes the thief of the crop.

We find ways to shield the crops.

The field will yield an excellent crop this year.

Lief the Chief

Lief is the chief of the office. I am his niece. He wields much power in the office. Today he will brief us on our work. I let out a shriek. We have so much work to do!

At the office we help farmers with their field crops. Some farmers grow rice. Some farmers grow wheat. Some farmers grow apples.

We help so bugs don't steal too much of the crops. Good grief! Sometimes bugs can be pests. They are sometimes the thief of the crop. We try to find ways to shield the crops from the bugs. If we do, the field will yield an excellent crop this year.

Name: _____

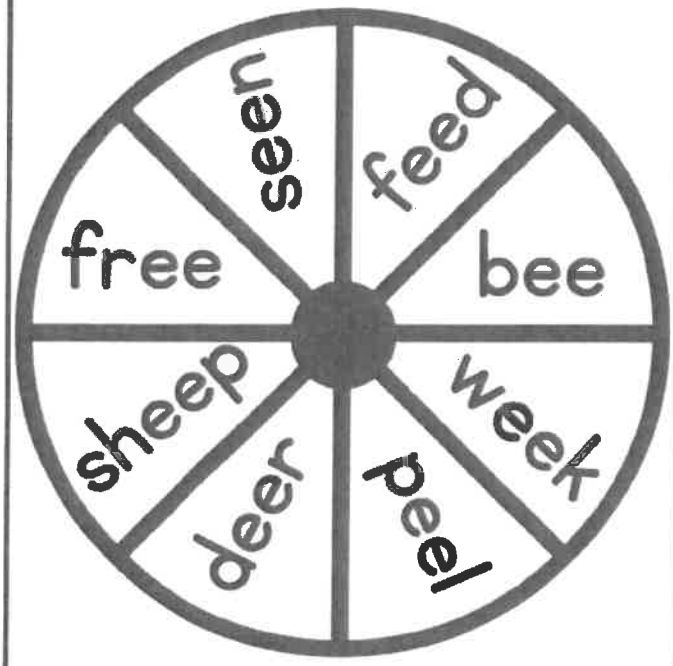
ee vowel teams

Word Work

Color the **ee Words**

leg	free	help	peel
bee	get	deer	them
feed	sheep	**seen**	week

Spin, Read and Write!



1 _____ 5 _____

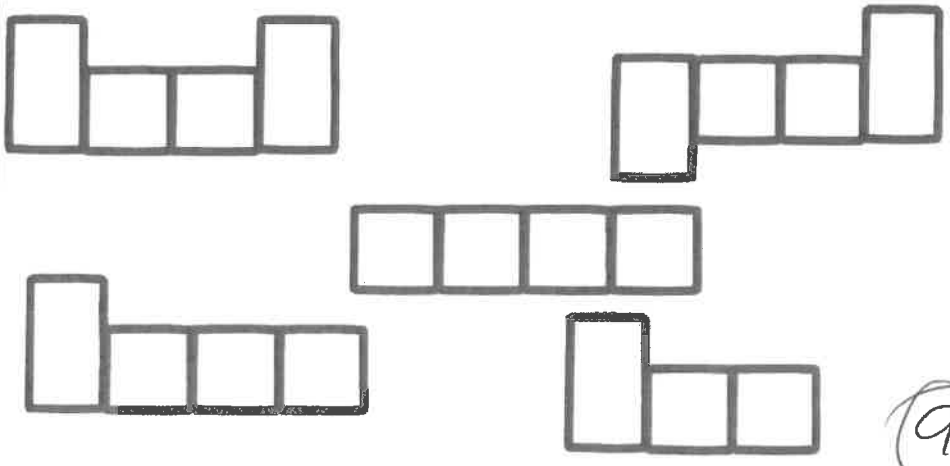
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

peel
feed
seen
bee
free



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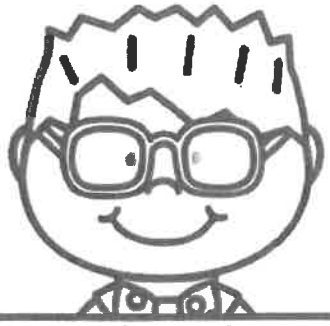
Name: _____

ie vowel teams

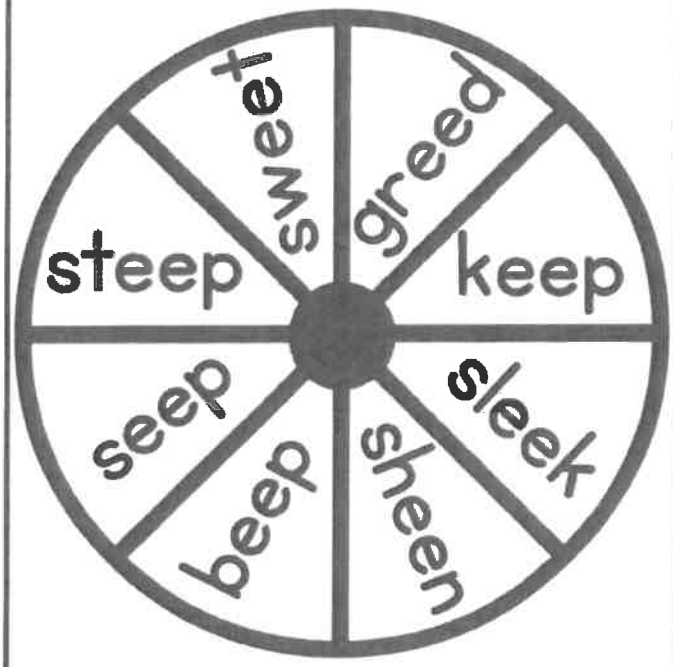
Word Work



Color the **ie Words**

beep	sweet	sleek	keep
Ben	steer	fed	greed
seep	pest	sheen	led

Spin, Read and Write!



1 _____ 5 _____

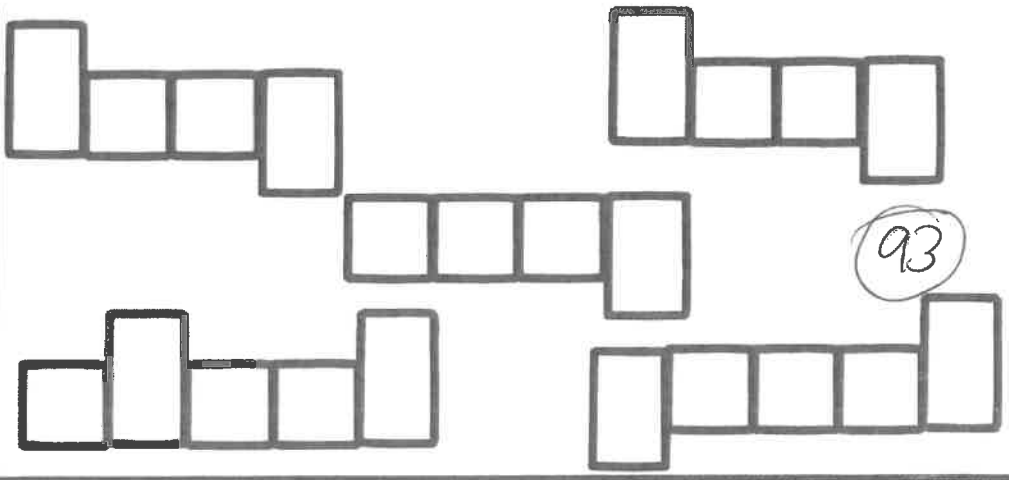
2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Word Bank:

seep
keep
beep
greed
sleek



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Day 5: *How to write a series*

Step 1: Who is the character? 

Step 2: Where does the character live? 

Step 3: What does the character like? 

Step 4: How does the character feel?   

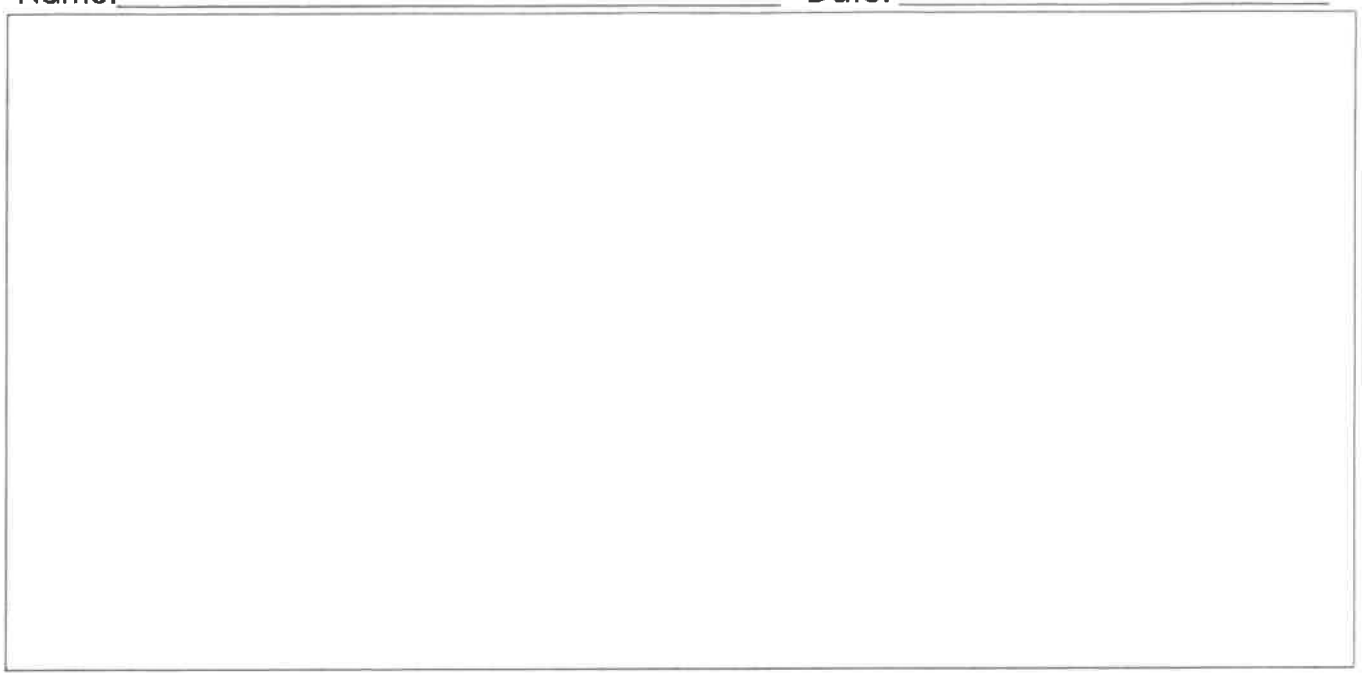
Step 5: Who are the characters best friends? 

Step 6: ✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), or exclamation points (!)

94

Name:_____ Date: _____



Name:_____ Date: _____

Name _____

Solve

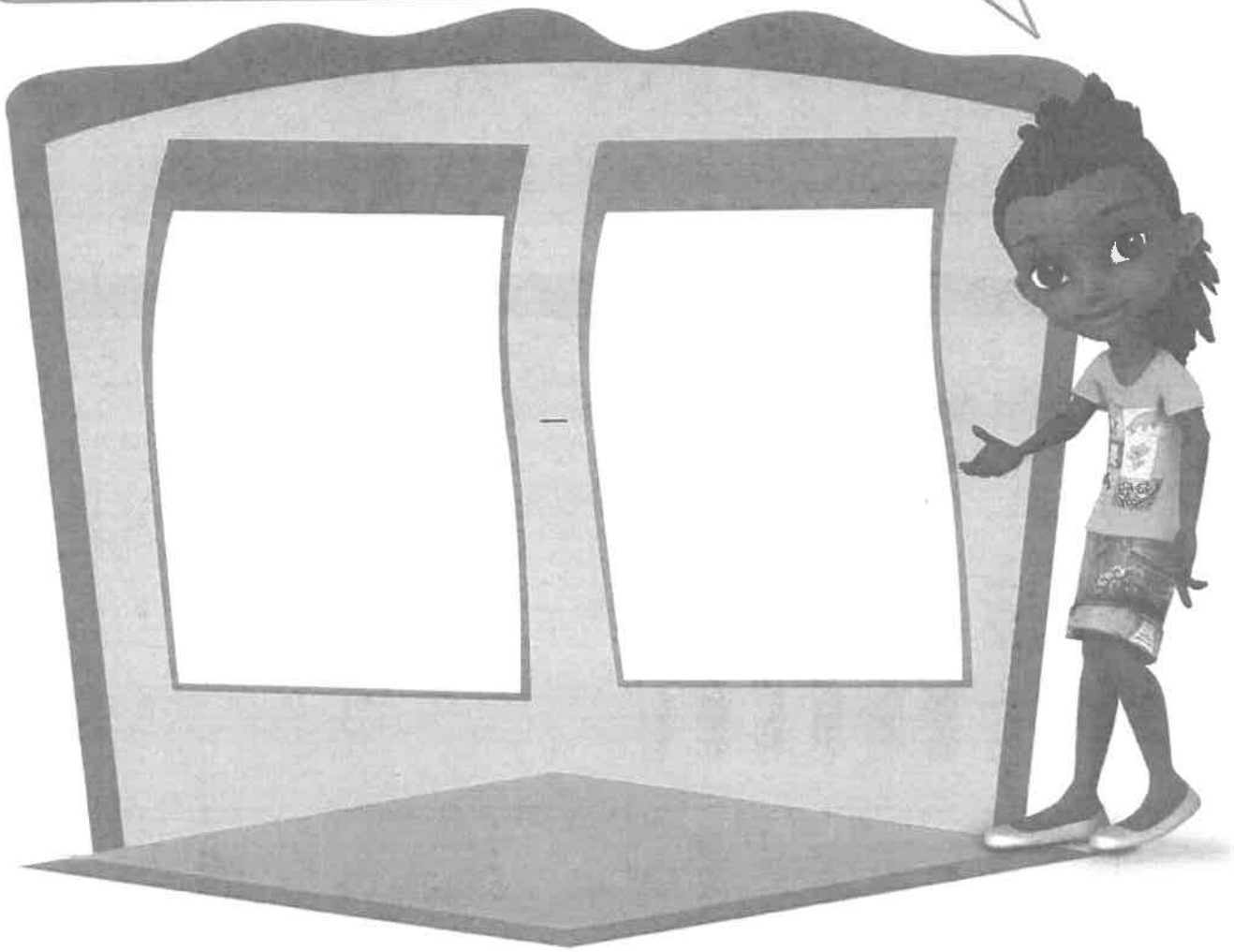
Lesson 11-1
Subtract Tens Using Models

I can ...
use models to subtract tens.

Content Standards 1.NBT.C.5, 1.NBT.C.6
Mathematical Practices MP.1, MP.2, MP.6

Solve & Share

How can thinking about 4 – 1 help you to find the difference of 40 – 10? Use place-value blocks to help you.



_____ – _____ = _____ _____ – _____ = _____

Learn Glossary A-Z

You know how to subtract ones.

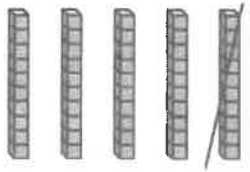
$5 - 1 = \underline{4}$

So, you can subtract 1 ten from groups of 10.

5 tens − 1 ten = <u>4</u> tens

5 tens minus 1 ten is like subtracting 5 − 1.

5 tens is 50.
1 ten is 10.



50 − 10 = <u>?</u>

5 tens minus 1 ten equals 4 tens.

4 tens is 40, so

50 − 10 = <u>40</u>

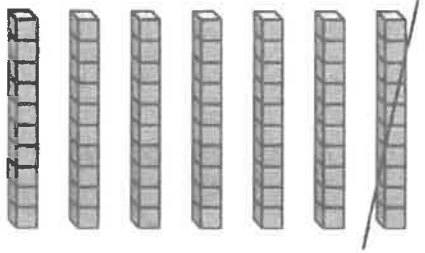
Do You Understand?

Show Me! When you solve 40 − 10, how does the tens digit change? How does the ones digit change?

☆ Guided Practice ☆

Write the numbers to complete each equation.

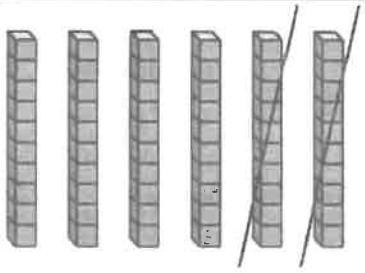
1.



<u>7</u> tens − <u>1</u> ten = <u>6</u> tens.

<u>70</u> − <u>10</u> = <u>60</u>

2.



<u> </u> tens − <u> </u> tens = <u> </u> tens

<u> </u> − <u> </u> = <u> </u>

Name _____

Tools Assessment

Independent Practice

Write the numbers to complete each equation.

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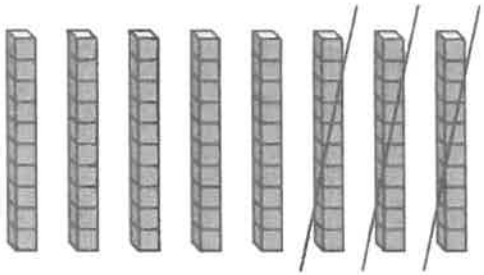
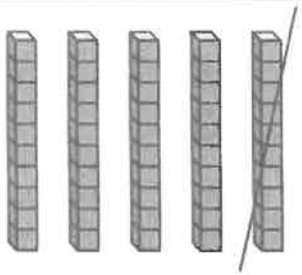
3.



_____ tens − _____ tens = _____ tens

_____ − _____ = _____

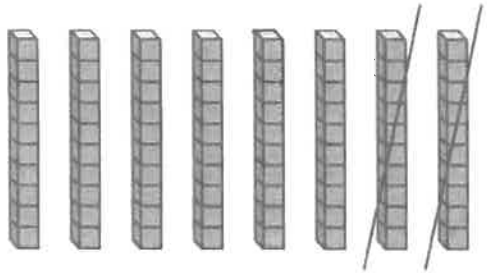
4.



_____ tens − _____ ten = _____ tens

_____ − _____ = _____

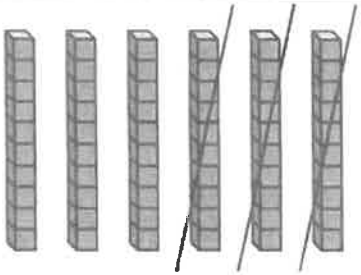
5.



_____ tens − _____ tens = _____ tens

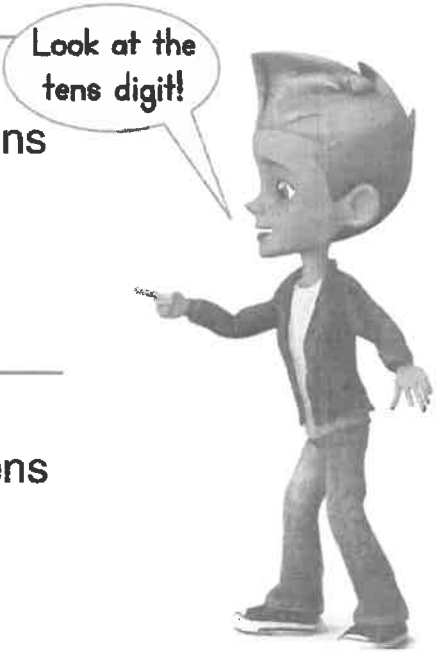
_____ − _____ = _____

6.



_____ tens − _____ tens = _____ tens

_____ − _____ = _____



Math Practices and Problem Solving

Solve the problems below.

7. **© MP.1 Make Sense** Ethan has 30 crayons. He gives 10 crayons away. How many crayons does Ethan have now?

   Write the equation.

   _____ − _____ = _____ _____ crayons

8. **Algebra** Jacob solved these problems. Did Jacob subtract 1 or 10? Finish the equations.

   $50 - \square = 40$ $60 - \square = 59$

9. **Higher Order Thinking** Write and solve a story problem for 90 − 10.

10. **© Assessment** 20 teddy bears are for sale at the store. After a day, 10 teddy bears are sold.

How many teddy bears are on sale at the store now?

30	50	10	0
Ⓐ	Ⓑ	Ⓒ	Ⓓ

Name _____

Help Tools Games

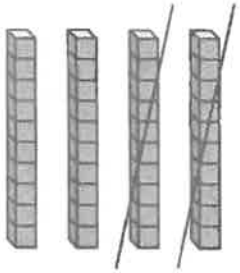
Homework & Practice 11-1

Subtract Tens Using Models

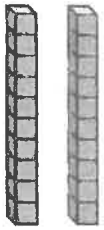
Another Look! If you know how to subtract ones, you can subtract tens.

$40 - 20 = ?$

40 − 20 is the same as
4 tens − 2 tens.

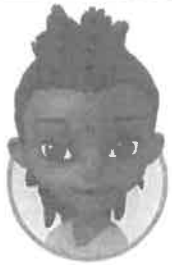


4 tens − 2 tens = 2 tens



40 − 20 = 20

HOME ACTIVITY Use cups and small household objects such as buttons or paperclips. Put out eight cups and put ten items in each cup. Have your child count the items. Then take away one or two of the cups and ask how many items are left. Repeat the activity and ask your child to write an equation to show how many items are left.



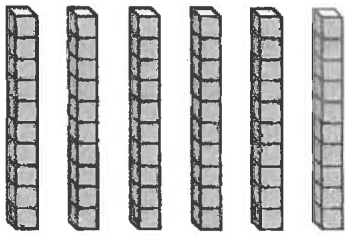
Cross out the blocks as needed to solve.

1.

_____ tens − 3 tens = _____ ten

_____ − _____ = _____

2.

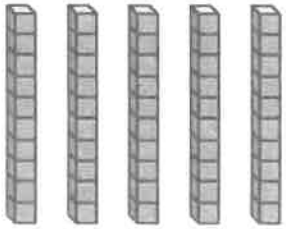


_____ tens − 2 tens = _____ tens

_____ − _____ = _____

Cross out the blocks as needed and solve the problems.

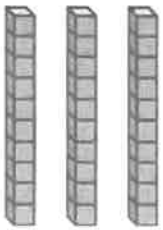
3.



_____ tens − 3 tens = _____ tens

_____ − _____ = _____

4.



_____ tens − 1 ten = _____ tens

_____ − _____ = _____

5. Math and Science Meg makes a tool to crush cans. She has 70 cans. She crushes 20 cans. How many cans does Meg still need to crush? Write an equation. Then solve.

_____ − _____ = _____ cans

6. Higher Order Thinking Write and solve a story problem for 80 − 50.

_____

_____

_____

_____

7. © Assessment Which shows the answer to 7 tens − 3 tens?

Ⓐ 20

Ⓑ 30

Ⓒ 40

Ⓓ 50

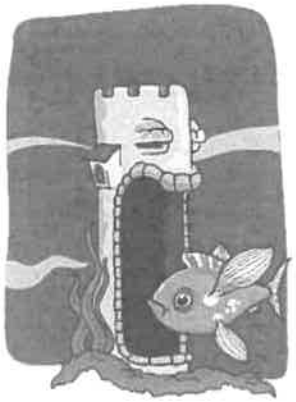
201

16) sh - Digraphs

Letters: a, c, d, f, h, i, m, n, o, p, s, w

shop
ship
shin
win
wish
fish
dish
dash
cash
mash

I went to the pet shop.
I got a fish with cash.
I put a ship and dish in his house.
I mashed up his food.
My cat did a mad dash.
I ran to rush to help the fish.
I hit my shin, but the cat did not win.
He did not get his wish to eat the fish!



