Grade 1 ELA Unit 1 Parent Overview

These ELA units are organized into 6-week units and include reading foundational, reading literary and informational, and writing standards. These standards will be addressed in multiple units throughout the year; therefore, mastery of the standards is not expected until the end of the year.

**Phonics:** Over the course of the year, students will engage in learning sounds that consonants and vowels make and blending those sounds to read and write words. The phonics concepts build upon each other and mastery is expected of each concept at the end of each unit.

**Reading:** Over the course of the year, students will engage in learning both literary (fiction) and informational (non-fiction) standards. In literary texts, students will be taught how to describe story elements such as characters, setting, and events. In informational texts, students will be taught how to identify the main topic (example: lion habitats, saving the Earth, etc.) and use text features (headings, table of contents, glossaries).

**Writing:** Over the course of the year, students will engage in writing 3 text types: narrative, informational, and opinion. Narrative writing is the telling of a story. Informational writing is a type of nonfiction writing that contains facts. Opinion writing is a type of writing where the writer states an opinion or preference and provides reasons to support their opinion or preference.

Your child will engage in lessons for **Unit 1** from **August 17 - September 25.** **Unit 1** will focus on reading foundational standards, reading literary standards, and narrative writing.

### Reading Foundational Standards

Your child will engage in lessons aligned to the following reading foundational standards throughout this unit:

- **RF1:** Demonstrate understanding of the organization and basic features of print.
- **RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF4:** Read with sufficient accuracy and fluency to support comprehension.

### Reading Literary Standards

Your child will engage in lessons aligned to the following reading standards throughout this unit:

- **RL1:** Ask and answer questions about key details in the text.
- **RL2:** Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL3:** Describe characters, settings, and major events in a story, using key details.
- **RL5:** Explain major differences between texts that tell stories and texts that give information.
- **RL7:** Use illustrations and details in a story to describe its characters, setting, or events.

### Independent Reading

Every day students should independently look at books of their choice. Beginning readers will need to build up stamina, or the ability to look at or read for stretches of time without becoming distracted or distracting others. Set a timer for 5 minutes. As your child works to build up stamina, increase the timer by 1 minute. Set a goal for your child. How many minutes can they look at books or read independently each day? A goal for the end of the unit is 10 minutes.

### Parent Tips

- First graders are beginning readers and may want to read books with words that they cannot decode. These are great books to read aloud to your child.
- Encourage your child to reread books. This is a great way to build fluency!
- Phonics concepts your child will be working on include short vowels and consonant blends.
Online Access to Books

<table>
<thead>
<tr>
<th>Fulton County Library Website</th>
<th>Register for a library card online</th>
<th>Fulton County Library Curbside Service</th>
</tr>
</thead>
</table>

MackinVIA

Students have access to a complete eResource management system providing eBooks, read-alongs, audiobooks, databases, and videos.

2. Find Classlink. [Your child’s username is their student ID and their password is their birthdate (MMDDYYYY).]
3. Click the e-library app folder. Click on MackinVIA.

Looking for some great books?

<table>
<thead>
<tr>
<th>Author: Cynthia Rylant</th>
<th>Author: Mo Willems</th>
<th>Author: David Shannon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry and Mudge Series:</td>
<td>Pigeon Series: The Pigeon Wants a Party</td>
<td>Duck on a Bike</td>
</tr>
<tr>
<td>Puppy Mudge Has a Snack</td>
<td>Elephant and Piggie Series: We Are in a New Book</td>
<td>No, David!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author: Judith Viorst</th>
<th>Author: Tedd Arnold</th>
<th>Author: Laura Numeroff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander and the Terrible, Horrible, No Good, Very Bad Day</td>
<td>Hi! Fly Guy</td>
<td>If You Give a Moose a Muffin</td>
</tr>
<tr>
<td>[Image]</td>
<td></td>
<td>If You Give a Cat a Cupcake</td>
</tr>
</tbody>
</table>

Narrative Writing and Language Standards

Your child will engage in lessons aligned to the following writing and language standards throughout this unit:

- **W3**: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **W8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **L6**: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Writing Tips

Your child can plan out their writing. One way to do this is to think of the story they want to write and sketch out the beginning, middle, and end. They can add details to the sketches and use them to write their story.

As first grade students learn more about phonics patterns and concepts, they will begin to spell conventionally. You will want to remind them to listen for each part of the word. One way to do this is to tap out each sound that they hear in the word. Then, make sure that they have a letter for each sound. For example, if he/she is writing the word ‘net,’ they will tap out each sound /n/ /e/ /t/ and then write a letter for each sound that they hear.
## Parent Information

### Phonics

<table>
<thead>
<tr>
<th>What is a blend?</th>
<th>Examples of ending blends:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Two or more consonants that are next to each other and you hear all the sounds.</td>
<td>▪ best</td>
</tr>
<tr>
<td>▪ Blends can be at the beginning, middle, and end of words.</td>
<td>▪ mask</td>
</tr>
<tr>
<td>▪ Common ending blends include ‘s’ blends [ex. sp, sk, st]</td>
<td>▪ gasp</td>
</tr>
<tr>
<td>▪ Digraphs are often confused with blends. Digraphs are two or more consonants next to each other that make a new sound.</td>
<td></td>
</tr>
</tbody>
</table>

### Examples of ending blends:
- best
- mask
- gasp

### Examples of words that do NOT have blends:
- fish
- clutch
- think

### Parent Tips
Reading words accurately is a part of phonics. Reading to the end of each word is an important part of accurate reading. As your child is reading, remind him/her to read to the end of the word. Remind them to check the word to the very end. To do this, the reader slowly reads across the entire word.

