# Grade 1 ELA Week 4

Fulton County Schools
Where Students Come First

For Week 4 of TeleSchool, choose and complete one activity per day.

| **Reading** RI2, RI6 | **Writing** W1, W5 | **Phonics** RF3 |
|---|---|---|
| Authors rely on illustrators to add details to the text. Often, readers can get a better understanding by looking at the pictures and images and thinking about what new information they add or how they help clarify the text.<br>Choose an informational book. Read the book or have someone read it to you. **Before you read each page**, look at each picture and think, "What might THIS be teaching me?"<br>▪ Use a post it or a piece of paper and make a thought bubble.<br><br>▪ Write inside the thought bubble what the picture might be teaching you.<br>THEN read the page or have someone read it to you. Use the information from the picture and the words from the text to tell someone what you learned about the topic.<br>Finish reading the book using this same process for each page. | Think about all the foods that you eat. Which one is your most favorite? What makes it your favorite? For example, my favorite is spinach. My reasons are: It is healthy. You can eat it in a salad. You can eat it in pasta. It is green, and I love the color green. It is always in stock at the grocery store.<br>For each of these reasons, I can write a few more sentences adding details and describing more about that reason. Choose YOUR favorite food. Jot down reasons why it is your favorite. Then go back and for each reason, jot down 3 examples to support your thinking. Write an opinion piece stating your opinion and then use your jots to write out your piece.<br>Remember to: include your topic, state your opinion, state your reasons, for each reason, add details, include many describing words, use a closing statement. | There are several ways to make the long 'o' sound. Some ways are:<br>▪ silent e, like in bone<br>▪ 'oa' like in boat<br>▪ 'ow' like in tow<br><br>Read these words. Then sort them by phonics pattern (silent e, oa, ow). Add 5 more words to each category.<br><br>| tone | grow |<br>|---|---|<br>| broke | pillow |<br>| soak | moan |<br>| float | soap |<br>| show | spoke |<br>| throw | globe | |

| **Reading** RI2, RI4 | **Writing** W2, W5 | **Phonics** RF3 & **Grammar** L5 |
|---|---|---|
| When writing informational books, authors include specific vocabulary words. There are many ways to figure out the meaning of the word. For example,<br>▪ Look at the pictures to see if there is more information.<br>▪ Look at sentences nearby. Is there a definition or an example of the word you are unsure of?<br>▪ Try a similar word in its place.<br>Read an informational book. Keep track of the specific words the author uses. Which strategy helped you figure out the meaning of the word? | Choose a sport. Think about the categories that you might write about: materials you need, places to do this sport, clothes you wear, is this an individual sport or a team sport?<br><br>For each section, jot down information that explains those details.<br>Then write. Remember to:<br>▪ Begin in a way that grabs the reader's attention.<br>▪ Include details.<br>▪ Use a closing statement. | Attribute is another word for a characteristic. For example, the attributes of a crayon might be:<br>▪ writing object<br>▪ colorful<br>▪ small<br><br>Read these words out loud.<br>▪ For each word, list 3 attributes (characteristics)<br><br>| elbow | goat |<br>|---|---|<br>| coat | pillow |<br>| telephone | toast | |

| **Reading** RL2 | **Writing** W3, W5 | **Phonics** RF3 & **Grammar** L5 |
|---|---|---|
| Choose a book to read. Read the book.<br>Choose one of these ways to retell the story:<br>▪ Retell by describing what happened in the beginning, middle, and end.<br>OR<br>▪ Retell by describing the characters, setting, problem, events, and solution.<br>OR<br>▪ Retell by describing the main events in order. | While you have been at home, you have been doing a lot of things. Think about one thing that you have done. Draw a picture and include: The people who were with you, where you were (the setting), what you were doing, think of all the things you did during this one time. Then write! Remember to: write about the experience in the order that it happened, give lots of details, include closing statement. | Read each word aloud. Think about other words that mean the same thing. For example, blue:<br>▪ Aquamarine<br>▪ Periwinkle<br>▪ Navy<br>For each word, identify at least 5 other words that mean the same thing.<br><br>| yellow | fellow |<br>|---|---|<br>| coat | groan | |

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Look for 10 pennies in your home. Once you have found them, place them in a cup. Shake the cup and pour the pennies onto a table.

Take away the ones that land on the tails side. How many pennies are left? Write a subtraction number sentence that shows the problem. Repeat 10 times.

For example: 3 of the 10 pennies landed on tails. $10 - 3 = 7$

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Draw the times on the clock faces.

5:30    2:30    12:30

8:30    3:30    7:30

11:30    9:30    6:30

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Write a number sentence to solve the following problems.

1. Sara had 12 donuts. She gave 9 away. How many were left?

2. Pepe had 7 pieces of candy. His brother gave him 11 more. How many pieces did Pepe have altogether?

3. Caroline made 20 cookies. She ate 6. How many were left?

4. Jeff had 13 pieces of gum. He chewed 2 of them. How many pieces were left?

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## APRIL 2020

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
|  |  |  | 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 |  |  |

1. How many days are in the month?
2. On what day of the week does April begin?
3. On what day of the week does April end?
4. Are there more Tuesdays or Fridays?
5. What two dates can you find that add to 20? Can you find more?

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| 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 |

1. What number is 10 more than 23?
2. What number is 10 less than 59?
3. What number is 10 more than 86?
4. What number is 10 less than 61?
5. What number is 10 more than 35?

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Solve the following problems:

| | |
|---|---|
| $8 = \_\_\_ + 2$ | $16 = \_\_\_ + 2$ |
| $\_\_\_ + 3 = 16$ | $\_\_\_ + 3 = 11$ |
| $1 + \_\_\_ = 12$ | $8 + \_\_\_ = 12$ |
| $7 + \_\_\_ = 15$ | $7 + \_\_\_ = 19$ |
| $9 = \_\_\_ + 2$ | $16 = \_\_\_ + 2$ |
| $14 = \_\_\_ + 7$ | $11 = \_\_\_ + 7$ |
| $\_\_\_ + 4 = 20$ | $\_\_\_ + 6 = 10$ |

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### Letter Math:

| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J |
| K | L | M | N | O | P | Q | R | S | T |
| U | V | W | X | Y | Z |  |  |  |  |

Use the table to give each letter in the word a number value. Add the numbers to find the total value of the word. Example: CAT = 3 + 1 + 5 = 9

1. ADD
2. SQUARE
3. MATH
4. EQUAL
5. GRAPH
6. What is the value of your name? Can you find the value of other names in your family?

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### Comparing Numbers:

Use >, <, or = to compare two numbers.

Examples:  15 < 35,  22 = 22,  81 > 41

1. 62 ___ 91
2. 29 ___ 49
3. 88 ___ 78
4. 37 ___ 61
5. 14 ___ 14
6. 73 ___ 37
7. 82 ___ 100
8. 19 ___ 21
9. 44 ___ 44
10. 59 ___ 33
11. 8 ___ 10
12. 99 ___ 99

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### Favorite Color

| blue | 11 |
|---|---|
| pink | 12 |
| green | 5 |

1. How many students participated in the survey to make the graph?
2. Which color is the students' least favorite?
3. How many fewer students like green than blue?
4. How many students like blue and pink?
5. How many more students like pink than green?