



Review & Enrichment

Week of March 30

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: Desert Animals focus on vocabulary	
<input type="checkbox"/> LESSON 1:	<input checked="" type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
<p>STANDARDS AND SEQUENCE:</p> <p>Standard - CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words.</p> <p>Standard - CC.1.1.1.E</p> <p>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.</p> <p>Standard- Standard - 3.1.1.A2</p> <p>Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.</p>				
<p>INSTRUCTIONAL OUTCOMES:</p> <p>Students will:</p> <ul style="list-style-type: none">Review high frequency vocabulary words in the context of a storyIncrease fluencyUse prior knowledge to show understanding of vocabulary				
<p>STUDENT PARTICIPATION:</p> <p>Students will:</p> <ul style="list-style-type: none">Read the story, "Desert 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 to watch out for in the desert.				
<p>ACCOMMODATIONS:</p> <p>For struggling learners:</p> <p style="padding-left: 20px;">Story is read to them by an adult. Shorter responses and picture only is acceptable.</p> <p>For advanced learners:</p> <p style="padding-left: 20px;">Students will use 2 or more vocabulary words when writing their responses.</p>				

RESOURCES: Journeys reading program

Copy of the story "Desert Animals"

Copy of Pgs. 6/7/11

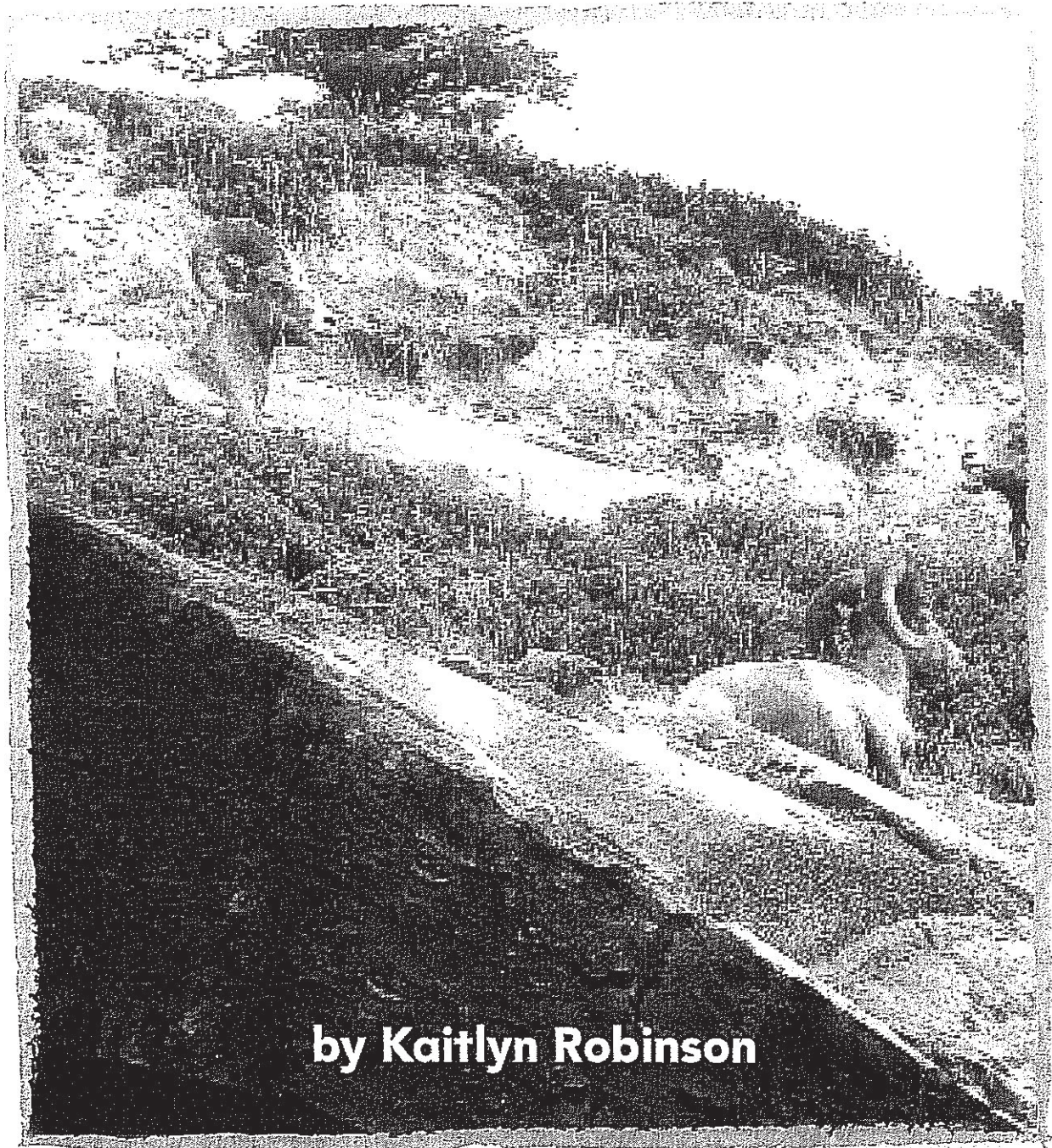
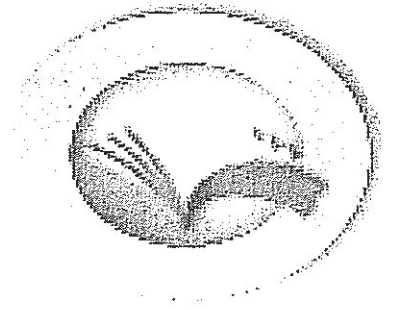
EVIDENCE OF LEARNING

Students will demonstrate:

Understanding of high frequency vocabulary by completing the assigned pages

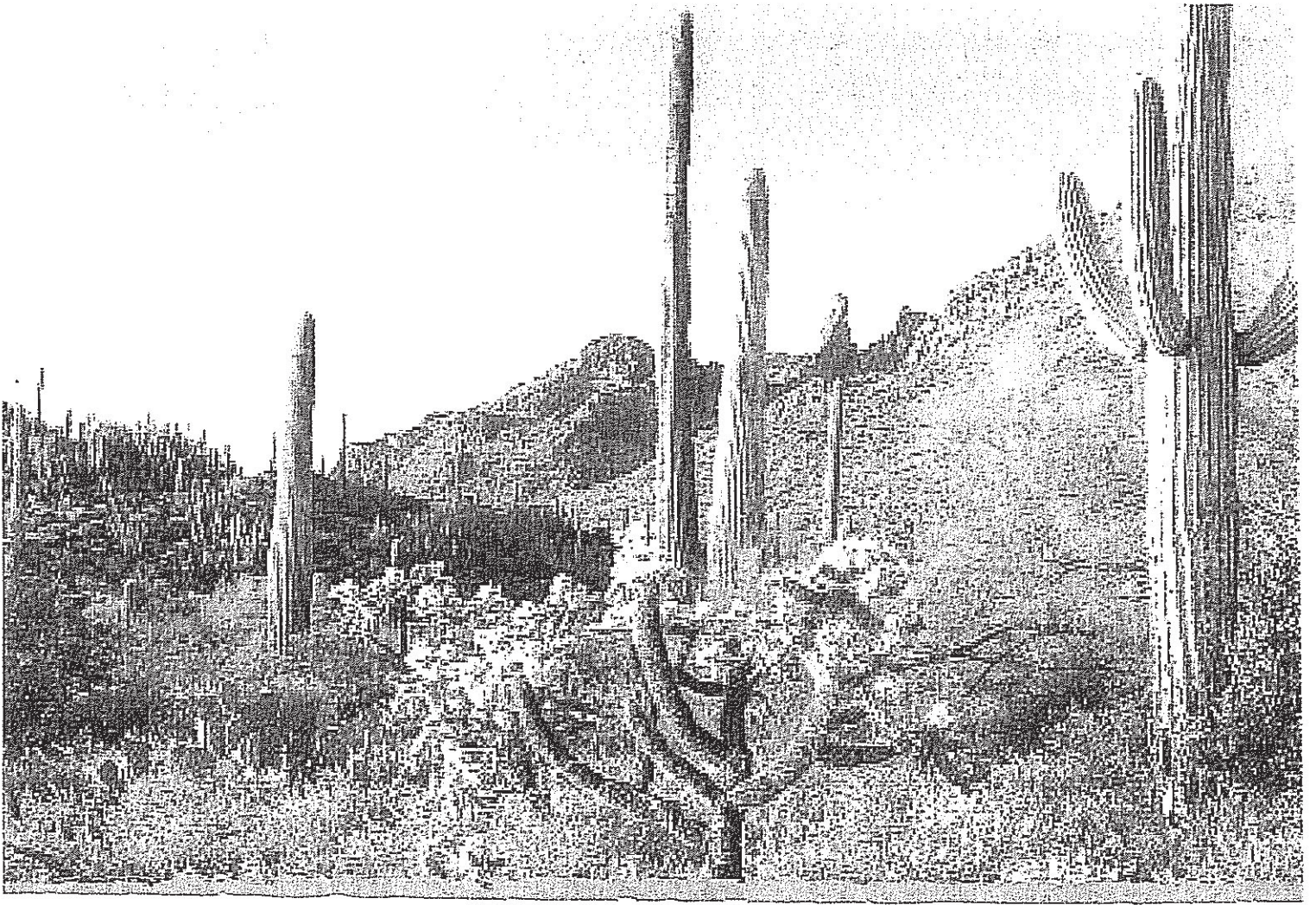
Demonstrate understanding of what desert animals eat in the desert by completing the drawing and writing responses.

Desert Animals



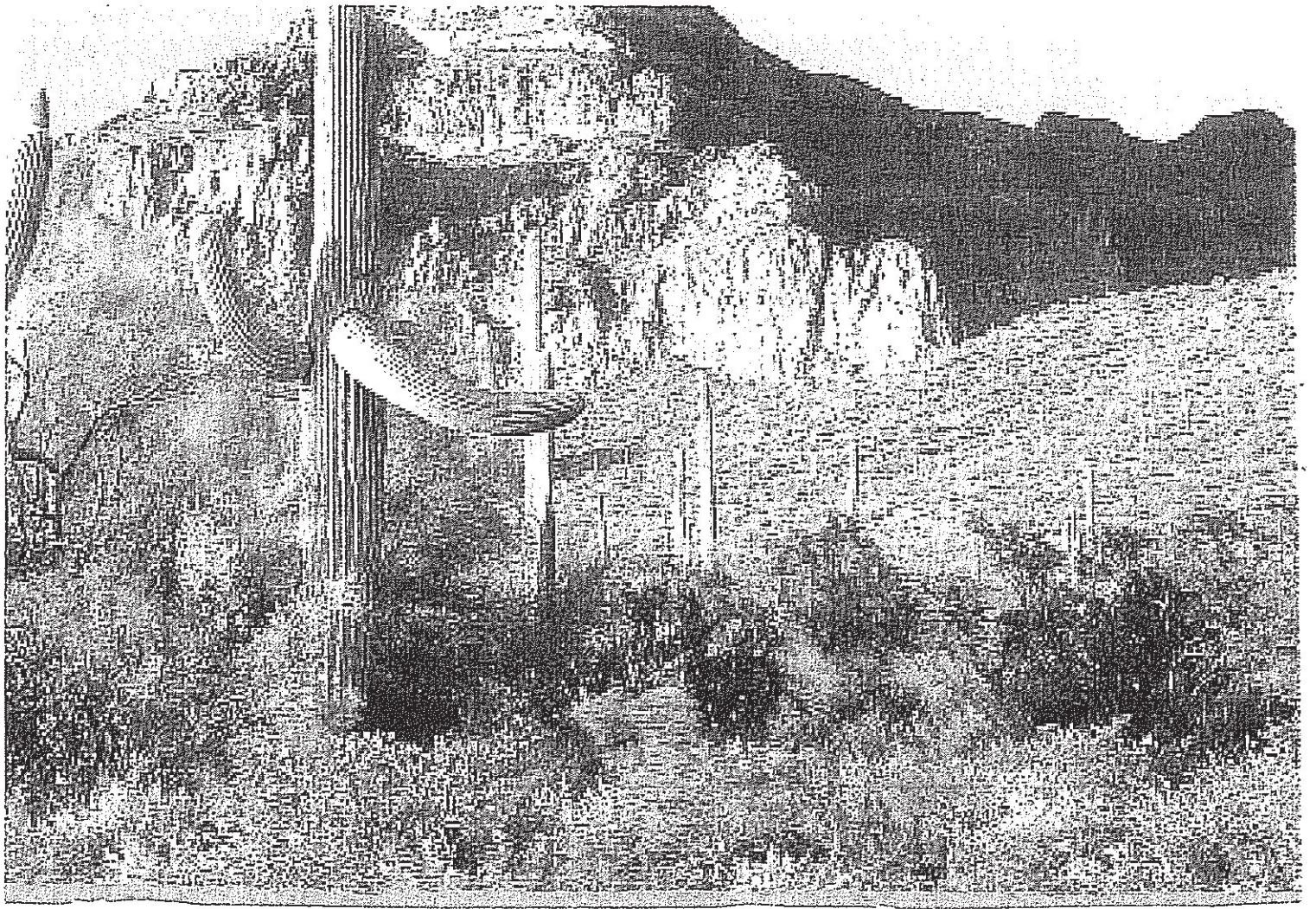
by Kaitlyn Robinson

HOUGHTON MIFFLIN



🔊 A desert is very hot and dry.

