

1st Grade

April 27 - May 1



All About Money

by ReadWorks



Money can be coins. Money can also be paper. People use money to buy things. That is called spending.

People don't spend all their money at the same time. They keep some for another time. That is called saving.

Many people keep their money at a bank. A bank is a place that keeps money safe.

Here are some names for money in the United States:

- A penny equals one cent.
- A nickel equals five cents.
- A dime equals 10 cents.
- A quarter equals 25 cents.
- A half-dollar equals 50 cents.
- One dollar equals 100 cents.

Name: _____ Date: _____

1. What can money be?

- A. coins only
- B. paper only
- C. coins and paper

2. This passage describes money. What two things do people do with money?

- A. spend it and save it
- B. hide it and throw it away
- C. give it away and save it

3. Banks make sure that your money is not lost or stolen. What part of the passage tells us that this is true?

- A. "People don't spend all their money at the same time."
- B. "Many people keep their money at a bank."
- C. "A bank is a place that keeps money safe."

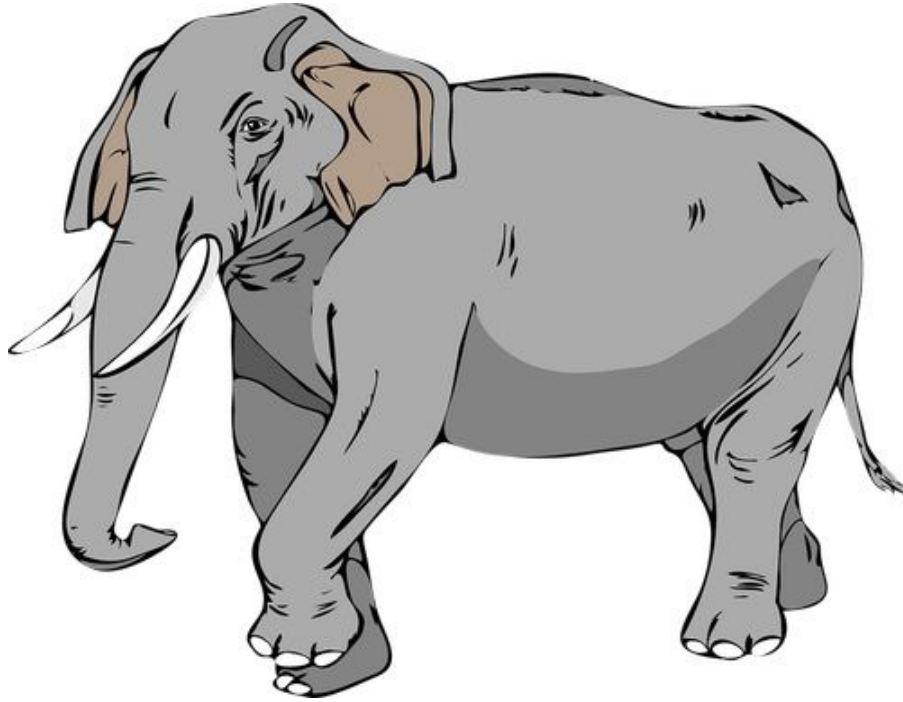
4. What is "All About Money" mainly about?

- A. food
- B. money
- C. coins

5. How many cents does a quarter equal?
6. What did you learn from "All About Money"?
7. **Class Discussion Question:** Explain what saving means and why people save their money.
8. Draw some money.

An Elephant's Excellent Trunk

by ReadWorks



Everything about an elephant is big. It has big ears. It has big eyes and big tusks. It can weigh as much as a school bus!

An elephant also has a long trunk. It uses its trunk to breathe and to smell. It uses its trunk to find leaves and fruits to eat. An elephant can shower itself with its trunk. It sucks up water and sprays its back.

A mother elephant can hold her baby close with her trunk. She can even use her trunk to help lift her baby or move it away from trouble. For example, she might use her trunk to save her baby from getting stuck in mud!

Name: _____ Date: _____

1. What elephant body part is most of this passage about?

- A. ears
- B. trunk
- C. eyes

2. How are elephants described at the beginning of this passage?

- A. Everything about an elephant is big.
- B. Elephants are small animals.
- C. Some elephants live in a zoo.

3. What is an elephant doing when an elephant sucks up water and sprays its back?

- A. showering or cleaning itself
- B. drinking
- C. cooling itself off

4. What is "An Elephant's Excellent Trunk" mostly about?

- A. an elephant's body parts
- B. what elephants can do with their trunks
- C. how an elephant washes itself

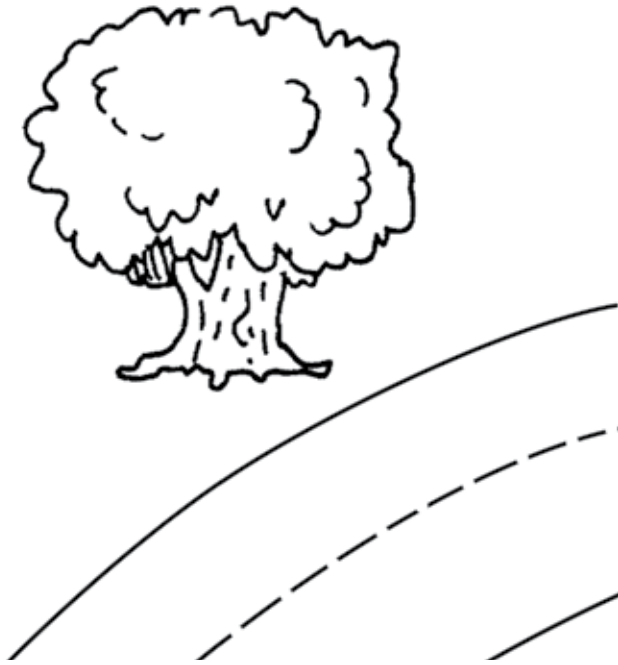
5. What can an elephant use its trunk for?

6. What did you learn from "An Elephant's Excellent Trunk"?

7. Class Discussion Question: Discuss as a class all of the things that elephants can do with their trunk. Then discuss which body parts you use to do the same things. For example, an elephant uses its trunk to breathe and smell. We use our nose (and mouth) to breathe and smell. As a challenge, try to decide what human body part an elephant trunk is most similar to. Be sure to support your idea with information from the text.

8. Draw a picture of an elephant using its trunk.

Name _____



Pete's Street

We can see a big tree on Pete's street.

We can hear a sweet tune—peep, peep.

We can hear bees—buzz, buzz.

We can keep a log of what we see each day.

★ACTIVITY★

Write about what you see on your street.

Name _____



Row and Float!

“Let’s go row a boat today,” said Dad to Flo.

“Show me the way to row!” said Flo.

