



PLANNED INSTRUCTION LESSON MATERIALS

1st Grade

**DUE DATE: FRIDAY, MAY
22ND**

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) during food distribution Tuesdays and Fridays from 10:00am – 12:00noon, or turned in when the next week's materials are delivered to your home.

If you need assistance in completing the attached materials, please reach out to your classroom teacher via email, the school's website or Facebook page, or Class Dojo. You may also call the school directly Monday – Friday from 9:30-5:30 at 814-520-6468

Mrs. Veronica Will, Principal 814 873-5158

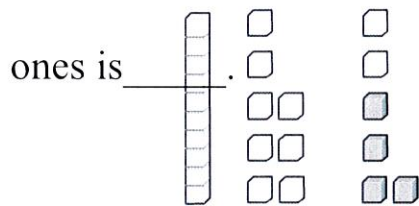
Mr. Aubrey Favors, Interim CEO 814 812-3026

Name _____

Lesson 5 Reteach

Add Tens and Ones with Regrouping

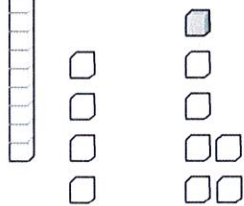
1. Find $18 + 6$.



_____ tens and _____

$18 + 6$ is _____.

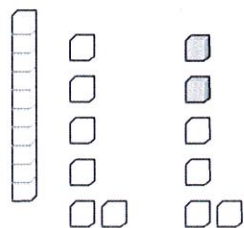
2. Find $14 + 7$.



_____ tens and _____ one is _____.

$14 + 7$ is _____.

3. Find $16 + 6$.



_____ tens and _____ ones is _____.

$16 + 6$ is _____.

Name _____

Number and Operations in
Base Ten

I.NBT.4

Lesson 5

Add Tens and Ones with Regrouping

My Homework

Homework Helper

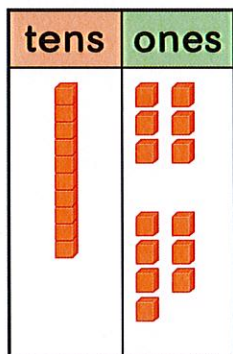


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Find $16 + 7$.

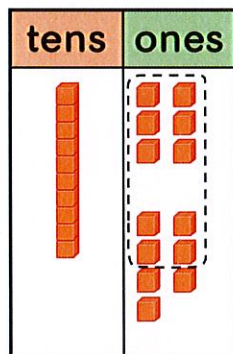
Step 1

Count the
ones.



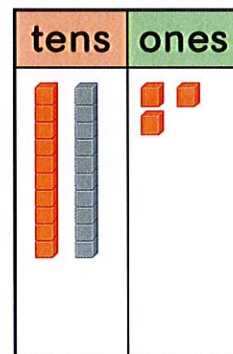
Step 2

Circle 10
ones.



Step 3

Regroup 10 ones
as 1 ten.

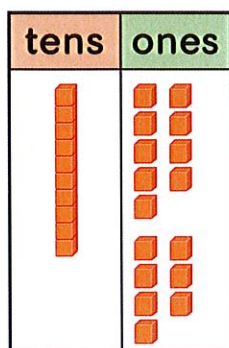


So, $16 + 7 = 23$.

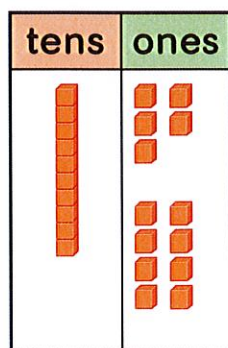
Practice

Circle the ones to show regrouping. Write your answer.

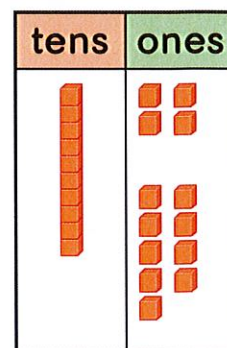
1. $19 + 7 =$ _____



2. $15 + 8 =$ _____

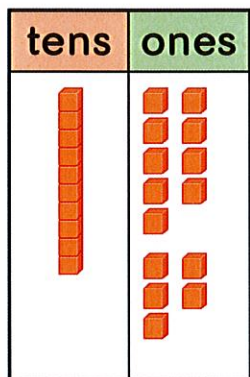


3. $14 + 9 =$ _____

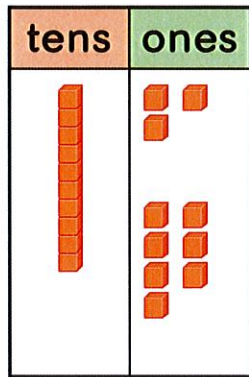


Circle the ones to show regrouping. Write your answer.

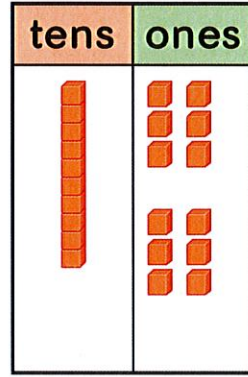
4. $19 + 5 = \underline{\hspace{2cm}}$



5. $13 + 7 = \underline{\hspace{2cm}}$



6. $16 + 6 = \underline{\hspace{2cm}}$



Brain Builders

7. There are 16 **children** in a ballet class. 5 more **children** join. How many **children** are in the class now? Explain why you needed to regroup.

8. Test Practice Find $15 + 6$.

21

☐

20

☐

19

☐

15

☐

Math at Home Ask your child to explain how to find $12 + 9$.

Name _____

Lesson 6 Reteach

Subtract Tens

Each row of a hundred chart has 10 numbers.

So as you move up 1 row, you subtract 1 ten.

When you move up 2 rows, you subtract 2 tens or 20.

How many tens do you subtract when you move up 5 rows? 5 tens or 50

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

$30 - 10 = \underline{20}$

$90 - 30 = \underline{60}$

Use the hundred chart to subtract tens.

1. $80 - 10 = \underline{\hspace{2cm}}$

2. $90 - 40 = \underline{\hspace{2cm}}$

3. $40 - 20 = \underline{\hspace{2cm}}$

4. $60 - 60 = \underline{\hspace{2cm}}$

5. $70 - 60 = \underline{\hspace{2cm}}$

6. $30 - 10 = \underline{\hspace{2cm}}$

7. $50 - 20 = \underline{\hspace{2cm}}$

8. $90 - 50 = \underline{\hspace{2cm}}$

Name _____

Number and Operations in
Base Ten

I.NBT.6

Lesson 6

Subtract Tens

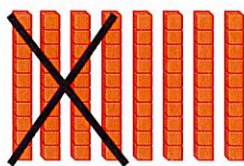
My Homework

Homework Helper



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Find $80 - 40$.



$$8 \text{ tens} - 4 \text{ tens} = 4 \text{ tens}$$

$$80 - 40 = 40$$

Helpful Hint

To subtract
 $80 - 40$,
subtract the
tens.

