

**During this week, complete the attached assignments.  
Please return this packet to any PflISD 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 PflISD que ofrece comida para llevar disponible para recoger al lado de la acera.**

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



**1<sup>st</sup> Grade / 1<sup>er</sup> Grado**  
**Paper-Based Instruction / Instrucción impresa**  
Week of April 27th / Semana del 27 de abril

**What are we learning this week?**

Math	Science	Social Studies	Language Arts
Identify U.S. coins & write a number with the cent symbol to describe the value of a coin.	Characteristics of all living things change as they grow up to be an adult. <ul style="list-style-type: none"> <li>How do animals like chickens change as they grow throughout their life cycle?</li> </ul>	Life is different today than in the past. <ul style="list-style-type: none"> <li>How do people communicate differently today than in the past?</li> <li>What did Alexander Graham Bell invent? How did it make life easier?</li> </ul>	Read a biography and make connections to literature.  Write a letter to someone telling him/her why he should read a book you have chosen for them.

**¿Qué estamos aprendiendo esta semana?**

Matemáticas	Ciencias	Estudios Sociales	Artes de Lenguaje
Identificar las monedas estadounidenses y escribir el número con el símbolo de centavos para describir el valor de la moneda.	Las características de los seres vivos cambian a medida que crecen y se convierten en adultos. <ul style="list-style-type: none"> <li>¿Cómo cambian los animales como las gallinas a medida que crecen durante su ciclo de vida?</li> </ul>	La vida es diferente ahora que en el pasado. <ul style="list-style-type: none"> <li>¿Cuál es la diferencia entre la manera en que se comunican las personas ahora y como lo hacían en el pasado?</li> <li>¿Qué inventó Alexander Graham Bell? ¿Cómo hizo la vida más fácil este invento?</li> </ul>	Leer una biografía y hacer conexiones a la literatura.  Escribe una carta diciendole a alguien por que el/ella debería leer un libro que escogiste para ellos.

**Desarrollo del idioma inglés**

Leer un texto informativo, artículo en línea o biografía de una persona famosa favorita.  
Utiliza las siguientes oraciones guías para hablar con un familiar y luego haz una lista con rasgos del personaje en tu cuaderno en inglés.



- 1) \_\_\_\_\_ is \_\_\_\_\_. (*brave, hard-working, kind, considerate*)
- 2) I think \_\_\_\_\_ is \_\_\_\_\_ because....
- 3) I think that \_\_\_\_\_ is most like me because he/she is \_\_\_\_\_, like me.



*During this week, complete the attached assignments.*

*Durante esta semana, completa los trabajos adjuntos.*

# Grade 1



# Math Remote Learning Packet

April 27 – May 1, 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:

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Campus / Escuela:

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Id Number:

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Teacher / Maestra/o:

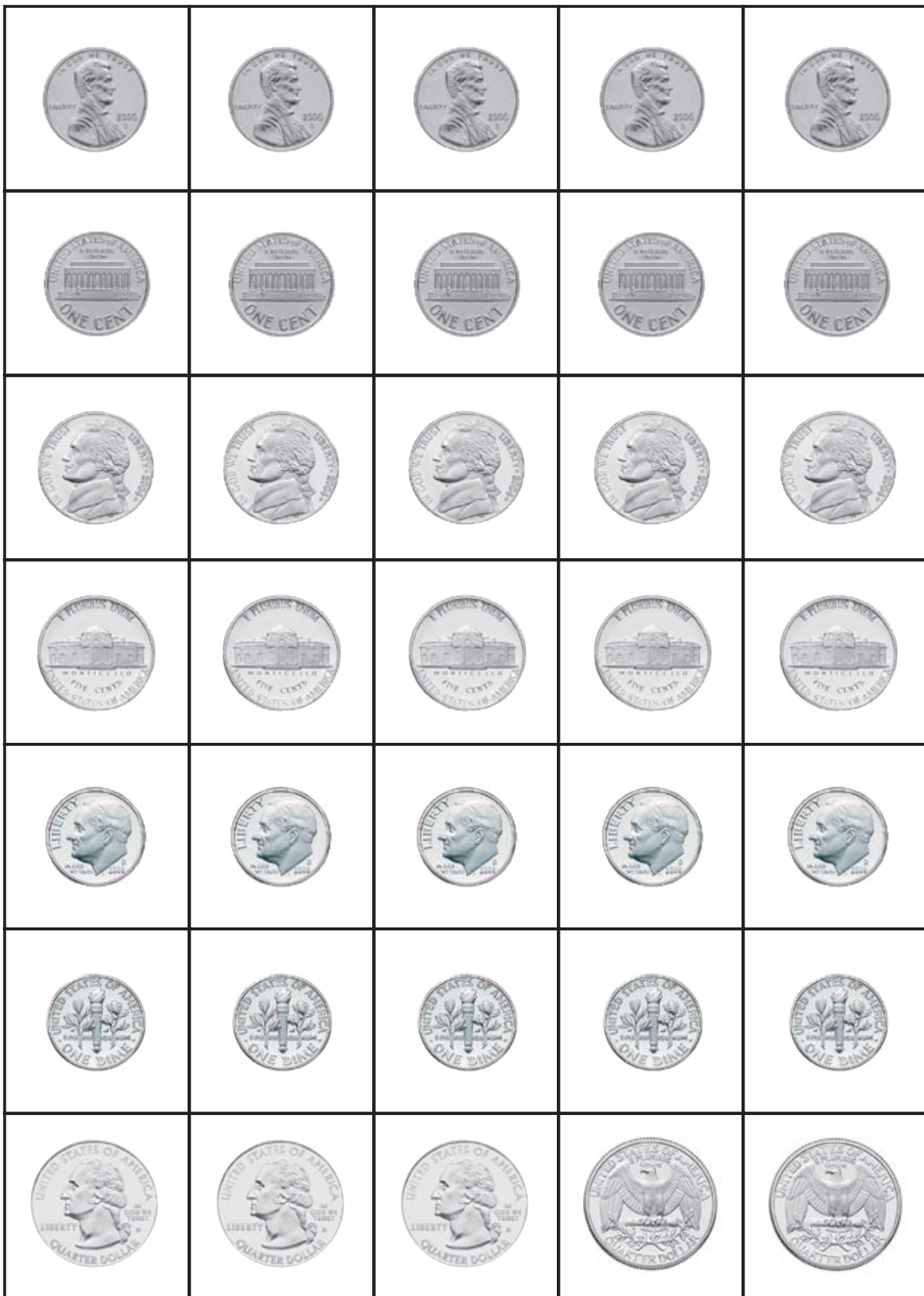
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Grade / Grado:

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Name \_\_\_\_\_



**TEKS** Number and Operations—1.4.A, 1.4.B  
Also 1.4.C

**MATHEMATICAL PROCESSES**  
1.1.C, 1.1.E

# 9.1 Pennies, Nickels, and Dimes

HANDS ON




## Essential Question

What are the values of a penny, a nickel, and a dime?

### Explore



Draw  to show how Jerry trades.

nickel

pennies



--	--	--	--	--

dimes

pennies






**FOR THE TEACHER** • Jerry knows a penny has a value of 1 cent. He wants to trade some pennies for 1 nickel. He wants to trade some pennies for 1 dime. How will Jerry trade?



### Math Talk

Mathematical Processes

How many pennies would Jerry trade for 2 nickels? **Explain.**



# Model and Draw



or

**penny**  
**1 cent**

\_\_\_\_\_ ¢



or

**nickel**  
**5 cents**

\_\_\_\_\_

A nickel has the same value as 5 pennies.



or

**dime**  
**10 cents**

\_\_\_\_\_

A dime has the same value as 10 pennies.