Dad and Flo float on a boat in the lake.

“Someday I will own a boat!” said Flo.

★ACTIVITY★

Make a list of
words that rhyme
with *boat*.

Name _____



Show Me

“I like to sing,” said Jo.

“Show me, Jo,” said Moe.

“No, I can not,” said Jo.

“Go on,” said Moe, “You can sing.”

“Row, row, row your boat!” sang Jo.

★ACTIVITY★

Write words to a song. Use three words that have a long-o sound.

Unit 4 Writing Prompts

Week 1:

Write about how animals' bodies help them. For example, frogs' legs help them jump. Write 3 complete sentences about different animal body parts that help them. Remember to begin with a capital letter and end with a period. Don't forget finger spaces.

Week 2:

Write about how animals help each other. For example, penguins huddle together to stay warm. Write 3 complete sentences about how different animals help each other. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Week 3:

Write about how animals survive in nature. For example, squirrels gather nuts to eat during the winter. Write 3 complete sentences about what animals do to survive. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

Week 4:

Write about what we know about insects. For example, caterpillars become butterflies. Write 3 complete sentences about insects. Use transition words like first, next, then, last. Remember to begin each sentence with a capital letter and end with a period. Don't forget finger spaces.

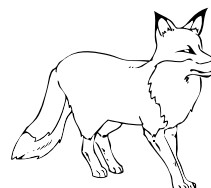
Week 5:

Write about how animals help people. For example, chickens lay eggs to help provide food for people. Here is a sample paragraph starter: Animals help people in many ways. First, ____, Next, ____. Then, ____, Last, ____. Write with complete sentences, proper capitalization, and punctuation. Don't forget your finger spaces.

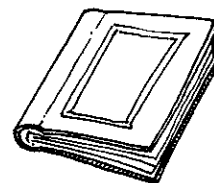
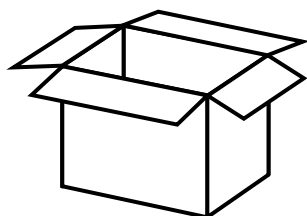
Name _____

Listen to the sounds your teacher says. Blend the sounds together. Circle the picture that goes with the word you made.

1.



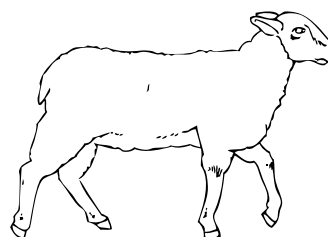
2.



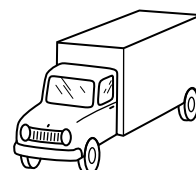
3.



4.








5.



Teacher Directions: Model item 1 by saying /f/ /o/ /ks/. I will blend the sounds to make a word: /fffooksss/, fox. Guide children to circle the picture of the fox for item 1. For items 2-5, say the following sounds. Have students blend the sounds to say each word. Then have them circle the picture that shows it. 2. /b/ /û/ /k/; 3. /b/ /r/ /e/ /d/; 4. /sh/ /ē/ /p/; 5. /t/ /r/ /ē/.

Name _____

Say the name of each picture. Count the sounds in each word. Then draw an X in one box for each sound.

1. 					
2. 					
3. 					
4. 					
5. 					

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Teacher Directions: 1. Model: *I can say the sounds in the word skunk. The word skunk has five sounds: /s/ /k/ /u/ /n/ /k/. Say the sounds with me: /s/ /k/ /u/ /n/ /k/.*

Name _____

The long **e** sound can be spelled with the letters **e** as in **be**, **ee** as in **keep**, **ea** as in **eat**, and **ie** as in **thief**.

Read the words in the box. Write the words from the box that have the same vowel sound and spelling.

she sleep each deep shield seat me chief

1. field



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

2. eat



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

3. cheese



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

4. he



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

Name _____

A. Read the word. Draw a line under the letters that make the long e sound. Write the letters on the line. Circle the matching picture.

1. s h e e t



2. t e a m



3. t r e e



4. s h i e l d



B. Add one letter to make a new word with the long e sound. Then write the word.

1. red _____

2. step _____

Name _____

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

1.

1. me

2.

2. feed

3.

3. seat

4.

4. we

5.

5. keep

6.

6. beak

High-Frequency
Words

7.

7. other



8.

8. because

Name _____

A. Read the words in the box. Then sort the words.

beak feed keep me seat we

[illegible]

B. Think of words that have the same spellings. Add them to the chart.

Name _____

A. Read the words in the box. Then sort the words.

eat feet keep me sea we

Words with <u>ee</u>	Words with <u>e</u>	Words with <u>ea</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

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B. Think of words that have the same spellings. Add them to the chart.

Name _____

A. Read the words in the box. Then sort the words.

beak feed keep me seat she speed we

Words with <u>ee</u>	Words with <u>e</u>	Words with <u>ea</u>
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____
_____	_____	_____
-----	-----	-----
_____	_____	_____

B. Add new words with the same spellings to the chart.

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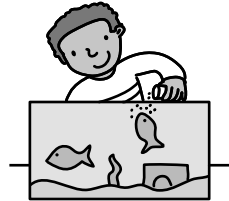
Name _____

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

feed

fead

1.



beak

beek

2.



chese

cheese

3.



rain

rayn

4.



snale

snail

5.



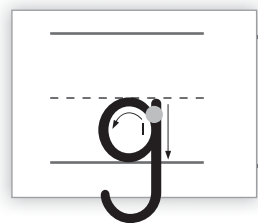
Name _____

Trace and write **G** and **g**. Then copy the sentence. Make sure to leave spaces between words. Write neatly.



G G G G G G

G G G



g g g g g g g g g

g g g

Gail gave me grapes.

Name _____

A **prefix** is a word part you can add to the beginning of a word to change its meaning.

The prefix **re-** means **again**.

The prefix **pre-** means **before**.

The prefix **un-** means **not** or **the opposite of**.

redo

precook

unsafe

A. Match each sentence to a word with a prefix.

- | | |
|--|------------|
| 1. She is <u>not</u> happy. | a. unhappy |
| 2. Pat will <u>read</u> the book <u>again</u> . | b. premade |
| 3. The room is <u>not</u> clean. | c. reread |
| 4. I will <u>use</u> the bag <u>again</u> . | d. unclean |
| 5. I <u>made</u> the crust <u>before</u> I baked it. | e. reuse |

B. Write a sentence using a word with a prefix.

Name _____

A. Write a new word with a prefix to match the words.**Read the word.****1. cook before**

2. heat again

3. not freeze

B. Use one of the words you wrote above to write a new sentence.

Name _____

A. Read and spell each word in the box. Use the words in the box to complete each sentence.

into blue or small other because

1. Do you want this one _____ that one?



2. I put on a hat _____ it is cold.



3. The animal is very _____ .



4. We walk _____ the school.



5. The flag is red, white, and _____ .



6. I will eat the _____ apple.



Name _____

A. Read each clue. Look at each picture. Then write a word from the box next to the clue it goes with.

danger partner

1. The cat is not safe. _____



2. We worked together. _____



B. Use one of the words in the box to write a sentence.

special splendid

Name _____

Context clues are words that help you figure out the meaning of a new word. When you see a new word, look for words you know to help you.