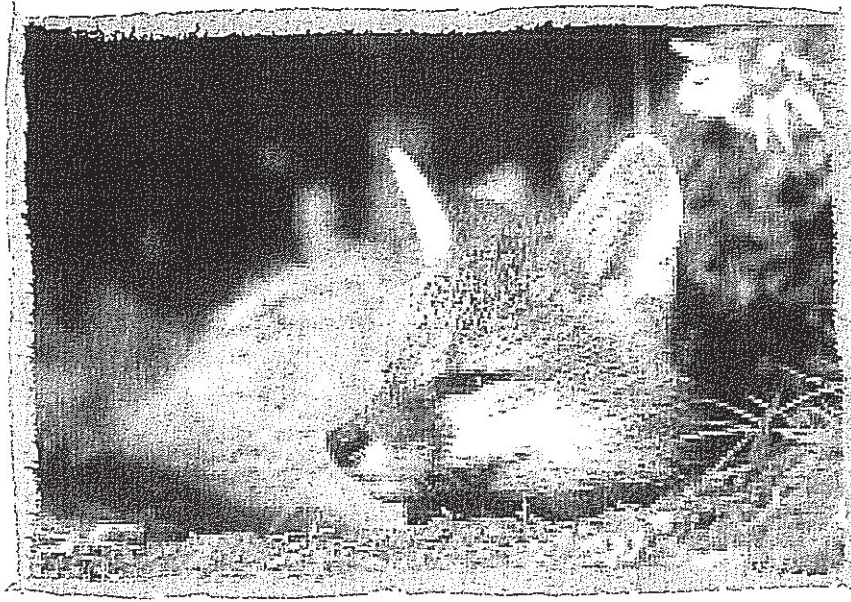
🔊 It is hard to find food and water in the desert. It is hard to stay cool.



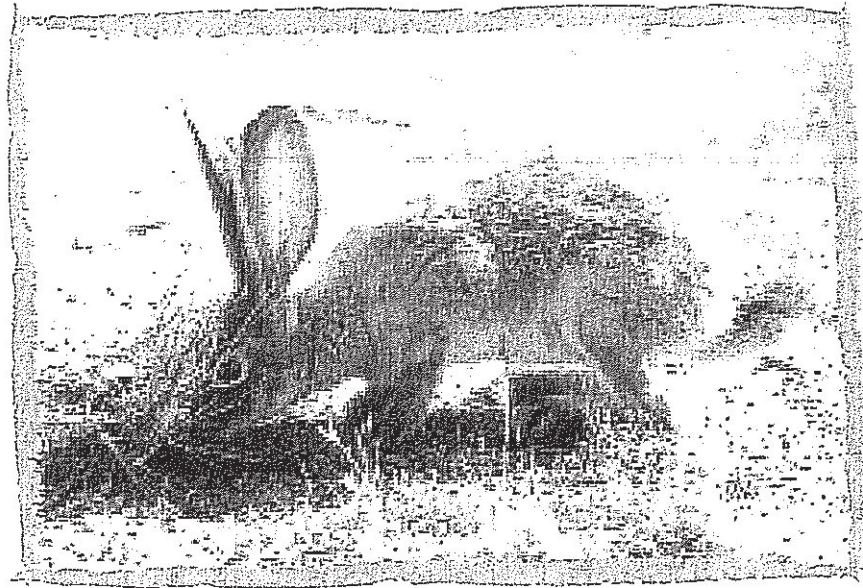
Some animals can't live in the desert.

They can't find food or water.

They can't stay cool.

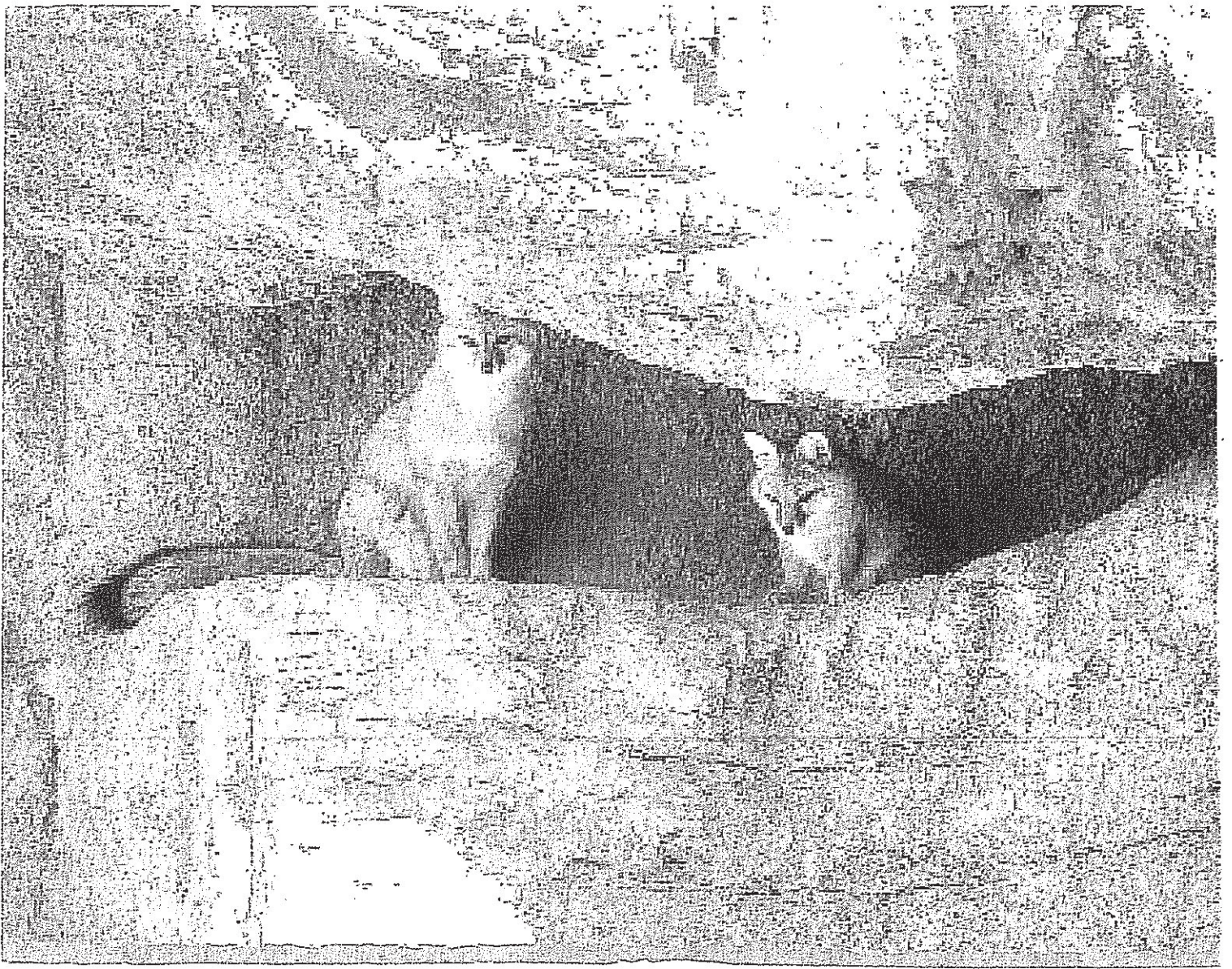


fox

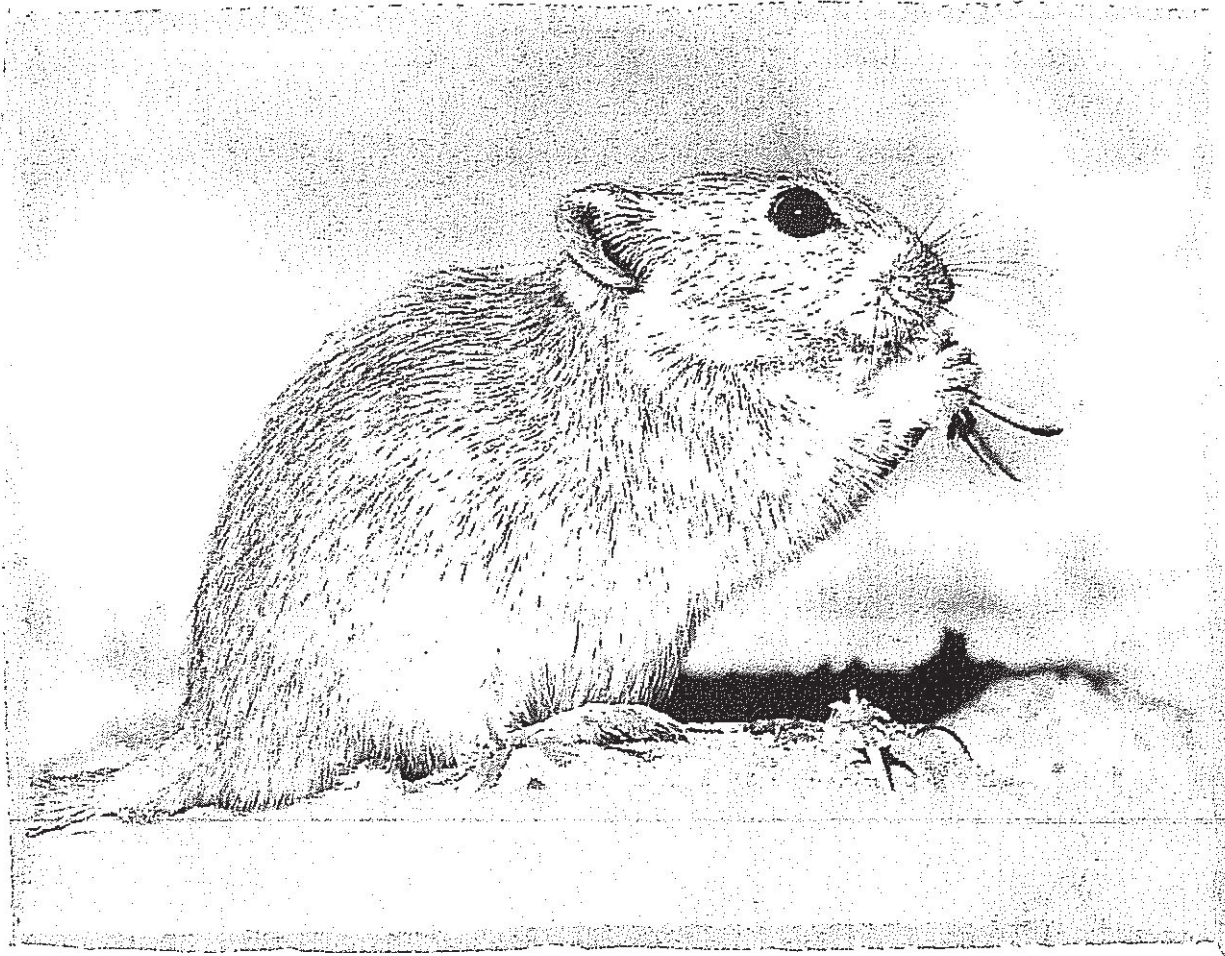


rabbit

Some animals know how to live in the desert. It is their home.

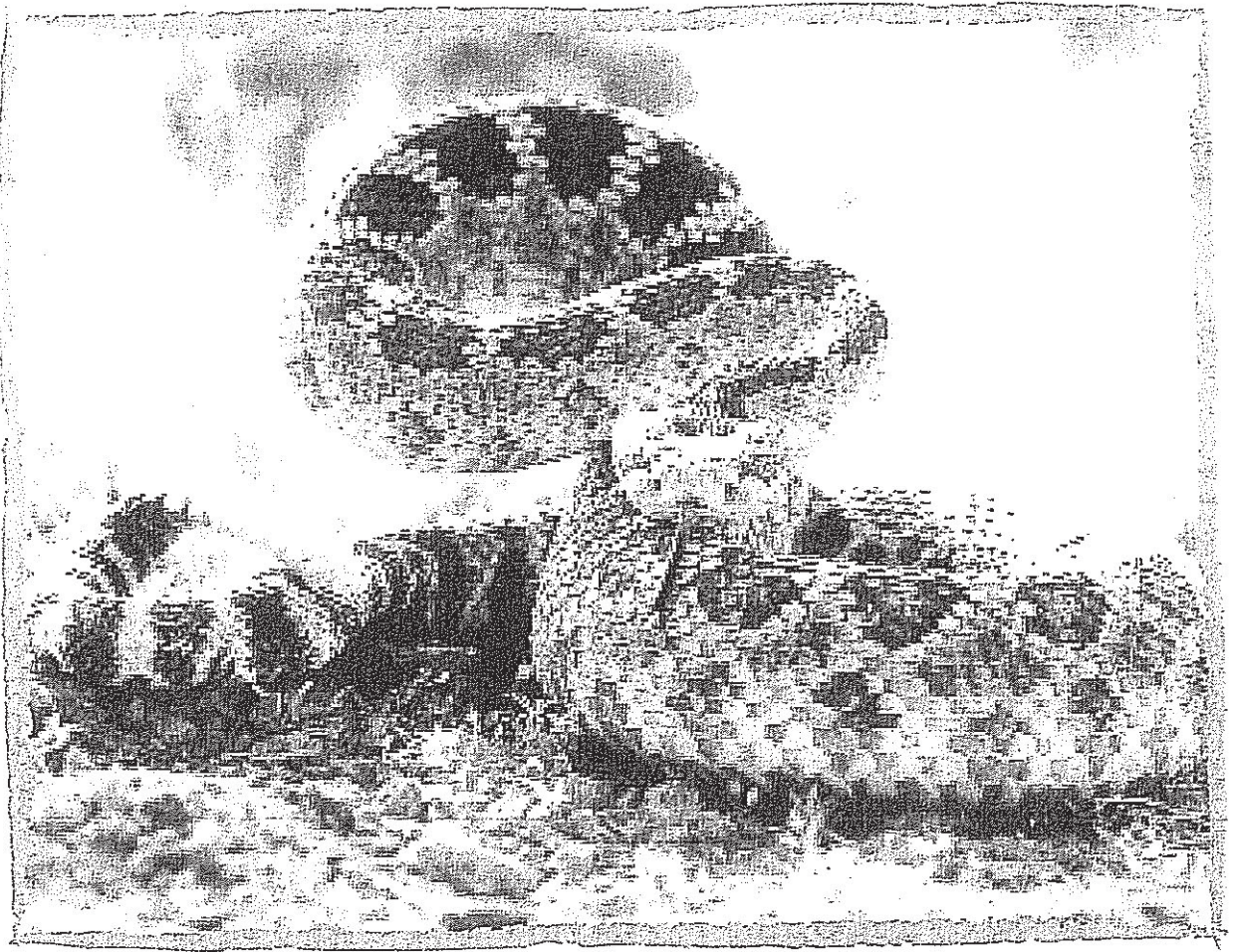


- ❏ The sun is hot in the desert.
- ❏ But two foxes go into the shade to stay cool.



