

FIRST GRADE PACKET

May 11th - May 22nd

Dear Parents/Guardians,

Thank you for your understanding of the district's effort to ensure the health, safety, and welfare of our school community in these difficult and uncertain times. We miss our students and hope they are practicing safe and healthy behaviors.

To ensure their continued learning progress, we have prepared a Google Doc to download on your device or a hard copy packet that you can pick up at Snyder-Girotti for the *Weeks of May 11th - May 22th*. There will be a new Google Doc/hard copy packet at the beginning of each week. Your child will have time to work on it during the week and please have all work completed by **Friday, May 22nd**. Your child's teacher will **require pictures of completed work either sent via email or during Zoom meetings**.

Below is a list of the work attached:

1. www.lexiacore5.com Please go on Lexia for **30 minutes each day**.
2. Read Leveled Books **20 minutes each day**. You may also read more leveled books virtually on www.getepic.com. You will need to sign up, and your child can choose books on their independent reading level.
3. Daily Edit - Edit one sentence every day and rewrite it correctly on the line.
 - a. Daily Edit 23 (5/11-5/15)
 - b. Daily Edit 24 (5/18-5/22)
4. Foundations - Unit 12
 - a. Vowel Chart

- b. Parent Letter
- c. Homework Guide
- d. How to Mark up Words video
<https://drive.google.com/file/d/1-K578oE-dMalvNZwNc5DAIzuVjJG44rd/view?usp=sharing>
- e. Match and Memory Game Activity
- f. Match Syllables Activity
- g. Read and Divide Words with Two Syllables
- h. Trick Words Flash Card Cut-Outs
- i. Mark My Words Chart

5. Spelling

- a. Spelling list
- b. Tic-Tac-Toe with spelling list provided
Chose three boxes in row either horizontal, vertical, or diagonal

6. Plants Make Their Own Food Passage

Shared Reading Passage for **Week of May 11th - May 15th**

-
- a. Day 1- Adult reads story to student. If doing it online, there is an option for the story to be read aloud.
 - b. Day 2- Ping Pong Reading - Adult reads a page, student reads a page...
 - c. Day 3- Student reads story to adult
 - d. Day 4- Students read to someone or a pet, stuffed animal, etc.
 - e. Day 5- Student works on comprehension questions

7. Jackson

Shared Reading Passage for **Week of May 18th - May 22nd**

- a. Day 1- Adult reads story to student. If doing it online, there is an option for the story to be read aloud.
 - b. Day 2- Ping Pong Reading - Adult reads a page, student reads a page...
 - c. Day 3- Student reads story to adult.
 - d. Day 4- Students read to someone or a pet, stuffed animal, etc.
 - e. Day 5- Student works on Story Map. On passage, scoop sentences, scoop two syllable words.
8. Writing Pages
- a. Weekend News for Monday, 5/11
 - b. Weekend News for Monday, 5/18
 - c. Emotion Writing
 - d. Opinion Writing
 - e. Rainy Days Writing
 - f. Sequencing: How to Fly a Kite
9. Math Topic 14 and Topic 15
- a. Intro 14: Reason with Shapes and Their Attributes
 1. Watch video https://youtu.be/k8AT_wj-kG8
 2. Vocabulary
 - b. 14-1 Use attributes to define two dimensional shapes
 1. <https://youtu.be/Fqn4HfiqWiQ>
 2. Workbook pages 747-750
 - c. 14-2 Defining and not defining attributes of two dimensional shapes
 1. <https://youtu.be/I0H1bwOW4OQ>
 2. Workbook pages 753-756
 - d. Intro 15: Equal Shares of Circles and Rectangles
 1. <https://youtu.be/c1s89UWCfHo>
 2. Vocabulary
 - e. 15-1 Make Equal Parts

1. <https://youtu.be/PQKGdf6UNwI>
 2. Workbook pages
 - f. Math Fluency Review Pages
10. Study Math Facts - Ideas to do at home: make addition and subtraction math flash cards, write math facts on white boards, use sidewalk chalk to make facts, use a deck of cards to make facts, roll dice to make facts
11. Science: Let's Learn about Plants
 - a. Watch youtube video <https://youtu.be/tkFPyue5X3Q>
 - b. Diagram of plants
 - c. Life Cycle of plants
 - d. Needs of plants
 - e. Art project - Make and label a plant
 - f. Watch youtube video <https://youtu.be/M9-GkbwCTkw>
12. Specials- Refer to www.bbsd.org for your child's gym, music, and computer class activities.

Please visit your child's teacher websites for more information links for FREE educational fun!

Mrs. Bach- mbach@bbsd.org

Ms. Barbetta- ibarbetta@bbsd.org

Ms. Bayer- sbayer@bbsd.org

Ms. Paglione- cpaglione@bbsd.org

Ms. Malloy- kmalloy@bbsd.org

Weekend News

Writer's Checklist

- Capitals
- Punctuation
- Complete sentences

Name: _____ Date: _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Weekend News

Writer's Checklist

- Capitals
- Punctuation
- Complete sentences

Name: _____ Date: _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Today I feel...

Directions: Circle the Emoji that best describes how you are feeling.



Happy



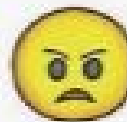
Sad



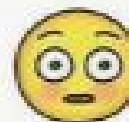
Surprised



Scared



Angry



Embarrassed

Because...

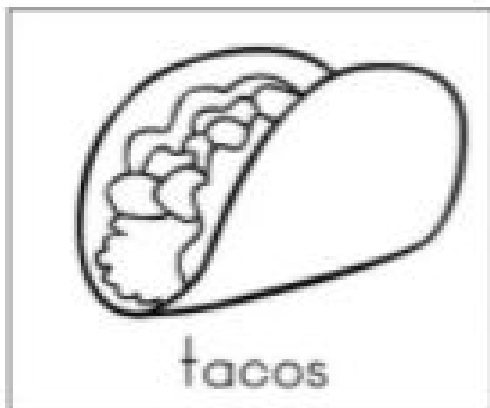
Draw or write about what happened

A large, empty rectangular box with a black border, intended for a student to draw or write about the event that caused their feeling.

Name _____

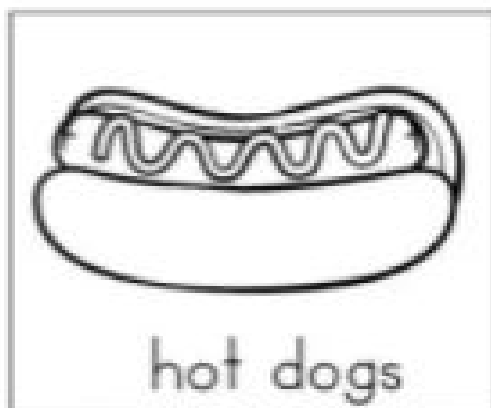


Opinion Writing



tacos

or



hot dogs

Do you like tacos or hot dogs

I like

because

Daily Edit Sheet--Lesson 23

Name _____

1. we kame home late (3)

2. the black dog is the bigges (3)

3. a dog is biggest than a bug (3)

4. ben is taller than tom (3)

5. this tree is the bigger of them all (3)

Daily Edit Sheet--Lesson 24

Name _____

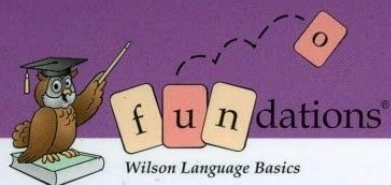
1. hit the ball with the bat (2)

2. this is my left hand (3)

3. the bugg is on the rug (3)

4. i jumped over th wave (3)

