Review & Enrichment

Week of April 27

1st Grade

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.

McKeesport Area School District

Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: first grade/Reading			**LESSON TITLE:** The Weather with focus on vocabulary	
☐ **LESSON 1:**	☐ **LESSON 2:**	☐ **LESSON 3:**	☐ **LESSON 4:**	☒ **LESSON 5:**

STANDARDS AND SEQUENCE:

Standard - CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. • Read grade-level words. *one and two syllable words with meaning of nouns reinforced by photos. *repetitive sentence structure

Standard - CC.1.1.1.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard- Standard - 3.1.1.A2

Investigate how rain, sun and wind effect how we live, dress and play.

INSTRUCTIONAL OUTCOMES:

Students will:

Review high frequency vocabulary words in the context of a story
Increase fluency
Use prior knowledge to show understanding of vocabulary

STUDENT PARTICIPATION:

Students will:

Read the story, "The Weather" (read independently, read with a family member)
Follow the directions to complete the responding section in the back of the book.
Complete p.11 to draw what you like to do when it rains and label the picture.

ACCOMMODATIONS:

For struggling learners:

Story is read to them by an adult. Shorter responses and picture only is acceptable.

For advanced learners:

Students will use 2 or more vocabulary words when writing their responses.

RESOURCES: Journeys reading program

Copy of the story "The Weather"
Copy of Pgs. 6/7/11,12

EVIDENCE OF LEARNING

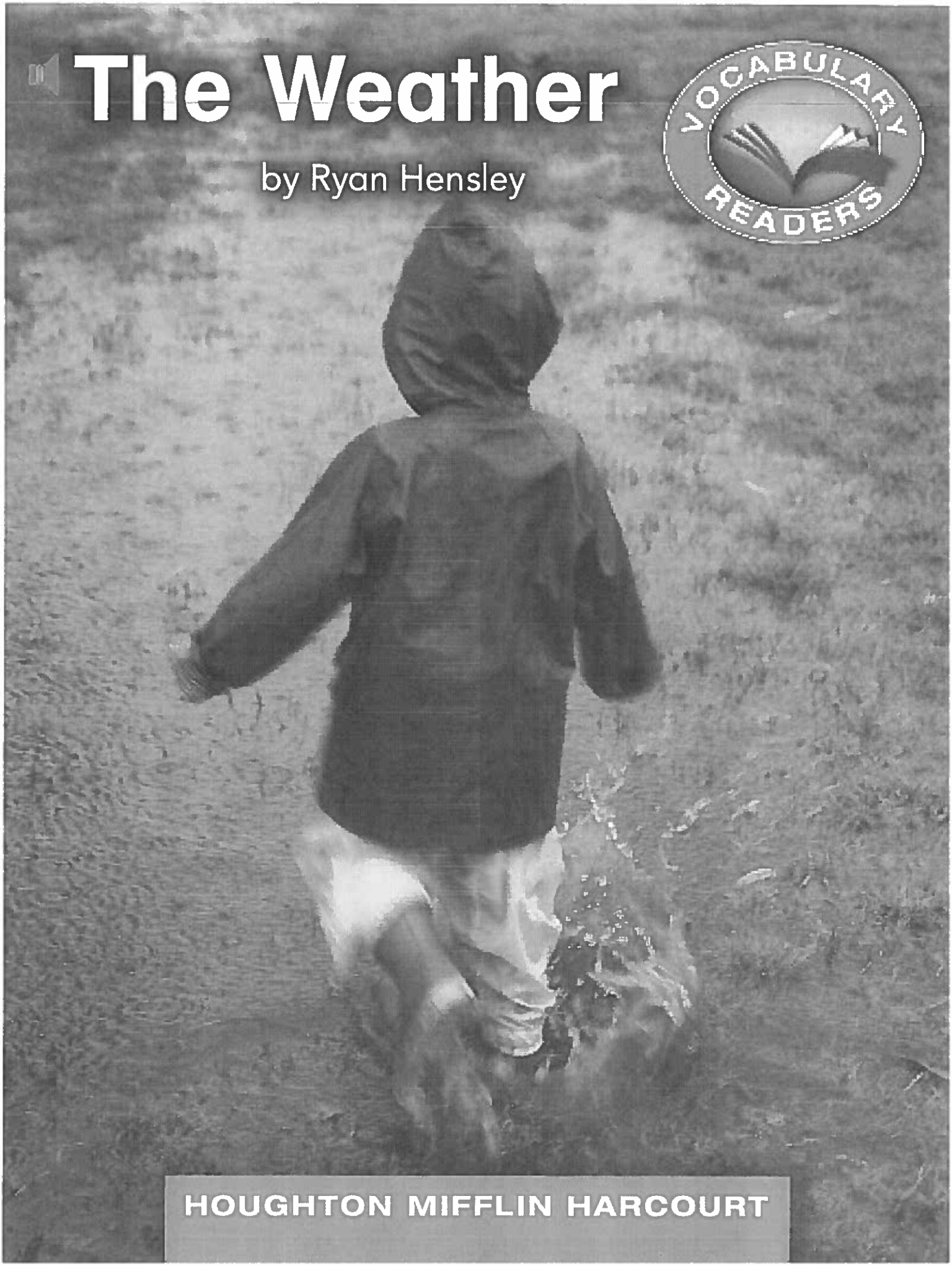
Students will demonstrate:

Understanding of high frequency vocabulary by completing the assigned pages
Demonstrate understanding of what animals can fly by completing the drawing and writing responses.