### Reading

<table>
<thead>
<tr>
<th>How do readers determine the central message or lesson?</th>
<th>Examples of a central message or lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Readers pay attention to what characters think, do, and say.</td>
<td>▪ In the story, Little Red Riding Hood, Red Riding Hood doesn’t follow her mother’s instructions, meets a wolf, and is almost eaten by the wolf.</td>
</tr>
<tr>
<td>▪ They also pay attention to how characters respond to events.</td>
<td>▪ The lesson Red Riding Hood may have learned was the importance of following directions.</td>
</tr>
<tr>
<td>▪ They think about the lesson the character may have learned as a result of working hard, solving a problem, or reaching a goal.</td>
<td></td>
</tr>
</tbody>
</table>

### Parent Tips
As you are reading aloud to your child, point out the events in the story. Ask the child how he/she would feel in this situation. Ask the child how he/she thinks the character may feel in this situation.

### Writing

<table>
<thead>
<tr>
<th>How do writers organize events?</th>
<th>Examples of sequencing events:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Writers break down stories into different events.</td>
<td>My grandmother and aunt took me to the library. First, I had to get a library card. I signed my name on the card.</td>
</tr>
<tr>
<td>▪ One way to tell the story is to say the events in the sequence they occurred.</td>
<td>Then, we went to the fiction section. I looked at books.</td>
</tr>
<tr>
<td>▪ Readers can connect the events by using words like first, then, next, and finally.</td>
<td>Next, I chose three books to checkout. After, I went to the counter where the librarian scanned my books and my card. Finally, we went home, and I curled up in a comfy chair and began to read.</td>
</tr>
</tbody>
</table>

### Parent Tips
One way to sequence events is to sketch each part of the story on a different piece of paper. Then, writers can organize the sheets of paper in the correct sequence.
Phonics
You have learned that blends are 2 consonants that are next to each other, and you hear both sounds. Today, you are going to learn about blends that come at the end of a word. Many blends that come at the end have an ‘s’ For example,

- **sp**
  - gasp
  - clasp

- **sk**
  - risk
  - mask

- **st**
  - fast
  - just

Read aloud each word listed. For each ‘s’ blend, add 3 more words.

Reading
Authors let us know more about characters based on what the character does and what the character thinks. Readers pay attention to the clues from the author. Readers also:

- **Think**: What is the character doing?

Read, or have a caregiver read aloud, *Happy Birthday Surprise!*

- What did Abel do? [Possible response: He gave his friend a surprise party. He cleaned his house. He baked a cake. He wrapped the present. He burned the cake.]
- What does this tell you about Abel? [Possible response: He cares about his friend. He wants to make sure the party is nice.]
Happy Birthday Surprise!

by Stephen Krensky

Abel was a very excited mouse. Today was his friend Daisy’s birthday. And he was giving her a surprise party.

Abel started to clean his house. He wiped and cleaned and wiped again. A small cloud of dust followed him around.

“Achoooo!” sneezed Abel. “Achooo! Achooo!”

It was already past noon. “Oh, dear!” said Abel. He still had to bake the cake. He quickly mixed the eggs, flour, and sugar in a bowl.

“Sweet,” said Abel, tasting the batter.

Once the cake was in the oven, he started wrapping Daisy’s present. The paper went on easily. But the bow wouldn’t stay tied.

Abel kept trying. His face got hot. His whiskers twitched.

“Hello? Is anyone home?”

Abel’s friend Chester had arrived.
“What are you doing here so early?” asked Abel.
“I came to help you get ready.”
“What makes you think I need help?” asked Abel.
He felt a little embarrassed that he was so far behind.
Chester looked around. The house was still a mess.
“Just a wild guess,” he said. “What’s that burning smell?”
“Oh, no!” cried Abel.
He rushed into the kitchen. Smoke was pouring from the oven.
“This is terrible! The cake is ruined!”
“Don’t worry,” said Chester. “We still have time to make another. Why didn’t you ask me for help earlier?”
“I thought I could do everything myself.”
“Well,” said Chester, “I hope you know better now.”
Abel nodded. “From now on, I’ll always ask for help when I need it.”
“Surprise birthday parties are a lot of work,” said Chester.
Abel smiled. “And that was the real surprise for me!”
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<thead>
<tr>
<th></th>
<th>ask</th>
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<th>task</th>
<th>tusk</th>
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<td>1</td>
<td>husk</td>
<td>dusk</td>
<td>risk</td>
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<td>gasp</td>
<td>grasp</td>
<td>clasp</td>
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<td>last</td>
<td>blast</td>
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<td>nest</td>
<td>best</td>
<td>rest</td>
<td>dust</td>
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<td>5</td>
<td>must</td>
<td>just</td>
<td>crust</td>
<td>trust</td>
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<td>6</td>
<td>list</td>
<td>desk</td>
<td>chest</td>
<td>crisp</td>
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<td>7</td>
<td>first</td>
<td>thirst</td>
<td>forest</td>
<td>festival</td>
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</table>
TASK: Close, Far, and In Between  
Approximately 1 day

STANDARDS FOR MATHEMATICAL CONTENT

MGSE1.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.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others. Students validate why they chose the order of their numbers.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision. Students identify how to compare numbers based on shared tens or ones.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE/COMMON MISCONCEPTIONS

This task is centered on number relations and counting. Students need to expand their basic ideas of place value understanding, which includes base-ten grouping, oral names, and written names, to relative magnitude. Students should refer one number to the size relationship of another number much larger, much smaller, close to or about the same. (Van de Walle, p. 142)

ESSENTIAL QUESTIONS FOR TODAY’S LESSON

- What patterns can be found on the 0-99 chart?
- How can patterns help us understand number?
- What do the numerals represent in a two or three-digit number?
- What are math tools and how can they help me make sense of numbers and counting?