It is hard to find food
in the desert.

But a rat can find two
or three seeds to eat.



🔊 A snake can find food
in the desert, too.

🔊 A snake starts to hunt
at night.

It can see in the dark!



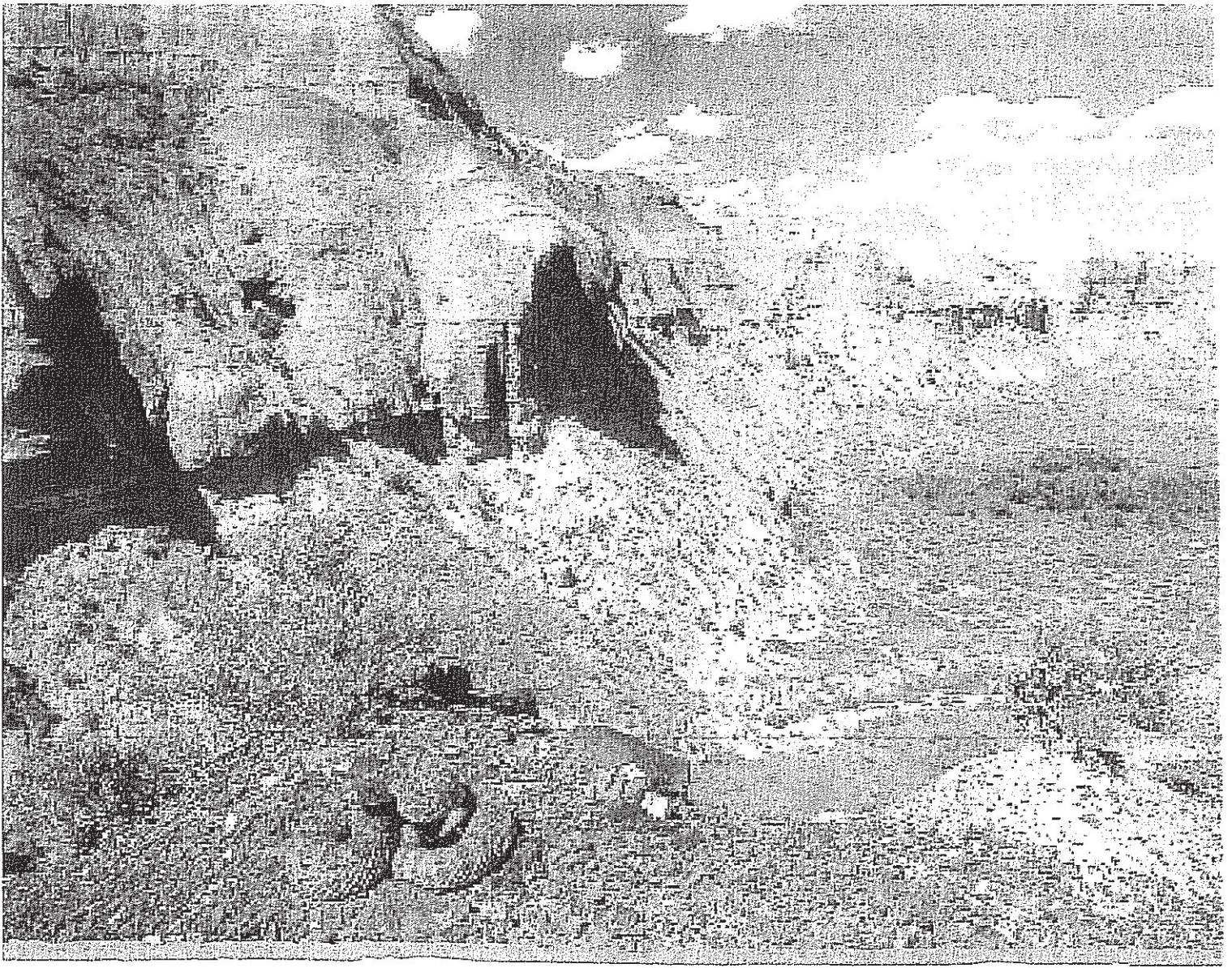
It does not rain much
in the desert.

But a rabbit can get
water from plants.

It can eat grass.



- ▶ The desert has lots of rocks.
- ▶ The four sheep can climb over the rocks. They can eat grass, too.



- You must watch out for animals in a desert.
- What are five animals you can see in a desert?

Responding

Which animals would you watch out for in a desert? Why?

Talk About It

Text to World What are two ways animals can stay cool in the desert?

Name _____

Date _____

Desert Animals

Draw a picture of a desert animal eating.

A large, empty rectangular box with a black border, intended for a student to draw a picture of a desert animal eating.

Write a sentence about the animal and what it eats.

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 _____

Desert Animals
Words to Know

Words to Know

Fill in the blanks with words from the word bank.

Word Bank

four

into

starts

two

five

over

three

watch

1. Let's go _____ to the pool and

_____ the swimming race.

2. The race _____.

3. _____,

_____, one!

4. The swimmers dive _____ the pool!



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 1 st / Math			LESSON TITLE: Problem Solving: Looking for a pattern	
<input type="checkbox"/> LESSON 1:	<input checked="" type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">Solve problems by finding patterns in a table of related factsUse skip counting by 2,5,10 to identify pattern				
STUDENT PARTICIPATION: Students will: <ul style="list-style-type: none">Count by two, five, and ten with an adult using objects (etc. Pennies, blocks, cereal)Complete work mat pages 259-262				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">Students can use commonly found objects at home (pennies, cereal, blocks) to count by 2,5,10 For advanced learners: <ul style="list-style-type: none">Students can tell a story problem about groups of 10				
EVIDENCE OF LEARNING Students will demonstrate: <ul style="list-style-type: none">How to identify a pattern in a tableWhich skip counting pattern is used to complete table found on Practice/Reteach p. 7-6				



Name _____

Problem Solving



Look for a Pattern



I can use number patterns to solve problems.

1.

Number of People						
Number of Shoes						

2.

Number of Gloves						
Number of Fingers						

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Home Connection Your child used number patterns to solve problems.

Home Activity Ask your child, "How many ears would 8 dogs have?" If your child needs help, encourage him or her to make a table.

Read and Understand

Each child has 2 markers.
There are 4 children.
How many markers
are there in all?



Plan

Make a table to find
a pattern.

Number of Children	1			
Number of Markers	2			

Guided Practice

Find the pattern. Write the numbers.

1. Each leaf has 2 ladybugs. There are 5 leaves. How many ladybugs are there in all?

Number of Leaves	1				
Number of Ladybugs	2				

_____ bugs

2. Each box has 5 pencils. There are 4 boxes. How many pencils are there in all?

Number of Boxes				
Number of Pencils				

_____ pencils

Do you understand? How can you use skip counting to find the number of socks that 8 children wear?

Solve

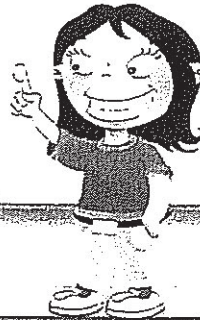
The pattern shows
2 markers for each child.

Number of Children	1	2	3	4
Number of Markers	2	4	6	8

There are 8 markers in all.

Look Back and Check

You can skip count by
the pattern number to
check your answer.



I can count by
2s to check.
2, 4, 6, 8.

Independent Practice



MATHEMATICAL
PRACTICES

Find the pattern. Write the numbers.

3. Each shelf has 10 books. There are 4 shelves. How many
books are there in all?

Number of Shelves				
Number of Books				

_____ books

4. Each flowerpot has 2 flowers. There are 7 flowerpots.
How many flowers are there in all?

Number of Flowerpots							
Number of Flowers							

_____ flowers

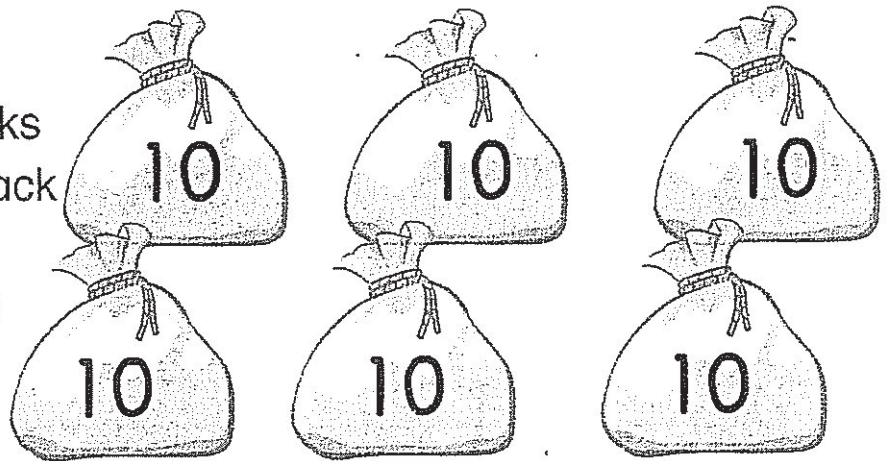
Solve the problems below.

5. Sonjay has 4 hens. Each hen lays the same number of eggs. There are 20 eggs in all. How many eggs does each hen lay? Find a pattern to solve.

Number of Hens				
Number of Eggs				

_____ eggs

6. The store has 6 sacks of potatoes. Each sack holds 10 potatoes. How many potatoes are there in all?



4

(A)

16

(B)

30

(C)

60

(D)

7. **Journal** Write a story about this table.

_____	Number of Buses	1	2	3	4
_____	Number of Riders	10	20	30	40

Name _____

Reteaching

7-6

Problem Solving: Look for a Pattern

The children need mittens.

Each child has two hands.

How many mittens are needed for all of the children?



You need to find how many hands the children have altogether.

Make a table to show a pattern.

Write the numbers.

Count the children by 1s.

Count the mittens by 2s.

Number of Children	1	2		
Number of Mittens	2	4		

8 mittens will be needed for all of the children.

Does your answer make sense?

Find the pattern. Write the numbers.

1. There are 4 boxes.

Each box has 5 crayons.

How many crayons are there in all?

Number of Boxes	1	2		
Number of Crayons	5			

There are _____ crayons in all.

Name _____

Practice

7-6

Problem Solving: Look for a Pattern

Find the pattern.

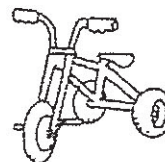
Write the numbers.

1. There are 6 dragonflies.
Each dragonfly has 4 wings.
How many wings are there in all?



Number of Dragonflies	1						
Number of Wings	4						

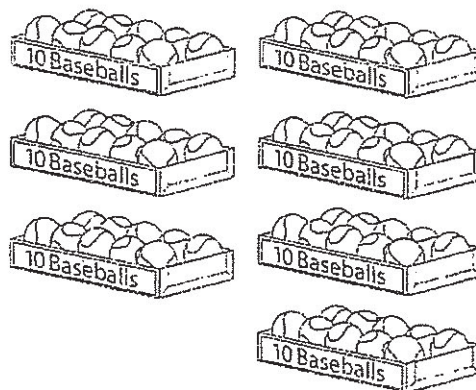
2. There are 5 tricycles.
Each tricycle has 3 wheels.
How many wheels are there in all?



Number of Tricycles						
Number of Wheels						

Reasoning

3. There are 7 boxes.
Each box has 10 balls in it.
How many balls are there in all?



- (A) 3
(B) 7
(C) 10
(D) 70



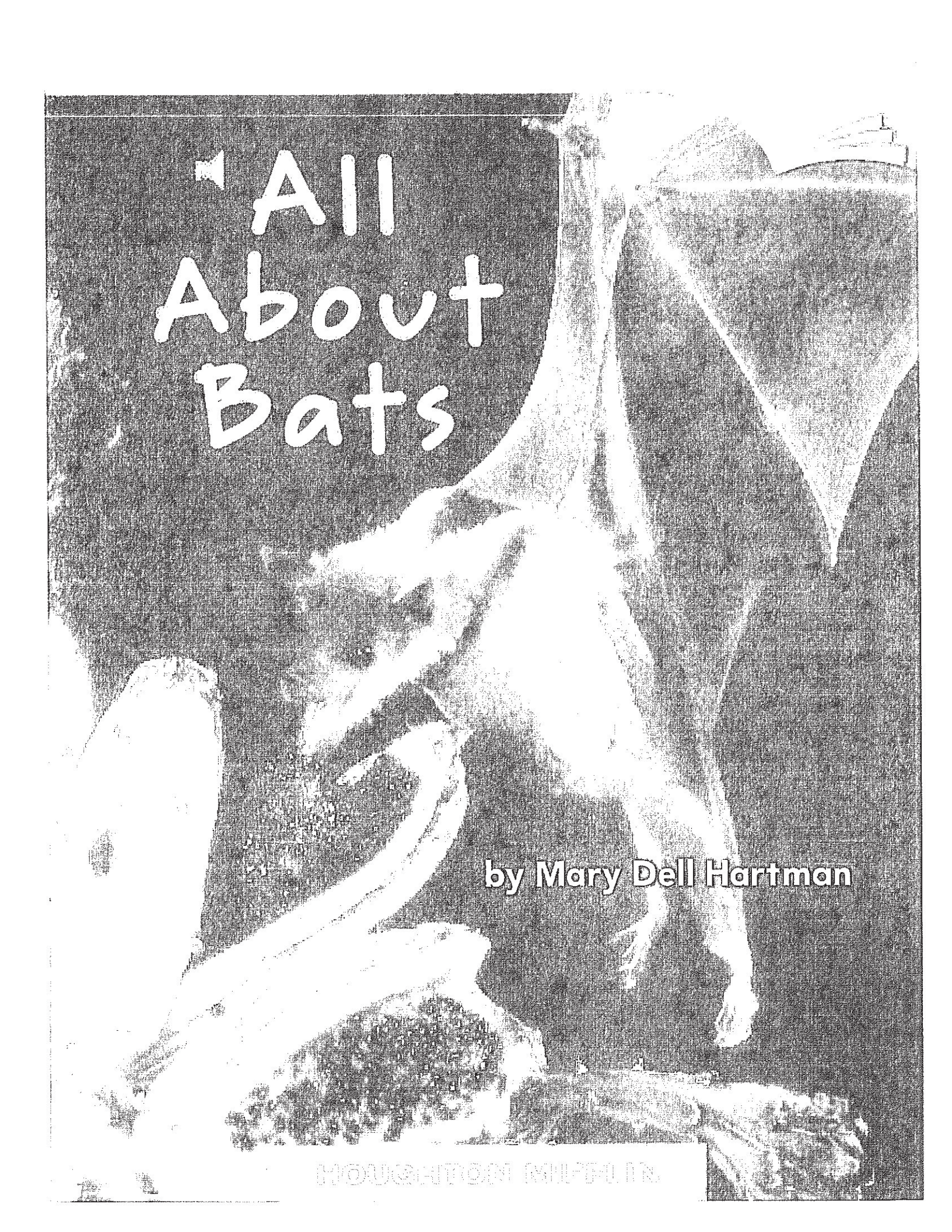
McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: Reading/Social Studies		LESSON TITLE: All About Bats		
<input type="checkbox"/> LESSON 1:		<input checked="" type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:
<div style="text-align: center; font-size: 1.5em; font-weight: bold; margin-bottom: 10px;">1st grade</div> STANDARDS AND SEQUENCE: <ul style="list-style-type: none">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: <p>Students will:</p> <ul style="list-style-type: none">Read and understand the text.Be able to compare and contrast bats and birds using text evidence.Respond in writing to a given prompt.Complete the high frequency word page with at least 80% accuracy.				
STUDENT PARTICIPATION: <p>Students will:</p> <ul style="list-style-type: none">Read the selection All About Bats (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: <p>For struggling learners:</p> <ul style="list-style-type: none">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. <p>For advanced learners:</p> <ul style="list-style-type: none">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: <ul style="list-style-type: none">All About Bats leveled readerWriting utensilsOptional (access to Think Central student account)Corresponding worksheets				