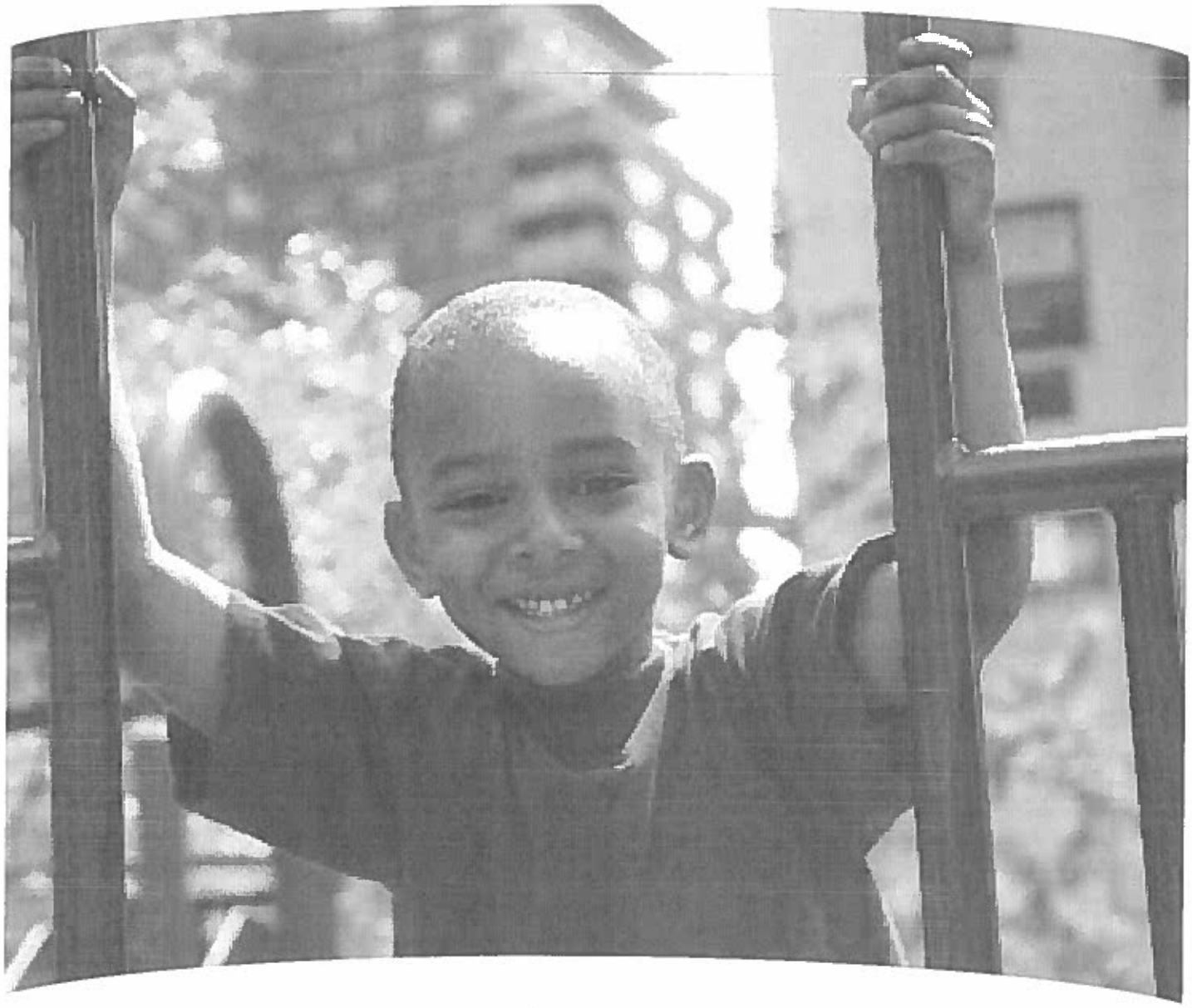
The Weather

by Ryan Hensley

VOCABULARY READERS

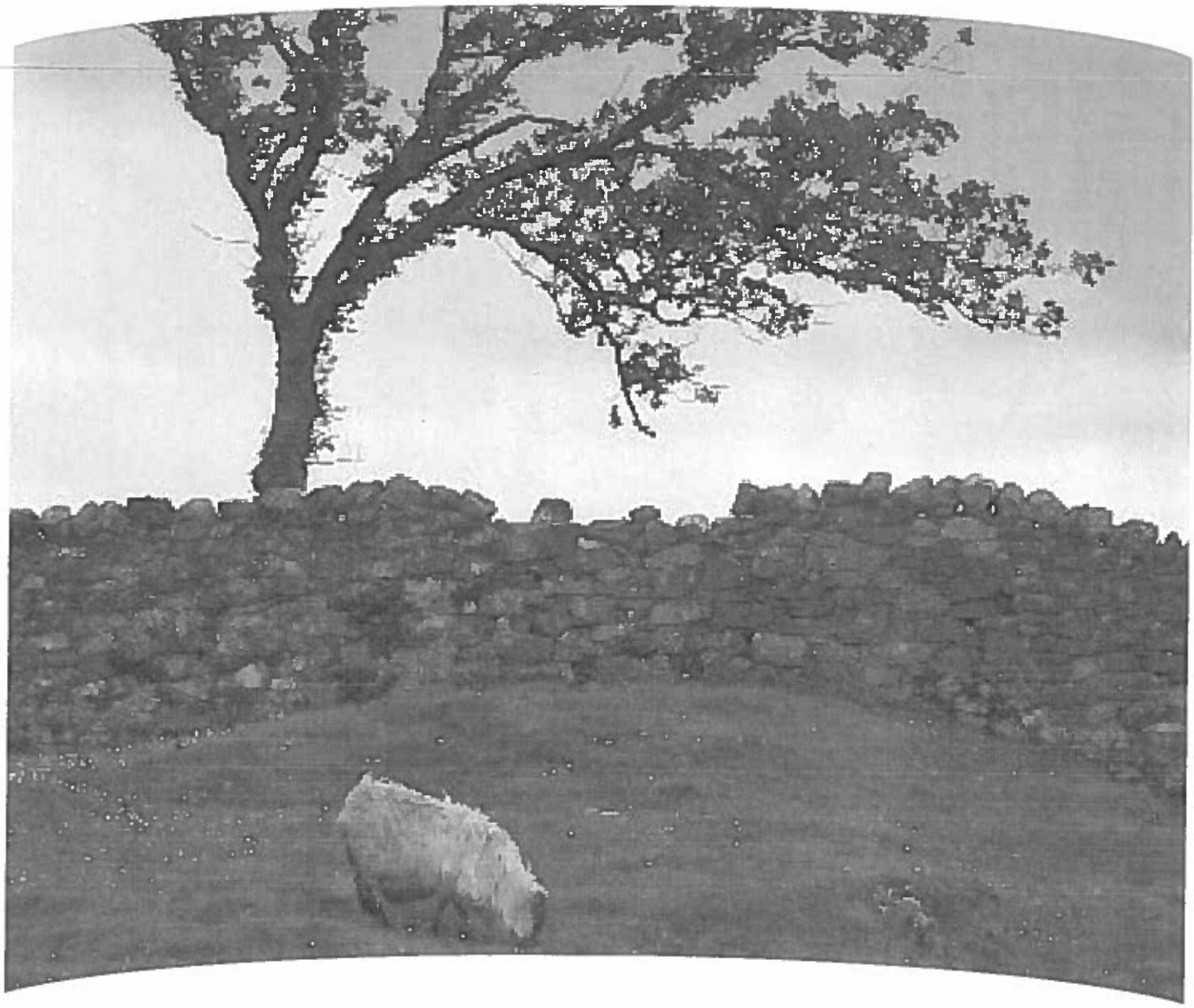


HOUGHTON MIFFLIN HARCOURT



I want to go out
to play.

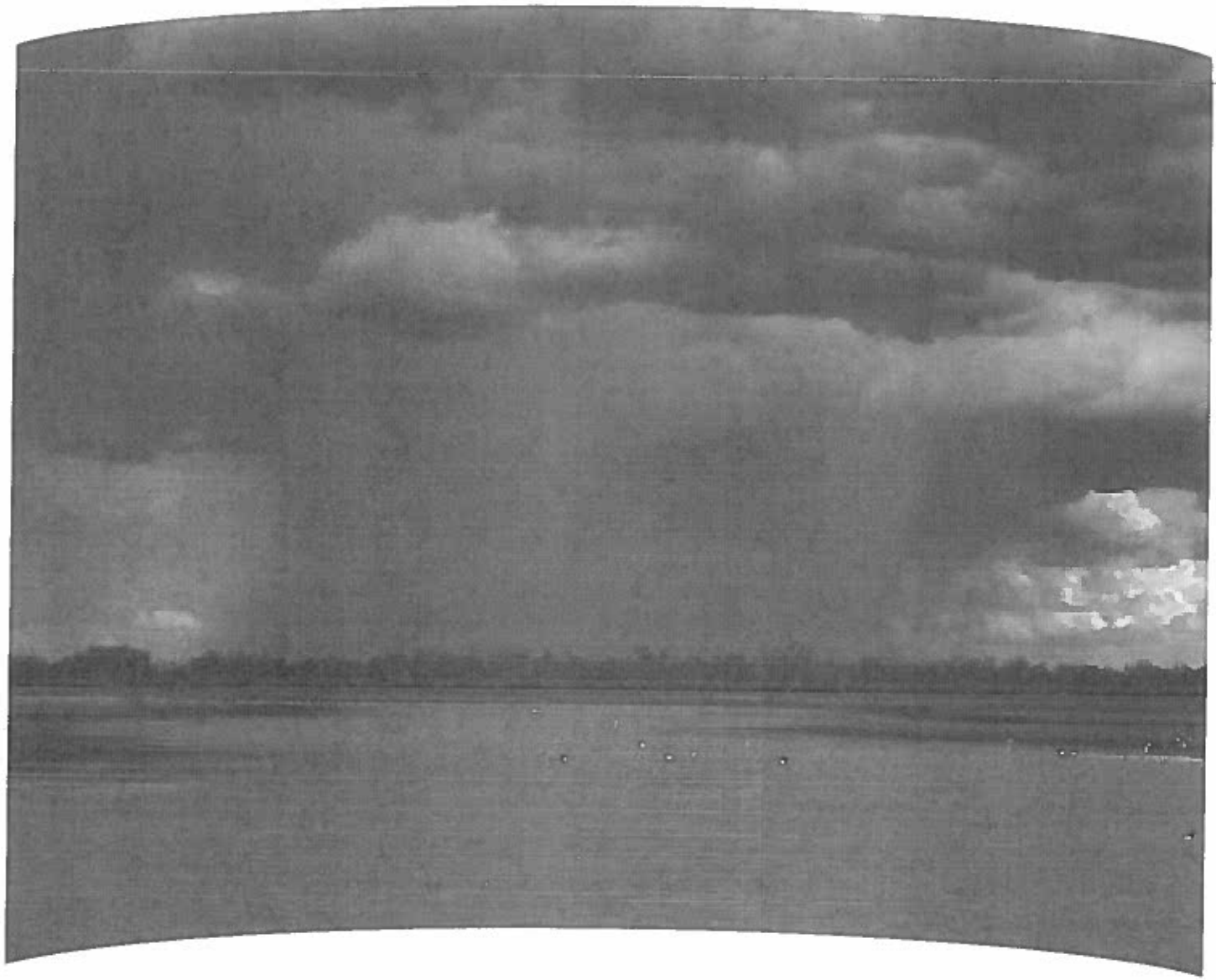
I try to play
in all kinds of weather.



I want to play
in the wind.

I do not want to play in this wind.

The wind blows more and more.

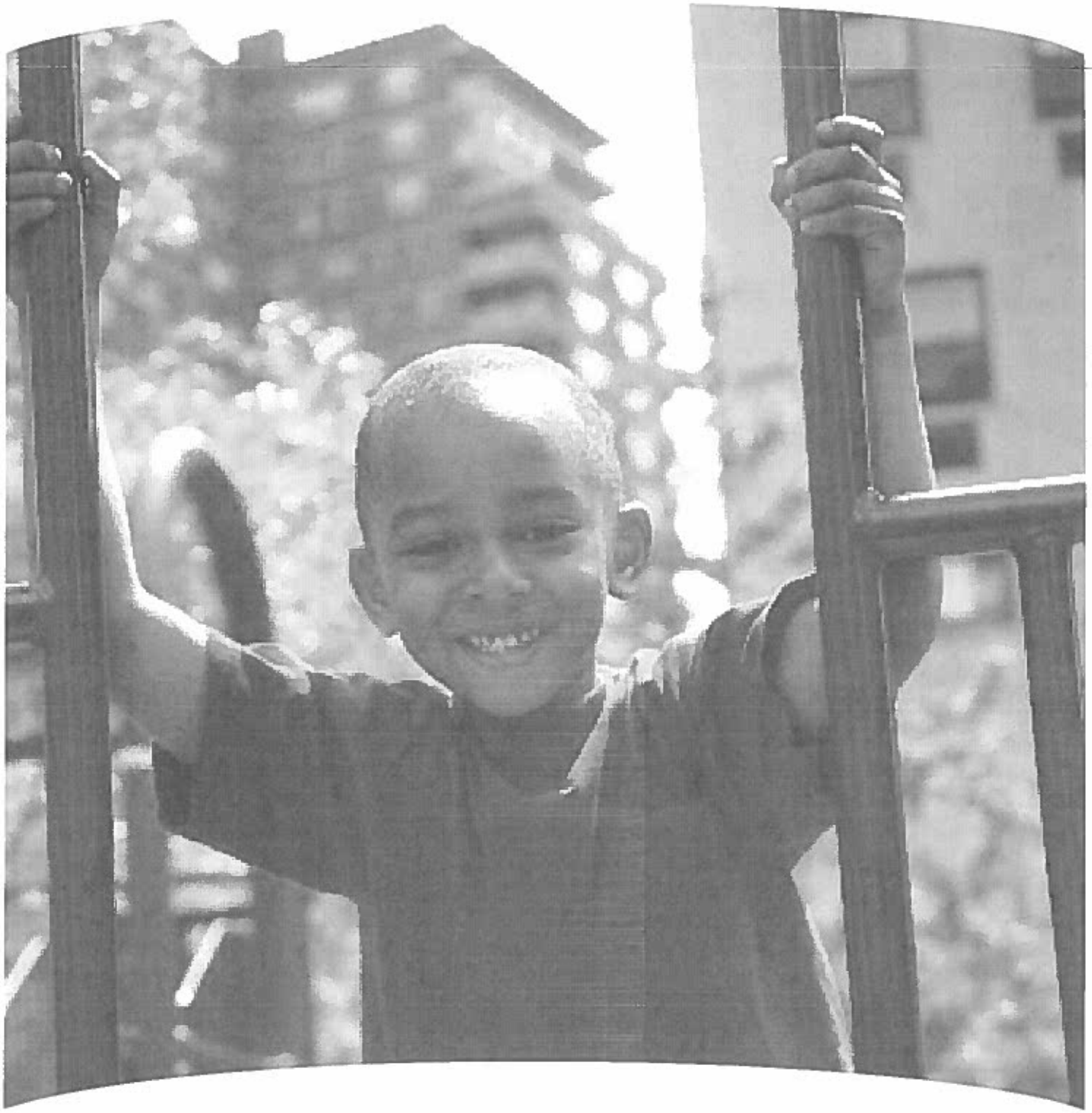


I want to play
in the rain.

I want to use an umbrella with my mother.

I want to wash my old boots in the rain.

I want to play
in the sun.



I run out my door
to play in the sun!

Responding

WORDS TO KNOW Word Builder

Fill in the missing word in this sentence: When it is hot, I _____ to eat ice cream.

Write About It

Text to Self Draw a picture of something you want to do when it rains. Label your picture.

WORDS TO KNOW

door	try
more	use
mother	want
old	wash

TARGET STRATEGY Infer/Predict

Use text clues to figure out important ideas.

Name _____ Date _____

The Weather

Draw a picture of yourself outside in one kind of weather. Make sure you are wearing the right clothes!

Write a sentence that tells about this kind of weather.

© Houghton Mifflin Harcourt Publishing Company

Name _____

Words to Know

Fill in the blank to finish each sentence.
Use the words from the word bank.

Word Bank

door	mother	try	want
more	old	use	wash

1. _____ your hands before dinner.
2. Her _____ shoes did not fit.
3. Do you want _____ eggs?
4. I told you what I _____ for my birthday.
5. Did you shut the _____?
6. The _____ cat takes care of her kittens.