MATERIALS

- 0-99 chart
- Close, Far, and In Between recording sheet
- A set of three cards with three numerals on each. (attached)
TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

Prior to the lesson, write three numbers on a piece of paper for your student to analyze, along with asking the questions listed below. The three numbers should be from the same row or columns found on the 0-99 chart, but should not exceed 120 (Example: 62, 67, 69).

- How are the numbers alike? How are they different?
- Which two are closest? Why?
- Which is closest to 50? To 100?
- Have the students name a number between two of the numbers you have chosen.
- Name a number that is more than all of the numbers chosen.
- Name a number that is less than all of these numbers chosen.

Part I
Students should go to each of the three stations where you have set up your cards and record the numerals found and answer the same questions found on the class discussion chart.

After the students have rotated through each of the stations, come back together to share findings and express their mathematical reasoning about their answers and the numerals they have explored.

QUESTIONS TO ASK YOUR STUDENT

- What numerals did you explore?
- Did you find any patterns in the numerals you explored? Which ones?
- Explain why the numbers with a five in the ones place are in the same column. Why are the numbers with a five in the tens place in the same column?
# 0-99 Chart

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</tbody>
</table>
## Close, Far and in Between

<table>
<thead>
<tr>
<th>My 3 Numbers</th>
<th>Closest 2 Numbers</th>
<th>Farthest from</th>
<th>Greatest Number</th>
<th>Least Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>____, _____, _____</td>
<td>_____, _____</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Put numbers in order</td>
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<td>____, _____, _____</td>
<td>_____, _____</td>
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<td>Put numbers in order</td>
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<td>Put numbers in order</td>
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</table>
Monday

**Step 1:** Read the Time for Kids article titled *Benjamin Franklin* with your student. Use the link or QR to access the article. After the reading, ask your student to identify the most significant events in Franklin’s life and contributions he made as a scientist, inventor, writer, and statesman.

<table>
<thead>
<tr>
<th>Benjamin Franklin</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://bit.ly/grade1wk6" alt="QR Code" /></td>
</tr>
</tbody>
</table>

Your student’s response may include:

- Benjamin Franklin was one of the founding fathers, and U.S. Ambassador.
- He is known for inventing the lightning rod, bifocals, and the Franklin stove.
- He published Poor Richard’s Almanac and The Pennsylvania Gazette.
- Franklin served as a representative to the Pennsylvania Assembly from 1751 - 1764.
- In 1787, Franklin represented the state of Pennsylvania at the Constitutional Convention.
- He helped edit the Declaration of Independence, although he is not the principal author.

**Step 2:** Engage your student in a conversation that will both support his/her understanding of the article but also form connections between the work Franklin accomplished and your students’ life. Ask the following prompting questions:

- How do we use the inventions Franklin made today?
- How did the choices made by Franklin help our country?
- How is Franklin’s life like your life?
- How is his life different than your life?

**Step 3:** Provide your student with the Historic Figure Concept Map below. Explain the different parts of the map (i.e., in the Vocabulary Words/Important Words section, you will identify words from the article that are important to explaining and understanding Franklin’s life, such as almanac and assembly). Then assist him/her with completing one part of the organizer. Once finished, have your student use the map to provide a detailed description of Benjamin Franklin.
### Physical Education – Monday

**Grade: 1st Grade Locomotor Skills**

<table>
<thead>
<tr>
<th>DAY 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</td>
</tr>
<tr>
<td>a. Performs hops, gallops, jogs, and slides using a mature form.</td>
</tr>
</tbody>
</table>

**Lesson #1 Description:**

**Warm-up:**

1. Slide, Slide, Sprint: Slide to your left for 10 steps, slide to right for 10 steps then face forward and sprint for 10 seconds. Repeat.

![Slide, Slide, Sprint](image1)

2. Fish Pose: Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds

![Fish Pose](image2)

**Activity:**

**Locomotor Scavenger Hunt:**

This is a special scavenger hunt where you will use your locomotor skills to find objects in your home (see list below). Make sure you travel safely and use the attached locomotor skills cards for movement descriptions.

- **Jog** and find 2 different objects that begin with the letter B.
- **Run** and find 2 different objects that are RED.
- **Gallop** and find 2 different objects that begin with the letter T.
- **Slide** and find 2 objects that are BLUE.
- **Jump** and find 2 object that begins with the letter R.
- **Hop** and find 2 objects that are ORANGE.

**Questions:**

1) What was your favorite locomotor skill from the scavenger hunt?
2) What is the difference between running and jogging?
## English Language Arts - Tuesday, September 22, 2020

### Phonics
Using the sheet titled ending S Blends, read lines 1 – 2.
- Which word is found on an elephant? [tusk]
- Which word is found in the kitchen? [whisk]

Read lines 3 – 4.
- Which word is something that holds other things together? [clasp]
- Which word has to do with space and also means having a good time? [blast]

Read lines 5 – 6.
- Which word is found on both pizza and a pie? [crust]
- Which word can be found in a tree? [nest]
- Which word means you have to do something? [must]

For a challenge, read lines 7 – 8.

### Reading
Readers learn about a character by imagining what the character might be thinking.

![Image](image.png)

You can keep track of what a character is thinking by recording the event and noting what the character might be thinking. Put yourself in the character’s shoes – if the event happened to you, what would you think?

Read, or have a caregiver read aloud *Happy Birthday Surprise!* While you are reading, keep track of the events and what the character might be thinking.