# Share and Show



Use coins. Write the total value.

1.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢

Count pennies by ones.

2.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢

Count nickels by fives.

3.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢

Count dimes by tens.

Name \_\_\_\_\_

## Problem Solving

### REMEMBER

The number you say last is the total number of cents.

Count by ones, fives, or tens.  
Write the total value.

4.



\_\_\_\_\_ ¢

\_\_\_\_\_ ¢

\_\_\_\_\_ ¢

\_\_\_\_\_ ¢

\_\_\_\_\_

5.



\_\_\_\_\_ ¢

\_\_\_\_\_ ¢

\_\_\_\_\_ ¢

\_\_\_\_\_ ¢

\_\_\_\_\_

6.



Look at the nickels.

Write how many pennies have the same value. Write how many dimes have the same value.

\_\_\_\_\_ pennies

\_\_\_\_\_ dimes



7.



**Multi-Step** Dylan found 3 nickels

yesterday. Then he found 2 more nickels today. What is the total value of his coins?

\_\_\_\_\_



# Daily Assessment Task

Use coins. Choose the correct answer.

8. Lexi uses these coins to buy a seashell. Count by twos. What is the total value of the coins?



- 4¢
- 5¢
- 3¢

9. Use Tools Count by fives. What is the total value of the coins?



- 5¢
- 15¢
- 10¢

10. Van wants to buy the  . Which set of coins can he use?



○  ○  ○ 

II. ★ **TEXAS Test Prep** What is the total value?



- 10¢
- 3¢
- 30¢



**TAKE HOME ACTIVITY** • Give your child different groups of pennies. Ask him or her to count to find the total value of each group. Repeat with groups of nickels and groups of dimes.





Name \_\_\_\_\_

## 9.1 Pennies, Nickels, and Dimes

HANDS ON

Use coins. Write the total value.

1.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢

Count pennies by ones.

\_\_\_\_\_

2.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢

Count nickels by 5s.

\_\_\_\_\_

### Problem Solving

Count by ones, fives, or tens.  
Write the total value.

3. Rylan earned 3 dimes yesterday. She earned 4 more dimes today. What is the total value of her dimes?

\_\_\_\_\_

Choose the correct answer.

4. The pennies can buy a marble.  
What is the total value of the coins?

- 3¢
- 4¢
- 5¢



5. Count by fives. What is the total value of the coins?

- 15¢
- 10¢
- 20¢



6. **Multi-Step** Vinnie wants to buy 2 baseball cards. The cards cost 5¢ each. Which set of coins can he use to buy the cards?



7. Which is the total value?



- 4¢
- 20¢
- 40¢

Name \_\_\_\_\_



**TEKS** Number and Operations—1.4.A, 1.4.B  
Also 1.4.C

**MATHEMATICAL PROCESSES**  
1.1.A, 1.1.C

# 9.2

HANDS ON

## Count Collections of Coins



### Essential Question

How can you count a group of pennies, nickels, and dimes?

### Explore



Use coins to show the problem.  
Draw and label the coins.



**FOR THE TEACHER** • Juan has some pennies, nickels, and dimes. He chooses one kind of coin to show 20 cents. How can Juan show 20 cents?



### Math Talk

Mathematical Processes

What coins have the same value as 10 pennies? **Explain.**



# Model and Draw

Count to find the total value.

Why would you start with the dimes?



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_  
 total value

# Share and Show



Count. Write the total value.

1.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_

2.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_

3.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_

Name \_\_\_\_\_

## Problem Solving

Count. Write the total value.

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



Karl has 4 nickels and 3 pennies. Show the same amount with fewer coins.



8.



**Multi-Step** Elsie has 2 dimes. Tyler has four coins with the same value. Draw the coins Tyler has.

Describe how a dime and a nickel are related.

\_\_\_\_\_

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\_\_\_\_\_



# Daily Assessment Task

Use coins. Choose the correct answer.

9. **Apply** Matt wants to buy the magnet. Which coins does he need?



- 
- 
- 

10. **Multi-Step** Meg has a dime. Yuri has 2 coins. Each has the same amount of money. What coins does Yuri have?

- 2 pennies
- 2 dimes
- 2 nickels

II. **TEXAS Test Prep** What is the total value?



- 40¢
- 31¢
- 26¢



**TAKE HOME ACTIVITY** • Have your child count to identify the total value of groups of pennies, nickels, and/or dimes, up to 50 cents.



Name \_\_\_\_\_

## 9.2 Count Collections of Coins

HANDS ON

Count. Write the total value.

1.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_

2.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_

3.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_

### Problem Solving



Draw and label coins to solve.

4. Ellie has 5 nickels and 6 pennies.  
Show the same amount with fewer coins.

Choose the correct answer.

5. Frank finds these coins in his book bag.  
What is the total value of the coins?

- 56¢
- 26¢
- 46¢



6. Mrs. Walters wants to buy a bottle of glue. Which coins does she need?



7. **Multi-Step** Isabelle has 2 coins. Her mom gives her 2 more. Now Isabelle has 20¢. What coins does Isabelle have now?

- 2 pennies
- 2 dimes
- 4 nickels





1<sup>st</sup> Grade  
Science  
Remote  
Learning

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Student Name:

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ID Number:

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Campus:

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Teacher:

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

Student Name: \_\_\_\_\_

Id#: \_\_\_\_\_

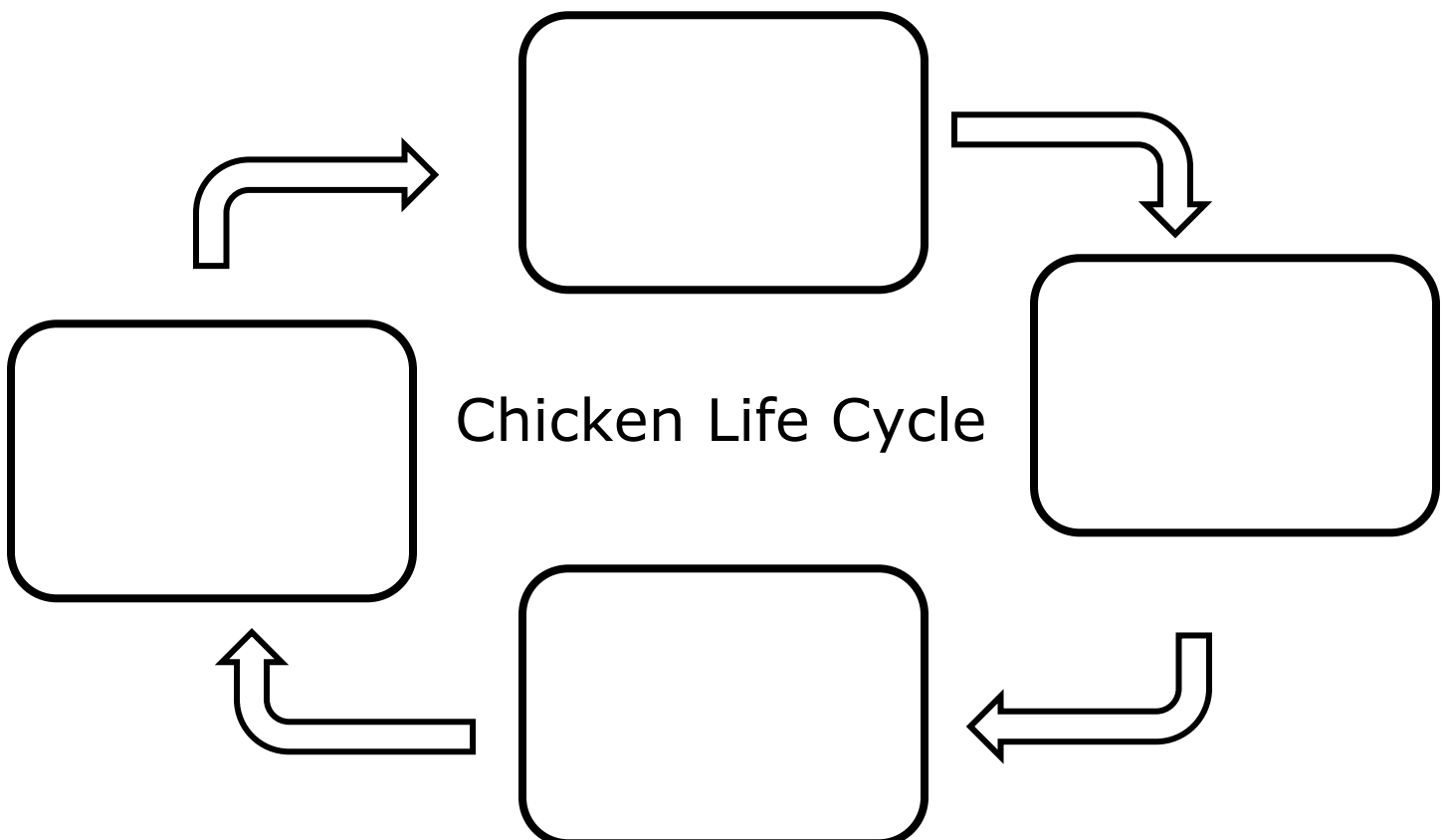
Campus: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

