



Review & Enrichment

Week of April 6 & April 13

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: Math		1st grade			LESSON TITLE: Addition and Subtraction Review	
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input checked="" type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:		
STANDARDS AND SEQUENCE: 1.OA.B.3 Apply properties of operations as strategies to add and subtract 1.OA.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.						
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Learn the addition and subtraction facts within 20.• Apply properties of operations as strategies to solve addition and subtraction problems.						
STUDENT PARTICIPATION: Students will: <ul style="list-style-type: none">• Complete facts sheet• Complete pages CCS and CC6• Optional: work on STMath and Xtra math online						
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Hundreds chart• Number line For advanced learners: <ul style="list-style-type: none">• Students can create their own word problems using addition and subtraction facts.						
RESOURCES: <ul style="list-style-type: none">• Fact page• Review sheets• Hundreds chart• Number line• Optional – computer/tablet						
EVIDENCE OF LEARNING Students will demonstrate: <ul style="list-style-type: none">• Ability to solve math facts.						

Name _____

Basic-Facts
Timed Test
3

Give each answer.

1. $4 + 3 = \underline{\quad}$

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

3. $0 + 9 = \underline{\quad}$

4. $2 + 10 = \underline{\quad}$

5. $6 + 3 = \underline{\quad}$

6. $4 + 8 = \underline{\quad}$

7. $5 + 6 = \underline{\quad}$

8. $10 + 1 = \underline{\quad}$

9. $2 + 6 = \underline{\quad}$

10. $3 + 9 = \underline{\quad}$

11. $8 + 1 = \underline{\quad}$

12. $9 + 2 = \underline{\quad}$

13. $2 + 7 = \underline{\quad}$

14. $3 + 4 = \underline{\quad}$

15. $5 + 4 = \underline{\quad}$

16. $6 + 5 = \underline{\quad}$

17. $3 + 5 = \underline{\quad}$

18. $9 + 1 = \underline{\quad}$

19. $5 + 5 = \underline{\quad}$

20. $6 + 2 = \underline{\quad}$

21. $5 + 7 = \underline{\quad}$

22. $4 + 1 = \underline{\quad}$

23. $10 + 0 = \underline{\quad}$

24. $4 + 4 = \underline{\quad}$

25. $3 + 6 = \underline{\quad}$

26. $1 + 7 = \underline{\quad}$

Name _____

Common Core Standards Practice

1.OA.B.3 Apply properties of operations as strategies to add and subtract.

1. Ava picks 8 ears of corn.
Marta picks 5 ears of corn.



How many ears of corn
do they pick in all?

2. David writes $4 + 7 = 11$ another way.
Which shows what David writes?

- (A) $4 + 11 = 7$
(B) $11 + 4 = 7$
(C) $4 + 4 = 8$
(D) $7 + 4 = 11$

3. Which shows another way to write
 $5 + 3 + 5 = 13$?

- (A) $5 + 5 + 3 = 13$
(B) $5 + 5 + 5 = 13$
(C) $5 + 3 + 3 = 13$
(D) $3 + 3 + 3 = 13$

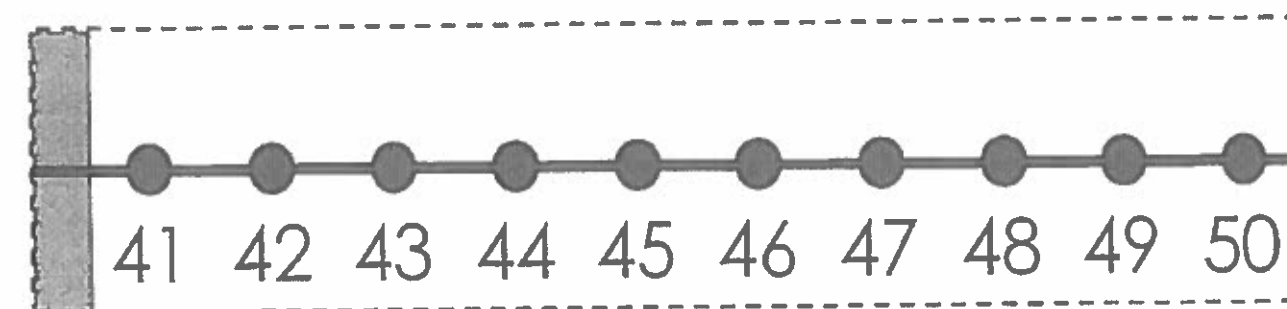
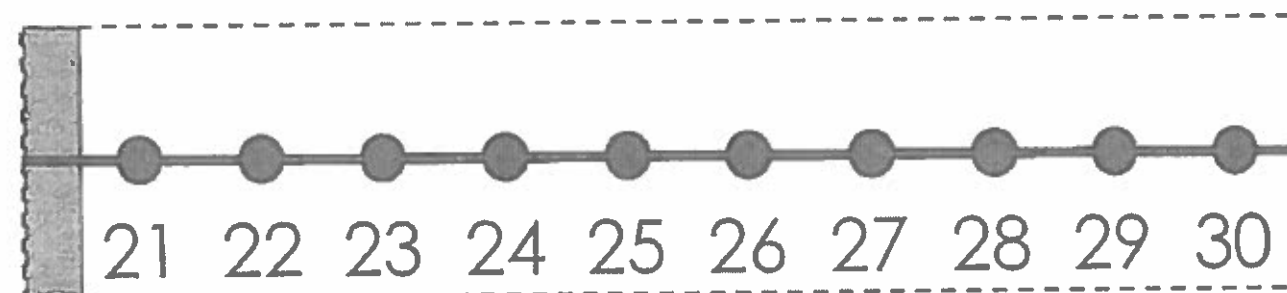
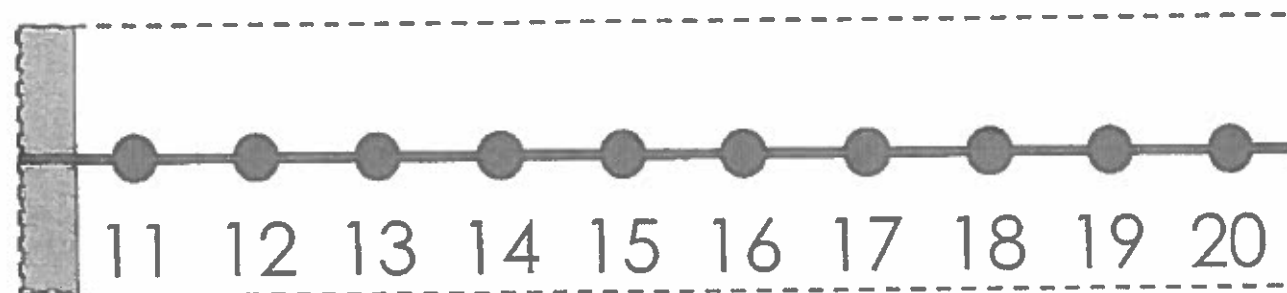
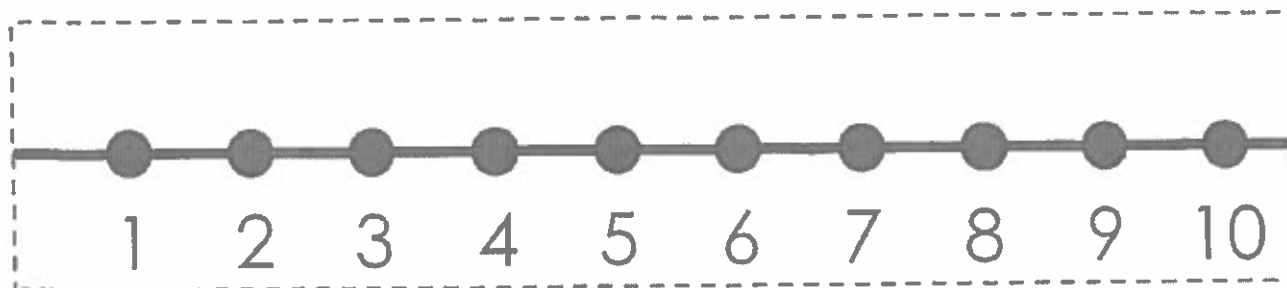
4. Jada sees 12 snails on the sidewalk.
Then 3 snails move into the grass.

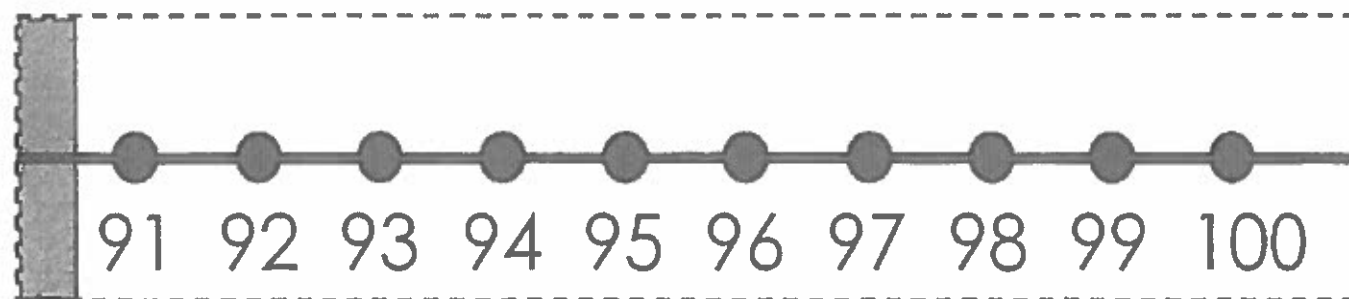
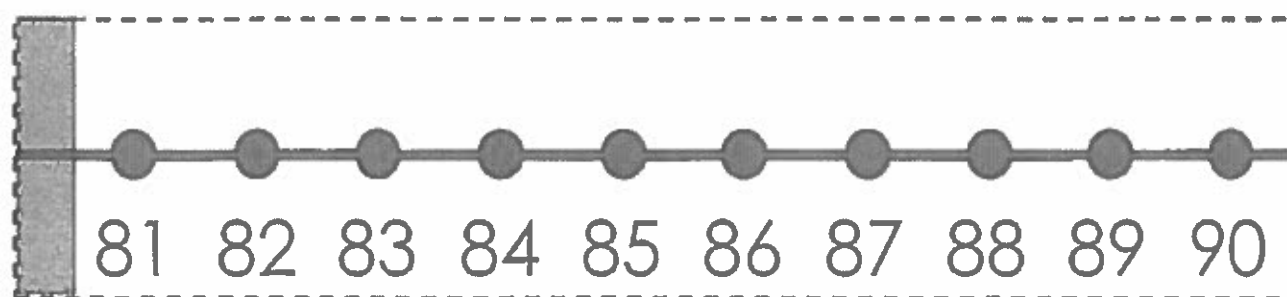
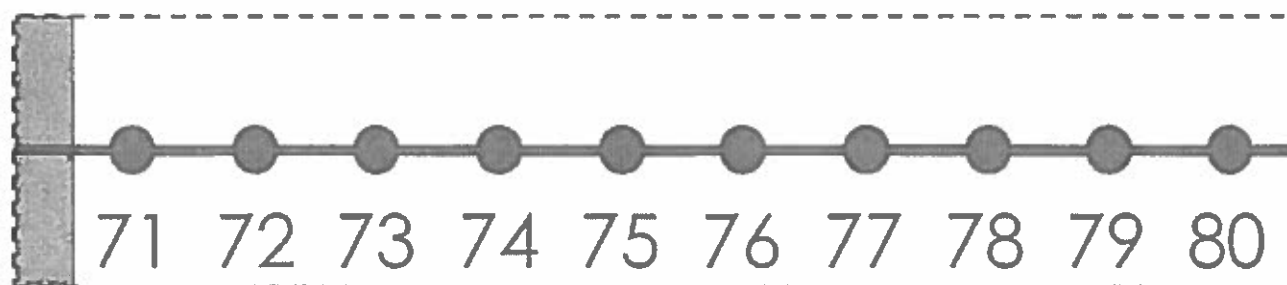
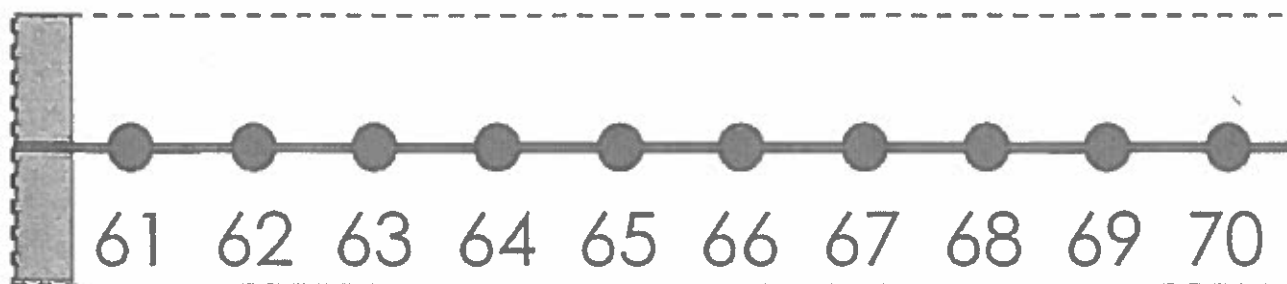
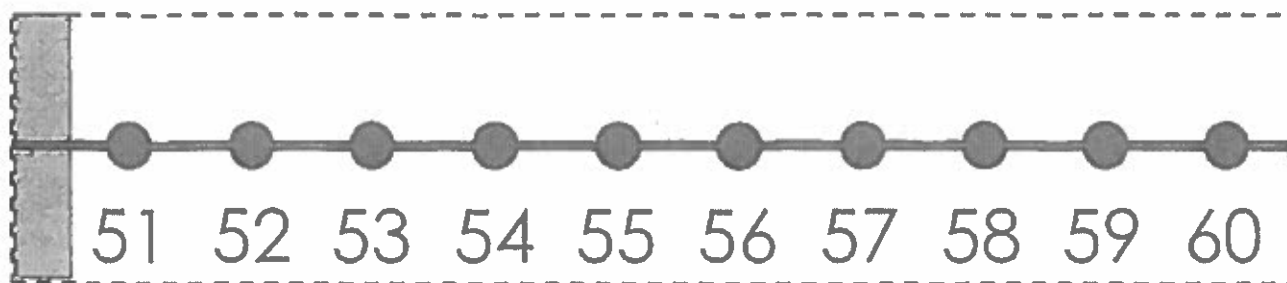