5. A fly is on? My leg (3)



Basic Keywords

<p>Aa</p> <p>a - apple - /ă/</p>	<p>Bb</p> <p>b - bat - /b/</p>	<p>Cc</p> <p>c - cat - /k/</p>	<p>Dd</p> <p>d - dog - /d/</p>	<p>Ee</p> <p>e - Ed - /è/</p>	<p>Ff</p> <p>f - fun - /f/</p>	
<p>Gg</p> <p>g - game - /g/</p>	<p>Hh</p> <p>h - hat - /h/</p>	<p>Ii</p> <p>i - itch - /i/</p>	<p>Jj</p> <p>j - jug - /j/</p>	<p>Kk</p> <p>k - kite - /k/</p>	<p>Ll</p> <p>l - lamp - /l/</p>	
<p>Mm</p> <p>m - man - /m/</p>	<p>Nn</p> <p>n - nut - /n/</p>	<p>Oo</p> <p>o - octopus - /ò/</p>	<p>Pp</p> <p>p - pan - /p/</p>	<p>Qu qu</p> <p>qu - queen - /kw/</p>	<p>Rr</p> <p>r - rat - /r/</p>	<p>Ss</p> <p>s - snake - /s/ s - bugs - /z/</p>
<p>Tt</p> <p>t - top - /t/</p>	<p>Uu</p> <p>u - up - /ù/</p>	<p>Vv</p> <p>v - van - /v/</p>	<p>Ww</p> <p>w - wind - /w/</p>	<p>Xx</p> <p>x - fox - /ks/</p>	<p>Yy</p> <p>y - yellow - /y/</p>	<p>Zz</p> <p>z - zebra - /z/</p>
<p>wh</p> <p>wh - whistle - /w/</p>	<p>ch</p> <p>ch - chin - /ch/</p>	<p>sh</p> <p>sh - ship - /sh/</p>	<p>th</p> <p>th - thumb - /th/</p>	<p>ck</p> <p>ck - sock - /k/</p>		

Dear Family:

In Unit 12, Foundations® introduces students to words that have more than one syllable. I need you to encourage your child to **scoop** each syllable when the word is read. For example, scoop the word **napkin** into two syllables like this:

n a p k i n

This is key in teaching a child to break down a word into its parts.

I will be working on **multisyllabic words** for the next three weeks.

Some words will be compound words or words that are made up of two parts. Each part can be a word by itself, for example, in the word "**sunfish**" - **sun** is a word and **fish** is a word.

Then, I shall work with words that have two consonants between the two vowels such as in the word "**magnet**" and words with closed and vowel-consonant-e syllables combined, like "**reptile**."

The spelling procedure used to teach multisyllabic words is very important. (See the next page for these instructions.) Yes, there are several steps, however each is important to help develop the skill of breaking a word down into its parts.

Once again **thank you** for all of your help.

Sincerely,





How to Teach Spelling of Multisyllabic Words

The spelling procedure used to teach **multisyllabic words** is very important. You may want to keep these directions handy while working with your child.

1. Hand your child two blank index cards (or any blank paper).
2. Dictate a word such as **sunfish**.
3. Have your child repeat the word and place a blank index card down for each syllable.
Your child says "**sun**" and puts down one blank card.
Your child says "**fish**" and puts down another blank card.
4. Next, have your child touch the first blank card and spell the first syllable **s - u - n**, then write the syllable saying the letters: "**s - u - n, sun.**"
5. Next, have your child touch the second blank card and spell the second syllable **f - i - s - h**, then write the syllable saying the letters: "**f - i - s - h, fish.**"

Remember to continue reading aloud to your child.

Reading can be hard work for a First Grader. Find some time just to read aloud to your child so that he or she realizes that reading can be for pleasure! Try the books listed below.

Title	Author	Publisher / Date
<i>Charlotte's Web</i>	White, E.B.	HarperCollins; 1974
<i>A Child's Garden of Verses</i>	Stevenson, R.L.	HarperCollins; 2011
<i>Fantastic Mr. Fox</i>	Dahl, R.	Alfred A. Knopf; 1970
<i>Homer Price</i>	McCloskey, R.	Penguin; 1976
<i>Mr. Popper's Penguins</i>	Atwater, R.	Little, Brown Books for Young Readers; 1992
<i>Ramona Quimby, Age 8</i>	Cleary, B.	HarperCollins; 1992
<i>Read-Aloud Rhymes for the Very Young</i>	Prelutsky, J.	Random House Children's Books; 1986



Homework Guide

Review reading and spelling **multisyllabic words** with your child during the next 3 weeks.

Please refer to the directions for the multi-syllabic spelling procedure in the letter.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds in one syllable words. Do not tap trick words (in bold).
3. Have your child name each syllable in two syllable words. Then name and write the first syllable, and name and write the second syllable.
4. Have your child tell you the letters that go with those sounds.
5. Write the letters.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words →	stinging	chunks	tame
On Tuesday Dictate	Current Words →	tomcat	catfish	bathmat
On Wednesday Dictate	Trick Words →	people	month	none
On Thursday Dictate	Sentence →	Beth did not miss the sunset.		

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words →	shellfish	tiptop	sunfish
On Tuesday Dictate	Current Words →	cupcake	inside	fireman
On Wednesday Dictate	Trick Words →	been	own	want
On Thursday Dictate	Sentence →	Did Brad get the little sunfish?		

WEEK 3

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words →	include	athlete	springtime
On Tuesday Dictate	Current Words →	picnic	tonic	plastic
On Wednesday Dictate	Trick Words →	Mr.	Mrs.	friend
On Thursday Dictate	Sentence →	Did Mrs. White panic?		

Name: _____

Date: _____



Do the "Match and Memory Game" Activity

1. Write each syllable below on a blank index card.
2. Turn them over, with the First Syllables in one column and the Last Syllables in another column. **Make sure to change the order of cards in the second column.**
3. Take turns flipping over a card from the First Syllables Column, then selecting one card from the Last Syllables Column to see if you can make a word. If it matches keep the word.
4. Read all matched words.

First Syllable Column

sun
bath
ex
cob
up
ab
den
nap
chip

Last Syllable Column

set
tub
pect
web
set
sent
tist
kin
munk

Name: _____

Date: _____



WEEK 2



Do the "Match Syllables" Activity

Have your child read the syllables on each side of the box. Draw a line to connect the syllables to form real words.

sun	cake
lap	rise
cup	top

pic	ball
mis	nic
soft	take

sun	ic
ath	lete
top	shine

dis	ment
pave	side
in	like

Have your child write the words above and read the words.

Name: _____

Date: _____

WEEK 3



Do the "Read and Divide Words with Two Syllables" Activity

Have your child read the word. Have them scoop each word into syllables, then write the syllables on the lines.

pancake = pan cake reptile = _____

admire = _____ explode = _____

intake = _____ pavement = _____

include = _____ baseball = _____

costume = _____ bedtime = _____

panic = _____ plastic = _____

picnic = _____ topic = _____

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Fundations® **Trick Words**

WEEK 1

people

month

WEEK 2

been

little

WEEK 3

want

Mr.