**How do animals like chickens change as they grow throughout their life cycle?**

- 1. Read** the pages that tell about the life cycles of chickens and other birds with a grown-up.
- 2. Observe** the pictures on the chart named: ***How a Chick Changes as it Grows.***
  - **Think and record** how the chick changed at each part of its life cycle.
    - Write on the lines beside each picture.
    - The pictures go in order to show these changes.
    - The pictures start with an egg and end with an adult chicken.
- 3. Make a scientific drawing** of the four main changes you observed in the chicken life cycle:
  - **Use evidence** from your chart and your reading.
  - **Remember:** the chick that became an adult will lay their own eggs.





## What's in the Egg?

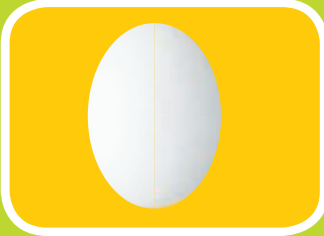








Many animals begin life by hatching from an egg. Animals change as they grow. The changes that happen to an animal during its life make up its **life cycle**.

► **Observe the life cycles in the chart. Record the three stages of the life cycles.**

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### Animal Life Cycles

Kind of Animal	Egg	Young	Adult
Chicken			
Turtle			
Fish			

# Chickens



## Life Cycle

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After chickens **mate**, the female lays an egg. She sits on her egg for 21 days until it hatches. **Chicks** become adults in about three months. Chickens live up to 12 years.

## Fun Facts

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Chickens cannot fly far. Female chickens lay an egg almost every day. Chickens lay eggs even when they do not **mate**. These eggs do not **hatch** into **chicks**.

# Robins



## Life Cycle

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Female robins lay three or four blue eggs in a **nest**. The babies, called **chicks**, **hatch** after 12 to 14 days. Their mother brings food to them. Robins live about 1-2 years on average.



# Hawks



## Life Cycle

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Hawks nest high in trees.

Females lay one to six eggs in a **clutch**.

Eggs **hatch** in about 30 days.

The young hawks grow and learn to hunt.

Hawks live 10 to 30 years.









**1<sup>st</sup> Grade  
Social Studies Remote  
Learning**

**April 27 – May 1, 2020**

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**Student Name:**

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**ID Number:**

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**Campus:**

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**Teacher:**

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Student Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Id#: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Life is different today than in the past.**

1. The word communicate means “to share information, ideas, or feelings with another person.”\*

Talk with your family.

- Think of all the ways you communicate.

2. How do people communicate differently today than in the past?

Cut or carefully tear apart the word cards on the next page.

Sort them into 3 groups with your family.

- **Long Ago and Today:** What ways did people communicate long ago that people can still use today?
- **Only Today:** What ways do we communicate today that people could not use long ago?

**BONUS:** Are there any ways of communicating that you have never used?

3. Read about telephones with a grown up.

Talk about telephones with your family.

- Who invented the telephone?
- What was life like before the telephone?
- How do you use telephones?

4. What are 2 ways the telephone made life easier?

Write your answer below or use the back of this page.



Optional: Do the “Telephones Activity” with your family.



# Long Ago and Today

# Only Today

letters



video  
chat



newspaper



telephone



text  
message



talking



pictures



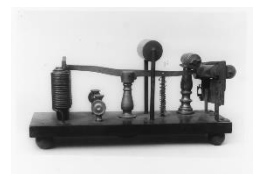
email



television



telegraph



cell phone



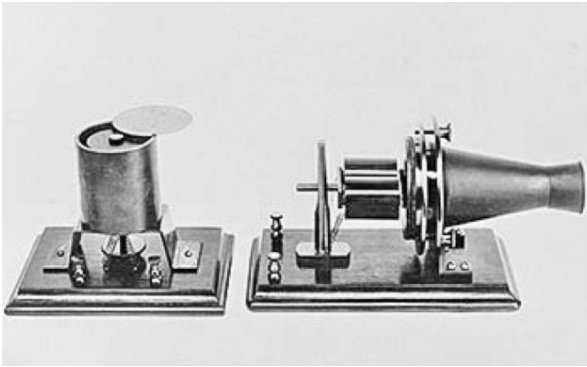
radio







# Telephones

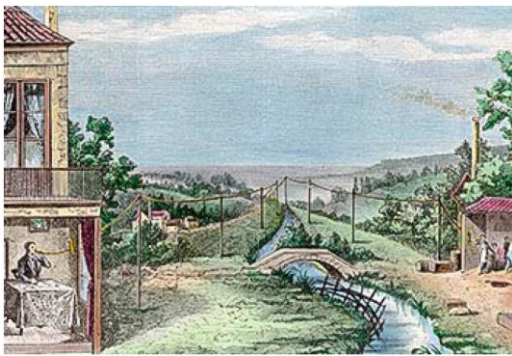


## The First Phone

Alexander Graham Bell **invented** the telephone. He used it for the first time on March 10, 1876. He called his assistant, Thomas A. Watson. Watson was in a nearby room.

## Alexander Graham Bell

Alexander Graham Bell did not plan to **invent** a telephone. He was trying to **improve** the **telegraph**. He built and tested machines for many years. In 1876, his machine finally worked.



## How a Phone Works

Phones send and receive **electrical signals**. A phone changes a person's voice into signals. A wire carries the signals to another phone. This phone turns the signals back into the person's voice.



## The Telephone Today

For many years, phones only worked over a short **distance**. They also needed to be plugged into the wall. Now many phones do not have cords or wires. **Cell phones** can go wherever you go.

# Glossary Terms

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**cell phone** - a portable telephone that often has features like a camera and Internet access

**distance** - the amount of space between two places

**electrical signal** - a message sent using electricity

**improve** - to get better or to make better

**invent** - to create a new thing or method

**telegraph** - a machine that uses electrical signals to send messages over long distances

By: \_\_\_\_\_

## **Telephones Activity**

Telephones send and receive signals using wires. Make a telephone to see the science in action.