© Houghton Mifflin Harcourt Publishing Company

Student _____ Date _____

The Weather • LEVEL E

The Weather
Running Record Form

page	Selection Text	Errors	Self-Corrections
2	I want to go out to play. I try to play in all kinds of weather.		
3	I want to play in the wind.		
4	I do not want to play in this wind. The wind blows more and more.		
5	I want to play in the rain.		
	Comments:	**Accuracy Rate** (# words read correctly/45 × 100) _____ %	**Self-Correction Rate** (# errors + # Self-Corrections/ Self-Correction) 1: _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	® cat	0
Omission	cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut SC cat	0
Insertion	the ^cat	1
Word told	Ⓣ cat	1

ISBN-13: 978-0-547-30136-5
ISBN-10: 0-547-30136-7
90000
9 780547 301365
1413455

© Houghton Mifflin Harcourt Publishing Company

McKeesport Area School District

Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 1st / Math			LESSON TITLE: subtracting groups of ten	
☐ LESSON 1:	☐ LESSON 2:	☐ LESSON 3:	☐ LESSON 4:	☒ LESSON 5:

STANDARDS AND SEQUENCE:

CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100

INSTRUCTIONAL OUTCOMES:

Students will:

- Skip count to find the total number of items arranged in sets of 10
- Skip count orally by 10
- Subtract 10 from multiples of 10 in the range of 100

STUDENT PARTICIPATION:

Students will:

- Count ten with an adult using objects (etc. Pennies, blocks, cereal)
- Complete work mat pages 355-358.
-

ACCOMMODATIONS:

For struggling learners:

- Students can use commonly found objects at home (pennies, cereal, blocks) 10

For advanced learners:

- Students can counting backwards by 10s from 120 – 10.

EVIDENCE OF LEARNING

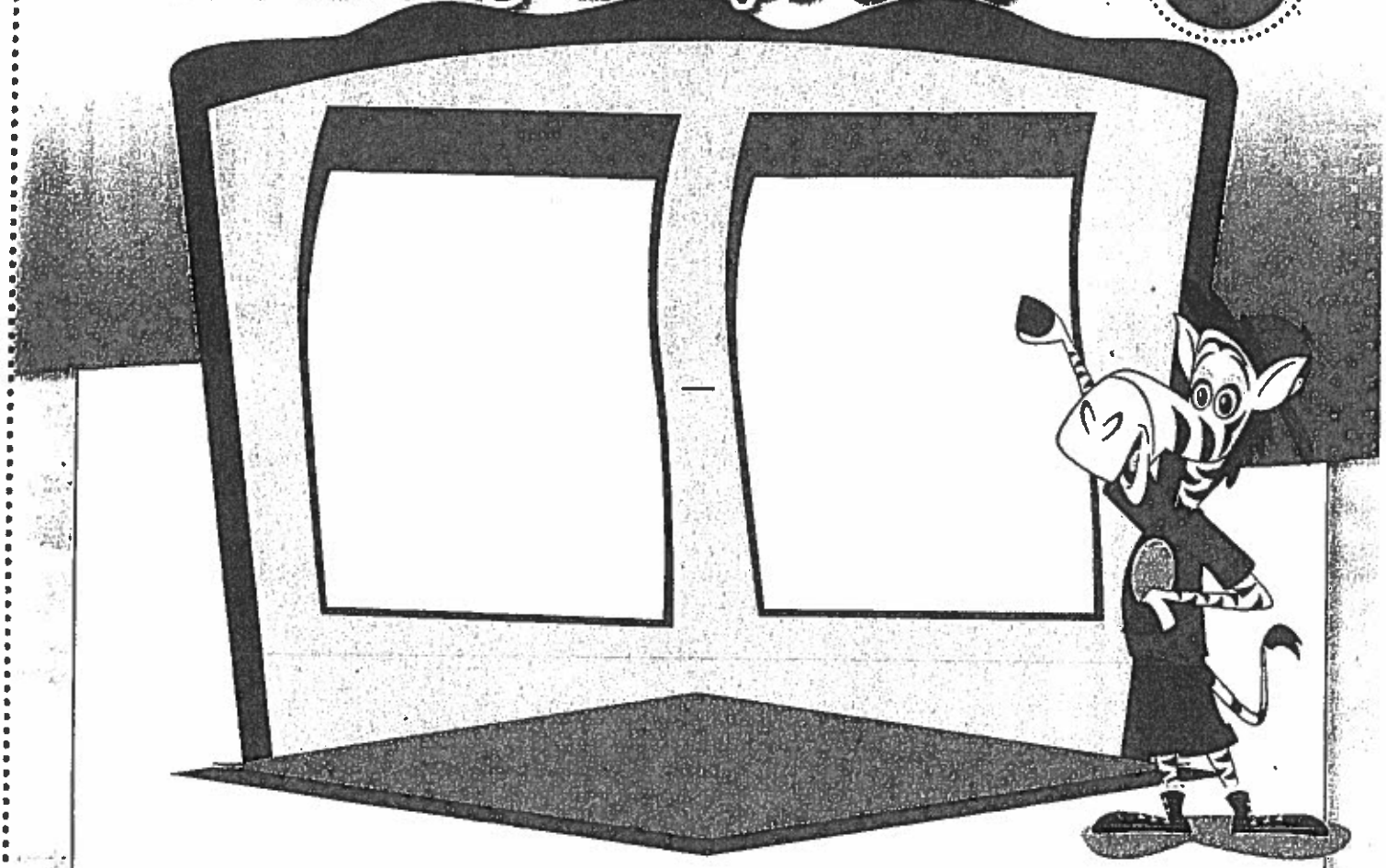
Students will demonstrate:

- Understanding of subtraction by 10's and complete Practice Worksheet 11-1
- Understanding that subtracting ones is similar to subtracting tens

Name _____

Subtracting Groups of 10

Interactive Learning
Lesson 11-1



1. _____ – _____ = _____

   _____ – _____ = _____

2. _____ – _____ = _____

   _____ – _____ = _____

3. _____ – _____ = _____

   _____ – _____ = _____

4. _____ – _____ = _____

   _____ – _____ = _____

1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

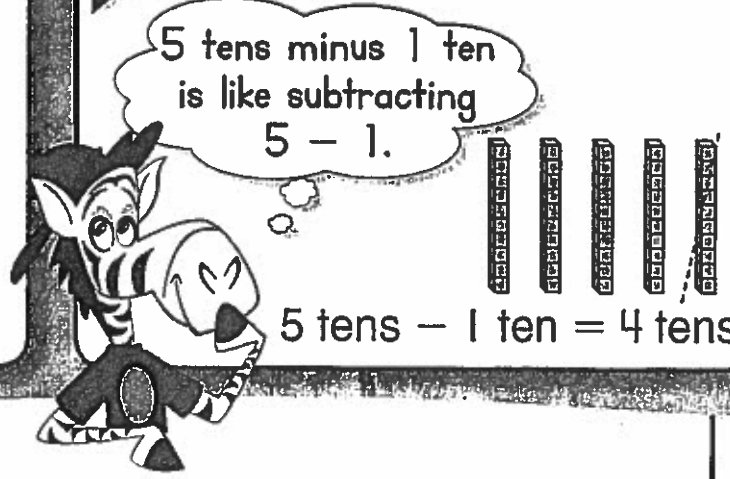
Home Connection Your child used place-value blocks to model taking away tens. Then your child wrote subtraction sentences.

Home Activity Use cups and small household objects such as buttons or paper clips. Put out eight cups and put ten items in each cup. Have your child count the items. Then take away one or two of the cups and ask how many items are left. Repeat the activity and ask your child to write a number sentence to show how many items are left.

You know how to subtract ones.

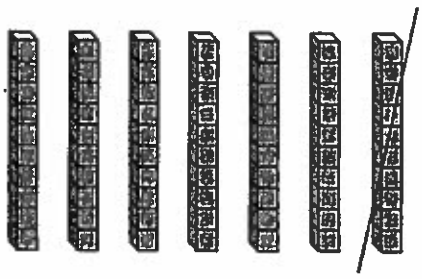
$5 - 1 = 4$

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



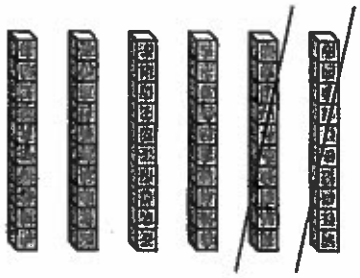
Guided Practice

Write the numbers to complete each number sentence.

1. 

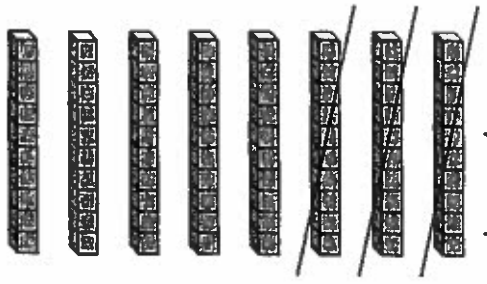
7 tens − 1 ten = 6 tens

70 − 10 = 60

2. 

____ tens − ____ tens = ____ tens

____ − ____ = ____

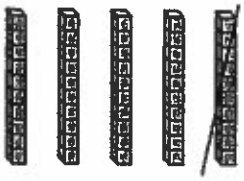
3. 

____ tens − ____ tens = ____ tens

____ − ____ = ____

Do you understand? How is subtracting 60 − 10 like subtracting 6 − 1?

5 tens is 50.
1 ten is 10.



$50 - 10 = ?$

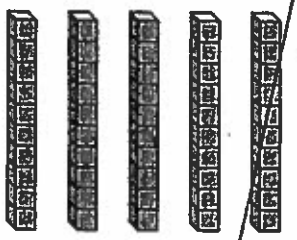
4 tens is 40.

So, $50 - 10 = 40$.

Independent Practice

Write the numbers to complete each number sentence.

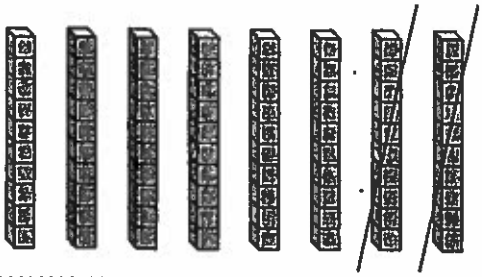
4.



_____ tens − _____ ten = _____ tens

_____ − _____ = _____

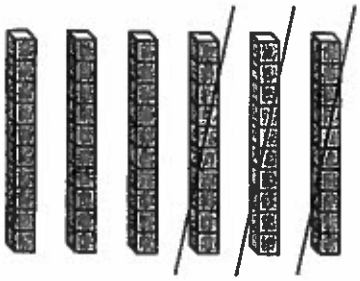
5.



_____ tens − _____ tens = _____ tens

_____ − _____ = _____

6.



