

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<h1>No School</h1>	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (sets 4 & 5). -Cut out set 6, pg. 1 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 6, pages 1 & 2). -Cut out set 6, pg. 3 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. -Cut and Paste o-e words Activity 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Practice reading sight word flash cards (set 6, pages 1, 2, & 3). -Cut out set 6, pg. 4 and practice reading 3 times. -For each word complete the following tasks: <ul style="list-style-type: none"> -Say the word. -Use the word in a sentence orally. -Trace the letters on the flashcard saying the name of each letter, then read the word. 	
8:30		<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> - Daily Reading Comprehension Practice Journal -Read book Independently for 15 minutes; Retell the Story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the Story to a friend or family member 	
9:30	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book -Capital Capers -Writing Prompts Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book Capitalization/Punctuation, <i>Home Run</i> -Writing Prompts Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book -Writing Prompts Journal 		

1st Grade Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00		<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>
11:00		LUNCH	LUNCH	LUNCH	LUNCH
12:00		<p>Phonics -The Long a Sound Worksheet -Read Decodable Text-Long Vowel a (CVCe)</p>	<p>Phonics -The Long i Sound Worksheet -Read Decodable Text-Long Vowel i (CVCe)</p>	<p>Phonics -Fill in the Word Short o & o-e words Worksheet - Read Decodable Text-Long Vowel o (CVC)</p>	<p>Phonics -Long u (2) Worksheets -Read Decodable Text-Long Vowel u (CVCe)</p>
12:30		<p>Math Khan Academy Video: "Telling Time" (labeled clock) Activities: Understand Time to the Hour (18.1 Reteach) Understand Time to the Hour (18.1 More Practice/Homework)</p>	<p>Math Activities: Understand Time to the Half Hour (18.2 Reteach) Understand Time to the Half Hour (18.2 More Practice/Homework)</p>	<p>Math Activities: Tell Time to the Hour and Half Hour (18.3 Reteach) Tell Time to the Hour and Half Hour (18.3 More Practice/Homework)</p>	<p>Math Activities: Fluency Starter: Addition and Fluency Stater: Subtraction</p>
1:30		<p>Social Studies Work on 'How to Draw a Map' activity packet.</p>	<p>Social Studies Work on 'How to Draw a Map' activity packet.</p>	<p>Social Studies Work on 'How to Draw a Map' activity packet.</p>	<p>Social Studies Work on 'How to Draw a Map' activity packet.</p>
2:00		<p>Music Roll a Rhythm</p>	<p>Art Make Pigeon Finger Puppets</p>	<p>Music Make Homemade Strummies</p>	<p>Art Work on photo journal</p>
2:30		<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>

No School

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none">• Literacy• Math• Science• Social Studies• Art• Music	<h3>Student Learning Kits</h3> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
--	--

Additional Student Supports:

<h3>Individual Supports</h3>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<h3>English Language Learners</h3>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>

Please reach out to your child's school if you have any questions or need assistance with login information.



Online Learning:

Resource	Access Information
<p>Imagine Learning – Literacy Online learning for literacy – 30 minutes daily (may replace portion of Reading block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Imagine Learning – Math Online learning for math - 30 minutes daily (may replace Math block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>BrainPop Junior Online video clips that can be used for learning in all subject areas.</p>	<p>https://jr.brainpop.com/</p>
<p>Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.</p>	<p>http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford</p>
<p>ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.</p>	<p>https://kids.secondandseven.com/</p>
<p>Khan Academy Digital Math Instruction Videos – Free login</p>	<p>https://www.khanacademy.org/</p>

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	Go for a Run or Walk (with an adult)
The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/	Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/

1st Grade



Exact Path



Study Island

edmentum™

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you,
The Academic Offices
Cleveland Metropolitan School District



1st Grade

Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject area. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up					
Reading					
Language/ Writing					
Phonics					
Math					
Social Studies					
Art or Music					
Science					



April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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	1	2	3	4	5



1st Grade

Daily Writing Prompts

Dear Parents/Guardians,

Every day, your child will respond to a writing prompt from the **April Writing Prompts Calendar**. This calendar is included in the work packet.

With your support, your child will complete the following tasks:

1. Locate the date on the calendar.
2. Read and discuss the prompt with you.
3. Write 3-4 sentences responding to the prompt.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Your child may draw and color a picture if he/she chooses.

Organizing Written Responses

Notebook: Your child can use a notebook that was used in school to write his/her responses. Each response should be written on a separate page with the date written at the top.

OR

Notebook paper/Folder: Each response should be written on a separate paper with your child's name and date written at the top. Keep all papers in one folder.

Thank you

1st Grade

Daily Literacy Assignments

Directions for all **Word Sorts** in the Packet:

With your guidance/support, your child should follow these steps:

1. **Read all the words** listed on the paper.
2. Cut & glue the categories at the top on a construction paper.
3. Cut out words.
4. **Read each word again**, then sort it under the correct category.
5. **Read all words** in the category and check if they belong in that category.
6. Glue words in place.
7. Have fun!

Reading a-z Word Sort		Short /i/ Vowel Sound	Long /i/ Vowel Sound
slid	find	bike	bib
tide	mice	him	grin
light	drip	spine	smile
fill	pig		

Directions for how to use **Decodable Texts**:

1. With your child, read the Instructional Focus of the lesson at the top of the paper.
2. Your child highlights or circles the word patterns in the text.
3. Your child reads those words in isolation.
4. Your child reads the text 2 times.



Explicit Instruction for Phonics Intervention
Instructional Focus: Long Vowel a (cvce), Week 1

Story Number: 1

Kate and Jane

Kate baked a cake. She put the cake on a plate. Kate put a name on the top of the cake. The name was Jane. Jane likes grapes, so Kate spelled the name with grapes.

Kate gives the cake she made to Jane. Jane likes the cake Kate made for her. Jane likes the grapes on top of the cake. Jane is happy that Kate made her a cake.

Every day, your child should reread the decodable text that was assigned the day before, Then, he/she should begin the new decodable text. On days that do not include a new decodable text, your child should reread the text from the day before and self-select a second text to reread.

Thank you



Name: _____ Class: _____

Help Klara edit the thank you note that she wrote for Super Sten.
Cross out any letters that should be written in capitals, and write the correct capital above.

Dear Super sten,

Thank you. I was so sad about my card.

I made it for rosa in february.

