

**During this week, complete the attached assignments.
Please return this packet to any PfISD campus that provides curbside meal pickup.**

**Durante esta semana, completa los trabajos adjuntos.
Por favor devuelva este paquete de trabajo en cualquiera de los lugares del distrito de PfISD que ofrece comida para llevar disponible para recoger al lado de la acera.**

Student Name / Nombre del estudiante: _____	Id#: _____
Campus / Escuela: _____	Teacher / Maestra/o: _____



1st Grade / 1^{er} Grado

Paper-Based Instruction / Instrucción impresa

Week of April 20th / Semana del 20 de abril

What are we learning this week?

Math	Science	Social Studies	Language Arts
Describe the length of an object to the nearest whole unit using a number and a unit of measurement.	Living things must use other living things around them to meet all their basic needs. <ul style="list-style-type: none"> How do animals depend on plants to help them grow and live? 	People can work together to meet needs and solve problems. <ul style="list-style-type: none"> What is a need or problem in my family or community? How can I work with others to meet the need or solve the problem? 	Read informational text, notice the text features and identify why the author used the text features in the text. Write a letter to someone telling him/her why they should find your favorite animal interesting.

¿Qué estamos aprendiendo esta semana?

Matemáticas	Ciencias	Estudios Sociales	Artes de Lenguaje
Describir la longitud de un objeto a la unidad entera más cercana utilizando un número y una unidad de medición.	Los seres vivos deben utilizar otros seres vivos a su alrededor para satisfacer todas sus necesidades básicas. <ul style="list-style-type: none"> ¿Cómo es que los animales dependen de las plantas para ayudarles a crecer y vivir? 	Las personas pueden trabajar juntas para satisfacer necesidades y resolver problemas. <ul style="list-style-type: none"> ¿Qué necesidad o problema tiene mi familia o mi comunidad? ¿Cómo puedo trabajar con otros para satisfacer una necesidad o resolver un problema? 	Leer un texto informativo, notar las características del texto e identificar por que el autor usó esas características en el texto. Escribir una carta a un amigo diciéndoles por qué él/ella debe encontrar tu animal favorito interesante.

Desarrollo del idioma inglés

Leer un libro de ficción/fantasia con un animal, puede ser tu animal favorito o alguno que te interese.
Utiliza las siguientes oraciones guías para hablar con un familiar acerca de cómo los textos informativos y ficción son iguales y diferentes.



1. One detail that is different in an informational text than a fictional text is that _____ (animals don't talk in informational texts).
2. One detail that is the same in both types of texts is that the animals _____ (looked the same, etc.)

During this week, complete the attached assignments.

Durante esta semana, completa los trabajos adjuntos.

Grade 1



Math Remote Learning Packet

April 20 – April 24, 2020

*****Fill this page out so we can give your work to your teacher*****

*****Completa esta hoja para entregar el trabajo a tu maestra/o.*****

Student Name / Nombre del estudiante:

Campus / Escuela:

Id Number:

Teacher / Maestra/o:

Grade / Grado:

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Name _____



TEKS Geometry and Measurement—1.7.B, 1.7.D

Also 1.7.A

MATHEMATICAL PROCESSES
1.1.C, 1.1.E

17.3

HANDS ON

Make a Nonstandard Measuring Tool



Essential Question

How do you use a nonstandard measuring tool to measure length?

Explore



Circle the name of the child who measured correctly.



Alli



Sid



FOR THE TEACHER • Read the problem. Sid and Alli measure the same pencil. Sid says it is about 4 paper clips long. Alli says it is about 3 paper clips long. Circle the name of the child who measured correctly.



Math Talk

Mathematical Processes

Explain how you know who measured correctly.



Model and Draw

Make your own paper clip measuring tool like the one on the shelf. Measure the length of a door. About how long is the door?



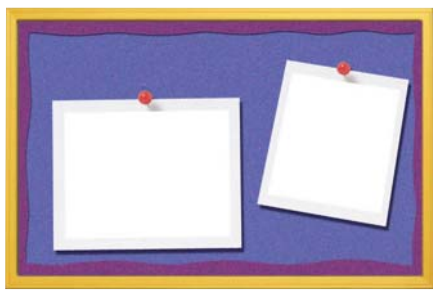
about _____ 

Share and Show



Use real objects and the measuring tool you made to measure.

1.



about _____ 

2.



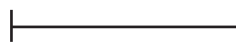
about _____ 

3.



about _____ 

4.



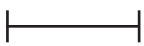
about _____ 

Name _____

Problem Solving

Use the measuring tool you made.
Measure real objects.

5.



about _____ 

6.



about _____ 

Solve.

7.




Lisa tried to measure the pencil.
She thinks the pencil is 5 paper clips long.
About how long is the pencil?



about _____ 

8.



Multi-Step Cody
measured his real lunch box.
It is about 10  long.
About how long is Cody's
real pencil?



Cody's lunch box
and pencil

about _____ 



Daily Assessment Task

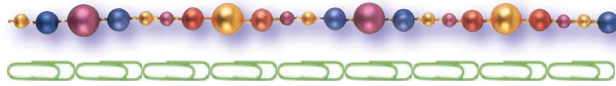
Choose the correct answer.

9. **Representations** Evan uses _____ to measure his paddle. About how many _____ long is the paddle?



- about 4 _____
- about 6 _____
- about 5 _____

10. Sophie uses _____ to measure her necklace. About how long is the necklace?



- about 9 _____
- about 10 _____
- about 8 _____

11. **Multi-Step** Max uses _____ to measure his pencil. Then he measures the length of his paintbrush. About how long is the paintbrush?



- about 3 _____
- about 8 _____
- about 5 _____

12. **TEXAS Test Prep** Use _____ . Which string is about 3 _____ long?

-
-
-



TAKE HOME ACTIVITY • Have your child measure different objects around the house using a paper clip measuring tool.



Name _____

17.3 Make a Nonstandard Measuring Tool

HANDS ON

Use a paper clip measuring tool. Measure real objects.

1.



about _____ 

2.



about _____ 

3.



about _____ 



4.



about _____ 


Lesson Check

Choose the correct answer.

5. Keisha uses  to measure her stuffed bear. About how many  long is the bear?






- about 2 
- about 8 
- about 1 

6. **Multi-Step** Chase uses  to measure his toy truck. Then he measures his toy car. About how long is the toy car?



- about 1 
- about 2 
- about 6 

7. Use . Which string is about 2  long?

- 
- 
- 



1st Grade
Science
Remote
Learning

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Student Name:

ID Number:

Campus:

Teacher:

Fill this page out so we can give your work to your teacher

Student Name: _____

Id#: _____

Campus: _____

Teacher: _____

Grade: _____

How do animals depend on plants to help them grow and live?

1. **Read** pages that tell about ways animals use plants with a grown-up.
2. **List** some of the animals that you read about on the chart.
3. **Record** how those animals used plants to help them grow and live.
4. **Write** about how animals use plants to get what they need.
 - a. **Use evidence** about ways that animals use plants from your chart for your answer (claim).
 - b. Write on the back of this paper.

Animal	How <u>this</u> animal uses plants to grow and live:
1.	
2.	
3.	
4.	
5.	
6.	

All Around You

All the living and nonliving things around you make up your **environment**. A living thing lives in the environment that meets its needs.

Many animals need shelter. **Shelter** is a place where an animal can be safe.

Active Reading

Find the sentence that tells the meaning of **shelter**.
Draw a line under the sentence.

The foxes are using this log for shelter.