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Fish

I went to a pet shop. My mom got me a fish with cash. I put a ship and dish in the fish house. I mashed up his food.

My cat did a mad dash for the fish. I ran to rush and help the fish. I hit my shin, but the cat did not win. He did not get his wish to eat the fish!

Name _____

Blends – gr/pr

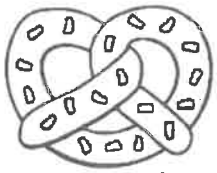
gr

pr

___een

___ize

___avy

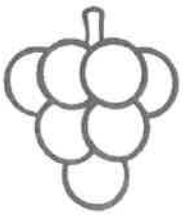


___etzel

___ice

___ave

___esent

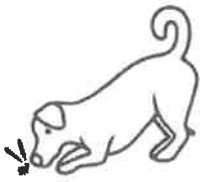


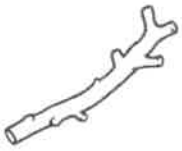
___apes

10

Name: _____ Date: _____

Match it!





stop

snack

sniff

snap

skip

swim

spin

stick

Day 6: *Book One*

Choose an adventure for your characters. Remember you can use the same characters that you have already written about.

✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), or exclamation points (!)

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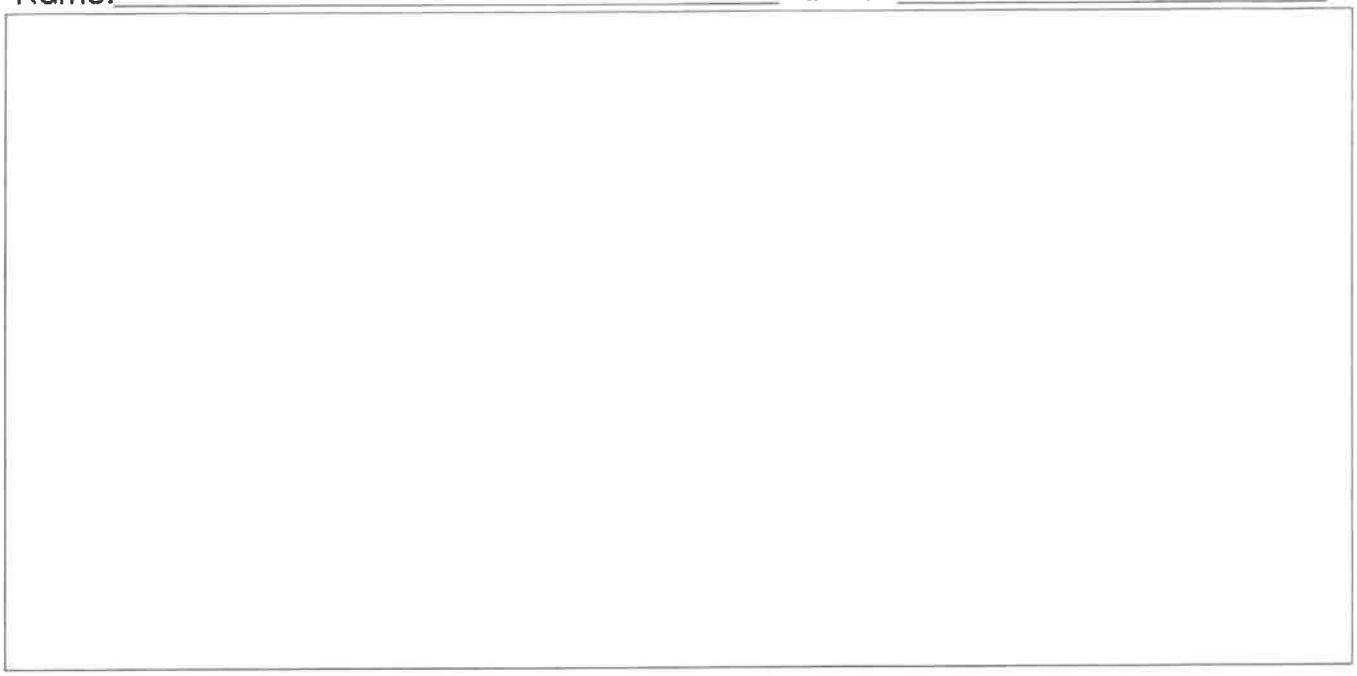
Name:_____ Date: _____



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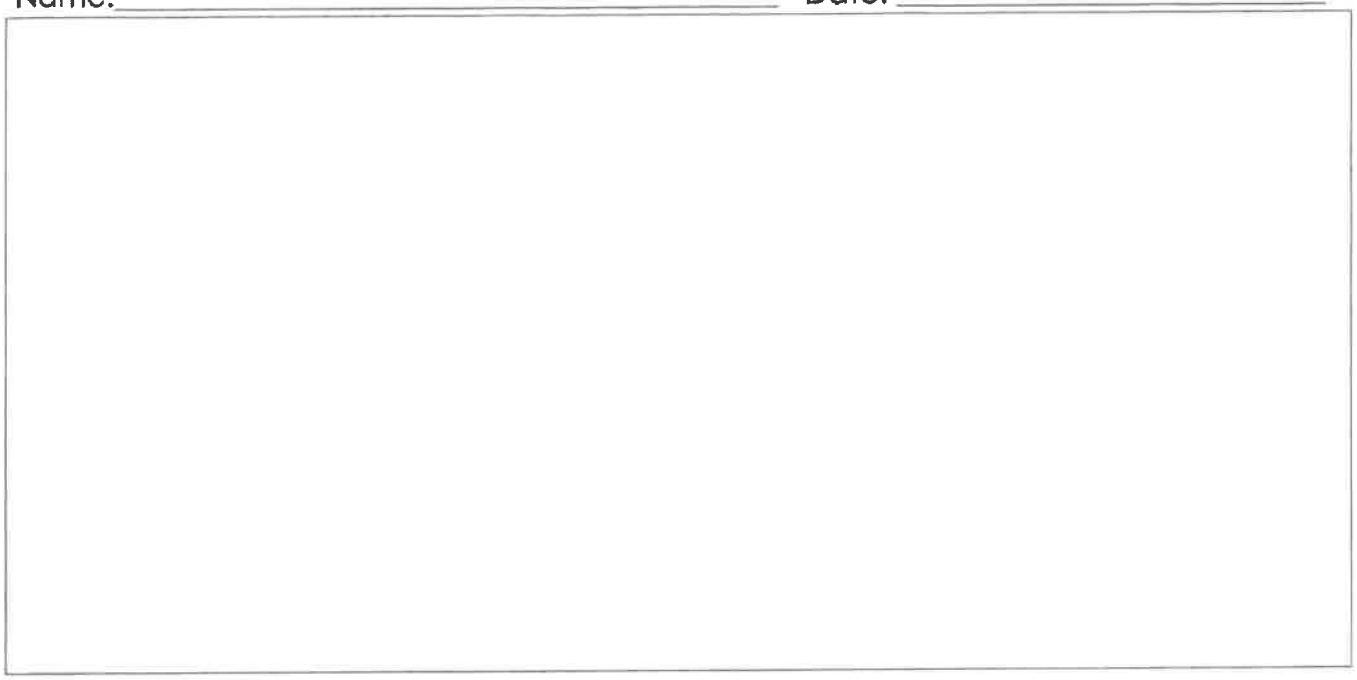

Name _____

Solve

Lesson 11-2

Subtract Tens Using a Hundred Chart

110

I can ...

use a hundred chart to subtract multiples of 10 from 2-digit numbers.

Content Standards 1.NBT.C.5, 1.NBT.C.6
Mathematical Practices MP.3, MP.5, MP.6, MP.8

Solve & Share

How can you use a hundred chart to subtract 50 – 30?

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

_____ – _____ = _____

You can use a hundred chart to subtract tens. Find 70 – 20.

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

70 – 20 = ?

Start on 70.

For every ten you subtract, move up 1 row.

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

70 – 20 = 50

20 is 2 tens. Move up 2 rows.

Check your work.
Start at 70.
Count back by 10s.

70, 60, 50

Do You Understand?

Show Me! Use a hundred chart and count back by 10s to solve 80 – 50. How many tens are you subtracting? Tell how you solved.

☆Guided Practice☆

Use the partial hundred chart to subtract tens.

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

1. 40 – 10 = 30

2. 40 – 20 = ____

3. 30 – 20 = ____

4. 10 – 10 = ____

Name _____

Tools Assessment

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Independent Practice

Use the hundred chart to subtract tens.

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

5. $50 - 10 =$ _____

6. $80 - 60 =$ _____

7. $30 - 20 =$ _____

8. $90 - 30 =$ _____

9. $70 - 20 =$ _____

10. $20 - 10 =$ _____

11. $60 - 30 =$ _____

12. $90 - 50 =$ _____

13. $90 - 40 =$ _____

14. $80 - 10 =$ _____

Algebra Find the missing numbers.

15. $30 -$ _____ $= 20$

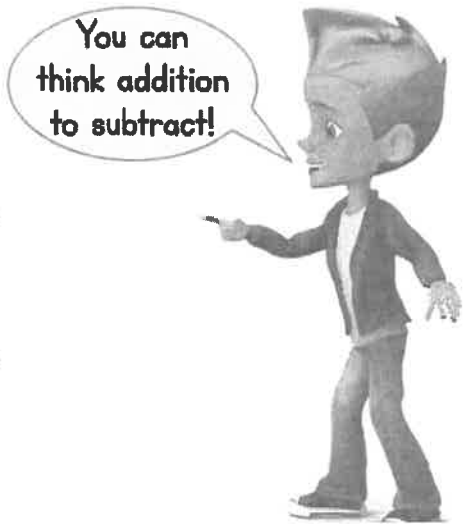
16. _____ $- 30 = 10$

17. _____ $- 50 = 20$

18. $20 -$ _____ $= 0$

19. _____ $- 20 = 30$

20. $70 -$ _____ $= 30$



Math Practices and Problem Solving Use the partial hundred charts to subtract tens and solve the problems.

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

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

21. **© MP.5 Use Tools** Colvin tries an experiment 70 times. 10 of the times, he gets different results than he thought he would. How many times did Colvin get the results he thought he would?

____ − ____ = ____

____ times

22. **© MP.5 Use Tools** Mal's basketball team scores 40 points. They score 10 more points than the other team. How many points did the other team score?

____ − ____ = ____

____ points

23. **Higher Order Thinking** Circle any number in the last row of the partial hundred chart above. Subtract 30. Write your equation.

____ − ____ = ____

113

24. **© Assessment** Leo makes 50 muffins for his class bake sale. He sells 10 muffins. How many muffins are left?

Ⓐ 10

Ⓑ 20

Ⓒ 30

Ⓓ 40

Name _____

Help Tools Games

Homework & Practice 11-2

Subtract Tens Using a Hundred Chart

Another Look! You can use a hundred chart to subtract tens.

50 − 30 = ?

30 is 3 tens

For every ten I take away, I move up 1 row on the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

50 − 30 = 20

HOME ACTIVITY Practice counting forward and backwards by 10s with your child. Try counting only some of the sequence and then having your child pick up where you left off. You can also try alternating numbers with him or her.

Use the partial hundred chart to solve each problem.

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

1. 80 − 30 = _____

2. 70 − 10 = _____

3. 80 − 20 = _____

4. 60 − 10 = _____

Use the hundred chart to subtract.

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

5. $20 - 10 =$ ____

6. $90 - 30 =$ ____

7. $80 - 30 =$ ____

8. $80 - 40 =$ ____

9. $60 - 40 =$ ____

10. $70 - 20 =$ ____

11. $80 - 80 =$ ____

12. $20 - 10 =$ ____

13. $80 - 50 =$ ____

14. $90 - 20 =$ ____

15. **Higher Order Thinking** How can you use a hundred chart to solve $90 - 80$?

Solve the problem. Then explain how you got your answer.

$90 - 80 =$ ____

16. **© Assessment** Ms. Rodin has 30 spelling tests to grade in all. She has graded 10 of them already.

How many spelling tests does she have left to grade?

Ⓐ 10

Ⓑ 20

Ⓒ 30

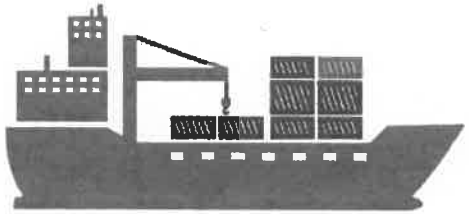
Ⓓ 40

17) sh - Digraphs

Letters: a, g, h, i, l, o, p, r, s, u

rush
gush
gash
lash
lap
lip
ship
shop

I was in a rush to go to the shop.
I fell into a rut.
I got a big gash on my lip.
My mom helps me fix the gash on my lip.
Mom buys me a ship.
I will gush about my new ship.
I wish I had not rushed to get to the shop.



In a Rush

I was in a rush to go to the shop. I fell into a rut. I got a big gash on my lip.

I got up and went to the shop. My mom helps me fix the gash on my lip. Mom buys me a toy ship. Now I will gush about my new ship. I wish I had not rushed to get to the shop.

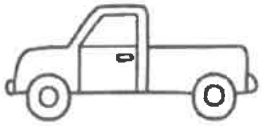
Name _____

Blends – tr/cl

tr

cl

___ ee



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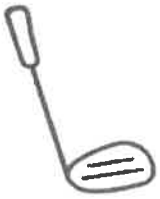

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___ oud

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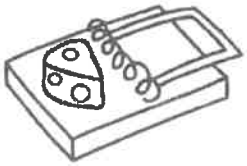
___ ock



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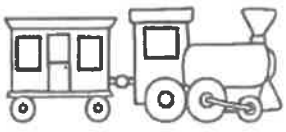


___ uck

Name: _____ Date: _____

Find the words.

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

snack skip stem **sc**uff stop

smock spin swim snap spud

Day 7: *Add sparkle words*

Read your story. Where could you add stronger words to make your story sparkle?

Example:

Happy = Excited

Mad = Angry

Worried = Anxious

Remember to use your word wall to help you with spelling!

120

Name _____

Solve

Lesson 11-3

Subtract Tens Using an Open Number Line

I can ...
use an open number line to solve subtraction problems.

Content Standards 1.NBT.C.5, 1.NBT.C.6
Mathematical Practices MP.4, MP.5, MP.8

Solve & Share

Solve 50 − 20 by showing it on this open number line.

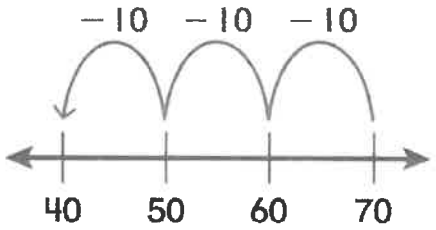
50 − 20 = _____

Learn Glossary A-Z

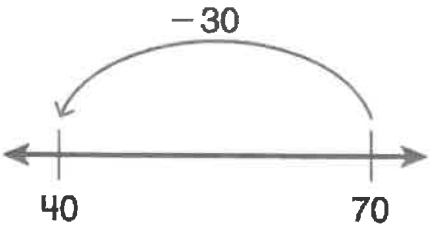
Subtract 70 – 30 using an open number line.

Start by marking 70 on the open number line.

Count back by tens from 70.



I count back by 3 tens to subtract 30.



When I counted back, I landed on 40.

70 – 30 = 40.

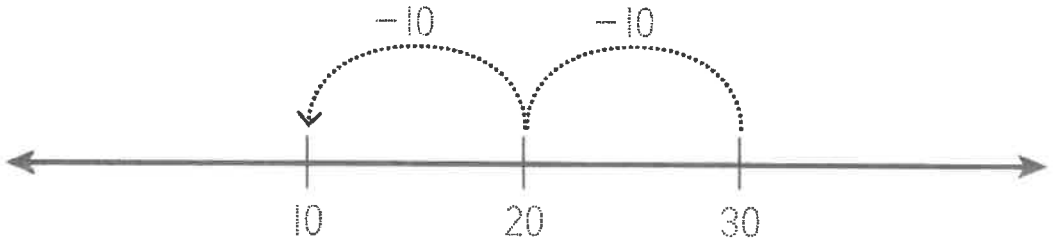
Do You Understand?

Show Me! How can you use an open number line to subtract tens?

Guided Practice

Use the open number line to subtract.

1.



30 – 20 = _____

2.

90 – 70 =

Name _____

Tools Assessment

Independent Practice

Use the open number lines to subtract.

3.

$70 - 20 =$ _____

4.

$60 - 10 =$ _____

5.

$80 - 30 =$ _____

6.

$40 - 40 =$ _____

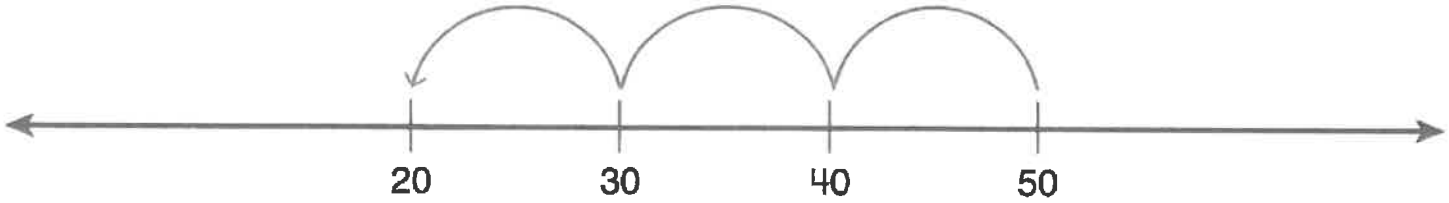
Math Practices and Problem Solving

Use open number lines to solve the problems.

7. **MP.4 Model** Dexter has 40 toothpicks. He uses 20 of them. How many toothpicks does he have left to use? Show your work.

____ − ____ = ____ Dexter has ____ toothpicks left.

8. **Higher Order Thinking** Write an equation for what this number line shows.



____ − ____ = ____

9. **Assessment** Solve 80 − 20 on an open number line. Explain your work.

Name _____

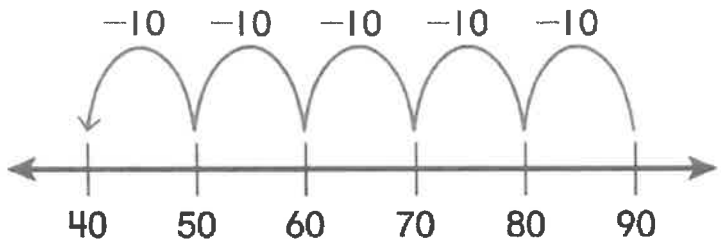
Help Tools Games

Homework & Practice 11-3
Subtract Tens Using an Open Number Line

Another Look! You can use an open number line to subtract.

Find 90 − 50.

Start by marking 90 on the number line.



Count back by tens until you have subtracted 50.

What number did you land on? 40

HOME ACTIVITY Give your child the following subtraction problems to solve: 20 − 10, 90 − 30, 80 − 50, and 30 − 30. First, ask your child to draw an open number line and solve each problem. If he/she struggles, help by drawing the open number line or marking the first number on the number line.

Use number lines to subtract.

1.

80 − 40 = ____

2.

70 − ____ = 10

Use open number lines to subtract.

3.

$40 - 30 =$ ___

4. **Higher Order Thinking** Write an equation that shows subtraction with tens. Show the problem on the open number line and solve.

___ − ___ = ___

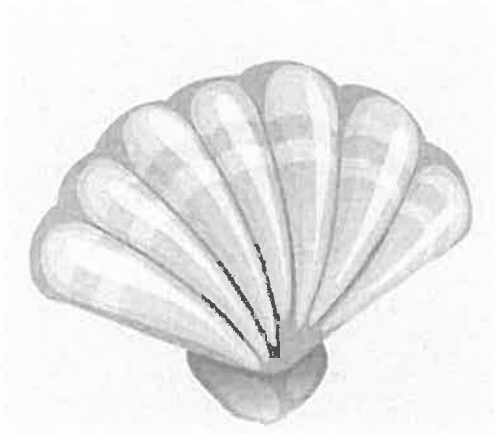
5. **© Assessment** Solve 90 − 40 on an open number line. Explain your work.

18) sh - Digraphs

Letters: a, c, d, e, h, j, k, l, o, p, s, u

She
shed
shell
shall
shack
pack
push
posh
Josh

My name is Josh.
I push open a shack door.
I see a ship in the shed.
I see a shell in the toy ship.
Where did the shell come from?
Should I go show my mom?
She will help me.



Josh

My name is Josh. I push open a shack door. I see a toy ship in the shed. I see a shell in the toy ship. I pick it up. Where did the shell come from? Should I go show my mom? She will help me.

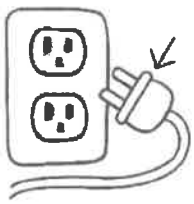
I show my mom the shell. She told me to go put the shell back in the shed.

Name _____

Blends – pl/bl

pl

bl



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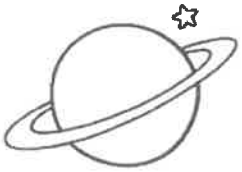

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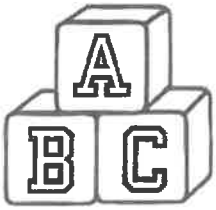

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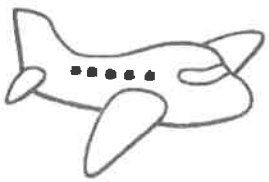
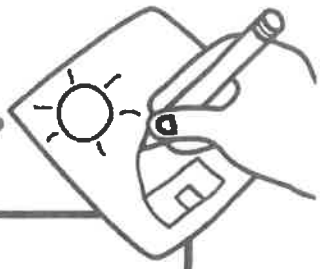


___ ane

___ anket

Name: _____ Date: _____

Draw the words.



swim	snack
stop	spin
skip	stick

Day 8: *Add Dialogue*

Read your story and add dialogue = characters talking.

Step 1: You can draw pictures with word bubbles showing the character talking.

Step 2: Write the dialogue.

"_____," said ___.

Example: "My knee hurts!" said Ben.

✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

131

Name _____

Solve

Lesson 11-4
Use Addition to Subtract Tens

I can ...
use addition to subtract tens.