EVIDENCE OF LEARNING

Students will demonstrate:

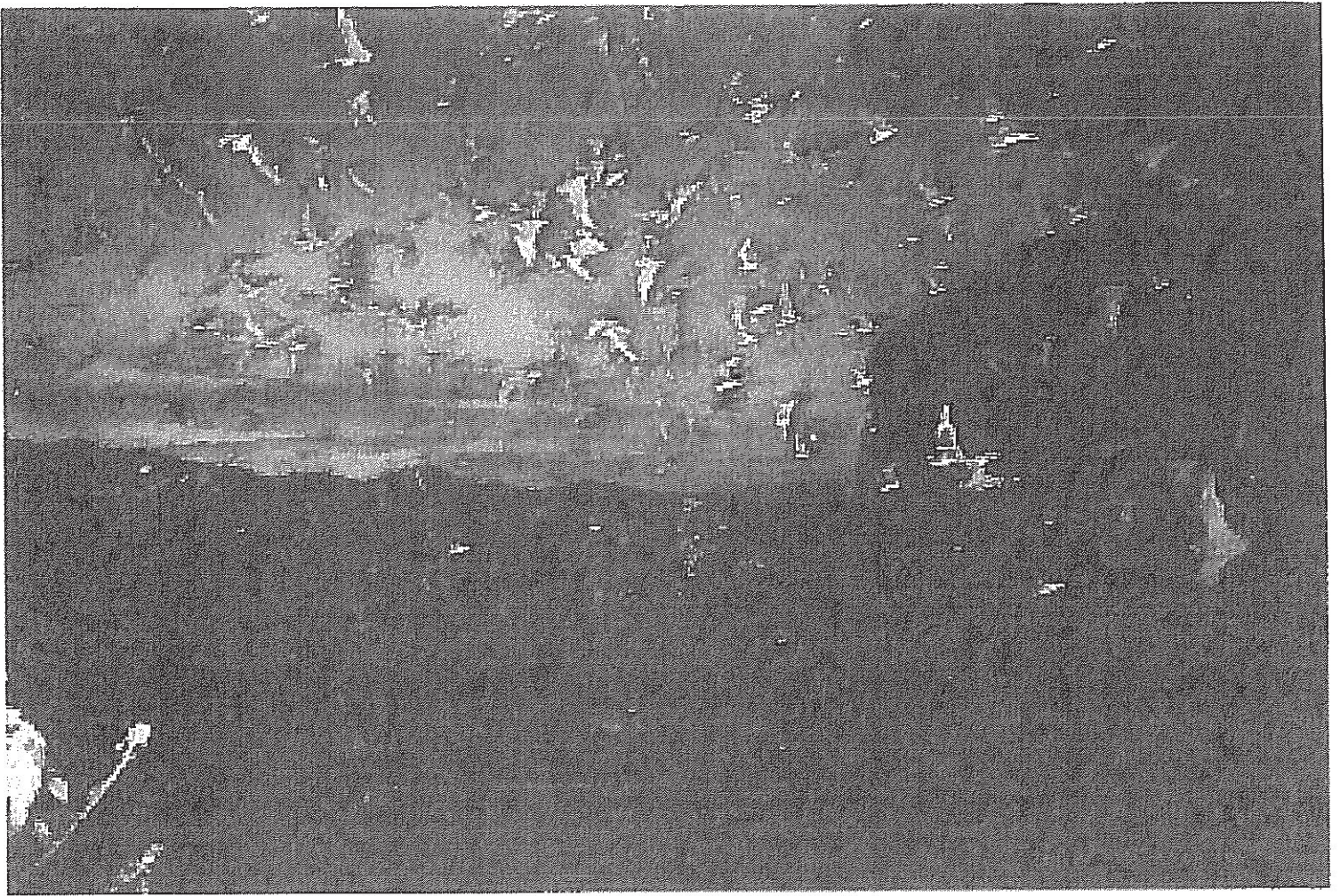
- Understanding of the text.
- Complete compare/contrast graphic organizer.
- Complete writing prompt.
- Ability to identify and read high frequency words.



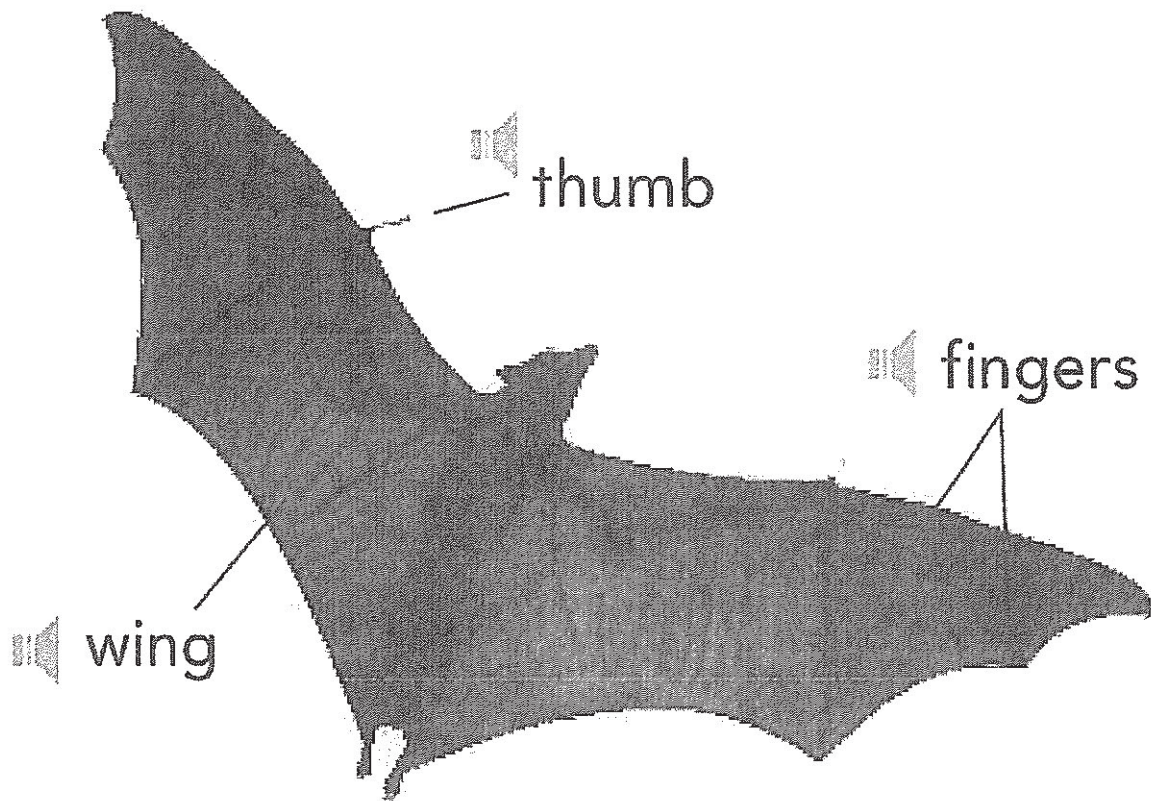
All About Bats

by Mary Dell Hartman

HOUGHTON MIFFLIN



Have you ever seen an animal fly at night? It might have been a bat! Bats and birds are the only animals that can fly, but they are not the same. Bats do not have feathers or lay eggs like birds do.



🔊 All bats have wings for flying. Bats have thin skin on their wings and very long fingers. They also have thumbs. Many bats can use their thumbs to walk or climb.



🔊 Bats come in many colors.

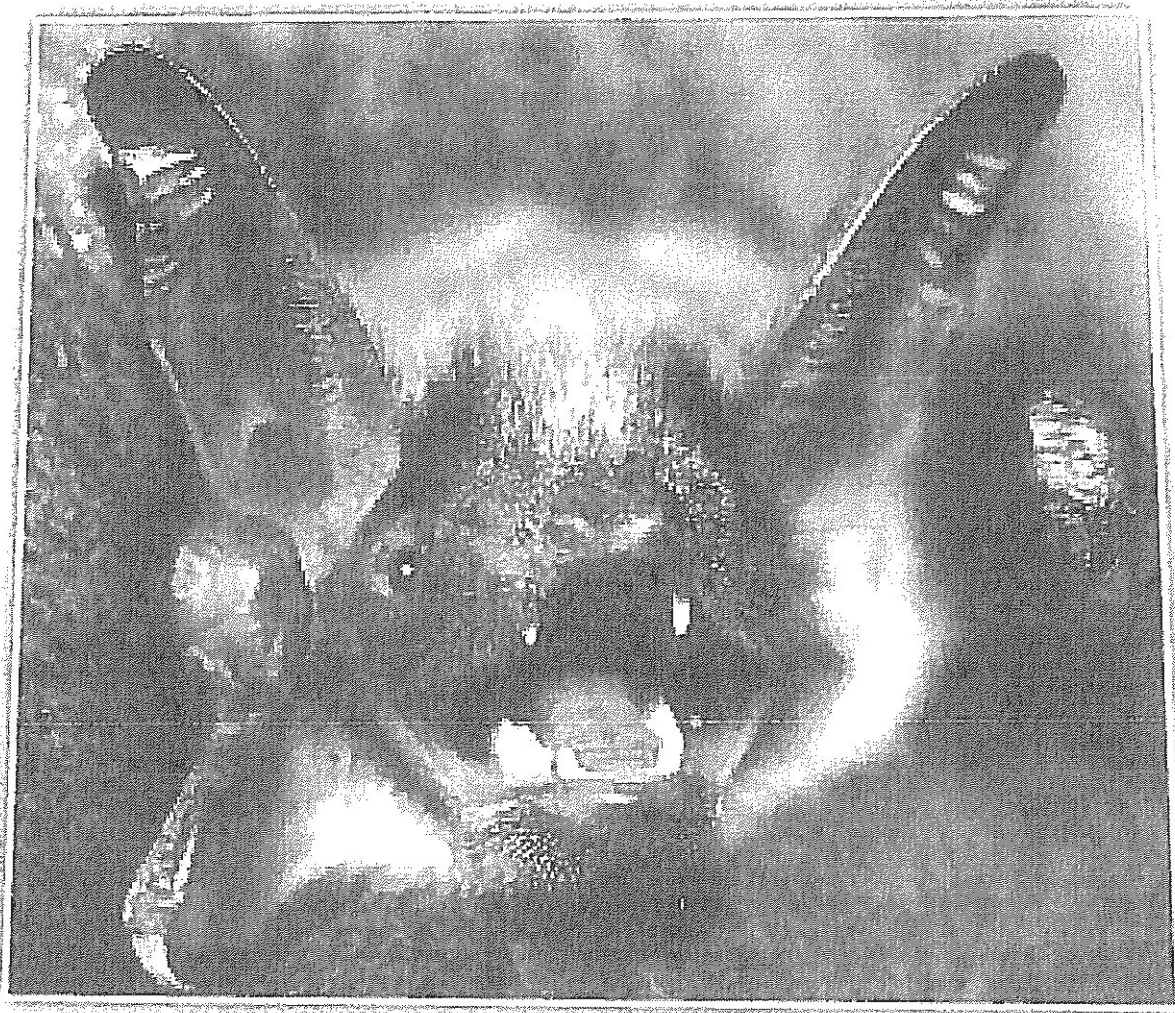
Some bats have brown fur.

Others have black or gray fur.

🔊 Bats come in many sizes.

Some bats can be very large.