Mrs.

own

UNIT
12

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

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Mark My Words

Underline digraph

shop bath duck 

Star the bonus letters

ball puff fill kiss 

Box the welded sounds

ball ham fan ring pink 


Underline baseword, circle suffix

bugs hills cans 

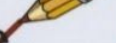

Underline each sound in a blend

flash stump  scrap

Mark closed syllable

căt ělf 
c c

Mark vowel-consonant-e syllable

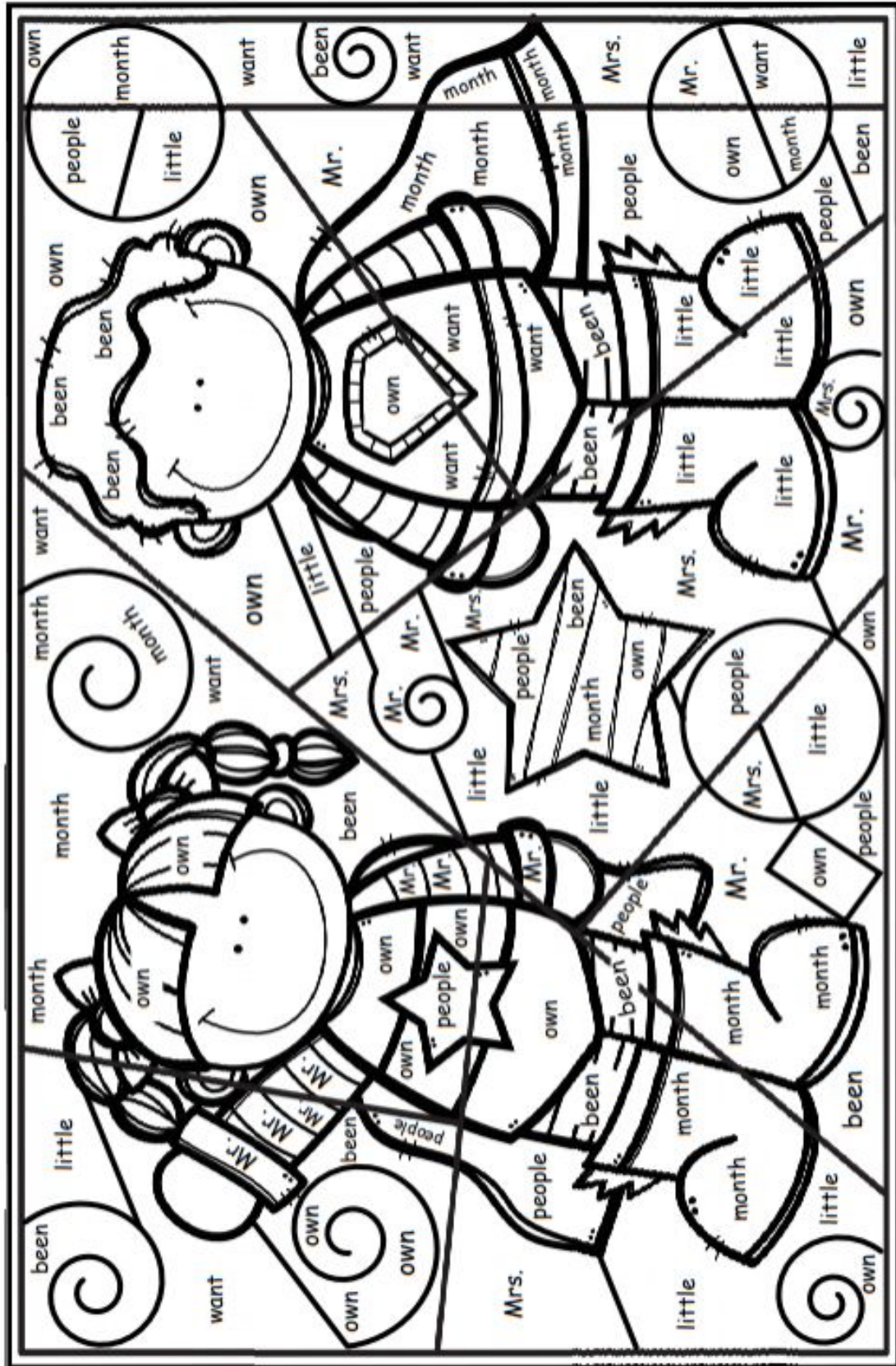
bāke  stōne 
v-e v-e

Unit 12 Trick Words

Name: _____

Use the color-code to color the picture. Finish coloring the picture with colors of your choice.

- person = orange
- month = green
- want = red
- Mr. = purple
- person = brown
- little = blue
- Mr. = pink
- own = yellow




name: _____

R	e	a	D	O
Read a poem to mom or dad.	Listen to mom or dad read a story.	Go to the library with mom or dad and pick out books to read at home.	Read a story and tell mom or dad about the main characters.	Turn out the lights and read a story by flashlight.
Listen to mom or dad tell a story about something they remember about school.	Read a story with mom or dad. Make a connection to a character in the story.	Read a story. Tell mom or dad about the setting.	Select a book. You read a page and mom or dad reads a page. Take turns throughout the book.	Read two pages in a book to mom or dad with great expression!
You read a story. Think of 2 words to describe the story.	Listen to mom or dad make a prediction about a story you are reading.		Read a story together. Decide on a new title for the story.	Read a book with mom or dad. Each tells what they like about the book.
Read a non-fiction story together. Share 2 facts that you learned.	Make up a story when you are riding in the car with mom or dad.	Read a story together. Have mom or dad think of 2 words to describe the story.	Have mom or dad read a newspaper article to you. You tell about the article in your own words.	Read a story by yourself.
Tell mom and dad a prediction about a story before you start to read.	Read a story and tell mom or dad about the main characters.	Read a story. Talk with mom or dad about the illustrations.	Help mom or dad write a grocery list.	Listen to mom or dad tell about something that happened to them. You retell the story in your own words.

Name _____

Match the closed syllables to make a 2 syllable word. Color each syllable of the word the same color and write it in a numbered box. Make sure you use a different color for each word you make!



1. picnic	pic	man
2.	mar	tic
3.	nap	kin
4.	up	lic
5.	in	munk
6.	cab	nap
7.	bas	nic
8.	fran	sult
9.	kid	in
10.	chip	set
11.	pub	ket
12.	pump	kin

I read my words to _____

©2014



Name _____ Date _____

Spelling List - Multisyllabic Words:

2 Closed Syllables

Standard

Unit 12 Week 1

1. upset
2. undid
3. zigzag
4. sunset
5. bedbug
6. suntan
7. Batman
8. pigpen
9. cobweb
10. laptop

BONUS TRICK WORDS

11. people 12. month

Spelling Tic-Tac-Toe

Spelling Scramble

Write your spelling words with the letters scrambled up. Let your partner unscramble the letters and write the word.

dera = read

Bubble Letters

Write your spelling words in bubble letters. After you write your words in bubble letters, color them neatly with a crayon.

read

Rainbow Words

Write each spelling word in pencil. Trace over each word 3 times. Each time you trace, use a different color of crayon.

Pyramid Words

Write each of your spelling words in a pyramid.

r
 r e
 r e a d

Fancy Letters

Write each of your spelling words using fancy letters.

read

Three Times Each

Write your spelling words three times each.

read
 read
 read

Across and Down

Write each spelling word neatly across and down, sharing the beginning letter.

read
 e
 a
 d

Spelling Rhymes

Write each spelling word. Think of a rhyming word for each spelling word. Write the rhyming word next to your spelling word.

read bead

Spelling Shapes

Write each of your spelling words. Then go back and draw a circle around each consonant. Draw a square around each vowel.

(r) [e] [a] (d)

Passage for Week of May 11th-15th

Plants Make Their Own Food

by Kate Paixão



All living things need energy. Energy gives living things strength. Without energy, living things die.

Humans and animals get energy from food. They must find food so their bodies will have energy to live.

Plants are different from humans and animals. Most plants do not have to find food. Instead, they make their own! Plants mix water, gas from the air, and light from the sun. That mixture turns into a kind of sugar inside the plant. The sugar gives plants energy. That energy keeps plants alive.

alive a · live**Definition****adjective**

1. having life; not dead.