### **What You Need**

- scissors
- two large paper or plastic cups
- 10 to 15 feet (3 to 4.6 meters) of string

### **What You Do**

1. With an adult's help, cut a small hole into the bottom of each cup.
2. Run the string through each cup. The ends of the string should be at the bottom of each cup.
3. Tie each end of the string into a large knot to keep it in place.
4. Hold one cup and give the other cup to a friend.
5. Walk away from your friend until the string is tight.
6. Have your friend talk into his or her cup while you have your cup to your ear. Then try talking into the cup while your friend listens.

### **What Do You Think?**

Make a claim about telephones. A claim is something you believe is true. Explain why the wire is an important part of the telephone.

Supports and Develops:

Science and Engineering Practices: Developing and Using Models (K–2)

Performance Expectations 1-PS4-4: Use tools and materials to design and build a device that uses light and sound to solve the problem of communicating over a distance.





# 1ST GRADE ELA REMOTE LEARNING PACKET

April 27 – May 1, 2020

Student Name:

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ID Number:

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Campus:

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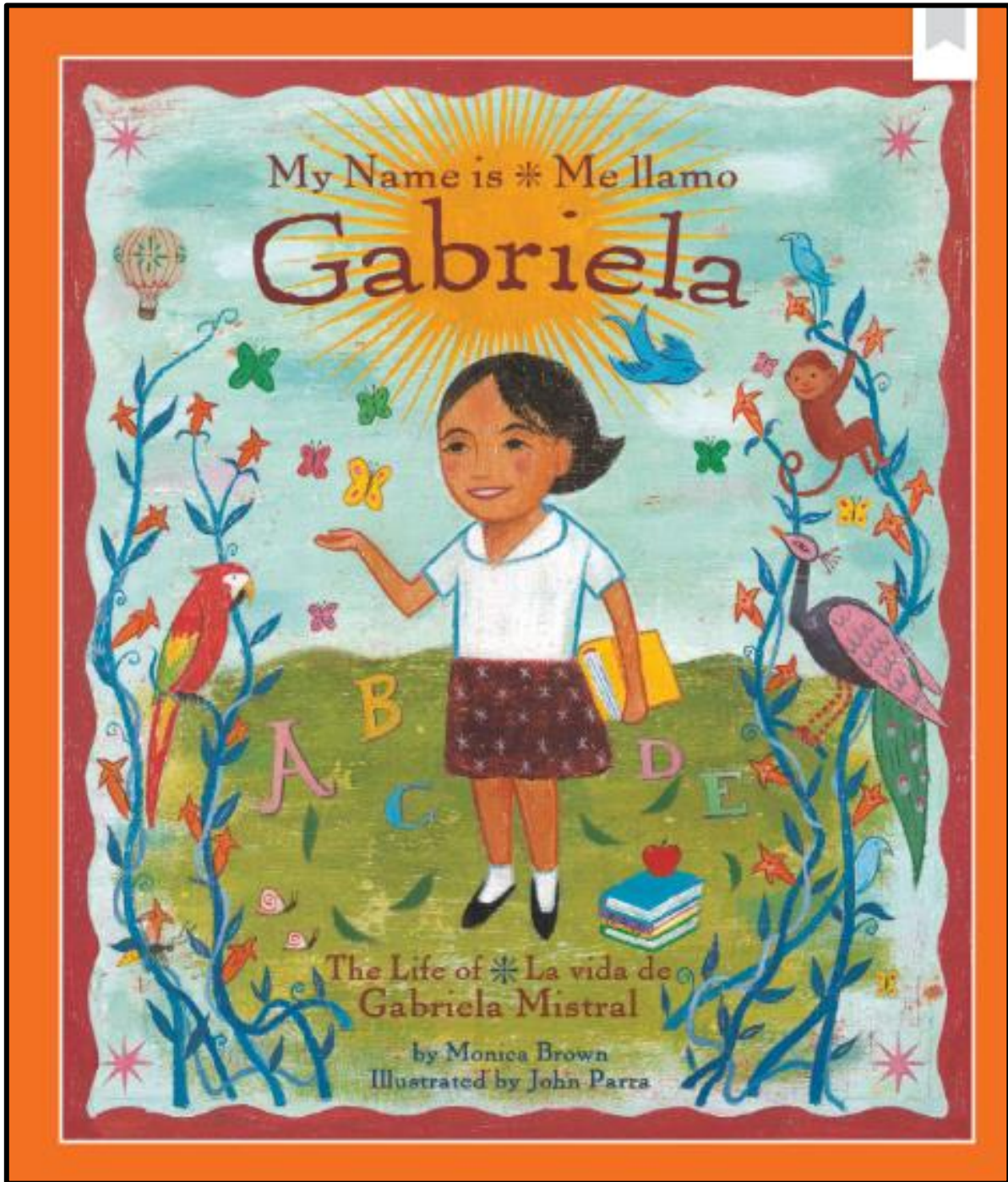
Teacher:

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

Thank you!

Read and enjoy the informational text – *My Name is Gabriela*.





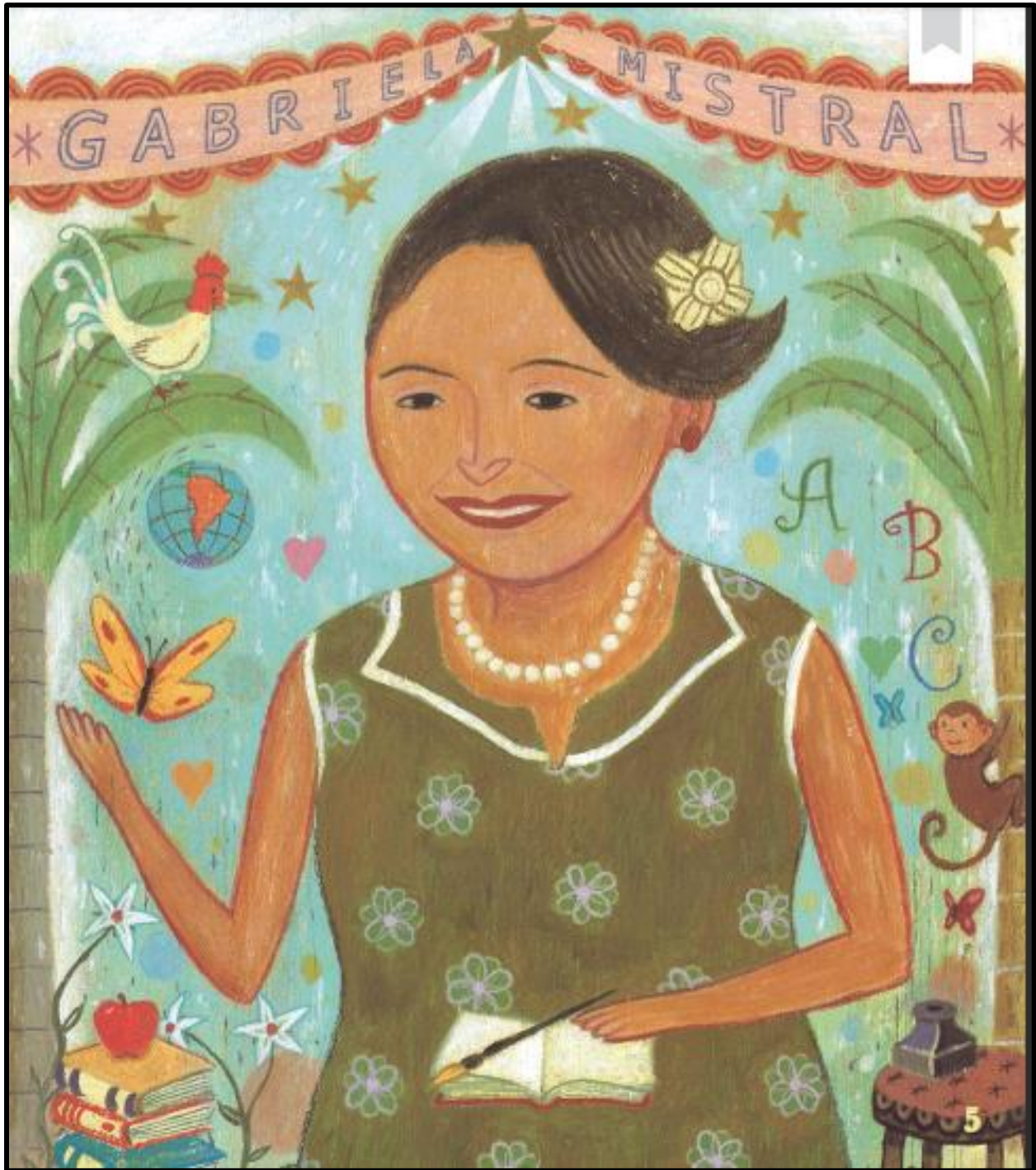
**My name is Gabriela Mistral. It is a name I chose myself because I like the sound of it.**