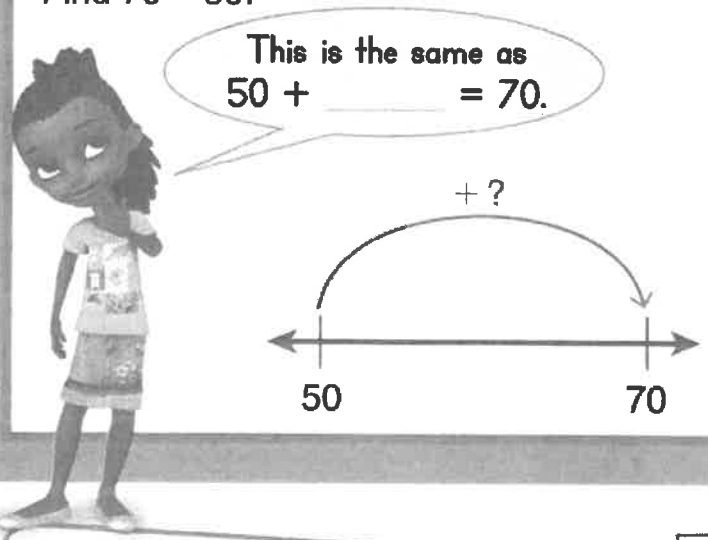
© **Content Standard** 1.NBT.C.6
Mathematical Practices MP.2, MP.3, MP.4, MP.7

Solve & Share

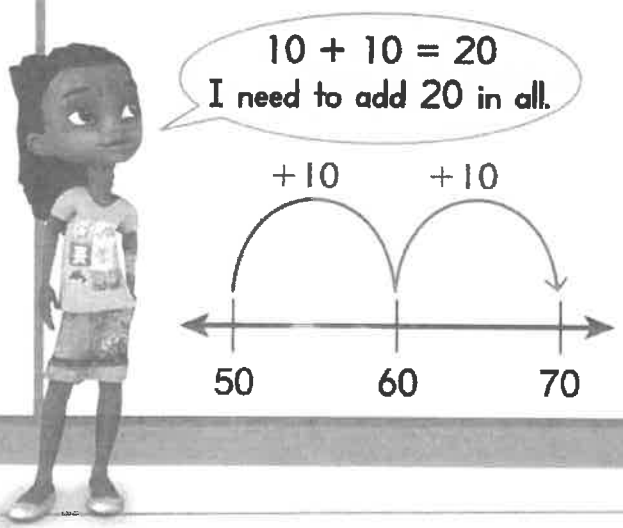
Solve the subtraction problem. Use the strategy you think works best and explain why.

$70 - 30 =$ _____

You can use addition to help subtract tens.
Find 70 – 50.



Count by 10s to find the missing number.



Use the missing addend to solve the subtraction problem.

50 + 20 = 70, so

70 – 50 = 20 .

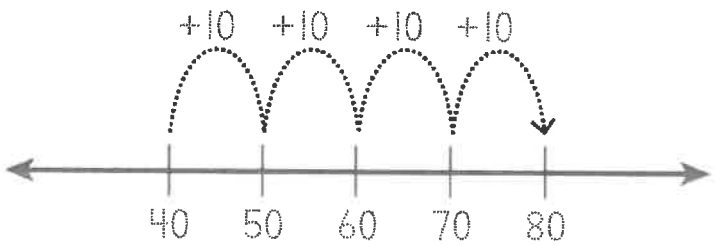
Do You Understand?

Show Me! How can using addition help you solve subtraction problems?

☆Guided Practice☆

Use addition to solve each subtraction problem. Show how to find the missing addend on the open number line.

1. 40 + 40 = 80,
   so 80 – 40 = 40 .



2. 30 + _____ = 90,
   so 90 – 30 = _____ .

Name _____

Tools Assessment

Independent Practice

Use addition to solve each subtraction problem. Show how to find the missing addend on the open number line.

3. 20 + _____ = 60, so 60 − 20 = _____.

4. 30 + _____ = 80, so 80 − 30 = _____.

Use addition to solve each subtraction problem. Draw a picture to show your thinking.

5. 30 + _____ = 50, so 50 − 30 = _____.

6. 60 + _____ = 80, so 80 − 60 = _____.

Math Practices and Problem Solving* Write an equation and solve the problems below.

7. © MP.2 Reasoning Mr. Andrews collects 90 papers from his students. He has already graded 40 papers. How many papers does Mr. Andrews have left to grade?

____ ◯ ____ = ____

____ papers

8. © MP.2 Reasoning Stacy drives 40 miles to work. She has already driven some miles. Stacy has 20 miles left to drive. How many miles has Stacy already driven?

____ ◯ ____ = ____

____ miles

9. Higher Order Thinking Sam has 4 cases of juice boxes. There are 10 juice boxes in each case. He brings 3 cases to share with his class.

Write and solve an equation to show how many juice boxes Sam has left.

____ − ____ = ____

____ juice boxes

10. © Assessment Dr. Tess has 20 patients to see today. She has already seen 10 of them. How many patients does Dr. Tess have left to see?

Ⓐ 40

Ⓑ 30

Ⓒ 20

Ⓓ 10

Name _____

Help Tools Games

Homework & Practice 11-4

Use Addition to Subtract Tens

Another Look! You can use addition to subtract 10s.

$90 - 50 = ?$ Picture a piece of a hundred chart.

$50 + \underline{40} = 90$, so

$90 - 50 = \underline{40}$.

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

HOME ACTIVITY Practice counting by 10s with your child. Start counting at a multiple of 10 and have him or her continue the sequence. Then practice adding different multiples of 10 (10–90 only).

Use addition to solve each subtraction problem. Use the hundred chart above to help, if needed.

1. $50 + \_\_\_\_ = 70$, so

   $70 - 50 = \_\_\_\_$.

2. $60 + \_\_\_\_ = 90$, so

   $90 - 60 = \_\_\_\_$.

Use addition to solve each subtraction problem.
Draw a picture to show your thinking.

3. $20 + \_\_\_\_ = 40$, so $40 - 20 = \_\_\_\_$.

4. $30 + \_\_\_\_ = 80$, so $80 - 30 = \_\_\_\_$.

5. $60 + \_\_\_\_ = 70$, so $70 - 60 = \_\_\_\_$.

6. $40 + \_\_\_\_ = 90$, so $90 - 40 = \_\_\_\_$.

7. **Higher Order Thinking** Jackie plans to paint the fingernails of 8 friends. She finishes painting 4 of her friends' nails. If each friend has ten nails to paint, how many nails does Jackie still need to paint?

   Write and solve an equation to show how many more nails Jackie needs to paint.

   ____ − ____ = ____

   ____ nails

8. **© Assessment** Which addition equation could you use to help you solve the subtraction problem below?

   $70 - 20 = ?$

   Ⓐ $20 + 10 = 30$

   Ⓑ $70 + 20 = 90$

   Ⓒ $20 + 50 = 70$

   Ⓓ $10 + 10 = 20$

19) th - Digraphs
Letters: a, b, e, h, m, n, p, t
that
than
then
them
hem
ham
hath
math
path
bath

We are good at math.
We see kids playing on the path.
They are bigger than us.
We will play with them.
Then we will go home.
I see my dad is making dinner.
I see the ham.
I take a bath.

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Math

We are good at math. After school we do math for fun. Then, we will go play on the path. We see kids playing on the path. They are bigger than us. We will play with them. Then we will all go home.

I see my dad is making dinner. I see a ham. That is a big ham! We eat the ham and I take a bath. Then I go to bed.

Name _____

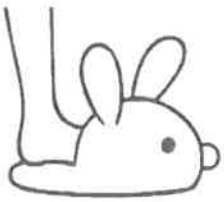
Blends – sk/sl

sk

sl

___eep

___y



___ipper

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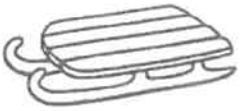


___ed

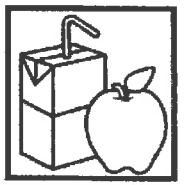
Name: _____ Date: _____ 14

Trace and complete the super sentences.

1. I like to _____.

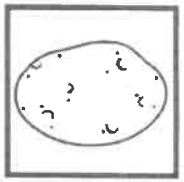
2. The dog can _____.

3. This is my _____.

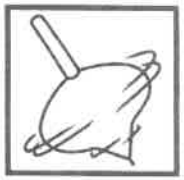


4. I have a _____.

5. I see a big _____.



6. Look at it _____.



Day 9: *Create Your Own Series Box*

Step 1: Find a box (cereal box)

Step 2:  Think about the adventures  your character will go on and draw  those pictures on your box: glue/tape paper on the outside to cover your box.

Step 3: Give your series a name and write it in **BOLD** letters on the outside.

example: ***The Adventures of Louis's Birds***

Name _____

Solve

Lesson 11-5

Mental Math: Ten Less Than a Number

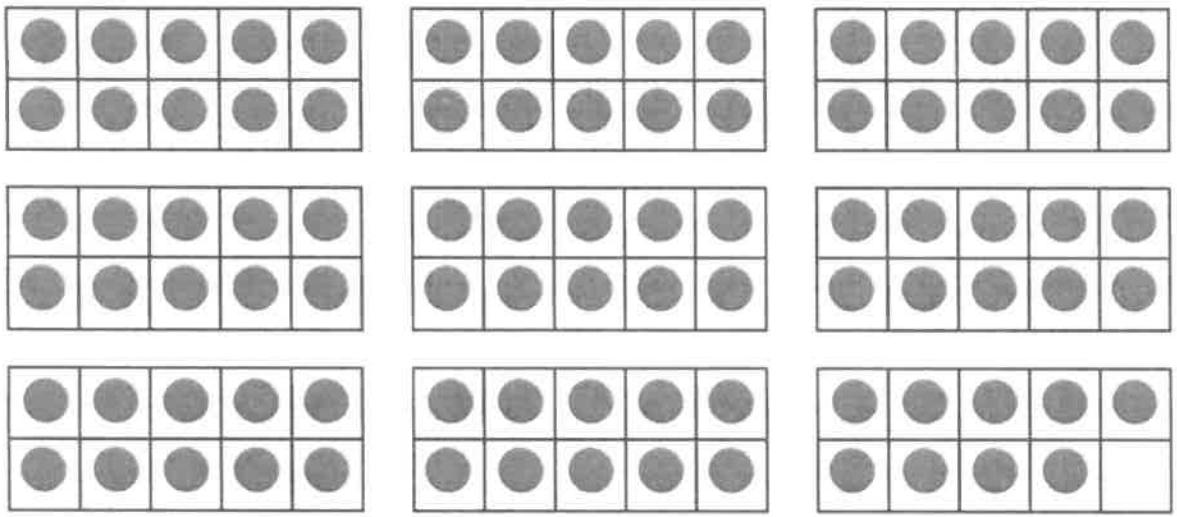
I can ...

use mental math to subtract ten from a two-digit number.

© **Content Standard** 1.NBT.C.5
Mathematical Practices MP.1, MP.2, MP.7

Solve & Share

Suppose you have 89 trading cards. You want to give your friend 10 of them. How could you find how many cards you will have left over without using paper and pencil?

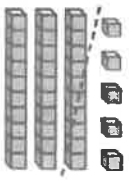


89 − 10 = _____

You have used different ways to subtract tens.
Find 35 – 10.

I can use a model to help.

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



You can also use mental math to subtract ten. When you subtract 10, the tens digit goes down by 1.

I know 3 – 1 = 2.
So, 35 – 10 = 25

35 – 10 = 25

Subtract 10 from these numbers.

46 – 10 = 36

78 – 10 = 68

95 – 10 = 85

Remember, when subtracting tens, only the tens digit changes.

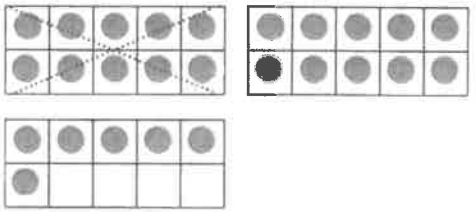
Do You Understand?

Show Me! Explain why only the tens digit changes when you subtract 10 from 76.

☆ Guided Practice ☆

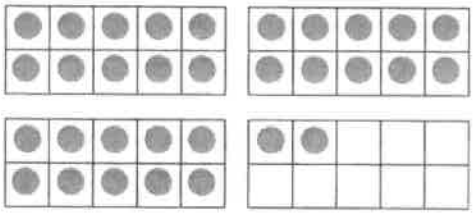
Use mental math to subtract.
Use ten-frames if needed.

1.



26 – 10 = 16

2.



32 – 10 = ____

3. 98 – 10 = ____

4. 44 – 10 = ____

Name _____

Tools Assessment

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Independent Practice

Use mental math to solve.

5. $53 - 10 =$ ____

6. $20 - 10 =$ ____

7. $32 - 10 =$ ____

8. $80 - 10 =$ ____

9. $17 - 10 =$ ____

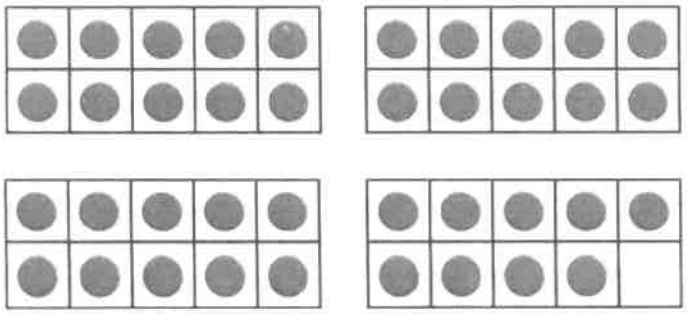
10. $60 - 10 =$ ____

11. $47 - 10 =$ ____

12. $85 - 10 =$ ____

13. $11 - 10 =$ ____

14. **Number Sense** Subtract using ten-frames and mental math. Complete the related addition equation.



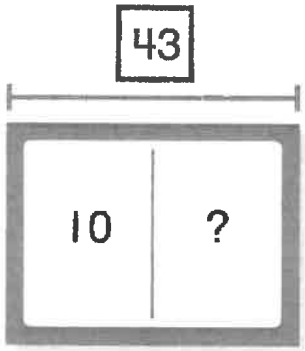
$39 - 10 =$ ____

____ $+ 10 = 39$

Math Practices and Problem Solving

Use mental math to solve the problems below.

15. **MP.2 Reasoning** Jamal has 43 stamps on his desk. He puts 10 stamps in a notebook. How many stamps are left?



_____ stamps

16. **Vocabulary** Ed brings 27 oranges home. His family eats 10 of them. How many oranges does Ed have left? Find the **difference**.

27 − 10 = _____

_____ oranges

17. **Higher Order Thinking** Write a subtraction story about 56 − 10. Then solve your story.

56 − 10 = _____

18. **Assessment** Marta has 44 beads. She uses 10 of the beads to make a necklace. How many beads does she have left? Write and solve the equation for this story.

_____ − _____ = _____

_____ beads

Name _____

Help Tools Games

Homework & Practice 11-5

Mental Math: Ten Less Than a Number

147

Another Look! You can mentally subtract 10 from any number.

$72 - 10 = ?$

Imagine moving up 1 row on a hundred chart.

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

Or, subtract 1 from the tens digit.

7 tens − 1 ten = 6 tens

$72 - 10 =$ 62

HOME ACTIVITY Give your child a 2-digit number and ask him or her to mentally subtract 10 from it. Have your child explain how he or she found the answer. Repeat with other 2-digit numbers.

1. $85 - 10 =$ ____

2. $37 - 10 =$ ____

3. $59 - 10 =$ ____

4. $41 - 10 =$ ____

5. $75 - 10 =$ ____

6. $16 - 10 =$ ____

Use mental math to solve.

7. $29 - 10 =$ _____

8. $14 - 10 =$ _____

9. $28 - 10 =$ _____

10. $45 - 10 =$ _____

11. $78 - 10 =$ _____

12. $13 - 10 =$ _____

13. **Algebra** Write the missing number in each equation.

$\square + 10 = 50$ $\quad 50 - \square = 40$ $\quad 70 - 10 = \square$

14. **Higher Order Thinking** Choose two numbers from the list below and write them on the correct lines to make the equation true.

25 34 45 55 68 72

_____ $- 10 =$ _____

15. **© Assessment** Jon has 77 buttons. He uses 10 of them to make a picture frame. How many buttons does Jon have left? Write and solve the equation for this story.

_____ $-$ _____ $=$ _____

_____ buttons

67-1

20) th - Digraphs

Letters: a, d, e, h, i, n, s, t, u, w

with
win
thin
this
thus
thud
Thad
that
than
then

This is Thad.
He fell and made a thud.
I helped pick him up.
Then we played a game.
Now we will get pizza.
We want the thin pizza.
We will eat the pizza with pop.

Thor and Thad

This is Thad. He fell and made a thud. I helped pick him up. Then we played a game.

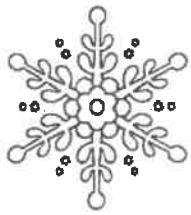
Now we will get pizza. That pizza is thinner than this pizza. We want the thin pizza. We will buy the thin pizza. We will eat the pizza with pop. This is fun!

Name _____

Blends – sn/sm

sn

sm



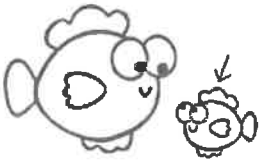
___ ow

___ ell

___ ake

___ oke

___ ail



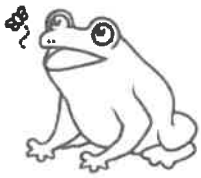
___ all

___ eaker

___ ile

Name: _____ Date: _____

Match it!



crack

frog

press

drip

grin

truck

brick

crab

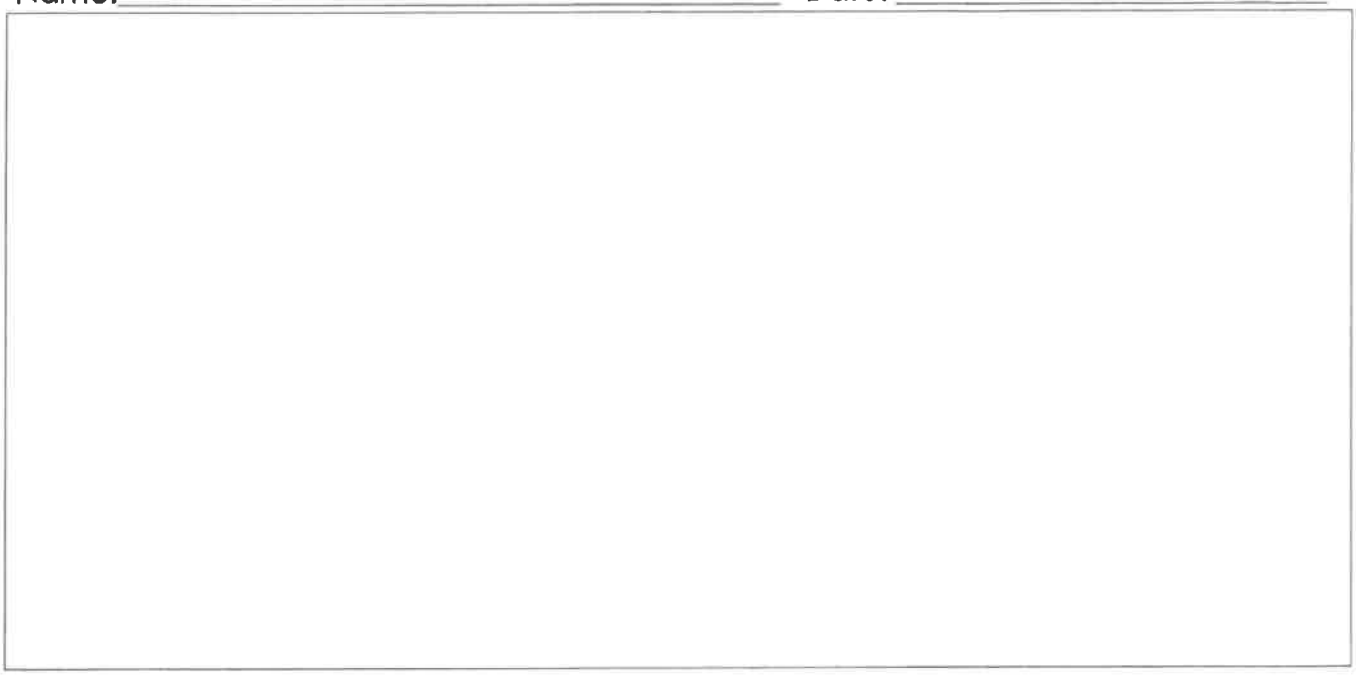
Day 10: *Book two*

Choose another adventure for your characters. Remember you can use the same characters that you have already written about.

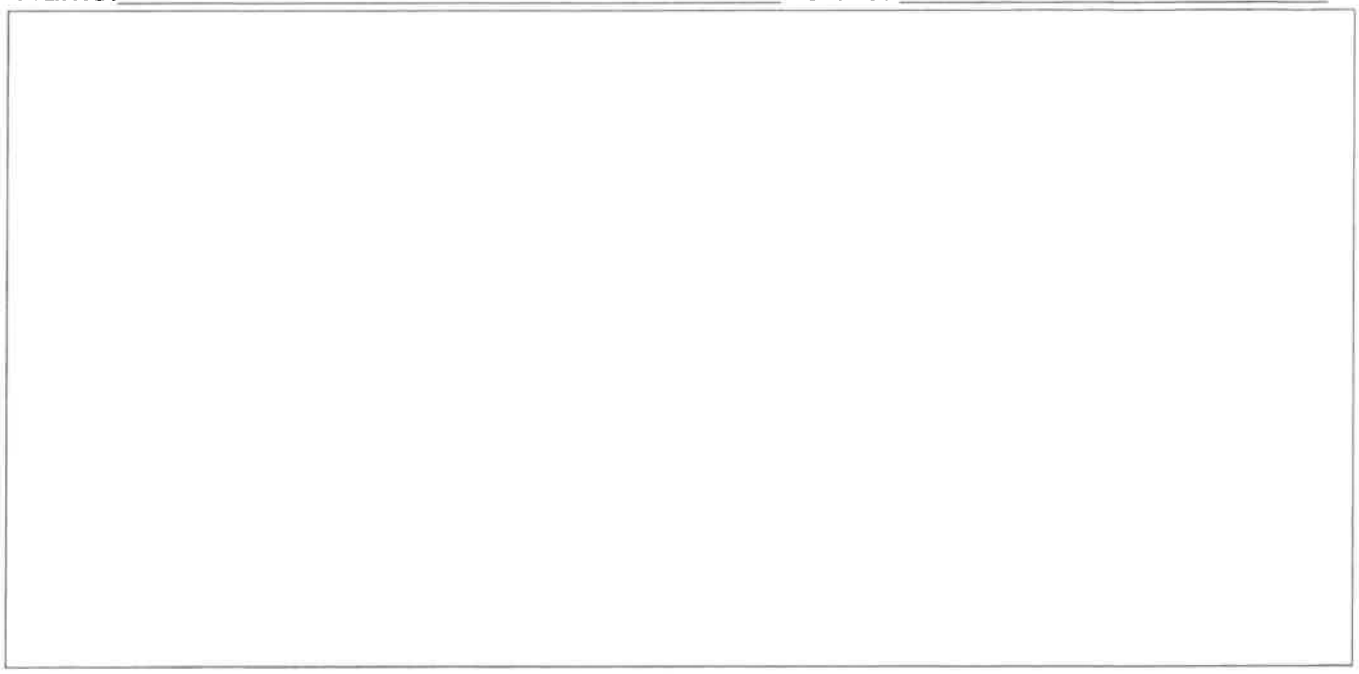
✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

Name:_____ Date: _____



Name:_____ Date: _____



Name _____

Lesson 11-6
Use Strategies to Practice Subtraction

I can ...
use different strategies to subtract.