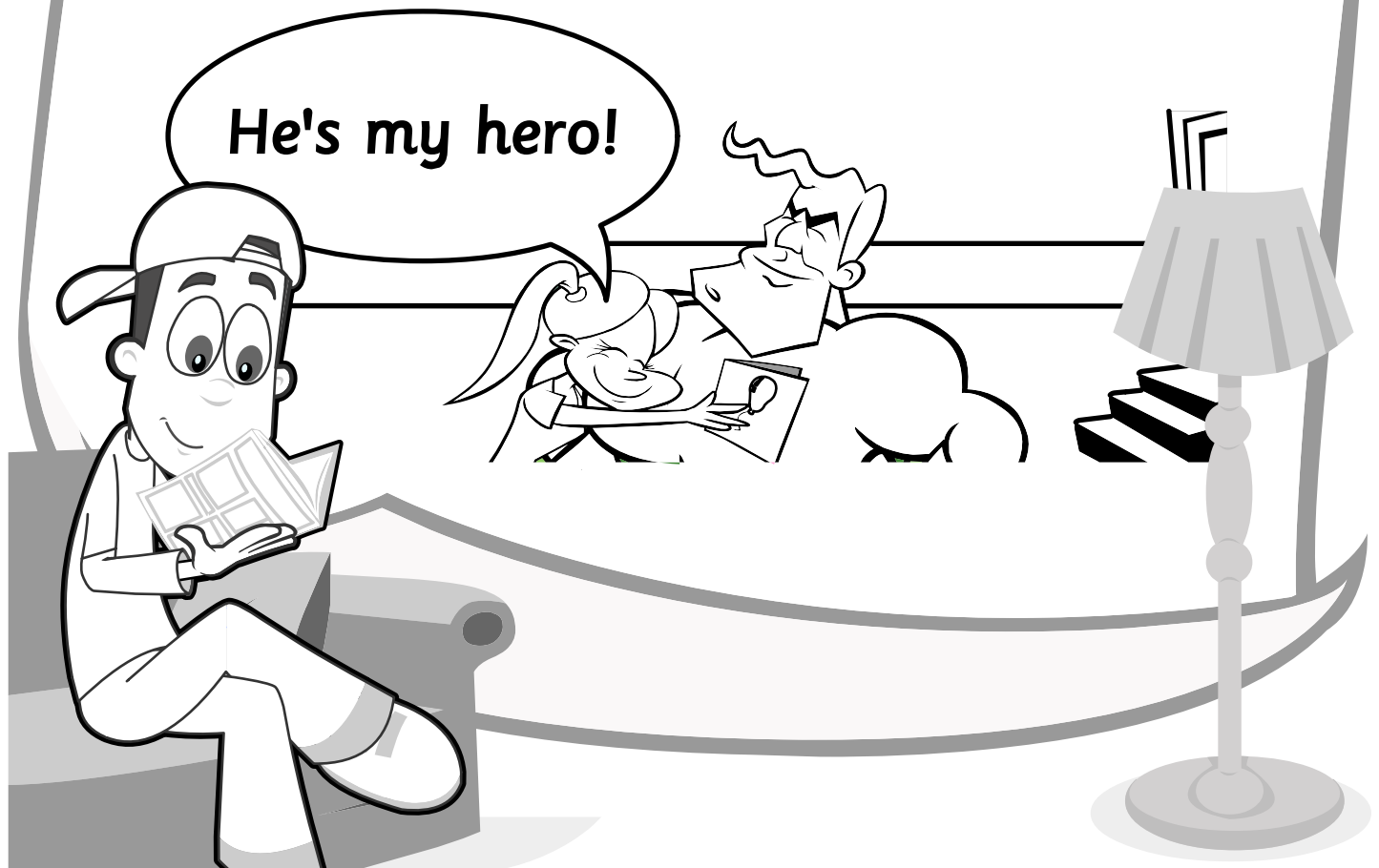
I can't believe you found it before sunday.

Did mrs. trindle or dr. smith help you?

You are my hero!

Your friend,

klara



Most Common Words • Set 6

walk

Reading A-Z

Most Common Words • Set 6

cold

Reading A-Z



Most Common Words • Set 6

again

Reading A-Z

Most Common Words • Set 6

two

Reading A-Z

Most Common Words • Set 6

stop





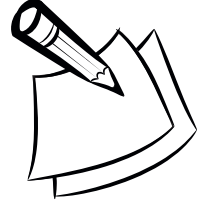
Reading A-Z

Most Common Words • Set 6

play

Reading A-Z

April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>3</p> <p>Write a story about a marshmallow bunny that comes to life.</p>	 <p>4</p> <p>Describe your favorite thing to do at recess.</p>	 <p>6</p> <p>The best thing to do on a rainy day is...</p>	<p>1</p> <p>It's April Fool's Day! What joke have you played or would you play on your friends?</p>	<p>7</p> <p>If you could pick a new name for yourself, what would it be and why?</p>	<p>8</p> <p>Pretend you are an umbrella! Write about your day in the rain.</p>	<p>2</p> <p>Spring is a time of new beginnings. What activity would you like to begin?</p>
<p>10</p> <p>If you could add a new school subject, what would it be and why?</p>	<p>11</p> <p>In spring, I love the smell of...</p>	<p>12</p> <p>Write a funny story about the day it rained chocolate chips!</p>	<p>13</p> <p>If I could be a butterfly for a day...</p>	<p>14</p> <p>If you could eat anything for breakfast, what would it be and why?</p>	<p>15</p> <p>Imagine you move to a new city. How would you make new friends?</p>	<p>16</p> <p>Tell about a time you felt proud of yourself or someone in your family.</p>
<p>17</p> <p>Imagine you could be anyone else for one day! Who would it be and why?</p>	<p>18</p> <p>Pretend you bumped into someone famous! Write a dialogue of your conversation.</p>	<p>19</p> <p>List five things you like about your pet—or a pet you wish you had.</p>	<p>20</p> <p>Write a poem about a rainy day.</p>	<p>21</p> <p>Imagine you found an old treasure map. Where does it lead and what do you find there?</p>	<p>22</p> <p>Today is Earth Day. What are three things you can do to help protect our planet?</p>	<p>23</p> <p>One spring day, I hopped into a hot air balloon and floated off to...</p>
<p>24</p> <p>If you were a tour guide for your city, where would you take visitors? Why?</p>	<p>25</p> <p>Imagine you are building a giant tree house. What does it look like?</p>	<p>26</p> <p>Make a list of 10 items you would need to take to a sleepover.</p>	<p>27</p> <p>Imagine you found a golden key. What does it open and what do you see there?</p>	<p>28</p> <p>My favorite memory of my class this year is...</p>	<p>29</p> <p>In spring, I love the smell of...</p>	<p>30</p> <p>If you could donate a million dollars to any charity, which would it be and why?</p>
						

Story Number: 1

Kate and Jane

Kate baked a cake. She put the cake on a plate. Kate put a name on the top of the cake. The name was Jane. Jane likes grapes, so Kate spelled the name with grapes.

Kate gives the cake she made to Jane. Jane likes the cake Kate made for her. Jane likes the grapes on top of the cake. Jane is happy that Kate made her a cake.

The Long a Sound

Read the words in the word box.

Write four words from the word box that rhyme.

Draw a circle around each word you use.

_____	_____
.....
_____	_____
_____	_____
.....
_____	_____

Write three words from the word box that rhyme.

Draw a circle around each word you use.

_____	_____
.....
_____	_____
_____	_____
.....
_____	_____

Write two words from the word box that rhyme.