Use context clues to figure out the meaning of the word in **bold**. Fill in the correct circle.

1. The lions sit and **relax** on the grass.

☐ rest

☐ run



2. Lee **enjoys** seeing the lions. He has a fun time.

☐ likes

☐ looks



3. The **timid** lion hid behind his mother.

☐ shy

☐ happy



Name _____

The verbs **has** and **have** mean “to own something.”
We use **has** to tell about one person, place, or thing.

Clay **has** a pet.

We use **have** to tell about more than one person, place or thing.

We also use **have** with the words **I** and **you**.

Jan and Tim **have** pet fish.

I **have** a dog.

You **have** a cat.

Circle the verb that belongs in the sentence.

1. Nick (has, have) a big dog.
2. Mike and Cal (has, have) small dogs.
3. Kim (has, have) many pretty fish.
4. I (has, have) water for the pets.
5. Zack and Lin (has, have) some cats.
6. We (has, have) a lot of fun on Pet Day.



Name _____

A. Read the draft model. Find the errors.**Draft Model**

James has a smal book about ants.

I has a book abowt fish.

We has fun reeding!

B. Revise the draft. Use the words has and have correctly. Make sure to spell words with long e correctly.

Connect to Writing

C. Look in your writer's notebook. Make sure you used has and have correctly.

Name _____

Every sentence begins with a capital letter.

Every sentence ends with a period, question mark, or exclamation mark.

Example: **We** call my new cat Puff.

Write each sentence correctly.

1. what does Nan have

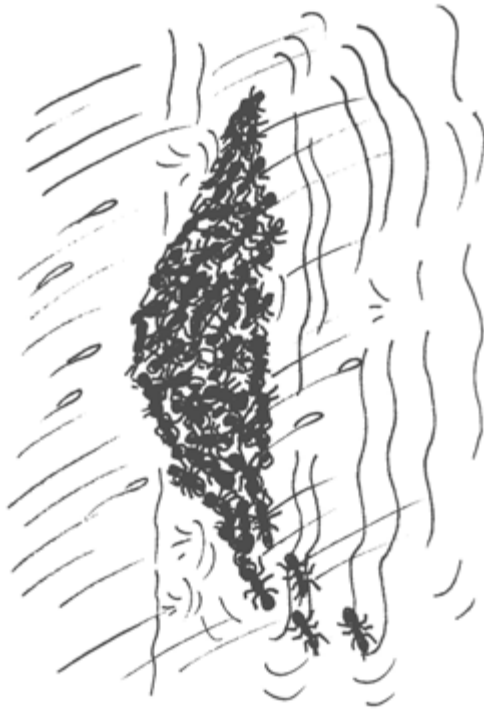
2. that chick has a small beak



3. it is fun to feed the animals

4. will the hens eat the grain

Ants Can Help



The raft keeps the ants safe! They can wait for the rain to stop. They may reach land. They are a good team!

Connect to Community: Have children talk to a family member about other animals or insects they know that work together.

4



It is raining a lot. There is water all around. How can little ants stay safe?

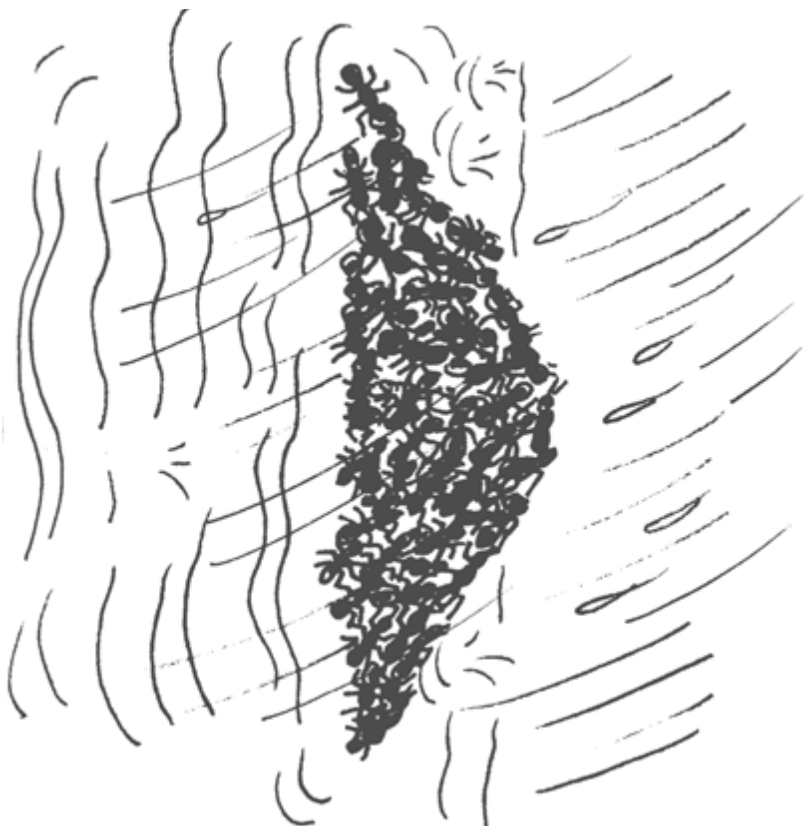
Teacher Directions: Have children establish a purpose for reading the take-home story.

1



Some ants help each other. They work as a team. They get in a circle. Then they weave their legs together.

②



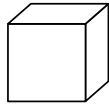
They make a raft. It is a raft of ants. The ants can stay on top of the water this way.

③

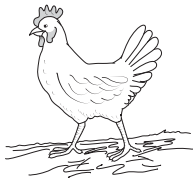
Name _____

Look at each picture. Say the name of each picture out loud. Say the middle sounds. Circle the picture whose name has a different middle sound.

1.



2.



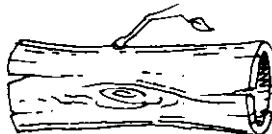
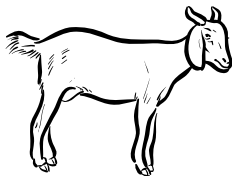
3.



4.



5.



Teacher Directions: Model item 1 by saying *cube*, *cub*, and *run*. Repeat, stressing the difference between the long and short vowel sounds: /ū/ and /u/. Say: *The words cub and run have the same short u vowel sound: /u/. Cube has the long u vowel sound /ū/.* Guide children to circle the picture whose name has a different middle sound: cube.