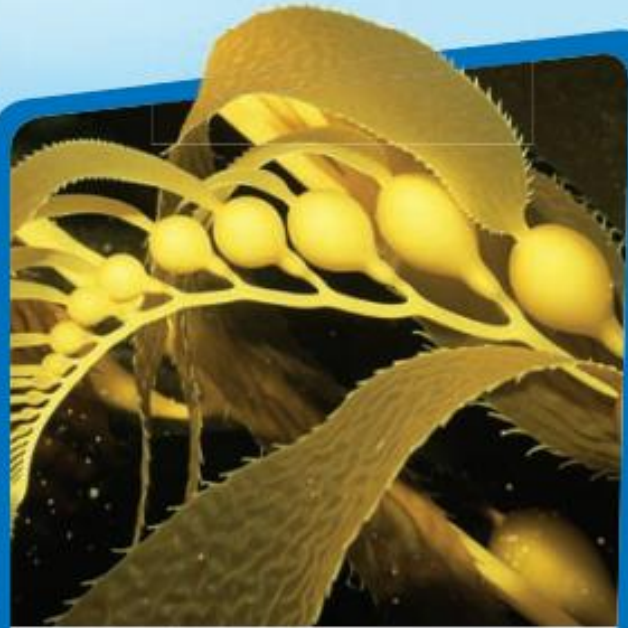
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Salty Water

An ocean environment is a large body of salt water. Its top layer is home to many living things. Here, plants and other living things get the sunlight they need. Animals can find food.



A jellyfish has body parts that help it catch its food.



Kelp lives in the ocean. Many animals eat it.

In a Rain Forest

A rain forest gets a lot of rain. The trees grow tall and block the sun. Many animals, such as birds and monkeys, use the tall trees for shelter. The shorter plants do not need much sunlight.

The rain forest provides everything this leopard needs to live.

▶ Draw a rain forest animal that uses trees or other plants for shelter.

On the Prairie

A prairie environment is mostly dry. It has just a few kinds of trees and shrubs. Large animals eat the tall grasses. Smaller animals live in the grasses.

Active Reading

The main idea is the most important idea about something. Draw two lines under the main idea.

Some bison move to places with trees in the winter. The trees provide shelter from the cold.



coneflowers



prairie dogs



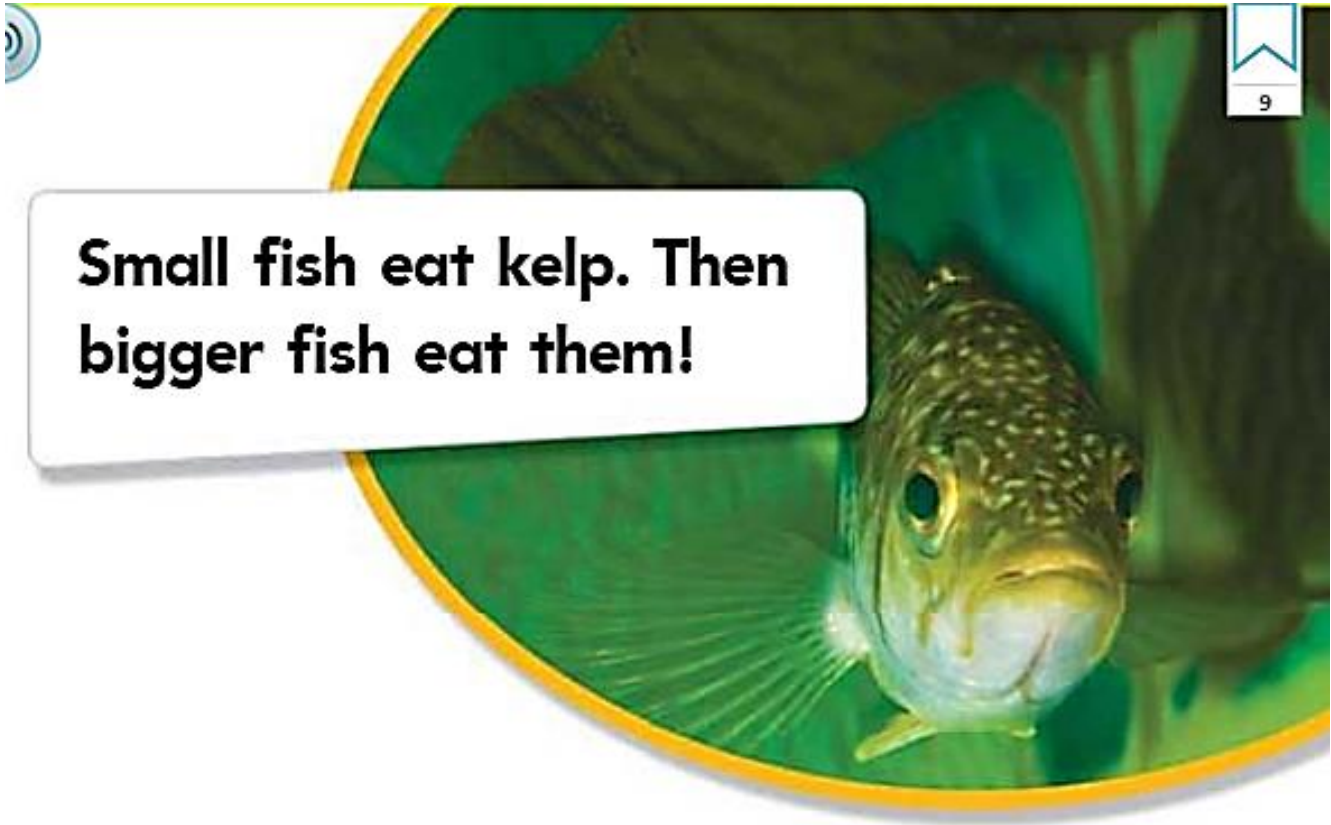
red-tailed hawk

Sea Otters and Their Environment

Sea otters live in an ocean environment. Their exhibit is filled with lots of salty ocean water. Sea otters live in groups. When they want to sleep, they find seaweed called kelp for shelter. A shelter is a place where animals can be safe. The sea otters wrap themselves in kelp. Now they can stay together, not drift away, and be protected while they nap!

Sea otters use kelp for shelter.





Small fish eat kelp. Then bigger fish eat them!

Do you know what kelp is used for in the ocean? Smaller fish and water animals use it for shelter. They can hide from bigger fish that want to eat them! Kelp is also food for sea urchins. These are small water animals with spiny shells.

Moths



Food

Moths eat flower **nectar** and tree sap. They suck up food with a **proboscis**. The **proboscis** looks like a straw.

Sheep



Food

Sheep **graze** on grass and other plants.

Farmers feed them hay and oats.

Sheep chew their **cud** to **digest** their food.

Chameleons



Habitat

Most chameleons live in rain forests.

They sleep and hunt in the tall trees.

Most chameleons live on the island of Madagascar.

Owls



Habitat

Owls live almost everywhere in the world. Many owls live in woodlands.

Some owls make nests in trees.

Blue Jays



Habitat

Blue jays live in woodlands.

These birds are found in the eastern United States and Canada. They use sticks and mud to build loose, messy nests.

Blue Jays



Food

Blue jays eat mostly nuts and seeds. They also eat insects. In spring blue jays sometimes eat eggs stolen from nests of other birds.

Toucans



Habitat

Toucans are **tropical** birds.

They live in Central and South America. Toucans hop from branch to branch in the treetops. At night, they nest in tree holes. The holes are often dug by woodpeckers.

Toucans



Food

Toucans use their strong **beaks** to grab fruit from trees. It is their main source of food.

They also eat **insects**, frogs, and small **reptiles**.

Some toucans steal eggs from other birds.

Spider Monkeys



Habitat

Spider monkeys live in the **rain forests** of Mexico and South America. They spend most of their time high up in tree branches. They live in **troops** of 24 to 36 but sleep in small groups of about six.

Spider Monkeys



Food

Spider monkeys find most of their food in trees.