_____ tens − _____ tens = _____ tens

_____ − _____ = _____

Algebra

7. Jacob solved these problems. Did Jacob subtract 1 or 10?

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

Problem Solving

MATHEMATICAL PRACTICES

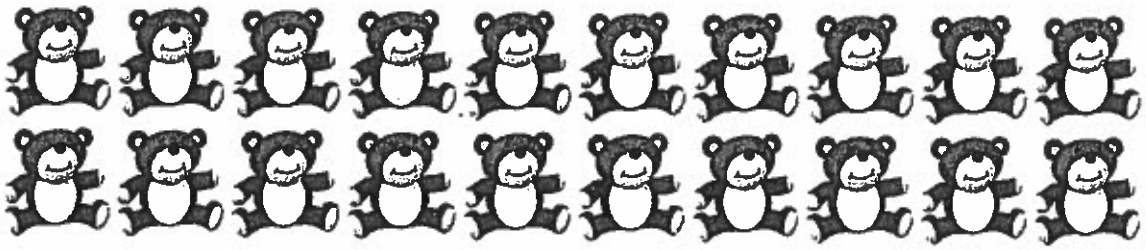
Solve the problems below.

8. Ethan had 80 crayons. He gave 10 crayons away. How many crayons does Ethan have now?

Write a number sentence.

_____ − _____ = _____ _____ crayons

9. 20 teddy bears were for sale at the store. After a day, 10 teddy bears were sold.



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

30	50	10	0
Ⓐ	Ⓑ	Ⓒ	Ⓓ

10. Journal Write a story problem for 90 − 10 = 80.

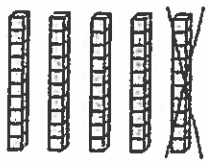
Name _____

Practice
11-1

Subtracting Groups of 10

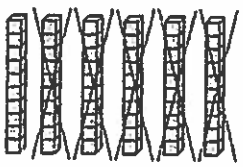
Write the numbers to complete each number sentence.

1. ____ tens ____ ten = ____ tens



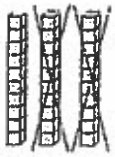
____ ____ = ____

2. ____ tens ____ tens = ____ ten



____ ____ = ____

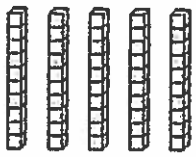
3. ____ tens ____ tens = ____ ten



____ ____ = ____

Algebra

4. Cross out some tens in the picture.
   Then fill in the number sentence.



5 tens ____ tens = 3 tens

50 ____ = 30

McKeesport Area School District

Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: Reading/Social Studies 1st grade			LESSON TITLE: The Williams Sisters	
☐ LESSON 1:	☐ LESSON 2:	☐ LESSON 3:	☐ LESSON 4:	☒ LESSON 5:

STANDARDS AND SEQUENCE:

- **CC.1.2.2.J:** Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **CC.1.2.2.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

INSTRUCTIONAL OUTCOMES:

Students will:

- Read and understand the text.
- Be able to state the main idea and supporting details using text evidence.
- Respond in writing to a given prompt.
- Complete the high frequency word page with at least 80% accuracy.

STUDENT PARTICIPATION:

Students will:

- Read the selection **The Williams Sisters** (options for reading: read independently, read together with a family member/care giver, listen to the audio version on your Think Central student account.
- Respond to the text.
- Write about reading. Reread text to assist with answering the prompt.
- Complete corresponding worksheets.

ACCOMMODATIONS:

For struggling learners:

- Options for accessing the text are provided (read with an adult, listen to an audio version).
- Shorter responses are acceptable or highlighting/underlining text evidence if written response is difficult.

For advanced learners:

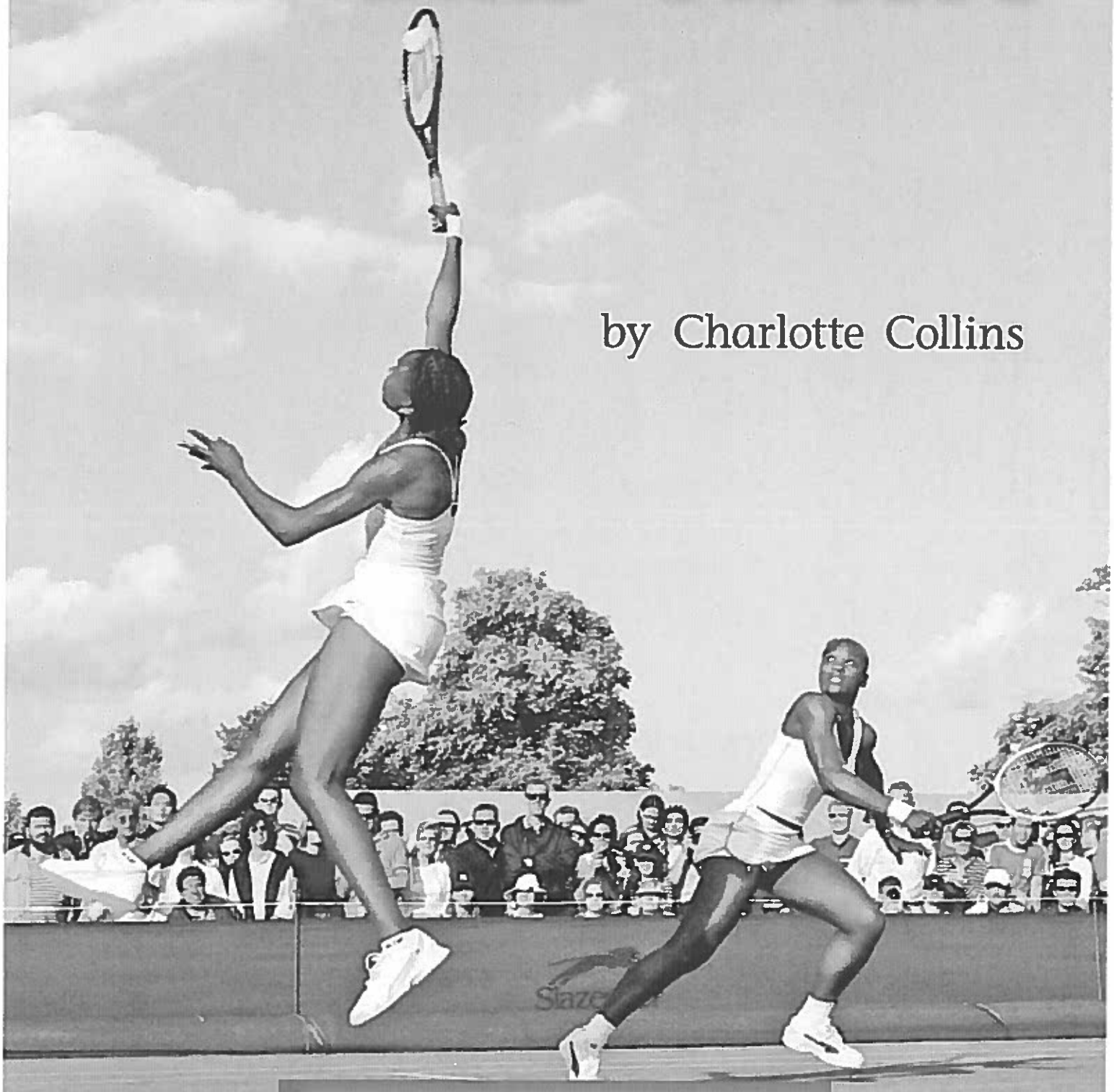
- Student responses should be more thorough and complete.
- An extension activity could include the opportunity to use the robust vocabulary words in sentences with a different context.

RESOURCES:

- The Williams Sisters leveled reader
- Writing utensils
- Optional (access to Think Central student account)
- Corresponding worksheets