**I love words and sounds and stories.**

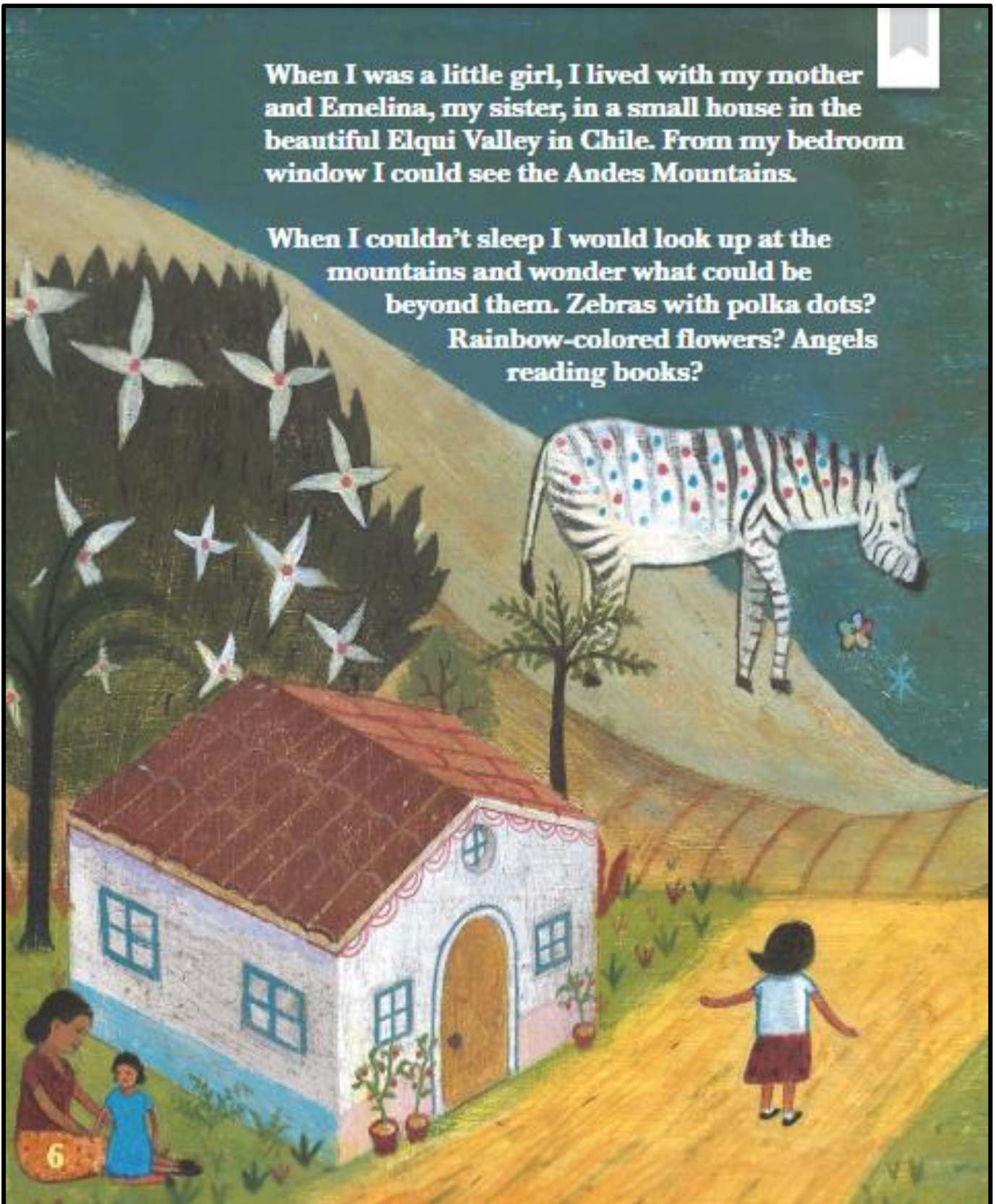


*Me llamo Gabriela Mistral. Este nombre lo elegi yo misma porque me gusta cómo suena.*