Draw a circle around each word you use.

_____	_____
.....
_____	_____

Write the word that has not been circled.

.....

Word Box

- | |
|------|
| gave |
| game |
| wake |
| pail |
| bake |
| make |
| rail |
| name |
| take |
| sail |

The Long a Sound

Read the words in the word box.

Write four words from the word box that rhyme.

Draw a circle around each word you use.

wake

take

bake

make

Write three words from the word box that rhyme.

Draw a circle around each word you use.

pail

rail

sail

Write two words from the word box that rhyme.

Draw a circle around each word you use.

game

name

Write the word that has not been circled.

gave

Word Box

gave

game

wake

pail

bake

make

rail

name

take

sail

Explicit Instruction for Phonics Intervention

Instructional Focus: Long I (CVCe), Week 1

Story Number: 1

Spike's Hike

Spike likes to hike. He likes to hike a mile on the pike. Spike will hike up a slide. He will hike over a pile of pipes.

When Spike hikes he bites limes and dines on pine nuts. Once Spike hiked with his kite and twine. Then he could play while he hiked his mile.



A Capital Idea

Activity Sheet

Name: _____ Class: _____

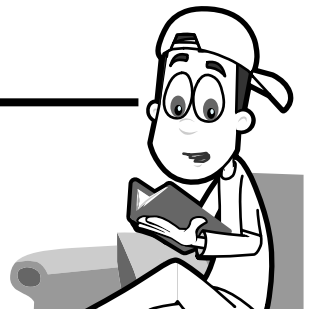
Ask a friend these questions.
Write your friend's answers.
Check that you used capital letters correctly.

1 What is the best day of the week?

2 What month do you like best?

3 Name two of your friends.

4 Name your teacher from last year.



Now write two more questions.
Then answer them.
Check that you used capital letters correctly.

5

6

The Long i Sound

Read the words in the word box.

Write four words from the word box that rhyme.

Draw a circle around each word you use.

_____	_____
.....
_____	_____
_____	_____
.....
_____	_____

Write three words from the word box that rhyme.

Draw a circle around each word you use.

_____	_____
.....
_____	_____
_____	_____
.....
_____	_____

Write two words from the word box that rhyme.

Draw a circle around each word you use.

_____	_____
.....
_____	_____

Write the word that has not been circled.

.....

Word Box

mine
hide
bite
glide
fine
ride
twice
write
side
dine

Most Common Words • Set 6

off

Reading A-Z

Most Common Words • Set 6

who

Reading A-Z



Most Common Words • Set 6

today

Reading A-Z

Most Common Words • Set 6

never

Reading A-Z

Most Common Words • Set 6

or

Reading A-Z

Most Common Words • Set 6

fly

Reading A-Z

Explicit Instruction for Phonics Intervention

Instructional Focus: Long Vowel o (cvce), Week 1

Story Number: 1

Rose the Mole

Rose was a mole. Rose woke in her home. Her home was in a hole. The hole was in a grove.

Rose put on a robe. Rose ate a cone in her home. Then Rose sent a note to a vole. The note Rose sent was a joke. The note was in code.



Name: _____ Class: _____

Read the sentences.
Rewrite each sentence, correcting any capitalization or punctuation mistakes.

1 the coach told klara to run to home plate



2 manu threw the ball to stig



3 i think sten forgot his glove

4 the fans cheer for hilda

5 rosa and manu like to play catch



Write 3 sentences to tell about you and your friends playing baseball.



Cut & Paste

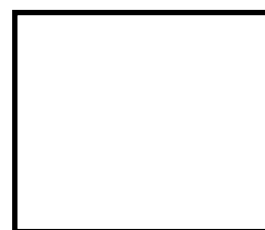
o-e words

Directions: Cut out the pictures at the bottom of the page. Glue them next to the correct words.

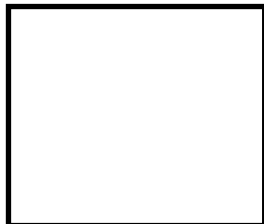
cone



phone



nose



bone



rope



hose



rose



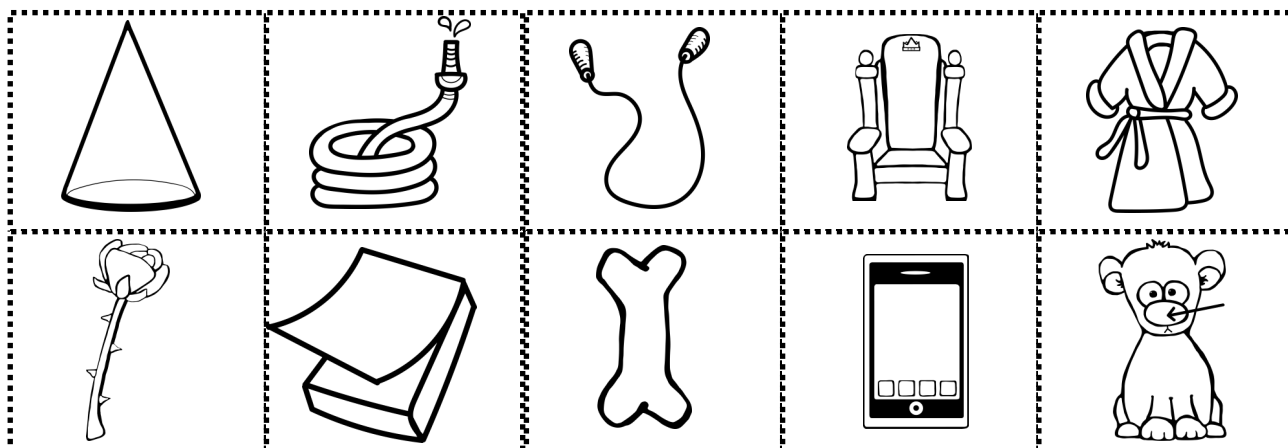
note



throne



robe



Fill in the Word

Short o & o-e words

Directions: Choose the correct word from the word bank to complete each sentence. Write it in the blank.

1. I will eat my ice cream _____ .
2. The food is cooking in the _____ .
3. I have a pet _____ .
4. That was a funny _____ .
5. My mom _____ to the store.
6. I see _____ from the fire.
7. I clean the floor with a _____ .
8. My _____ tells the time.
9. I water the garden with a _____ .
10. A _____ is a pretty flower .
11. The rabbit lives in a _____ .
12. The robber _____ from the bank.

joke

mop

pot

cone

hole

clock

dog

smoke

drove

stole

rose

hose

Most Common Words • Set 6

before

Reading A-Z

Most Common Words • Set 6

myself

Reading A-Z



Most Common Words • Set 6

been

Reading A-Z

Most Common Words • Set 6

eat

Reading A-Z

Most Common Words • Set 6

seven

Reading A-Z

Most Common Words • Set 6

may

Reading A-Z

Explicit Instruction for Phonics Intervention
Instructional Focus: Long u (CVCe), Week 1

Story Number: 1

The Duke on the Dune

The duke was a brute, but he could play the lute and flute very well. No one liked the duke, so the duke went up on the dune to play his lute and flute.