Practice

Subtract.

1. $4 \text{ tens} - 3 \text{ tens} = \underline{\hspace{2cm}} \text{ ten}$ $40 - 30 = \underline{\hspace{2cm}}$

2. $7 \text{ tens} - 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$ $70 - 20 = \underline{\hspace{2cm}}$

3. $6 \text{ tens} - 6 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$ $60 - 60 = \underline{\hspace{2cm}}$

4. $9 \text{ tens} - 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$ $90 - 20 = \underline{\hspace{2cm}}$

5. $8 \text{ tens} - 6 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$ $80 - 60 = \underline{\hspace{2cm}}$

Subtract.

$$\begin{array}{r} 6. \quad 8 \text{ tens} \quad 80 \\ - 7 \text{ tens} \quad - 70 \\ \hline \text{ten} \end{array}$$

$$\begin{array}{r} 7. \quad 5 \text{ tens} \quad 50 \\ - 1 \text{ ten} \quad - 10 \\ \hline \text{tens} \end{array}$$

$$\begin{array}{r} 8. \quad 6 \text{ tens} \quad 60 \\ - 3 \text{ tens} \quad - 30 \\ \hline \text{tens} \end{array}$$

$$\begin{array}{r} 9. \quad 9 \text{ tens} \quad 90 \\ - 3 \text{ tens} \quad - 30 \\ \hline \text{tens} \end{array}$$

Brain Builders

10. There are 50 **children** at the circus. 2 groups of 10 of those **children** leave to go home. How many **children** are still at the circus?

_____ **children**

11. **Test Practice** There are 70 **people** at a movie theatre. 20 of them are eating popcorn. How many **people** are not eating popcorn?

30 **people** 50 **people** 60 **people** 70 **people**



Math at Home Have your child tell you how many tens are left in $70 - 40$.

Protective Plants

Read each item. Fill in the correct answer.

* Required

Name *

Your answer

Which word tells what your body does with food? *

1 point

- ☐ towel
- ☐ surface
- ☐ digest
- ☐ riddle

What does growth mean? *

1 point

- ☐ changing or getting bigger
- ☐ having a big party
- ☐ sharing food with friends
- ☐ listening to pretty music

Harm means about the same as *

1 point

- ☐ need
- ☐ pond
- ☐ lock
- ☐ hurt



If one thing is on top of others, they form *

1 point

- ☐ images
- ☐ layers
- ☐ grocers
- ☐ fables

Sharp points on plants or animals are *

1 point

- ☐ protests
- ☐ mosses
- ☐ spines
- ☐ reports

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1st Grade Writing Week of 5/18

Write an opinion about the book you think is the best book ever. Give 4 reasons why this is the best book. Use the graphic organizer to help plan your opinion about the book you think is best.

The Best Book Ever

Graphic Organizer

The graphic organizer consists of a central rectangular box with a blue border. Inside this box is the text: "In my opinion _____ is the best book ever." Four lines radiate from the corners of the central box to the corners of four surrounding rectangular boxes, also with blue borders. Each of these surrounding boxes contains a label: "Reason 1" (top-left), "Reason 2" (top-right), "Reason 3" (bottom-left), and "Reason 4" (bottom-right). The boxes are arranged in a diamond pattern around the central box.

Reason 1

Reason 2

Reason 3

Reason 4

In my opinion _____ is the best book ever.

Adjectives and Adverbs in Sentence Expansion

Please read the slides your child will learn how to expand sentences by adding describing words.

Adjectives

You can expand sentences and make them more interesting by adding **describing words** called **adjectives**. Adjectives help readers picture what you are describing more vividly.

Grammar, Usage, and Mechanics

Adjectives

Adjectives are describing words. They tell about a noun or pronoun.

These words are adjectives.

brown silly big two green

Two brown ducks quack.

Big dragonflies zoom past.

Silly green frogs leap into the pond.

Example

Tell which sentence has more details, the shorter sentence or longer sentence?

1. Anna has a big dog.

or

2. Anna has a huge, furry, black and white dog with a fluffy tail and a long, pink tongue.

Adverbs

Adverbs are words that describe a verb. Adverbs give more information about *how*, *when*, or *where*.

Example:

Sue ran **quickly** to the park.

Quickly describes how Sue ran.

Grammar, Usage, and Mechanics

Precise Word Choice

Good **word choice** makes writing interesting to the reader and easy to picture. Use words that help the reader see, feel, and hear your ideas, such as *humming* and *bumpy*. Use interesting verbs, such as *zoom* and *sneak*.

Choose the best word you can think of to express your ideas.

Grammar, Usage, and Mechanics

Vivid Images

Vivid images are clear, lifelike pictures in your mind. You can add vivid images to your writing to make it more interesting.

You can create vivid images by comparing things.

The dog ran fast like a cheetah.

You can also create vivid images by using descriptive words.

*The fluffy gray bunny hopped quickly
under the green bush.*

Adding Describing Words

Sentence	Possible Answer
The park is near a lake.	<i>The fantastic park is near a large, clear lake.</i>
Delaney draws a picture.	<i>Delaney carefully draws colorful pictures.</i>
Mason lives in a building.	<i>Mason lives in a tall, brick building.</i>

Now it's time to practice!

Have your child say a sentence. Then have him or her add an adjective or adverb to the sentence to expand it.

Once you are done viewing the slides submit the assignment by clicking "mark as done" for credit!

Next, go to the quiz to show what you learned!

Sentence Expansion

What is the correct way to add details to these sentences?

* Required

Name *

Your answer

A painting was on the wall. *

1 point

- ☐ A beautiful painting was on the wall.
- ☐ A painting beautiful was on the wall.
- ☐ A painting was on the wall beautiful.

It was hard to walk up the trail. *

1 point

- ☐ It was hard steep to walk up the trail.
- ☐ It was hard to steep walk up the trail.
- ☐ It was hard to walk up the steep trail.

We saw some elephants at the zoo. *

1 point

- ☐ We saw huge, gray some elephants at the zoo.
- ☐ We saw some huge, gray elephants at the zoo.
- ☐ We huge, gray saw some elephants at the zoo.



The tiger walked on the path. *

1 point

- ☐ The tiger on the twisted, jungle path walked.
- ☐ The tiger walked on the twisted, jungle path.
- ☐ The jungle path, walked on quickly, by the tiger.

The class visited a park with _____ trees. *

1 point

- ☐ few
- ☐ some
- ☐ giant

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Google Forms





Use the different sections of this letter to begin conversations with your child about what he or she is learning.

Big Idea: How do the parts of a plant help it grow?

Ask your child how this week's reading selections help him or her answer this question.

This week's reading selection: *Protective Plants*

Summary: Some parts of plants, such as roots, spines and thorns, thick stems, thin stems, trunks, and bark, help protect plants from dangers, such as bad weather and insects.