They eat mostly fruit and seeds. They also eat leaves, bird eggs, and spiders. Spider monkeys sometimes chew tree bark to find tasty insects.

What Are Plants?



People and Plants

People use plants in many ways.

Most of the food we eat comes from plants.

We also make paper with plants.

Plants are used to make clothing and build things like houses.

We even use plants to make medicine.



1st Grade
Social Studies Remote
Learning

April 20-24, 2020

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Student Name:

ID Number:

Campus:

Teacher:

Student Name: _____

Campus: _____

Id#: _____

Teacher: _____

People can work together to meet needs and solve problems.

1. Read Dan Had a Plan.

Talk with a grown up to answer questions about the story.

2. What is a need or problem in your family or community?

How can you work with others to meet the need or solve the problem?

PROBLEM

Who has the problem?

What is the problem?

Why is it a problem?



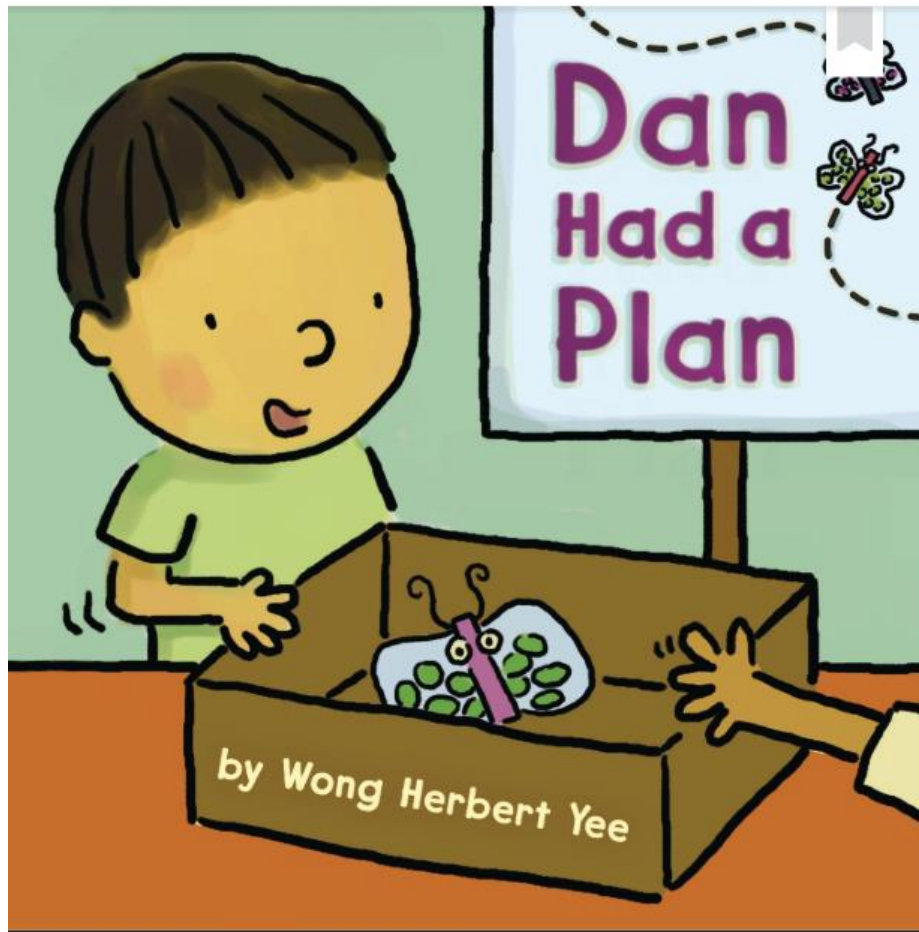
SOLUTION

What can you do? Who can help?

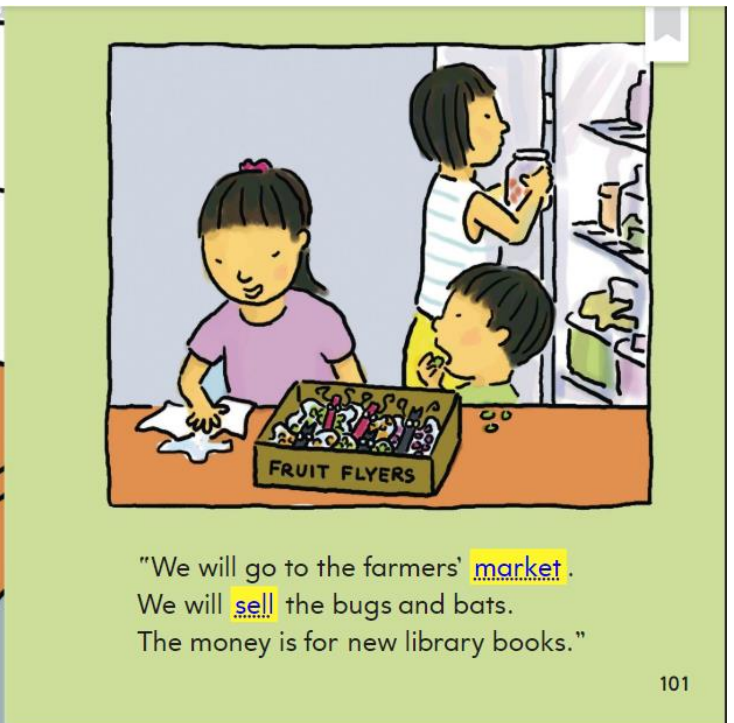


RESULTS

How could this solve the problem?



"Hi, Dan," said Kim.
"Can you see my bugs and bats?"
"I see a big **mess!**" said Dan.



"We will go to the farmers' **market**.
We will **sell** the bugs and bats.
The money is for new library books."



"I like bugs and bats," said Dan.
"I like books. Can I help?"
"You are too little," said Kim.

102



Dad and the neighbors set up.
"Hi, kids!" said Dad.

103



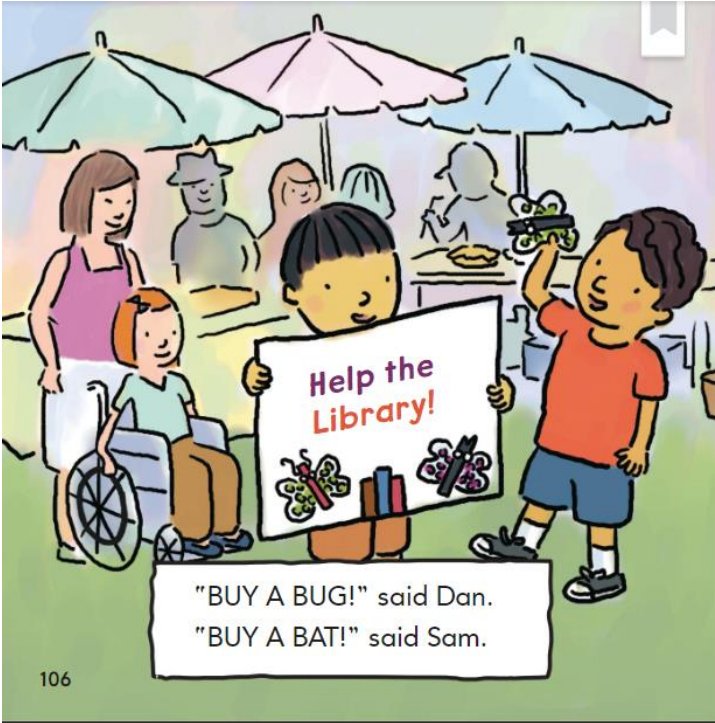
"Hi, Sam," said Dan.
"Hi," said Sam. "Can I buy a bat?"