With the duke was a roll of jute, his flute, and his lute. He will put the jute around his hand. He can hold on to the jute and not fall from the dune. If the duke grabs the wet part of the jute, it will lube his hand. The duke may fall.

If the duke falls, he may puke! The lute and the flute will be lost too. The duke will fume if his flute and lute are lost.

Name _____

Long Vowel U



1st Grade
Week 2: Literacy

Circle the word with the **long u** in each sentence.

Print it on the lines.

1. The **b**rown **p**uppy is cute.

2. Cathy **n**eeds a small **f**use **f**or
the **f**urnace.

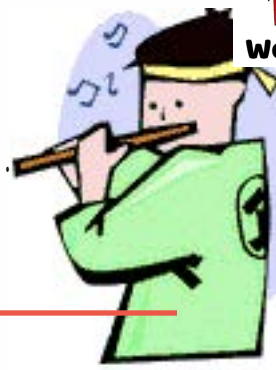
3. My **n**eighbor's **h**ouse is huge.

4. **P**lease turn **d**own the **m**usic.

5. I **n**eed a **r**uler **t**o find the **l**ength
of the **b**uggy.

6. Use the **b**ig **p**aint **b**rush **t**o **p**aint.

Long Vowel U



Circle the word with the **long u** in each sentence.
Print it on the lines.

1. Ted bought a new pair of blue jeans.

2. We used the old truck to haul the hay.

3. I wanted to bring my flute, but I could not find it.

4. Susie was humming a little tune.

5. There are many rules to learn about bike safety.

6. We can mail the nuts in this tube.

Most Common Words • Set 6

eight

Reading A-Z

Most Common Words • Set 6

first

Reading A-Z



Most Common Words • Set 6

round

Reading A-Z

Most Common Words • Set 6

black

Reading A-Z

Most Common Words • Set 6

tell

Reading A-Z

Most Common Words • Set 6

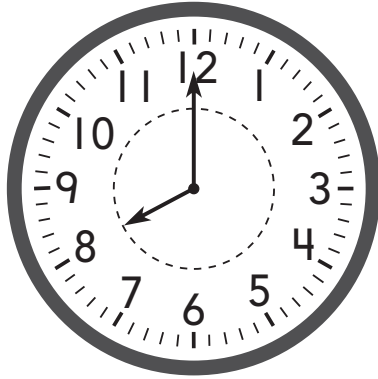
goes

Reading A-Z

Name _____

Understand Time to the Hour

You can use the hour hand on a clock to tell time to the hour.

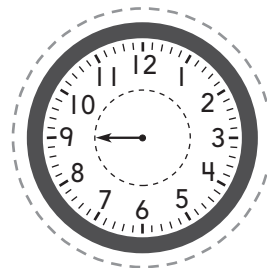
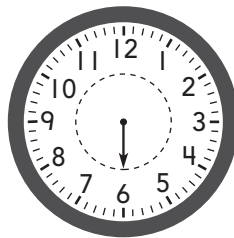
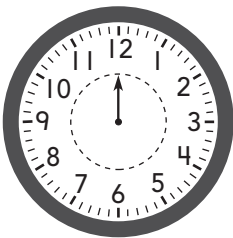


The short hand is the hour hand.
It points to 8.
The time is 8 o'clock.

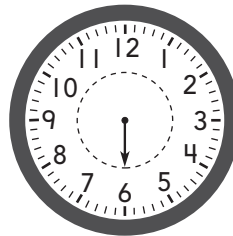
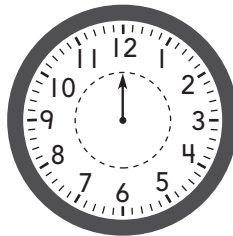
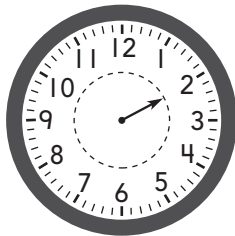
The time on the digital
clock is 8 o'clock.

Circle the clock that shows the time. Write the time on the digital clock.

1 9 o'clock



2 2 o'clock

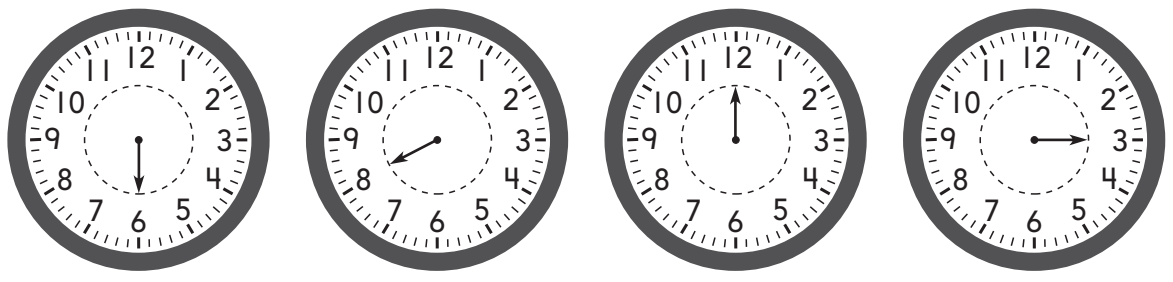




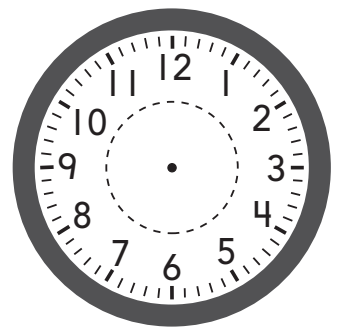
Name _____

Understand Time to the Hour

1 **(MP) Use Structure** Albert eats lunch at 12:00. Which clock shows 12 o'clock? Circle your answer.



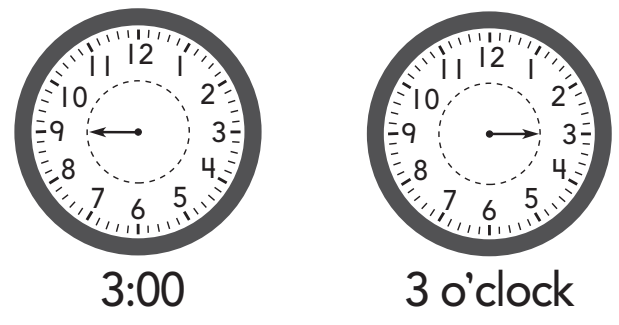
2 **(MP) Attend to Precision** Rosa plays softball at 5:00. Draw the hour hand to show 5:00.