Essential Question: Why would plants need to protect themselves?

► **DISCUSS** with your child the dangers plants in your neighborhood might face.

Vocabulary

Focus: The words below appear in this week's reading selection.

defend	verb	to protect
digest	verb	to break down food so it can be used by the body
growth	noun	the process of developing or changing
harm	verb	to cause injury
important	adjective	having a lot of meaning, worth, or value
layers	noun	parts that lie over or under
respond	verb	to react to something that happened
spines	noun	the sharp points on an animal or a plant
system	noun	a group of related things that work together

► **ADD** the vocabulary words to discussions about the selections and plants.

Phonics and Spelling

Focus: Your child will learn the /oo/ sound spelled *oo*, *u*, and *ue*.

Spelling Word List

- | | | |
|-----------|-----------|-------------|
| 1. too | 5. soon | 9. moose |
| 2. zoo | 6. hoop | 10. boots |
| 3. tools | 7. scoops | 11. balloon |
| 4. shoots | 8. loose | 12. scooter |

► **HAVE** your child find words with each sound/spelling in a children's book or magazine.

High-Frequency Word: Have your child review and practice reading the word *blue*.

Language Arts

Writing: Your child will begin writing an opinion by writing a book report about his or her favorite book. He or she will complete the prewriting and drafting steps of the writing process.

Grammar: Your child will learn how to expand sentences by adding adjectives and adverbs.

► **HAVE** your child say a sentence. Then have him or her add an adjective or adverb to the sentence to expand it.

Name: _____ Week of: _____

Spelling Menu

This paper is NOT homework. It is just some ideas of how you and your child can study the words throughout the week in preparation for the spelling test on Friday.

Rainbow Write Write your words with a pencil and trace over them with three different colors.	3 Times Each Write each spelling word three times.	ABC Order Write your words in ABC order.
Computer Time Type your words on the computer and print them out.	Vowels and Consonants Write your vowels in one color and consonants in a different color.	Steps Write each word like a staircase. Example: a an and
Sentences Use each spelling word in a sentence.	Spelling Test Have an adult or friend give you a practice spelling test.	Add Your Words Add each word. Consonants are worth 10 and vowels are worth 5. Example: her = $10+5+10=25$

Name _____ Date _____

/oo/ Spelled oo**Focus****Rule**The /oo/ sound can
be spelled oo.**Examples****zoom** **school****Word List**

- | | |
|-----------|----------|
| 1. too | 6. hoop |
| 2. zoo | 7. scoop |
| 3. tools | 8. loose |
| 4. shoots | 9. moose |
| 5. soon | 10. boot |

Challenge Words

- | |
|-------------|
| 11. balloon |
| 12. scooter |

**Practice Sort the spelling words
under the correct word part.**

Words ending in -oo

1. _____

2. _____

Words with -ool

3. _____

Words with -oon

4. _____

5. _____

6. _____

Words with -oose

7. _____

8. _____

Words with -oop

9. _____

10. _____

Words with -oon

11. _____

12. _____

Name _____ Date _____

/oo/ Spelled oo**Focus****Rule**

The /oo/ sound can be spelled oo.

Examples

zoom school

Word List

- | | |
|-----------|----------|
| 1. too | 6. hoop |
| 2. zoo | 7. scoop |
| 3. tools | 8. loose |
| 4. shoots | 9. moose |
| 5. soon | 10. boot |

Challenge Words

- | |
|-------------|
| 11. balloon |
| 12. scooter |

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2. _____

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3. _____

Words with -oon

4. _____

5. _____

6. _____

Words with -oose

7. _____

8. _____

Words with -oop

9. _____

10. _____

Words with -oon

11. _____

12. _____

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Name _____ Date _____

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Examples

zoom school

Word List

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| 5. soon | 10. boot |

Challenge Words

- | |
|-------------|
| 11. balloon |
| 12. scooter |

Practice Sort the spelling words under the correct word part.

Words ending in -oo

1. _____

2. _____

Words with -oose

7. _____

8. _____

Words with -ool

3. _____

Words with -oop

9. _____

Words with -oon

4. _____

10. _____

Words with -oon

5. _____

11. _____

6. _____

12. _____

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Sp

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finish

≡ 1st G

Skills Practice 2 • Spelling**UNIT 7 • Lesson 3 • Day 3 5**

Stream

Classwork

People

Grades

Name _____ Date _____

/oo/ Spelled oo**Focus****Rule**

The /oo/ sound can be spelled oo.

Examples

zoom school

Word List

- | | |
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2. _____

Words with -ool

3. _____

Words with -oon

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5. _____

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Words with -oose

7. _____

8. _____

Words with -oop

9. _____

10. _____

Words with -oon

11. _____

12. _____

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Stude

Name _____ Date _____

/oo/ Spelled oo**Focus****Rule**

The /oo/ sound can be spelled oo.

Examples

zoom school

Word List

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|-------------|
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Practice Sort the spelling words under the correct word part.

Words ending in -oo

1. _____

2. _____

Words with -oose

7. _____

8. _____

Words with -ool

3. _____

Words with -oop

9. _____

Words with -oon

4. _____

5. _____

6. _____

10. _____

Words with -oon

11. _____

12. _____

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1st Grade Science Week of 5/18

Think of a time when you used tools. Did you cook, make a craft project, or do something for school?

Remember, a tool is something that makes work easier.

Lesson 3

Choose the word that fits in the blank for each sentence.