<table>
<thead>
<tr>
<th>Event</th>
<th>The character is thinking...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel sneezes while dusting.</td>
<td></td>
</tr>
<tr>
<td>Abel has trouble putting the bow on the gift.</td>
<td></td>
</tr>
<tr>
<td>Abel snaps at his friend Chester.</td>
<td></td>
</tr>
<tr>
<td>Abel burns the cake.</td>
<td></td>
</tr>
<tr>
<td>Abel asks Chester for help.</td>
<td></td>
</tr>
</tbody>
</table>
*CONSTRUCTING TASK: Make It Straight!*

*Approximately 2 days*

### STANDARDS FOR MATHEMATICAL CONTENT

MGSE1.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.

MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)

MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically. *Students create a number line to add and subtract numbers.*
6. Attend to precision.
7. Look for and make use of structure. *Students see numbers with a common tens place.*
8. Look for and express regularity in repeated reasoning.

### BACKGROUND KNOWLEDGE/COMMON MISCONCEPTIONS

Although the 0-99 chart is a critical tool to develop students understanding, students must also realize that the 0-99 chart is a folded number line. This task is developed to help students make the connection between a 0-99 chart and number line. A number line measures distance from zero to any number the same way a ruler does. In the early grades, students focus on the dots or numerals on a number line instead of the spaces, which is incorrect (Van de Walle, page 73).

With the addition of the standard for counting dimes and understanding a dime is worth 10 pennies, conversation should be made about the dime being like a group of ten and the penny being like a one. For example, 21 is 2 tens and one, we could also say 2 dimes and 1 penny. The standard MGSE1.NBT.7. indicates that students should understand a dime is worth ten and the correlation to place value is a good place to do this. The concept of a dime and its worth will be revisited again.
ESSENTIAL QUESTIONS FOR TODAY’S LESSON

- What is an effective way of counting a large quantity of objects?
- How can we represent a number with tens and ones?
- What are math tools and how can they help me make sense of numbers and counting?
- What do a 0-99 chart and a number line have in common?
- How can dimes and pennies be used to count by tens and ones?

MATERIALS

- 0-99 chart printed on tag board
- Tape or glue
- 2 different colored counters
- spinner (1 more, 1 less, 10 more, 10 less) (ATTACHED)
- spinner labeled with 10 and 1(ATTACHED)
- spinner labeled dimes and pennies (ATTACHED)

NOTE: For the spinners, it may be easier to take a paper clip and hold it in place in the center of the spinner with a pencil. Then, you can flick the paper clip and it will land accordingly.

TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

TUESDAY

Part I
Give each student a 0-99 chart and have them color each row of ten a different color. Ask the students what the benefits will be of coloring each row of ten a different color. After each student has colored their chart, have them cut their 99 chart into strips (0-9, 10-19, 20-29, etc.). Observe which students immediately start lining strips in order. Praise this concept and ask all students to do the same thing. After each student has put their number line in order, connect them together.

This is a parent preference: some parents like to glue strips together using the extra flap on the end and some parents cut the flap off and put a piece of tape on the back to connect. Either way is fine, however, keep in mind the number lines will be reused through the unit and year so they will need to be folded up.
Part II
Race to 99 (2 players – you and student)
Each player should place their counter on zero. Players will take turns using the spinner and moving the corresponding number of spaces on the number line. (Example: if player 1 is on zero, and spins 10 less, they stay on zero. If player 1 spins 1 more, they move their counter to 1 on the number line. If player 2 is on 23 and spins 10 more they move their counter to 33.) The first player to reach the number 99 or beyond that number wins the game.

STOP HERE FOR TUESDAY

WEDNESDAY
Part III
Tug-A-War (2 players – you and student)
Place the counter at the number 50 on the number line. Player 1 wants the counter to reach 0 on the number line and player 2 wants the counter to reach 99. 1 counter is shared between players and each player takes turn pulling the counter towards their designated side of the number line.

Player 1 uses the spinner and moves the counter the corresponding number of spaces towards zero on the number line. (If the chip is on fifty and player 1 spins 10, they move the chip 10 spaces towards the zero) Player one must identify and say the location of the chip on the number line. If player 1 is unable to identify the correct location of the chip, it moves back to the previous location.

Player 2 spins and moves the counter that many spaces towards 99. (If the chip is on 40 and player 2 spins 1, they move the counter to 41) If player 2 is unable to correctly identify the location of the chip, it moves back to the previous location.

If the chip reaches zero on the number line, player 1 wins. If the chip reaches 99 on the number line, player 2 wins.

Part IV
Tug-A-War with dimes and pennies (2 players – you and student)
In this game similar to the one above the students will now play pretending the 99 chart is cents. Place the counter at the number 50, or 50 cents, on the number line. Player 1 wants the counter to reach 0 on the number line and player 2 wants the counter to reach 99 cents. 1 counter is shared between players and each player takes turn pulling the counter towards their designated side of the number line.

Player 1 uses the dime and penny spinner and moves the counter the corresponding number of spaces towards zero on the number line. (If the chip is on fifty and player 1 spins dime, they move the chip 10 spaces towards the zero) Player one must identify and say the location of the chip on the number line. If player 1 is unable to identify the correct location of the chip, it moves back to the previous location.

Player 2 spins and moves the counter that many spaces towards 99 cents. (If the chip is on 40 cents
and player 2 spins a penny, they move the counter to 41 cents) If player 2 is unable to correctly identify the location of the chip, it moves back to the previous location.

If the chip reaches zero on the number line, player 1 wins. If the chip reaches 99 cents on the number line, player 2 wins.