Fish need water to stay alive.

2. full of energy.

She felt alive again after her long illness.

3. going on; not ended; active.

Our hopes for an end to the war are still alive.

4. of all those living (used for emphasis).

She is the most beautiful woman alive!

These are some examples of how the word or forms of the word are used:

1. "I just put it on and try to keep his memory **alive** as long as possible."
2. No people were **alive** during that time. Then how do we know so much about dinosaurs?
3. A memorial is something that keeps a memory **alive**. The Lincoln Memorial is a building in Washington, D.C., that honors Lincoln.
4. Instead of burying his troops **alive** with him, which was the tradition, the emperor wanted to spare his soldiers' lives. So, he had artists work for years and years to create the terracotta warriors.

Name: _____ Date: _____

1. What do all living things need?

- A. plants
- B. energy
- C. animals

2. The article contrasts plants with humans and animals.**How are plants different from humans and animals?**

- A. Plants have to find food.
- B. Plants make their own food.
- C. Plants need energy to live.

3. Read these paragraphs from the article:

"All living things need energy. Energy gives living things strength. Without energy, living things die.

Humans and animals get energy from food. They must find food so that their bodies will have energy to live."

What does this information tell us about humans and animals?

- A. Humans and animals eat different kinds of food.
- B. Humans and animals are living things.
- C. Humans sometimes eat animals.

4. What is this article mostly about?

- A. why animals need food and how animals find food for themselves
- B. why humans need food and how humans find food for themselves
- C. why living things need food and how plants make their own food

5. What does a plant make by mixing water, gas, and light?

A plant makes

6. What did you learn from "Plants Make Their Own Food"?

7. Class Discussion Question: Could a plant make food indoors? Support your answer with information from the article.

8. Draw a picture of a plant mixing water, gas from the air, and light from the sun.

How Does Your Plant Grow?



First

Next

Then

Last

Illustrate each step.

--	--	--	--



Ed had a pet dog, Jackson. Jackson was Ed's best friend. They got up at sunrise. Just when Ed was finishing a pancake, Jackson came to him with a ball. Ed put on his jacket and they went out. Jackson and Ed had fun with the ball.

Then, the ball went into a bucket of mud in the sandbox. Jackson did not see it. He dug in the sand, but did not get the ball. It was not there.

Then, the bucket fell over and the ball fell out. The mud fell out too, and it landed on Jackson! He was a mess!

At sunset, Jackson and Ed had a nap. It was a fun day.

Name _____

Story Map



Setting

Characters

Beginning

Middle

End

© Katie Byrns

HELLO MY NAME IS

RAINY DAYS... YAY OR NAY?



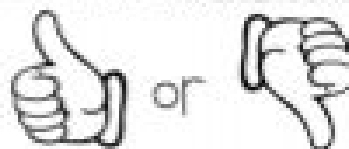
Let's think about this! Draw a picture in each box.

What I like about rainy days...

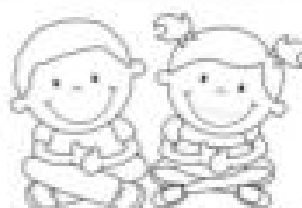
What I don't like about rainy days...



It's time to decide! Do you like rainy days?
Give reasons for your opinion below.






Share your opinion! Find a friend who has a
DIFFERENT opinion and share your work.



Name _____

SEQUENCING

HOW-TO FLY A KITE

Directions: Cut  and glue  the how-to pictures in order that they would happen. Write a sentence  to match each picture.

Glue here

FIRST

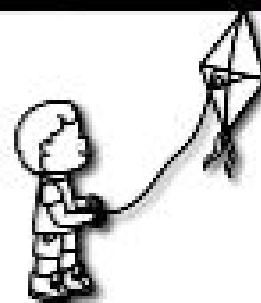
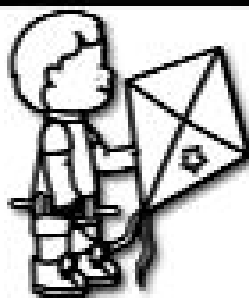
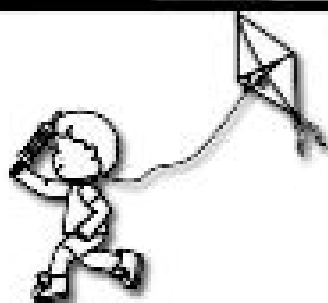
Glue here

NEXT

Glue here

LAST

©2007 Mamma with a teaching mission



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TOPIC

14

Reason with Shapes and Their Attributes

Essential Question: How can you define shapes and compose new shapes?

Materials can be made into shapes that help do a job.

Bricks are rectangular prisms. They stack to make buildings!

Wow! Let's do this project and learn more.



Digital Resources



Math and Science Project: Use Shapes to Build

Find Out Talk to friends and relatives about everyday objects that have special shapes. Discuss how the shape is important for its use.

Journal: Make a Book Show what you found out.

In your book, also:

- Draw different buildings using circles, squares, rectangles, cylinders, and rectangular prisms.
- In your drawings, show how shapes can be put together to make new shapes.

Name _____

☆ ☆ Review What You Know ☆ ☆

🗨️ Vocabulary

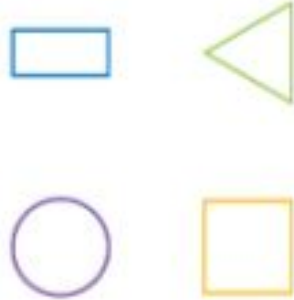
1. Scott sorted these shapes. Put an X on the one that does not belong.



2. Circle the object that is a **different** shape.



3. Circle the **square**.



Same and Different

4. Draw a shape that is the same as the one below.



5. Draw a shape that is different from the one below.



Count by 1s

6. Write the missing numbers.

1, _____, 3, 4, _____



My Word Cards

Study the words on the front of the card.
Complete the activity on the back.

2-D shapes



circle



rectangle

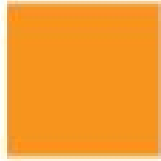


square



triangle

side



vertex/vertices



3-D shapes



cone



cylinder



sphere



cube



rectangular prism

flat surfaces



edges



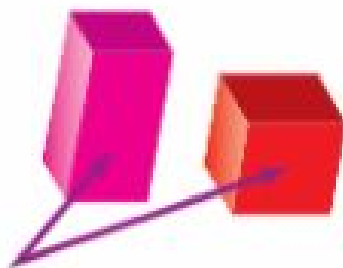
***Blank Page**

My Word Cards

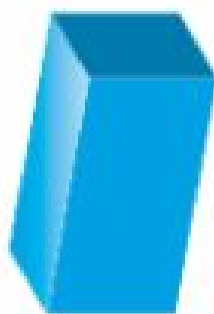
Study the words on the front of the card.

Complete the activity on the back.

faces



rectangular prism

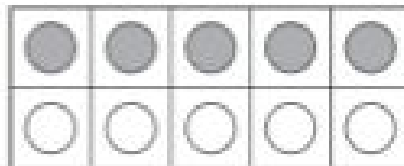


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Name _____

 Daily Common
 Core Review
14-1

1. Jake draws 5 counters.
 Then he draws 5 more.
 Which addition fact shows
 how many counters in all?



- Ⓐ $5 + 10 = 15$
 Ⓑ $5 + 5 = 10$
 Ⓒ $5 + 0 = 5$
 Ⓓ $5 - 5 = 0$
2. Allie has the same number of blue beads
 and red beads. Which equation shows the
 number of beads Allie could have?