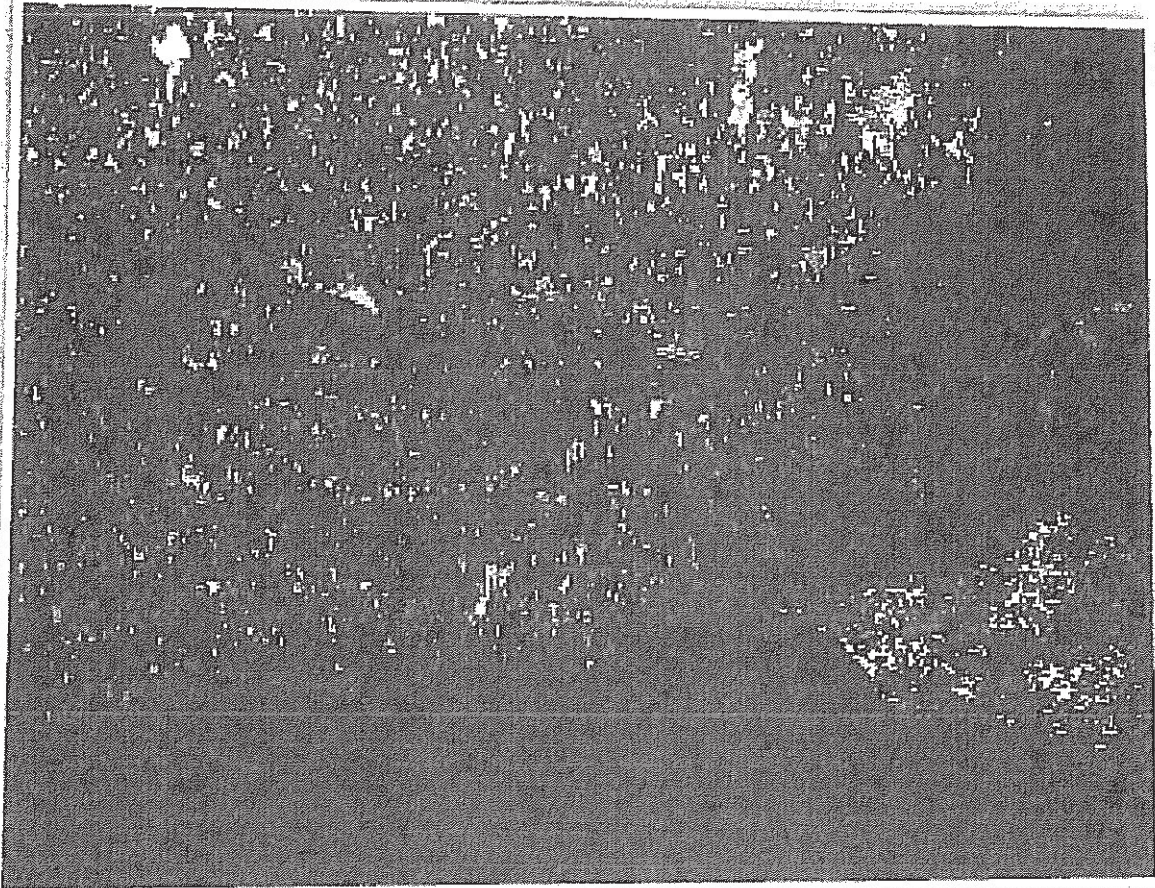
Others are smaller than a penny!



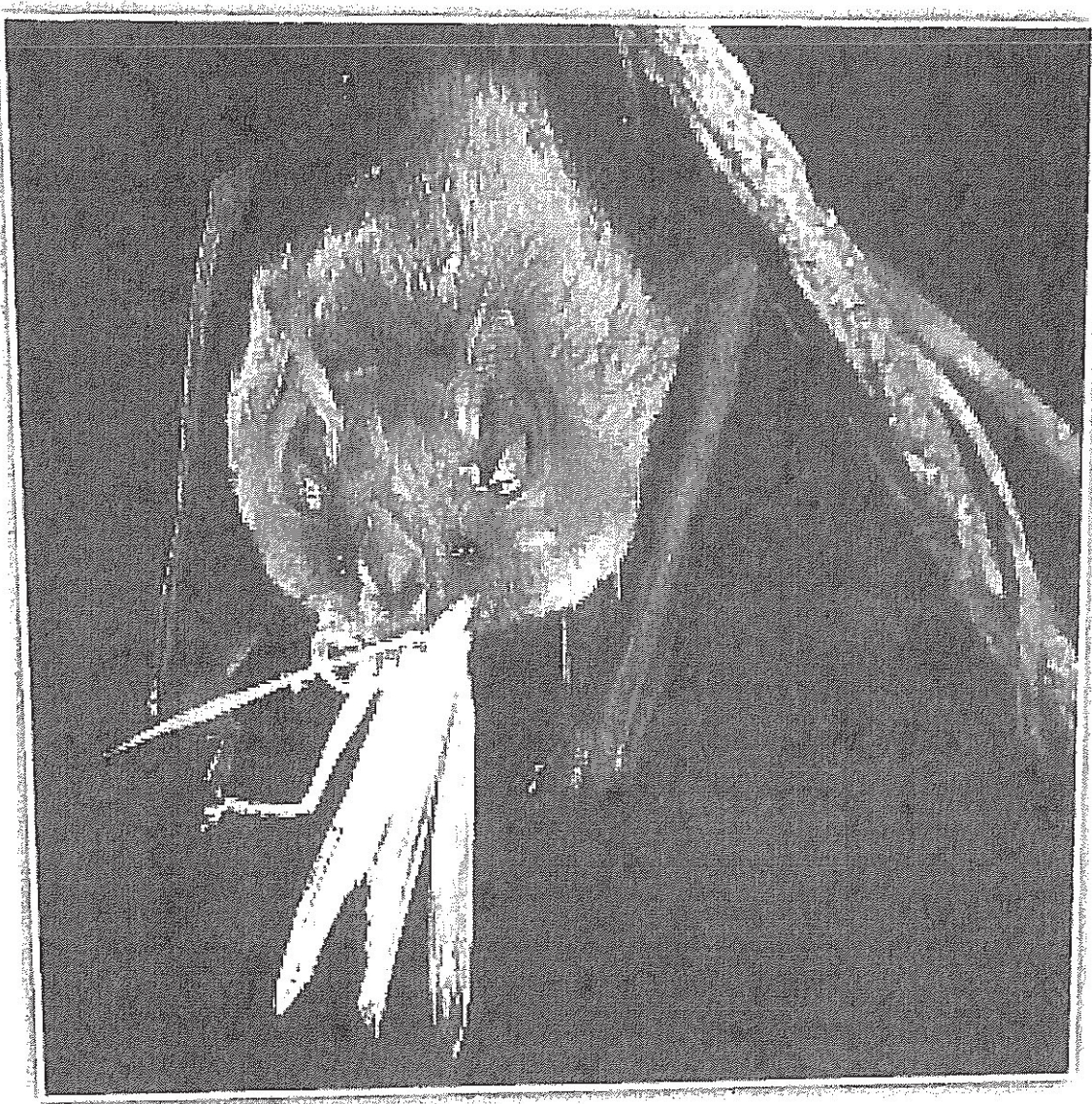
Most bats have big ears that help them hear very well. Bats can hear sounds that people cannot. This helps them to fly in the dark.



🔊 Bats live all over the world. They make their homes in warm, dark spots. Their homes are called roosts. The bats sleep in the roost all day. They come out at night to fly and eat.



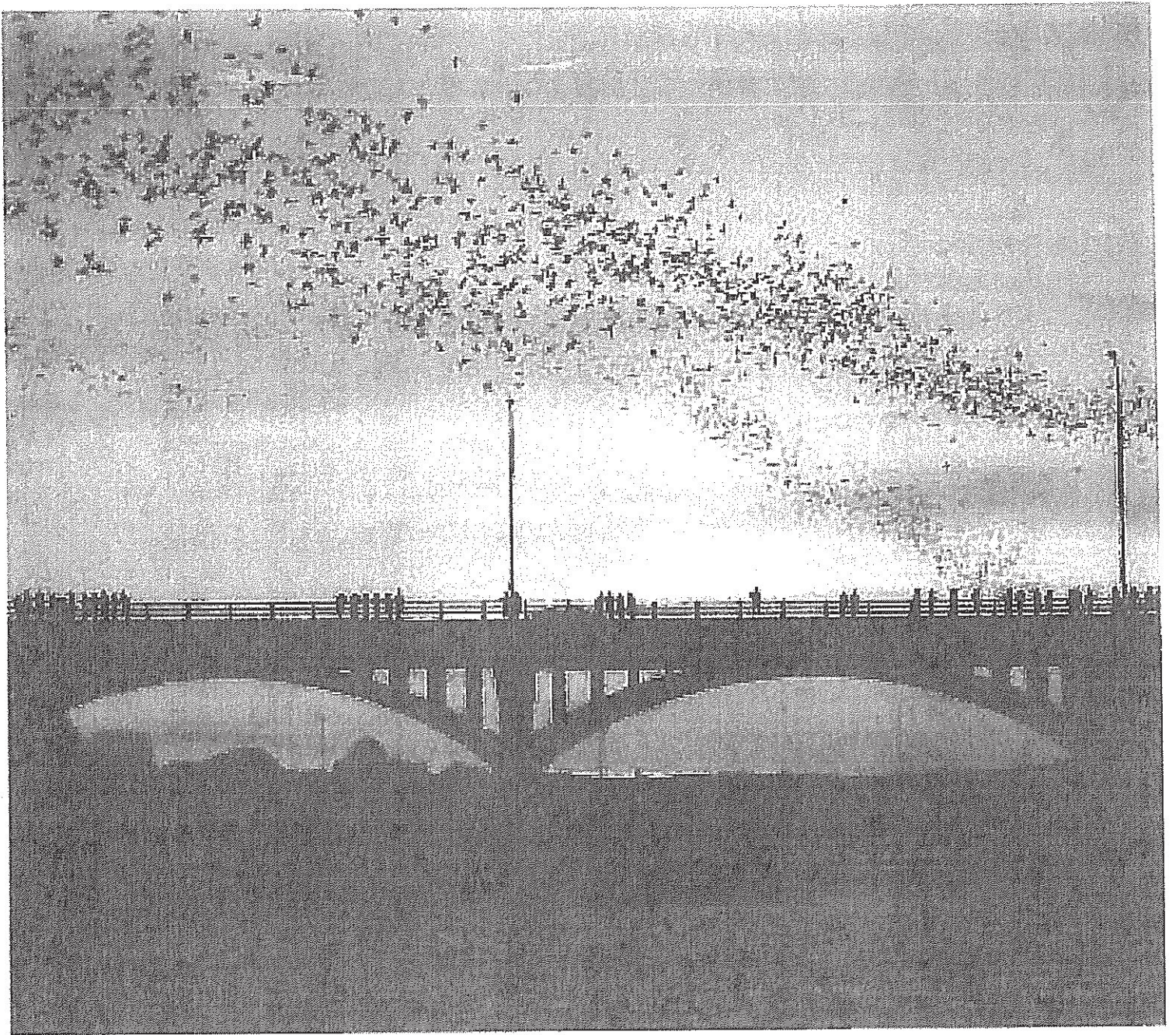
Many bats make their roosts in caves. Other bats make roosts in rock piles or inside trees. Some bats even live inside the walls of a house. Bats do not like to live alone, so many bats may live in the same place.



Most bats eat insects. The bats come out at night to hunt. Some bats can catch 600 insects in one hour! Bats help people by eating insects that bite.



Some bats eat fruit. They carry the seeds away when they fly. Then they drop the seeds in other places. New plants grow in places where the bats drop the seeds.



🔊 The next time you see something fly in the night sky, look closely. It might be a bird... or it just might be a bat!

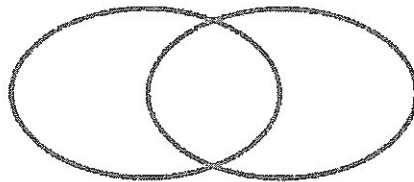
Responding



TARGET SKILL

Compare and

Contrast How are bats like birds?
How are they different? Make a
diagram.



Talk About It

Text to Text Think of a different
story about animals. How are
these animals like bats? How
are they different?



WORDS TO KNOW

bird

long

hear

or

fly

warm



TARGET SKILL

Compare and Contrast Tell how two things are alike or not.



TARGET STRATEGY

Monitor/Clarify

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



GENRE

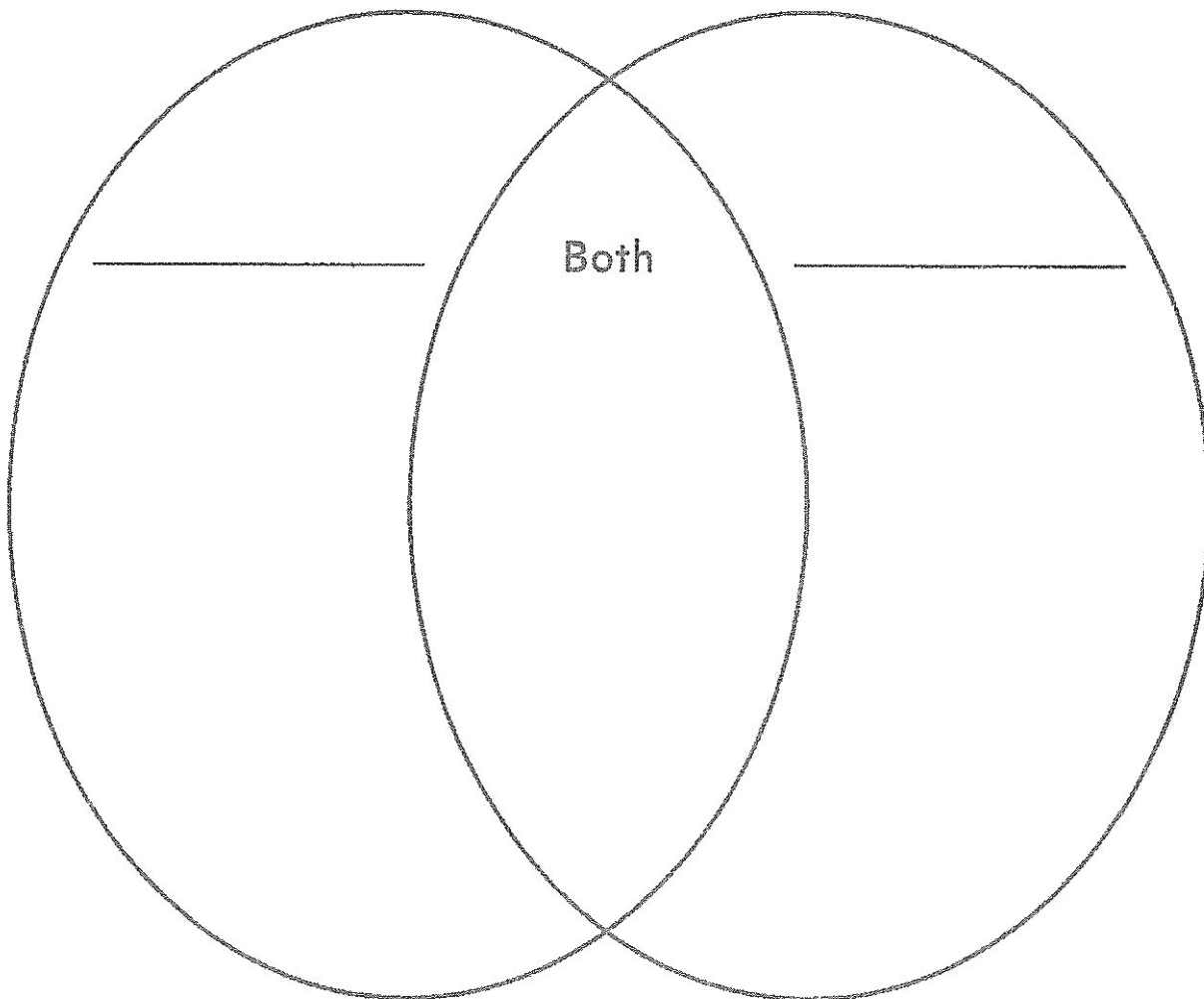
Informational Text gives facts about a topic.