Content Standards 1.NBT.C.5, 1.NBT.C.6
Mathematical Practices MP.3, MP.4, MP.5

Solve & Share

Solve the subtraction problem. Use the strategy you think works best. Explain why.

$60 - 40 =$ _____

Josh needs to shovel snow from 50 driveways. He has already shoveled 30 of them. How many driveways does Josh have left to shovel?

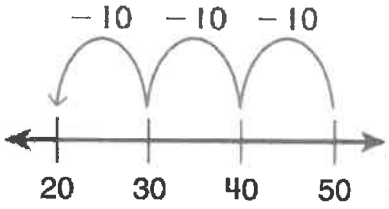
I know 3 different ways to solve this subtraction problem.

One way to solve the problem is to use a hundred chart.

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

$50 - 30 = \_20\_$

Another way is to use a number line.



$50 - 30 = \_20\_$

You can also think addition to subtract.

He has 30 done already. He has some more to do to get to 50.

$30 + 20 = 50$, so $50 - 30 = 20$.

Do You Understand?

Show Me! Which strategy would you use to solve $50 - 40$? Explain why.

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☆Guided Practice☆

Use the partial hundred chart or another strategy to solve each subtraction problem.

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

1. $70 - 10 = \_60\_$

2. $60 - 20 = \_\_\_\_$

3. $43 - 10 = \_\_\_\_$

4. $70 - 30 = \_\_\_\_$

Name _____

Tools Assessment

Independent Practice

Use the strategy you think works best to solve each subtraction problem. Explain your reasoning.

5. $90 - 20 =$ _____

6. $40 - 20 =$ _____

7. $80 - 60 =$ _____

8. $30 - 20 =$ _____

9. $74 - 10 =$ _____

10. $80 - 40 =$ _____

11. **Math and Science** Jacob designs a robot that completes an obstacle course in 54 seconds. Clara designs a robot that completes the same course in 10 fewer seconds than Jacob's robot. How many seconds does Clara's robot take to complete the obstacle course? Write an equation to show your work.

_____ − _____ = _____ _____ seconds

Math Practices and Problem Solving Choose one of the strategies you learned to solve each subtraction problem.

12. © MP.5 Use Tools Charlie puts baseball cards into an album. He already put 10 cards in the album. He has 83 cards in all.

How many baseball cards does Charlie have left to put in the album?

_____ cards

13. © MP.5 Use Tools Pearl's basketball team scores 50 points in one game. They score some points in the first half. They score 20 points in the second half.

How many points did Pearl's team score in the first half?

_____ points

14. Higher Order Thinking Write a subtraction problem for which you would think addition to subtract. Explain why this would be a good strategy to use to solve this problem.

15. © Assessment Explain how you would use a hundred chart to solve 60 – 20.

Name _____

Help Tools Games

Homework & Practice 11-6

Use Strategies to Practice Subtraction

Another Look! You can use addition to solve subtraction problems.

$80 - 50 = ?$

Change the subtraction equation to an addition equation.

$50 + ? = 80$

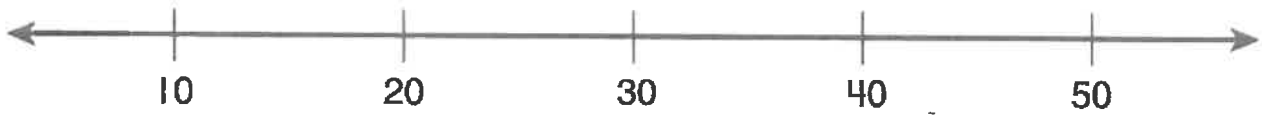
Count up from 50 to find the missing number.

50, 60, 70, 80

$50 + 30 = 80$, so $80 - 50 = 30$.

HOME ACTIVITY Review subtraction facts to 10 with your child. Talk to him or her about how these facts are related to subtracting tens from numbers to 100. Explain that you are simply subtracting a number of tens rather than a number of ones.

Use the number line to solve the subtraction problems.



1. $40 - 20 =$ _____

2. $50 - 10 =$ _____

3. $30 - 20 =$ _____

Solve each problem below.

4. **MP.3 Explain** Solve 80 − 30 using any strategy you choose. Tell how you solved the problem.

5. **Number Sense** Write a related addition equation for the subtraction equation below.

   57 − 10 = 47

   ____ + ____ = ____

6. **Higher Order Thinking** Would you choose to use a hundred chart to solve 90 − 80? Why or why not? If not, which strategy would work better?

7. **Assessment** Explain how you could use a number line to solve 70 − 50.

21) th - Digraphs

Letters: a, b, c, e, g, h, i, k, m, n, o, p, s, t, y

Beth
Seth
math
moth
myth
path
pan
pin
thin
thing
thick

Seth is a fat cat.
He eats the thick ham in the pan.
Beth is a thin cat.
Beth has a thing on her neck.
It was a moth.
Seth and Beth had to go home.
They found a path.
There is a myth that the path is filled with mean dogs.

Seth and Beth

Seth is a fat cat. He eats the thick ham in the pan. Beth is a thin cat. Beth has a thing on her neck. It was a moth. Seth sat on the moth. Oh no!

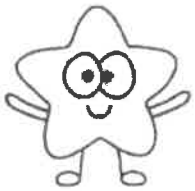
Seth and Beth had to go home. They found a path. There is a myth that the path is filled with mean dogs. That is not right! Seth and Beth did not see any dogs.

Name _____

Blends – sp/st

sp

st



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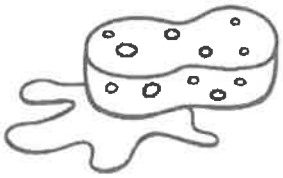
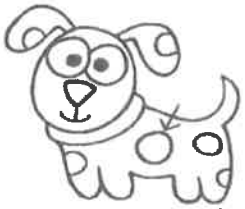


___ onge

___ eam



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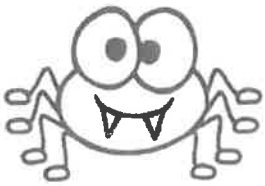


___ ider

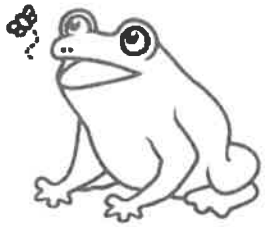
___ amp

___ oon

___ ool

Name: _____ Date: _____

Find the words.



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

brick crab truck frog grin

press drip brush crack trap

Day 11: *Add sparkle words*

Read your story. Where could you add stronger words to make your story sparkle?

Example:

Happy = Excited

Mad = Angry

Worried = Anxious

Remember to use your word wall to help you with spelling!

Name _____

Solve

Solve & Share

Val picks 40 strawberries. She shares 20 of them with her brother. How many strawberries did Val keep for herself?

How can modeling your thinking help you solve this problem?

_____ ◯ _____ = _____

Math Practices and Problem Solving

Lesson 11-7

Model with Math

I can ...

model my thinking to solve problems.

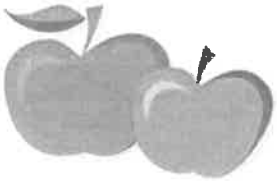
Mathematical Practices
MP.4 Also MP.1, MP.5
Content Standards 1.NBT.C.5, 1.NBT.C.6

Thinking Habits

Can I use a drawing, diagram, graph, or table to model this problem?

How can I make my model better if it doesn't work?

Nate has 70 green apples. He has 30 red apples. How many more green apples does Nate have than red ones?



How can I model this problem?

I can use pictures, objects, and equations to show and solve this problem. Then I can decide if my model makes sense.

I will draw a picture and write an equation.

10	10
10	10
10	10
10	10
10	10
10	10
10	10

$70 - 30 = \underline{40}$

7 tens − 3 tens = 4 tens

Nate has 40 more green apples.

I can show my work in another way!

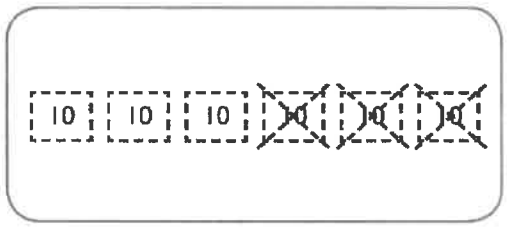
Do You Understand?

Show Me! In the example above, how do the boxes of 10 help model the problem?

☆ Guided Practice ☆

Use drawings, models, or equations to solve.

1. A store has 60 muffins. It sells 30 of the muffins. How many muffins does the store have now?



30 muffins

2. Andy has 84 baseball cards. He gives away 10 cards. How many cards does Andy have now?

____ cards

Name _____

169

Independent Practice

Use drawings, models, or equations to solve. Explain your work.

3. Viola has 80 stickers.
Dean has 60 stickers.
How many more stickers does Viola have than Dean?

_____ more stickers

4. Carla has a book with 50 pages. She reads 20 pages. How many pages does she have left to read?

_____ pages

5. A store has 72 toy cars.
It sells 10 cars.
How many cars does the store have left?

_____ cars

Math Practices and Problem Solving

Performance Assessment

Dog Walking James, Emily, and Simon walk dogs after school.

On Monday, they have 40 dogs to walk. James and Emily take 20 of the dogs for a walk. How many dogs are left to walk?

6. MP.1 Make Sense What problem do you need to solve?

7. MP.5 Use Tools What tool or tools can you use to solve this problem?

8. MP.4 Model Write an equation to show the problem. Then, use pictures, words, or symbols to solve.

____ dogs

170

Name _____

Help Tools Games

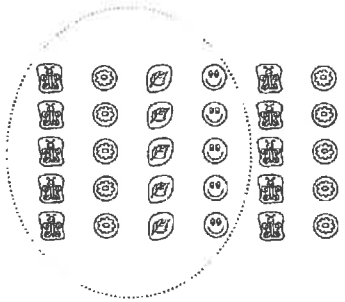
Homework & Practice 11-7

Model with Math

Another Look! You can use the math you know to solve new problems.

Greg has 30 stickers. He puts 20 stickers into his sticker book. How many stickers does he have left to put away?

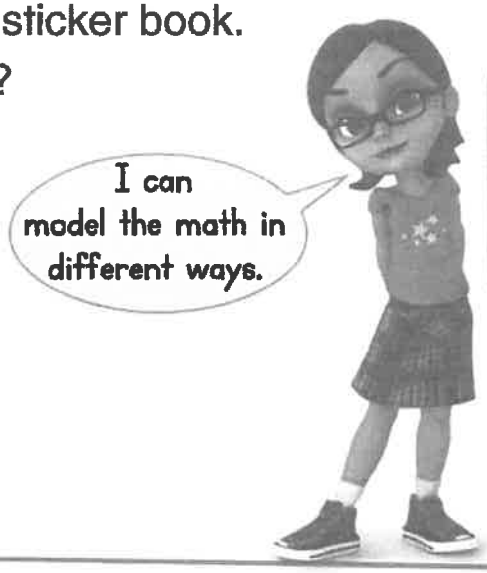
Draw a picture:



Write an equation:

$30 - 20 = ?$

$30 - 20 =$ 10



HOME ACTIVITY Give your child a subtraction problem, such as: 70 – 20. Ask her or him to tell you two different strategies for solving this subtraction problem.

Use drawings, models, or equations to solve. Show your work.

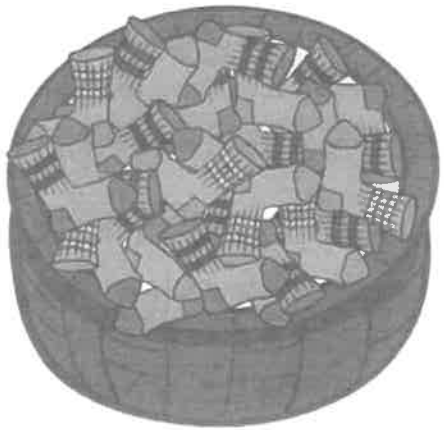
1. Jon puts 40 songs onto a playlist. He takes 10 songs off. How many songs are still on the playlist?

2. Tammy sees 24 ants. 10 ants go into an anthill. How many ants are left?

Performance Assessment

Sock Sorting Jack puts 80 socks in a basket. He sorts 50 socks into one pile.

How many socks does he still need to sort?



3. **MP.5 Use Tools** What tool or tools would you choose to use to solve this problem?

4. **MP.4 Model** Draw a picture and write an equation to solve this problem.

____ ◯ ____ = ____

5. **MP.1 Make Sense** How can you check that your answer makes sense?

Name _____

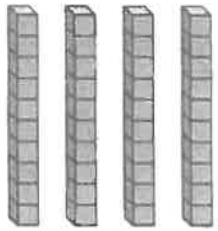
1. Use the partial hundred chart to subtract tens.

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

$70 - 20 =$ _____

70	60	50	40
Ⓐ	Ⓑ	Ⓒ	Ⓓ

2. Use the place-value blocks. Find the difference.



$40 - 30 =$ _____

10	20	30	40
Ⓐ	Ⓑ	Ⓒ	Ⓓ

3. Use the open number line to solve.
Show your work.

$60 - 20 =$ _____

4. Solve the problem. Use any strategy. Explain why you picked the strategy.

$70 - 60 =$ _____

Use mental math to solve.

5. $23 - 10 =$ _____

6. $94 - 10 =$ _____

7. $51 - 10 =$ _____

Use addition to solve each subtraction problem.

8. $50 +$ _____ $= 80$, so

$80 - 50 =$ _____.

9. $20 +$ _____ $= 60$, so

$60 - 20 =$ _____.

10. A store has 90 sleds. It sells 30 sleds. How many sleds does the store have left?

Write an equation to solve. Use drawings or models to show your work.

_____ sleds

Name _____

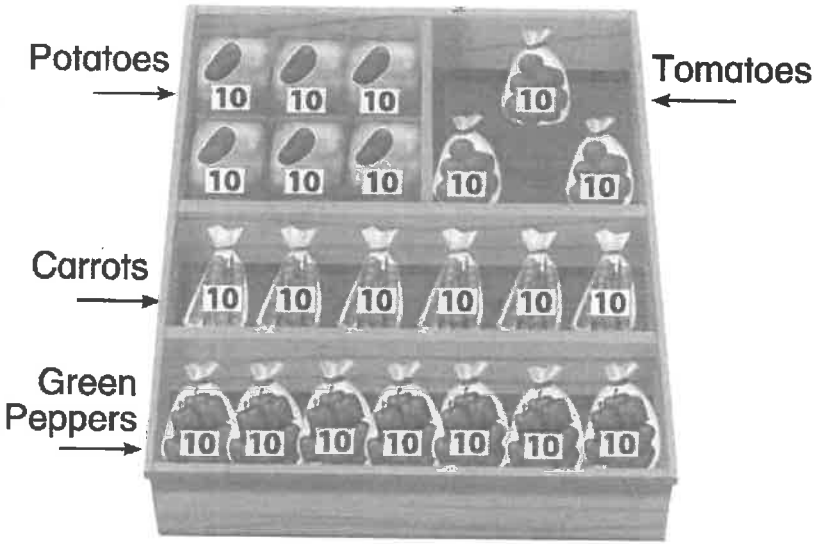
TOPIC 11

175

© Performance Assessment

Fred's Farm

Fred sells different vegetables at his farm. He puts them in packages of 10.



1. Fred sells 3 packages of green peppers. How many green peppers does he have left to sell?
   Use the open number line to solve.

_____ green peppers

2. Fred feeds 10 carrots to his horse. How many carrots does he have left?

_____ carrots

3. Fred sells 30 potatoes on Monday. He sells the rest on Tuesday. How many potatoes were sold on Tuesday?
   Use the partial hundred chart to solve the problem. Write the missing numbers in the equation.

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

_____ ◯ _____ = _____

_____ potatoes

4. Debbie buys 4 packages of carrots at the farm. She uses 10 carrots to make soup. How many carrots does she have left?

Solve the problem. Use one of the strategies you learned. Show how you solved the problem.

- number line
- hundred chart
- think addition to subtract
- blocks

_____ carrots

5. Ty buys 36 vegetables. Lee buys 10 fewer vegetables than Ty. How many vegetables does Lee buy?

- picture
- blocks
- hundred chart
- number line
- another tool

Part A

What strategy could you use to solve the problem?

_____

_____

Part B

Write an equation and solve the problem. Show how you solved it.

_____ ◯ _____ = _____

_____ vegetables

22) ch - Digraphs

Letters: a, c, e, h, i, o, p, r, s, t

rich
rip
chip
chop
chap
chat
Chet
chess

Chet is a good chap.
He likes to play chess.
He will chat with you or me.
We can play chess with Chet.
Chet likes to make dip.
He will chop the peppers.
I will rip the dill into bits and put it in too.
It is so rich!

Chess and Chip Dip

Chet is a good chap. He likes to play chess. He will chat with you or me. We can play chess with Chet. Chet will win.

Chet likes to make dip. He will chop the peppers and put them in the dip. I will rip the dill into bits and put it in too. Then we will all eat the dip with chips. It is so rich! Yum!

Name _____

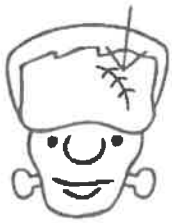
Blends – sc/sw

sc	sw

___an

___im

___orpion

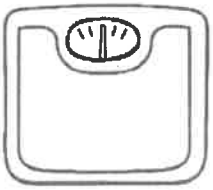


___ar

___eater

___arf

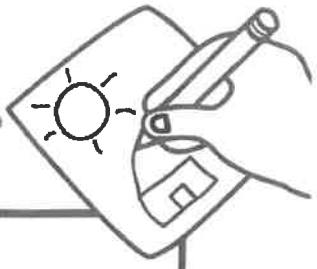
___ing



___ale

Name: _____ Date: _____

Draw the words.



frog	crab
truck	brush
dress	grin

Day 12: *Add Dialogue*

Read your story and add dialogue = characters talking.

Step 1: You can draw pictures with word bubbles 💬 showing the character talking.

Step 2: Write the dialogue.

"_____," said ___.

Example: "My knee hurts!" said Ben.

✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

Name _____

Solve

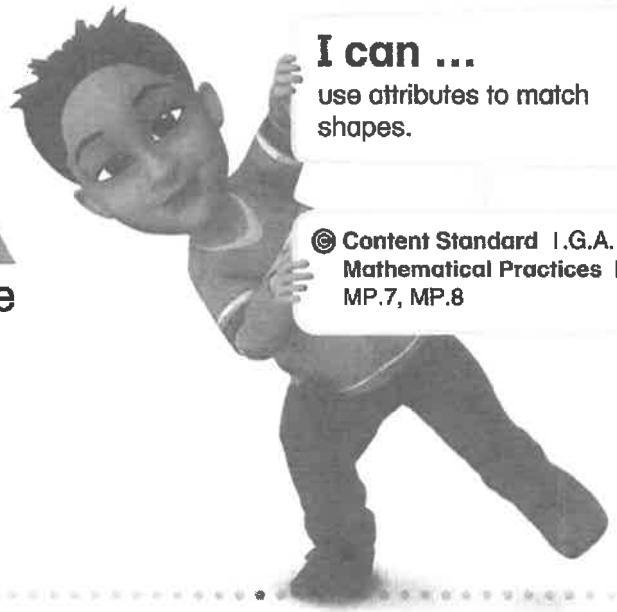
Lesson 14-1

Use Attributes to Define Two-Dimensional (2-D) Shapes

Solve & Share

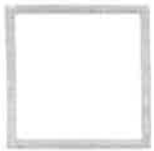
Draw an object from your classroom that matches each shape below.

How do you know that the shape you drew is the same as the one on the page?



I can ...
use attributes to match shapes.

© **Content Standard** 1.G.A.1
Mathematical Practices MP.6, MP.7, MP.8



Square

Circle

Triangle

Rectangle

Hexagon

triangle circle rectangle square

Two-dimensional, or 2-D shapes, are plane shapes. You can define 2-D shapes by how they look.

Some 2-D shapes have straight **sides** and some 2-D shapes do not.

3 straight sides

0 straight sides

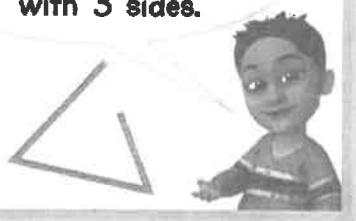
Some 2-D shapes have corners called **vertices** and some 2-D shapes do not.

3 vertices

0 vertices

2-D shapes are closed. Their sides are all connected.

This is not a triangle. It is not a closed shape with 3 sides.

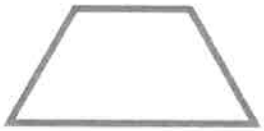


Do You Understand?

Show Me! Look at the green triangle above. How would you define it by how it looks?

☆Guided Practice

For each shape, tell how many straight sides or vertices, and if it is closed or not.

1. 

How many straight sides? 4

Closed? Yes

2. 

How many vertices? ____

Closed? _____

3. 

How many straight sides? ____

Closed? _____

Name _____

Tools Assessment 84

Independent Practice

Draw each shape.

4. Draw a closed shape with 3 vertices.

5. Draw a closed shape with 0 straight sides.

6. Draw a closed shape with more than 3 vertices.

7. Circle the closed shapes.

8. **Higher Order Thinking** Look at the shapes in each group. Explain how the shapes are sorted.

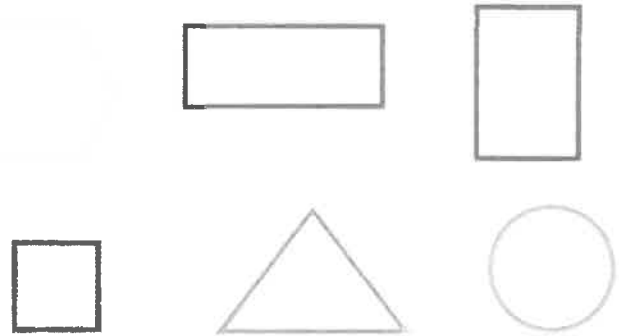
Group 1

Group 2

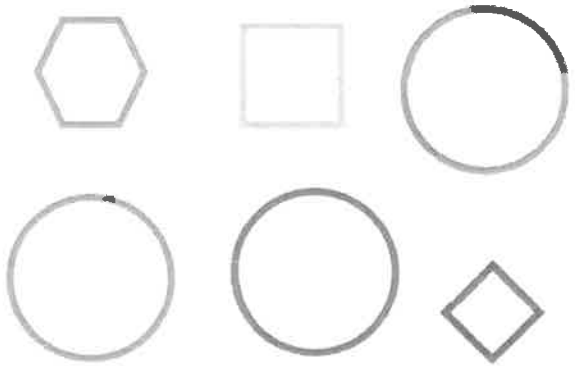
Math Practices and Problem Solving

Solve each problem below.

9. **MP.6 Be Precise** Circle 3 shapes that have the same number of vertices and sides.