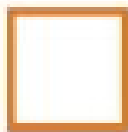
- Ⓐ $6 + 9 = 15$
 Ⓑ $7 + 8 = 15$
 Ⓒ $8 + 8 = 16$
 Ⓓ $10 + 5 = 15$
3. Malia eats dinner at 6:00. She starts
 cooking dinner 30 minutes earlier.
 What time does she start cooking dinner?
 Draw the hands on the clock face
 and write the time.



Name _____



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?



Square



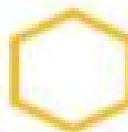
Circle



Triangle



Rectangle



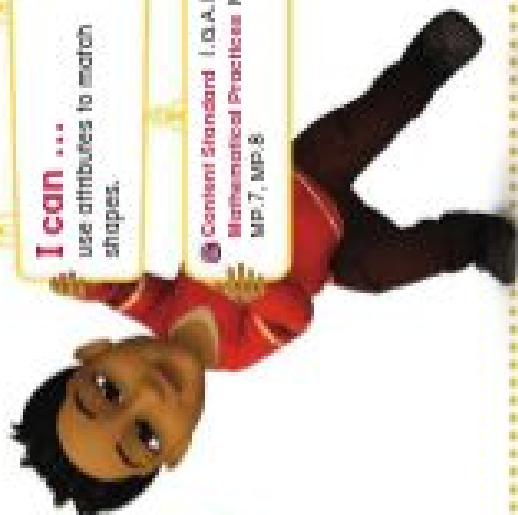
Hexagon

Lesson 14-1

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

I can ...
use attributes to match shapes.

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

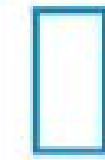




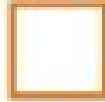
triangle



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.

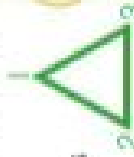


3 straight sides



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.

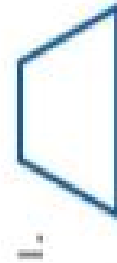
This is not a triangle. It is not a closed shape with 3 sides.



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.



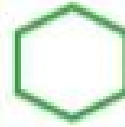
1.

How many straight sides? 4
Closed? Yes



2.

How many vertices? _____
Closed? _____



3.

How many straight sides? _____
Closed? _____

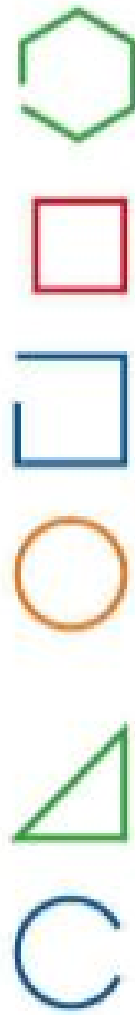
Name _____



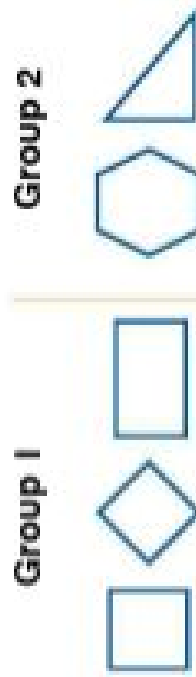
Independent Practice ☆ Draw each shape.

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.

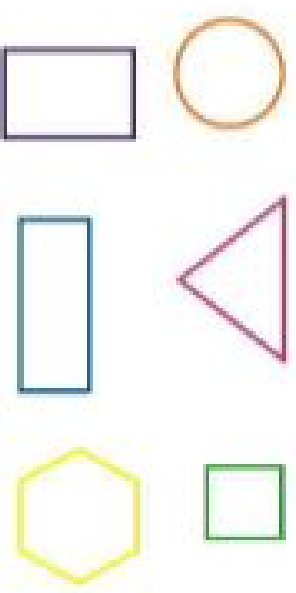


8. **Higher Order Thinking** Look at the shapes in each group. Explain how the shapes are sorted.



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.

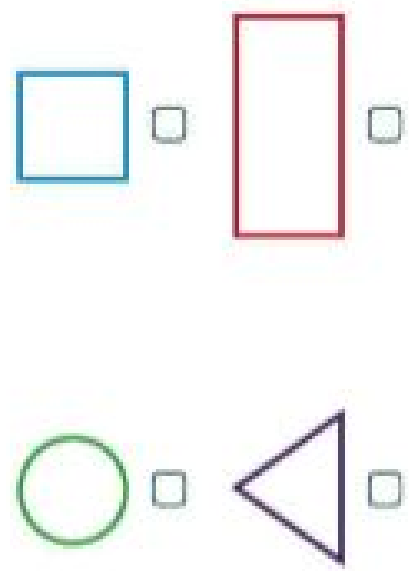


10. **MP.6 Be Precise** Circle 3 shapes that do **NOT** have any vertices.



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 _____

Daily Common
Core Review
14-2

1. Which string of yarn is longest?



2. Diego begins reading at the time shown on the clock.
He reads for 30 minutes. What time does Diego stop reading?

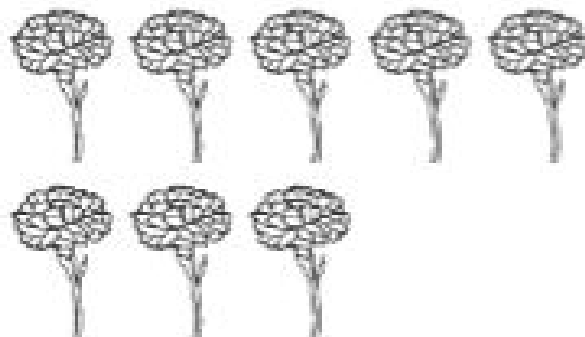


- (A) 4:00 (C) 3:00
(B) 3:30 (D) 2:30

3. Write a subtraction equation to match the problem.

Amy has 8 flowers. She gives away 3 flowers.

How many flowers does she still have?



$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

Name _____



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



Lesson 14-2

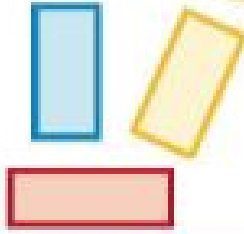
Defining and Non-Defining Attributes of 2-D Shapes

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

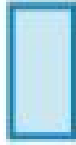
Content Standard | G.G.A.1
Mathematical Practices | MP.3
MP.5, MP.8



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.

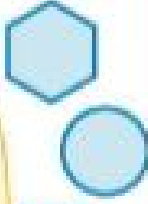


This is a closed shape. It has 4 vertices and 2 pairs of sides that are the same length. This shape is a rectangle.

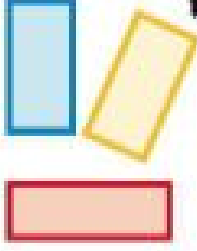


Shapes are not defined by color.

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



Shapes are not defined by size or position.



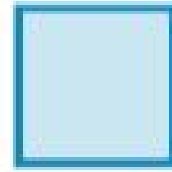
These are all rectangles!

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.

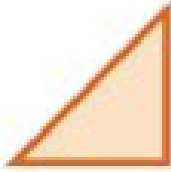


1. All squares:
 - are blue.
 - have 4 equal sides.
 - are closed shapes.
 - are small.

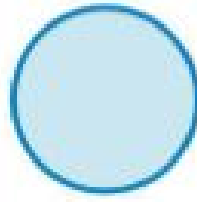


Name _____

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.



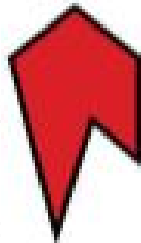
Math Practices and Problem Solving Solve each problem below.