Name _____

Listen to the sounds your teacher says. Blend the sounds together. Draw a picture of the word you made.

1.	2.
3.	4.

Teacher Directions: Model item 1 by saying /b/ /ī/ /k/. *Listen as I blend these sounds together: /bīīk/, bike.* Model drawing a bike in the first box and have children copy. For items 2–4, have children listen to the sounds and blend them to form a word. 2. Say: /t/ /ē/ /th/; 3. Say: /t/ /r/ /ā/ /n/; 4. Say: /b/ /ō/ /t/.

Name _____

The letters o, oa, ow, and oe can make the long o sound.

gocoallowdoe

tow both hoe coat hold toe glow road

Read the words below. Write the words from the box that have the same vowel spelling.

1. boat



2. cold



3. doe



4. crow



Name _____

A. Read the words in the box. Use the words to complete the sentences.

coat

show

boat

row

toe

go

1. Put on your _____.



2. We can _____ fast.



3. They put on a _____.

**B. Add one letter to make a new word with one of the long o sounds above. Then write the word.**

1. cost _____

2. got _____

Name _____

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

1.

1. low

2.

2. boat

3.

3. no

4.

4. row

5.

5. oat

6.

6. toe

7.

7. over

8.

8. more

High-Frequency
Words



Name _____

A. Read the words in the box. Then sort the words.

boat low no oat row toe

Words with <u>ow</u>	Words with <u>o</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Words with <u>oe</u>	Words with <u>oa</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Think of new words to add to the chart.

A. Read the words in the box. Then sort the words.

go low no oat row toe

Words with <u>ow</u>	Words with <u>o</u>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Words with <u>oe</u>	Words with <u>oa</u>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

boat flow coat low no row toe snowman

[illegible]

282B Grade 1 • Unit 4 • Week 3

Name _____

low

boat

no

row

oat

toe

we

keep

over

more

A. Read and spell the words in the box. Then circle the word in each row that is spelled correctly.

1. kepe keepe keep

2. over our ovr

3. moore more mor

4. wie we wea

B. Write the words from the box that rhyme with grow.

5. _____

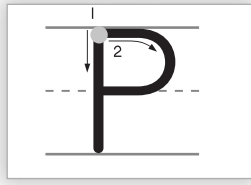
6. _____

7. _____

8. _____

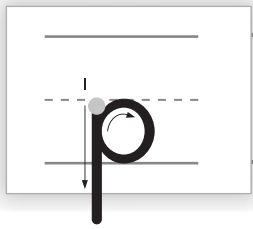
Name _____

Trace and write **P** and **p**. Copy the sentence. Make sure to leave spaces between words. Write neatly.



P P P P P P

P P P



p p p p p p p p

p p p

Peggy pets the pup.

Name _____

An **open syllable** is a syllable that ends in a vowel. It has a long vowel sound.

ro/botho/tel

Read each word. Draw a line between the syllables in each word. Write the word that has an open syllable.

1. magnet locate

2. retell escape

3. begin picnic

4. inside silent

5. sunset beneath

Name _____

A. Read the sentences out loud. Then, circle the word in each sentence that has an open syllable.

1. Lissy is going to look for toys.
2. She begins looking in the toy chest.
3. She will donate the toys and help!

B. Circle the word in each group with an open syllable.

4. moment mitten rabbit

5. picnic napkin silent

C. Use one of the words you circled above to write a new sentence.

Name _____

A. Read the words in the box out loud. Write the word from the box that completes each sentence.

find food more over start warm

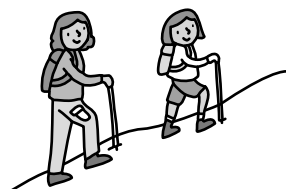
1. Give Spot some _____ .



2. I will _____ my coat.



3. We hike _____ the hill.



4. It is _____ in the sun.



5. Jen has _____ books.



6. _____ the bus so we can go!



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Name _____

You can use the words **seek** and **search** to tell about looking for something.

Use **search** to tell about looking for something in a place.

Use **seek** to tell about looking for something you want.

A. Circle and write the word that completes the sentence.

1. Kim has to _____ the closet for her coat.

search seek

2. The crow must _____ out food.

search seek

B. Write a sentence using one of the words in the box.

danger partner

Name _____

A **word category** is a group of words that are alike in some way.

Word Category: **Things People Do**
learn, eat, sleep, play



A. Write a new word to fit each category.

1. Things People Eat: bread, fruit, _____

2. Things in Nature: trees, leaves, _____

B. Write a category that tells how the words are alike.

Word Category:



3. wings, beak, legs, feet



4. dogs, cats, birds, fish

Name _____

The words **go** and **do** are action verbs.

Use **go** and **do** to tell what is happening now.

Use **went** and **did** to tell what has already happened.

Present**Past**

Today I **go** see Gram.

He **went** to a play last week.

We **do** our work now.

They **did** have fun last night.

A. Write the verb that tells about the present.

1. Animals _____ a lot of work to find food.

2. Other animals _____ in a cave to sleep.

B. Write the verb that tells about the past.

3. The ducks _____ to a less cold place.

4. They _____ not like the lake of ice.

Name _____

Proper nouns are the names of specific people, places, and things.

All proper nouns begin with a capital letter.

Jack Nile lives on Oak Lane.

Circle the letters that should be capital.

Write the proper nouns correctly.

1. The bus stops at west street.

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

2. I hope mom will let me get a new pet in june.

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

3. Did joan blake see the pets?

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

4. We feed the ducks on blue lake.

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

Crows



Can a crow be bold? Yes! It likes to take things. This crow brings a shell back to its nest!

Connect to Community: Have children talk to a family member about other animals they know.

④



Have you seen a crow? Crows are big. They are black birds. They live in many places.