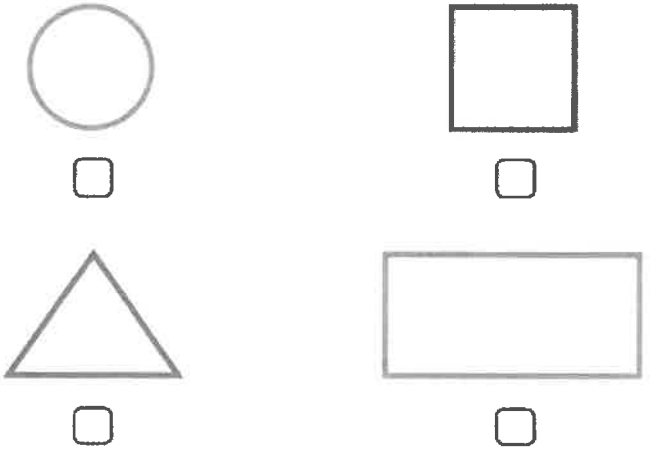


10. **MP.6 Be Precise** Circle 3 shapes that do **NOT** have any vertices.



11. **Higher Order Thinking** Think about a 2-D shape. Write a riddle about the shape for a partner to solve.

12. **Assessment** I have 4 vertices. My sides are equal. Which shape or shapes can I **NOT** be? Choose all that apply.



Name _____

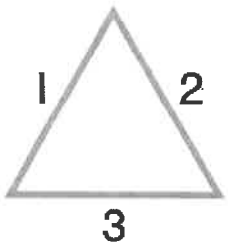
Help Tools Games

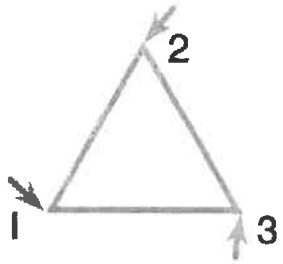
Homework & Practice 14-1

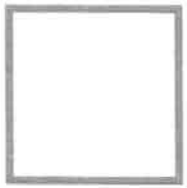
Use Attributes to Define Two-Dimensional (2-D) Shapes

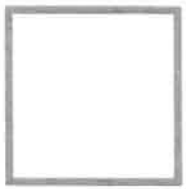
Another Look! You can sort shapes by the number of straight sides and vertices. A shape is closed if the sides are connected.

Tell if the shape is closed or not. Then count the straight sides and vertices.







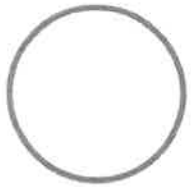


A triangle is a closed shape with 3 straight sides and 3 vertices.

Closed? Yes A square has 4 straight sides and 4 vertices.

HOME ACTIVITY Draw a square, a rectangle, a triangle, and a circle. Have your child tell how many straight sides and how many vertices each shape has.

For each shape, tell if it is closed or not. Then tell how many sides and vertices it has.

1. 

Closed? ____ A circle has ____ straight sides and ____ vertices.

2. 

Closed? ____ A rectangle has ____ straight sides and ____ vertices.

3. 

Closed? ____ A hexagon has ____ straight sides and ____ vertices.

Draw each shape.

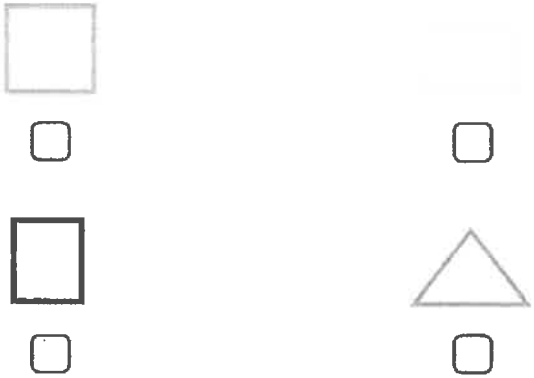
4. Draw a shape with more than 3 sides.

5. Draw a shape with 4 vertices.

6. Draw a shape with no vertices.

7. **Higher Order Thinking** A rhombus is a closed shape with 4 equal sides and 4 vertices. Circle the shape that is not a rhombus. Explain how you know.

8. **© Assessment** Jen draws a shape with 4 sides and 4 vertices. Which could be Jen's shape? Choose all that apply.



23) ch - Digraphs

Letters: c, g, h, i, k, l, m, n, o, p, s, u

chill
chin
chip
chop
chick
chuck
chum
chug
mug
much
such

This is Chuck.
He is a good chum.
He chopped the dill for the dip.
He put chicken in it.
Chuck let the dip chill in the freezer.
He got so much dip on his chin.
It was such a mess!
Chuck got a mug.
Look at him chug.

Chuck

This is Chuck. He is a good chum. He is a good cook.

Chuck made dip. He chopped the dill for the dip. He put chicken in it. Chuck let the dip chill in the freezer. Then he ate the dip with chips. He got so much dip on his chin. It was such a mess!

Chuck got a mug. He put pop in his mug. Look at him chug! He loves pop.

Name: _____ Date: _____

Trace and complete the super sentences.

1. He set a _____.

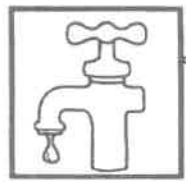
2. She has a big _____.

3. Look at the red _____.

4. I have a _____.

5. I see a little _____.

6. The cup will _____.



Be On The Lookout

Cut apart the words at the bottom. Sort to the correct digraph below.

SH	TH	CH

shirt	three	chase	shark	thank
third	chow	shape	thumb	chick

Day 13: *Book three*

Choose another adventure for your characters. Remember you can use the same characters that you have already written about.

✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

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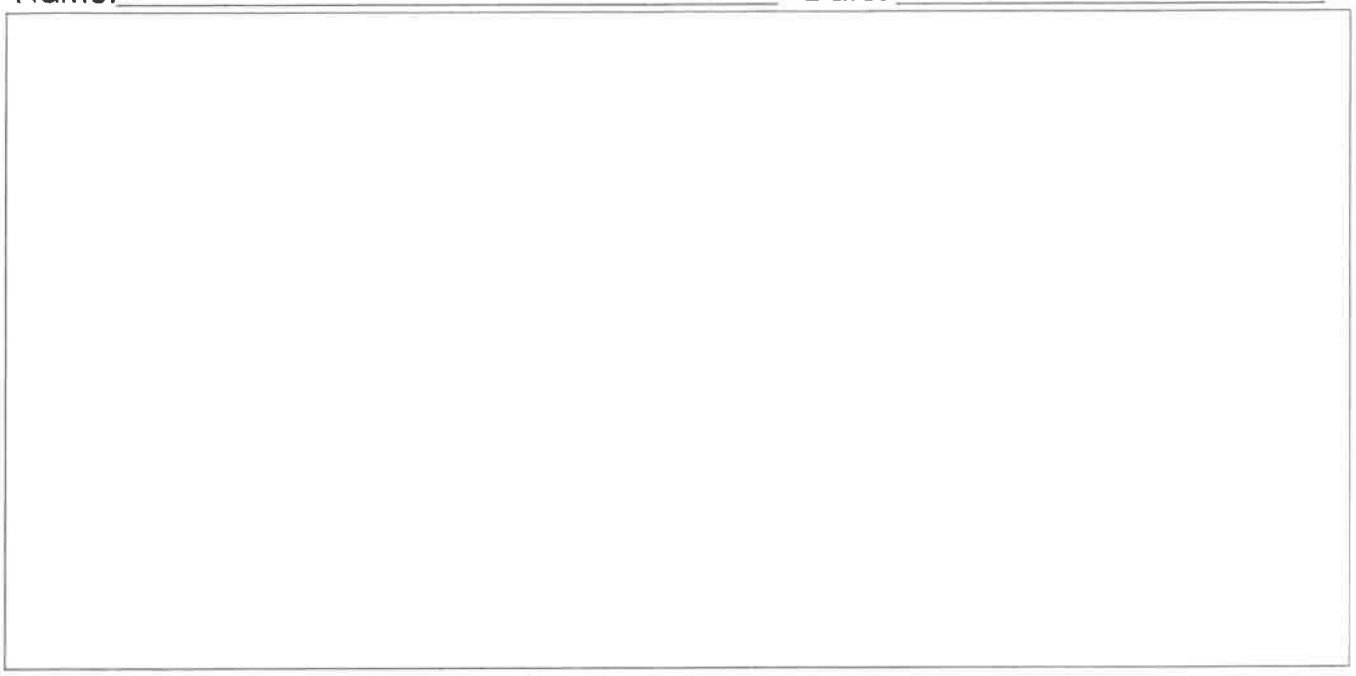
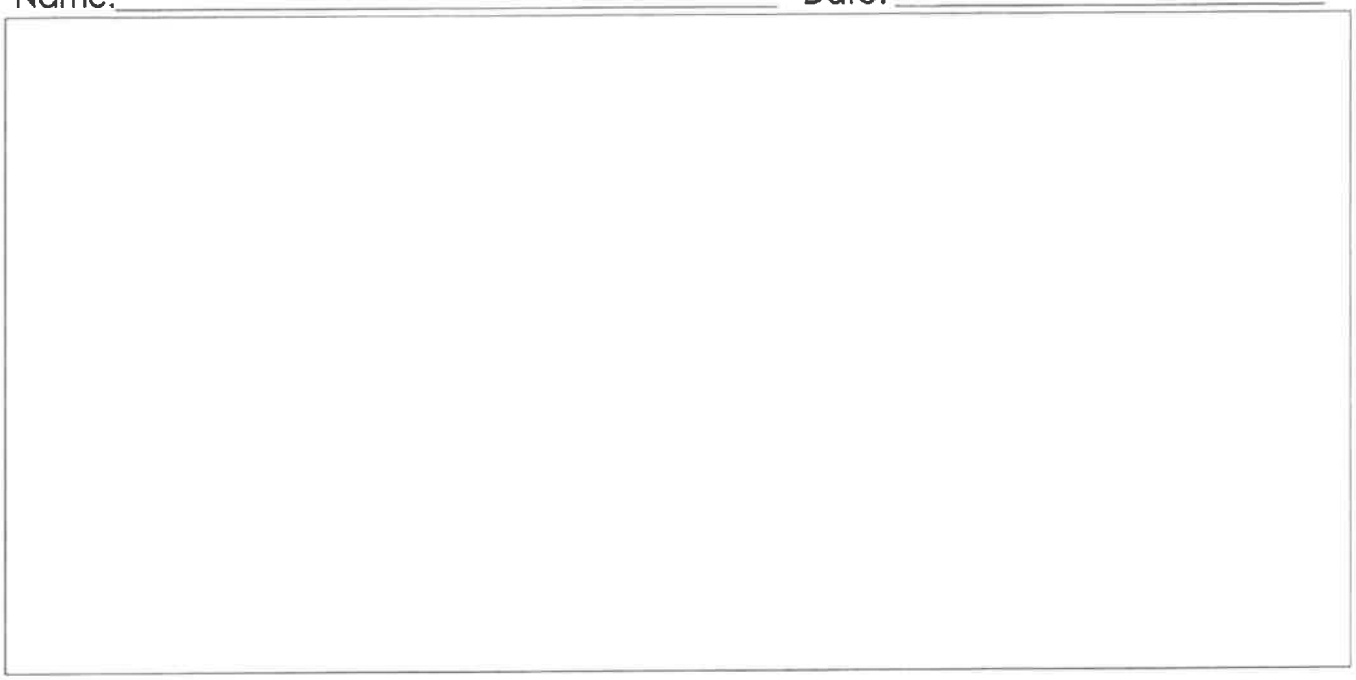
Name:_____ Date:_____



Name:_____ Date:_____



Name _____

Solve

Lesson 14-2

Defining and Non-Defining Attributes of 2-D Shapes

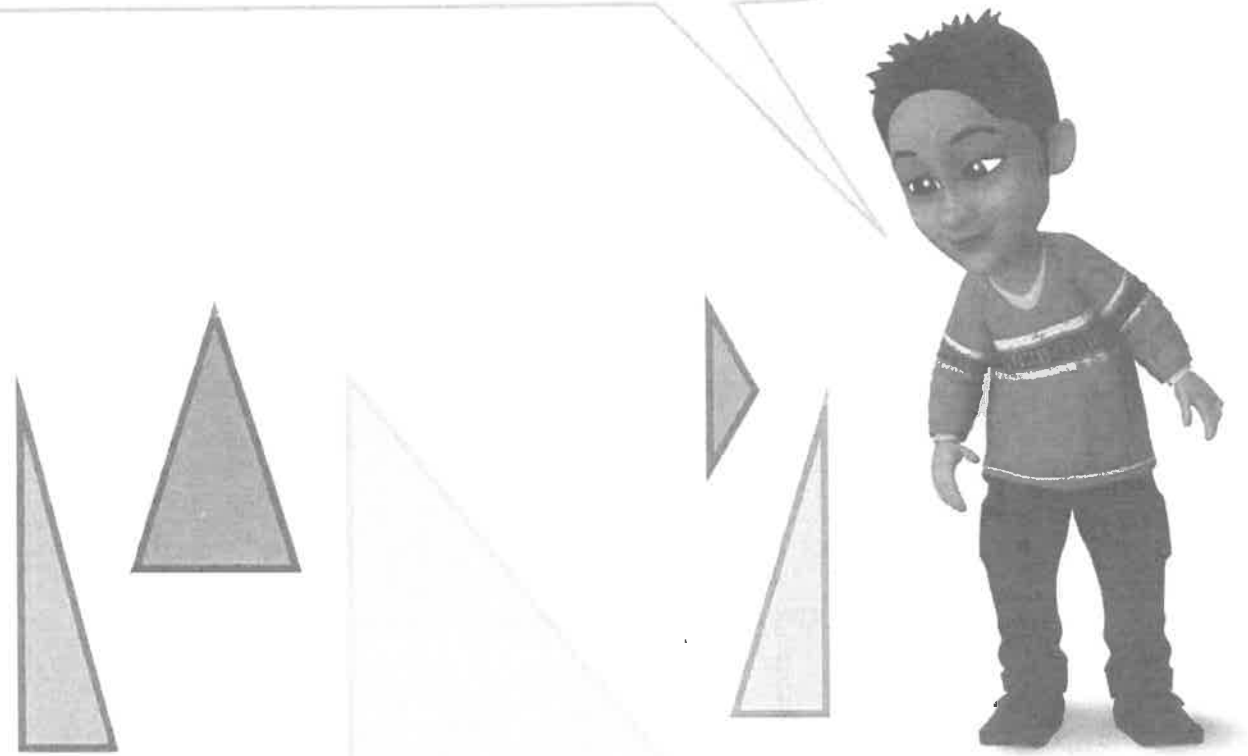
141

I can ...
define 2-D shapes by their attributes.

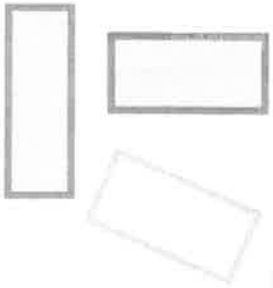
Content Standard 1.G.A.1
Mathematical Practices MP.3, MP.5, MP.8

Solve & Share

Are all these figures the same kind of shape? Explain how you know.



Are these all the same kind of shape?



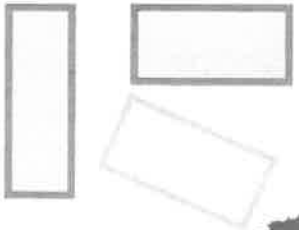
Shapes are defined by the number of straight sides and vertices, and whether they are closed or not.

This is a closed shape. It has 4 vertices and 2 pairs of sides that are the same length. This shape is a rectangle.

Shapes are not defined by color.

These shapes are all blue. But I see a rectangle, a circle, and a hexagon.

Shapes are not defined by size or position.



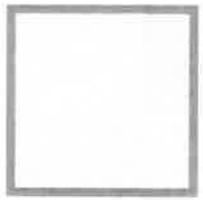
These are all rectangles!

Do You Understand?

Show Me! Draw 4 hexagons. How do you know they are all hexagons?

☆ Guided Practice ☆

Circle the words that are true for the shape.

1. 

All squares:

are blue.

have 4 equal sides.

are closed shapes.

are small.

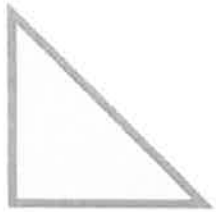
Name _____

Tools Assessment

196

Independent Practice

Circle the words that are true for each shape.

2. 

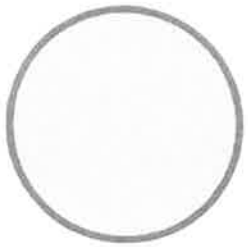
All triangles:

have 3 sides.

have 3 equal sides.

are tall.

are orange.

3. 

All circles:

are blue.

have 0 vertices.

are small.

have 0 straight sides.

4. **Higher Order Thinking** Tim says that this is a triangle. Is he correct? Tell why or why not.

Math Practices and Problem Solving

Solve each problem below.

5. **© MP.5 Use Tools** Do all triangles have equal sides? Circle **Yes** or **No**.

Yes **No**

Choose a tool to show how you know.

6. **Higher Order Thinking** Jake says both of these shapes are hexagons because they are closed, have 6 straight sides, and are red. Do you agree? Explain.

7. **© Assessment** Match each shape with the words that describe it.

Rectangle	Circle	Triangle
3 vertices	4 vertices	No sides or vertices

Name _____

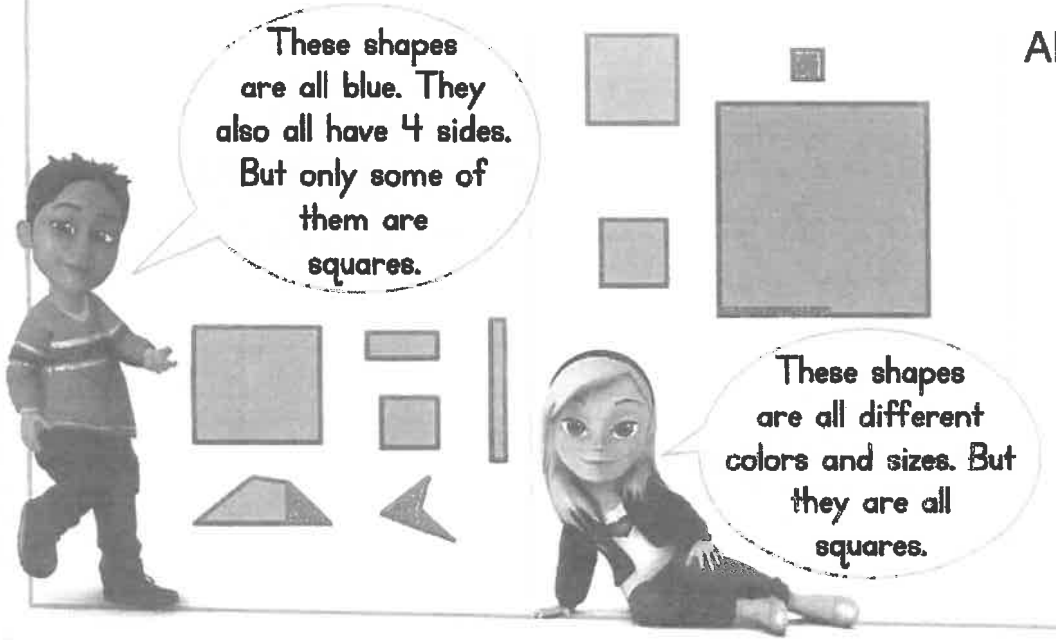
Help Tools Games

Homework & Practice 14-2

Defining and Non-Defining Attributes of 2-D Shapes

Another Look! You can use certain features to identify shapes.

How can you tell if a shape is a square?



All squares:

- have 4 equal sides.
- are blue.
- are small.
- have 4 vertices.

HOME ACTIVITY Work with your child to find shapes around the house (such as triangles, squares, and hexagons). Then make lists of defining attributes for each shape. Ask him or her to draw or construct 3 different examples of each shape.

Circle the words that are true for the shape.

1.

All triangles:

- are yellow.
- are short.
- have 3 straight sides.
- have 3 vertices.

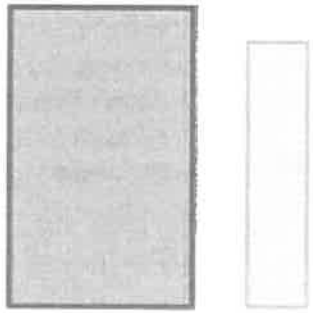
Circle the words that are true for the shape.

2. 

All hexagons: are purple. have 6 equal sides.

have 6 straight sides. have 6 vertices.

3. **Higher Order Thinking** Danielle says these shapes are rectangles because they are both tall shapes with 4 straight sides and 4 vertices. Do you agree? Why or why not? What other shapes have 4 straight sides and 4 vertices?



4. **© Assessment** Match each shape with the words that describe it.

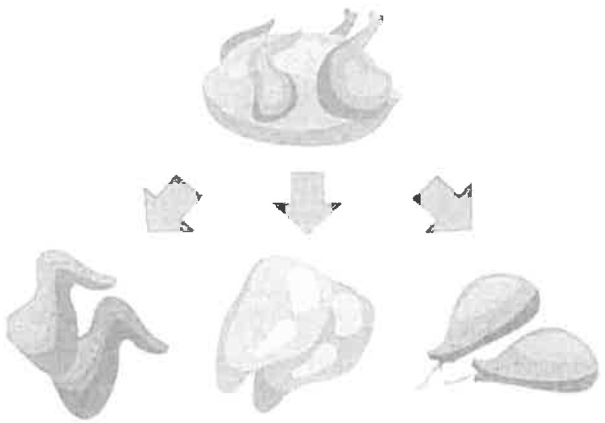
Triangle	Square	Hexagon	Circle
4 equal sides	3 vertices	6 sides	No sides or vertices

24) ch - Digraphs

Letters: a, c, d, e, h, i, k, m, n, o, p, s, t, u

Chad
chant
chuck
chick
chop
chest
check
much
such

Chad will chop up the chicken.
He will check so there are no chunks.
He will chuck the bones.
He can chant a happy song as he taps his chest.
It may be too much, but it is such fun!



Chad

Chad got chicken from the shop. Chad will chop up the chicken. He will check so there are no chunks. It was such a mess. He will chuck the bones.

He can chant a happy song as he taps his chest. It may be too much, but it is such fun!

Safari Sentences

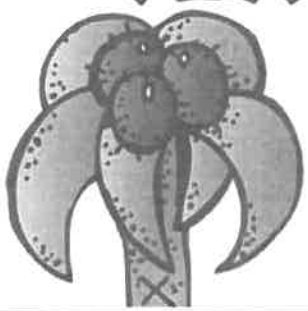
Read the sentence. Using the word bank, complete the sentence with a word that begins with a digraph.

Word Bank:

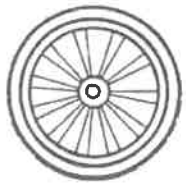
sheep
cheese
thorn
whale
shell

1. The mouse ate a piece of _____.
2. I saw a _____ on a farm.
3. The _____ cut my finger.
4. A _____ was swimming in the ocean.
5. I found a _____ in the sand.

The Digraph expedition



Look at the picture.
Cut out and paste in the correct digraph to complete the word.



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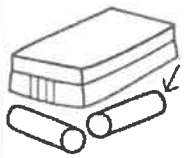

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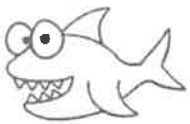

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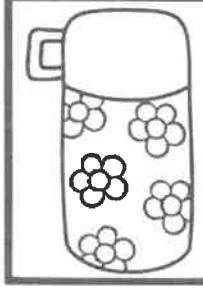

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Jessica Shawle

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Day 14: ***Add sparkle words***

Read your story. Where could you add stronger words to make your story sparkle?