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

TOPIC
15

Equal Shares of Circles and Rectangles

Essential Question: What are some different names for equal shares?

A wheel is a perfect circle.

Wheels help us move people and things much more easily than we could otherwise.

Wow!
Let's do this project and learn more.



Digital Resources



Math and Science Project: Wheels and Shapes

Find Out Talk to friends and relatives about different objects that have wheels. Ask them how they use wheels in their everyday lives.

Journal: Make a Book Show what you found out.

In your book, also:

- Draw pictures of different objects that have wheels. Describe the shapes you see. How could you divide the shapes into equal shares?
- Tell how wheels are used to move people or things.

Name _____

☆ ☆ ☆ Review What You Know

Vocabulary

1. Put an X on the **circle**.



2. Draw a **rectangle**.

3. Draw the hands on the clock to show a time to the **half hour**.



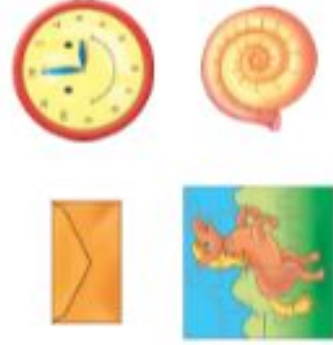
Different Kinds of Rectangles

4. Color all the rectangles.

Then draw an X on the rectangle that is a square.



5. How many rectangles do you see?



_____ rectangles

What's the Time?

6. Cody gets home at 4:00. He eats a snack a half hour later. Draw the hour and minute hands on the clock to show at what time Cody eats a snack.

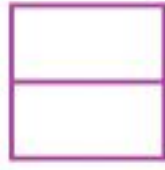




My Word Cards
 Study the words on the front of the card.
 Complete the activity on the back.

equal shares

There are 2 **equal shares**.



halves

The circle is divided into **halves**.



fourths

The square is divided into **fourths**.



quarters

The circle is divided into **quarters**, another word for fourths.



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Name _____

Daily Common
Core Review
15-1

1. Keisha has 8 flowers. She gives 3 flowers to her mother. How many flowers does Keisha have now?

Which subtraction equation matches the story?

- (A) $8 - 3 = 5$
(B) $8 - 4 = 4$
(C) $6 - 3 = 3$
(D) $6 - 4 = 2$
2. Which sentences about cones are true?
Choose all that apply.

- All cones have 1 vertex.
 All cones have 12 edges.
 All cones have 1 flat surface.
 All cones are red.

3. Danielle has 37 beads.
She gives 10 beads to Curt.
How many beads does Danielle have now?
Write and solve the equation for this story.

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

 beads

Name _____



Draw a line inside the blue circle to show 2 parts that are the same size.

Draw a line inside the yellow circle to show 2 parts that are **NOT** the same size.



Lesson 15-1 Make Equal Shares

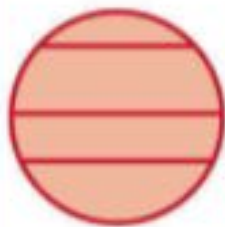
I can ...
determine if shapes are divided into equal shares.

Content Standard 1.G.A.3
Mathematical Practices MP.1,
MP.4, MP.6, MP.7





Shapes can be divided into parts, or shares. Sometimes the shares are equal.



Sometimes the shares are not equal.

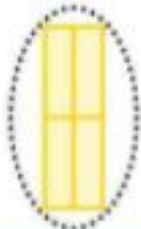


Which shows 2 equal shares?

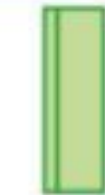


2 equal shares

Which shows 4 equal shares?



4 equal shares



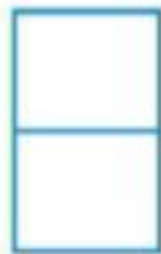
Do You Understand?

Show Me! Is this shape divided into equal shares? Explain how you know.



☆ **Guided Practice** Decide if each picture shows equal shares. Then circle **Yes** or **No**.

1.



Yes No

2.



Yes No

3.



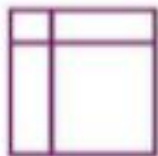
Yes No

4.



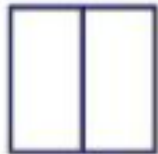
Yes No

5.



Yes No


6.




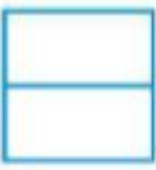
Yes No


Name _____

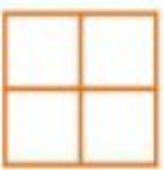
Independent Practice Write the number of equal shares in each shape. If the shares are **NOT** equal, write 0.


7.  _____ equal shares


8.  _____ equal shares


9.  _____ equal shares

10.  _____ equal shares

11.  _____ equal shares

12.  _____ equal shares

13.  _____ equal shares

14.  _____ equal shares

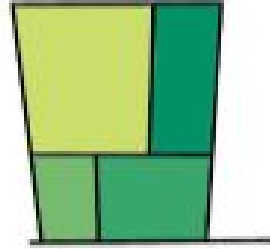
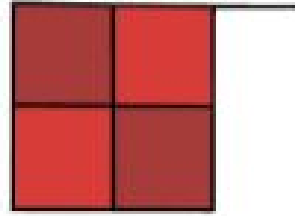
15. Higher Order Thinking Draw a square, a circle, or a rectangle. Divide your shape into equal shares. Then write the number of equal shares in your shape.

_____ equal shares

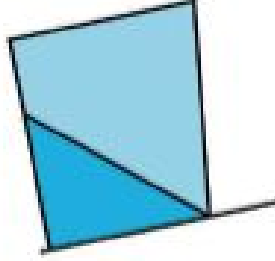
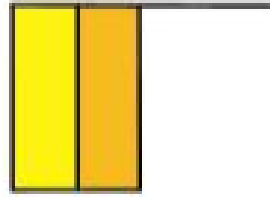
Math Practices and Problem Solving

Solve each problem below.

16. **MP.6 Be Precise** Matt makes a flag with 4 equal shares. Which flag did he make? Circle the correct flag.



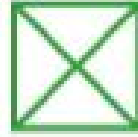
17. **MP.6 Be Precise** Ruth picks a flag with equal shares. Which flag did she pick? Circle the correct flag.



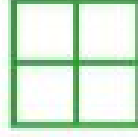
18. **Higher Order Thinking** 4 students share a pizza. Each pizza slice is the same size. Draw a picture of the pizza the students shared.



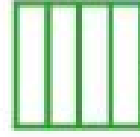
19. **Assessment** Which square does NOT show 4 equal shares?