104

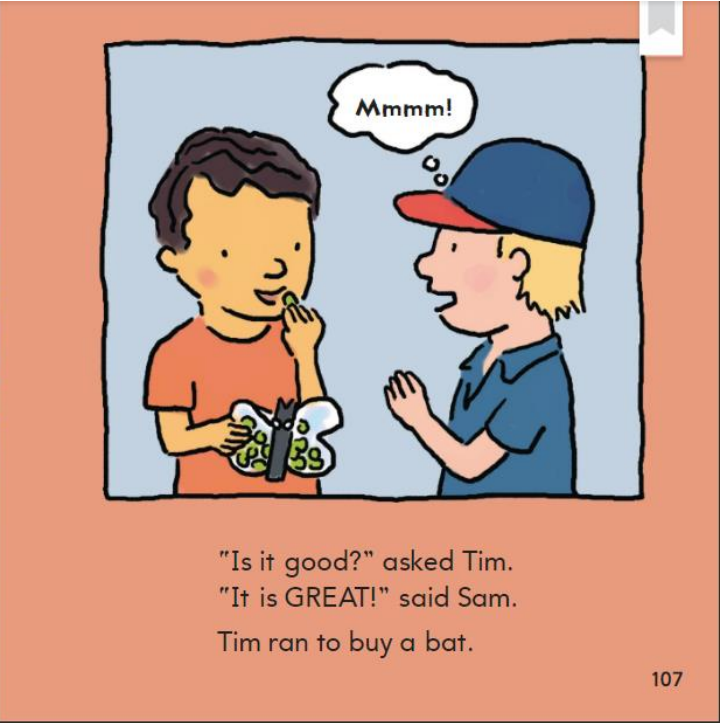


"Did you see the big sign?" asked Dan.
Dan had a plan.
"We can help!" said Dan.

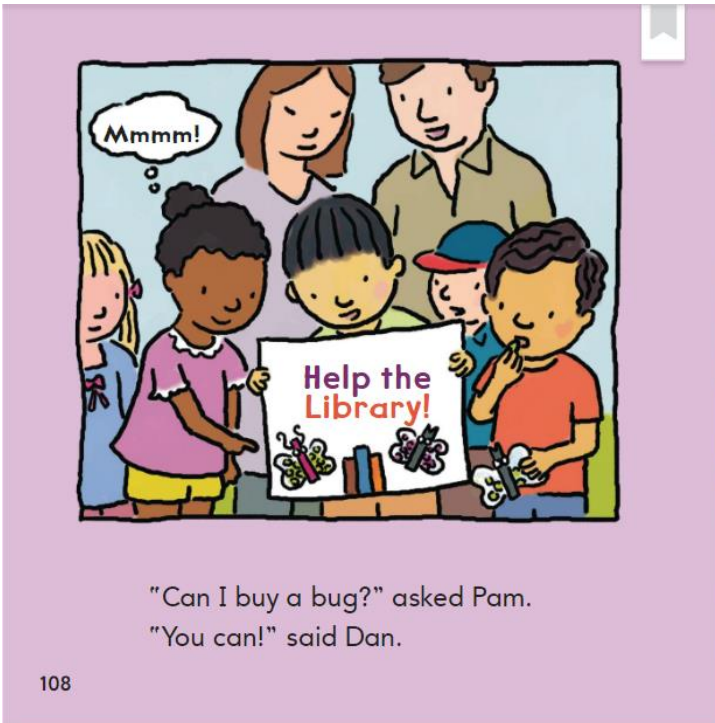
105



"BUY A BUG!" said Dan.
 "BUY A BAT!" said Sam.



"Is it good?" asked Tim.
 "It is GREAT!" said Sam.
 Tim ran to buy a bat.



"Can I buy a bug?" asked Pam.
 "You can!" said Dan.



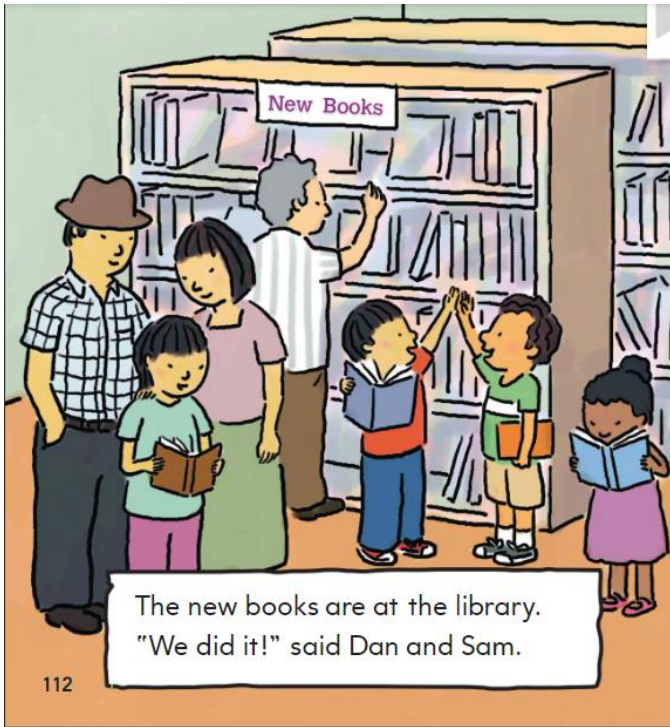
Many neighbors had bugs and bats.



Kim had the last one!
Dan was sad.



"You are little," said Kim.
"You are a big help, too!"



The new books are at the library.
"We did it!" said Dan and Sam.

🗨️ Talk to answer the questions.

PROBLEM

- Who had a problem in the community?
- What was the problem?
- Why was it a problem?

SOLUTION

- What did Dan and his family do?

RESULTS

- How did this solve the problem?



1ST GRADE ELA REMOTE LEARNING PACKET

April 20-24, 2020

Student Name:

ID Number:

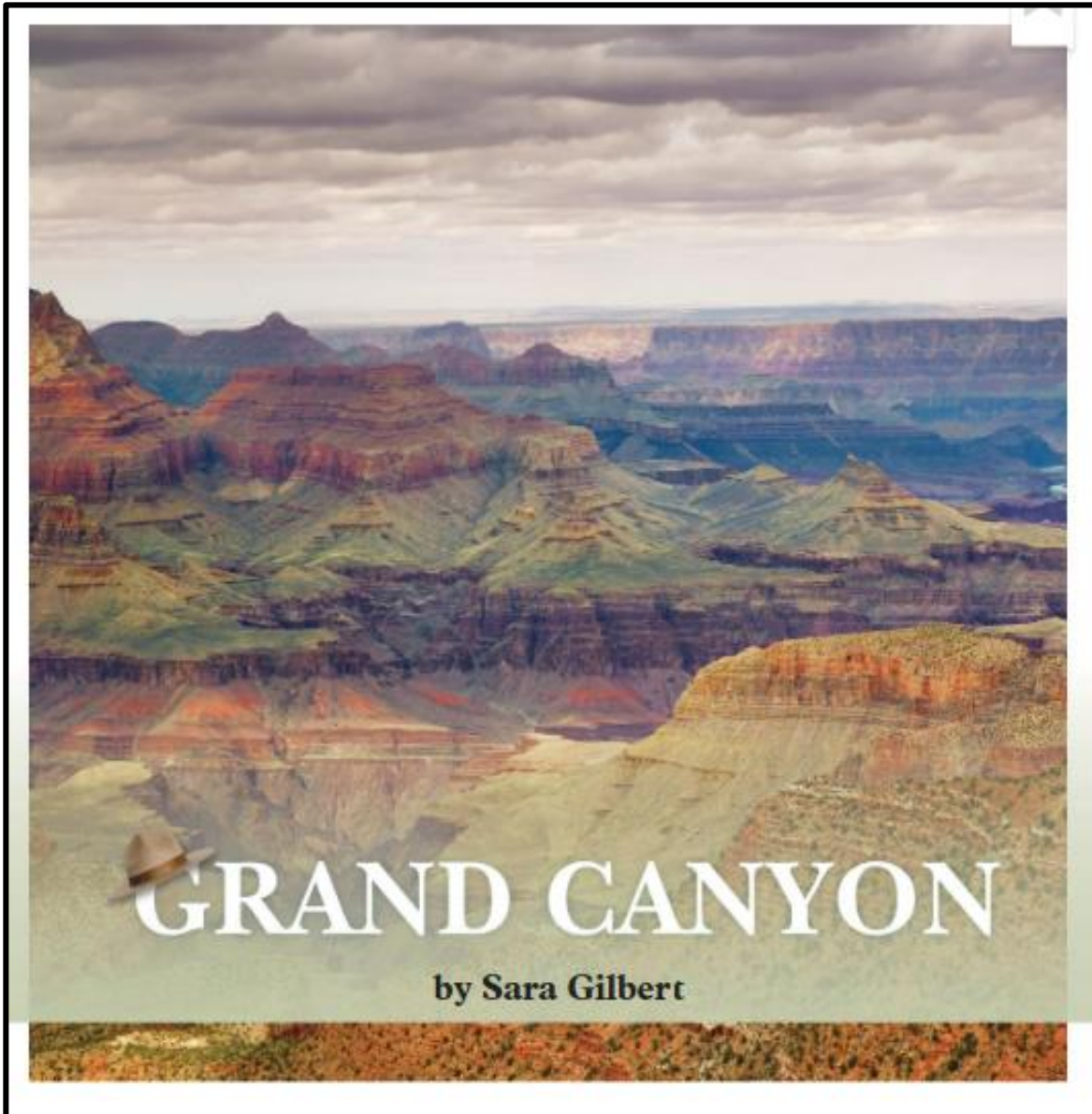
Campus:


Teacher:

Please return this packet to any PFISD campus that provides curbside meal pickup.

Thank you!

Read and enjoy the informational text – *Grand Canyon*.






**WELCOME TO
GRAND CANYON
NATIONAL PARK**

Wow! Look at all that rock! At the Grand Canyon, you can look deep into the earth. Some of the rocks are millions of years old.

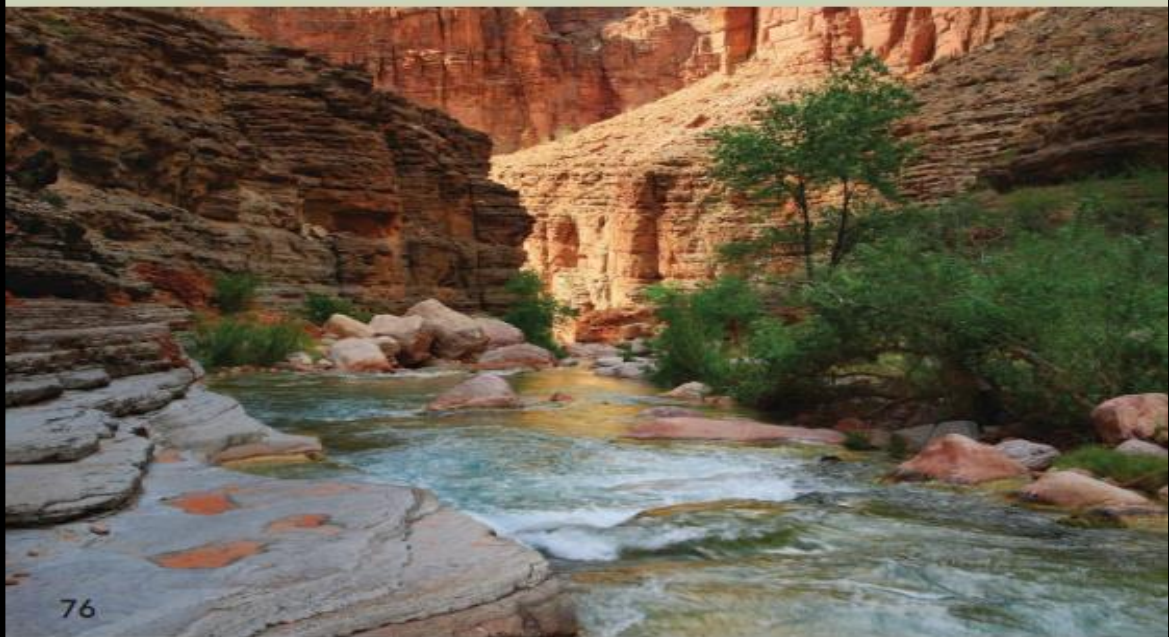
74 75

The Grand Canyon is in Arizona. It became a national park in 1919. It is one of the most popular national parks in the United States.

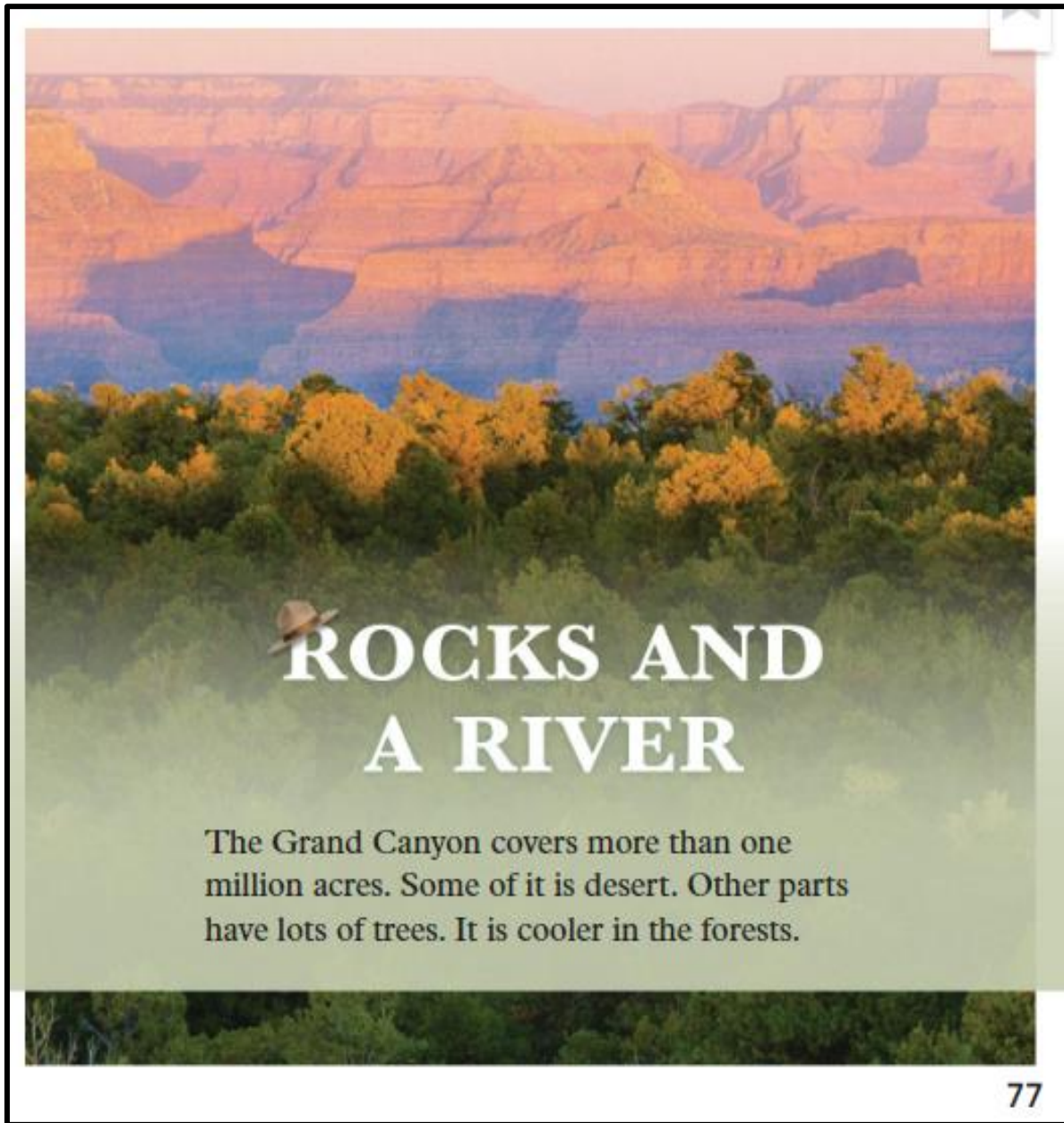


★ Grand Canyon National Park
■ Arizona

Havasu Creek (below); Pinyon-Juniper Woodlands (next page)