* Required

A _____ is something that makes work easier. *

1 point

- ☐ tool
- ☐ picnic

When you _____ you learn the size or amount of something. *

1 point

- ☐ measure
- ☐ color

Temperature is measured with a _____. *

1 point

- ☐ hand lense
- ☐ thermometer

_____ means staying our of danger. *

1 point

- ☐ safety
- ☐ eating

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Genre Information Text

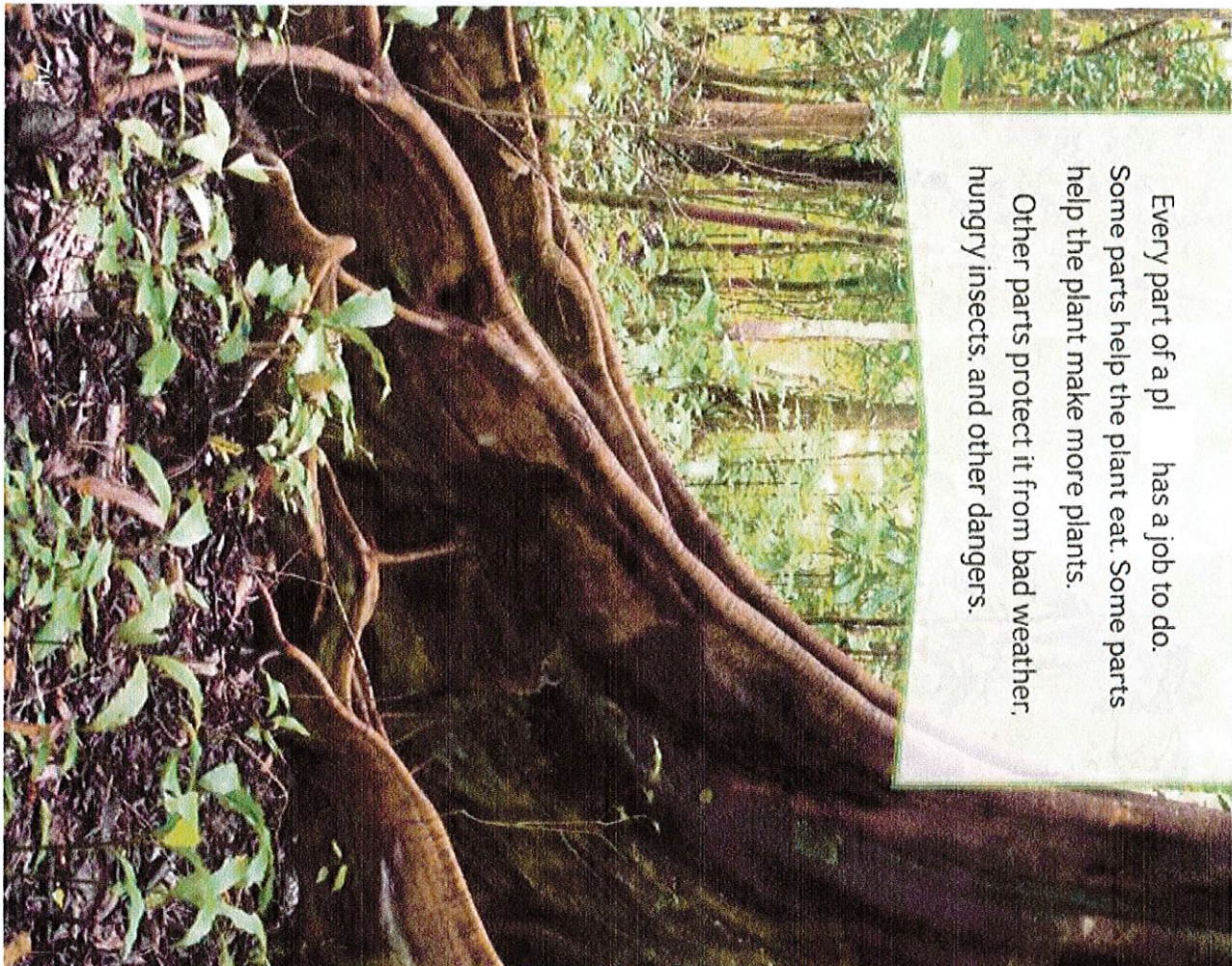
Essential Question

Why would plants need to protect themselves?

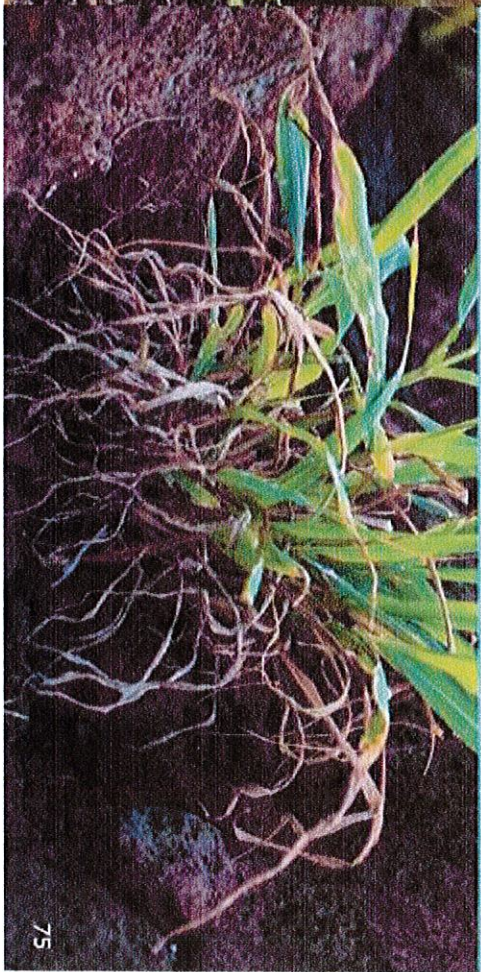
Protective Plants

by Rosa McKenna

Every part of a plant has a job to do. Some parts help the plant eat. Some parts help the plant make more plants. Other parts protect it from bad weather, hungry insects, and other dangers.



Big plants, like trees, have long and thick roots. Small plants may have roots that are short and thin. But all roots do the same job.



76-77

Roots feed the growth of the plant. Without its root system, a plant cannot survive.



Roots will feel roots and grow under or around them. They also will grow deep in the ground to find water. The longer roots help keep the plant in place.