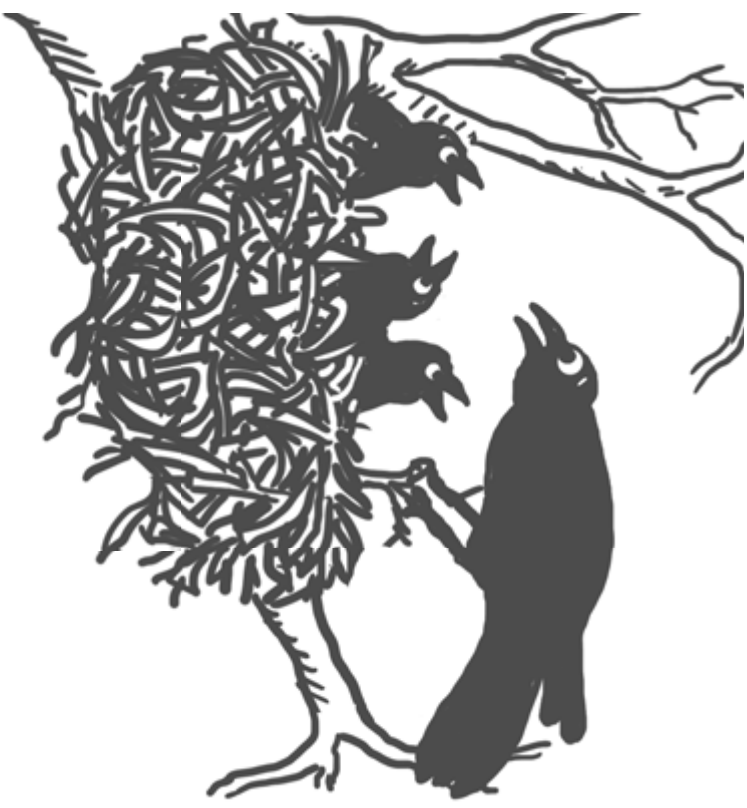
Teacher Directions: Have children establish a purpose for reading the take-home story.

①



What does a crow eat? Crows eat what they can find. It could be ants, crops, or bugs. They even eat eggs and fish.

②



Crows make nests. They made this nest from sticks. The top is open.

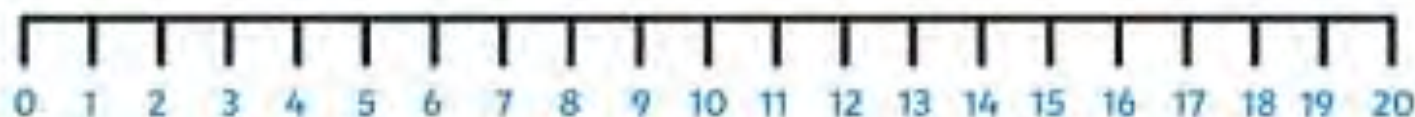
③

Name _____

Date _____

*Write the missing number.

1.	$3 - 3 = \square$		16.	$13 - 1 = \square$	
2.	$13 - 3 = \square$		17.	$13 - 2 = \square$	
3.	$3 - 2 = \square$		18.	$14 - 3 = \square$	
4.	$13 - 2 = \square$		19.	$14 - 4 = \square$	
5.	$4 - 2 = \square$		20.	$14 - 10 = \square$	
6.	$14 - 2 = \square$		21.	$17 - 5 = \square$	
7.	$4 - 3 = \square$		22.	$17 - 6 = \square$	
8.	$14 - 3 = \square$		23.	$17 - 10 = \square$	
9.	$14 - 10 = \square$		24.	$8 - \square = 5$	
10.	$7 - 6 = \square$		25.	$18 - \square = 15$	
11.	$17 - 6 = \square$		26.	$18 - \square = 13$	
12.	$17 - 10 = \square$		27.	$19 - \square = 12$	
13.	$6 - 3 = \square$		28.	$\square - 2 = 17$	
14.	$16 - 3 = \square$		29.	$17 - 3 = 16 - \square$	
15.	$16 - 10 = \square$		30.	$19 - 6 = \square - 5$	

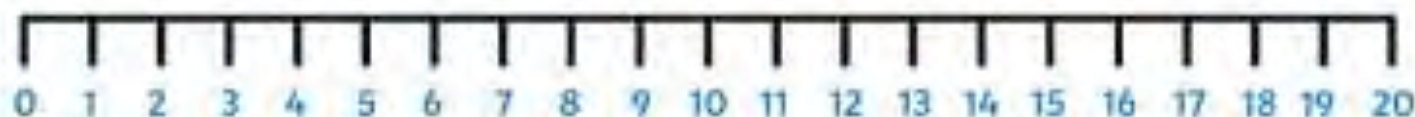


Name _____

Date _____

*Write the missing number. Pay attention to the + and - signs.

1.	$5 + 2 = \square$		16.	$13 + 6 = \square$	
2.	$15 + 2 = \square$		17.	$3 + 16 = \square$	
3.	$2 + 5 = \square$		18.	$19 - 2 = \square$	
4.	$12 + 5 = \square$		19.	$19 - 7 = \square$	
5.	$7 - 2 = \square$		20.	$4 + 15 = \square$	
6.	$17 - 2 = \square$		21.	$14 + 5 = \square$	
7.	$7 - 5 = \square$		22.	$18 - 6 = \square$	
8.	$17 - 5 = \square$		23.	$18 - 2 = \square$	
9.	$4 + 3 = \square$		24.	$13 + \square = 19$	
10.	$14 + 3 = \square$		25.	$\square - 6 = 13$	
11.	$3 + 4 = \square$		26.	$14 + \square = 19$	
12.	$13 + 4 = \square$		27.	$\square - 4 = 15$	
13.	$7 - 4 = \square$		28.	$\square - 5 = 14$	
14.	$17 - 4 = \square$		29.	$13 + 4 = 19 - \square$	
15.	$17 - 3 = \square$		30.	$18 - 6 = \square + 3$	

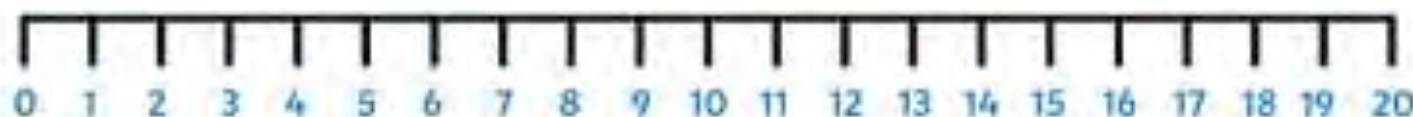


Name _____

Date _____

*Write the missing number.