3 What is the time?
The time is _____ o'clock.

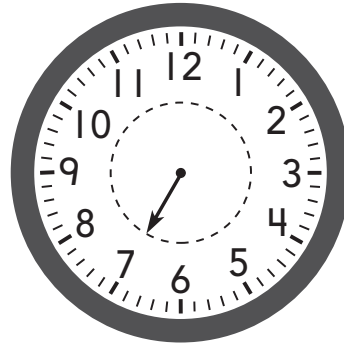


4 **Math on the Spot** Which time is not the same? Circle it.



Test Prep

Fill in the bubble next to the correct answer.



- 5 Which time does the clock show?
- 2:00 6:00 7:00

- 6 Which shows 5 o'clock?



Spiral Review

- 7 Chris has 3 ribbons. The purple ribbon is shorter than the yellow ribbon. The blue ribbon is longer than the yellow ribbon.

Draw the ribbons. Write **shorter** or **longer** to complete the sentence.

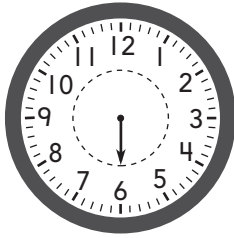


The blue ribbon is _____ than the purple ribbon.

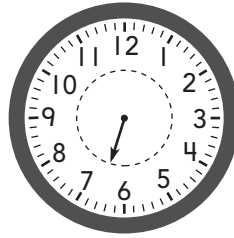
Name _____

Understand Time to the Half Hour

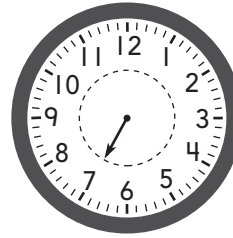
6 o'clock



Half past
6 o'clock



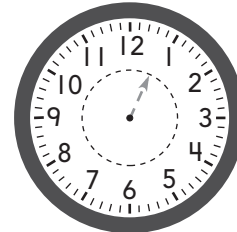
7 o'clock



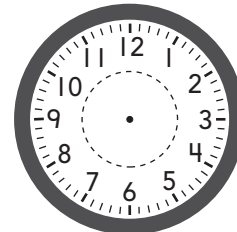
At half past, the hour hand is halfway between 6 and 7.

Draw the hour hand on the clock to show the time.

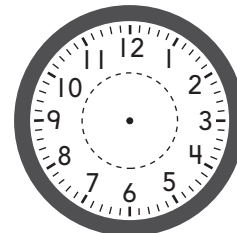
1 The time is half past 12:00.



2 The time is half past 2:00.



3 The time is half past 9:00.



Name _____

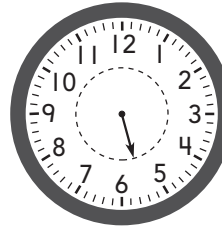
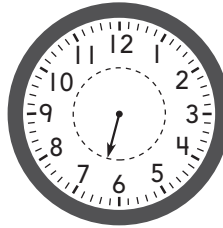
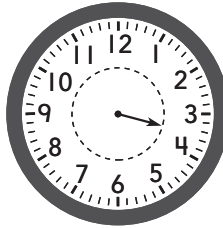
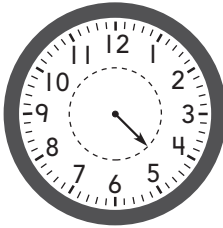
Understand Time to the Half Hour



ONLINE

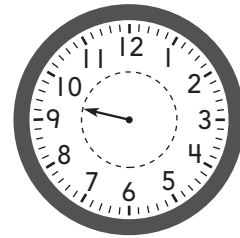
Video Tutorials and
Interactive Examples

1 **(MP) Use Structure** Marlene goes to the movies. She arrives at half past 4:00. Circle the clock that shows the time she arrives.



2 What time does the clock show?

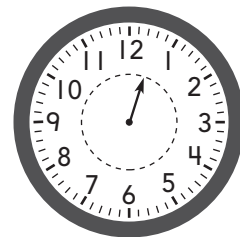
The time is half past _____.



3 **Math on the Spot** Tim plays soccer at half past 8:00. He eats lunch at half past 12:00. He sees a movie at half past 1:00.

Look at the clock.

Write the activity that Tim does at the time shown on the clock.



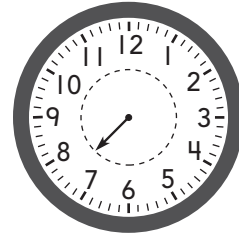
Tim _____.

Test Prep

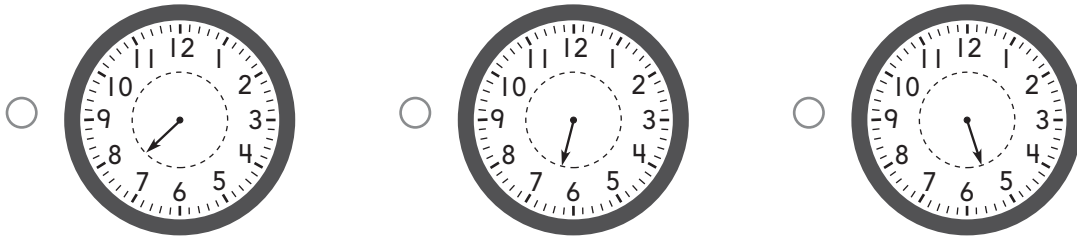
Fill in the bubble next to the correct answer.

4 Which time does the clock show?

- half past 6:00
- half past 7:00
- half past 8:00

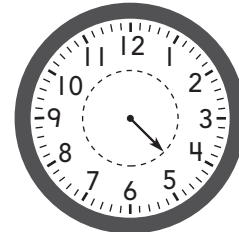


5 Which clock shows half past 5 o'clock?



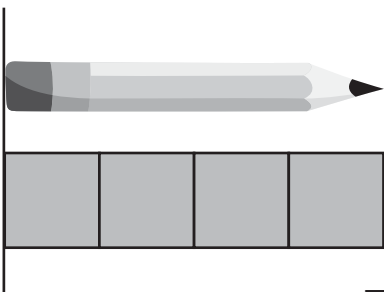
6 Alicia goes to the library at the time shown on the clock. Write the time.

The time is half past _____ o'clock.



Spiral Review

7 How long is the pencil?



The pencil is about _____ units long.

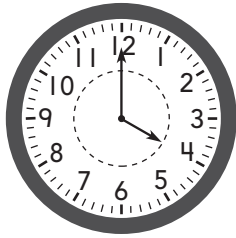
Name _____

Tell Time to the Hour and Half Hour

You can tell time to the hour and half hour using the hour and minute hand.

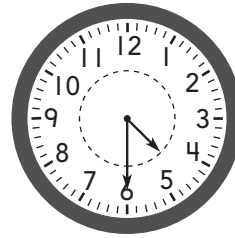
4:00

The minute hand points to the 12.