*Me encantan las palabras y los sonidos y los cuentos.*

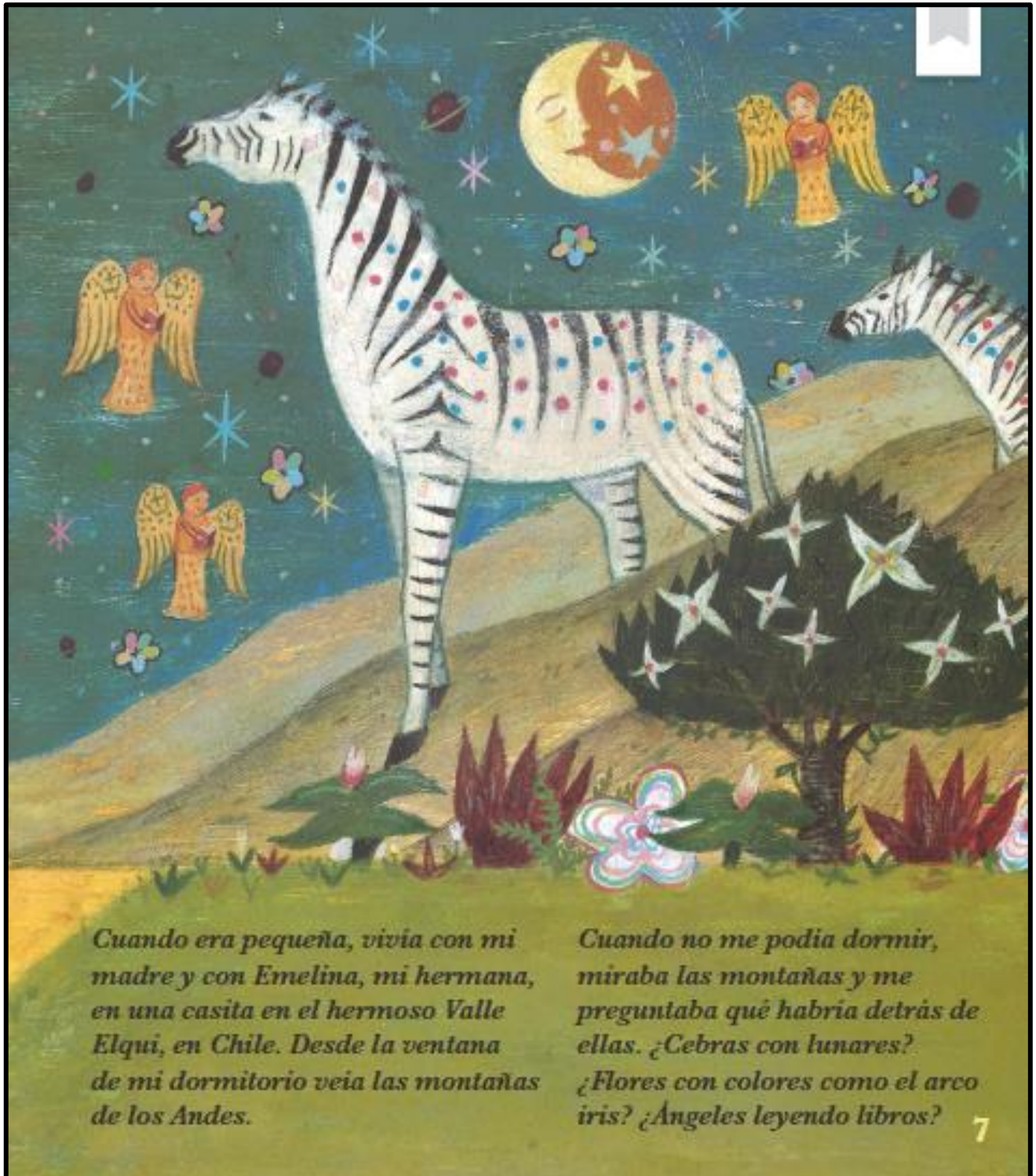






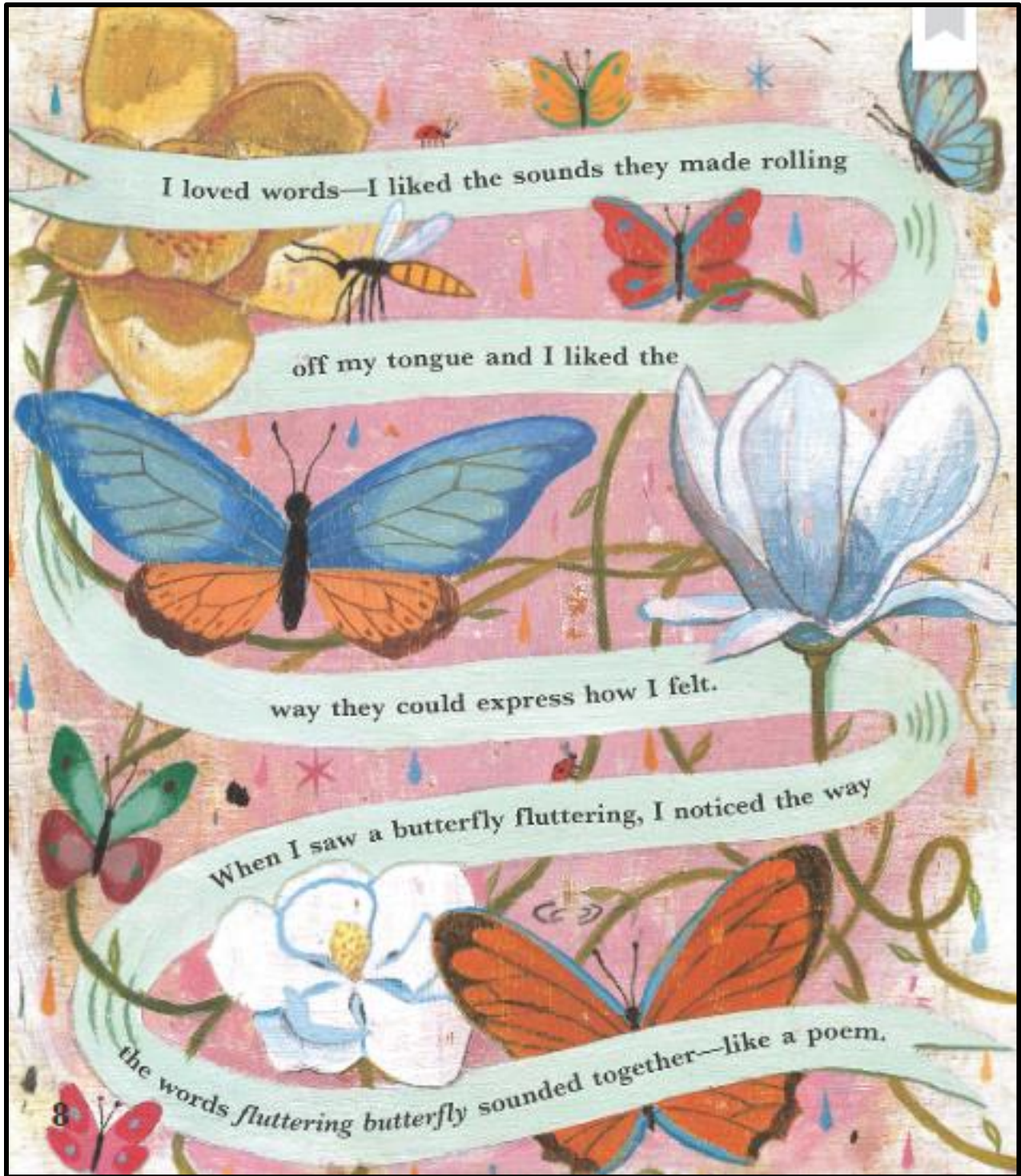
When I was a little girl, I lived with my mother and Emelina, my sister, in a small house in the beautiful Elqui Valley in Chile. From my bedroom window I could see the Andes Mountains.

When I couldn't sleep I would look up at the mountains and wonder what could be beyond them. Zebras with polka dots? Rainbow-colored flowers? Angels reading books?



*Cuando era pequeña, vivía con mi madre y con Emelina, mi hermana, en una casita en el hermoso Valle Elqui, en Chile. Desde la ventana de mi dormitorio veía las montañas de los Andes.*

*Cuando no me podía dormir, miraba las montañas y me preguntaba qué habría detrás de ellas. ¿Cabras con lunares? ¿Flores con colores como el arco iris? ¿Angeles leyendo libros?*