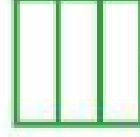
(A)



(B)



(C)



(D)

ADDITION

$6+2=$

$3+5=$

$2+4=$

$1+2=$

$2+5=$

$7+2=$

$4+3=$

$6+0=$

$1+8=$

$9+1=$

$3+4=$

$5+2=$

$0+0=$

$6+4=$

$3+3=$

$2+3=$

$8+2=$

$10+0=$

$7+3=$

$4+5=$

$3+1=$

$4+4=$

$5+5=$

$2+2=$

$1+1=$

$2+8=$

$2+7=$

$1+5=$

$2+6=$

$4+2=$

www.worksheetfun.com

Addition				
$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$

www.worksheetfun.com

Subtraction

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

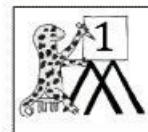
$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

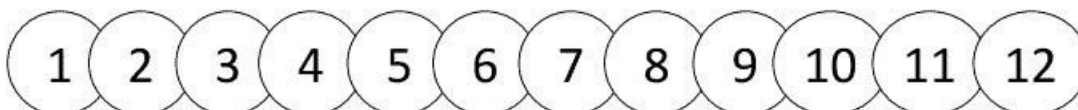
www.worksheetfun.com

Name _____

Date _____



SUBTRACTION – UP TO 12 SHEET 1



1) $3 - 2 =$ _____

11) $9 - 3 =$ _____

2) $5 - 1 =$ _____

12) $7 - 4 =$ _____

3) $8 - 0 =$ _____

13) $11 - 2 =$ _____

4) $4 - 1 =$ _____

14) $8 - 4 =$ _____

5) $5 - 2 =$ _____

15) $5 - 5 =$ _____

6) $6 - 3 =$ _____

16) $7 - 5 =$ _____

7) $9 - 2 =$ _____

17) $8 - 5 =$ _____

8) $10 - 1 =$ _____

18) $12 - 3 =$ _____

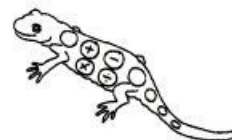
9) $5 - 4 =$ _____

19) $7 - 7 =$ _____

10) $8 - 2 =$ _____

20) $8 - 7 =$ _____

Key question: what happens when you take away the number you start with (e.g. $5 - 5$, $7 - 7$)?

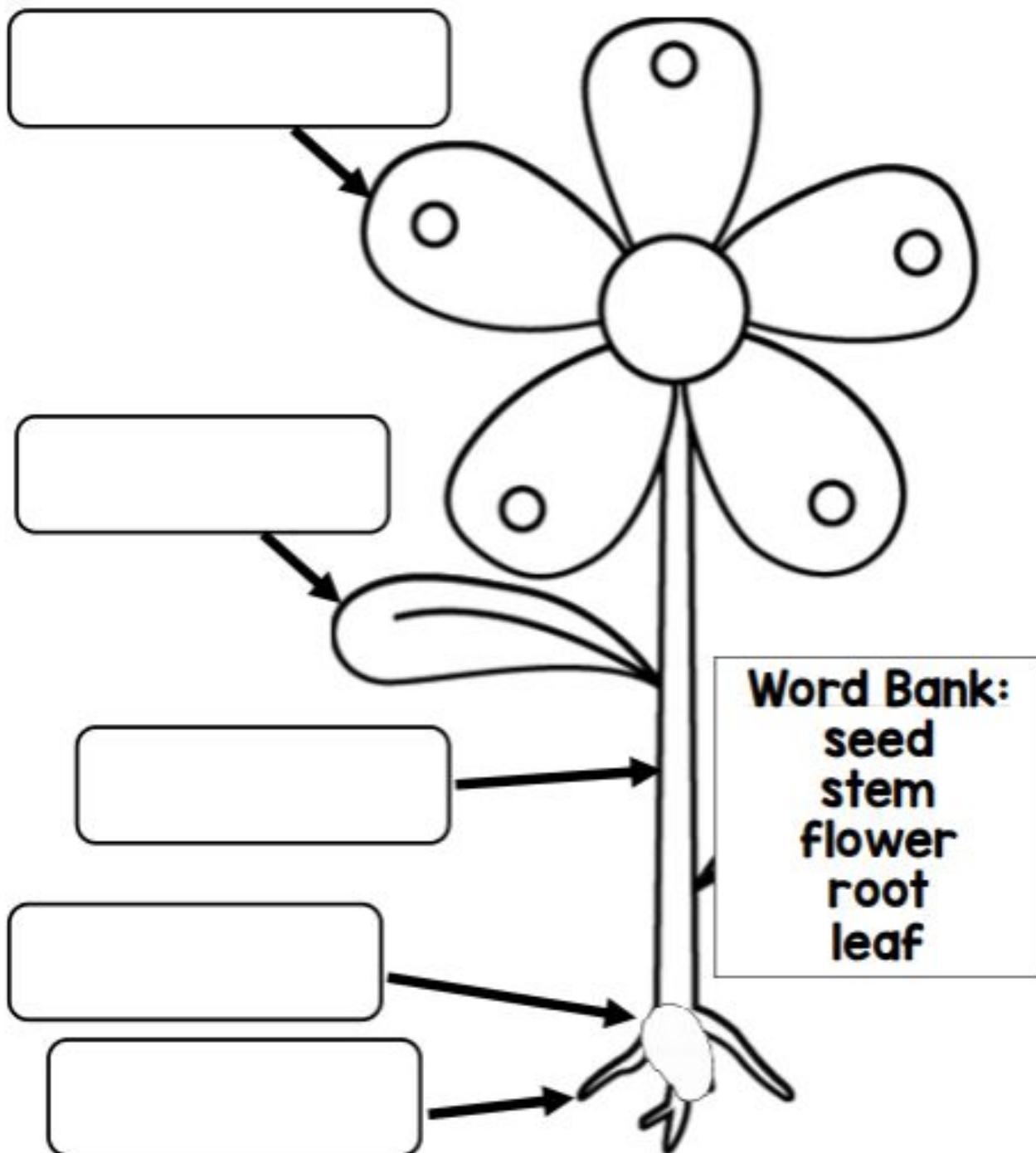


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Name: _____

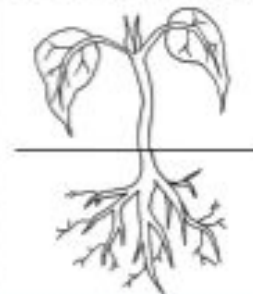
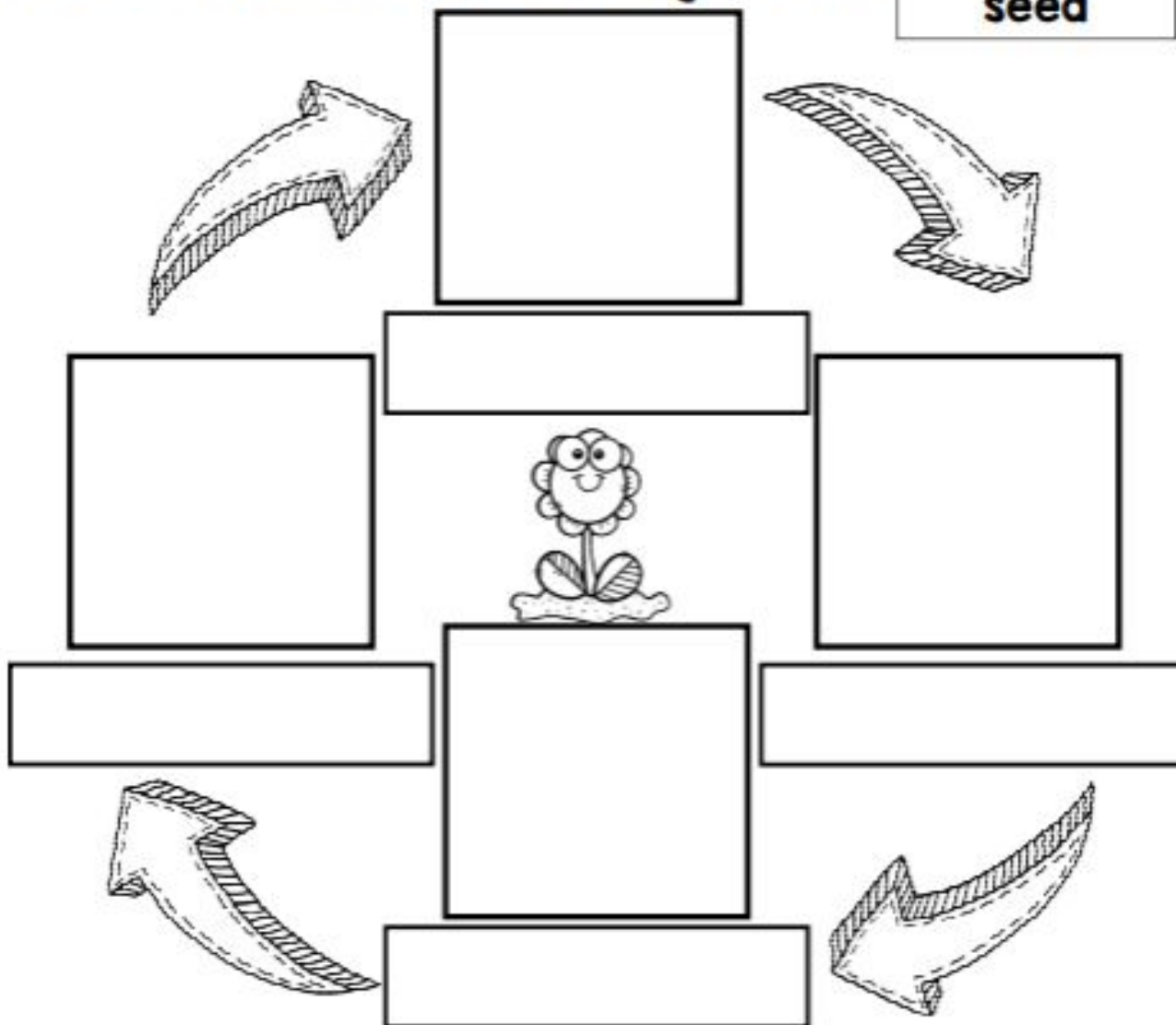
Parts of a Plant