QUESTIONS TO ASK YOUR STUDENT:

• What do a 0-99 chart and a number line have in common?
• Can you recognize any patterns on the number line?
• How are a dime and penny similar to counting by ones and tens?
• What strategy are you using to move forward or backwards by 10 or 1?
Laminate and secure with paper fastener

- 10 more
- 1 less
- 1 more
- 10 less
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</table>
Laminate and secure with paper fastener

Dime

Penny
Severe Weather

Read pages 14–23 in Severe Weather.

How can you prepare for a rainy day?
Draw your ideas.

How can you prepare for a snowy day?
Draw your ideas.
Severe Weather

There is too much snow and wind.

Different Day, Different Weather

In many places of the country, the weather can change from day to day or even from hour to hour. A day could start out cool and rainy and end up warm and sunny. A thunderstorm could pop up in minutes on a sunny afternoon.
Every place can have severe, or very bad, weather. Severe weather is when there is too much wind, rain, or snow.

There is too much rain and wind.
Weather Forecast

Scientists study weather. They predict the weather. To predict means to say what will happen in the future.
A weather reporter says what the weather will be like in a forecast. They look for patterns, or the repeated way in which something happens, to predict the weather. People listen to forecasts. Then, a community can prepare when severe weather is coming.

This is a forecast for nice weather.

<table>
<thead>
<tr>
<th>Seven day forecast</th>
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<tbody>
<tr>
<td>TUESDAY</td>
</tr>
<tr>
<td>Sunny</td>
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<tr>
<td>79°</td>
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</tbody>
</table>
Too Much Wind

Too much wind is a type of severe weather. Very strong winds can ruin homes and make tall trees fall to the ground. A tornado is a powerful storm that forms over land. The strong winds inside a tornado move in a circle.
People get out of the way of tornadoes.

Some places have tornadoes. They happen often in the middle of the United States. These storms have very strong winds. When people learn that tornadoes are coming, they go to a safe place.

A **hurricane** forms over water. It is a strong wind storm with heavy rain and winds that blow in a circle. Hurricanes happen along the east coast of the United States.
Too Much Rain

A thunderstorm can happen when it rains. A thunderstorm is a storm with thunder, lightning, rain, and wind. When it rains hard for a long time, there can be a flood. A flood is a lot of water covering land that is usually dry.

Severe Weather Forecast

The forecast shows severe rainstorms.
Parts of a road may wash out. When a community knows there will be too much rain, people plan to stay off the roads.
Too Much Snow

Some places have a lot of snow. The northern and eastern parts of the United States can have very snowy winters. Snow can be fun to play in. But a severe snowstorm is unsafe. A blizzard is a strong snowstorm that goes on for a long time.
When a forecast calls for a snowstorm, people prepare to be inside before the storm starts. People will stay off the roads. Schools may close to keep children safe at home.

It is good to have forecasts!
WHAT HAPPENS WHEN YOU MIX PRIMARY COLORS?

Color in each square to see what happens when you mix primary colors together. You can also place an object of the color in the box to reveal what happens!

- RED + YELLOW = ORANGE
- YELLOW + BLUE = GREEN
- RED + BLUE = PURPLE
Now it is your turn! Can you pick three objects to draw, one for each box, that represent a primary or secondary color. For example, a banana is yellow and yellow is a primary color.
Fulton County Schools, --- Grade 1; Week of September 21 – 25, 2020

English Language Arts - Wednesday, September 23, 2020

**Phonics**

You have learned to listen carefully to the order of the sounds in words. You will complete a word ladder.

- You will need your home letters OR you can write the answers on paper.
- Begin with the first word.
- Have someone tell you the word to make, switch a letter to build or write the new word.
- Read the new word aloud.

<table>
<thead>
<tr>
<th>Begin with: nest</th>
<th>Begin with ask</th>
<th>Begin with fist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change a letter to make: pest</td>
<td>Change a letter to make: mask</td>
<td>Change a letter to make: mist</td>
</tr>
<tr>
<td>Change a letter to make: past</td>
<td>Change a letter to make: mast</td>
<td>Change a letter to make: list</td>
</tr>
<tr>
<td>Change a letter to make: last</td>
<td>Change a letter to make: fast</td>
<td>Change a letter to make: last</td>
</tr>
<tr>
<td>Change a letter to make: list</td>
<td>Change 2 letters to make: test</td>
<td>Change a letter to make: past</td>
</tr>
<tr>
<td>Change a letter to make: pest</td>
<td></td>
<td>Change a letter to make: pest</td>
</tr>
</tbody>
</table>

**Reading**

Often characters change in a book or story. Readers learn about a character’s change by paying attention to how the character responds to events.

- Reread, or have a caregiver read aloud, *Happy Birthday Surprise!*
- Stop at each of the parts noted in this chart. How does the character respond to each event?

<table>
<thead>
<tr>
<th>Event</th>
<th>The character responds by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel cleans his house, but dust makes him sneeze.</td>
<td></td>
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<tr>
<td>Abel has trouble putting the bow on the gift.</td>
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<tr>
<td>Abel’s friend Chester arrives early.</td>
<td></td>
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<tr>
<td>Abel burns the cake.</td>
<td></td>
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<tr>
<td>Abel asks Chester for help.</td>
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</tbody>
</table>

**Writing**

Writers organize their stories in different ways. One way is to tell the events in the order they occurred. This is called sequencing the story. When writers do this, they use words to show the order.