78-79

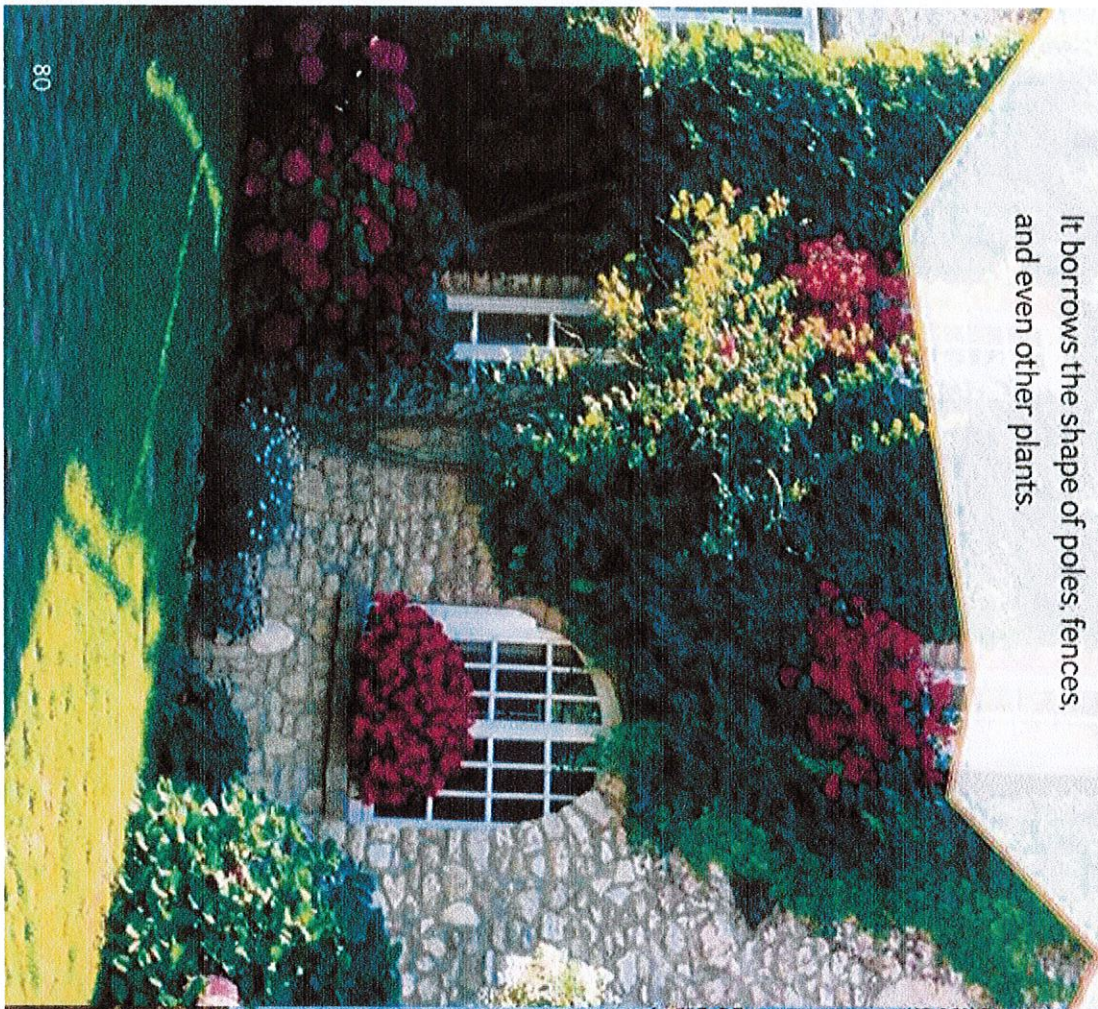


Many plants that w in dry areas store water in their stems. A cactus can live without rain for a long time. A cactus also has sharp spines to keep thirsty animals out.

Stems are an imp ant part of the plant. They are strong, and point the plant and its leaves toward light. Plants need light to make food and live.

80-81

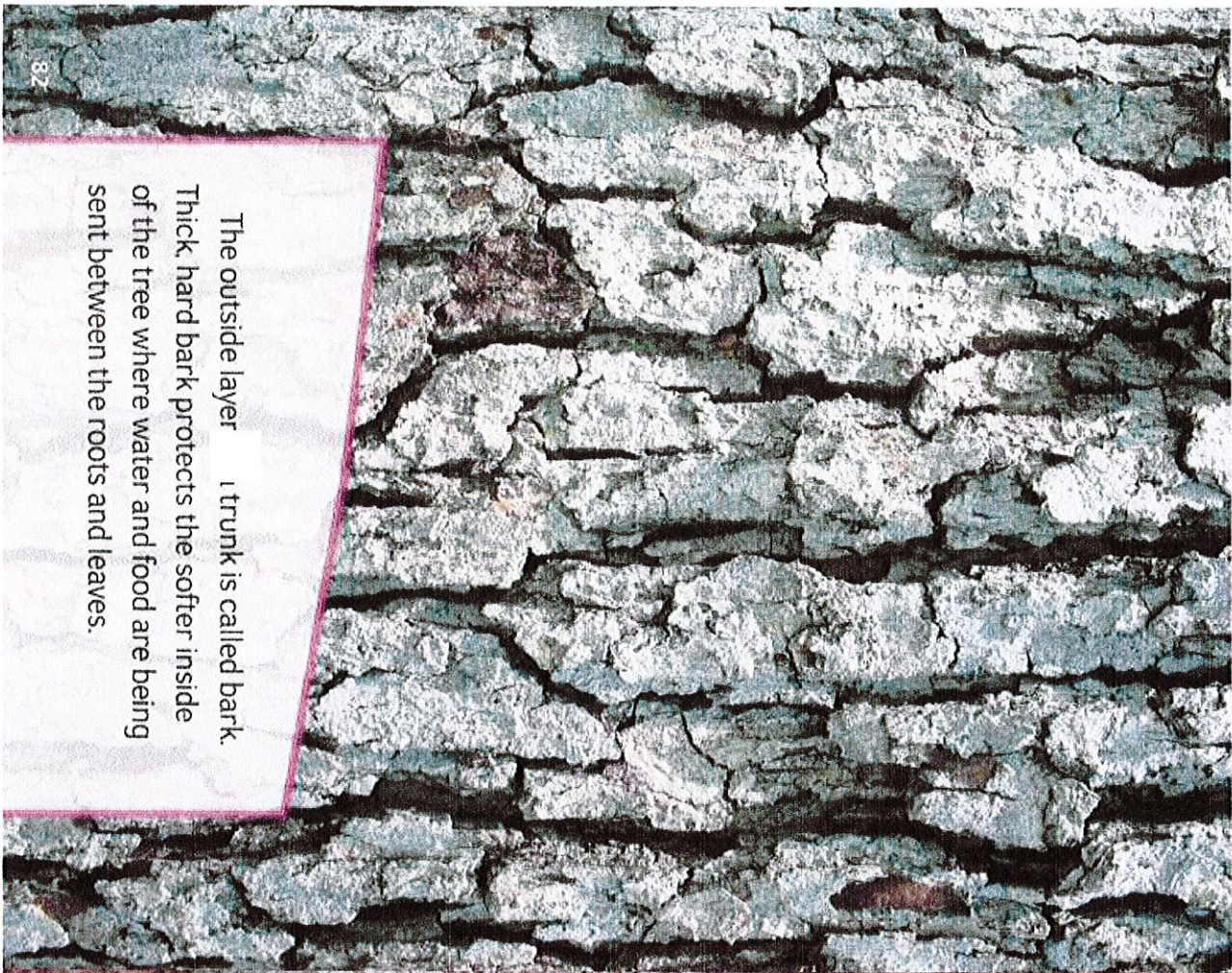
Some thin stems a plant climb
and wrap around things. A plant can save
energy by not growing a thicker stem.
It borrows the shape of poles, fences,
and even other plants.



The stem of a tree called a trunk. It
grows tall and strong. In windy areas, tree
trunks can bend. Strong winds do not easily
break these trees. Tree trunks are made up
of many layers.



82-83




The outside layer of the trunk is called bark. Thick, hard bark protects the softer inside of the tree where water and food are being sent between the roots and leaves.