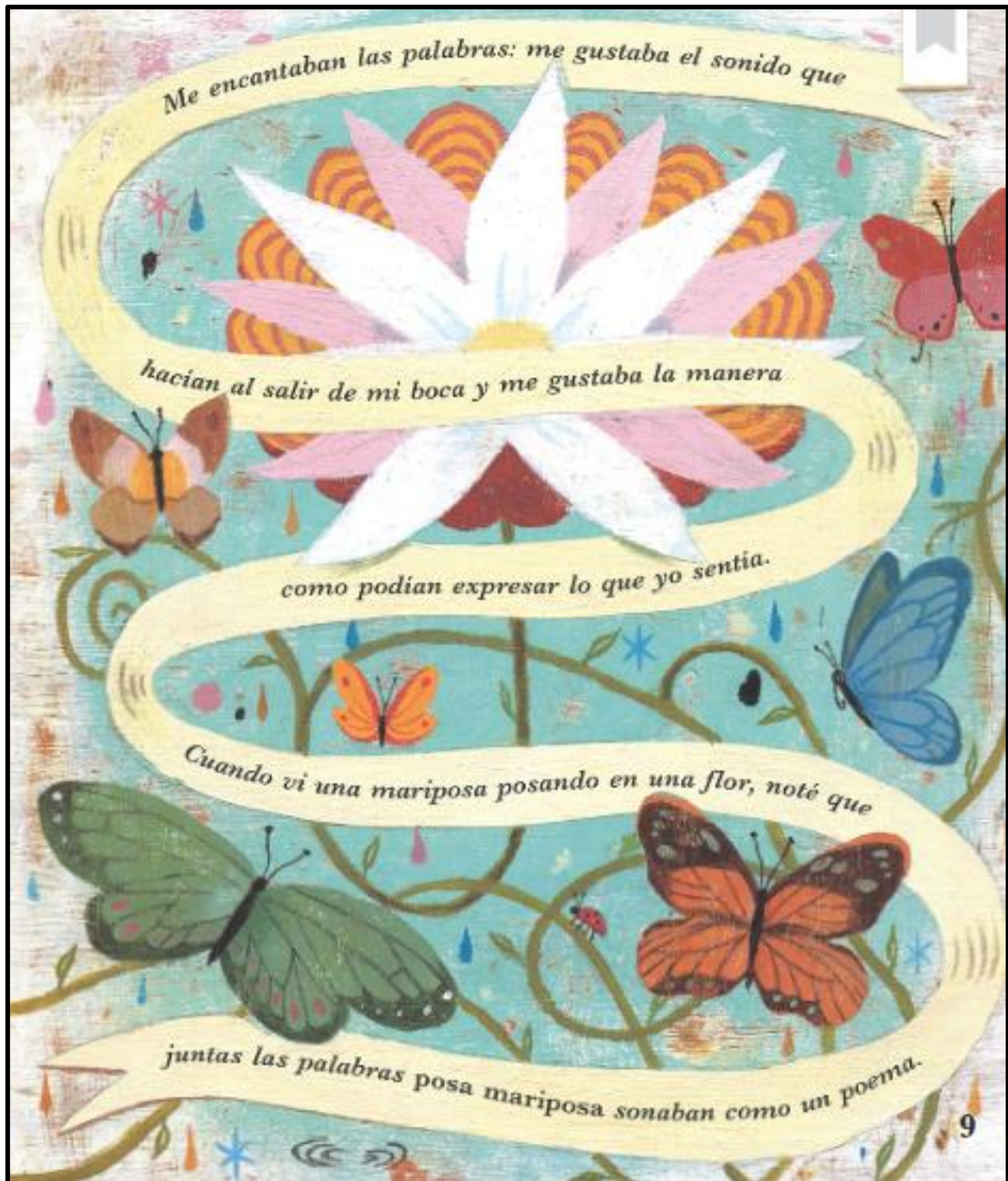
I loved words—I liked the sounds they made rolling

off my tongue and I liked the

way they could express how I felt.

When I saw a butterfly fluttering, I noticed the way

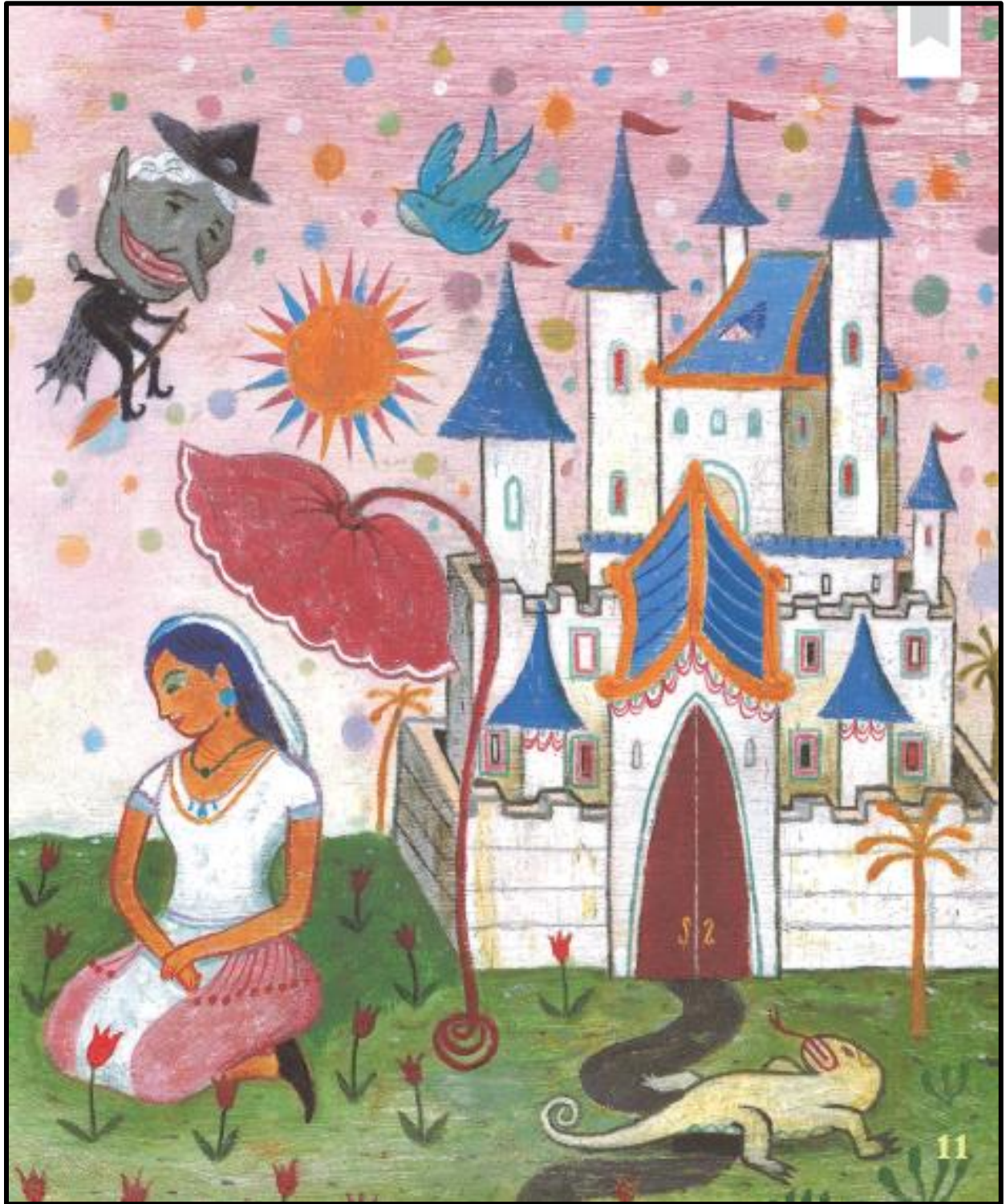
the words *fluttering butterfly* sounded together—like a poem.