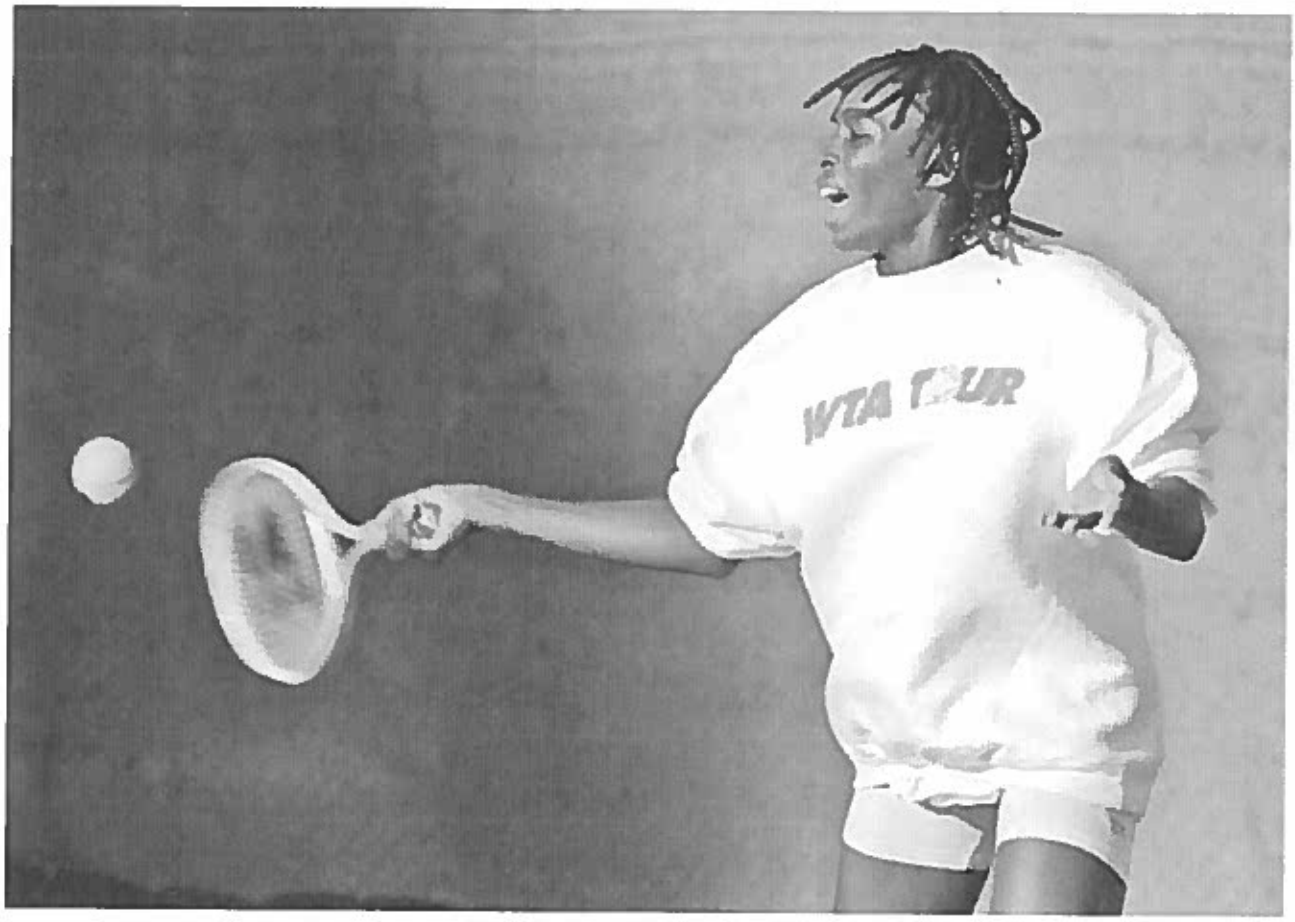
The Williams Sisters

by Charlotte Collins

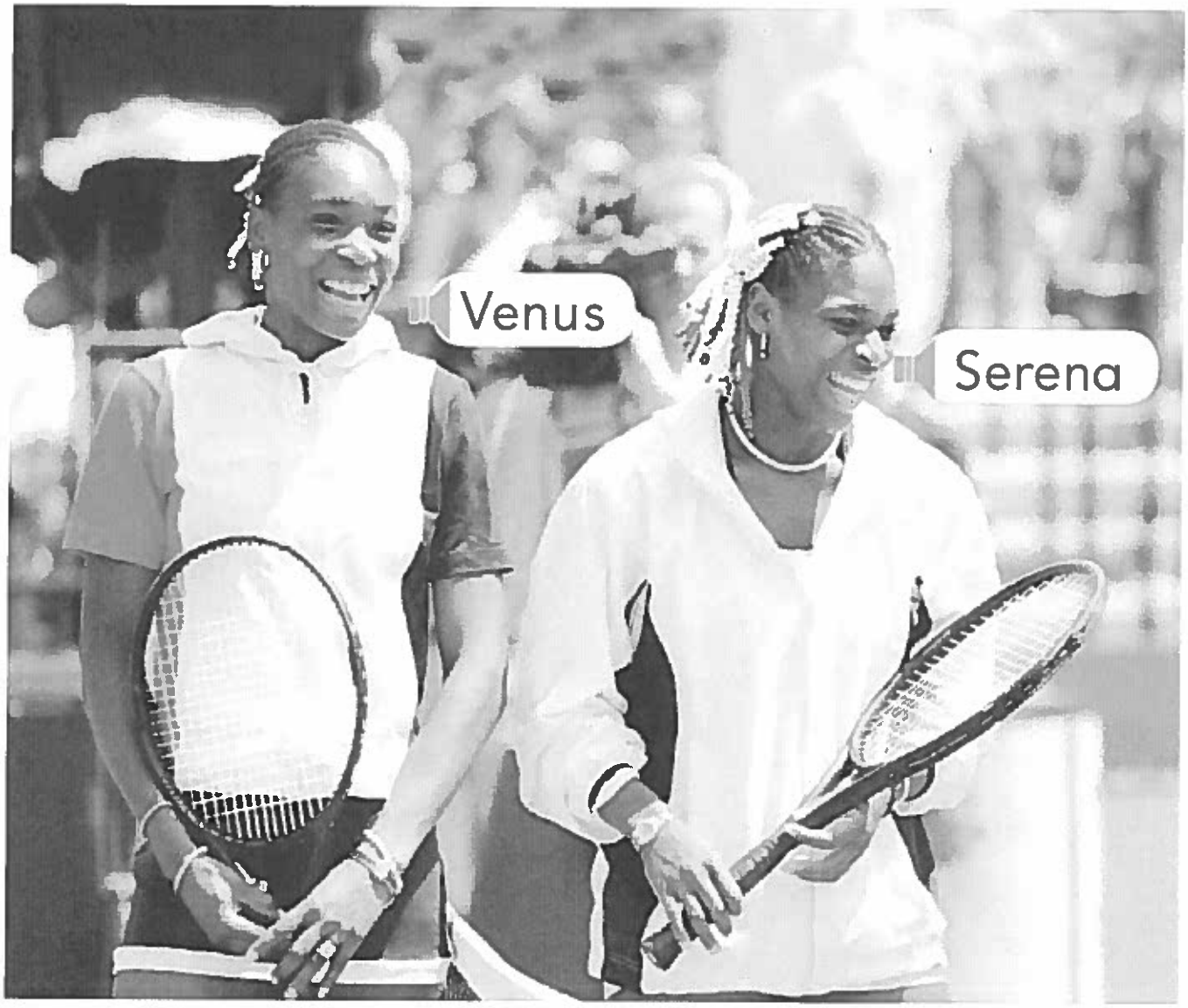


HOUGHTON MIFFLIN

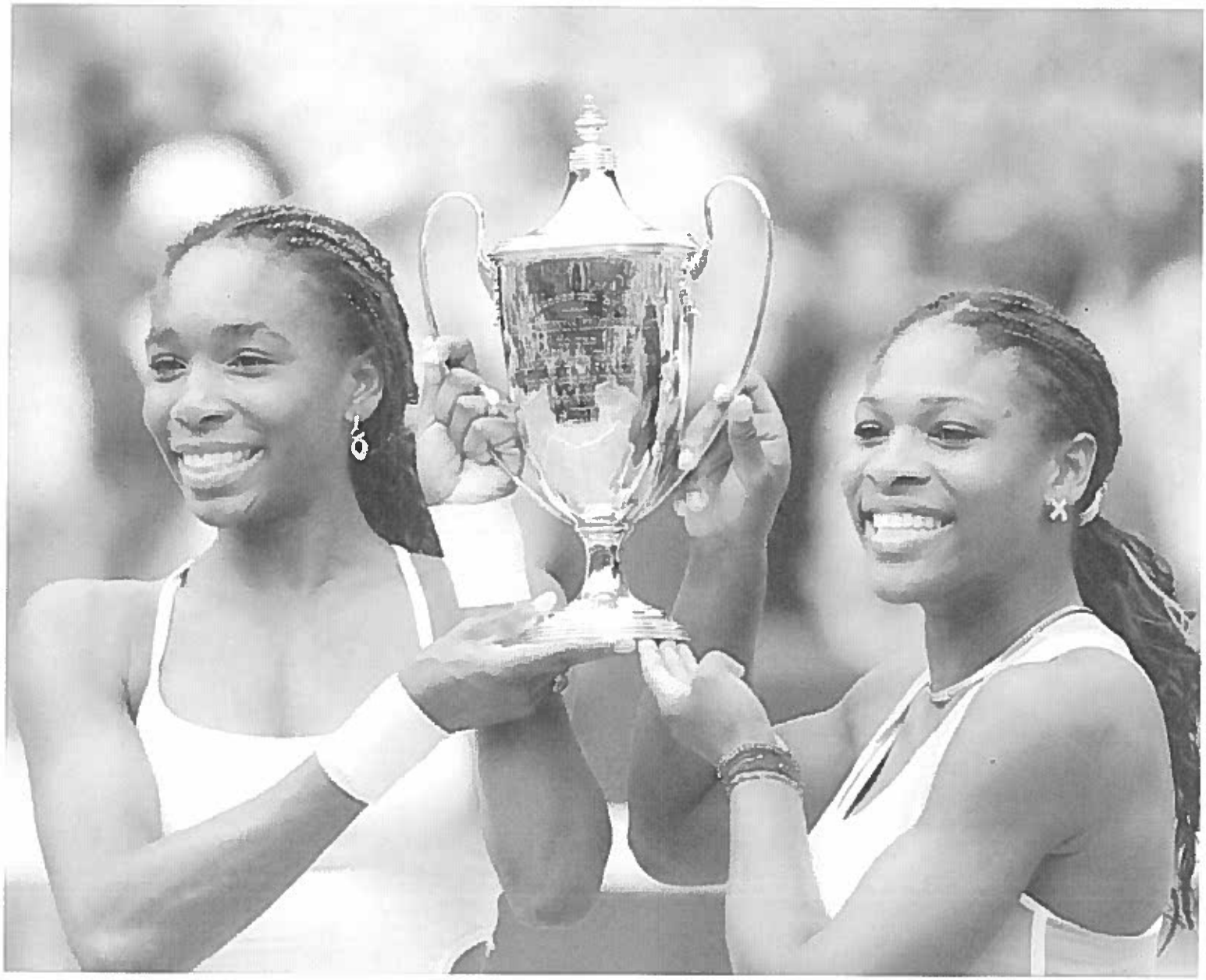
When she was young, Venus Williams went to the park with her dad. She did not play on a slide or in a field. She went to the tennis court. Her dad handed her a racket and a ball and taught her to play tennis.



Soon Venus loved tennis as much as her dad did. Venus tried to hit the ball over the net. Sometimes she hit it. Sometimes she missed. She was learning to be a great player.

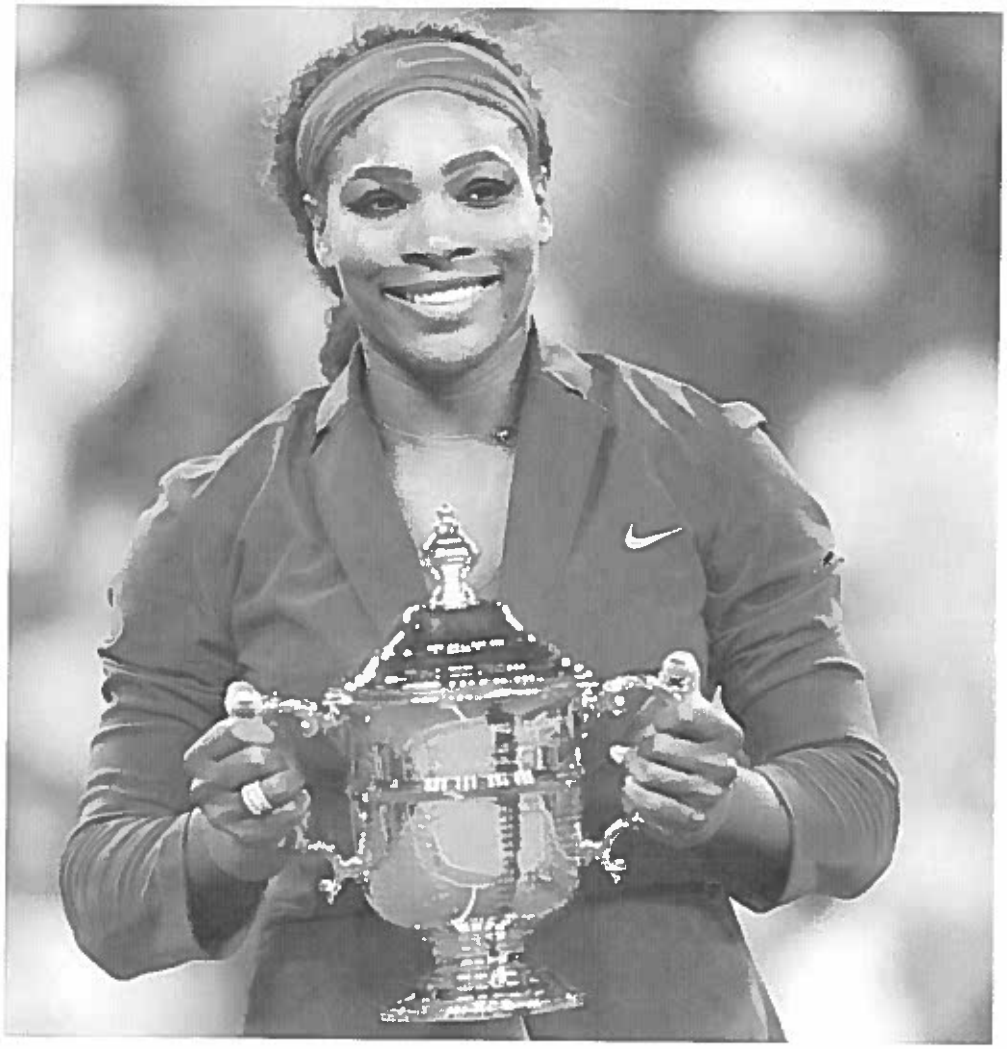


Later, Venus began to play tennis with her sister, Serena. Venus and Serena practiced together. Venus hit the ball, and Serena hit it back. They got better and better at tennis.