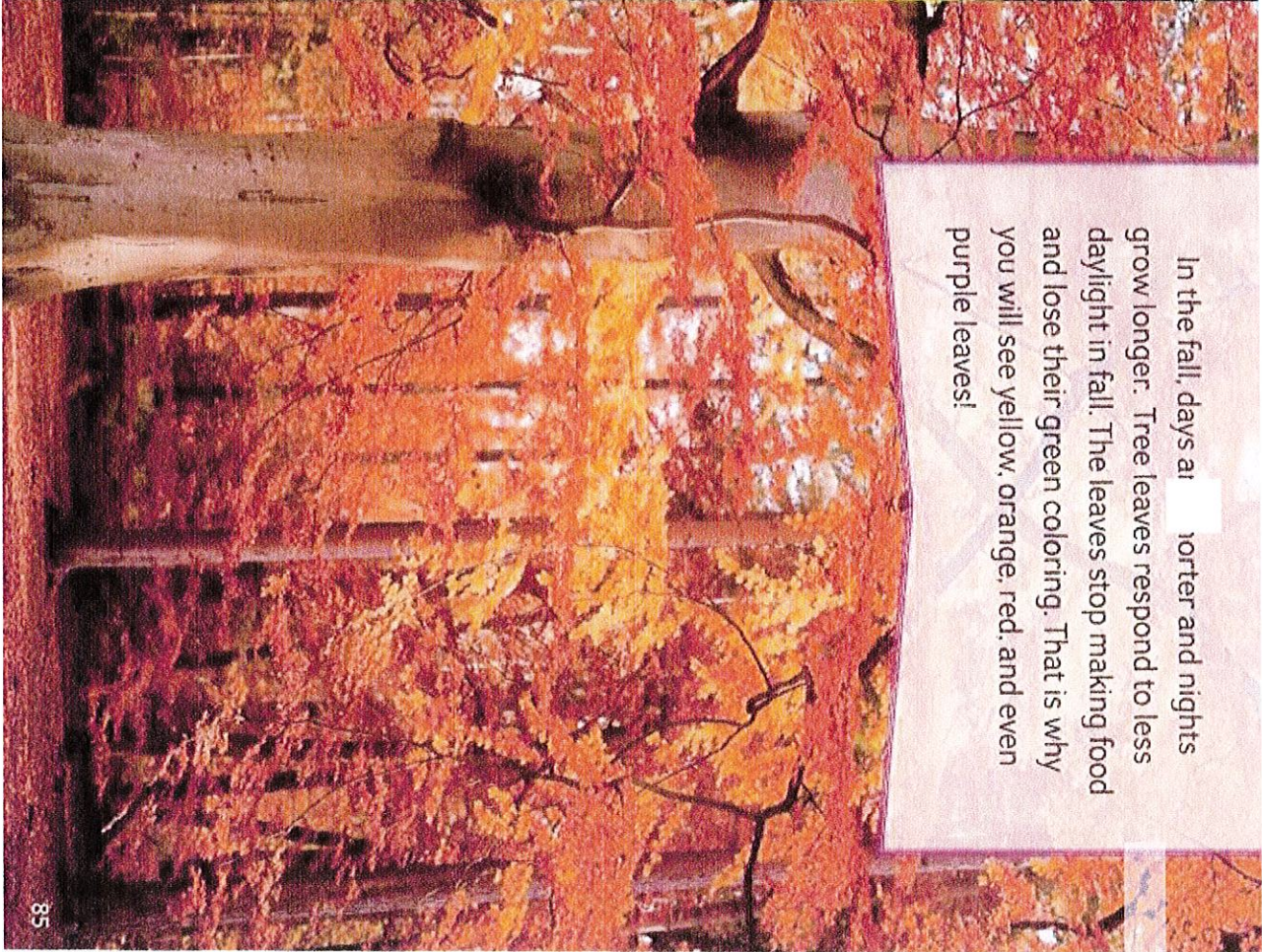


The bark keeps harmful insects outside. If they get inside, they can harm the tree.

84-85

A vibrant photograph of a forest in spring. The scene is filled with lush green foliage, including large, heart-shaped leaves and ferns. Sunlight filters through the canopy, creating a dappled light effect. The overall color palette is dominated by various shades of green, from bright lime to deep forest green.

Most tree leaves green in spring
and summer. Leaves soak up the long
days of sunshine and look green. The
leaves use the light to make food.

A photograph of a forest in autumn. The trees are covered in dense foliage of bright orange, yellow, and red. The ground is also covered in fallen leaves of similar colors. The scene is captured from a low angle, looking up at the canopy. The overall color palette is dominated by warm autumnal tones.

In the fall, days are shorter and nights
grow longer. Tree leaves respond to less
daylight in fall. The leaves stop making food
and lose their green coloring. That is why
you will see yellow, orange, red, and even
purple leaves!

86-87



In winter, trees and other plants rest. In the spring, the plants begin growing again as the days grow longer.