1.	$17 - 1 = \square$		16.	$19 - 9 = \square$	
2.	$15 - 1 = \square$		17.	$18 - 9 = \square$	
3.	$19 - 1 = \square$		18.	$11 - 9 = \square$	
4.	$15 - 2 = \square$		19.	$16 - 5 = \square$	
5.	$17 - 2 = \square$		20.	$15 - 5 = \square$	
6.	$18 - 2 = \square$		21.	$14 - 5 = \square$	
7.	$18 - 3 = \square$		22.	$12 - 5 = \square$	
8.	$18 - 5 = \square$		23.	$12 - 6 = \square$	
9.	$17 - 5 = \square$		24.	$14 - \square = 11$	
10.	$19 - 5 = \square$		25.	$14 - \square = 10$	
11.	$17 - 7 = \square$		26.	$14 - \square = 9$	
12.	$18 - 7 = \square$		27.	$15 - \square = 9$	
13.	$19 - 7 = \square$		28.	$\square - 7 = 9$	
14.	$19 - 2 = \square$		29.	$19 - 5 = 16 - \square$	
15.	$19 - 7 = \square$		30.	$15 - 8 = \square - 9$	



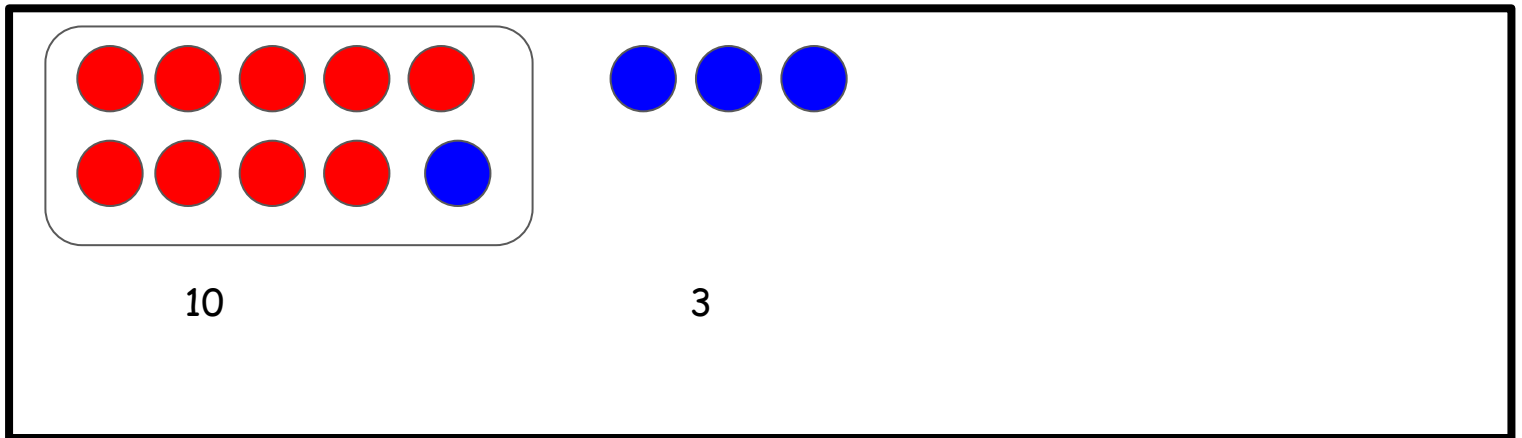
Application Example

R read problem, circle important numbers, box/ highlight question

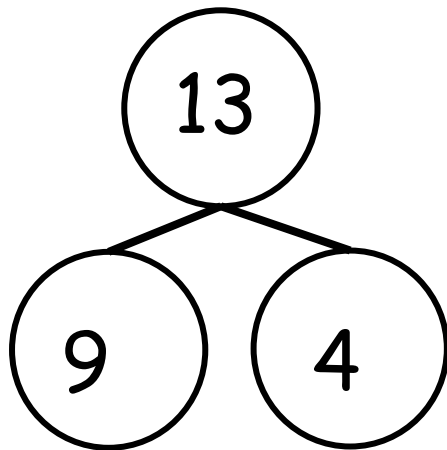
D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Michael plants 9 flowers in the morning. He then plants 4 flowers in the afternoon. How many flowers did he plant? Make a drawing, number bond, and a statement.



Number Bond:



Number sentence:

$$9 + 4 = 13$$

Statement:

Michael planted 13 plants all together.

Application Problem 1

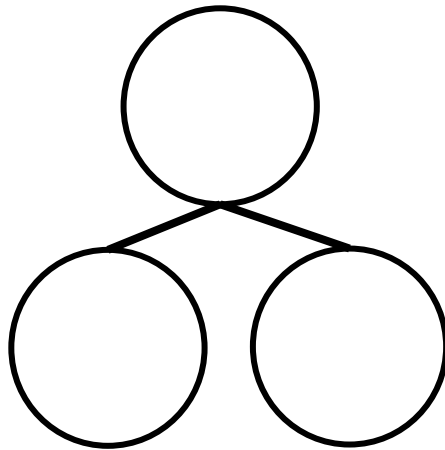
R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Amy used centimeter cubes to measure the length of her book. She used 8 yellow centimeter cubes and 4 red centimeter cubes.

How many centimeter cubes long was her book?



Number sentence: _____

Statement:

Application Problem 2

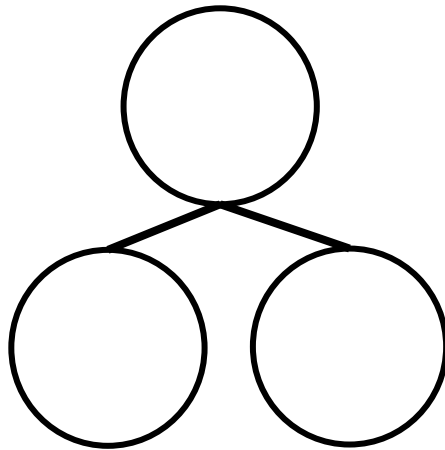
R read problem, circle important numbers, box/ highlight question

D draw a picture to show how you can get the answer/ draw a number bond

W write a number sentence

Julia's lollipop is 15 centimeters long. She measured the lollipop with 9 red centimeter cubes and some blue centimeter cubes.

How many blue centimeter cubes did she use?



Number sentence: _____

Statement:

Science

LIFE SCIENCE / WEEK 1
S1-L

Studies WeeklyTM

Adventure

1
GRADE

Living Things

Many living things share the Earth. Living things are alike in some ways. Living things are different in some ways.

See Primary-Source
Related Media...



www.s-w.co/S1-9



Living Things



Living things need food, but they do not all eat the same food.

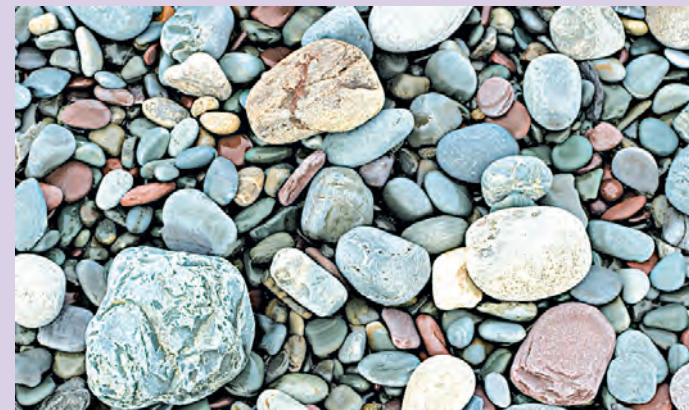
Living things grow and change. Living things are not all the same size.