Venus and Serena grew stronger. They played against other girls and won big matches. Everyone could see that the sisters were great players.

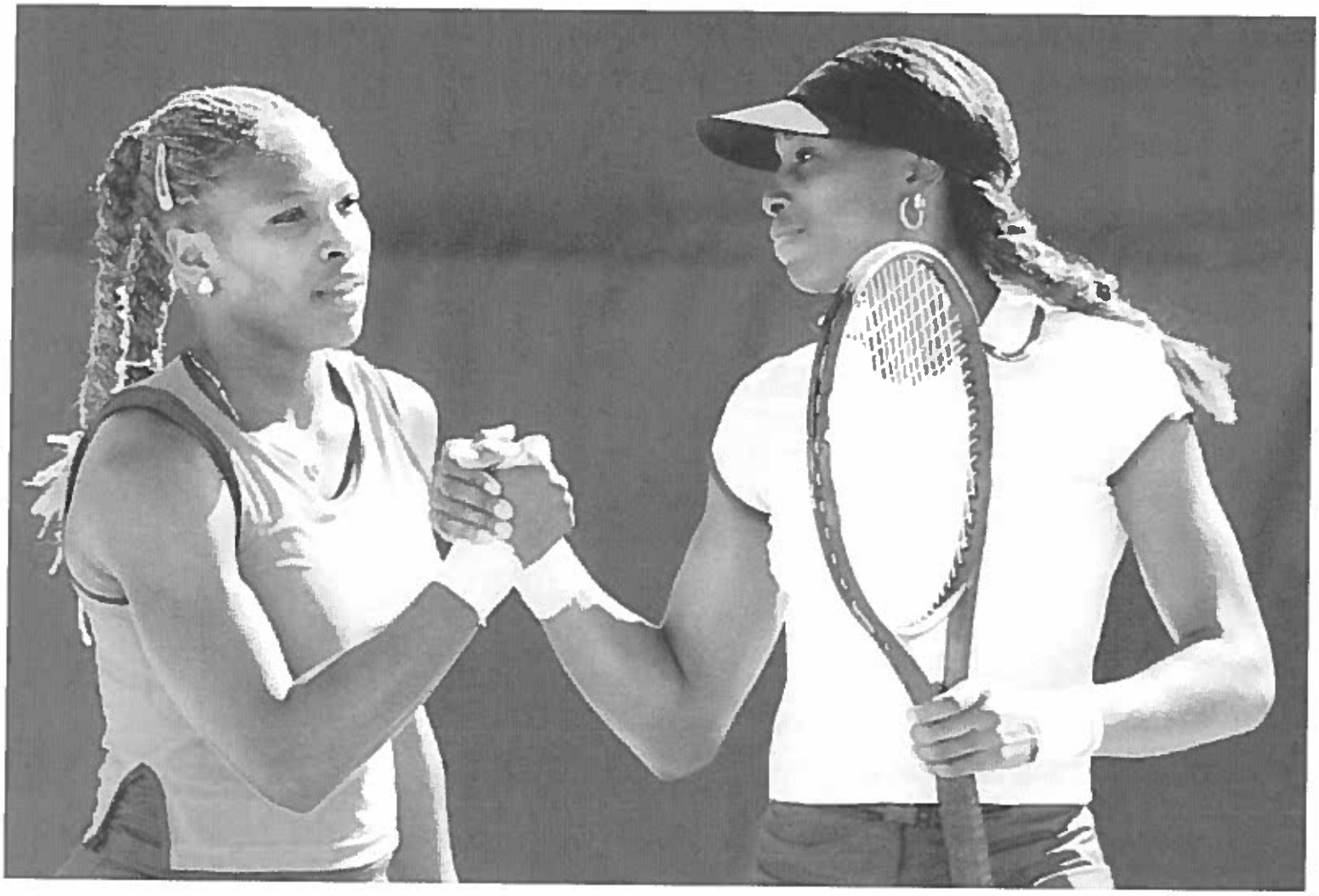
Venus helped her younger sister. "I always like to win," Venus said. "But I'm the big sister. I want to make sure she has everything, even if I don't have anything."



Serena looked up to her sister, but she wanted to win. Serena said that playing against Venus was hard. In 1999, Serena won the U.S. Open. She was not sorry that she won the championship.

Venus and Serena have played tennis for more than 20 years. They have won many important matches. People say they have changed the game of tennis with their powerful play.

Tennis is not the only thing that Venus and Serena share. They both like to read books. They both like to make clothes. They both work hard.

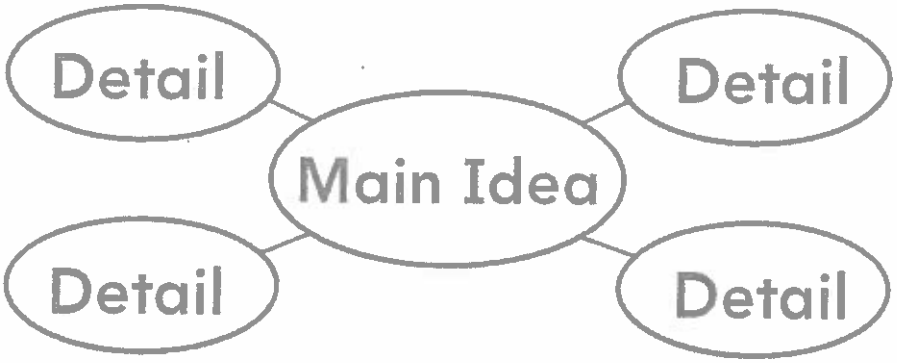


Venus and Serena compete against each other. They may even fight, like most brothers and sisters. They are still friends.

"Tennis is just a game," Serena said. Family comes first for these sisters.

Responding

TARGET SKILL **Main Idea and Details** What is the most important idea in the book? Share some details that tell more about it. Make a web.



Write About It

Text to World Why is it hard to compete against a sister or brother? Think of three reasons. Write three sentences that tell your reasons.

WORDS TO KNOW

brothers	**most**
everyone	**only**
field	**people**
loved	**sorry**

TARGET SKILL **Main Idea and Details** Tell the most important idea and details about a topic.

TARGET STRATEGY **Summarize** Stop to tell important ideas as you read.

GENRE **Narrative nonfiction** tells a true story about a topic.

Name _____ Date _____

The Williams Sisters

Think about the Williams sisters. Why would it be fun to watch them play tennis together?

© Houghton Mifflin Harcourt Publishing Company

Name _____

Think About It

Listen to the question. Write an answer.

1. Why does Serena say that tennis is just a game?

Making Connections Think about something you think is very important. Write some sentences about what it is and why it is important to you.

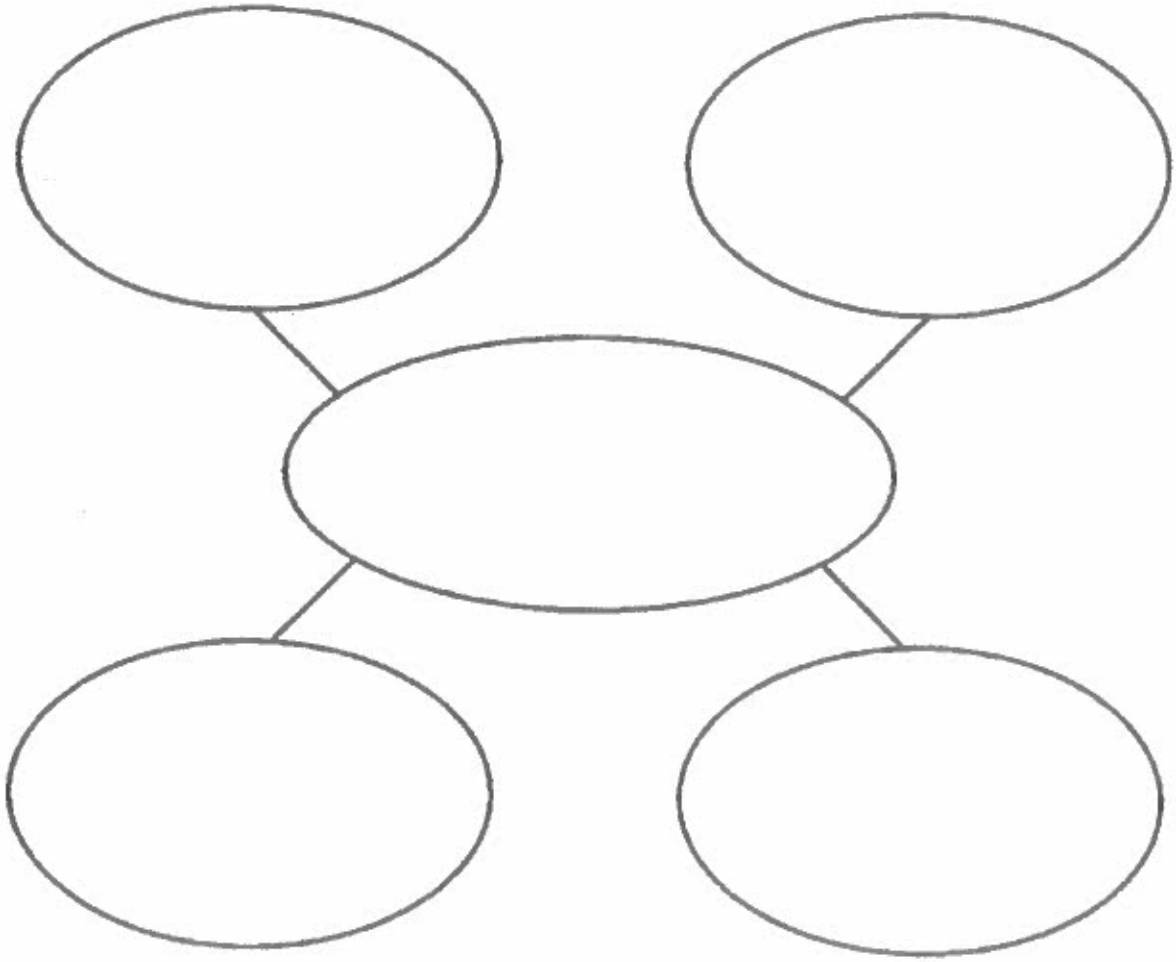
© Houghton Mifflin Harcourt Publishing Company

Name _____

Web: Main Idea and Details

The Williams Sisters
Graphic Organizer 5

Title: The Williams Sisters



© Houghton Mifflin Harcourt Publishing Company All rights reserved

Name _____

Words to Know

. Write a word from the box to complete each sentence. Read each sentence aloud.