Name _____

Venn Diagram: Compare and Contrast

All About Bats
Graphic Organizer 8

Title: All About Bats



All About Bats
Think About It

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 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1

- fur feathers wings

- day night morning

[illegible]

Name _____ Date _____

All About Bats



Draw a picture of one kind of bat.

A large, empty rectangular box with a black border, intended for a student to draw a picture of a bat.

Write a sentence that tells why bats are helpful to people.

A series of horizontal lines for handwriting practice. Each line 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 with Long *i*

Animal Groups

Phonics: Long *i*

Read the words in the box. Write the long *i* word that names each picture.

Word Bank

stripe

five

vine

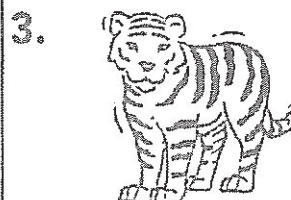
hike

time

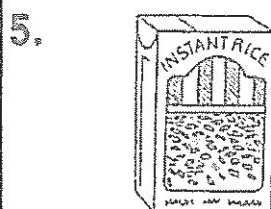
rice

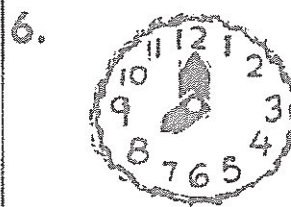












Name _____

Words with *kn*, *wr*, *gn*, *mb*

Animal Groups
Phonics: Digraphs *kn*, *wr*, *gn*, *mb*

Write the word from the box that completes each sentence.

Word Bank

wrap signed knows numb knit wrote

1. Grandma _____ me a blue scarf.

2. I _____ myself in it and feel warm.

3. My ears feel _____ when I play outside in the cold.

4. Grandma _____ how much I love her gift.

5. I _____ her a thank-you letter.

6. I _____ it "Your Biggest Fan."



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: Math 1st Grade		LESSON TITLE: Word Problem Review		
<input type="checkbox"/> LESSON 1:	<input checked="" type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: 1.OA.A.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. 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 knowledge of operations to solve word problems.				
STUDENT PARTICIPATION: Students will: <ul style="list-style-type: none">• Complete facts sheet• Complete pages CC2 and CC3• 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.• Ability to read and complete word problems				

Name _____

Basic-Facts
Timed Test
2

Give each answer.

1. $7 + 4 = \underline{\quad}$

2. $5 + 7 = \underline{\quad}$

3. $2 + 7 = \underline{\quad}$

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

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

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

7. $1 + 8 = \underline{\quad}$

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

9. $2 + 5 = \underline{\quad}$

10. $4 + 3 = \underline{\quad}$

11. $5 + 1 = \underline{\quad}$

12. $9 + 1 = \underline{\quad}$

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

14. $0 + 9 = \underline{\quad}$

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

16. $3 + 6 = \underline{\quad}$

17. $9 + 2 = \underline{\quad}$

18. $7 + 0 = \underline{\quad}$

19. $2 + 2 = \underline{\quad}$

20. $5 + 3 = \underline{\quad}$

21. $2 + 8 = \underline{\quad}$

22. $6 + 2 = \underline{\quad}$

23. $4 + 5 = \underline{\quad}$

24. $6 + 3 = \underline{\quad}$

25. $0 + 8 = \underline{\quad}$

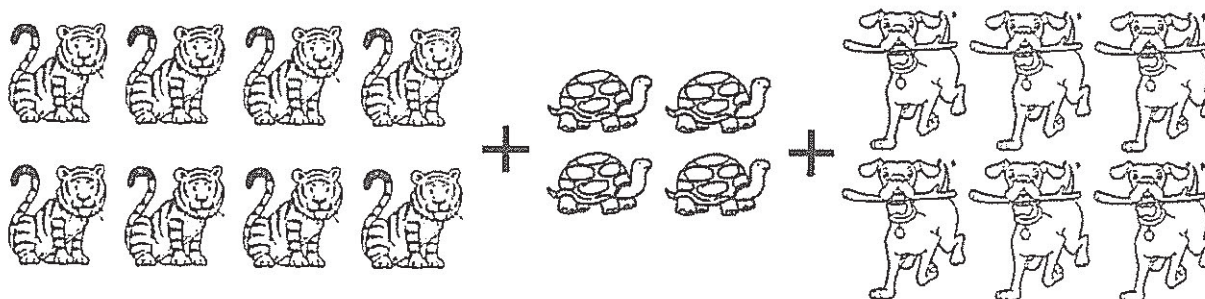
26. $1 + 9 = \underline{\quad}$

Name _____

Common Core Standards Practice

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1. Lia has 8 tiger stickers, 4 turtle stickers, and 6 dog stickers.



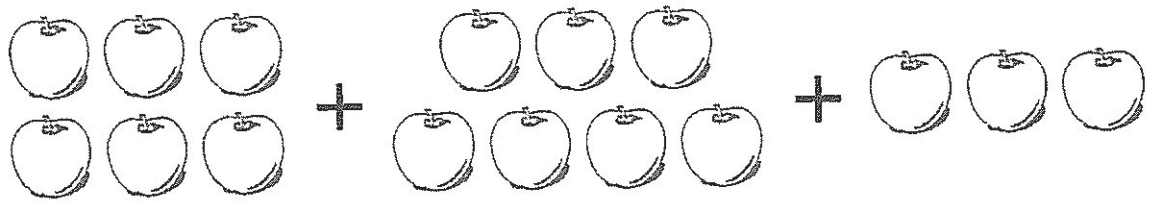
How many animal stickers does Lia have in all?

2. Five children are playing at the park.
Eight more children join them.
Later, four more children come.

Draw a model to show the story.

How many children are
at the park now?

3. Maya has 6 apples. Tristan has 7 apples.
Colin has 3 apples.



How many apples do they have altogether?

4. Maria has 7 red marbles, 9 blue marbles,
and 4 white marbles.

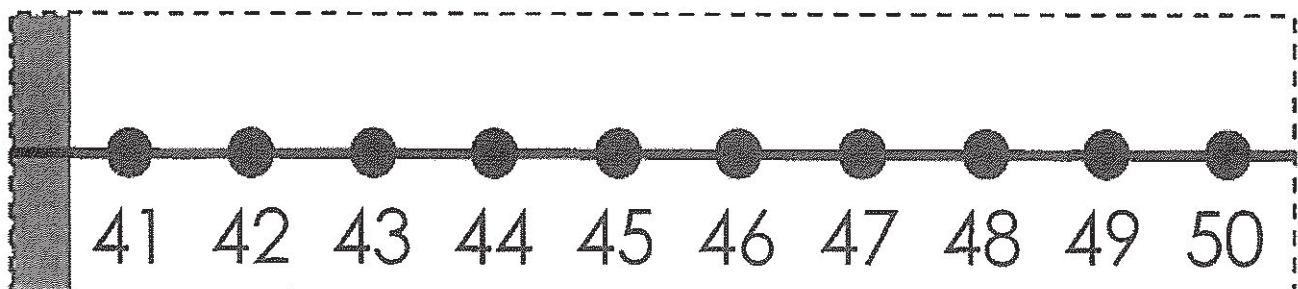
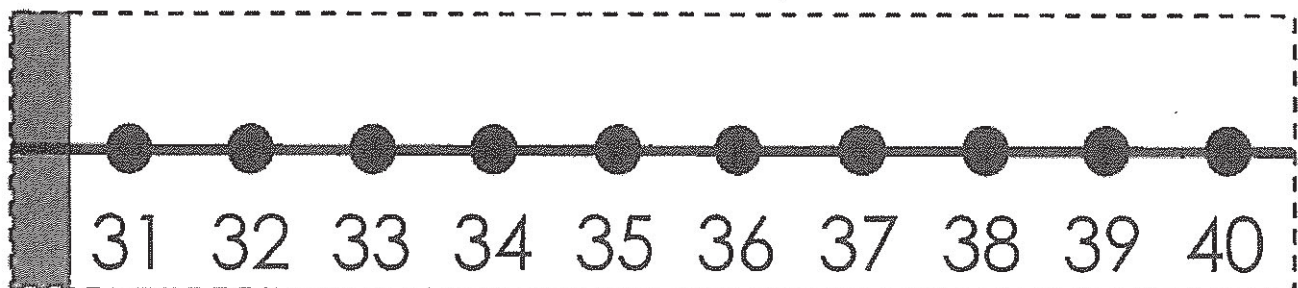
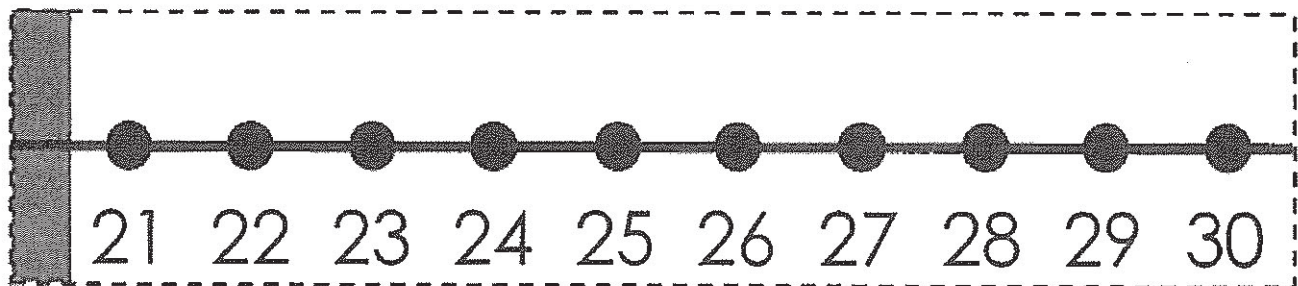
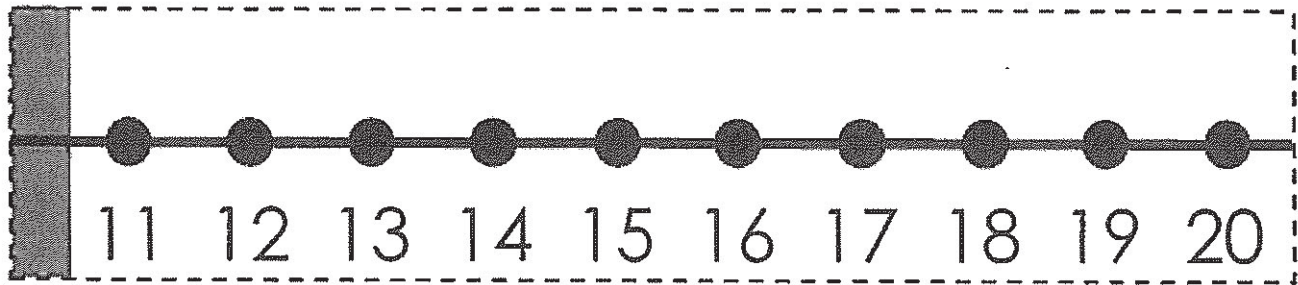
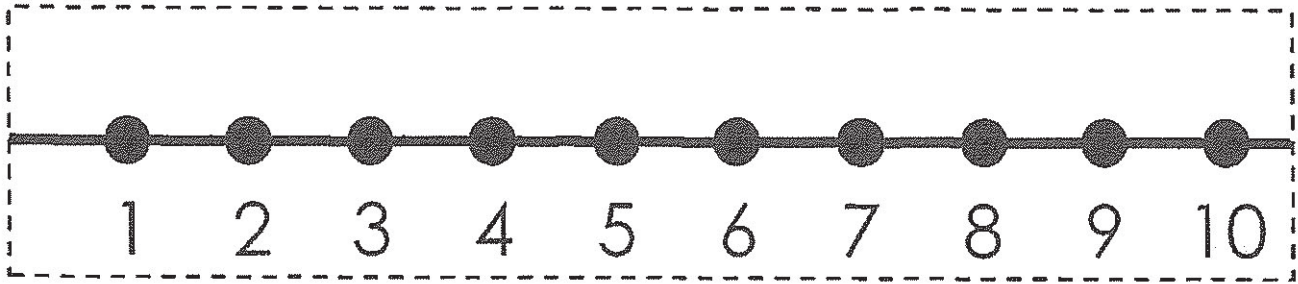
Write a number sentence to match the story.
Use ? for the unknown.