- Decide on a story to tell.
- Use different pieces of paper to sketch out the events.
- Organize the events so they are in the correct order.
- Add in the words that will help the reader remember the order.
Step 1: Have your student watch the 3-minute George Washington Carver video on YouTube. Your student can access the video using the link or QR Code below:

After viewing the video, ask your student: Who was George Washington Carver? What important things did you learn about his life? How did he contribute to our world?

Use the following facts to fill any gaps in knowledge:

- George Washington Carver lived from 1860 to 1943.
- He was an African American botanist and inventor in the South during a time of segregation and racial inequality.
- Carver excelled in scientific research that led to a promotion of alternative crops instead of cotton, such as peanuts, soybeans, and sweet potatoes.
- One result of his work with plants and gardening was the idea of crop rotation, which helped farmers to raise better and healthier crops without destroying the soil.
- He developed and promoted more than 100 products made from peanuts such as paints, plastics, gasoline, and dyes that were useful in the home and on the farm.
- Carver has been featured in United States stamps several times.

Step 2: Read the excerpt below from www.ducksers.com on George Washington Carver. Then have your student identify the character traits s/he thinks George Washington Carver had according to what s/he learned from the excerpt and video.

Note to parents: Try to guide your student in providing evidence to the character traits s/he identifies. For example, if your student says that George Washington Carver was friendly and helpful, evidence to support that might be 'he worked with poor farmers to teach them how to grow alternative crops.'

Step 3: Have your student compare his/her life with George Washington Carvers'. Ask your student:

- How was George Washington Carver's everyday life similar to your life?
- How was his life different than yours?
- What can you learn and use from the lessons George Washington Carver taught us?
Professor Carver
After getting his masters, George began to teach as a professor at Iowa State. He was the first African American professor at the college. However, in 1896 George was contacted by Booker T. Washington. Booker had opened an all-black college in Tuskegee, Alabama. He wanted George to come teach at his school. George agreed and moved to Tuskegee to head up the agricultural department. He would teach there for the rest of his life.

Crop Rotation
One of the main crops in the south was cotton. However, growing cotton year after year can remove nutrients from the soil. Eventually, the cotton crop will grow weak. Carver taught his students to use crop rotation. One year they would grow cotton, followed by other crops such as sweet potatoes and soybeans. By rotating the crops, the soil stayed enriched.

Carver's research and education into crop rotation helped the farmers of the south be more successful. It also helped to diversify the products that they produced.

The Peanut
Another problem for farmers was the boll weevil. This insect would eat cotton and destroy their crops. Carver discovered that boll weevils do not like peanuts. However, farmers were not so sure that they could make a good living off peanuts. Carver began to come up with products that could be made from peanuts. He introduced hundreds of new peanut products including cooking oil, dyes for clothing, plastics, fuel for cars, and peanut butter.

In addition to his work with peanuts, Carver invented products that could be made from other important crops such as the soybean and sweet potato. By making these crops more profitable, farmers could rotate their crops and get more production from their land.

An Expert on Agriculture
Carver became known around the world as an expert on agriculture. He advised President Theodore Roosevelt and the U.S. Congress on matters of agriculture. He even worked with Indian leader Mahatma Gandhi to help with growing crops in India.

Legacy
George Washington Carver was known throughout the south as the "farmer's best friend". His work on crop rotation and innovative products helped many farmers to survive and make a good living. His interest was in science and helping others, not in getting rich. He did not even patent most of his work because he considered his ideas as gifts from God. He thought they should be free to others.

George died on January 5, 1943 after falling down the stairs at his home. Later, congress would name January 5th as George Washington Carver Day in his honor.
Physical Education - Wednesday

<table>
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<th>DAY 2</th>
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<tr>
<td><strong>Standard:</strong></td>
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<tr>
<td>PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</td>
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<tr>
<td>a. Performs hops, gallops, jogs, and slides using a mature form.</td>
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</table>

**Lesson #2 Description**

**Warm-up:**

1. **Star Jumps:** Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.

2. **Chair Pose Hold** for 30 seconds, relax then repeat.

**Activity:**

**Locomotor Obstacle Course**

Look around for safe objects/items in your home to create your own obstacle course. Combine different locomotor skills going around each time. Time yourself and try to get faster each time!

- Use water bottles for cones to skip, gallop, or run around.
- Use painters’ tape on the floor to walk on for a balance beam.
- Leap, hop, or jump over pillows, pool noodles, or books.
- Climb up on a chair and jump/land safely.
- Use bed sheets or a box for a tunnel to crawl through.

**Questions:**

- What was your favorite part of your obstacle course?
- What locomotor skills did you use to travel through your obstacle course?
**Phonics**

- Cut out, or have a caregiver cut out the ending s blends word fluency page.
- Sort each word based on the ending blend.
  - First, pick a card and read the word.
  - Then, look carefully at the ending blend.
  - Put the word in the correct stack of cards.

**Reading**

Stories can teach us lessons about life.

Reread, or have a caregiver read aloud, *Happy Birthday Surprise!* To figure out the lesson, readers think:

- What are the most important events in the story? Use your hand to tell the important events in the story.
- For each event, what does the character do to reach an important goal? For example, Abel wants to have the surprise party. What does he do after each of the events?
- Now think: What lesson did Abel learn?
PRACTICE TASK: Mystery Number!
Approximately 1 day

STANDARDS FOR MATHEMATICAL CONTENT

MGSE1.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.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them. Students use rationale why they selected their number, as it relates to the number line.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others. Students use rationale and discuss why they selected their number, as it relates to the number line.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision. Students use mathematic language to discuss if the mystery number more than or less than.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE/COMMON MISCONCEPTIONS

This task is centered on number relations and counting. Students need to expand their basic ideas of place value understanding which include, base-ten grouping, oral names and written names to relative magnitude. Students should refer one number to the size relationship of another number much larger, much smaller, close or about the same. Using number lines allows students to see how one number is related to another. (Van de Walle, p. 142)

ESSENTIAL QUESTIONS FOR TODAY’S LESSON

- What are math tools and how can they help me make sense of numbers and counting?
- How do we know where a number lies on a number line?
- What strategies can be used to find a missing number?