Words to Know

sorry	most	brothers
people	only	everyone

1. I have two _____ and one sister.

2. Jill spent _____ of her money.

3. This is my _____ pencil.

4. I am _____ that I am late.

5. Many _____ take the train.

© Houghton Mifflin Harcourt Publishing Company. All rights reserved

Name _____

Syllable Pattern CV

Winners Never Quit!
Phonics: Syllable Pattern CV

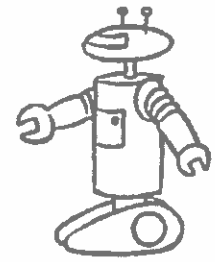
. Circle the word that best fits in the sentence. Then write the word on the line.

1. I made a _____ in class.

root robot

_____

2. The _____ fed her cat.



lady land

_____

3. The _____ is playing with a block.

baby band

_____

4. Did you see the _____?

tear tiger

Read each word that you wrote.
Tell how many vowel sounds you hear.

© Houghton Mifflin Harcourt Publishing Company All rights reserved.

McKeesport Area School District

Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: Math 1st grade			LESSON TITLE: Addition and Subtraction Review	
☐ LESSON 1:	☐ LESSON 2:	☐ LESSON 3:	☐ LESSON 4:	☒ LESSON 5:

STANDARDS AND SEQUENCE:

1.OA.C.5 Relate counting to addition and subtraction.

1.OA.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.

INSTRUCTIONAL OUTCOMES:

Students will:

- Learn the addition and subtraction facts within 20.
- Apply knowledge of addition and subtraction.

STUDENT PARTICIPATION:

Students will:

- Complete facts sheet
- Complete pages CC9 and CC10
- Optional: work on STMath and Xtra math online

ACCOMMODATIONS:

For struggling learners:

- Hundreds chart
- Number line

For advanced learners:

- Students can create their own word problems using addition and subtraction facts.

RESOURCES:

- Fact page
- Review sheets
- Hundreds chart
- Number line
- Optional – computer/tablet

EVIDENCE OF LEARNING

Students will demonstrate:

- Ability to solve math facts.
- Ability to relate addition and subtraction.

Name _____

Basic-Facts Timed Test 5

Give each answer.

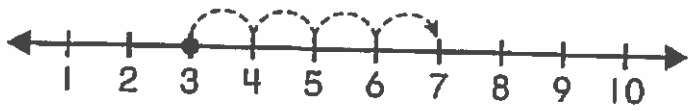
1. $11 - 5 =$ ___
2. $9 - 2 =$ ___
3. $10 - 4 =$ ___
4. $5 - 0 =$ ___
5. $6 - 2 =$ ___
6. $8 - 1 =$ ___
7. $9 - 3 =$ ___
8. $7 - 1 =$ ___
9. $11 - 2 =$ ___
10. $12 - 8 =$ ___
11. $10 - 3 =$ ___
12. $7 - 3 =$ ___
13. $11 - 1 =$ ___
14. $12 - 10 =$ ___
15. $7 - 2 =$ ___
16. $9 - 5 =$ ___
17. $5 - 4 =$ ___
18. $11 - 10 =$ ___
19. $9 - 1 =$ ___
20. $10 - 9 =$ ___
21. $12 - 6 =$ ___
22. $9 - 0 =$ ___
23. $12 - 2 =$ ___
24. $11 - 4 =$ ___
25. $8 - 2 =$ ___
26. $10 - 1 =$ ___

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Name _____

Common Core Standards Practice

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1. 

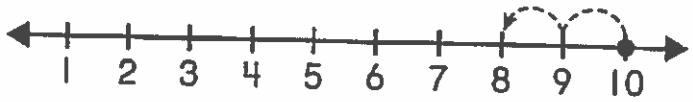
Which matches the model?

Ⓐ $6 + 7$

Ⓑ $4 + 5$

Ⓒ $3 + 3$

Ⓓ $3 + 4$

2. 

Which matches the model?

Ⓐ $10 - 8$

Ⓑ $10 - 2$

Ⓒ $8 - 2$

Ⓓ $8 + 10$

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

3.

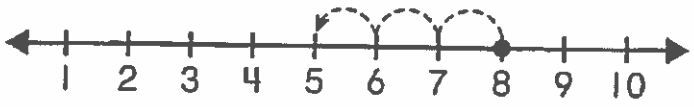
Which matches the model?

Ⓐ $6 - 2 - 2 = 2$

Ⓑ $4 + 2 + 2 + 2 = 10$

Ⓒ $4 + 1 + 1 + 1 = 7$

Ⓓ $10 - 2 - 2 - 2 = 4$

4. 

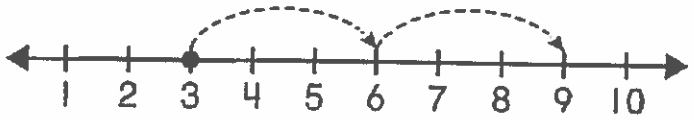
Which matches the model?

Ⓐ $8 + 3$

Ⓑ $8 - 3$

Ⓒ $8 - 7$

Ⓓ $7 - 5$

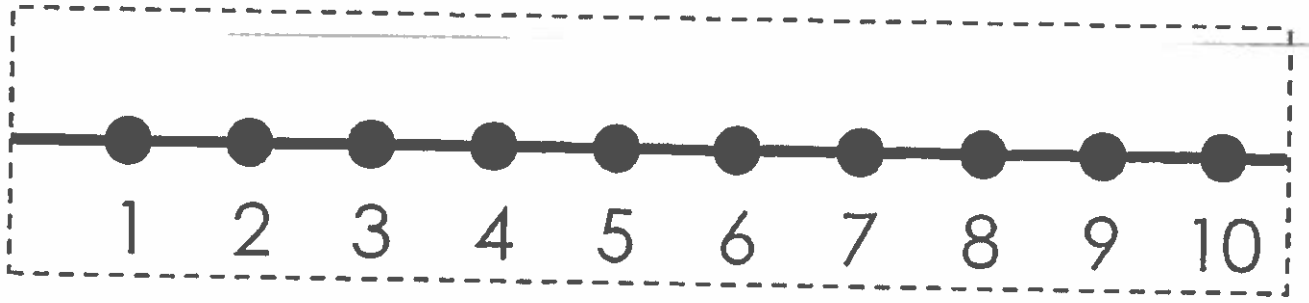
5. 

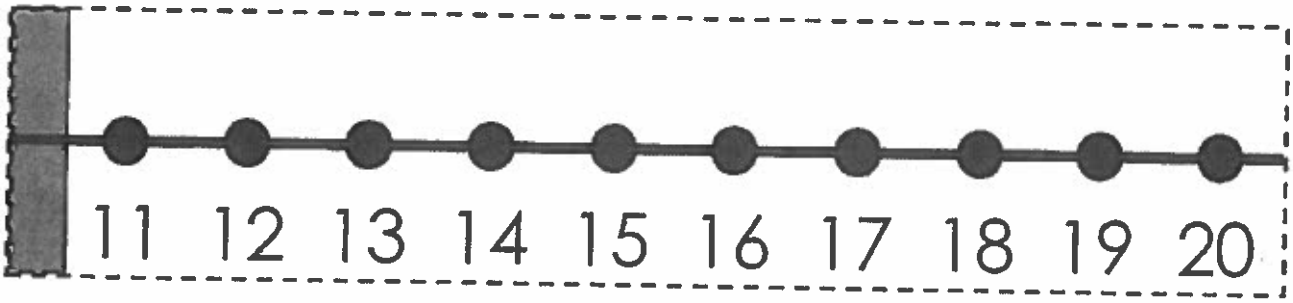
Write an addition sentence that matches the model.

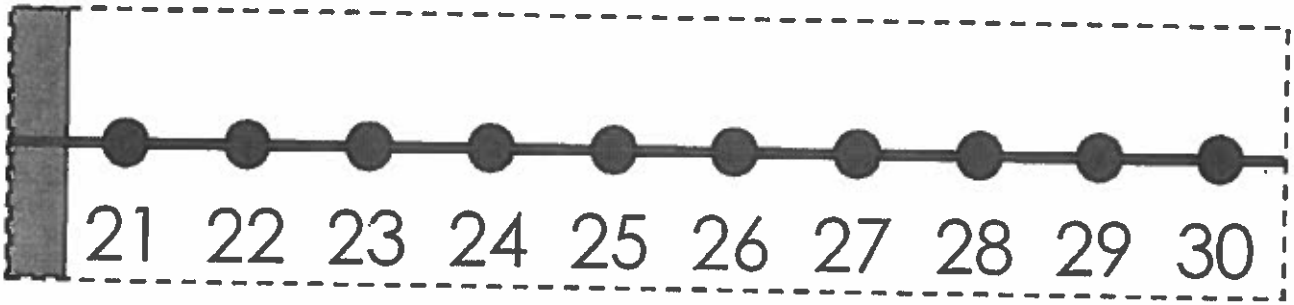
___ ◯ ___ ◯ ___ ◯ ___

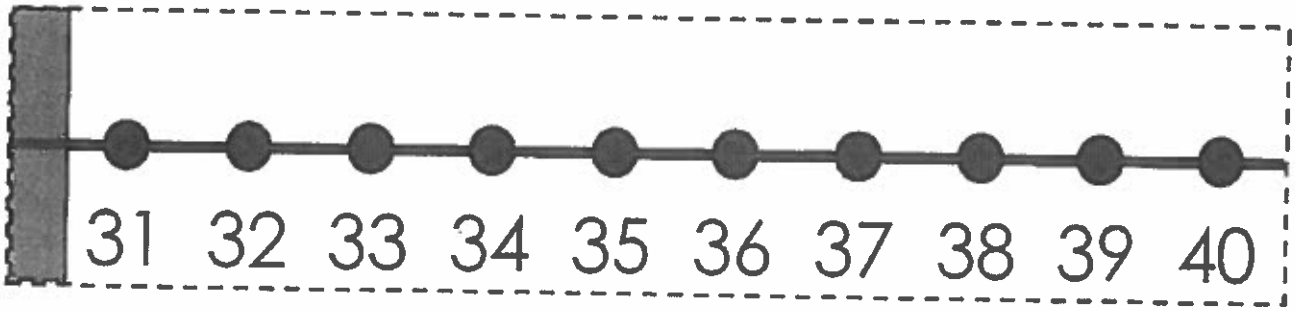
Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

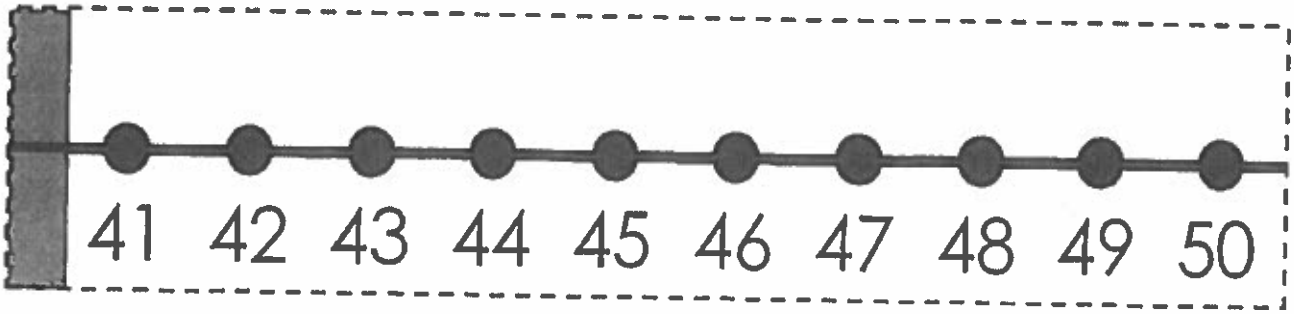
Cut on the dashed lines. Place glue in the gray areas. Assemble into number line (1-100).