Example:

Happy = Excited

Mad = Angry

Worried = Anxious

Remember to use your word wall to help you with spelling!

Name _____

Solve

Lesson 14-3

Build and Draw 2-D Shapes by Attributes

205

Solve & Share

Use the items your teacher gave you to make 2 different rectangles. Tell what makes each shape a rectangle.

I can ...

use different materials to make shapes.

Content Standard 1.G.A.1
Mathematical Practices MP.2, MP.4, MP.5, MP.8

Rectangle 1

Rectangle 2

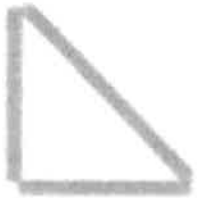
2-D shapes can be made using all kinds of materials.

You have to think about how your shape looks.

I am going to make a triangle. What makes a triangle a triangle?

A triangle has 3 sides and 3 vertices.

This is a triangle, too.



It looks a little different but the shape still has 3 sides and 3 vertices.

Do You Understand?

Show Me! Sue made the shape on the right. Is it also a hexagon? Tell how you know.

☆Guided Practice☆

Make a square. Use materials your teacher gives you. Glue or tape the square in the box. Explain how you know it is a square.

1.

Name _____

Tools Assessment

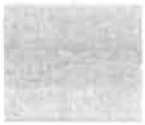
Independent Practice

Use materials your teacher gives you to make each shape. Glue or tape the shape in the box. Explain how you know the shape is correct.

2. Make a circle.

3. Make a rectangle.

4. Higher Order Thinking Carlos made the shapes below. He says they are both squares. Is he correct? Explain.



Math Practices and Problem Solving Draw a picture to solve each problem below. Use pattern blocks to help you.

5. **© MP.2 Reasoning** Sandy makes a closed shape with 4 equal sides. What shape did she make?

_____

Draw the shape Sandy made.

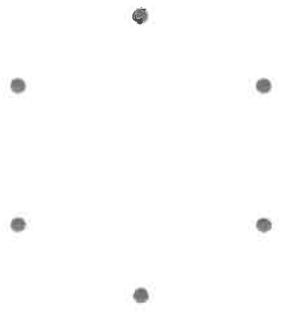
6. **© MP.2 Reasoning** Miguel makes a closed shape with 3 straight sides and 3 vertices. What shape did Miguel make?

_____

Draw the shape Miguel made.

7. **Higher Order Thinking** Use a piece of paper to make a square. Then turn the square into a triangle. What did you do? Explain.

8. **© Assessment** Mark wants to use straws to make a hexagon. Use the dots to draw straight lines that show Mark how the hexagon would look.



Name _____

Help Tools Games

Homework & Practice 14-3

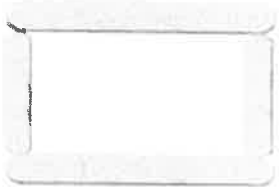
Build and Draw 2-D Shapes by Attributes

Another Look! You can use different materials to make shapes.

This circle was made with string.

A circle has 0 sides and 0 vertices.

This rectangle was made with craft sticks.



The opposite sides of a rectangle are equal.

HOME ACTIVITY Have your child use materials you have at home to make different shapes. Have him or her count the number of sides for each shape.

Use materials to make each shape. Glue or tape the shape in the box.

1. Make a triangle. Tell 1 thing about a triangle.

2. Make a square. Tell 1 thing about a square.

Draw a picture to solve each problem below.

3. Lucia made a shape. The shape has 4 sides. The shape has opposite sides that are equal. What shape did Lucia make?

Lucia made a _____.

4. Yani made a shape. The shape has no sides. The shape has no vertices. What shape did Yani make?

Yani made a _____.

5. **Higher Order Thinking** Use shapes to draw a house. Label each shape you used.

6. **Assessment** Lee made a triangle using toothpicks. He knows that a triangle has 3 sides, but does not know how many vertices it has. Circle each vertex on the triangle below.

25) wh/ph - Digraphs

Letters: a, e, h, i, l, m, n, o, p, r, t, w

when
where
what
whip
whim
Phil
phone
photo

When is dinner?
What will we eat?
Phil will make dinner.
We will whip the pizza up quick.
I will phone my friend and ask him to come over.
After dinner we will play outside.
On a whim, we will take a photo.
We will take the photo with our phone.

Dinner

When is dinner? What will we eat? Phil will make dinner. He will make pizza. He will whip the pizza up quick. I will phone my friend and ask him to come over.

After dinner we will play outside. On a whim, we will take a photo. We will take the photo with our phone. Where should we take it? We will take a photo by the trees.

safari sentences

Read the sentence. Using the word bank, complete the sentence with a word that begins with a digraph.

Word Bank:
three
shape
chair
cherry
whistle

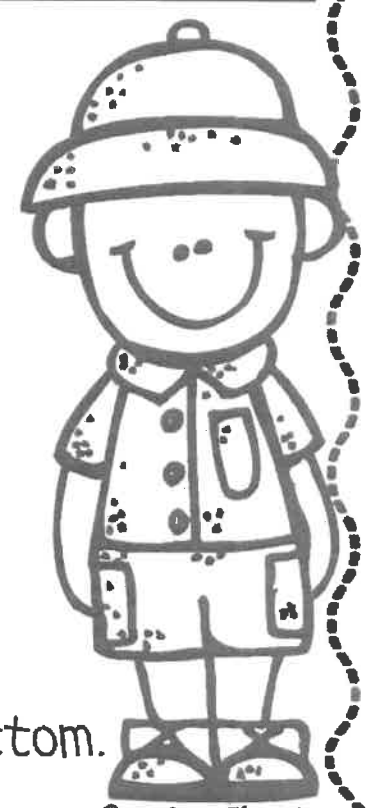
1. I blow the _____ to line up.

2. The _____ is a red, round fruit.

3. My brother is _____ years old.

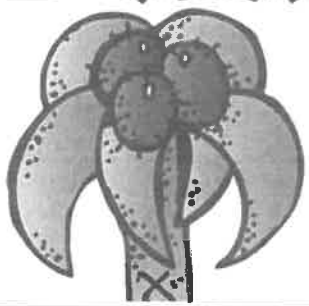
4. A triangle is a type of _____.

5. Please sit in your _____ on your bottom.

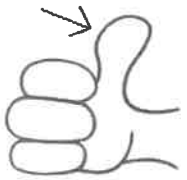


Jessica Travis

The Digraph expedition



Look at the picture.
Cut out and paste in the correct digraph to complete the word.



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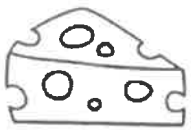
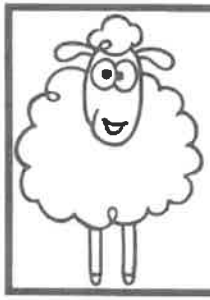


_____eese



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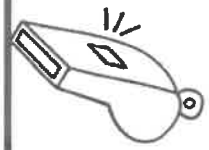

_____istle

Jessica Thawley

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Day 15: *Add Dialogue*

Read your story and add dialogue = characters talking.

Step 1: You can draw pictures with word bubbles showing the character talking.

Step 2: Write the dialogue.

"_____," said ____.

Example: "My knee hurts!" said Ben.

✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

215

Name _____

Solve

Lesson 14-4

Compose 2-D Shapes

I can ...

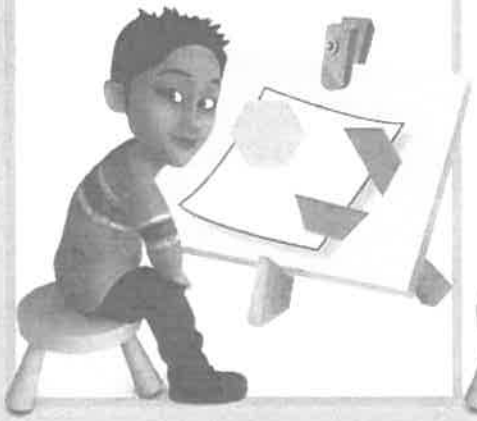
put shapes together to make another shape.

Content Standard 1.G.A.2
Mathematical Practices MP.1, MP.4, MP.7

Solve & Share

Use    to make a  .
Show 3 different ways. Write how many of each shape you used in the chart.

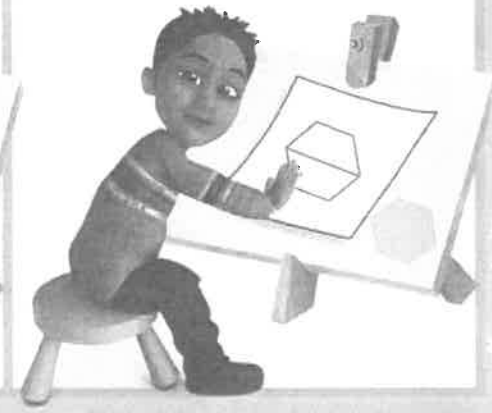
Use smaller shapes to make a larger shape.



Trace the larger shape.

Then use smaller shapes to cover the tracing.

Trace the smaller shapes.

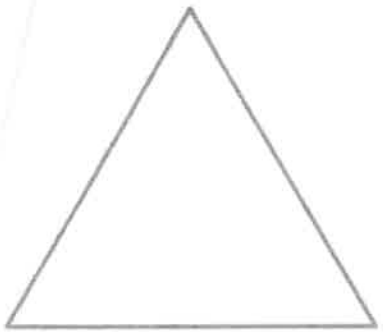


Do You Understand?

Show Me! How can you make a large shape using smaller shapes?

☆Guided Practice☆

Use pattern blocks to make the larger shape.



1. Complete the chart.

Ways to Make the Large Triangle		
Shapes I Used		
Way 1	0	4
Way 2		

L12

Name _____

Tools Assessment

Independent Practice

Use the smaller shapes to make larger shapes.

818

2. Complete the chart to show a list of ways you can make the hexagon. Use pattern blocks to help.

Ways to Make			
Shapes I Used			
Way 1			
Way 2			
Way 3			

3. Use  to make a .

Draw the  in the space below.

4. Higher Order Thinking Use 3 pattern blocks to make a new shape. Trace the pattern blocks. What shapes did you use? What shape did you make?

_____

_____

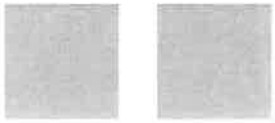
Math Practices and Problem Solving

Use smaller shapes to make bigger shapes.

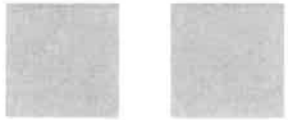
5. **MP.1 Make Sense** Two of which shape can make ?

6. **MP.1 Make Sense** Two of which shape can make ?

7. **Higher Order Thinking** Name and draw the shape you will make if you put the orange pattern blocks together with their full sides touching. Explain how you know.



8. **Assessment** Nicole wants to make a hexagon. She has 1  . Which set of shapes could she use to complete the hexagon?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

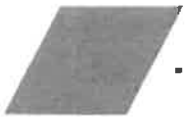
Name _____

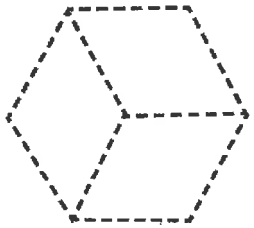
Help Tools Games

Homework & Practice 14-4

Compose 2-D Shapes

Another Look! You can put shapes together to make new shapes.

You can make a using 3  .



You can make a  using 3  .

HOME ACTIVITY Have your child cut out triangles, squares, and rectangles from old newspapers and magazines. Have him or her use the shapes to make new shapes.

Circle the shapes you can use to make each shape.

1. Make a  .

2. Make a  .

Solve each problem below.

3. **Number Sense** Write the number of each shape needed to make .

___  ___  ___ 

4. Kerry uses these shapes to make a new shape.

Circle the shape Kerry makes.

5. Tony uses these shapes to make a new shape.

Circle the shape Tony makes.

6. **Higher Order Thinking** Carlos wants to use 3  to make a square. Can he? Explain.

_____

_____

7. **© Assessment** How many  does Adam need to make a ?

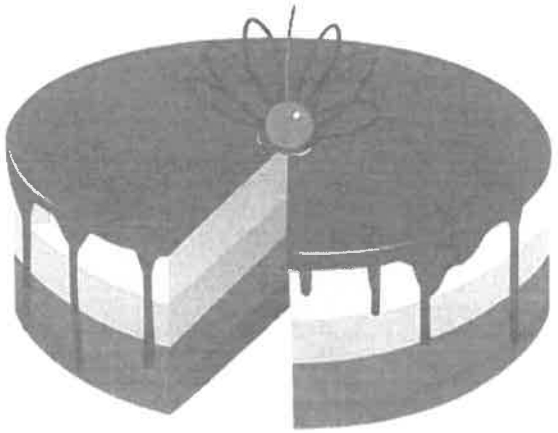
1	2	3	4
Ⓐ	Ⓑ	Ⓒ	Ⓓ

49) Long Vowel A

Letters: a, b, d, e, g, k, m, s, t, v, w, z

made
wade
wake
take
bake
make
maze
daze
Dave
save
gave

Dave likes to bake.
Dave likes to bake cakes and pies.
He gave it to a friend.
His friend will take it and save it.
Dave will make one more cake after he takes a nap.
Dave had to wade through a maze in a dream.
He will wake in a daze.



Dave

Dave likes to bake. Dave likes to bake cakes and pies. Dave can bake six cakes each day. Today he made one cake. He gave it to a friend. His friend will take it and save it.

Dave will make one more cake after he takes a nap. Dave had to wade through a maze in a dream. In the maze he saw many cakes. He saw many pies. He liked all of the cakes. He liked all of the pies.

Dave will wake in a daze. Then he will bake one more cake.

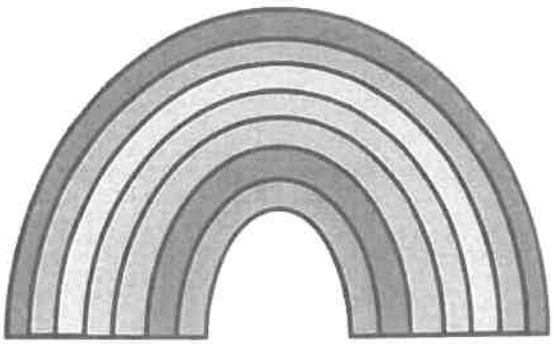
1. Open the red book. 	2. He must be a new friend. 
3. She can play with me. 	4. It is a good day to play. 
5. Look at the big words. 	6. We went up and down. 

Rainbow Write

Pick a sight word to write in every rainbow color.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Red, Orange, Yellow,
Green, Blue, Purple, Pink,
Brown, Black, Grey



Name: _____

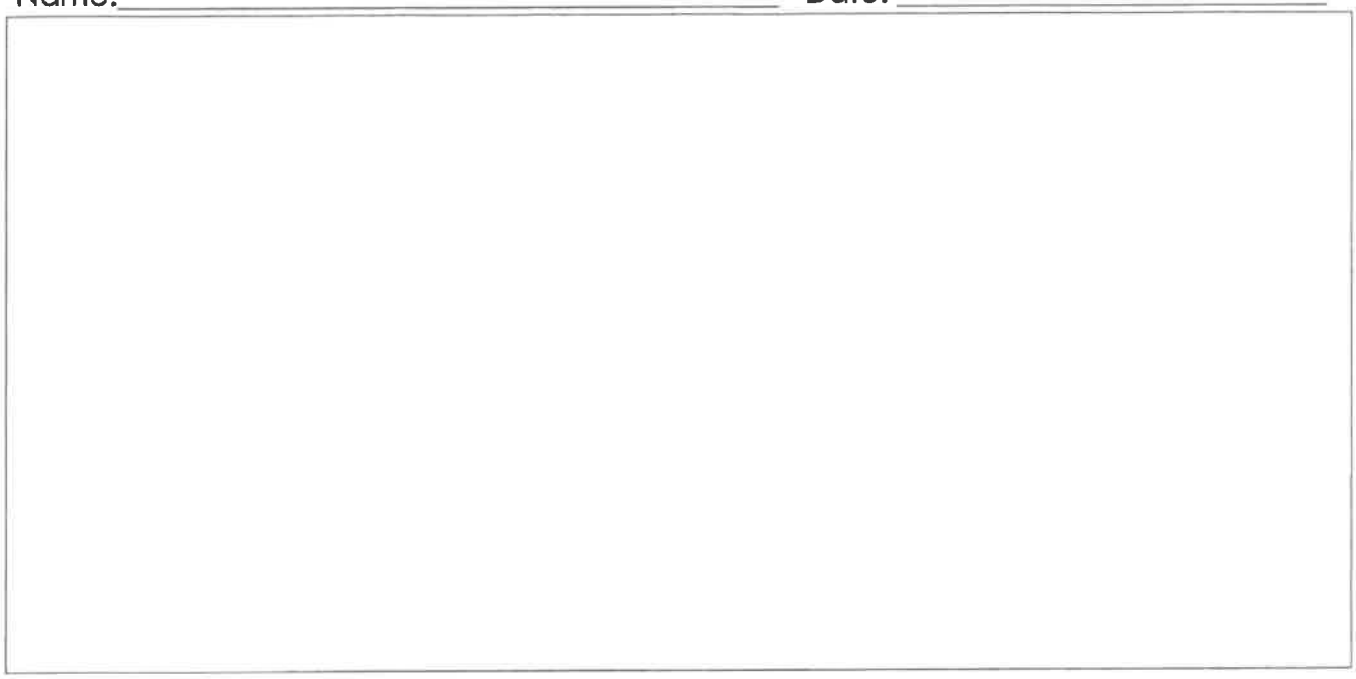
Day 16: *Book Four*

Choose another adventure for your characters. Remember you can use the same characters that you have already written about.

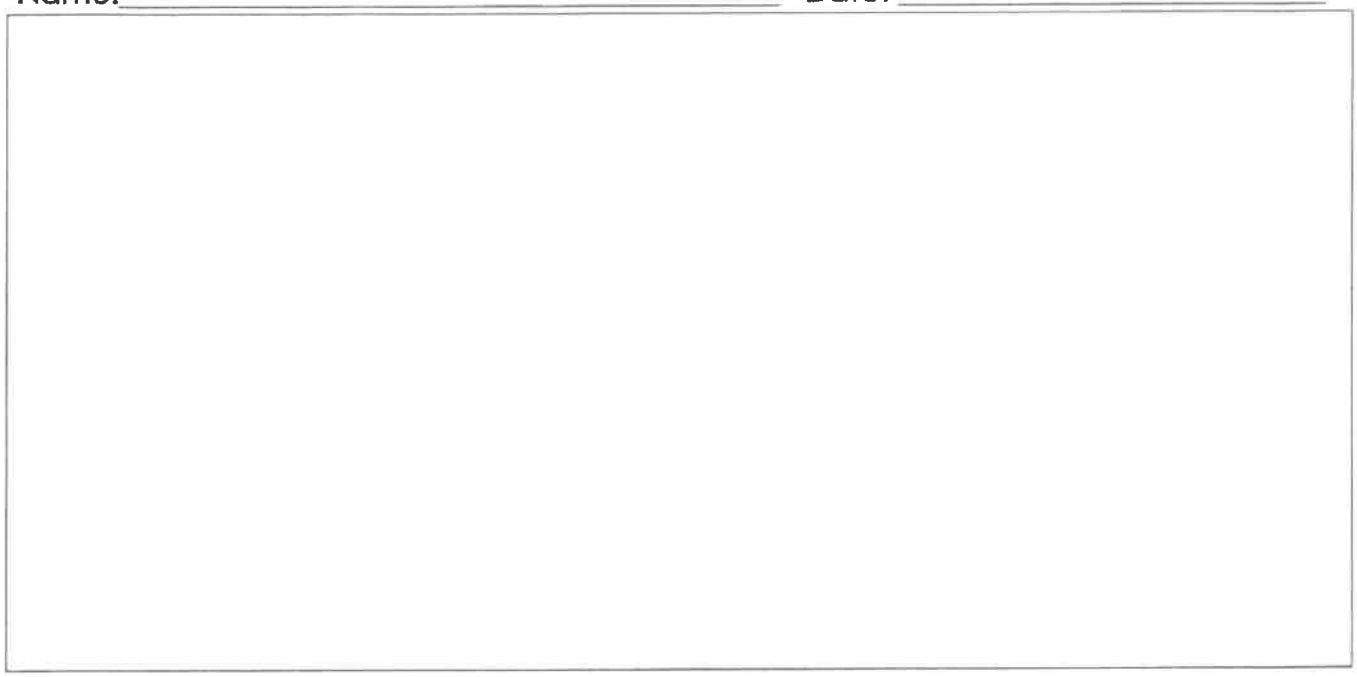
✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

Name:_____ Date: _____



Name:_____ Date: _____



Name _____

Solve

Lesson 14-5

Compose New 2-D Shapes from 2-D Shapes

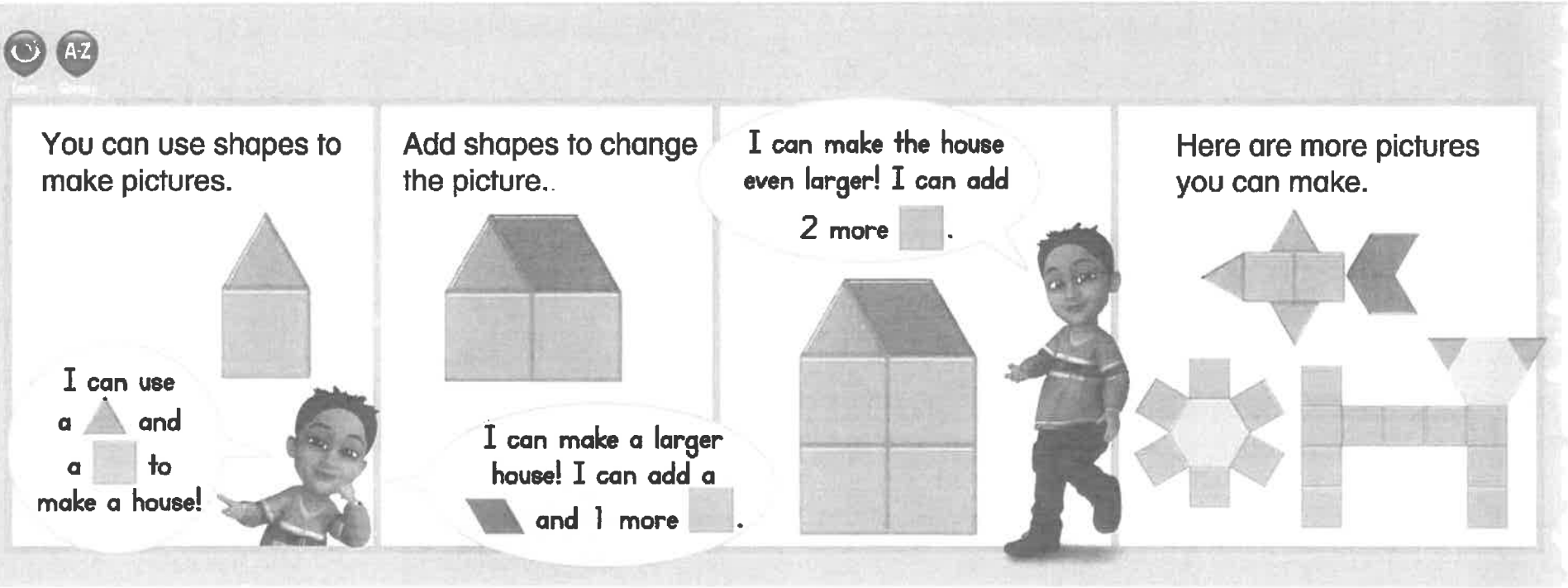
I can ...

use shapes to make different shapes.