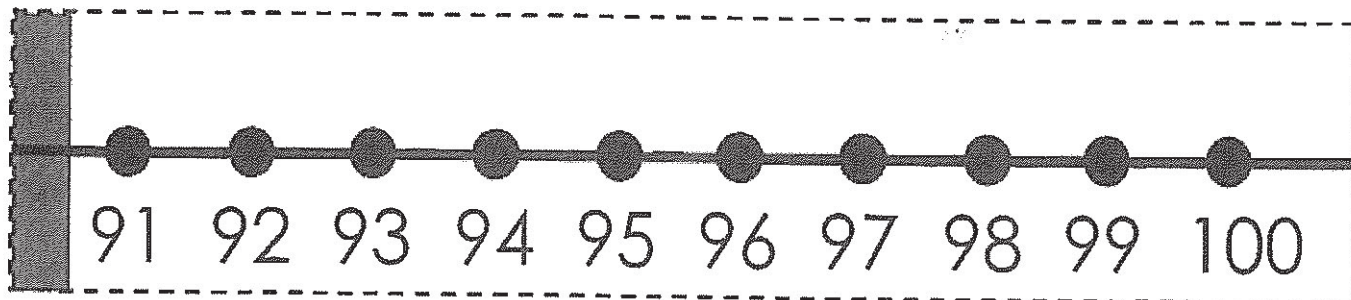
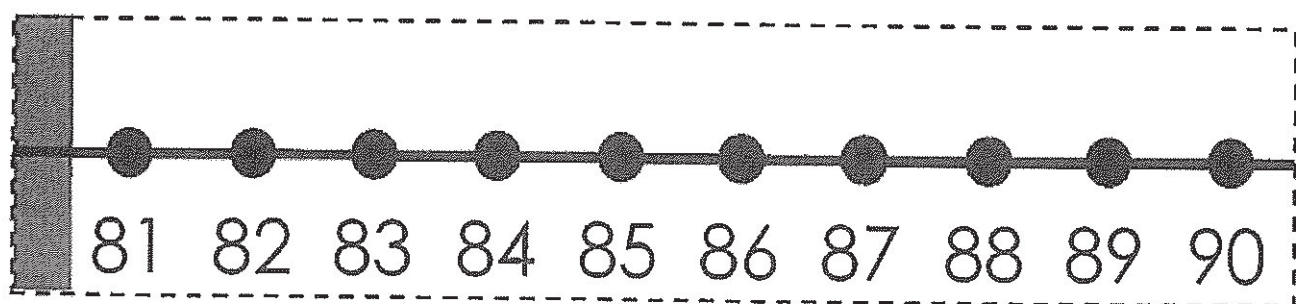
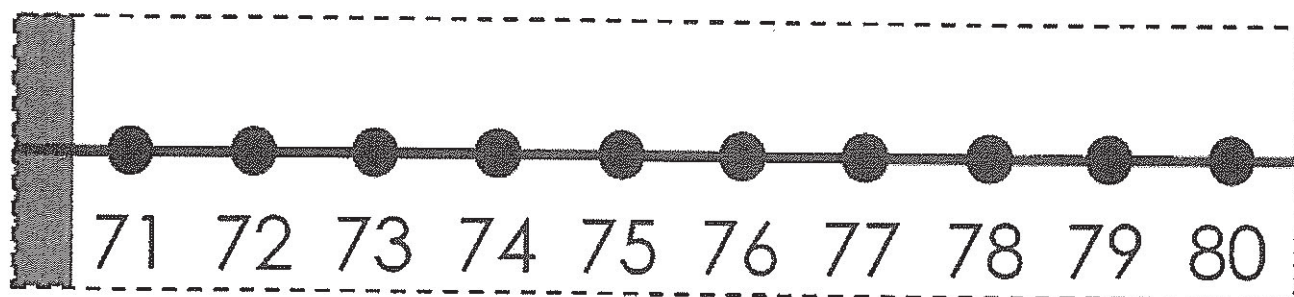
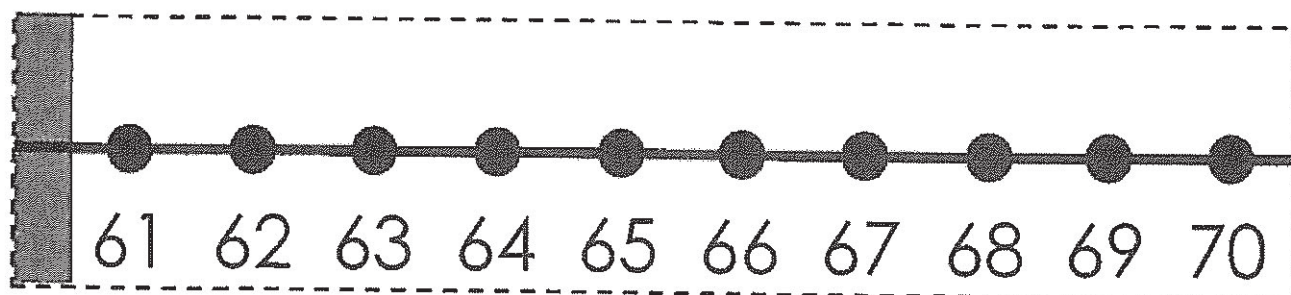
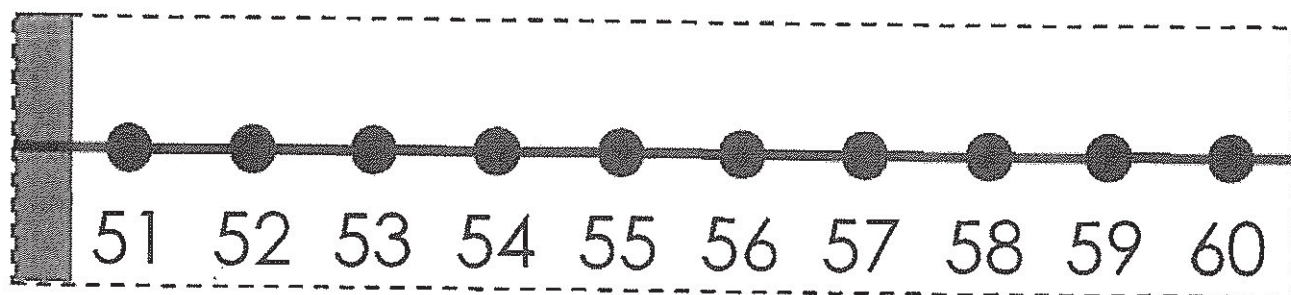
Solve the number sentence you wrote.

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

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

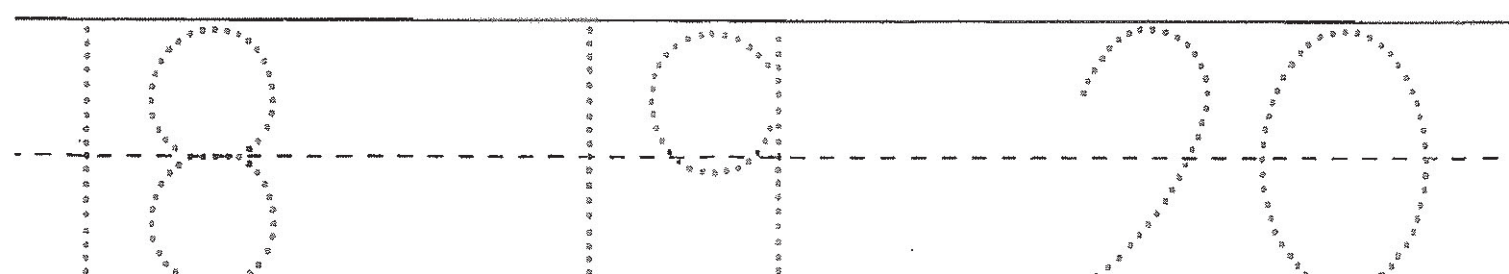
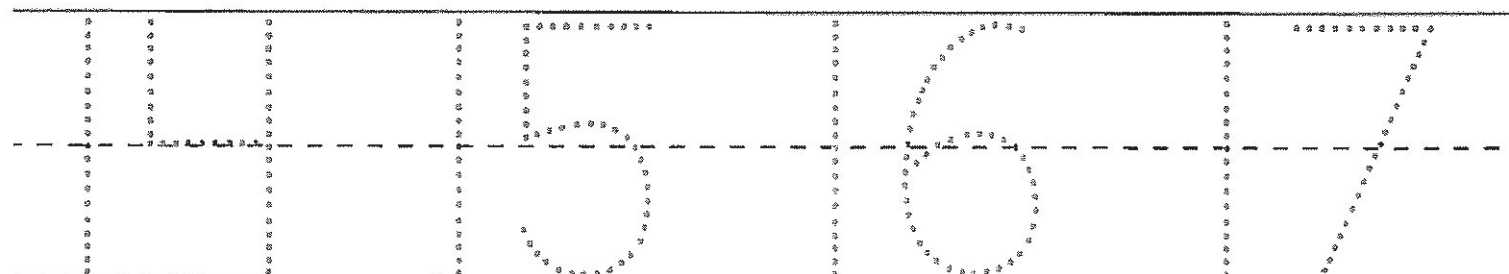
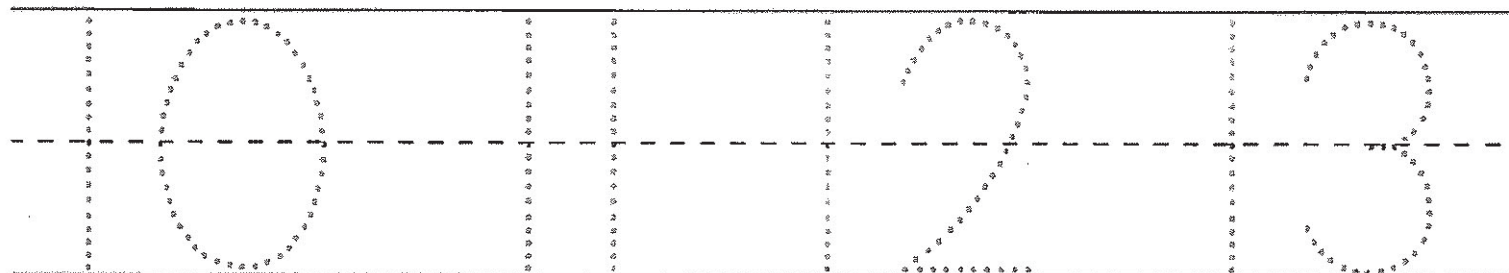
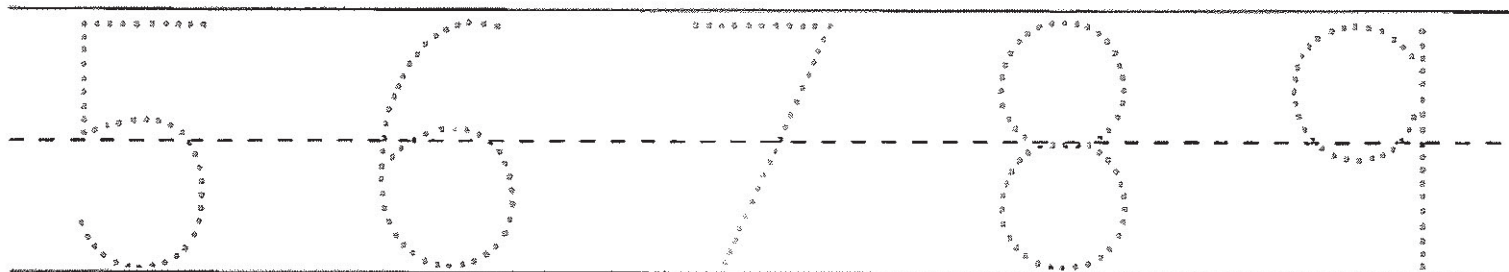
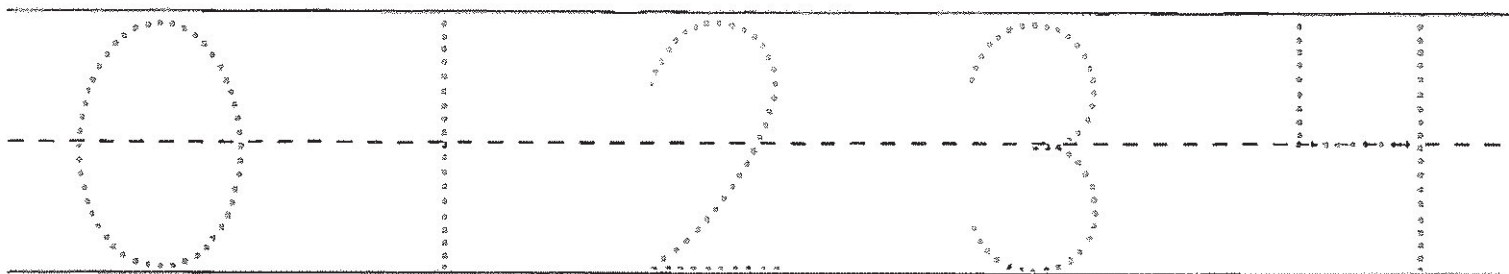






McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 1 st Grade- Math		LESSON TITLE: 1-8, Use Objects		
Supplemental Learning Support- Adapted Lesson				
<input type="checkbox"/> LESSON 1:	<input checked="" type="checkbox"/> LESSON 2:	<input 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 addition 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: <ul style="list-style-type: none">1. Identify numbers2. Compute basic addition problems3. Use objects to act out and solve story problems				
STUDENT PARTICIPATION: Students will: <ul style="list-style-type: none">1. Identify and trace numbers 0-202. Complete 1-8 Daily Common Core Review WS3. Complete 1-8 learning mat4. Complete 1-8 Reteaching WS5. Complete 1-8 Practice WS6. Complete 1-8 Quick Check WS				
ACCOMMODATIONS: For struggling learners: <ul 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 adding: ex: coins, m&ms, cotton balls, pieces of cereal, etc. For advanced learners: <ul style="list-style-type: none">1. Students can complete the grade level assignment provided by the regular education teacher				
RESOURCES: <ul style="list-style-type: none">1. Numbers 0-20 worksheet2. Lesson 1-8 worksheets- Daily Common Core Review, learning mat, Reteaching, Practice, Quick Check				
EVIDENCE OF LEARNING Students will: <ul 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 addition by accurately completing the worksheets4. Demonstrate the ability to use objects to solve story problems by accurately completing the worksheets				

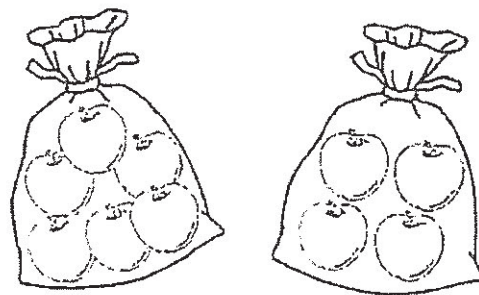


Name _____

Daily Common
Core Review
1-8

1. Ellen has a bag of 6 apples.
Donna has a bag of 4 apples.

Which addition sentence shows
how many apples in all?