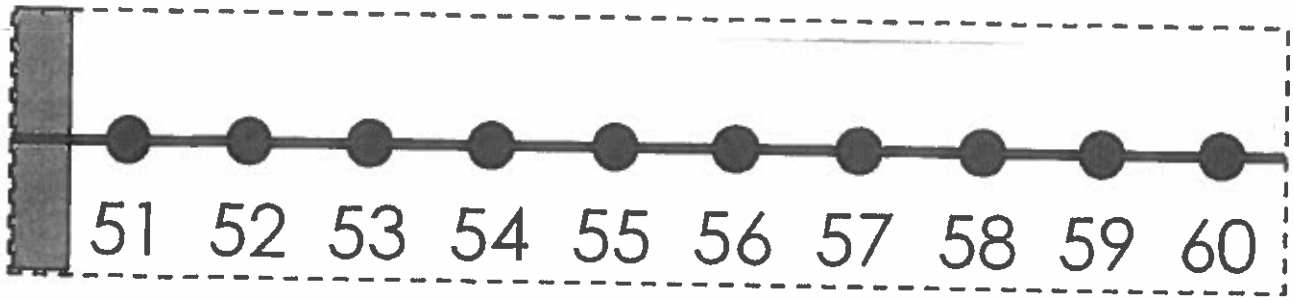


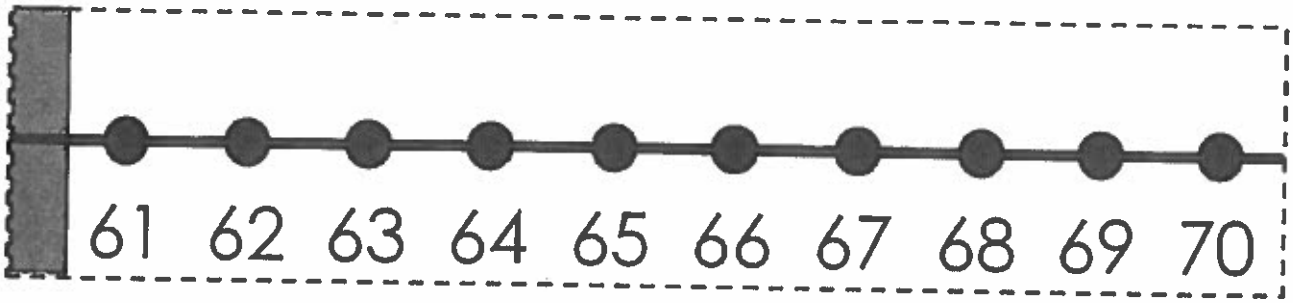


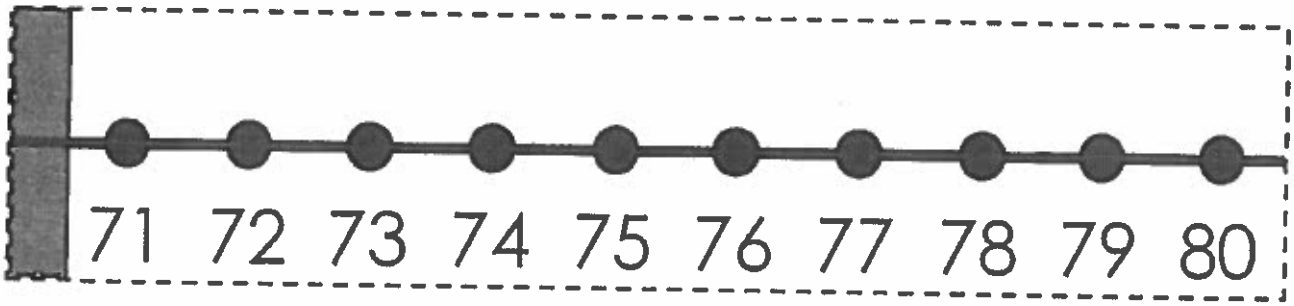


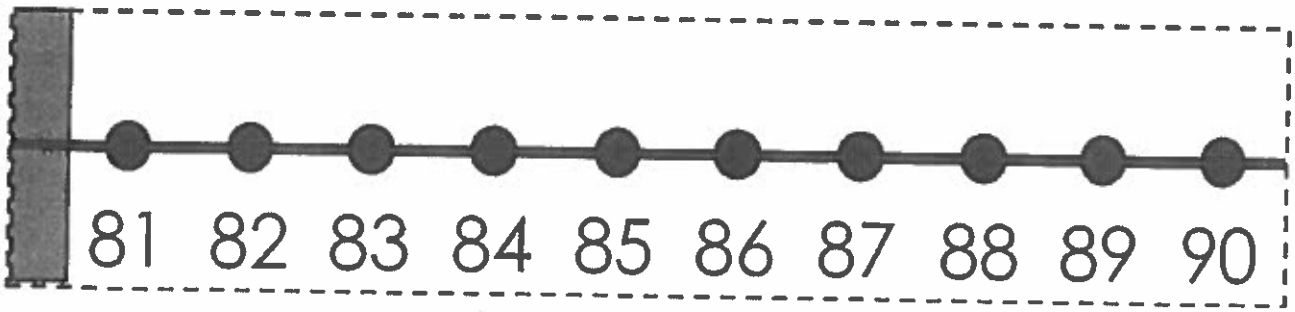


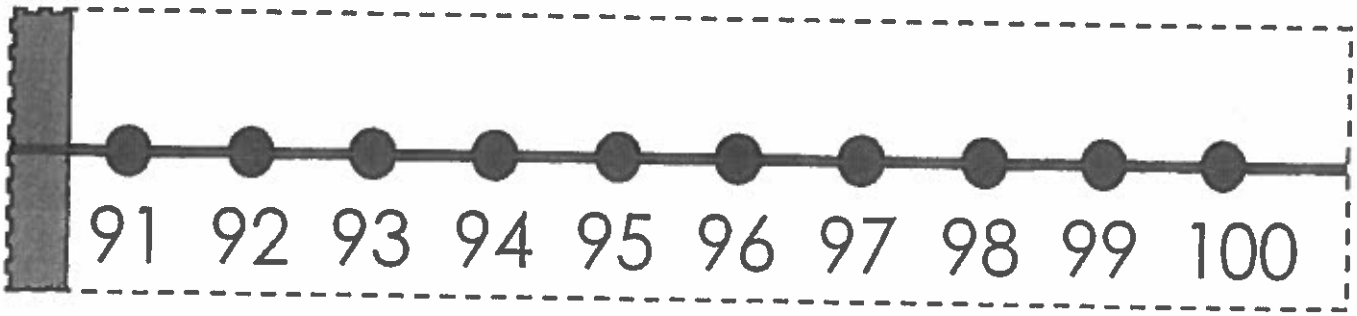



51 52 53 54 55 56 57 58 59 60

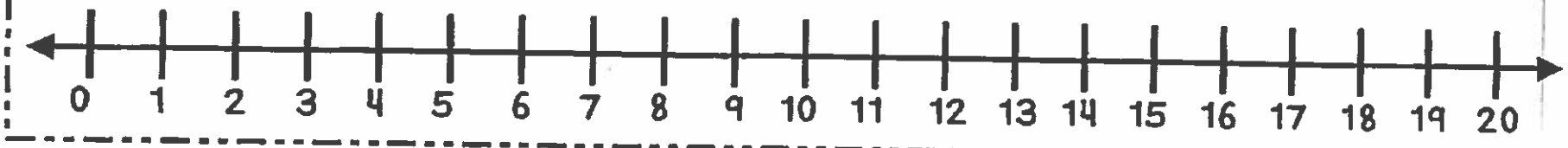

61 62 63 64 65 66 67 68 69 70


71 72 73 74 75 76 77 78 79 80

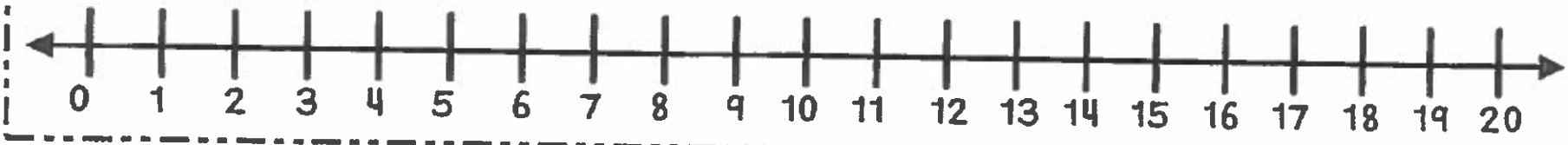

81 82 83 84 85 86 87 88 89 90


91 92 93 94 95 96 97 98 99 100

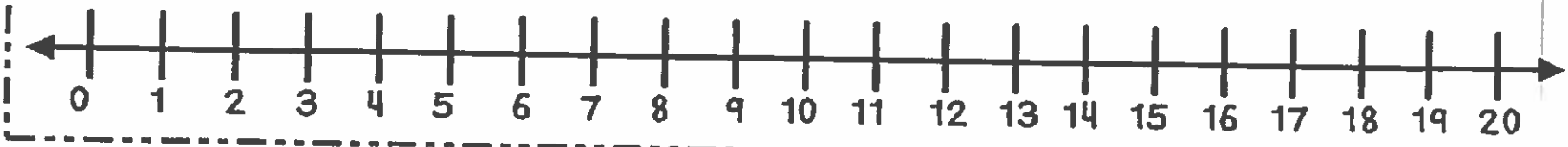
Number Line



Number Line



Number Line



© Jennifer Bibeau 2015

1 – 120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

©EricaBohrer2012