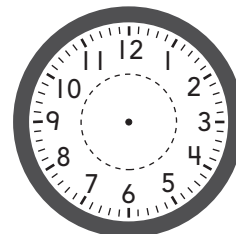
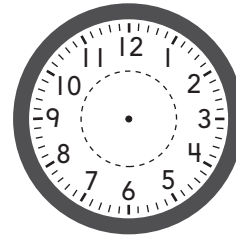
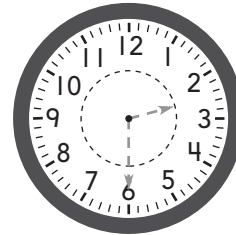


4:30

The minute hand points to the 6.



Draw the hour and minute hands to show the time on the digital clock.



Name _____

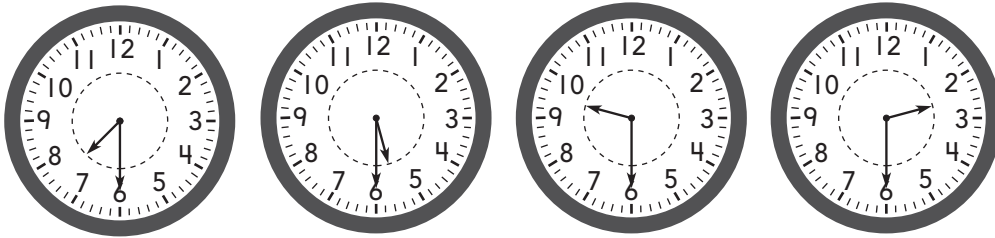
Tell Time to the Hour and Half Hour



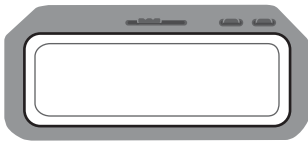
ONLINE

Video Tutorials and
Interactive Examples

- 1** Monica wakes up for school at 7:30. Circle the clock that shows the time she wakes up for school.



- 2 Open Ended** A clock shows that the time is 30 minutes past the hour. What time could the clock show?



- 3 Math on the Spot** Mel goes to the park at half past 2. Which clock shows when Mel goes to the park? Circle the clock that shows the time.

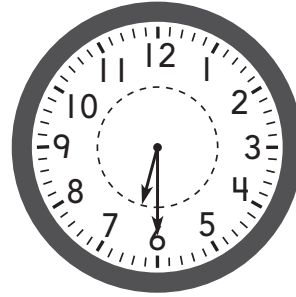


Test Prep

Fill in the bubble next to the correct answer.

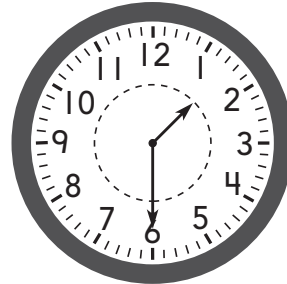
4 Which time does the clock show?

- 6:30 7:00 7:30



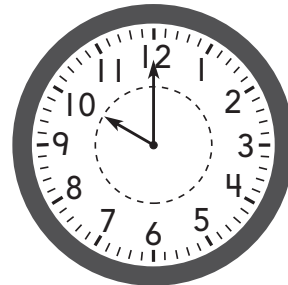
5 Which time does the clock show?

- 1:00 1:30 6:00



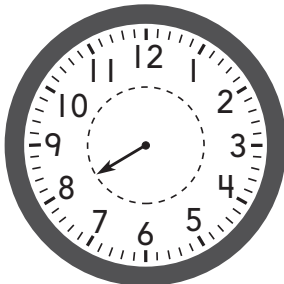
6 Which time does the clock show?

- 10:00 12:00 2:00



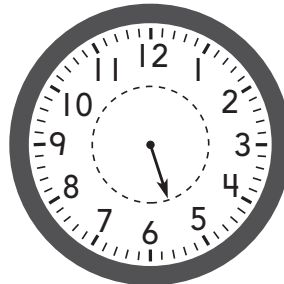
Spiral Review

7 What is the time?



The time is _____ o'clock.

8 What is the time?



The time is half past _____ o'clock.

Name _____

Add.

1 $7 + 2 = \underline{\quad}$

2 $5 + 6 = \underline{\quad}$

3 $6 + 4 = \underline{\quad}$

4 $7 + 7 = \underline{\quad}$

5 $4 + 8 = \underline{\quad}$

6 $13 + 2 = \underline{\quad}$

7 $3 + 10 = \underline{\quad}$

8 $11 + 6 = \underline{\quad}$

9
$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

10
$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

11
$$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array}$$

12
$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

13
$$\begin{array}{r} 14 \\ + 4 \\ \hline \end{array}$$

14
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

15
$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

16
$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

17
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

18
$$\begin{array}{r} 16 \\ + 3 \\ \hline \end{array}$$

19
$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

20
$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

Name _____

Subtract.

1 $9 - 3 = \underline{\quad}$

2 $12 - 2 = \underline{\quad}$

3 $8 - 5 = \underline{\quad}$

4 $13 - 6 = \underline{\quad}$

5 $11 - 9 = \underline{\quad}$

6 $10 - 6 = \underline{\quad}$

7 $15 - 5 = \underline{\quad}$

8 $14 - 14 = \underline{\quad}$

9
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

10
$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

11
$$\begin{array}{r} 13 \\ - 3 \\ \hline \end{array}$$

12
$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

13
$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

14
$$\begin{array}{r} 15 \\ - 3 \\ \hline \end{array}$$

15
$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

16
$$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$$

17
$$\begin{array}{r} 17 \\ - 2 \\ \hline \end{array}$$

18
$$\begin{array}{r} 14 \\ - 10 \\ \hline \end{array}$$

19
$$\begin{array}{r} 20 \\ - 5 \\ \hline \end{array}$$

20
$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

How to Draw a Map

by ReadWorks



Photo Credit: Dan Foy

Did you ever have new students in your class? New students need to learn everyone's name. They need to know where things are in the classroom too.

You can help by drawing a map of the classroom. Use a pencil and a large piece of white paper. Draw a square or rectangle.

Mark the places a new student may need to find. Draw a desk to show where your teacher sits. Show where the reading center is. Show where the science center is. Draw an *X* to show the door.

Now your new friends will have a map of their classroom.

map

map

Definition

noun

1. a picture of an area of the earth or sky drawn or printed on a flat surface.

This map shows the streets, parks, and important buildings in Chicago.

Spanish cognate

mapa: The Spanish word *mapa* means map.

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

1. Joanna took the atlas out. It was a book with many **maps**.
2. The children looked at the **map**. It said the treasure was near the swings.
3. Tamika's father drew a **map** of the path they would follow. He drew a picture of the zoo's front gate. That is where they had to show their tickets. He drew a path from the gate to the polar bears.
4. A **map** is a flat picture of a place. A map is easy to carry. You can fold a map and put it in your pocket.
5. Mrs. Lee put up a large United States **map**. It showed all 50 states.
6. Dad made a little **map**. It showed Kareem's street. It showed the street with the bank on it. It showed Bill's street.
7. Livingstone learned many African languages and customs during his travels. He recorded details about all the plants and animals that he saw on the continent. He kept a journal and made **maps** of where he went.
8. "Did you pack your water bottle?" his dad asked. Devon nodded. "Yes." "How about the sandwiches? And the trail **map**?" Mr. Miller asked. "I've got everything, Dad," Devon said. "Come on. Let's hit the trail!"

mark

mark

Definition

noun

1. a spot, line, or other shape that can be seen on a surface.