How many snails are left on the sidewalk?

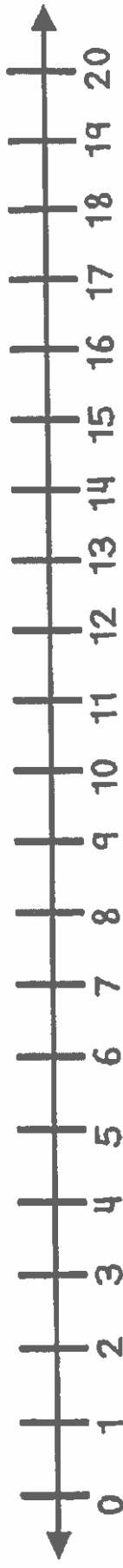
5. Vincent has 14 feathers.
He gives 8 feathers to Josh.
How many feathers does Vincent have left?

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

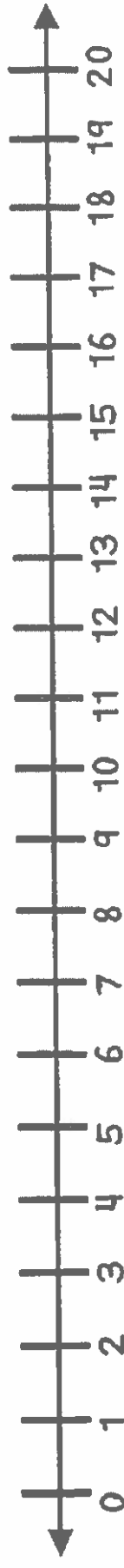




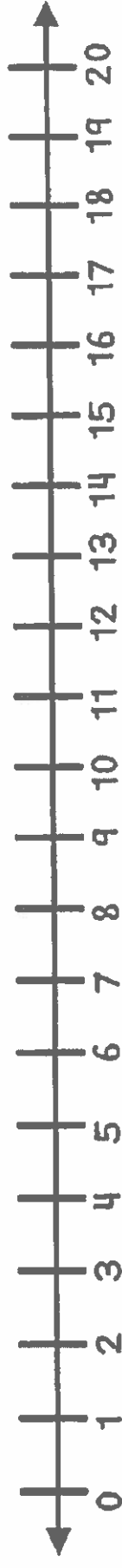
Number Line



Number Line



Number Line



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



McKeesport Area School District

Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 1 st Grade- Math		LESSON TITLE: 2-4, Introducing Subtraction Expressions and Number Sentences		
Supplemental Learning Support- Adapted Lesson				
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input checked="" type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: 1 OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. In order for students to complete and understand this lesson, they must have an understanding of basic subtraction skills. Adult assistance may be needed in order to read and understand the problems. This lesson may be revisited by the teacher in class.				
INSTRUCTIONAL OUTCOMES: Students will: <ol style="list-style-type: none">1. Identify numbers2. Compute basic subtraction problems3. Use objects to help write and solve subtraction number sentences				
STUDENT PARTICIPATION: Students will: <ol style="list-style-type: none">1. Identify and trace numbers 0-202. Complete 2-4 Daily Common Core Review WS3. Complete 2-4 learning mat4. Complete 2-4 Reteaching WS5. Complete 2-4 Practice WS6. Complete 2-4 Quick Check WS				
ACCOMMODATIONS: For struggling learners: <ol style="list-style-type: none">1. Complete the assignment with an adult2. Have an adult assist in reading directions and necessary portions of the assignments3. Use manipulatives to assist in subtracting: ex: coins, m&ms, cotton balls, pieces of cereal, etc. For advanced learners: <ol style="list-style-type: none">1. Students can complete the grade level assignment provided by the regular education teacher				
RESOURCES: <ol style="list-style-type: none">1. Numbers 0-20 worksheet2. Lesson 2-4 worksheets- Daily Common Core Review, learning mat, Reteaching, Practice, and Quick Check				
EVIDENCE OF LEARNING Students will: <ol style="list-style-type: none">1. Demonstrate an understanding of the numbers 0-20 by accurately identifying and tracing them2. Demonstrate an understanding of current and past material by accurately completing the Daily Common Core Review Worksheet3. Demonstrate an understanding of subtraction by accurately completing the worksheets4. Demonstrate the ability to write and solve subtraction number sentences				

0 1 2 3 4

5 6 7 8 9

10 11 12 13

14 15 16 17

18 19 20

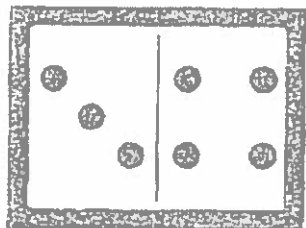
Name _____

Daily Common
Core Review
2-4

1. There are 9 glasses.
7 glasses are on the table.
The other glasses are in the sink.
How many glasses are in the sink?

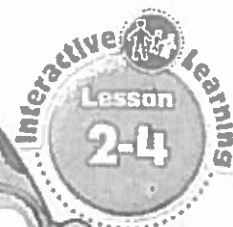
- (A) 6
(B) 4
(C) 3
(D) 2

2. Carol has 3 black marbles.
She has 4 white marbles.
How many marbles does
Carol have in all?



- (A) 6
(B) 7
(C) 8
(D) 9

Name _____



Introducing Subtraction Expressions and Number Sentences



1.


_____ - _____ = _____

2.

_____ - _____ = _____

3.

_____ - _____ = _____

 **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Also 1.OA.4, 1.OA.6

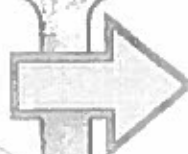
Home Connection Your child practiced writing subtraction sentences by writing the total number of connecting cubes, the number of cubes he or she could see, and the number of cubes that were hidden.

Home Activity Collect several small objects (no more than 9) and a sheet of paper. Count the objects and take turns covering some of the objects with a piece of paper. Practice writing the subtraction sentences.

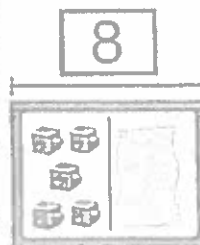
Mike has 8 cubes.
He hides some cubes.



5 is the part you see.
What is the hidden part?



You can describe the whole as 8 and one of the parts as 5. Find the hidden part by writing $8 - 5$.



The whole is 8.
The part I see is 5.

Guided Practice

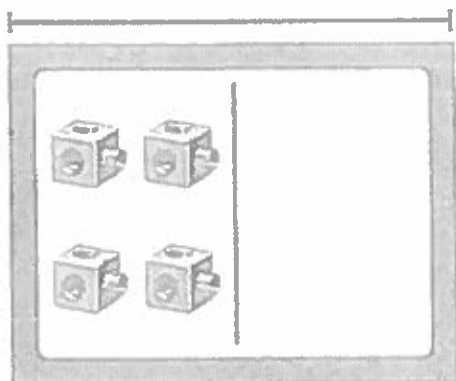
Use the picture. Write the parts.
Then write a subtraction sentence.

1.

8

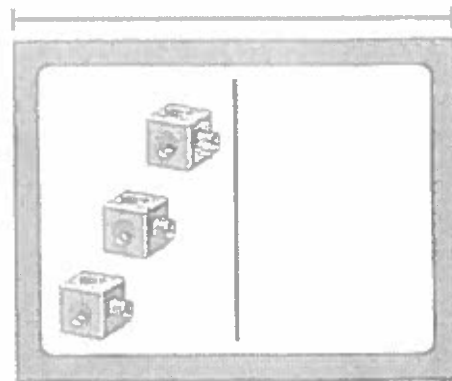
2.

6



$$\underline{8} - \underline{4}$$

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



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

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

Do you understand? How did you find the answer for Exercise 2?

You can **subtract** to find the **difference**. $8 - 5$ is 3.

3 is the hidden part. It is the difference.



You can write a **subtraction sentence**.

$$8 - 5 = 3$$

8 minus 5 equals 3.

minus sign equal sign

8

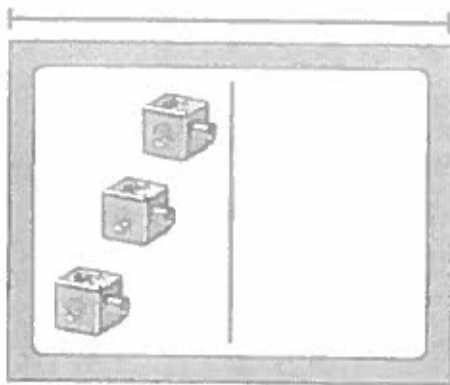


Independent Practice

Use the picture. Write the parts.
Then write a subtraction sentence.

3.