Look & Learn

Circle the pictures that show living things. Draw a box around the pictures that show nonliving things.



Living things need air and water. They need space to live in. Living things live in different places on Earth.



Some things on Earth are not alive. Rocks, soil and water are not living things.



Room for Air

WHAT YOU NEED

- a small plastic soda bottle
- a balloon

WHAT TO DO

1. Hold the top of the balloon and put the bottom of the balloon inside the bottle. Don't let go!
2. Stretch the top of the balloon over the top of the bottle. Ask your teacher for help if you need to.

What do you think the balloon will do when you blow it up inside the bottle? Circle your answer.

break the bottle pop nothing

3. Blow up the balloon. What happened? Was your answer right? Write yes or no on this line. _____



Draw a picture of a living thing and something it needs.

First Grade

FOURTH QUARTER • WEEK 22

Studies Weekly™

GRADE
1

Jobs People Do

People have many different kinds of jobs. Jobs help families, because workers earn money to buy things they need and want. The money workers earn is called income.



Scan this
to earn points!



Many workers pay taxes. Some taxes help pay for community services like trash collection, the police department and the fire department.

Jobs People Do



Dentists take care of people's teeth. They fill cavities, repair broken teeth and teach people how to take care of their teeth and gums. To be a dentist, you have to spend four or more years in college.



Musicians sing or play musical instruments. To be a musician, you must have a special talent. Musicians often take many years of music lessons and study music in college.



Servers serve food in restaurants. They have to listen carefully and be polite to the customers. Some servers work early in the morning or late at night. Some even work while most people are asleep.

These standards are representative of common first grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- Recognize that money is a method of exchanging goods and services.
- Distinguish between examples of goods and services.
- Distinguish people as buyers, sellers, and producers of goods and services.
- Develop an understanding of a primary source.

People who work are human resources. They help other people get the things they need and want.

Letter carriers work hard to deliver letters and packages to people. Some letter carriers walk many blocks in all kinds of weather. Others drive cars or vans.



Airline pilots fly airplanes. They have to know how to get the plane off the ground, guide it in the air and land it safely. To get a pilot's license, you must go to a special school and pass difficult tests.



A long time ago, many children in America had to work to help their families. Some worked on farms. Some worked in factories.

Factories are places where things are made.



In Turkey, many children start working on the family farm when they are very young. Some older kids learn to weave Turkish carpets. It can take many months to make one carpet.

Name _____

Word Search

D	J	P	I	L	O	T
K	E	O	O	J	M	E
M	N	N	B	V	M	Z
O	Q	R	T	O	V	X
N	O	L	C	I	F	U
E	U	N	L	K	S	K
Y	I	R	E	U	H	T

Word Bank

- job
- money
- pilot
- income
- dentist

Circle **yes** if the sentence is correct. Circle **no** if the sentence is not correct.

1. The money workers earn is called income.

yes **no**

2. Some taxes help pay for community services.

yes **no**

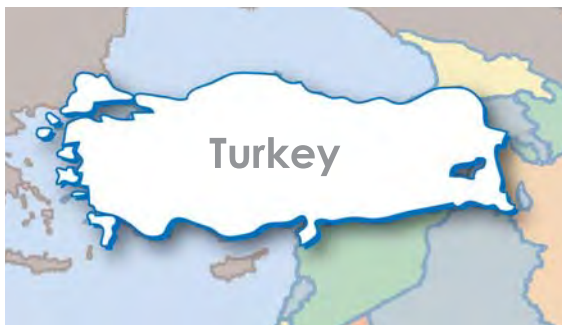
3. Factories are tools that dentists use.

yes **no**

4. People who work are human resources.

yes **no**

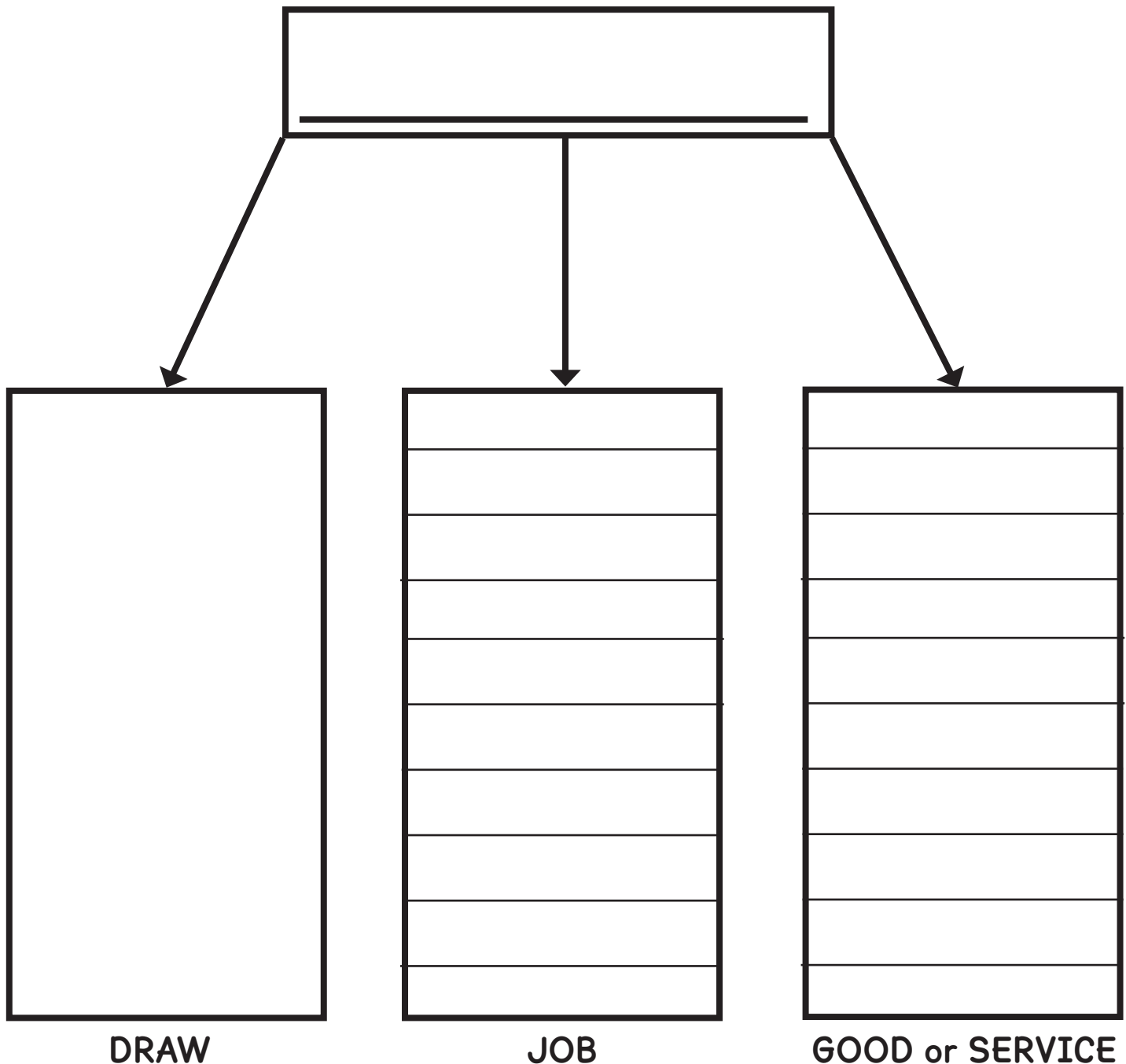
Use your favorite color to fill in Turkey on the map.