The wet glass left a mark on the table.

2. a grade on a school test, report, or other work.

Megan gets good marks in school.

verb

1. to put a spot, line, or other shape on.

Barbara marked the front door with her dirty hands.

2. to give a grade to.

The teacher marked the tests and returned them.

Spanish cognate

marca: The Spanish word *marca* means mark.

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

1. Together draw a simple map of your home's floor plan and **mark** the different escape routes.
2. He **marked** the tree by putting his stick in the ground. Then, he ran back to his house.
3. Plan how to get out of your home if there is a fire. Draw a picture of the rooms in your home. Know two ways out of each room. **Mark** those ways on the picture.
4. "'What is the capital of the United States?' asked Mrs. Lee. 'Washington, D.C.," said Tom. 'The map has a special **mark** for that," he added. "It shows a red square. Nearby I see the words Washington and D.C." "

show

show

Definition

noun

1. a public performance.

Will your son perform in the show at school tonight?

2. a television or radio program.

My favorite show is on Tuesdays at nine o'clock.

verb

1. to cause or allow to be seen.

Irene showed her report card to her parents.

2. to make clear by example; explain.

The teacher showed the class how to do the problems.

Spanish cognate

show: The Spanish word *show* means show.

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

1. "I cannot **show** my true self to the other sheep," he says.
2. Sometimes cartoons **show** turtles leaving their shells. But... that cannot really happen!
3. The first TV sets had pictures only in black and white. The sets could not **show** color.
4. "What did you do to my cat?!" asked Aggie, her mouth full of graham crackers. "How did you get in here? We don't have a cat door. We didn't leave any windows open. Did you teleport in through the glass? Or have you always been living in the house, and you just now decided to **show** yourself."

Name: _____ Date: _____

1. How might a map of the classroom help a new student?

- A. It helps them learn everyone's name.
- B. It shows them where things are in the classroom.
- C. It teaches them the classroom rules.

2. This passage describes how to make a map of a classroom. What does the passage suggest you include in a map of your classroom?

- A. the office, gym, lunch room, and playground
- B. where you can find pencils, paper, crayons, chairs, and desks
- C. the teacher's desk, reading center, science center, and door

3. Read the following sentences from the passage: "You can help by drawing a map of the classroom. Use a pencil and a large piece of white paper. Draw a square or rectangle. Mark the places a new student may need to find."

What does the square or rectangle show?

- A. your classroom
- B. your teacher's desk
- C. the science center

4. What is "How to Draw a Map" mostly about?

- A. how to help a new student
- B. how to draw a map of your classroom
- C. how to find materials in your classroom

5. What centers in your classroom could you show on your map?

6. What did you learn from "How to Draw a Map"?

7. Class Discussion Question: Will a map of your classroom look exactly like the classroom? If not, how will it be helpful to the new student?

8. Draw a map of the classroom from the passage.

Name: _____ Date: _____

These pictures show a map:



1. Please say the word **map** out loud.

2. Please write the word **map**.

--

--

3. Look at the pictures below. Which picture shows a map?



4. Draw a picture of a **map**.

5. Create a sentence that uses the word **map**. Say the sentence out loud with a partner or write it down.



Let's make Pigeon and Duckling puppets!

Just follow these simple steps. **You will need:**



CRAYONS

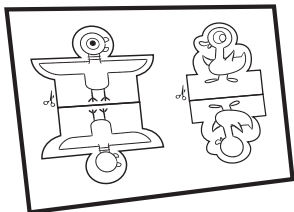


SCISSORS

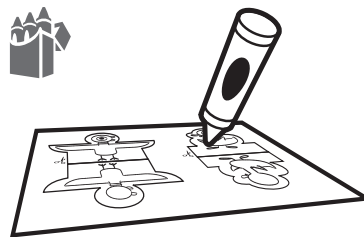


TAPE

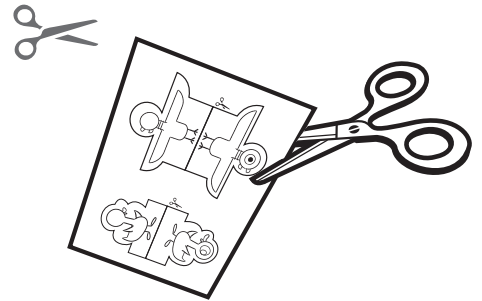
1 Print this PDF.



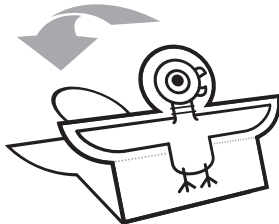
2 Color the puppets.



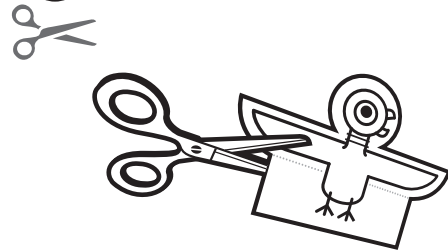
3 Cut along the dashed lines to cut out the puppets.



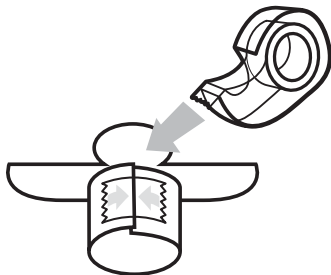
4 Fold each puppet in half along the black solid line.



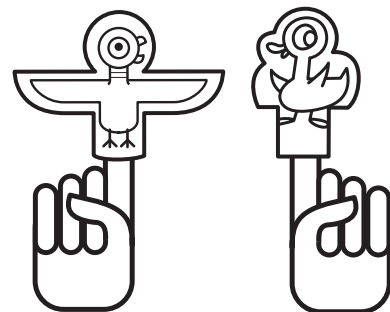
5 Cut along the dotted lines.