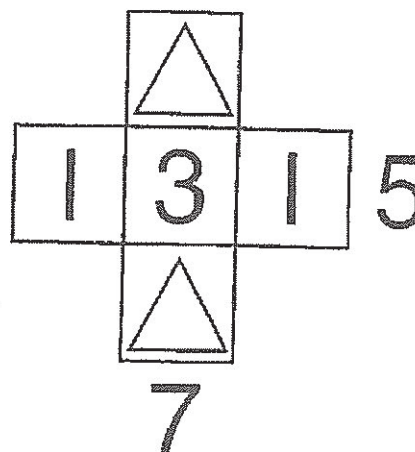
- (A) $6 + 6 = 12$
(B) $6 + 4 = 10$
(C) $6 + 3 = 9$
(D) $4 + 4 = 8$

2. Which numbers are between 5 and 9?



- (A) 2, 3, 4
(B) 9, 10, 11
(C) 6, 7, 8
(D) 3, 5, 9

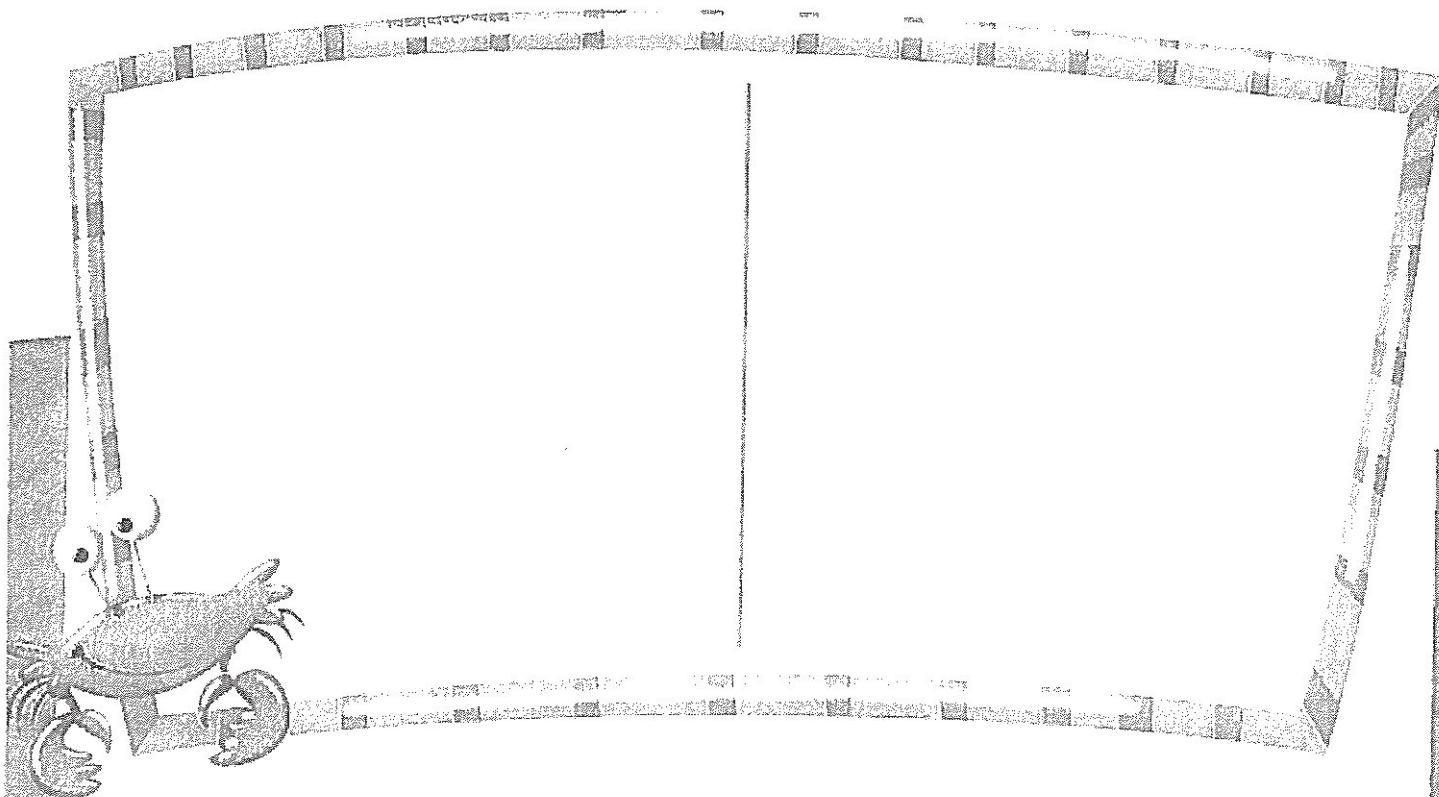
3. The triangles stand for the
same number. Each number
outside a square is a sum. Write
the missing numbers in the triangles.



Name _____

Problem Solving

Use Objects



1. 8 is _____ and _____.

2. 8 is _____ and _____.

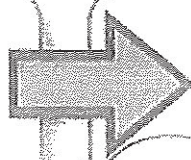
3. 8 is _____ and _____.

© 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.7

Home Connection Your child used objects to solve problems involving ways to show numbers in two parts.
Home Activity Give your child 9 small objects such as pennies. Ask him or her to show different ways the pennies can be put in 2 groups.

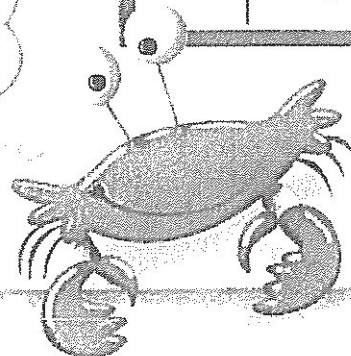
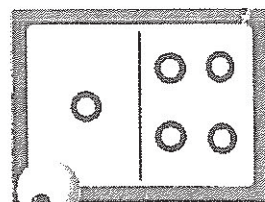
Read and Understand

What different ways can I put 5 balls into two boxes?



Plan

I can use counters to show one way.



Guided Practice

Use counters to solve. Draw a picture to show your answers.

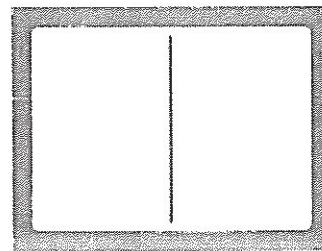
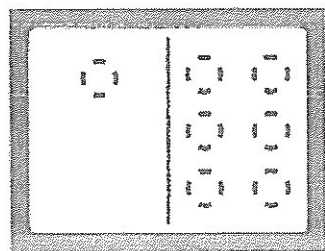
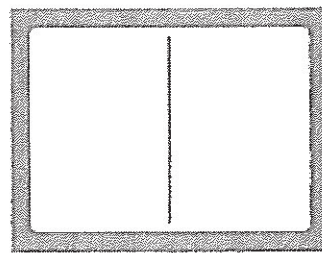
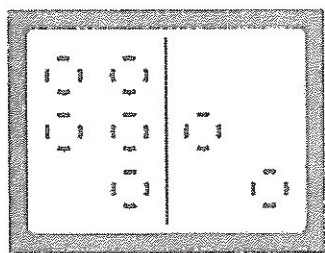
1. Gina has 7 stickers.

She puts them on two cards.

Show different ways Gina can do this.

2. Max puts 8 cherries into two baskets.

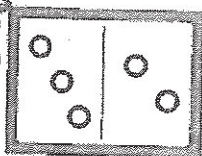
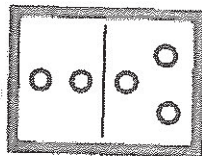
What different ways can he do this?



Do you understand? How does using objects help you solve problems?

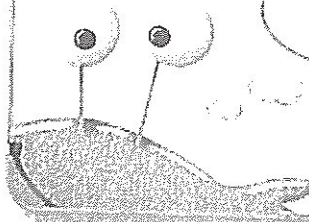
Solve

I can move counters to find different ways.



Look Back and Check

I can count the counters in both parts to check that I have 5 in all.



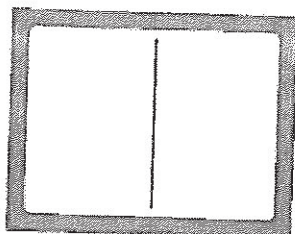
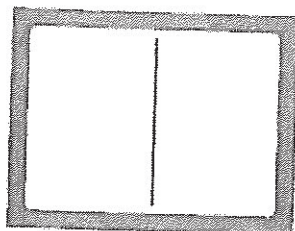
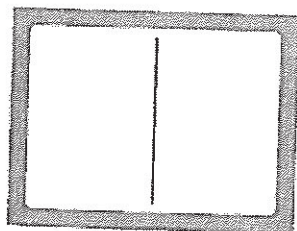
Independent Practice



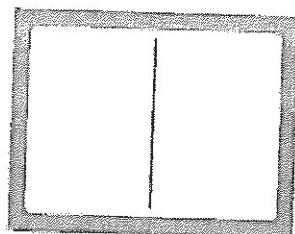
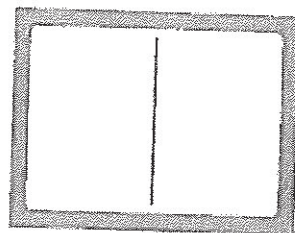
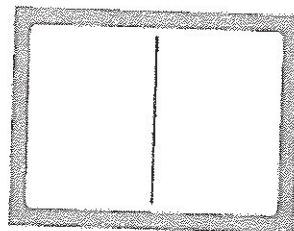
MATHEMATICAL PRACTICES

Use counters to solve. Draw a picture to show your answers.

3. Maya has 6 shirts.
She packs them in two bags.
What different ways can
Maya do this?



4. Jake has 9 books.
He puts them on two tables.
Show ways Jake can
do this.



Name _____

Releaching
1-8

Problem Solving: Use Objects

You can use objects to help you solve problems.

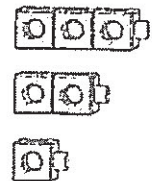
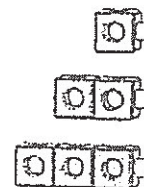
Bert has 3 pennies.

He put them in 2 pockets.

Use cubes to show the different ways Bert can do this.

Left

Right



List the different ways.

Right Pocket	0	1	2	3
Left Pocket	3	2	1	0

Use cubes to help you list the different ways.

1. Marlene has 6 grapes.

She puts them in 2 bowls.

Bowl 1	0	1	2	3	4	5	6
Bowl 2	6						0

2. Keith has 7 model airplanes.

He wants to paint some white and some black.

Black	0							7
White	7							0

Name _____

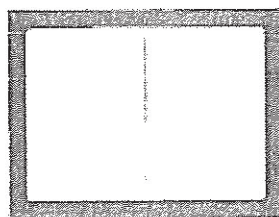
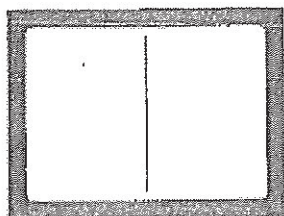
Practice

1-8

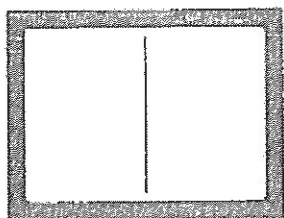
Problem Solving: Use Objects

Use counters to solve.

1. Lisa puts 8 sweaters into two drawers.
What are two different ways she can do this?

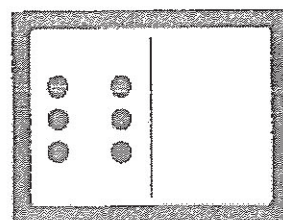


2. Jack puts 7 plates on two tables.
What are two different ways he can do this?



Number Sense

3. Lynn is planting 9 flowers in two boxes.
She plants 6 in the first box.
Which shows how many she plants in the second box?



(A)



(B)



(C)



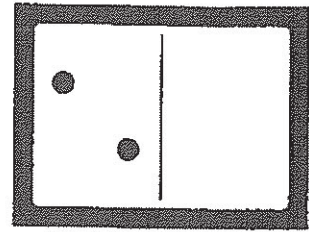
(D)

Name _____

Quick Check

1-8

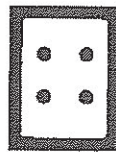
1. Annie puts 7 counters into two piles.
She puts 2 counters in one pile.
Which shows the number of counters
Annie puts in the other pile?



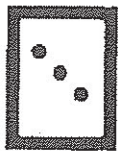
(A)



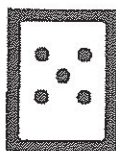
(C)



(B)



(D)



2. Which model shows one way to make 8?

(A)



(B)



(C)



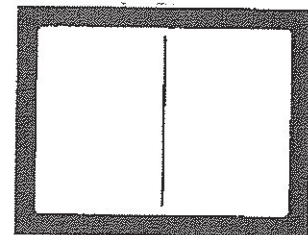
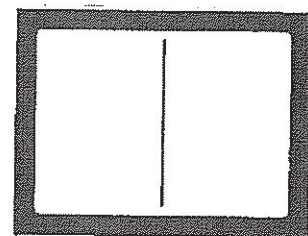
(D)



3. Use objects or draw a picture to solve.
Write the number sentences.

Enrique has 9 marbles.
He keeps some marbles.
He gives some to Brittany.

Show 2 ways Enrique and
Brittany can have the marbles.



_____ + _____ = 9

_____ + _____ = 9