What do some older kids in Turkey learn to weave?

Name: _____ **Date:** _____

Choose a worker from the article. Write the type of job in the top box. Draw a picture of your worker in the DRAW box. Write a sentence about what they do in the JOB box. Write about a good or service the worker produces in the last box.



The graphic organizer consists of a top rectangular box with a horizontal line inside. Three arrows point from the bottom of this box to three separate boxes below. The first box on the left is labeled 'DRAW' and is a large empty rectangle. The middle box is labeled 'JOB' and contains ten horizontal lines for writing. The third box on the right is labeled 'GOOD or SERVICE' and also contains ten horizontal lines for writing.

Name: _____

Date: _____

Weekly Literacy Connection

Use the words in the word bank to complete each sentence.

income

human resources

Factories

1. People who work are _____.
2. _____ are places where things are made.
3. The money workers earn is called _____.

Put the following words in ABC order.

taxes

musician

dentist

pilot

4. _____
5. _____
6. _____
7. _____

Correct the sentence. Rewrite it on the lines below.

8. people's care of Dentists take teeth.

Name: _____

Date: _____

Fill in the circle next to the best answer.

1. The money workers earn is called _____.

Ⓐ income

Ⓑ job

2. _____ help pay for community services like the police department.

Ⓐ Opportunity costs

Ⓑ Taxes

3. People who work are _____.

Ⓐ human resources

Ⓑ natural resources

4. Pilots pick fruit in orange groves.

Ⓐ yes

Ⓑ no

5. Factories are places where things are _____.

Ⓐ made

Ⓑ grown

Write the answer on the line.

6. Write a sentence about what letter carriers do.

7. Long ago children in America worked. Where did they work?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 4/27/20

Creating SPACE With Photography and Household Items



Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of SPACE

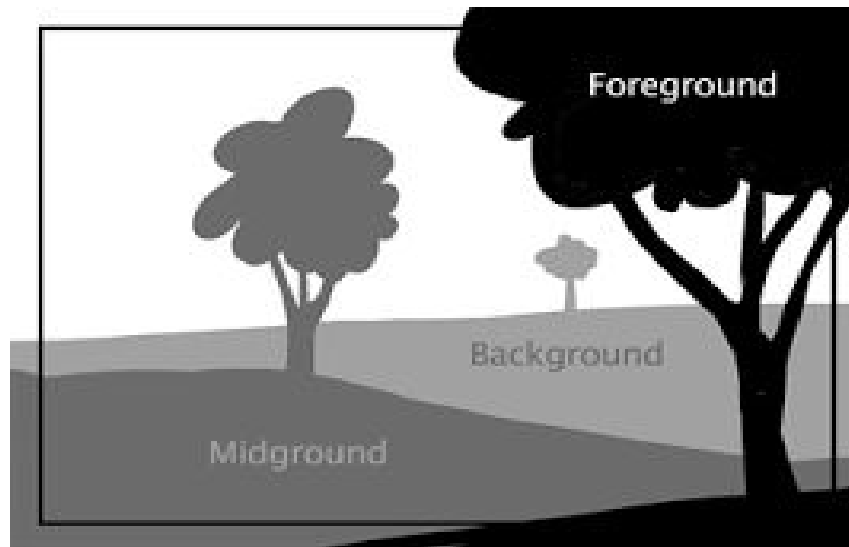
DIRECTIONS:

Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (see *more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene!

SPACE DEFINITION: The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).



SPACE RESOURCES:

YouTube Videos:

[Elements of Art: Space | KQED Arts](#)

[Foreground, Middle ground & Background](#)

[Foreground Middle ground Background Rap](#)

Books:

[Oh, the Places You'll Go! by Dr. Seuss Read Aloud](#) Look at the illustrations and find Foreground, Middle Ground, and Background!

[Roberto The Insect Architect by Nina Laden \(Read aloud\)](#)

["When I Build With Blocks" by Niki Alling](#)

Games:

[Starry Night Jigsaw Puzzle](#)

[Balls on pyramids Jigsaw Puzzle](#)

[ARTHUR | Games . Animal Home Builder | PBS KIDS](#)

[ARTHUR | Games . Treehouse Designer](#)

[Playing Sandcastle](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

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

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of April 27th

Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Cardio 2](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Elementary Routine](#)

SPANISH ACTIVITIES
The Week of April 27th - May 1st

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciaamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email: williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

Tema (Theme) - Colores/Números

Vocabulario(Vocabulary)

Colores (Colors)

Rojo-red
Amarillo-yellow
Anaranjado-orange
Azul- blue
Morado-purple
Café- brown
Negro- black
blanco-White
Verde-green
Rosado-pink
Gris-grey

Números(numbers)

uno- one (1)
dos-two (2)
tres-three (3)
cuatro-four (4)
cinco-five (5)
seis- six (6)
siete-seven (7)
ocho-eight (8)
nueve-nine (9)
diez-ten (10)

Lunes, el 27 de abril -

Introducción de los colores (Introduction to colors)

Miren la canción de los colores (Watch the colors videos)

<https://www.youtube.com/watch?v=DsRKoZGaoEM>

<https://www.youtube.com/watch?v=-jf5WnqcePQ>

Actividades (Activities)

Opción 1 (Option 1)

Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

Martes, el 28 de abril -

Escuchen la canción para practicar los números (listen to the song to practice the numbers)

<https://www.youtube.com/watch?v=6FEyfy5N3Nc>

Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

Miercoles, el 29 de abril -

Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along.)

<https://www.youtube.com/watch?v=L26jwqF9Zro>

<https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s>

Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

Jueves, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

Viernes, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

_____ rojo

_____ anaranjado

_____ amarillo

_____ verde

_____ azul

_____ morado

_____ blanco

_____ negro

_____ gris

_____ cafe

_____ rosado



1 - gris 
2 - azul claro 
3 - verde 

4 - amarillo 
5 - azul 
6 - rojo 