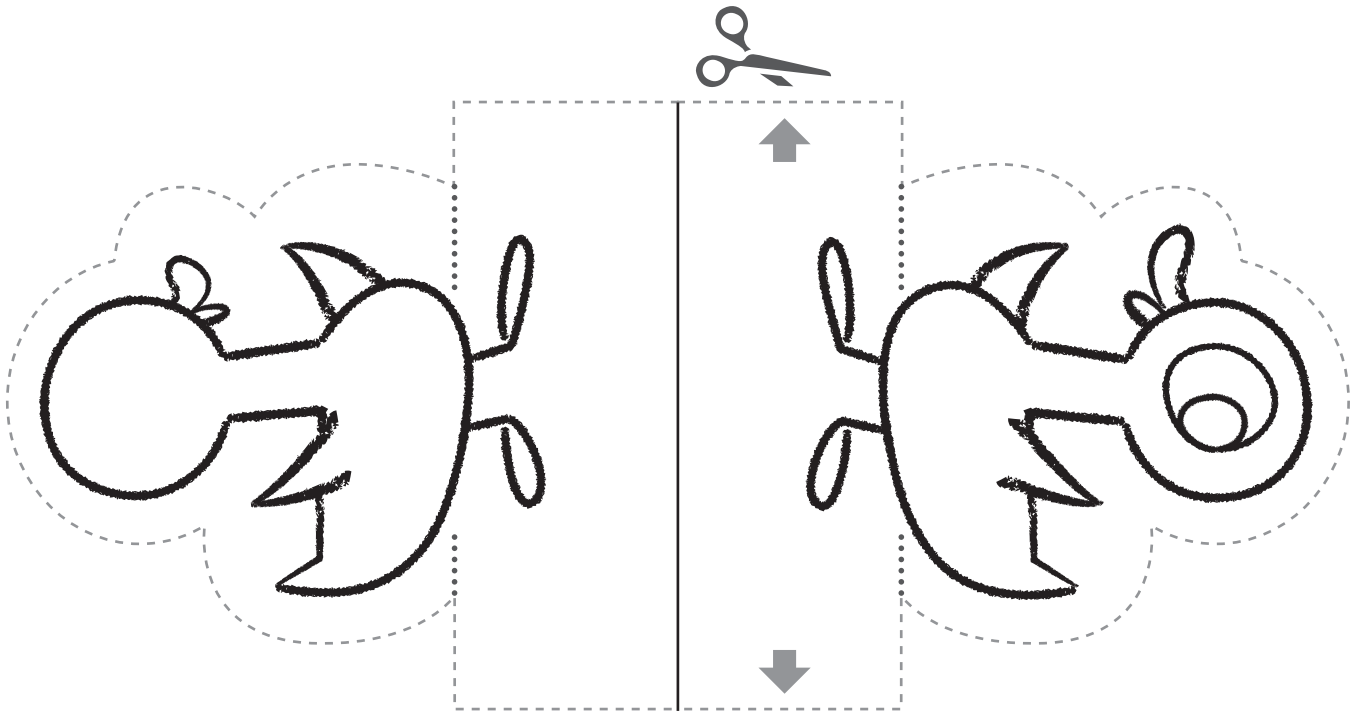
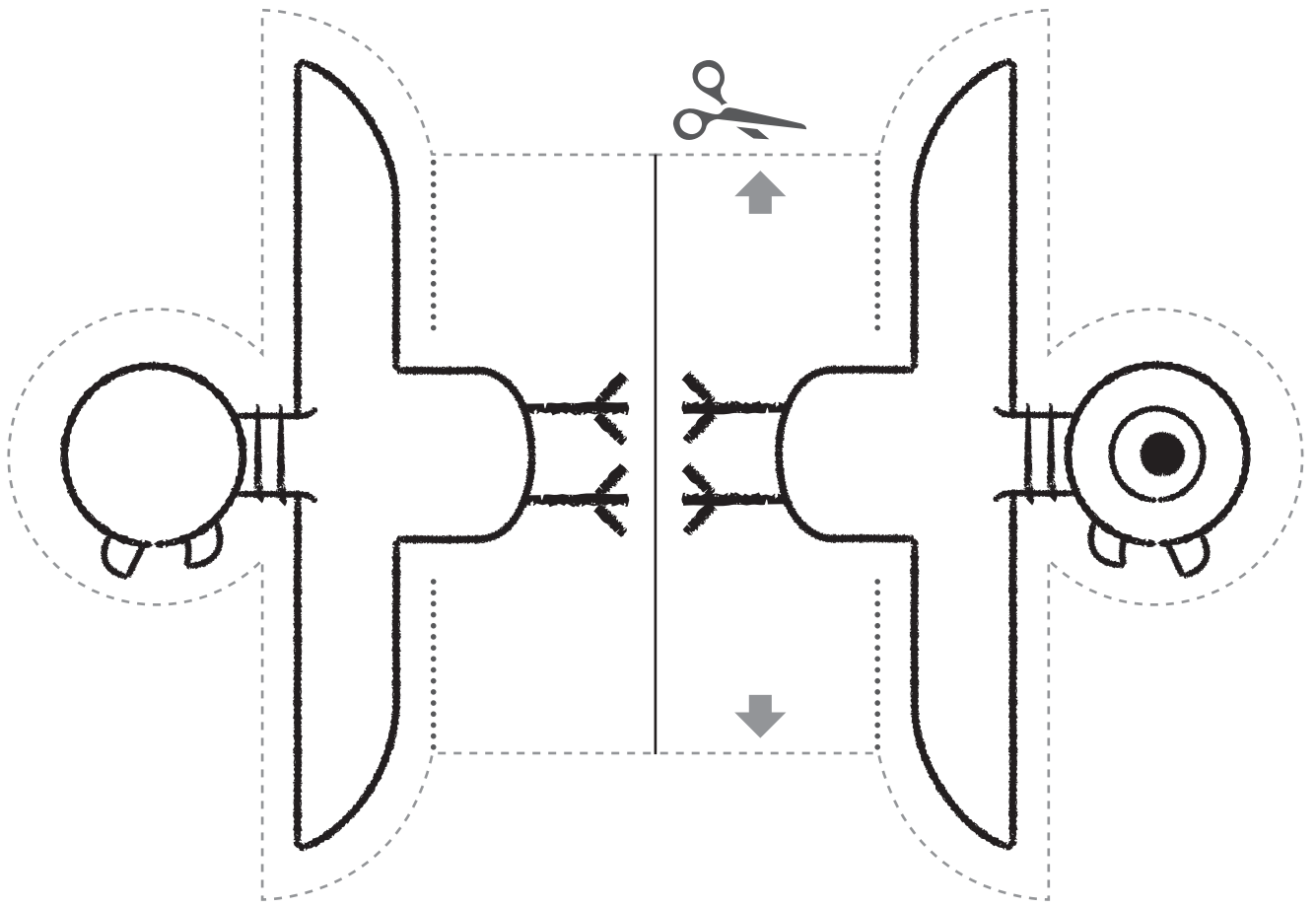


6 Roll the bottom into a tube so that the arrows touch; then, tape it together. It should be a little bit bigger than your finger.



7 Yay! You just made finger puppets!





Gr 1 week 2 Day 4 Homemade Strummies

What you will need:

- Any size box (small is best for smaller hands!)
- A variety of rubber bands
- Markers/crayons to decorate



The children added rubber bands around the boxes to create the strings for the strummies. The children discovered that the smaller the rubber bands, the better the sound so they sorted through all sizes of rubber bands to find the smallest ones available.



Exploring Sound and Vibration

To play a strummy, you simply pluck or strum your finger across the strings. Before heading off to make our strummies, the children explored a set of strummies I had already made and we talked together about the different sounds the strummy makes when you strum versus pluck the strings of the strummies.