Content Standard 1.G.A.2
Mathematical Practices MP.1, MP.2, MP.3, MP.4

Solve & Share

Use your shapes to make a small boat. Then trace the boat in the space below.



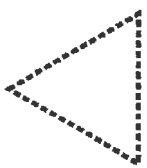
Do You Understand?

Show Me! How do you use shapes to make a picture?

☆ Guided Practice ☆

Start with a triangle and use pattern blocks to make a picture. Trace around your shapes to show your picture. Write how many of each shape you used.

1.



Name _____

Independent Practice

Use any of the pattern blocks shown to make pictures. Trace around your shapes to show your pictures. Write how many of each shape you used for each picture.

2.

3.

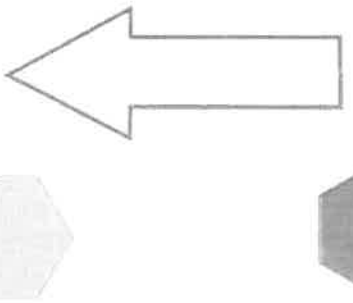
Math Practices and Problem Solving

Solve the problems below.

4. **MP.4 Model** Dana started making a flower using these pattern blocks. Draw more leaves and petals to help her finish.

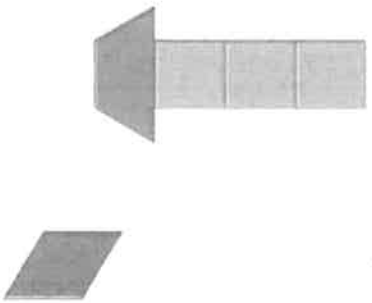
5. **Higher Order Thinking** Use pattern blocks to make a picture of a fish.

6. **Assessment** Jeff is making a model of this arrow. Which shape does he need to add to his model to finish it?



Ⓐ

Ⓑ



Ⓒ

Ⓓ

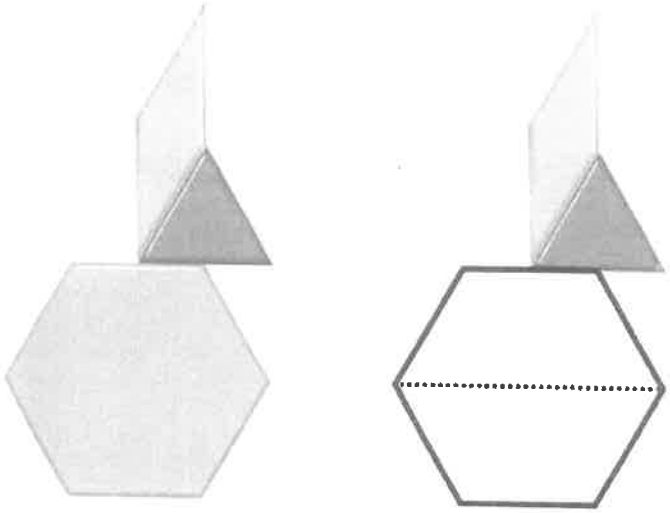
Name _____

Help Tools Games

Homework & Practice 14-5

Compose New 2-D Shapes from 2-D Shapes

Another Look! You can use different blocks to make the same picture.



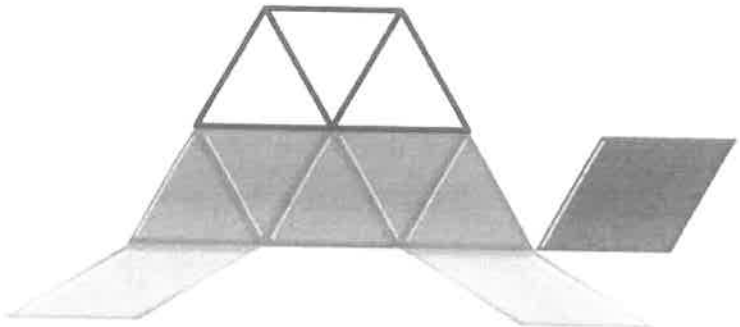
Finish the apple by tracing blocks that make a hexagon without using the hexagon block.

Which shapes did you use? 2

HOME ACTIVITY Ask your child to cut out 2-D shapes such as rectangles, squares, circles, and triangles. Have him or her put the shapes together to make a picture.

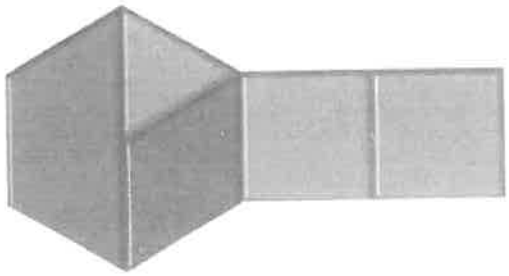
Finish the turtle without using triangles.

1.



Solve the problems below.

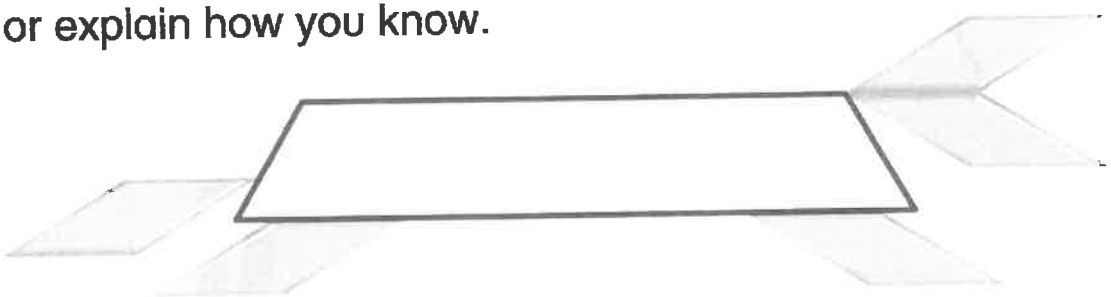
2. © MP.2 Reasoning Write the number of each block used to make this microphone.



How many triangles? ____ How many squares? ____

How many trapezoids? ____ How many rhombuses? ____

3. Higher Order Thinking What are two different ways to fill in this alligator? Draw or explain how you know.

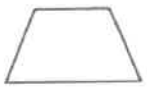


Way 1: _____

Way 2: _____

4. © Assessment José is making a picture of a bunny. He is missing the matching ear. Which block is missing?

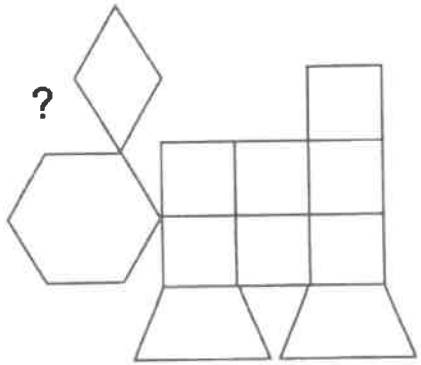
Ⓐ



Ⓑ

Ⓒ

Ⓓ



52) Long Vowel O

Letters: b, c, d, e, l, n, o, r, t

robe
lobe
lone
bone
cone
code
node
note
tote
toe
doe

My name is Cole.
It was a five dollar note.
In my tote I carried some money.
I went to get an ice cream cone
I saw a lone doe on the way.
The doe had a long toe.
I gave the dog a bone.
The dog had a node on its head.
The dog had a hole on her left ear lobe.
Then I wrote a code.
Then I went home.

Cole

My name is Cole. I went to get an ice cream cone. In my tote I carried some money. It was a five dollar note. I saw a lone doe on the way. The doe had a long toe. Then I saw a dog. I gave the dog a bone. The dog had a node on its head. It was a big bump. The dog also had a hole on her left ear lobe.

I ate my cone and then I wrote a code. I put the code in my tote. Then I went home. I got in my robe. I wrote a note. The note was to my friend to tell her about my code.

7. My friend will read to me. 	8. Can we be done? 
9. What does it look like? 	10. Where are you going? 
11. Can we read together? 	12. What is your name? 

Hide It

Draw a picture and hide your sight words in it. Have a friend try to find them and write them on the lines.

Name: _____

Day 17: *Add sparkle words*

Read your story. Where could you add stronger words to make your story sparkle?

Example:

Happy = Excited

Mad = Angry

Worried = Anxious

*Remember to use your **word wall** to help you with spelling!*

Name _____

Solve

Lesson 14-6

Use Attributes to Define Three-Dimensional (3-D) Shapes

93

Solve & Share

Can you find objects in the classroom that are shaped like the objects below? Write the name of each object you find.

I can ...

define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.

© **Content Standard** 1.G.A.1
Mathematical Practices MP.2, MP.3, MP.8

cube

_____

sphere

_____

rectangular prism

_____

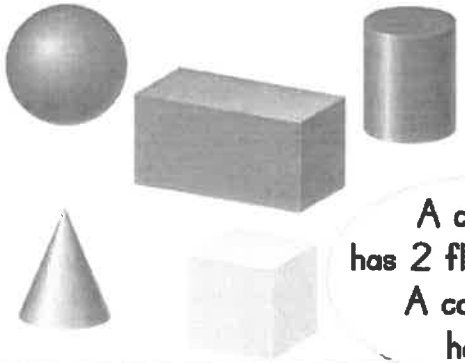
cone

_____

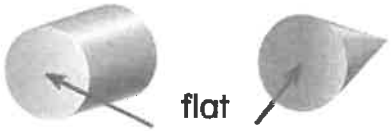
cylinder

_____

Three-dimensional (3-D) shapes can be grouped in different ways.

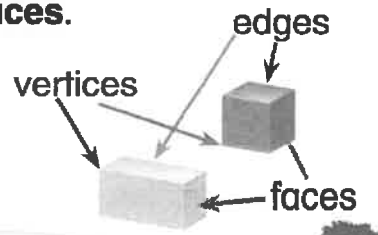


The **flat surface** of each of these shapes is a circle.



A cylinder has 2 flat surfaces. A cone only has 1.

These shapes have **edges** and vertices. Their flat surfaces are called **faces**.



The faces of the cube and the rectangular prism are all rectangles.

A sphere is a 3-D shape that has no flat surfaces, no edges, and no vertices.

Do You Understand?

Show Me! Do 3-D shapes always have either faces, flat surfaces, or vertices? Explain.

☆ Guided Practice ☆

Write how many faces or flat surfaces and vertices each 3-D shape has.

	3-D shape	Number of faces or flat surfaces	Number of vertices	Number of edges
1.		6	8	12
2.				

Name _____

Tools Assessment

239

Independent Practice

Write how many faces or flat surfaces and vertices each object has.

	Object	Number of faces or flat surfaces	Number of vertices	Number of edges
3.				
4.				
5.				

6. **Higher Order Thinking** Lily has an object that looks like a 3-D shape. The object has 2 flat surfaces and 0 vertices.

   Draw an object that Lily could have.

Math Practices and Problem Solving

Solve each problem below.

7. This shape is a cone. Which shape below is also a cone? How do you know?

8. © **MP.2 Reasoning** Nikki and Ben each buy 1 item from the store. Nikki's item has 4 more edges than vertices. Ben's item has the same number of flat surfaces and edges.

Draw a circle around Nikki's item.
Draw a box around Ben's item.

9. **Higher Order Thinking** Draw and label a 3-D shape. Then write a sentence describing your 3-D shape.

10. © **Assessment** I have 6 faces. I have 8 vertices. Which 3-D shape could I be? Choose all that apply.

- ☐ sphere
- ☐ cube
- ☐ rectangular prism
- ☐ cylinder

Name _____

Help Tools Games

Homework & Practice 14-6

Use Attributes to Define Three-Dimensional (3-D) Shapes

Another Look! Flat surfaces, faces, edges, and vertices can be used to describe 3-D shapes.

A cone has 1 flat surface.

A cube has 8 vertices.

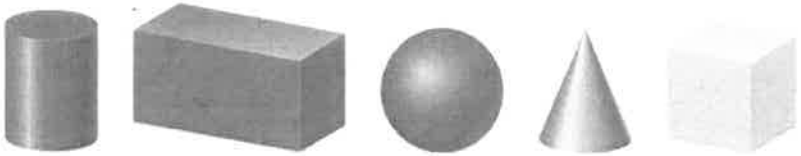
A rectangular prism has 6 faces.

A cylinder has 0 edges.

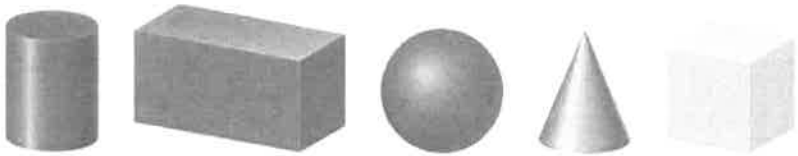
HOME ACTIVITY Gather household objects that look like the following 3-D shapes: cube, rectangular prism, sphere, cone, and cylinder. Have your child count the number of faces or flat surfaces, edges, and vertices on each shape. Then have him or her choose 2 shapes and tell how they are alike and different.

Circle the 3-D shape that answers each question.

1. Which 3-D shape has 1 flat surface and 1 vertex?



2. Which 3-D shape has 0 flat surfaces and 0 vertices?

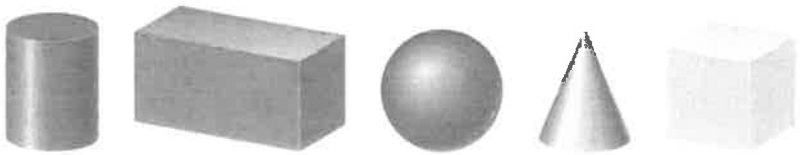


Solve the problems below.

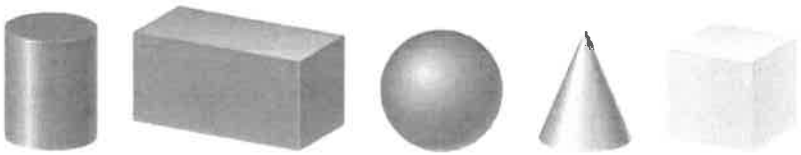
3. **Vocabulary** Circle the number of vertices on a **rectangular prism.**

0 vertices 4 vertices 5 vertices 8 vertices

4. Circle the shapes that have 6 faces and 12 edges.



5. Circle the shape that has 2 flat surfaces and 0 vertices.



6. **Higher Order Thinking** Draw or name two 3-D shapes. Find the total number of vertices and faces or flat surfaces.

____ vertices ____ faces or flat surfaces

7. **Assessment** Katie picks two of these 3-D shapes out of a bag. What is the total number of flat surfaces or faces that could be on the shapes she picked? Choose all that apply.

7 ☐ 10 ☐ 12 ☐ 16 ☐

55) Long Vowel I
Letters: b, d, e, h, i, k, l, m, n, s, t
bike
hike
like
line
lime
time
dime
dine
mine
mile
smile

When I have free time, I hike up the hill one mile.
It makes me smile.
After I get done with my hike, I will bike.
I like to bike in a line.
After I bike, I will dine with my mom.
We will have key lime pie.
I will pay for mine with a dime.

Chloe

My name is Chloe. When I have free time, I like to I hike up the hill one mile. I hike up the next hill for five miles. It makes me smile.

After I get done with my hike, I will bike. I like to bike, too. I like to bike in a line. I like to rest by the lime trees.

After I bike, I will dine with my mom. We will have key lime pie. I will pay for mine with a dime. My mom smiles. I smile.

13. It is fun to read and write. 	14. Make a big wish! 
15. What are you doing? 	16. I know you can help. 
17. When does the bus come? 	18. May I have some, too? 

Sound it OUT

Draw a picture that starts with each letter in your words

Example:

C A N

Name: _____

Day 18: *Add Dialogue*

Read your story and add dialogue = characters talking.

Step 1: You can draw pictures with word bubbles 💬 showing the character talking.

Step 2: Write the dialogue.

"_____," said ___.

Example: "My knee hurts!" said Ben.

✓ Check your work:

- Capital letters
- Use word wall and sound them out part by part
- Periods (.), question marks (?), exclamation points (!), quotation marks (" ")

Name _____

Solve

Lesson 14-7

Defining and Non-Defining Attributes of 3-D Shapes

246

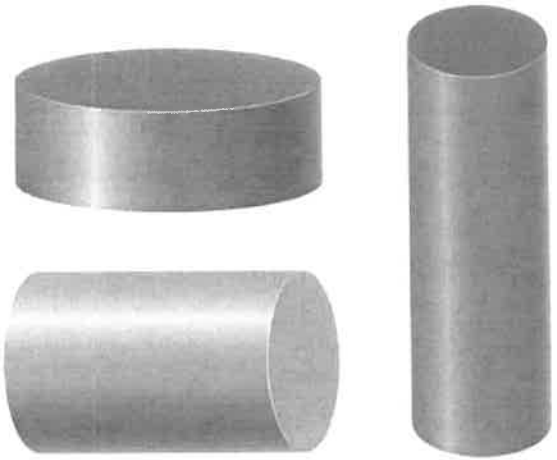
I can ...

choose the defining attributes of 3-D shapes.

© **Content Standard** 1.G.A.1
Mathematical Practices MP.3, MP.7, MP.8

Solve & Share

Are all three of these shapes considered cylinders? Explain why or why not.

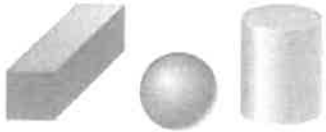


Are these all the same kind of 3-D shape?

We define 3-D shapes by the shape and number of faces or flat surfaces, and the number of edges and vertices.

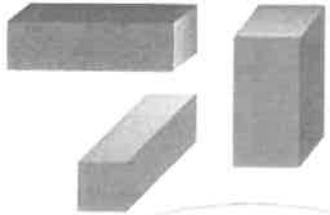
How can I define a rectangular prism?

Just because shapes are the same size or color does not mean they are the same.



These shapes are all green. But I see a rectangular prism, a sphere, and a cylinder.

Color, size, and direction don't define a shape.



Some things about these shapes are different, but they are all rectangular prisms!

Do You Understand?

Show Me! Write 2 things that are true about all rectangular prisms. Write 2 things that do not define rectangular prisms.

Guided Practice

Circle the words that are true for the shape.

1. **All cones:**

are yellow.

have 1 vertex.

are open shapes.

can roll.

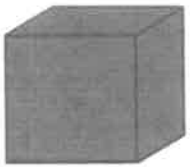
Name _____

Tools Assessment

Independent Practice

Circle the words that are true for each shape.

2. All cubes:



have 12 edges.

have 8 vertices.

cannot roll.

are blue.

3. All cylinders:

have 2 flat surfaces.

cannot roll.

are red.

can roll.

4. Math and Science Kevin wants to build a wall. Circle the 3-D shape or shapes he could use to build the wall.

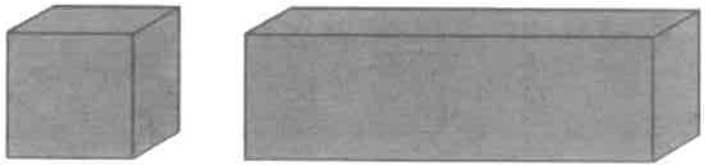
Math Practices and Problem Solving

Solve the problems below.

5. **MP.3 Explain** Do all cubes have the same number of edges? Yes No

Explain or draw a picture to show how you know.

6. **Higher Order Thinking** Steve says that both of these shapes are the same because they both have 6 faces and both are purple. Do you agree? Explain.



7. **Assessment** Match each shape with the words that describe it.

rectangular prism	cube	sphere	cone
6 equal faces	1 vertex	8 vertices	no flat surfaces or vertices

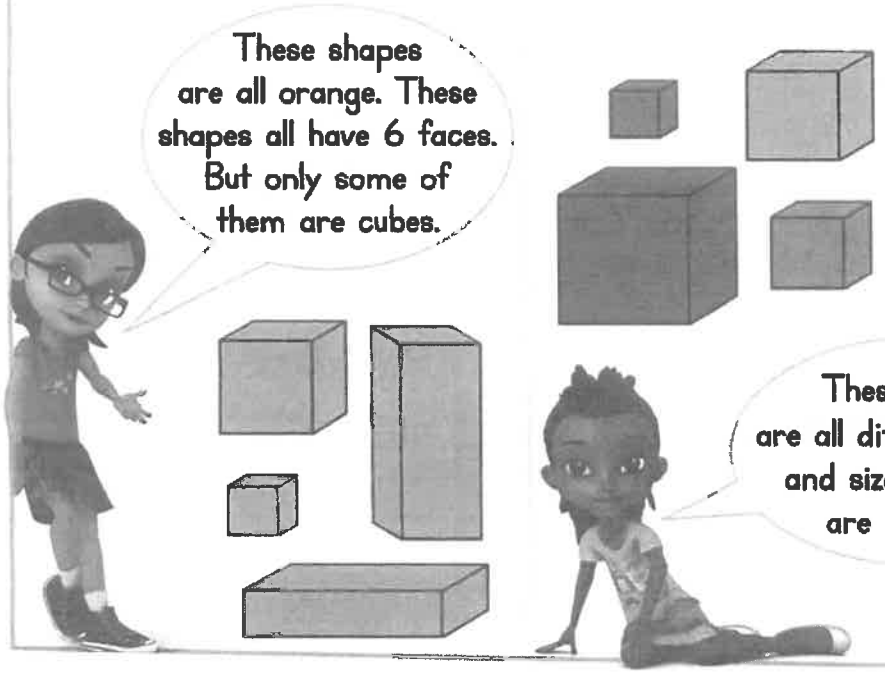
Name _____

Help Tools Games

Homework & Practice 14-7

Defining and Non-Defining Attributes of 3-D Shapes

Another Look! How can you tell if a shape is a cube?



So, all cubes:

have 6 square faces.

are orange.

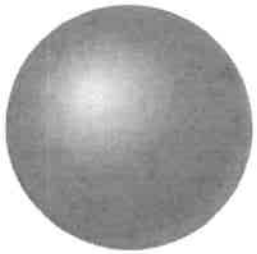
have 8 vertices.

are large.

HOME ACTIVITY Draw or print out pictures of 3-D shapes and ask your child to tell you one attribute of each shape shown.

Circle the words that are true for the shape.

1. **All spheres:**



have no flat surfaces.

have 3 flat surfaces.

cannot roll.

are blue.

Circle the words that are true for each shape.

2. All rectangular prisms:

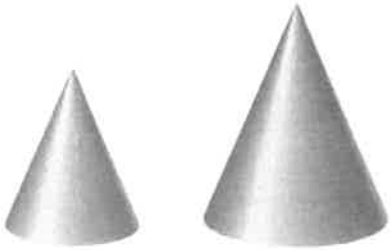
have 6 faces.

have 6 vertices.

have 8 vertices.

are red.

