Grade 1 ELA Week 3

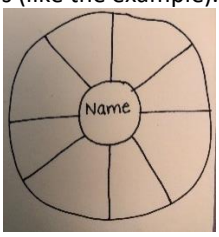
Fulton County Schools
Where Students Come First

For Week 3 of TeleSchool, choose and complete one activity per day.

<table>
<tr><th>Reading RL3</th><th>Writing W3, W5</th><th>Phonics RF3</th></tr>
<tr><td>When we read a fiction book, we can identify the characters in the book.

Choose a picture book. Read the book or have someone read it to you. Then look at each picture and think, “What might the character be thinking or feeling?”

▪ Use a post it note or a piece of paper and make a speech bubble.

▪ Write inside the speech bubble what the character might be thinking or feeling.</td><td>We use writing to share our personal experiences with others. One way to brainstorm writing topics is to think of things that are close to your heart.
Draw a large circle on a piece of paper. Divide it into sections (like the example).
 
Within each section, write a word about something that is close to your heart. Think about: people, places, books, movies, games
Then choose one section and write about this. Remember to: include details, include many describing words, use a closing statement.</td><td>There are 2 ways to make the sound /or/, ‘or’, like in word and cord and ‘ore’ like in more. We call these ‘r’ controlled vowels. These are found in words like: cord and more.

Read these words. Then sort them by phonics pattern (or and ore). Add 5 more words to each category.

<table><tr><td>cork</td><td>chore</td></tr><tr><td>organ</td><td>storm</td></tr><tr><td>sport</td><td>before</td></tr><tr><td>ignore</td><td>network</td></tr><tr><td>cornflake</td><td>store</td></tr><tr><td>hornet</td><td>score</td></tr></table></td></tr>
<tr><th>Reading RI2</th><th>Writing W1, W5</th><th>Writing W2, W5</th></tr>
<tr><td>When reading an informational (nonfiction) book, readers think about what they already know about the topic and then add the new facts to what they already know. Choose an informational book to read. Read the book. Choose one of these ways to retell the story:
▪ THINK about what you already know about the topic.
▪ As you read the book, think about what you are learning.
▪ What is the same?
▪ What is different?
▪ Retell by telling someone all that you NOW know about the topic.</td><td>We use writing to share our opinions with others. Find 3 things in your house that are in the same category. For example, 3 snacks OR 3 toys OR 3 books. Put your 3 objects together and choose ONE way to compare them.
Remember to think about:
▪ Compare the same thing on each object. Think: Which has the best … ?
▪ Identify as many reasons as you can for why this object is the best.
▪ Talk out loud about your answers.
Then write. Remember to: begin in a way that grabs the reader’s attention, include details, use the word ‘because’ to explain your reasons, use a closing statement.</td><td>One way to get an idea of something to write about is to look at a picture. This picture can help you think of something you know about and can write about. For example, if you are looking at a picture of children playing on the playground, you can write an informational piece about a slide or a swing. Find a picture. It can be an actual picture, a magazine picture, or a picture from a book. Choose one object in the picture to write about.
Brainstorm! What information can you teach someone about this object? Then write! Remember to: name the item, provide the details about the item, include closing statement.</td></tr>
<tr><th>Reading RL1, RL3, RL4</th><th>Phonics RF3 & Grammar L1</th><th>Phonics RF3 & Grammar L5</th></tr>
<tr><td>Authors use precise words in their books. Readers use these words to create a picture in their head. Choose a book and read it. Pay special attention to the words the author uses that describe the setting. Pay attention to words that tell you about: the time of year, the location (inside, outside, city, country), the temperature. Draw a picture of what YOU see in your head as you are reading the book.</td><td>Read these words.
▪ For each word, list 3 adjectives (describing words)
<table><tr><td>shore</td><td>Horn</td></tr><tr><td>horse</td><td>Snore</td></tr><tr><td>porch</td><td>Fort</td></tr><tr><td>corn</td><td>Store</td></tr><tr><td>core</td><td>World</td></tr></table>▪</td><td>Read each word aloud. Think about where you might find each of these objects.

For each word, identify at least 3 places you might find each of these words.

<table><tr><td>thorn</td><td>fork</td></tr><tr><td>explore</td><td>sword</td></tr></table></td></tr>
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Grade 1 Math Week 3

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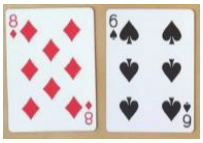
For Week 3 of TeleSchool, choose and complete one activity per day.

Use a deck of cards. Take out the face cards (aces, kings, queens, and jacks). Pull two cards at a time. Make a number sentence with the two cards. You can add the two cards or subtract the two cards. Record your equations. Repeat 10 times.

Example: 8 + 6 = 14 or 8 – 6 = 2



Count your steps as you walk by 1s, 2s, 5s, and 10s. Can you count to 120 forwards and backwards?
Use the chart if needed:

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

Solve the following problems using a subtraction strategy:

13 – 7 = ____ 20 – 16 = ____

18 – 8 = ____ 15 – 0 = ____

20 – 12 = ____ 8 – 3 = ____

10 – 3 = ____ 19 – 11 = ____

19 – 7 = ____ 11 – 7 = ____

14 – 8 = ____ 20 – 2 = ____

9 – 3 = ____ 11 – 5 = ____

Solve the following problems:

8 + ___ = 13

15 = 7 + ___

___ + 11 = 20

___ + 8 = 19

18 = ___ +10

6 + ___ = 14

4 = ___ + 2

___ + 1 = 16

3 + ___ = 15

6 + ___ = 14

7 = ___ + 3

12 = ___ + 7

Borrow a die (that means one of these) from a game in your home.

Roll one die. Double the number. Record an addition number sentence representing the doubles. For example: If you roll a 6, you double it 6 + 6 = 12. Roll the die 10 different times, double and record each number sentence.

Have a family member say any number between 0 and 120. Can you say the number before and after each of the numbers? Repeat this with 15 different numbers.

Next, have them tell you a number and you say the number that is ten less and the number that is ten more. Repeat 15 times.

Use the 120 chart is needed.

How many tens and ones?

86 = ____ tens and ____ ones

72 = ____ tens and ____ ones

43 = ____ tens and ____ ones

61 = ____ tens and ____ ones

19 = ____ tens and ____ ones

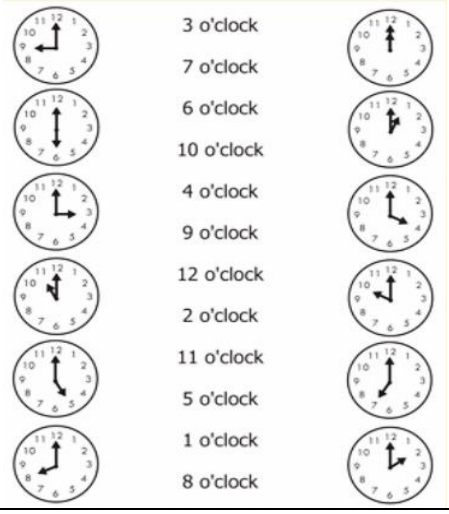
28 = ____ tens and ____ ones

53 = ____ tens and ____ ones

9 = ____ tens and ____ ones

14 = ____ tens and ____ ones

Draw a line from each time to the correct clock.



Favorite Seasons

summer	11
fall	3
spring	4

1. How many students participated in the survey to make the graph?

2. Which season is the students' least favorite?

3. How many more students like summer compared to fall?

4. How many students like summer and spring?