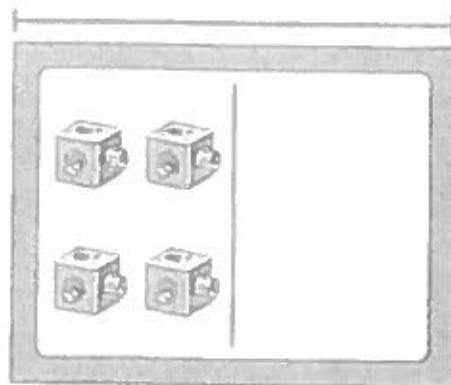
7



— —
— — = —

4.

9



— —
— — = —

Algebra Write the missing part.

5.

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

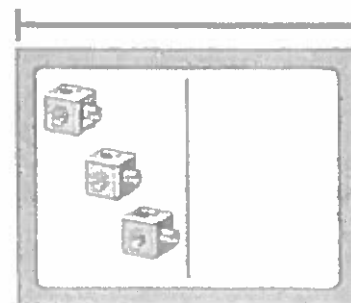


Solve the problems below.

6. Liz has 8 rocks in a can.
She drops 3 of the rocks
into a pond.
How many rocks are in the
can now?

_____ rocks

8

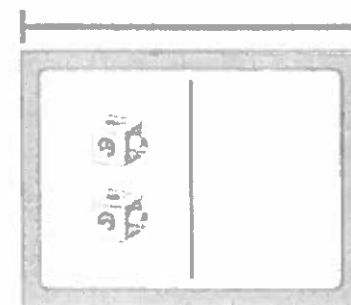


$$8 - 3 = \underline{\quad}$$

7. Rico has 7 acorns.
He gives 2 acorns to a friend.
How many acorns does Rico
have now?

Choose the number sentence
that shows this story.

7



$$9 - 7 = 2$$

(A)

$$9 - 2 = 7$$

(B)

$$7 - 3 = 4$$

(C)

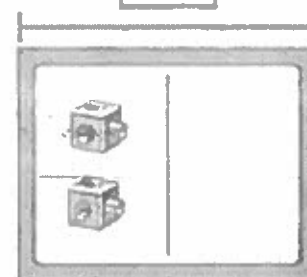
$$7 - 2 = 5$$

(D)

...

8. **Journal** Write a story and a subtraction sentence about
the picture.

5



Name _____

Releaching
2-4

Introducing Subtraction Expressions and Number Sentences

Write the parts. Then you can write a subtraction sentence to find how many are left.



5 take away 2

These are the parts.

5 minus 2 equals 3.
5 2 3

This is a subtraction sentence

Write the parts. Then write a subtraction sentence.

1.



4 minus 1 equals 3.

 - =

2.



7 minus 4 equals .

 - =

Journal

3. Draw a picture that shows subtraction.

Write a subtraction sentence that tells about your picture.

Name _____

Practice

2-4

Introducing Subtraction

Expressions and Number Sentences

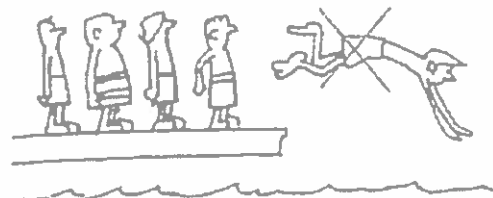
First write the parts. Then write a subtraction sentence.

1.



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

2.



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

3.



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

4.



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

Number Sense

5. Draw the missing dots.

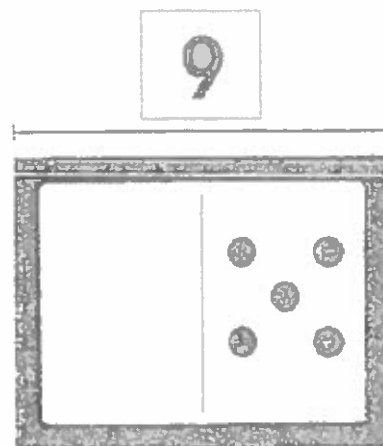
Which subtraction sentence tells about the model?

(A) $9 - 2 = 7$

(B) $9 - 5 = 4$

(C) $9 - 6 = 3$

(D) $5 - 4 = 1$



Name _____

Quick Check

2-4

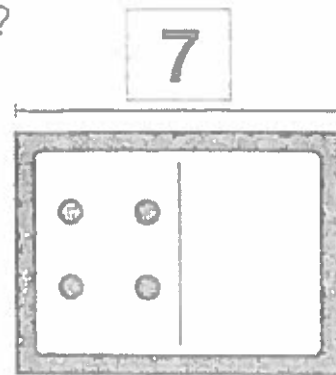
1. Which one tells about the model?

(A) 7 1

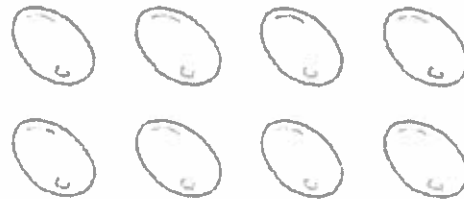
(B) 7 4

(C) 7 5

(D) 7 6



2. José has 8 grapes.
He gives 4 grapes to Tina.
How many grapes does
José have now?



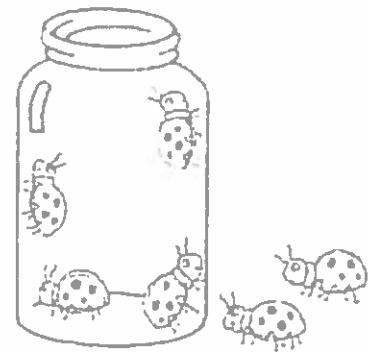
(A) 2

(B) 4

(C) 8

(D) 12

3. Write a story about the ladybugs.
Use words and numbers.
Then write a subtraction sentence
to show how many are left.



_____ = _____



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: Reading/Social Studies **1st grade** LESSON TITLE: Food for You

☐ 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 determine the author's purpose 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 Food for You (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:

- Food for You leveled reader
- Writing utensils
- Optional (access to Think Central student account)
- Corresponding worksheets

EVIDENCE OF LEARNING

Students will demonstrate:

- Understanding of the text.
- Complete author's purpose graphic organizer.
- Complete writing prompt.
- Ability to identify and read high frequency words.

Food for You



by Erin Duffy

HOUGHTON MIFFLIN

Food for You



by Erin Duffy



HOUGHTON MIFFLIN HARCOURT
School Publishers

PHOTOGRAPHY CREDITS: Cover © Rosenfeld/Corbis; 1 © Corbis; 2 © Rosenfeld/Corbis;
3 Nick Daly/Getty Images/Photonica; 4 © Michael Boys/Corbis; 5 © PhotoDisc; 6 © Kevin Fleming/Corbis;
7 © Jim West/Alamy; 8 © Jim West/Alamy; 9 © Somos Images/Corbis; 10 © Corbis

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law. Requests for permission to make copies of any part of the work should be addressed to Houghton Mifflin Harcourt School Publishers, Attn: Permissions, 6277 Sea Harbor Drive, Orlando, Florida 32887-6777.

Printed in China

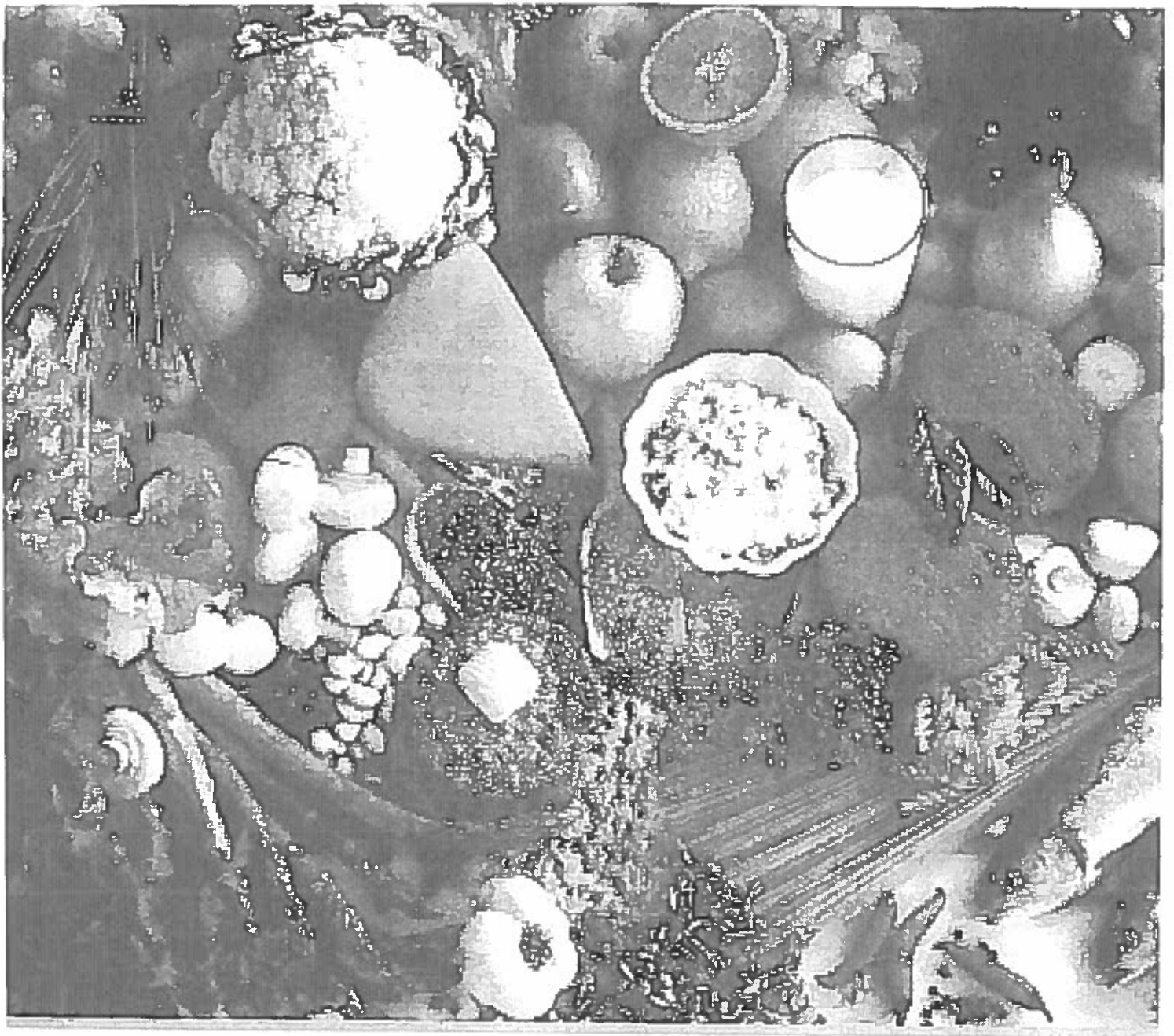
ISBN-13: 978-0-547-02840-8

ISBN-10: 0-547-02840-7

1 2 3 4 5 6 7 8 0940 18 17 16 15 14 13 12 11

If you have received these materials as examination copies free of charge, Houghton Mifflin Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited.