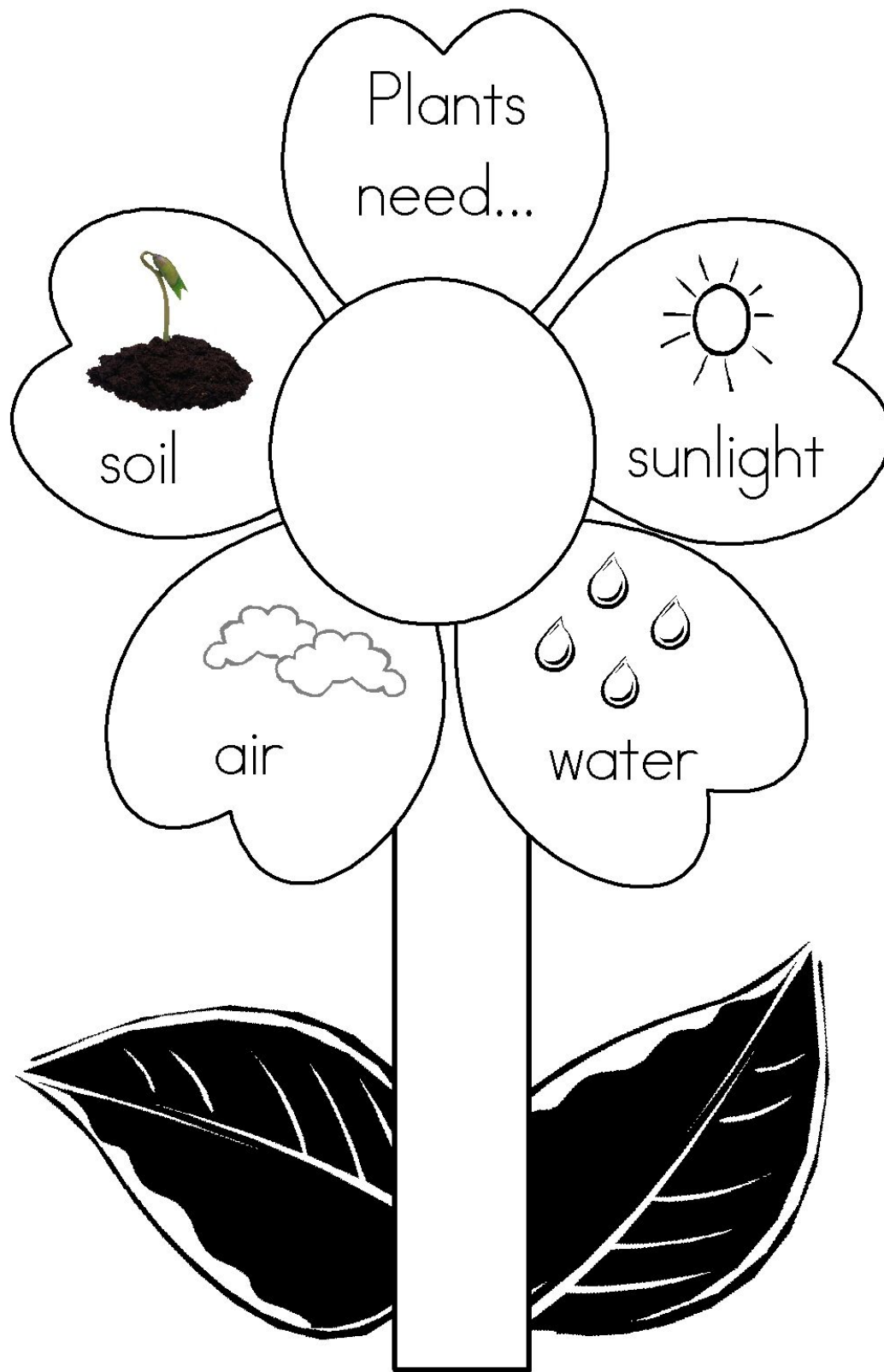
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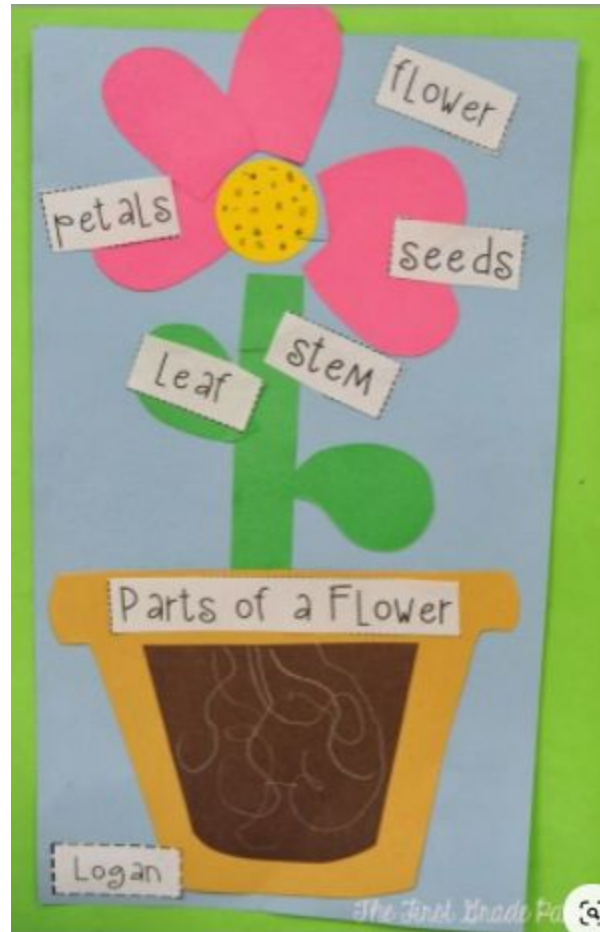
Plant Life Cycle

Word Bank:
 sprout
 flower
 plant
 seed



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Art Project: *Make and label a flower*