MATERIALS

- 0-99 chart
- Student dry erase boards or paper and pencil
TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

Part I
Draw a number line labeled with only a 0 and 100 on a piece of paper. The number line should be labeled 0 at one end and 100 at the other. Select a mystery number. Draw an arrow to a spot on the number line and have your student guess the mystery number. With each guess, have your student identify why he/she chose that particular number and what the strategy was. Write that number on the number line as it relates to the mystery number. As your student guesses the mystery number have him/her also identify that number on the 0-99 chart, so he/she can make the connection between the number line and 0-99 chart. Continue to record the guesses until the mystery number has been revealed. Be sure that your student explains why they are choosing a particular number.

Part II
Play a few more rounds of Mystery Number with your student. Make sure your student has a chance to create a mystery number, as well as guessing a mystery number.

QUESTIONS TO ASK YOUR STUDENT:

- What was the mystery number?
- How many guesses did you need to find the mystery number?
- What strategy did you use to correctly identify the mystery number?
- What was the hardest number to guess? Why?
# 0-99 Chart

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</table>
Let’s Review:

This is a quarter note
Tap Once
Say Tah

This is an eighth note
Tap Twice
Say Ti-Ti

Let’s Practice: Create your own rhythm patterns using quarter notes and barred eighth notes. When you have finished, label the notes with Tah or Ti-Ti. Then perform them using body percussion.
Let’s Learn: Today we are going to learn about a new notation, the **Quarter Rest**! A **Quarter Rest** is one beat of silence, that means you make no sound!

Let’s Practice: Look at the rhythm pattern below. Label the notes and speak the pattern. Once you have finished, go back and add body percussion. You can clap, pat, stomp, or tap.

Great! Now that you have had a chance to practice and perform, it is time to take it to the next level! Find something around the house that you can use as a percussion instrument. A **percussion instrument** is an instrument that can be used to shake, scrap or hit. Here are some ideas: two plastic lids, two metal sponges, a wooden spoon and a pot.

Create your own rhythm patterns below using **quarter notes**, **barred eighth notes**, and **quarter rests**. Then label and perform your rhythm.
What did you use as your percussion instrument?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Week 6: Thursday

Types of Severe Weather

What type of severe weather is shown in each picture? Circle the answer.

<table>
<thead>
<tr>
<th>Blizzards</th>
<th>Hurricanes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tornadoes</td>
<td>Thunderstorms</td>
</tr>
</tbody>
</table>

- Blizzards: hurricane, tornado, thunderstorm
- Hurricanes: blizzard, tornado, thunderstorm
- Tornadoes: blizzard, hurricane, thunderstorm
- Thunderstorms: blizzard, hurricane, tornado
### Phonics
- Use the ending s blends cards.
- Sort each word based on the vowel sound.
  - First, pick a card and read the word.
  - Then, listen carefully at the vowel sound.
  - Put the word in the correct stack of cards.

### Reading
You have learned a lot about understanding characters, retelling stories, and identifying the lesson in stories. Choose and read a book. It may be one of your own books or you may use one of the books you have received in the learning bundles like *Pam and a Map*, *Moonlight Cat*, *This is Yup*, or *Lost and Found*. Use all that you have learned about characters, retelling, and lessons to retell the story to someone in your house.

### Writing
Writers capitalize the first word of each sentence. Writers also make sure they use end punctuation. A period at the end of the sentence lets the reader know that the sentence is complete.
- Review the story that you began on Wednesday.
- What details are you missing? Does the picture in your mind match the story you have written?
- Add in the details that will help match the story in your mind and the story you have written.
- Now, make sure that you have used words that let the reader know the order of events.
- Finally, check to make sure that each sentence begins with a capital letter and ends with a punctuation mark.
CONSTRUCTING TASK: Ten and Some More
Approximately 1 day

STANDARDS FOR MATHEMATICAL CONTENT

MGSE1.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.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them. Students discuss with partners which numbers created are larger.
2. Reason abstractly and quantitatively. Students recognize and compare the value represented by the numeral.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision. Students discuss different numbers created and compare values.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE/COMMON MISCONCEPTIONS

Two digit numbers must also be connected with the grouping-by-tens concept. This counting method provides a connection between the numeral and the set. Therefore, students begin to understand that 19 is one ten and nine. (Van de Walle, p. 126)

ESSENTIAL QUESTIONS FOR TODAY’S LESSON

- What do the numerals represent in a two or three-digit number?
- How can patterns help us understand number?
- What are math tools and how can they help me make sense of numbers and counting?

MATERIALS

- 0-99 Chart
- Base Ten Blocks
- Number Cards (1 set per person)
- Recording Sheet
TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

Part I
Cut out the numbers on the attached sheet, shuffle them, and place them face down in a pile. Have your student pick two cards from the pile. Have your student now build the largest number possible. The student records the number made on the recording sheet. The student then builds his/her number using base ten blocks. Repeat this process for 5 rounds. Students then must place the numbers created in order from least to greatest on their recording sheet.

Part II
Your student now identifies the largest number made during the game and must build that number using 3 combinations of base ten blocks. (Example: 91 can be decomposed as 9 tens and 1 one, 8 tens and 11 ones, 7 tens and 21 ones, etc.)