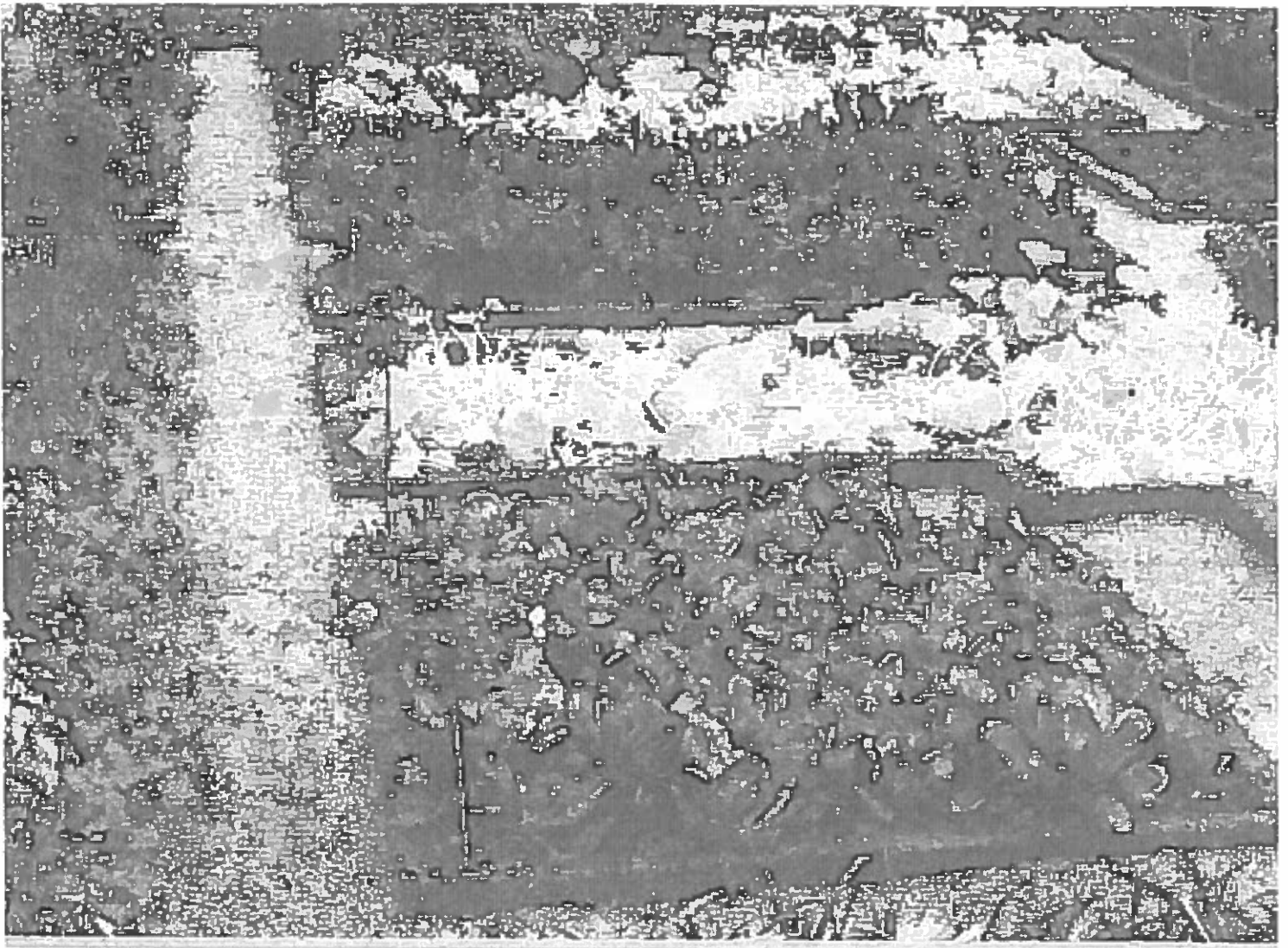
Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.



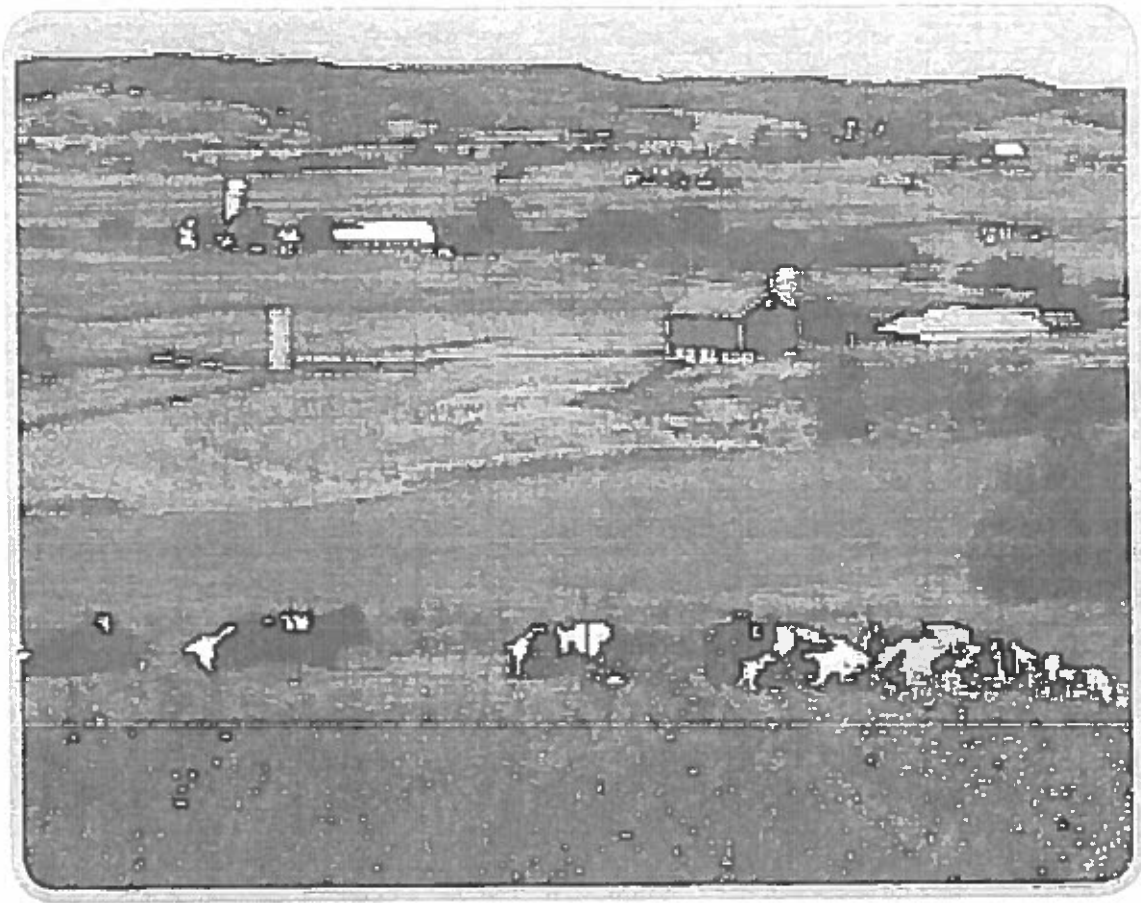
- Look at all the food on the table.
- How does the food get to your table?



- ▶ Some people grow fruits and vegetables in a garden at home.
- ▶ First they plant seeds under the ground.
- ▶ Then they water the seeds. Seeds need water and sunlight to grow.



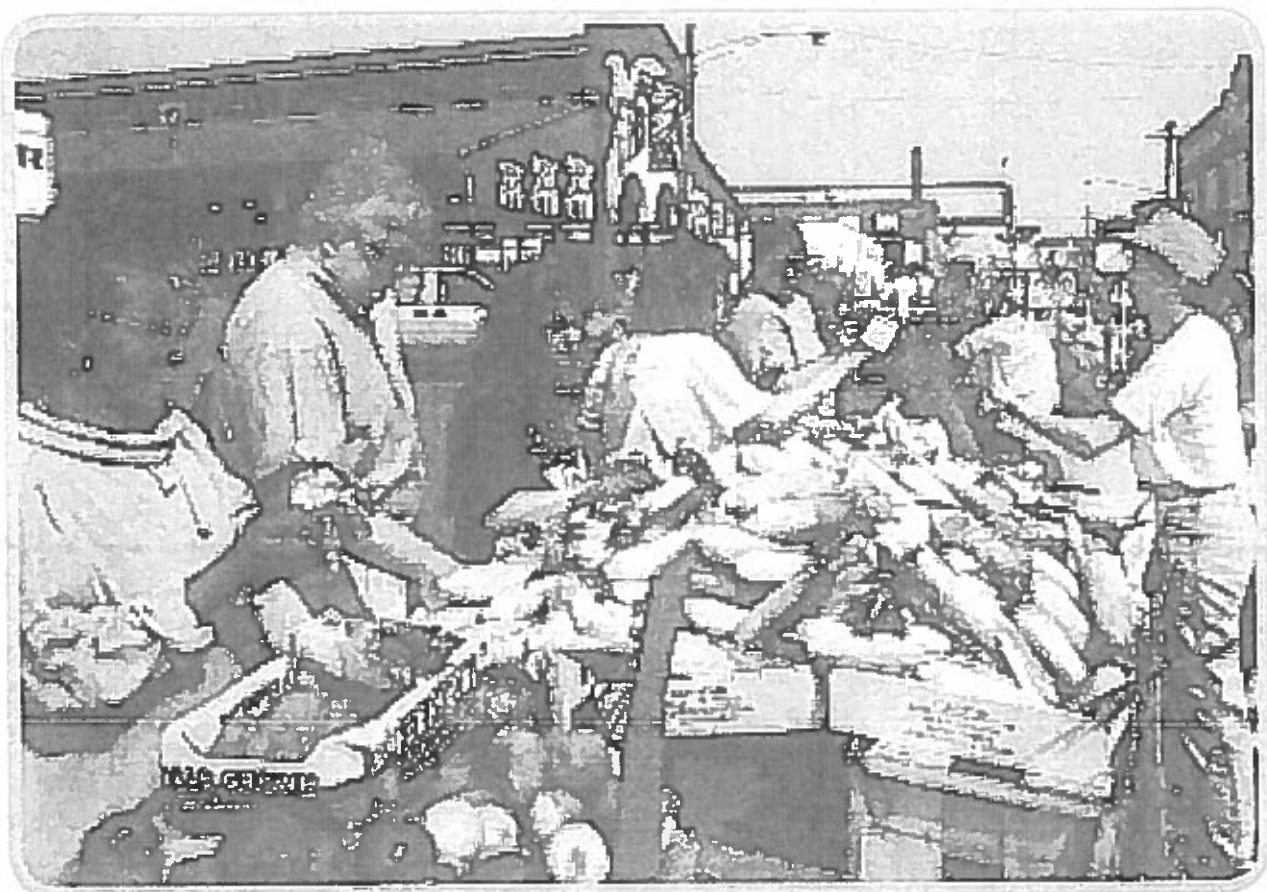
- 🔊 The plants grow bigger and bigger.
- 🔊 Soon the fruits and vegetables are ripe.
- 🔊 They can go right from the garden to the table.