76



ROCKS AND A RIVER

The Grand Canyon covers more than one million acres. Some of it is desert. Other parts have lots of trees. It is cooler in the forests.

The Colorado River runs through the Grand Canyon. It made the canyon walls. The rock layers are different colors. People can find **fossils** in the rock.

A fern fossil (right); Throop Overlook (below)





**CANYON
CREATURES**

More than 500 kinds of animals and birds live here.
The endangered California condor is one of them.
Condors are the biggest birds in North America.

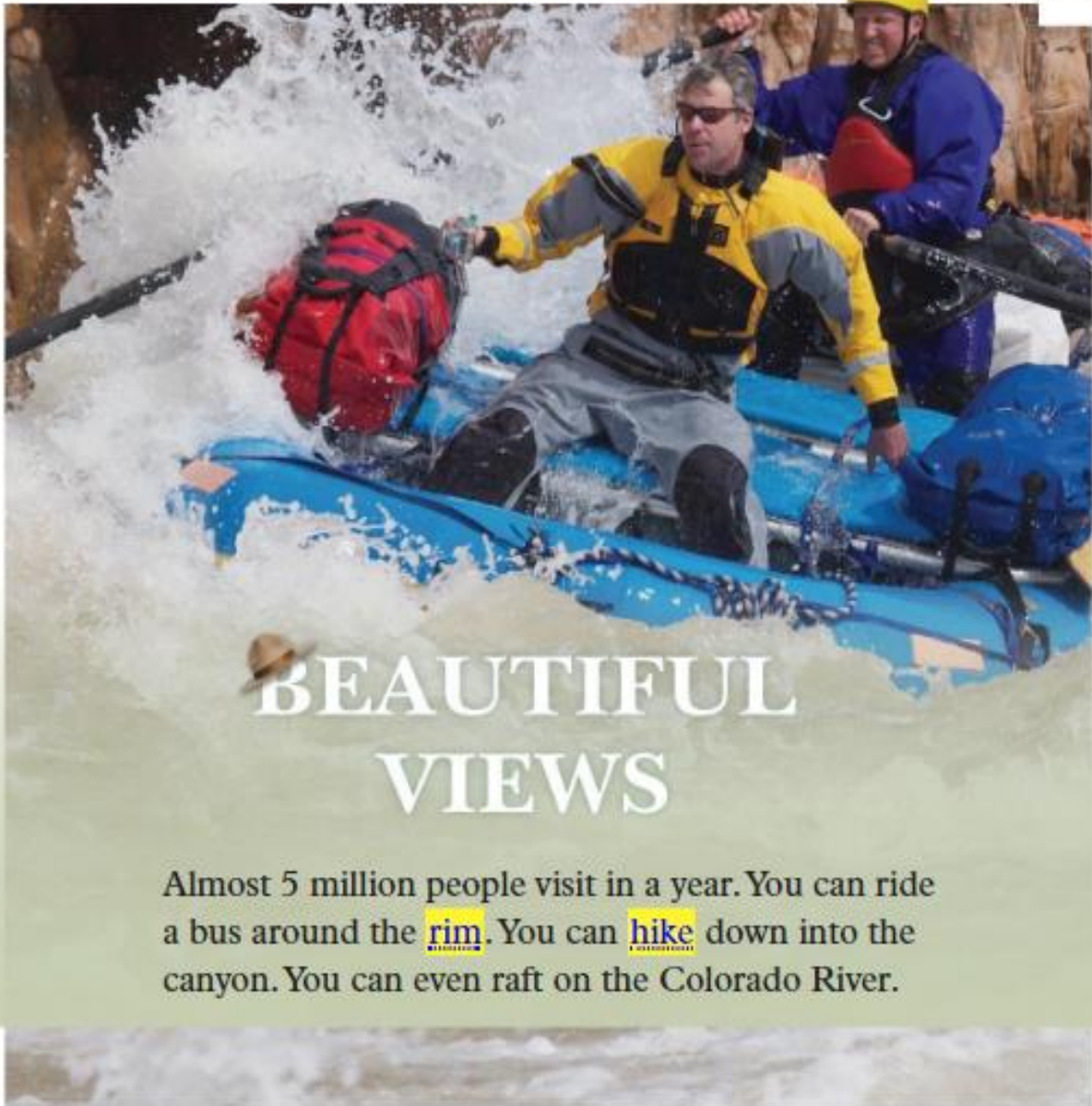
79

There are about 2,000 kinds of plants in the park. A few are found only in the Grand Canyon. They do not grow anywhere else.



A cactus (right); a white fir tree (below)





BEAUTIFUL VIEWS

Almost 5 million people visit in a year. You can ride a bus around the rim. You can hike down into the canyon. You can even raft on the Colorado River.