86

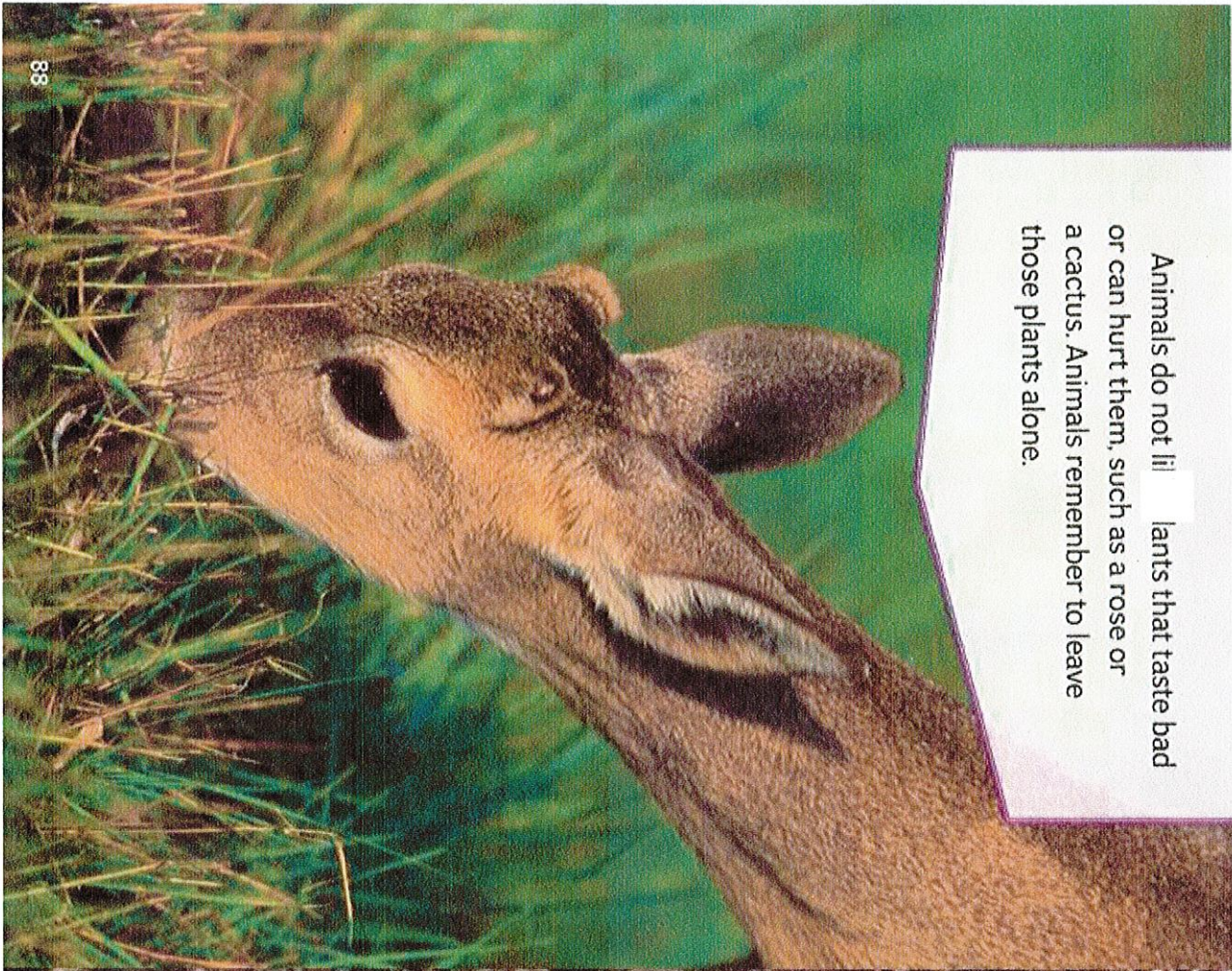


Plants respond to the outside world in other ways. A rose grows thorns on its stem to defend itself from hungry animals.

87

88-89

Animals do not ill plants that taste bad or can hurt them, such as a rose or a cactus. Animals remember to leave those plants alone.



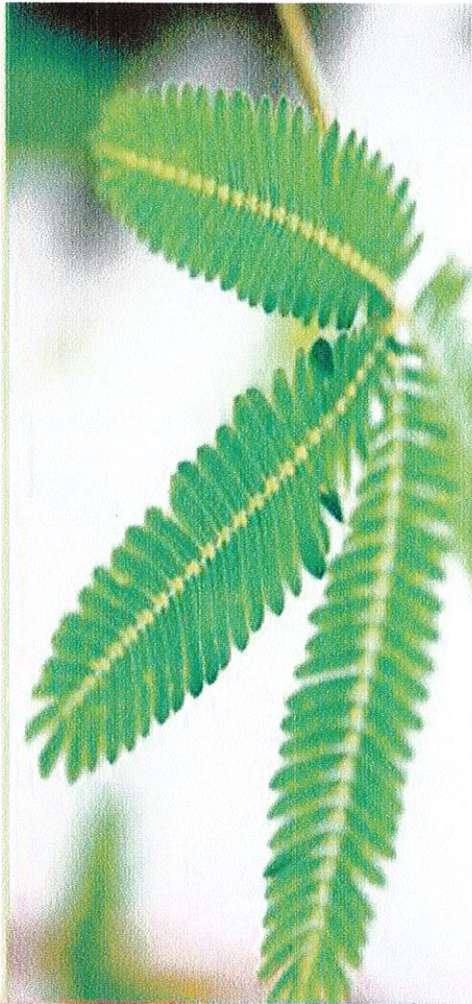
88

Some plants defend themselves from humans, too. For example, oil from a poison ivy leaf will give humans an itchy rash.



89

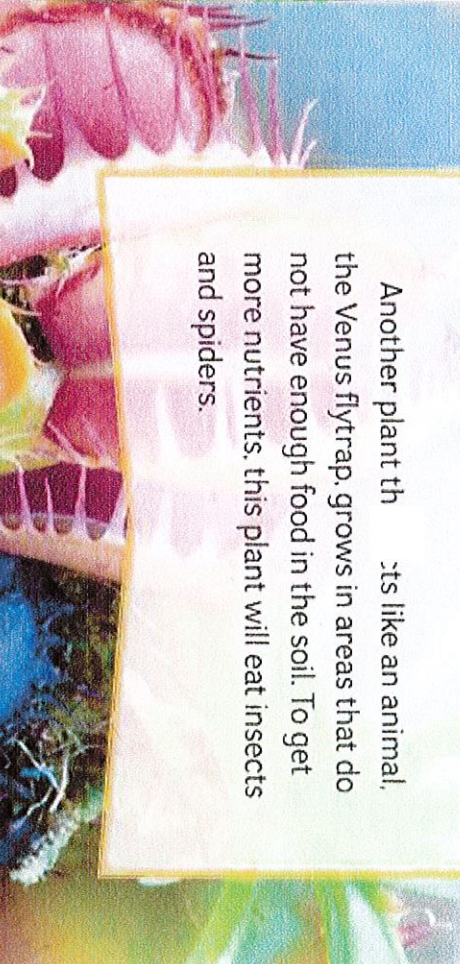
90-91



Some plants act like animals or humans than plants. Sometimes leaves can feel you touching them. This Mimosa plant closes its leaves if you touch it!