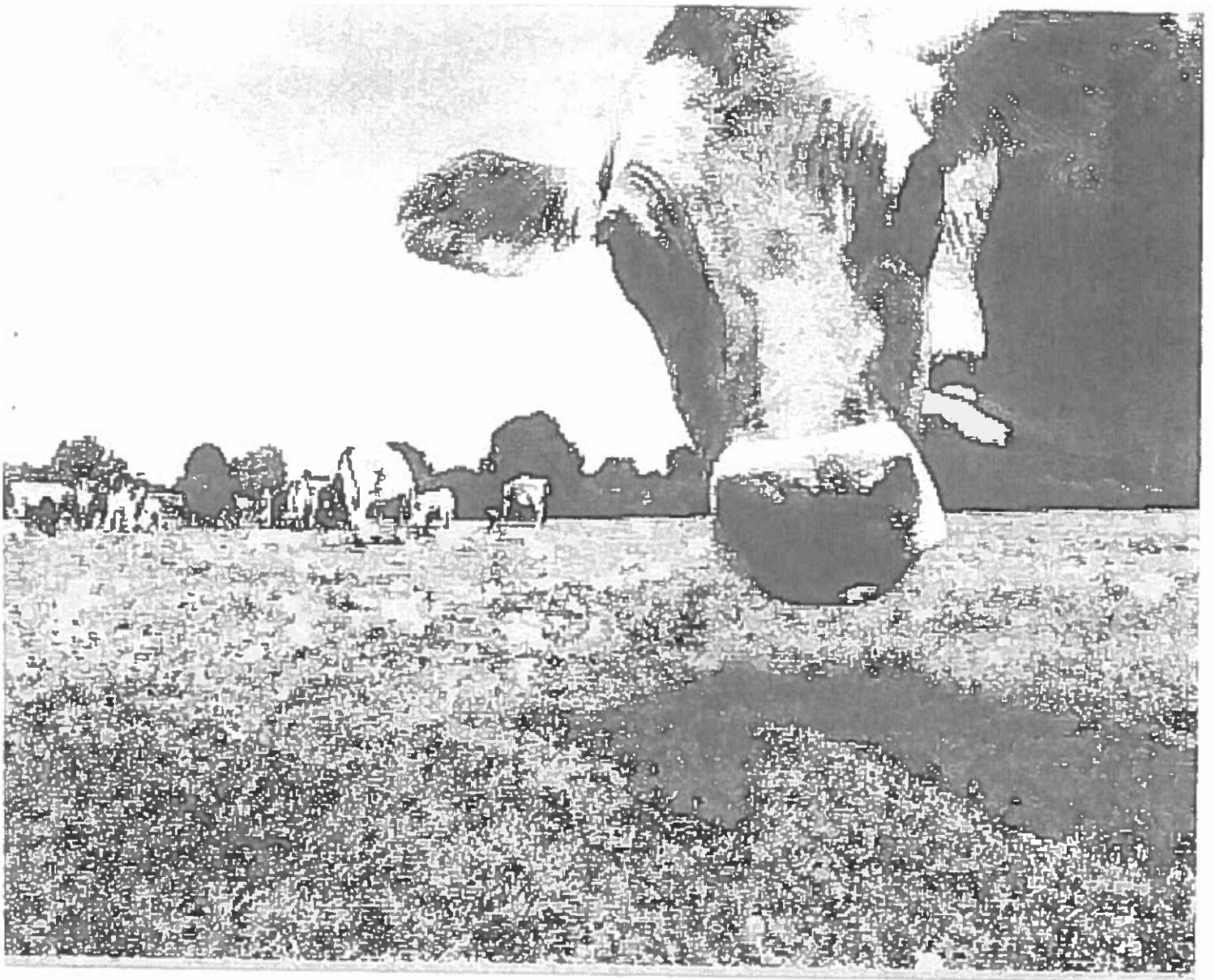
- Some people grow food on small farms.
- Many farms have fields for wheat or vegetables.
- Many farms have fruit trees. Some farms have animals like chickens and cows.



- 🔊 Farmers do a lot of work.
They take care of the plants
and animals.
- 🔊 They water the crops so they
can grow.
- 🔊 They feed the animals so they
can grow, too.



- 🔊 Farmers pick the crops.
They milk the cows and get
eggs from the chickens.
- 🔊 Sometimes farmers sell their
food at a market.
- 🔊 People love to buy these
fresh foods.



- 🔊 Farms can be big or small.
Some big farms have large crops
and lots of animals.
- 🔊 On big farms, many people pick
crops and take care of animals.



- Trucks or trains take the food to cities and towns.
- You can buy the food at the store.



- 🔊 Food comes from many places. Food can come from a garden or a farm.
- 🔊 Many people buy food at a store.
- 🔊 Do you know where your food comes from?

4 Responding



TARGET SKILL

Author's Purpose

Why did the author write this story? What three details tell you this? Make a chart.

Talk About It

Text to World Think of your favorite fruit or vegetable to eat. Where does it come from?



WORDS TO KNOW

first

sometimes

food

these

ground

under

right

your



TARGET SKILL

Author's Purpose

Tell why an author writes a book.



TARGET STRATEGY

Summarize

Stop to tell important ideas as you read.



GENRE **Informational text** gives facts about a topic.

Name _____

Think About It

Food for You
Think About It

Write an answer to the question.

1. How is a market different from a store?

How is it the same?

Making Connections Think about going to a farm. Write some sentences about what you would like to see there.

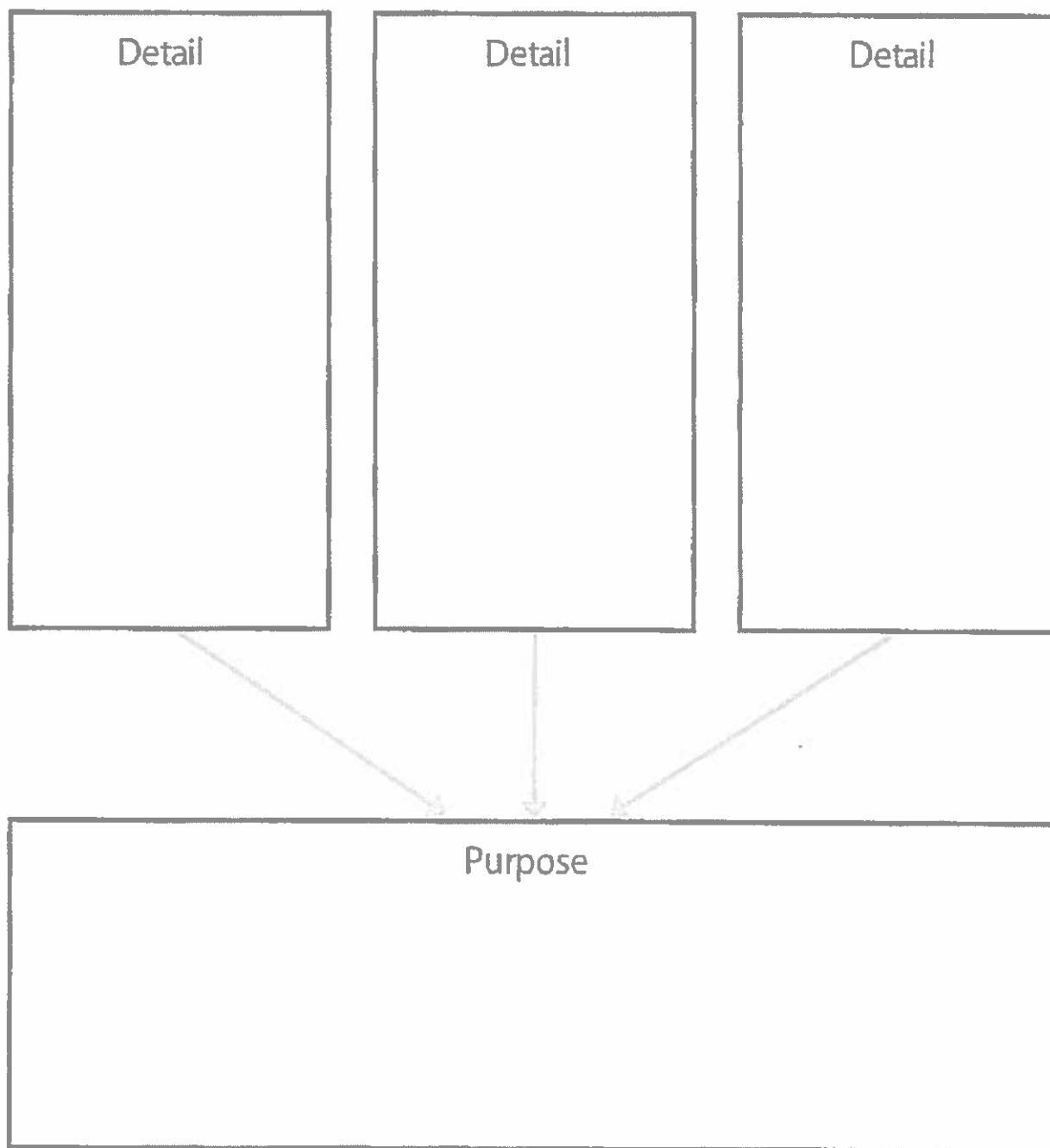
Name _____

Inference Map: Author's

Food for You
Graphic Organizer 7

Purpose

Title: Food for You



Name _____

Words with *ai*, *ay*

**Where Does Food
Come From?**

Phonics: Words with *ai*, *ay*

Say the name of each picture. Circle the word that matches the picture.

1.



nail

name

2.



hid

hay

3.



tray

train

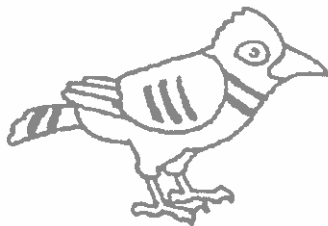
4.



mill

mail

5.



jay

jam

Name _____

Contractions 'll, 'd

**Where Does Food
Come From?**

Phonics: Contractions 'll, 'd

Make a contraction out of the two words on the right. Write the contraction to complete the sentence.

1. He said _____ help me with my homework. **he would**

2. I know _____ be here on time. **she will**

3. _____ like to go to the movies. **I would**

4. _____ be back soon. **They will**

5. I think _____ enjoy that story. **I will**

6. _____ like to go to the park. **They would**

Words to Know

Where Does Food
Come From?
High-Frequency Words

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

Words to Know

your

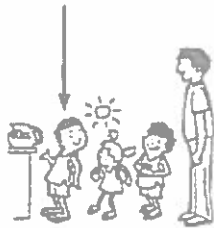
under

ground

food

first

1.



I am the _____ in line.

2.



Here is _____ gift.

3.



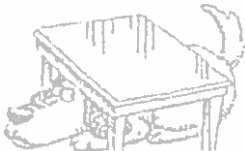
Ned likes hot _____.

4.



She fell down on the _____.

5.



The dog is _____ the desk.