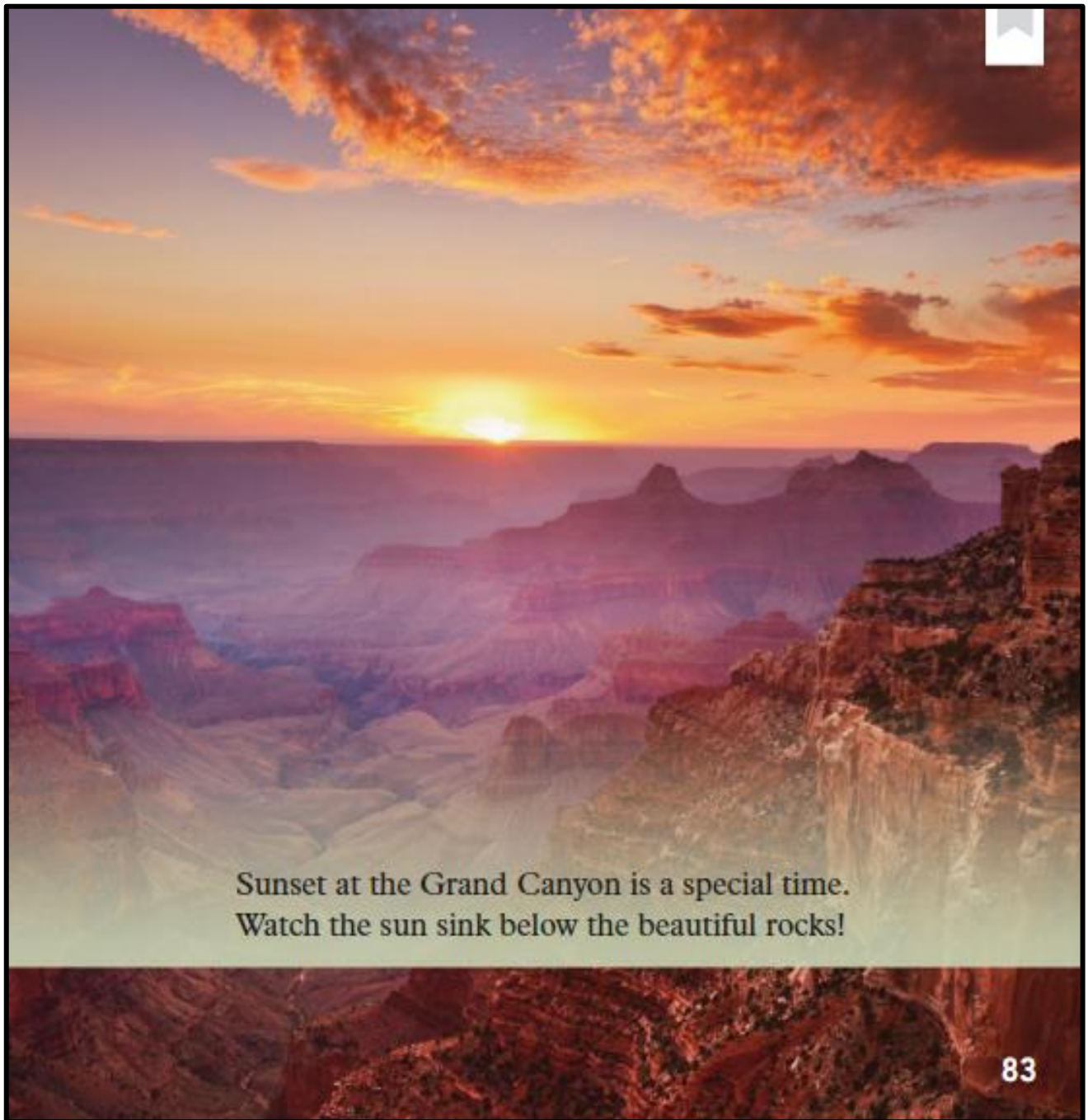
It can get very hot in the canyon. Drink lots of water. Look out for wild animals like mountain lions, too. Do not try to feed them!



A mountain lion (below)

Park visitors can see across the canyon for miles. (next page)





Sunset at the Grand Canyon is a special time.
Watch the sun sink below the beautiful rocks!

ACTIVITY

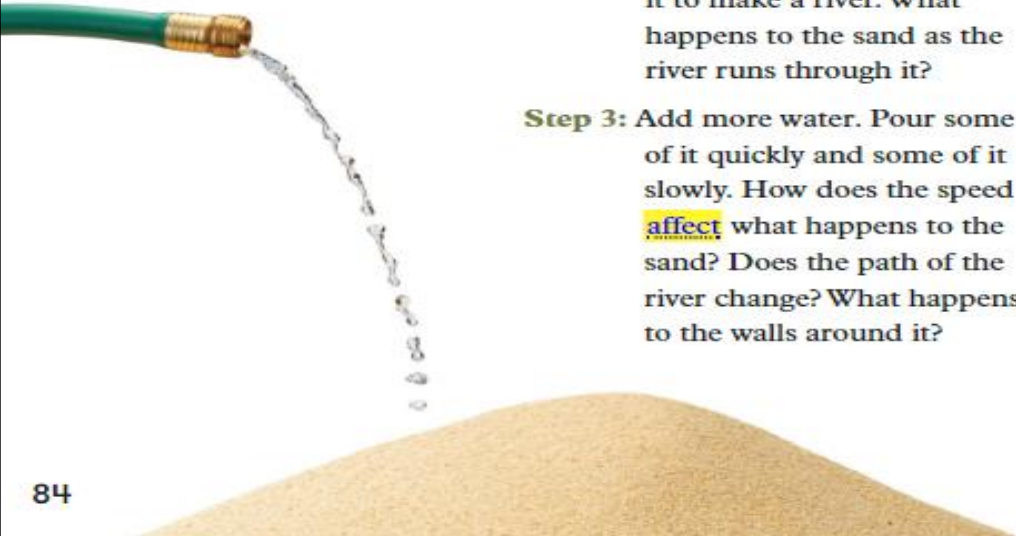
CANYON CREATION

Materials needed:
Sand box or pile of sand
Hose or bucket of water

Step 1: Create a flat, thick area of sand. This will be the earth.

Step 2: Starting at one end of the sand, pour some water on it to make a river. What happens to the sand as the river runs through it?

Step 3: Add more water. Pour some of it quickly and some of it slowly. How does the speed **affect** what happens to the sand? Does the path of the river change? What happens to the walls around it?



84

Use details from the *Grand Canyon* text to answer these questions.

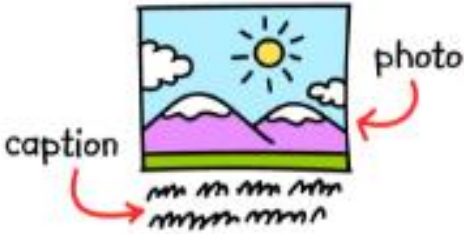
1. Synthesize: What are the most important ideas you learned?

2. What makes the Grand Canyon seem special to you?


3. Reread the activity on page 84. Describe what you think will happen to the sand.

This is an anchor chart to help you identify the text features in the text you just read – *Grand Canyon*.

Captions are words or sentences about a picture.




Diagrams are pictures with labels that tell what each part is.

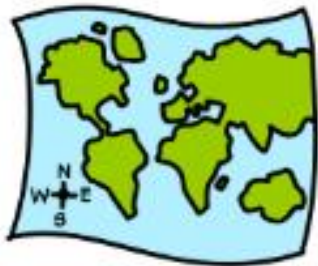


Text Features

Authors choose text and graphic features to help explain ideas or to help readers locate information.



Headings tell what part of a text is about.



Maps are *small* pictures of *big* places.

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Using the anchor chart on the previous page, capture your ideas on the page below. What are some of text features you found in the informational text – *Grand Canyon*?

Text Feature I'm Looking For	Page Number I Found the Text Feature On	An Example of a Text Feature I Found Is...	Why Do You Think The Author Included This Text Feature?
Caption			
Diagram			
Heading			
Map			

Write a letter to someone telling him/her why they should find your favorite animal interesting. Use the graphic organizer below to brainstorm some of your favorite animals. While you are brainstorming, think about what characteristics make your animal interesting.

Name _____	Prewriting
My Favorite Animals and Their Interesting Characteristics	
1. Animal: _____	
Their interesting characteristics: _____	