3. Higher Order Thinking Jane says that both of these shapes are cones because they both have one circular base and one vertex. Do you agree? Why or why not?



4. © Assessment Match each shape with the trait or traits that describe it.

cone	rectangular prism	cube	cylinder
12 edges	0 vertices	1 vertex	8 vertices

58) Long Vowel U

Letters: b, c, d, e, f, j, k, l, n, p, t, u

cue
cube
tube
tune
June
juke
duke
puke
fluke
flute
lute

I am June.
I like to play a tune on my flute.
I need a cue to start my music.
I like to play the flute with Duke. Duke can play the lute too.
It is not a fluke.
My music is on the juke box.
I sit on a cube.
I will not mute the music.

58

June

I am June. He is Duke. I like to play a tune on my flute. I can play the lute too. I need a cue to start my music. I will play my flute. Then I will play my lute. I like to play the flute with Duke. Duke can play the lute too. We both are good. It is not a fluke. We practice a lot.

My music is on the juke box. I sit on a cube and listen to the music play on the juke box. I will let the tune play on. I will not mute the music.

19. How old are you? 	20. Put the box right here. 
21. What did you see? 	22. When will we see you? 
23. How much can we have? 	24. Today is a good day. 

TIC TAC TOE

Find a partner, each of you pick a sight word. First one to get three in a row wins

Person One Sight Word

Person Two Sight Word

Name: _____

Day 19: Revision Party

Read your story to a partner (sibling, parent, family member). Use **My Editing Checklist** to edit your story. Add more details and sparkle words.

Name _____

Solve

Lesson 14-8

Compose with 3-D Shapes

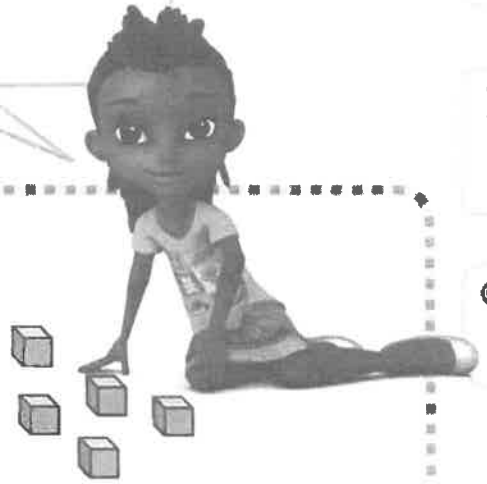
59

I can ...
put 3-D shapes together to make another 3-D shape.

© Content Standard 1.G.A.2
Mathematical Practices MP.1, MP.2, MP.6, MP.8

Solve & Share

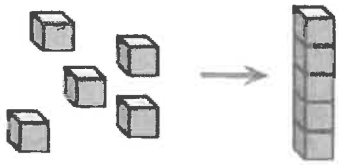
Use green cubes to build a rectangular prism. Draw and write about the shape you made.



My Drawing

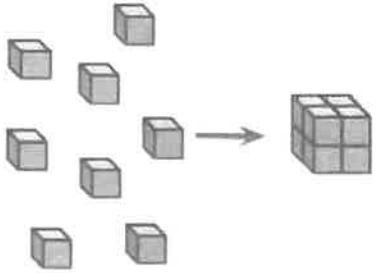
About My Shape

You can combine 3-D shapes to make bigger 3-D shapes.

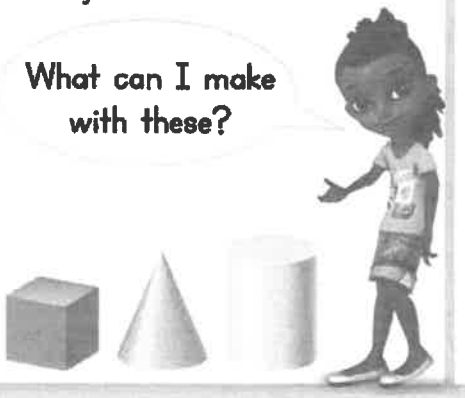


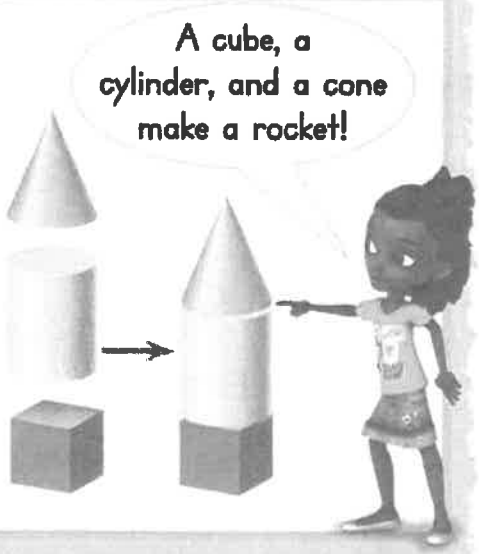
You can build a rectangular prism from cubes.

You can make a big cube from smaller cubes



You can also use 3-D shapes to make objects that you know.





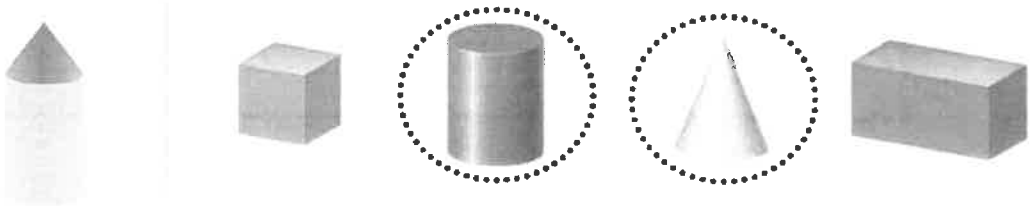
Do You Understand?

Show Me! How can you find the 3-D shapes that make an object?

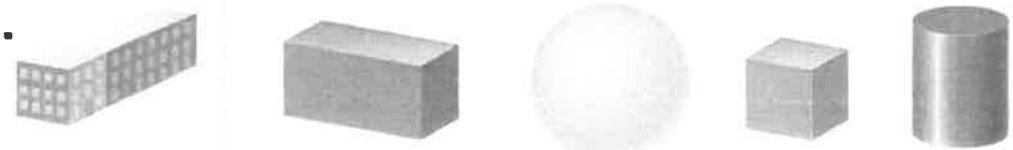
☆ Guided Practice ☆

Circle the 3-D shapes that could be put together to make the object.

1.



2.



Name _____

Tools Assessment

Independent Practice

Circle the 3-D shapes that could be put together to make the object.

3.

4.

5.

6. **Higher Order Thinking** Jon wants to combine 6 green cubes to make a bigger cube. Can Jon do this? Explain. Use cubes to help.

Math Practices and Problem Solving

Solve the problems below.

7. **© MP.1 Make Sense** Ralph made this shape below with 3-D shapes.

What 3-D shapes did Ralph use?

_____

_____

8. **© MP.1 Make Sense** Kirsten has 12 ice cubes. She wants to combine the ice cubes to make an ice sculpture.

What 3-D shape could Kirsten make with the ice cubes?

_____

9. **Higher Order Thinking** Ellen uses two of the same shape to build a bigger 3-D shape. Her new figure has 2 flat surfaces and 0 vertices.

What 2 shapes did Ellen use?

_____

What bigger shape did Ellen build?

_____

10. **© Assessment** Which object could be made with a  and a  ?

Ⓐ

Ⓑ

Ⓒ

Ⓓ

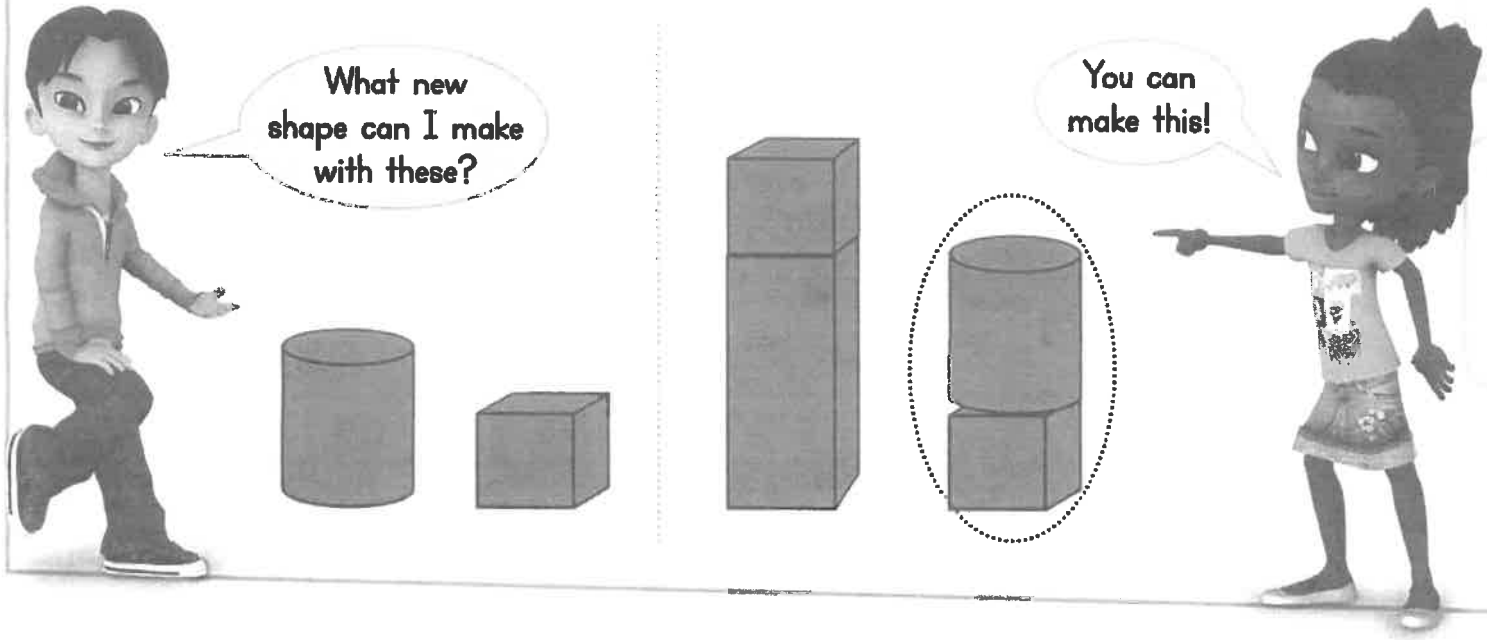
Name _____

Help Tools Games

Homework & Practice 14-8

Compose with 3-D Shapes

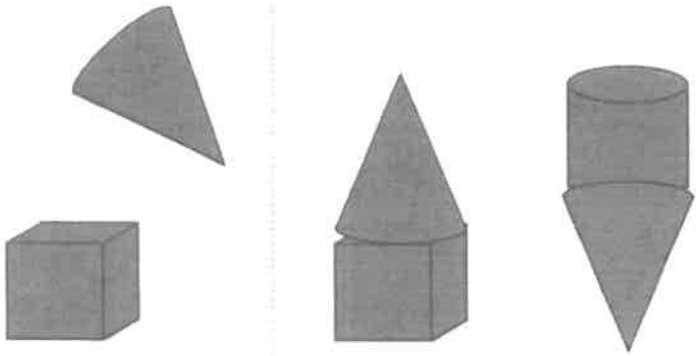
Another Look! You can combine 3-D shapes to make new shapes.



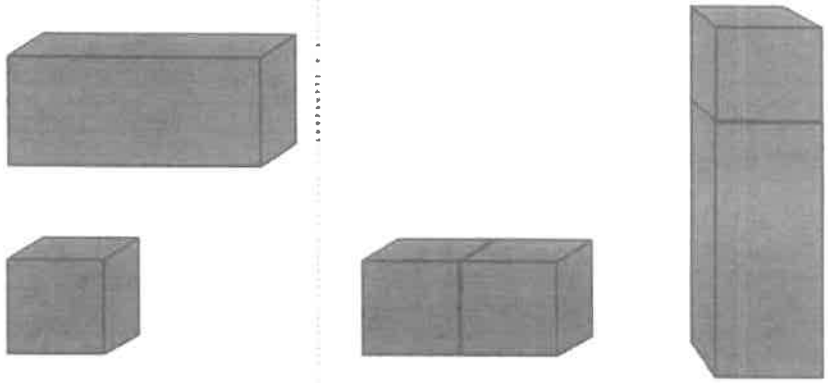
HOME ACTIVITY Ask your child to show you how to make a new 3-D shape by using household objects such as shoe boxes, soup cans, and funnels.

Look at the two 3-D shapes. Circle the new shape you can make when combining the shapes.

1.

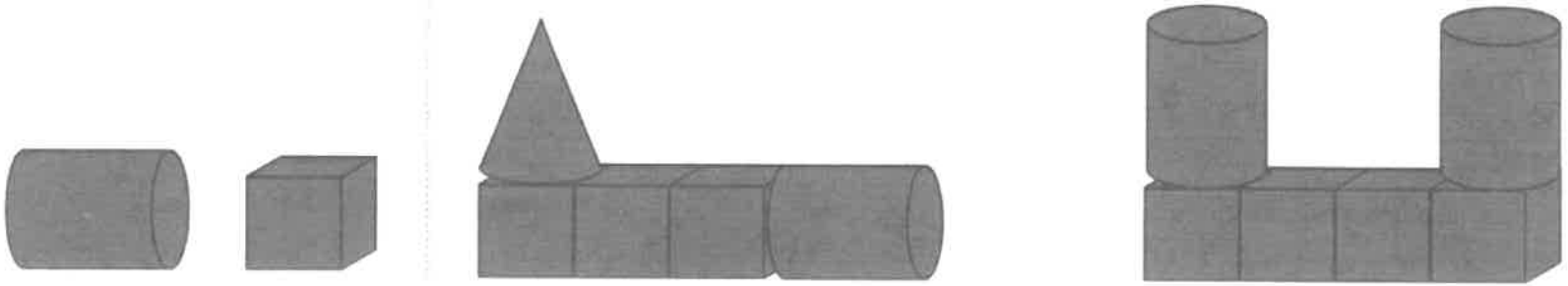


2.

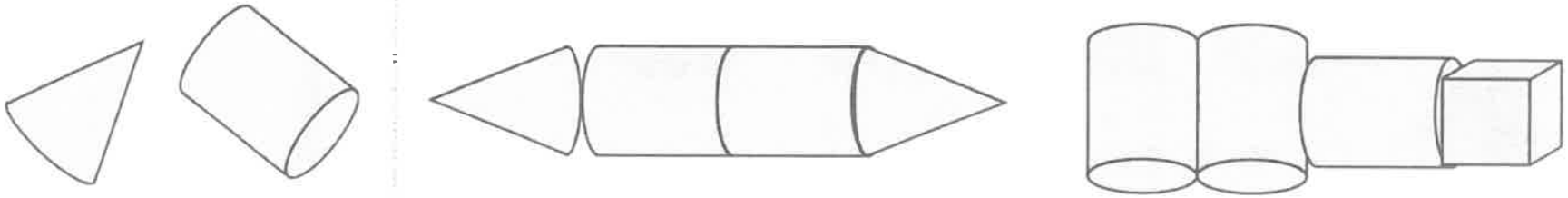


The first two 3-D shapes can be used over and over to make new 3-D shapes. Circle the new shape that could be made by using the first two shapes.

3.



4.



5. Higher Order Thinking Ramon wants to make a rectangular prism with 5 cubes. Can he do this? Explain. Draw cubes to show your answer.

6. © Assessment Which shapes can make a  ?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

208

Name _____

TOPIC 14

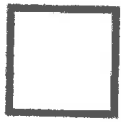
© Assessment

1. Which shape is a square?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

2. Which shape has 3 sides?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

3. How many flat surfaces and edges does a cone have?

____ flat surface(s)

____ edges

4. Jaxon makes 3 triangles. Then he puts them together to make a new shape.

Draw a shape that Jaxon could have made.

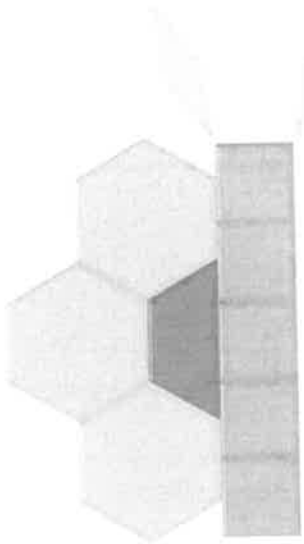
5. Complete the sentence. Then explain how you know you are correct.

This 3-D shape is a _____.

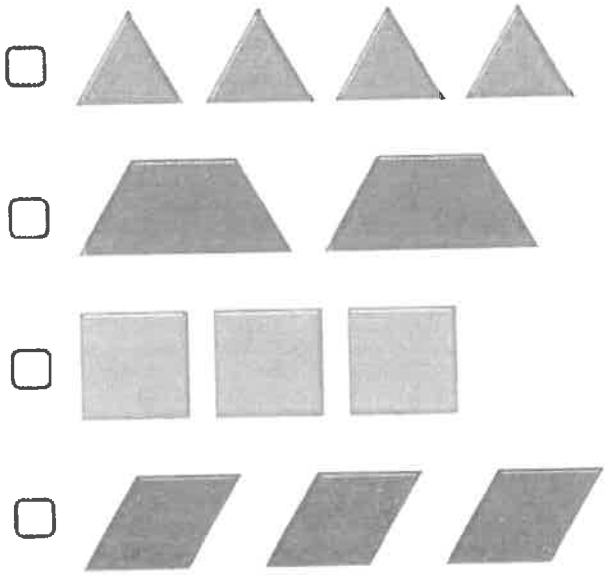
_____

_____

6. Jazmin is making a butterfly. Use pattern blocks to draw in the pieces she is still missing.



7. Which shows the shapes you can use to make ? Choose all that apply.



Name _____

TOPIC 14

© Assessment

Continued

8. Which 3-D shape does **NOT** have a vertex?

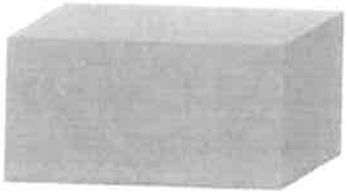
Ⓐ

Ⓑ

Ⓒ

Ⓓ

9. Which 3-D shapes can be used to make this object? Circle all that apply.



10. Which 2-D shape has no straight sides?

Ⓐ

Ⓑ

Ⓒ

Ⓓ

11. Match each 3-D shape with one thing that defines it.

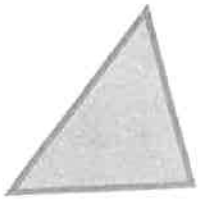
12 edges

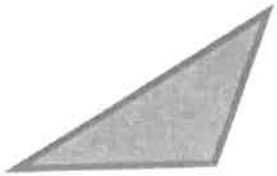
1 vertex

6 faces

no flat surfaces

12. All of these shapes are triangles.
Circle the words that are true of all triangles.





All triangles: have 3 sides. are yellow.

have 3 vertices. are big.

59) Long Vowel U
Letters: d, e, l, m, n, r, s, t, u
rule
mule
mute
muse
ruse
rule
rude
dude
dune
rune
tune

Scott can be a rude dude.
I wish to put him on mute.
He broke a rule.
I will make him follow the rules.
He rode a mule to the dune.
He liked to sing a tune and play the flute.
Scott was not acting like a rude dude then!

Scott

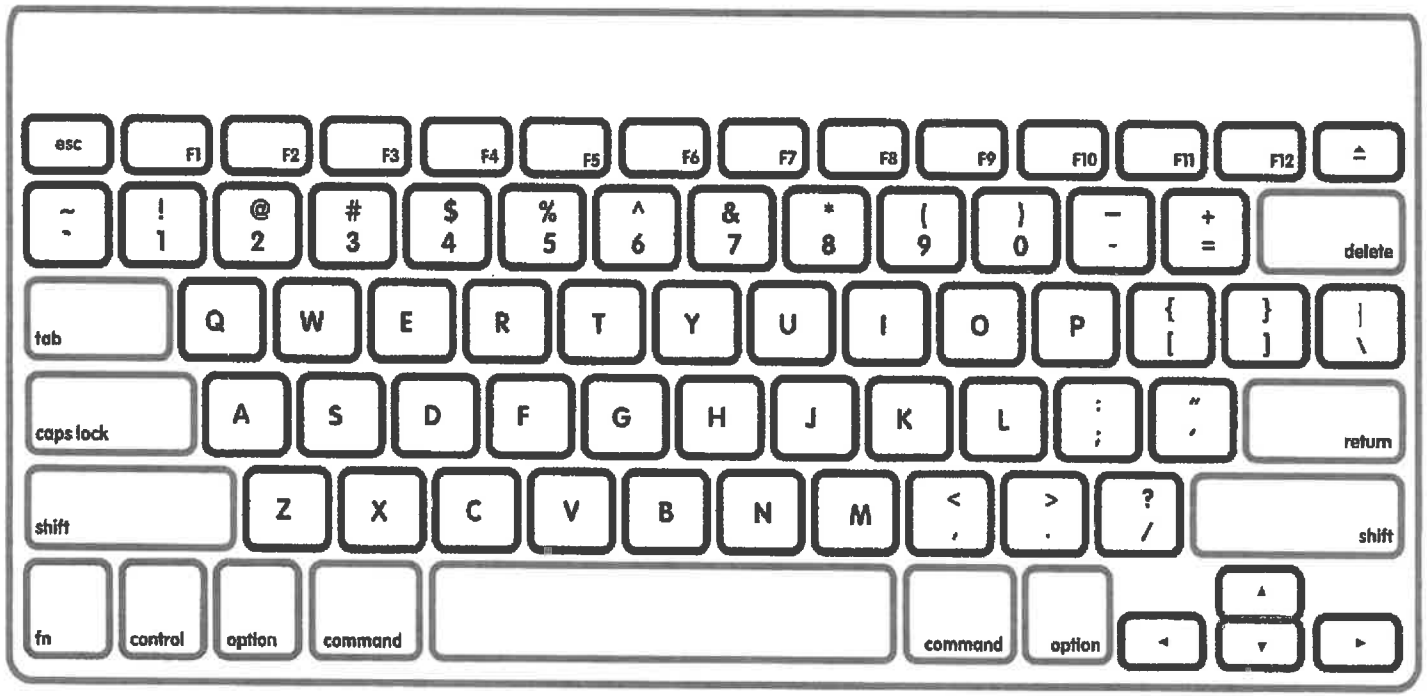
Scott can be a rude dude. I wish to put him on mute. He broke a rule. The dude acted rude. I will make him stop. I will make him follow the rules. He will not act rude to me.

Scott got on a mule and rode it to the dune. He liked to sing a tune and play the flute. Scott was not acting like a rude dude then!

25. We went to their house. 	26. Which book can you read? 
27. Dad is not here now. 	28. We went to the bus stop. 
29. We can jump into the box. 	30. Can you jump, too? 

Type it OUT

Practice typing your sight words on the keyboard and then write them on the lines.



Name: _____

Day 20: Celebration!

Share your book series with your family.

Bonus: create a stage, act out the dialogue with family members, and create a script for each actor.