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

Page 1

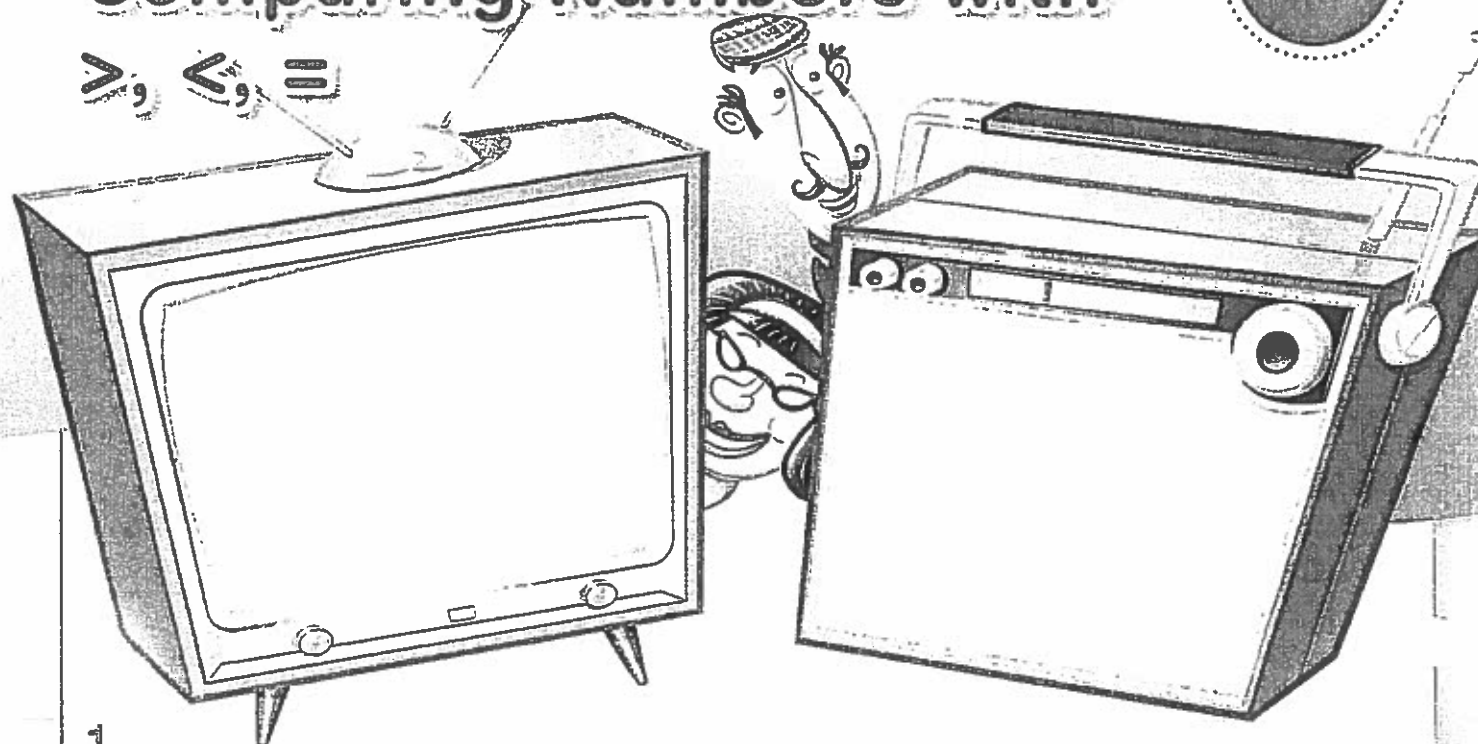
GRADE / SUBJECT: 1 st / Math		LESSON TITLE: Comparing Numbers with $<$, $>$, $=$		
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input checked="" type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: CC.2.1.1.B.2 Using place-value concepts to represent amounts of tens and ones and to compare two digit numbers.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Define greater than, less than, and equal to• Compare two digit numbers• Use the correct symbol ($<$, $>$, $=$)				
STUDENT PARTICIPATION: Students will: <ul style="list-style-type: none">• Use symbols to show that one number is greater than, less than, or equal to another number• Identify the numbers in the ones and tens place• Complete work mat pages 307-310.				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Use of a hundreds chart to identify larger numbers For advanced learners: <ul style="list-style-type: none">• Have students name numbers that is greater than or less than another numbers. (Name a number that is greater than 60 but less than 90)				
EVIDENCE OF LEARNING Students will demonstrate: <ul style="list-style-type: none">• Understanding of comparing two digit numbers using less than and greater than• Understanding comparative symbols by completing Practice Worksheet 9-3				

Name _____



Comparing Numbers with


$>$, $<$, $=$



1. _____ is greater than _____. _____ is less than _____.
_____ ○ _____

2. _____ is greater than _____. _____ is less than _____.
_____ ○ _____

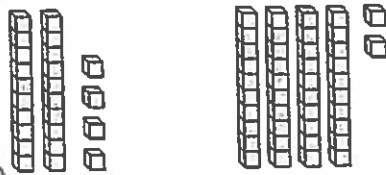
3. _____ is greater than _____. _____ is less than _____.
_____ ○ _____

 **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Your child compared two-digit numbers using connecting cubes to model the numbers. Write two different two-digit numbers on a sheet of paper. Ask your child which number is greater. Repeat with a different pair of numbers.

You can use cubes to compare 24 and 42.
Compare the tens first.

24 has fewer tens than 42.

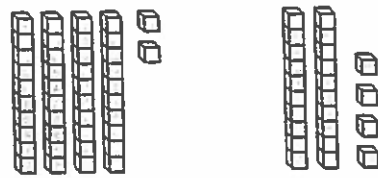


24 is **less than** 42.
 $24 < 42$



You can talk about 24 and 42 in a different way.

42 has more tens than 24.



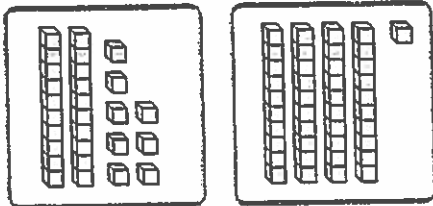
42 is **greater than** 24.
 $42 > 24$



Guided Practice

Write greater than, less than, or equal to.
Then write $>$, $<$, or $=$.

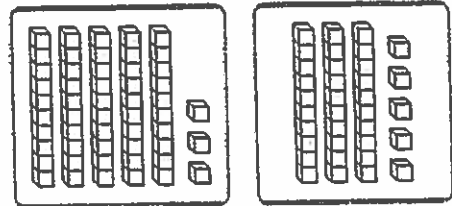
1.



28 is less than 41.

28 $<$ 41

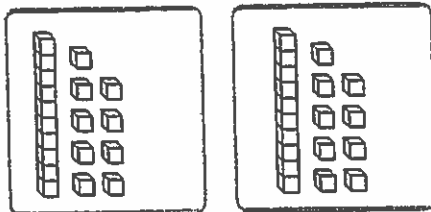
2.



53 is _____ 35.

53 \bigcirc 35

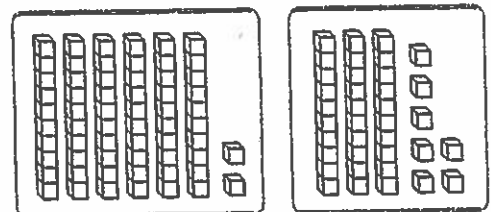
3.



19 is _____ 19.

19 \bigcirc 19

4.



62 is _____ 37.

62 \bigcirc 37

Do you understand? How do you know that 48 is greater than 40?



Solve the problems below.

18. Mary has 21 red pencils.
She has 12 yellow pencils.
Does Mary have more red
pencils or yellow pencils?
Write $<$, $>$, or $=$ to
compare the numbers.

$$21 \bigcirc 12$$

19. Rosa has 16 pencils.
Billy has 31 pencils.
Who has fewer pencils?
Write $<$, $>$, or $=$ to
compare the numbers.

$$16 \bigcirc 31$$

20. Jake has more than 29 pencils.
How many pencils could he
have?

19

(A)

20

(B)

29

(C)

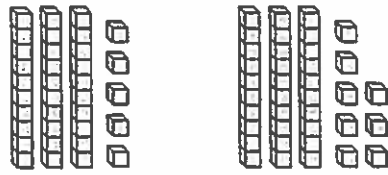
39

(D)

21. **Journal** Write a story that tells how
many pencils Amy and Luis have.
Then use $<$, $>$, or $=$ to compare the numbers.

Now look at 35 and 38.
Compare the ones when
the tens are the same.

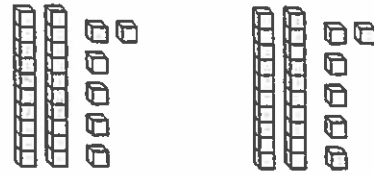
35 has
fewer ones.



35 is less than 38.
 $35 < 38$

Sometimes the
numbers are
equal.

The tens
are the same.
The ones are
the same.



26 is **equal to** 26.
 $26 = 26$

Independent Practice

Write $<$, $>$, or $=$.

5. $26 \bigcirc 51$

7. $61 \bigcirc 40$

9. $50 \bigcirc 39$

11. $65 \bigcirc 65$

13. $61 \bigcirc 64$

6. $34 \bigcirc 43$

8. $74 \bigcirc 74$

10. $13 \bigcirc 21$

12. $81 \bigcirc 18$

14. $75 \bigcirc 73$

Word Bank
less than equal to ($=$)
greater than

Number Sense Write a number to compare.
Use these numbers: 43, 44, 45.

15. $\underline{\quad\quad} > 44$ 16. $\underline{\quad\quad} < 44$ 17. $\underline{\quad\quad} = 44$

Name _____

Practice

9-3

Comparing Numbers with $>$, $<$, $=$

Write $>$, $<$, or $=$.

1. 43  52

2. 17  16

3. 48  58

4. 29  86

5. 31  31

6. 92  57

7. 65  37

8. 27  27

9. 45  50

10. 59  41

11. 35  53

12. 21  12

Number Sense

13. Which sentence is true?

$38 < 30$

(A)

$38 > 30$

(B)

$38 = 30$

(C)

$30 > 38$

(D)

Reasoning

14. Which is equal to 13?

(A)  

(B)    

(C)     

(D)    



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: first grade/Reading			LESSON TITLE: Animals focus on vocabulary	
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input checked="" type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: Standard - CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. • Understand repetitive sentence structure and simple straight forward language. • Read grade-level words. 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 the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter. Animal habitats and physical characteristics.				
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, "Animals" (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 and write response to demonstrate knowledge of what animals can fly.				
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 "Animals"

Copy of Pgs. 6/7/11

EVIDENCE OF LEARNING

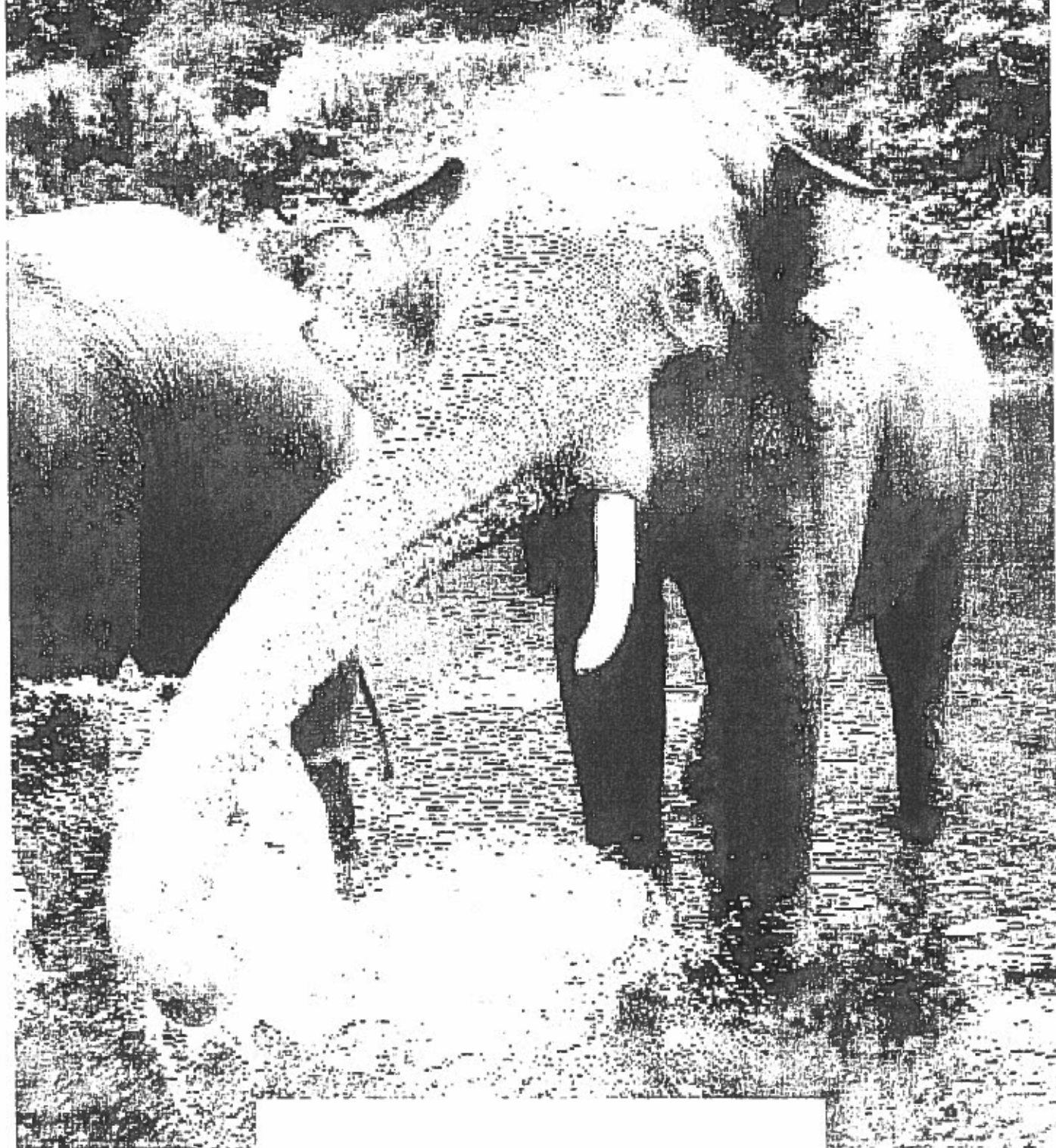
Students will demonstrate:

Understanding of high frequency vocabulary by completing the assigned pages

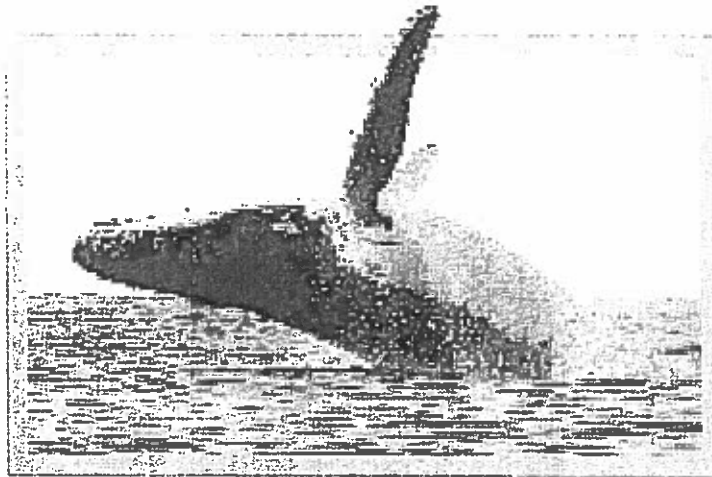
Demonstrate understanding of what animals can fly by completing the drawing and writing responses.

Animals

by James Metzger



Animals



by James Metzger



HOUGHTON MIFFLIN HARCOURT
School Publishers

PHOTOGRAPHY CREDITS: Cover © Jeffrey Jackson/Alamy; 1 © Mike Hutchings/Reuters/Corbis; 3 (tl) © Peter Adams/JAI/Corbis, (tr) © Getty, (m) © Corbis, (b) © Corbis; 5 (tl) © Ken Welsh/Age Foto Stock, (tr) © PhotoDisc, (bl) © Russell Illig/Age Foto Stock, (br) © Kevin Schafer/Alamy; 7 (tl) © Pixland/Corbis, (tr) © Paul A. Souders/Corbis, (m) © Caetano Barreira/Epa/Corbis, (b) © Mike Hutchings/Reuters/Corbis; 9 (tl) © Dinodia Photo Library/Brand X, (tr) © Tony Wharton; Frank Lane Picture Agency/Corbis, (bl) © Tony Wharton; Frank Lane Picture Agency/Corbis, (br) © Jeffrey Jackson/Alamy; 10 (tl) © Getty Images, (tr) © Getty Images/Rubberball, (bl) © Paul Edmondson/Corbis

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law. Requests for permission to make copies of any part of the work should be addressed to Houghton Mifflin Harcourt School Publishers, Attn: Permissions, 6277 Sea Harbor Drive, Orlando, Florida 32887-6777.

Printed in China

ISBN-13: 978-0-547-42735-5

ISBN-10: 0-547-42735-2

1 2 3 4 5 6 7 8 0940 18 17 16 15 14 13 12 11

If you have received these materials as examination copies free of charge, Houghton Mifflin Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.

🔊 This animal lives in
a cold place.

🔊 It has white fur
and sharp claws.

🔊 It uses those claws
to hunt.

🔊 It is a bear!

SECRET

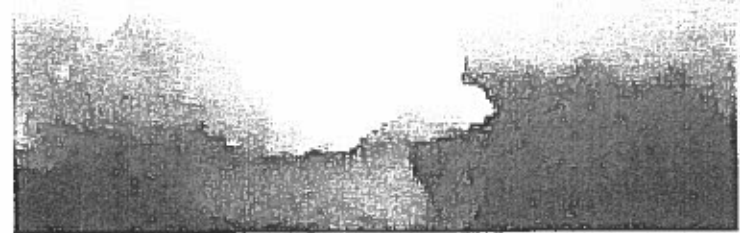
SECRET

SECRET

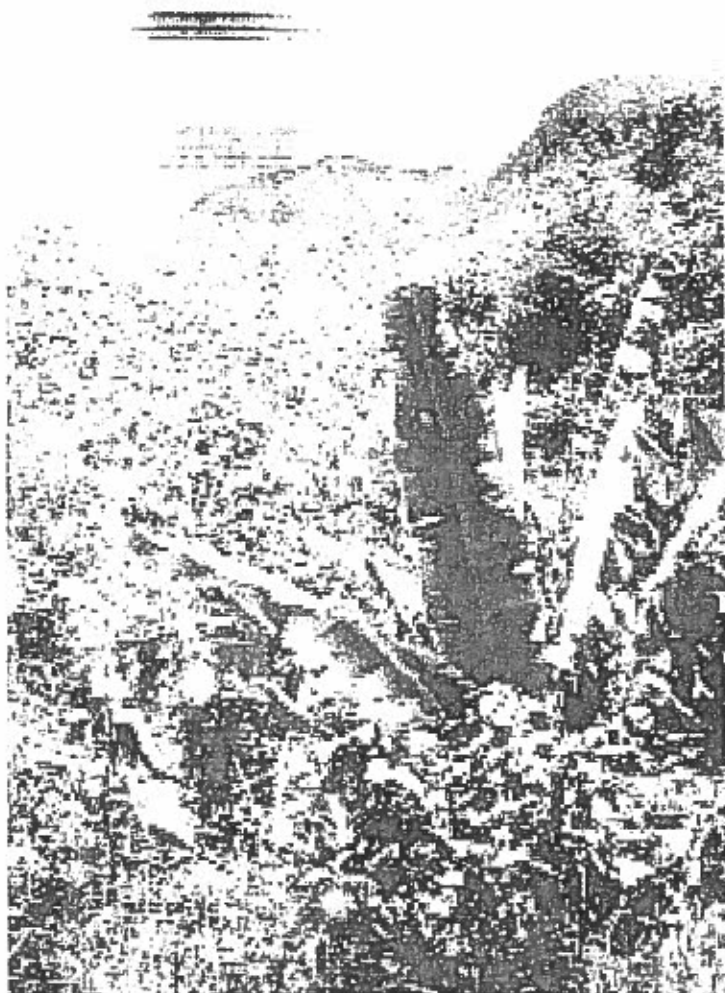
SECRET

SECRET

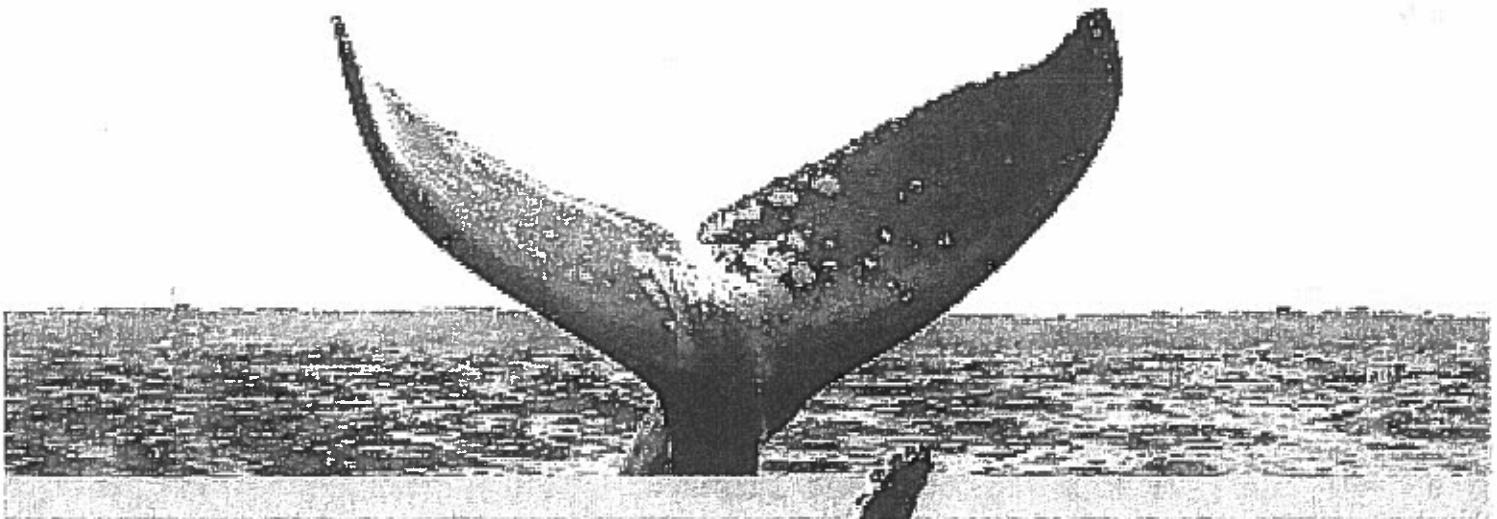
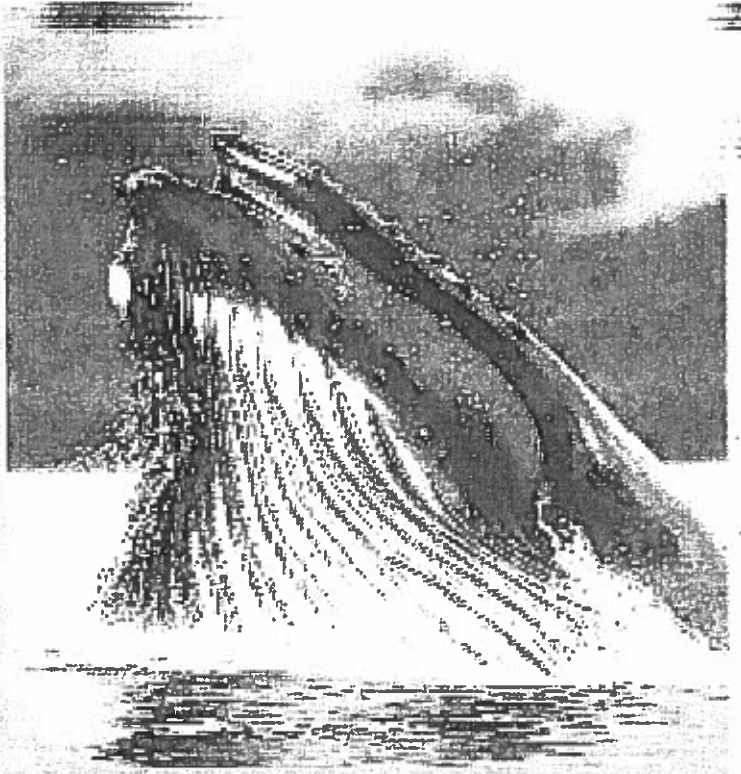
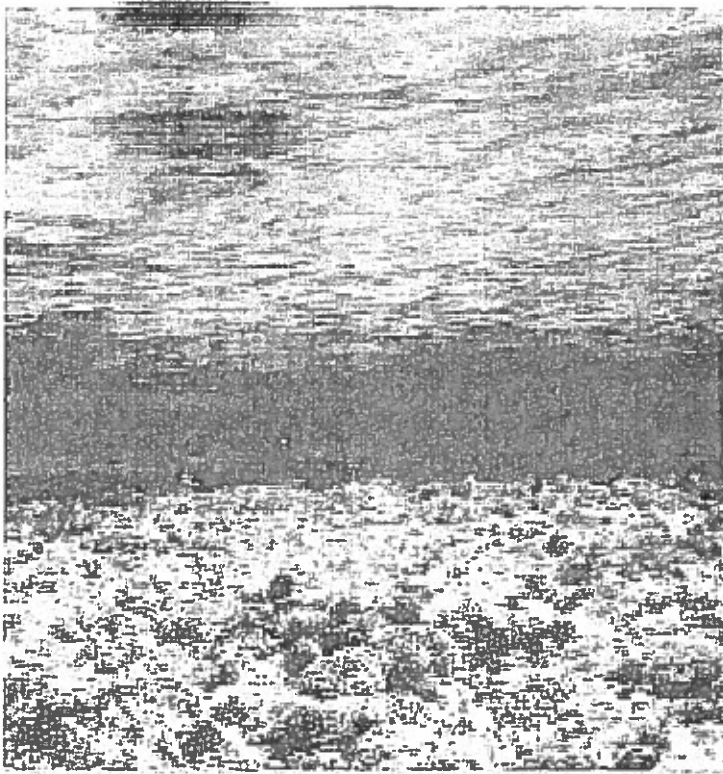
SECRET