2. Animal: _____	
Their interesting characteristics: _____	

3. Animal: _____	
Their interesting characteristics: _____	

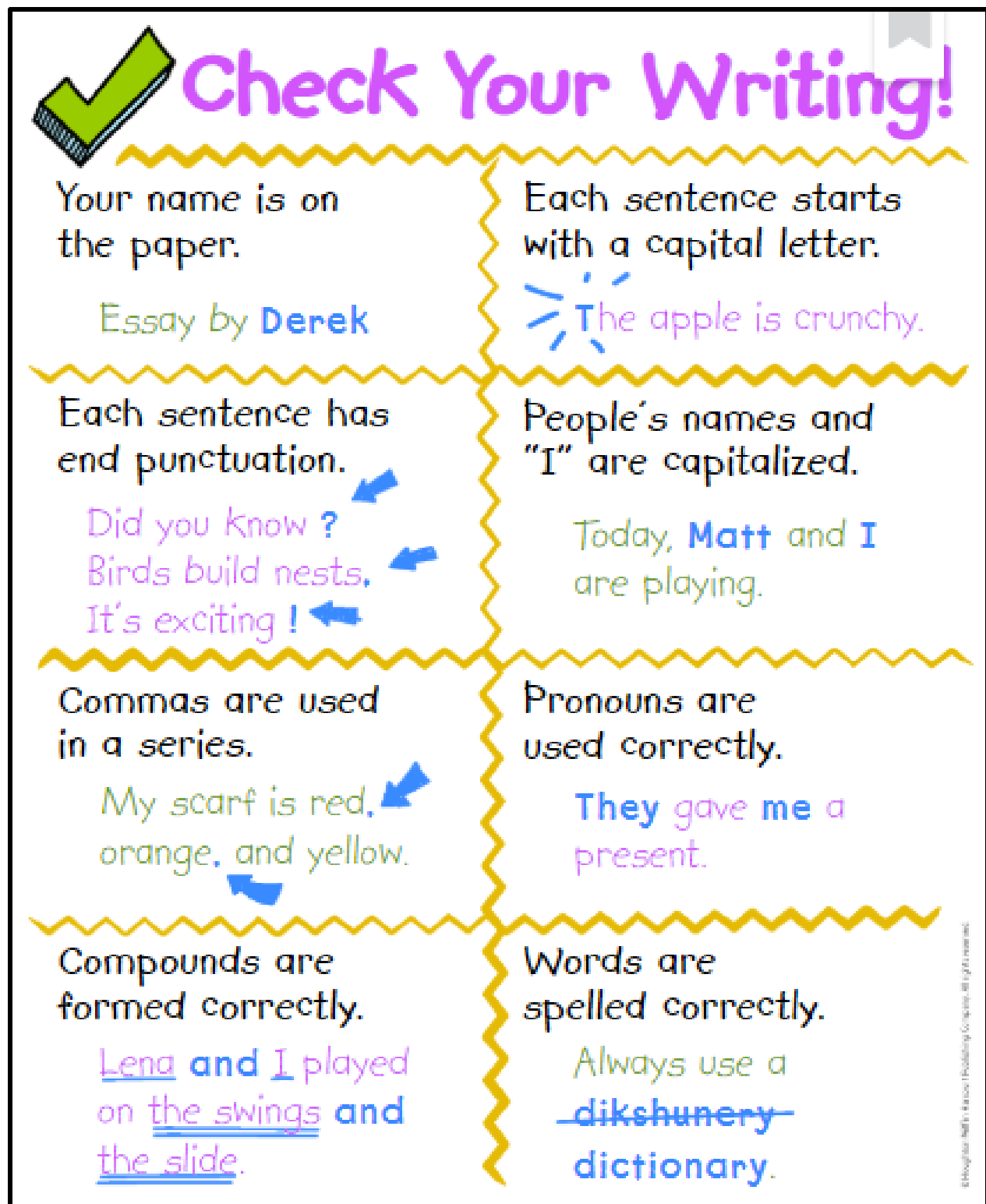
Pick one of the animals from your list of My Favorite Animals and Their Interesting Characteristics page and write a letter to someone telling him/her why they should find your favorite animal interesting. Use the space below to write your letter.

Date: _____

Dear _____,

Yours truly, _____

Use the anchor chart below to check your writing and make sure your writing is the best it can be.



Check Your Writing!

Your name is on the paper.
 Essay by **Derek**

Each sentence starts with a capital letter.
The apple is crunchy.

Each sentence has end punctuation.
 Did you know ?
 Birds build nests.
 It's exciting !

People's names and "I" are capitalized.
 Today, **Matt** and **I** are playing.

Commas are used in a series.
 My scarf is red,
 orange, and yellow.

Pronouns are used correctly.
They gave me a present.

Compounds are formed correctly.
Lena **and** I played
 on the swings **and**
the slide.

Words are spelled correctly.
 Always use a
~~dikshunery~~
 dictionary.

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Name _____

Vowel Patterns: /ô/

Sometimes, one vowel sound can have many different spellings. The vowel pattern **aw** spells the vowel sound in the word **saw**. The vowel patterns **au**, **al**, and **all** spell the same sound, as in the words **haul**, **talk**, and **call**.

► Choose and write the word that names the picture.

stow **straw**



auto **awning**



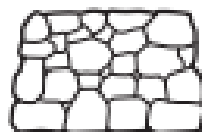
stalk **stall**



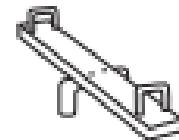
hawk **haul**



walk **wall**



seeing **seesaw**



Name _____

Compound Words

A compound word is made up of two shorter words.

see + saw = seesaw

► Put the two shorter words together to make a compound word. Write the compound word.

Shorter word	Shorter word	Compound word
rain	coat	_____
bed	time	_____
him	self	_____
sun	set	_____
in	side	_____
see	saw	_____

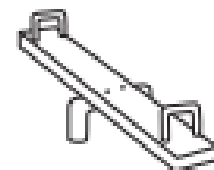
Spelling Words

Basic

- seesaw
- bedtime
- sunset
- bath tub
- sailboat
- flagpole
- backpack
- raincoat
- inside
- himself

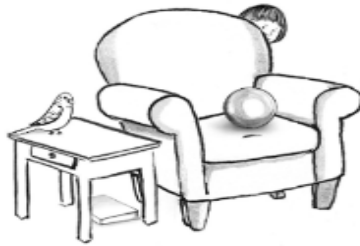
Review

- how
- ouch
- found
- gown



Practice your handwriting. Don't forget to take your time and think about how you are forming the letters.

SENTENCES



behind the chair
on the table
in the chair
beside the chair
under the table

Look at the picture. Finish each sentence.

The girl is _____
 The table is _____
 The bird is _____
 The ball _____
 The book _____

SENTENCES

pig	dog	turtle	duck	snail
first	second	third	fourth	fifth

Put the animals in order.

The pig was first.
 The _____ was _____
 The _____ was _____
 The _____ was _____
 The _____ was _____

Then, what happened?



Read the words you already know and pick three new words to learn to read.

Weeks	1st Grade High Frequency Word Checklist for Testing								
1	go	is	like	see	the	this	to	we	
2	a	first	good	had	he	I	my	was	
3	and	find	for	just	many	one	she	then	
4	are	buy	little	said	too	up	will	you	
5	do	live	of	our	wants	what	with	your	
6	about	eat	how	make	out	put	takes	who	
7	day	every	fly	have	look	made	they	write	
8	all	down	four	from	her	now	saw	went	
9	by	call	could	know	some	there	were	would	
10	be	here	me	play	started	today	use	very	
11	jump	right	say	their	walk	way	where	why	
12	after	before	does	don't	grow	into	no	wash	
13	around	came	found	other	people	two	worked	well	
14	again	away	because	cold	fall	full	or	pretty	
15	any	done	laugh	long	move	pull	teacher	think	
16	another	gave	house	over	own	read	water	white	
17	always	began	better	gives	hurt	shall	should	things	
18	carry	draw	eight	even	goes	may	seven	shows	
19	animal	heads	keep	let's	point	something	voice	won't	
20	below	far	hear	hold	old	only	open	round	
21	air	different	drink	enough	never	small	through	under	
22	along	answer	children	going	mother	talk	upon	woman	
23	bring	eyes	family	girl	move	soon	together	warm	
24	brown	few	funny	myself	new	once	thank	words	
25	almost	also	between	ever	food	really	sing	three	
26	boy	door	father	maybe	nearest	says	shouted	until	
27	above	blue	knew	number	push	sure	took	watch	
28	begin	brother	front	picture	room	someone	sometimes	young	
29	been	heard	hurry	learn	loved	often	study	world	
30	bear	color	happy	money	music	second	sound	without	
31	an	as	at	but	can	did	each	get	
32	has	him	his	if	in	it	more	not	
33	oil	on	part	sit	so	than	that	them	
34	time	which	ask	back	big	tell	end	off	
35	form	great	these	hand	help	home	man	land	
36	large	letter	line	most	much	must	name	need	