90



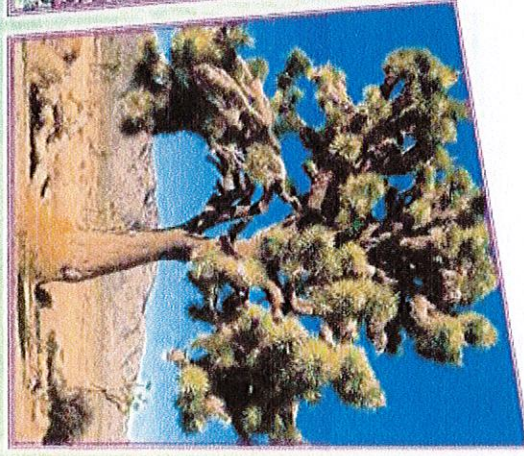
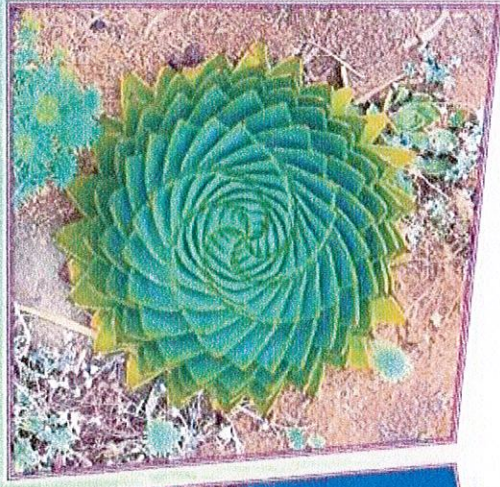
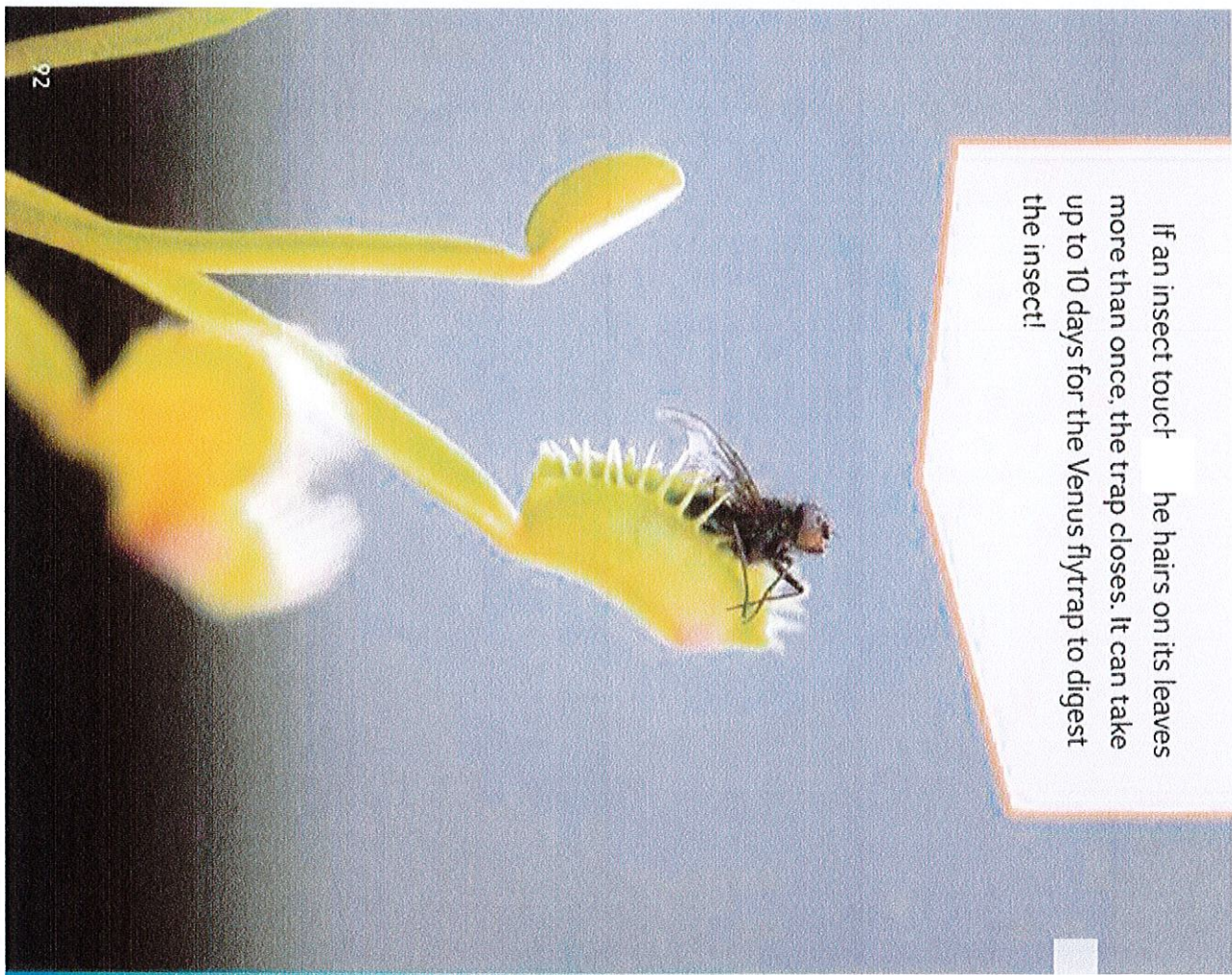
Another plant that acts like an animal, the Venus flytrap, grows in areas that do not have enough food in the soil. To get more nutrients, this plant will eat insects and spiders.



91

92-93

If an insect touch he hairs on its leaves more than once, the trap closes. It can take up to 10 days for the Venus flytrap to digest the insect!



Plants can look v different from each other. But they all have structures that help them grow and survive.

Apply

Read the information. Then discuss it with your class.

Vocabulary Words

- defend
- digest
- growth
- harm
- important
- layers
- respond
- spines
- system

Vocabulary

Good Health

Your body has a very **important** **system**. It is called the immune system. This system helps **defend** your body so you will not get sick. There are many things you can do to stay healthy. Try to do as many of these things as you can.

1. Eat healthy **food**.
2. Chew your **food** carefully to make it easier for your body to **digest** it.
3. Get lots of **exercise**.
4. Wear more **than** one **layer** of clothing when it gets cold.
5. Sit up and stand up straight to build a strong **spine**.
6. Wash your **hands** before you eat.

Think of other **things** you can do to keep your body **growing** strong. Remember, the healthier your body is, the faster your immune system can **respond** to sickness or **harm**.

Concept Vocabulary

Like a tree's bark, your **external** covering is your skin. It protects your insides. How can you take care of your **external** covering?

Extend Vocabulary

Write the vocabulary word that fits with the other words in each group.

1. attack, stand, guard
2. worthless, unnecessary, meaningful
3. heal, help, harm

Connect

Social Studies



Read this Social Studies Connection. You will answer the questions as a class.

Text Feature

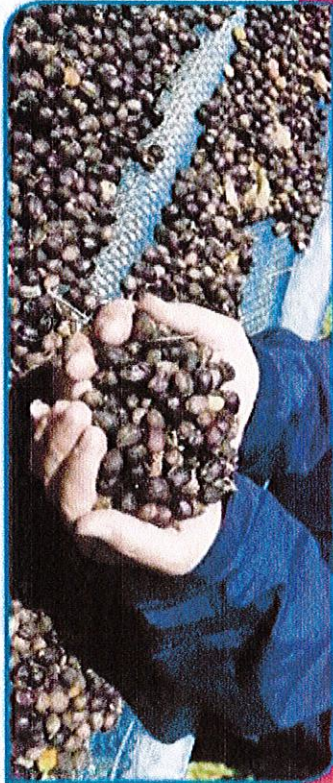
A heading or title is a word or group of words that comes before a story.

Plants across the Globe

You've read about different types of plants that **grow** around the world. Some plants might only be able to grow in specific countries or areas. The items

made from these plants are used all over the world. Kiwi fruit often comes from New Zealand. Cork used for bulletin boards may have come from Spain.

Sometimes natural disasters, like a drought or a fire, might destroy a crop in a country. If there is a drought in Brazil, not as many coffee plants will grow and there is less for farmers to ship to other countries as in previous seasons. What happens in other countries affects life here. It is **important** to know what is happening around the world.



1. Why are plants and plant products shipped here from other countries?
2. Why is it important to know what is happening in other countries?
3. What are so many ways countries interact to help each other?



Go Digita

Search for a fruit or vegetable you like to eat. Research where it is grown and how it is packed for shipment.