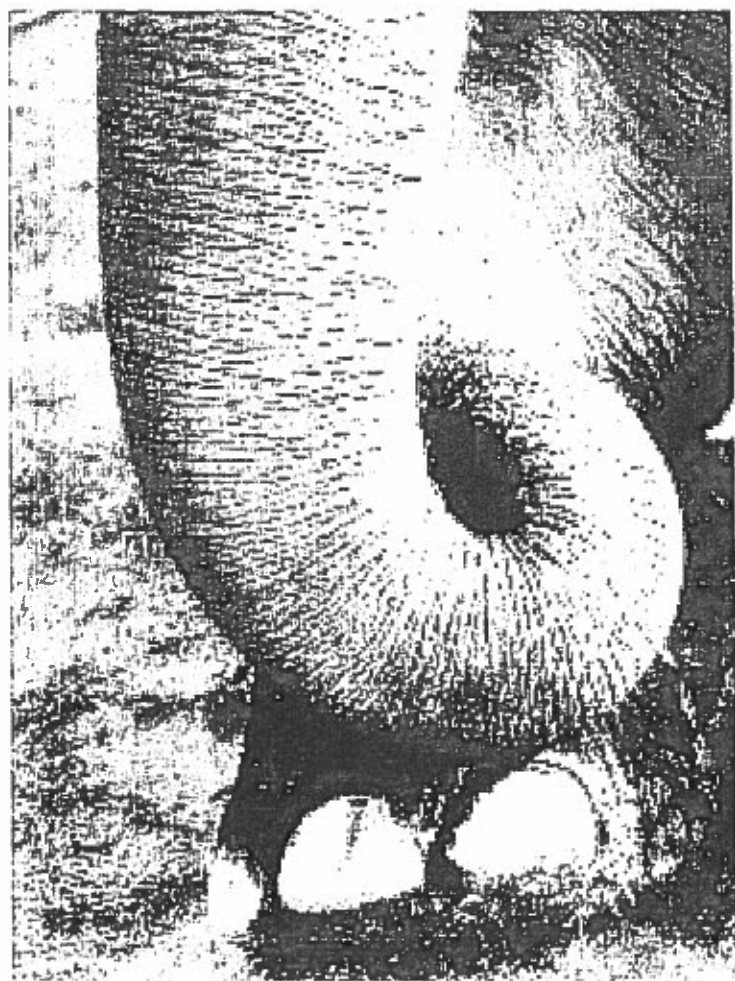
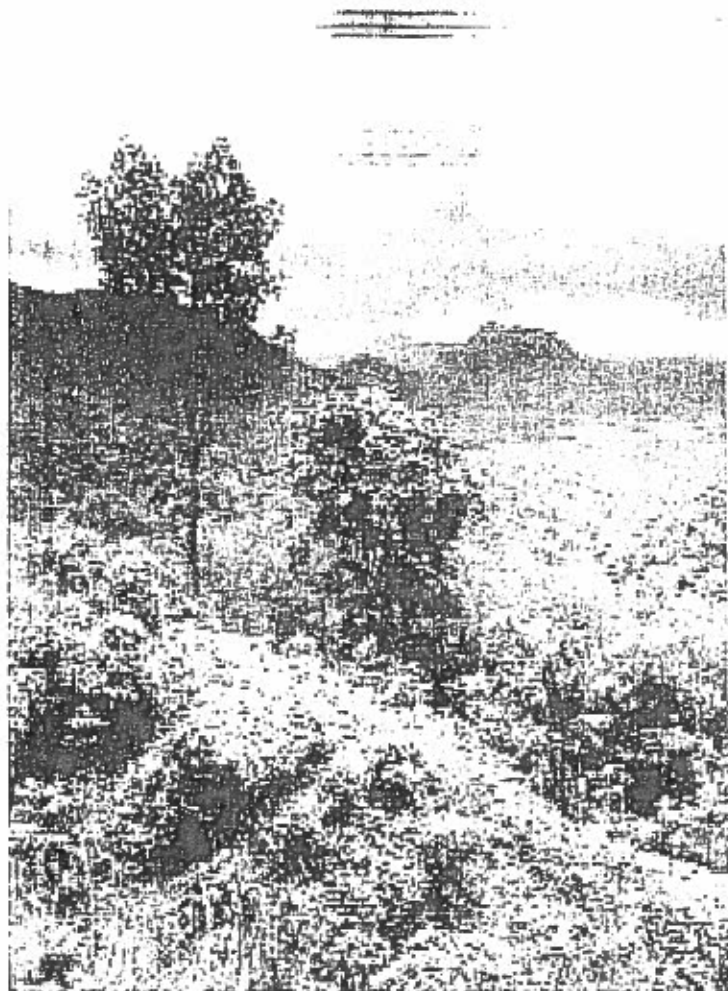
- ▶ This animal lives in a hot place.
- ▶ It has green feathers and a beak.
- ▶ It can fly or it can walk.
- ▶ It is a bird!

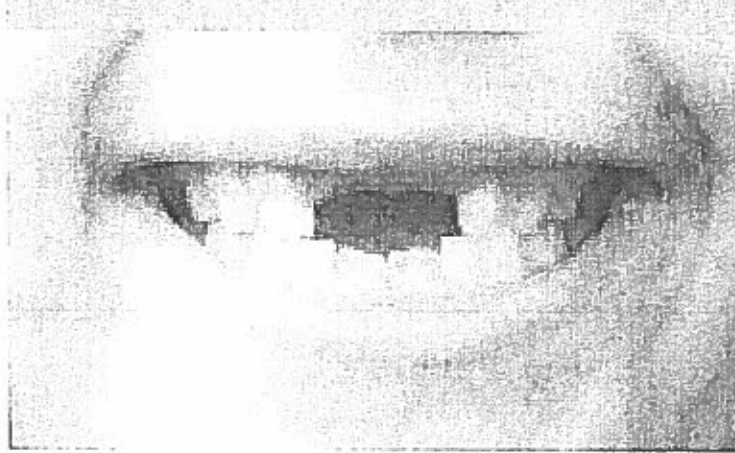
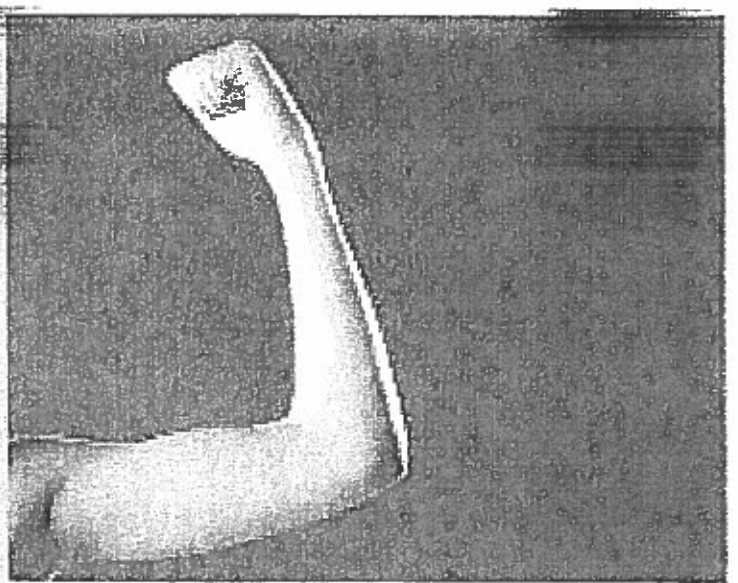
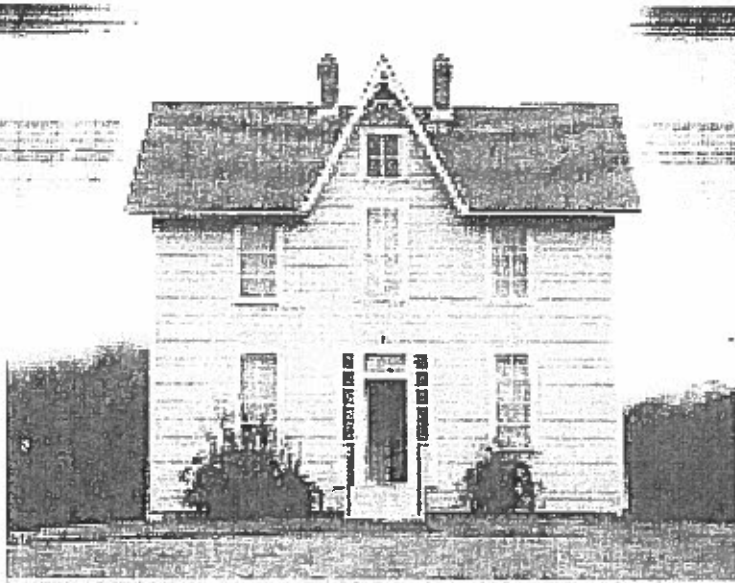


- This animal lives in the water.
- It lives in both hot and cold places.
- It has a big mouth and a long tail.
- It is a whale!



- ▶ This animal lives in the forest.
- ▶ It has big ears and very small eyes.
- ▶ It has a long trunk.
- ▶ It is an elephant!





▶ This animal lives in a house.

▶ It has strong arms and white teeth.

What is it?

Responding

Birds can fly. What other animals can fly?

Talk About It

Text to World Draw a picture of a bird. Share the picture with your class. Tell about the bird.

bird

long

both

or

eyes

those

fly

walk

✓ **TARGET STRATEGY** Monitor/Clarify

Find ways to figure out what
doesn't make sense.

Name _____ Date _____

Animals

Draw a picture of your favorite animal.

A large, empty rectangular box with a black border, intended for a student to draw their favorite animal.

Write a sentence that tells what the animal looks like.

A series of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines provided for writing.

Name _____

Words to Know

Animals
Words to Know

Complete each sentence. Use a word from the word bank.

Word Bank

bird

eyes

long

those

both

fly

or

walk

1. A robin is a _____.

2. A mouse has a _____ tail.

3. Sharks and whales _____ live in water.

4. The _____ of an elephant are big.

5. Wings are used to _____.

6. _____ kittens are cute.