FORMATIVE ASSESSMENT QUESTIONS

• What strategy did you use to arrange your numbers?
• What was the highest number made?
• What was the lowest number made?
• What are the differences between the numbers you made?
• When building your number with base ten blocks, did you notice any patterns?
<table>
<thead>
<tr>
<th>Number Cards</th>
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<td>0 1</td>
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<td>6 7</td>
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<td>8 9</td>
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Ten and Some More

<table>
<thead>
<tr>
<th></th>
<th>Player 1</th>
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<tbody>
<tr>
<td>Name:</td>
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<td></td>
<td>Greatest Number</td>
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<td>1st</td>
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Now place all numbers in order from least to greatest.

_________  __________  __________  __________  __________

How many ways could you build your largest number using base ten blocks?
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Social Studies, Grade 1  
Week 6 (September 21- 25, 2020)

Friday

**Step 1:** Remind your student that s/he has learned about two significant figures in American history this week: Benjamin Franklin and George Washington Carver.

Review a few of the essential facts your student learned in previous lessons on both historical figures. Use the following additional interesting points to support you with the review:

**Benjamin Franklin**

- Ben Franklin was the first Postmaster General of the United States.
- Later in life, Ben set his slaves free and became a fighter for the freedom of slaves.
- He did not patent any of his many inventions, letting people use his ideas for free.
- Franklin became reasonably wealthy from the publishing of Poor Richard's Almanack.
- He loved playing chess and in 1999 was inducted into the U.S. Chess Hall of Fame.
- As a teenager, Franklin had several letters published in his brother's newspaper under the fake name "Silence Dogood." His brother was not happy when he found out.
- During his life, Franklin's views on slavery changed dramatically. In 1748, he purchased his first slave, but by 1760 he had freed all his slaves. He became a staunch abolitionist and spent much of his later life campaigning for an end to slavery.

**George Washington Carver**

- Growing up, George was known as Carver's George. When he started school, he went by George Carver. He later added the W in the middle telling his friends it stood for Washington.
- People in the south at the time called peanuts "goobers."
- Carver would sometimes take his classes out to the farms and teach farmers directly what they could do to improve their crops.
- His nickname later in life was the "Wizard of Tuskegee."
- He wrote up a pamphlet called "Help for Hard Times" that instructed farmers on what they could do to improve their crops.
- It takes over 500 peanuts to make one 12-ounce jar of peanut butter.

**Step 2:** Provide your student with the graphic organizer below and explain that s/he will now compare the two historical figures using the information learned this week. Upon completion, please have your student share his/her responses and tell you who s/he most relates to and why.

**Sample responses:**

Similarities: George Washington Carver and Benjamin Franklin were both scientists; Their inventions helped people thrive in their home and work life; They taught others: GWC about botany and BF about politics and the law.

Differences: George Washington Carver was born a slave; Benjamin Franklin started the first public library and volunteer fire department; They were born in different places.
Note to parents: Your student can use any of the resources we have introduced this week on Benjamin Franklin and George Washington Carver to complete the activity. S/he can also do additional research on the internet if time allows.
**Who Am I?**

Instructions: Highlight your strengths (what you are good at) with a yellow highlighter. Highlight things that are hard for you or that you want to improve or get better at with the pink highlighter. Ask your teacher if you don’t know what something is on this list.

<table>
<thead>
<tr>
<th>Soccer</th>
<th>History</th>
<th>Organization</th>
<th>Hairstyling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis</td>
<td>Piano</td>
<td>Scheduling</td>
<td>Doing Make-Up</td>
</tr>
<tr>
<td>Basketball</td>
<td>Guitar</td>
<td>Planning</td>
<td>Shopping</td>
</tr>
<tr>
<td>Baseball</td>
<td>Singing</td>
<td>Memory</td>
<td>Giving Presentations</td>
</tr>
<tr>
<td>Hockey</td>
<td>Violin</td>
<td>Study Skills</td>
<td>Asking for Help</td>
</tr>
<tr>
<td>Swimming</td>
<td>Cello</td>
<td>Test Taking</td>
<td>Being Kind</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Flute</td>
<td>Listening</td>
<td>Being Funny</td>
</tr>
<tr>
<td>Running</td>
<td>Clarinet</td>
<td>Conversations</td>
<td>Being Respectful</td>
</tr>
<tr>
<td>Dance</td>
<td>Drums</td>
<td>Shaving</td>
<td>Dating</td>
</tr>
<tr>
<td>Martial Arts</td>
<td>Trumpet</td>
<td>Conflict Resolution</td>
<td>Going to Parties</td>
</tr>
<tr>
<td>Golf</td>
<td>Tuba</td>
<td>Science</td>
<td>Hula Hoop</td>
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<tr>
<td>Bowling</td>
<td>Trivia</td>
<td>Making Friends</td>
<td>Thinking of Others</td>
</tr>
<tr>
<td>Yoga</td>
<td>Board Games</td>
<td>Family Relationships</td>
<td>Being Focused</td>
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<tr>
<td>Ping Pong</td>
<td>Puzzles</td>
<td>Finance/Money</td>
<td>Doing Homework</td>
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<td>Video Games</td>
<td>Building</td>
<td>Sewing</td>
<td>Studying</td>
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<td>Social Media</td>
<td>Cleaning</td>
<td>Keyboarding</td>
<td>Skiing</td>
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<tr>
<td>Writing</td>
<td>Cooking</td>
<td>Interview Skills</td>
<td>Volleyball</td>
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<tr>
<td>Drawing</td>
<td>Driving</td>
<td>Job Skills</td>
<td>Trying New Things</td>
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</tbody>
</table>