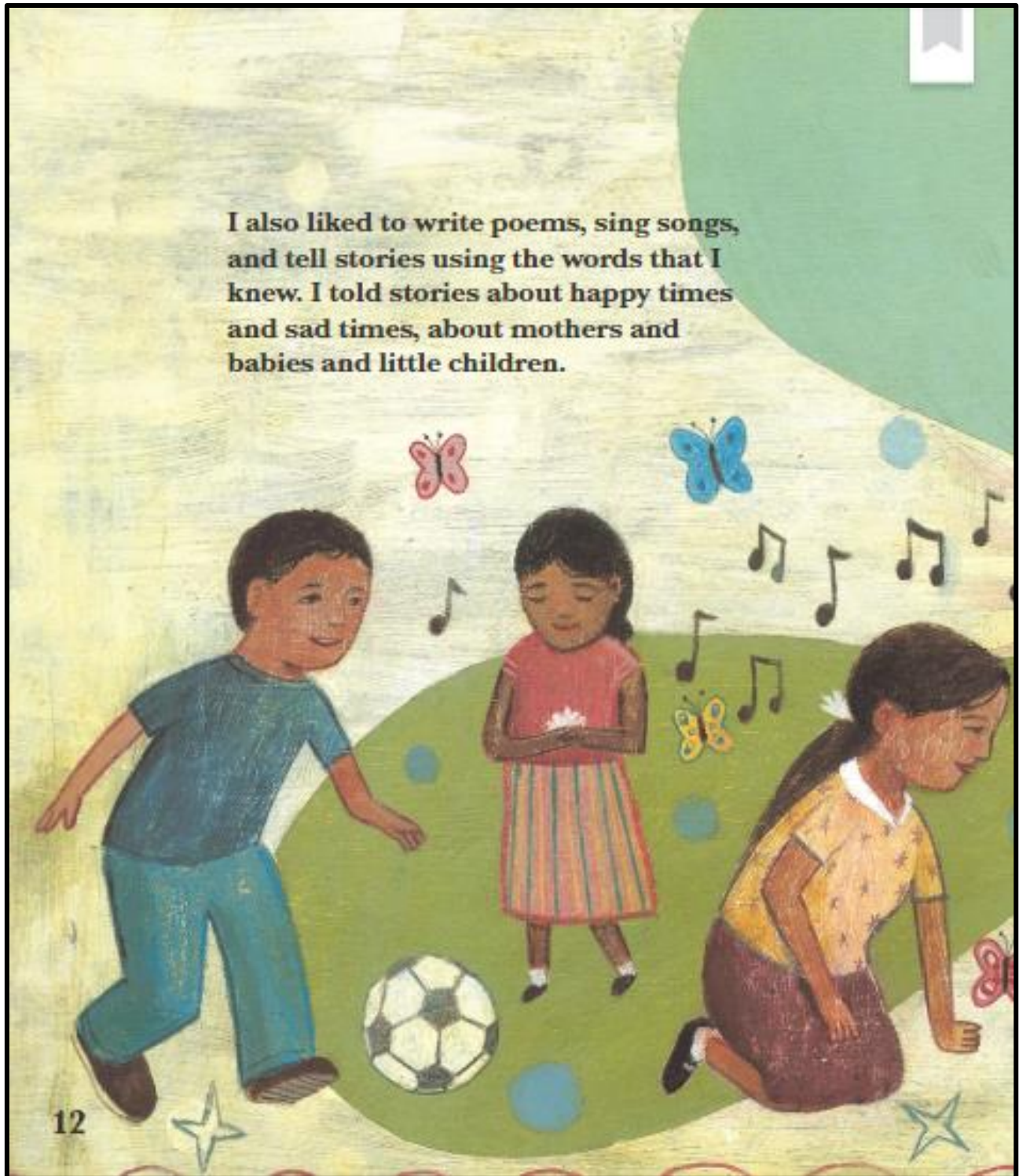
I taught myself to read so that I could  
read other people's words and stories.  
I read stories about princes and  
princesses, about witches and monsters,  
and about birds and flowers.

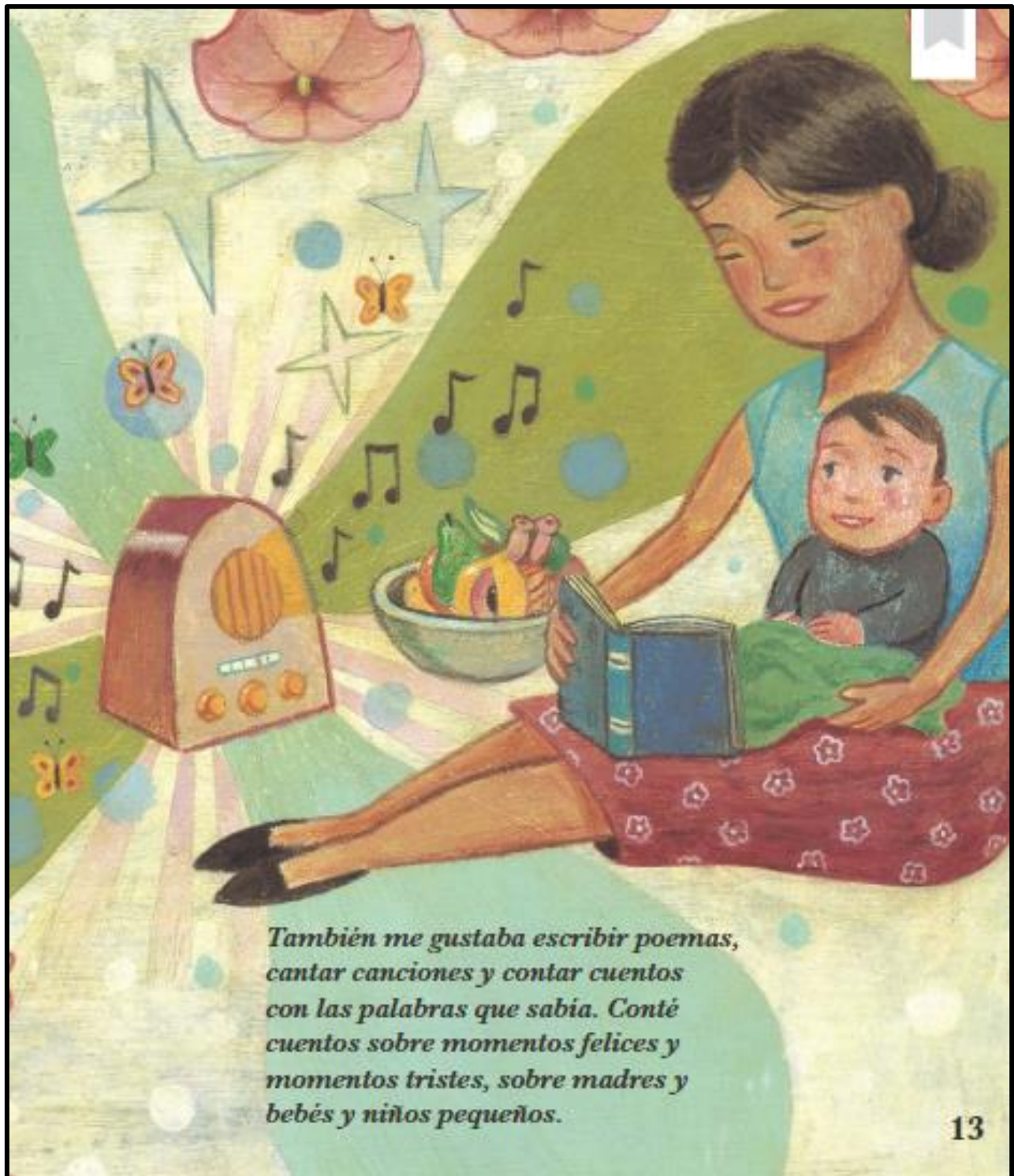
*Aprendí a leer yo sola para poder leer  
las palabras y los cuentos de otras  
personas. Leí cuentos sobre príncipes  
y princesas, sobre brujas y monstruos  
y sobre pájaros y flores.*





I also liked to write poems, sing songs,  
and tell stories using the words that I  
knew. I told stories about happy times  
and sad times, about mothers and  
babies and little children.





*También me gustaba escribir poemas,  
cantar canciones y contar cuentos  
con las palabras que sabía. Conté  
cuentos sobre momentos felices y  
momentos tristes, sobre madres y  
bebés y niños pequeños.*



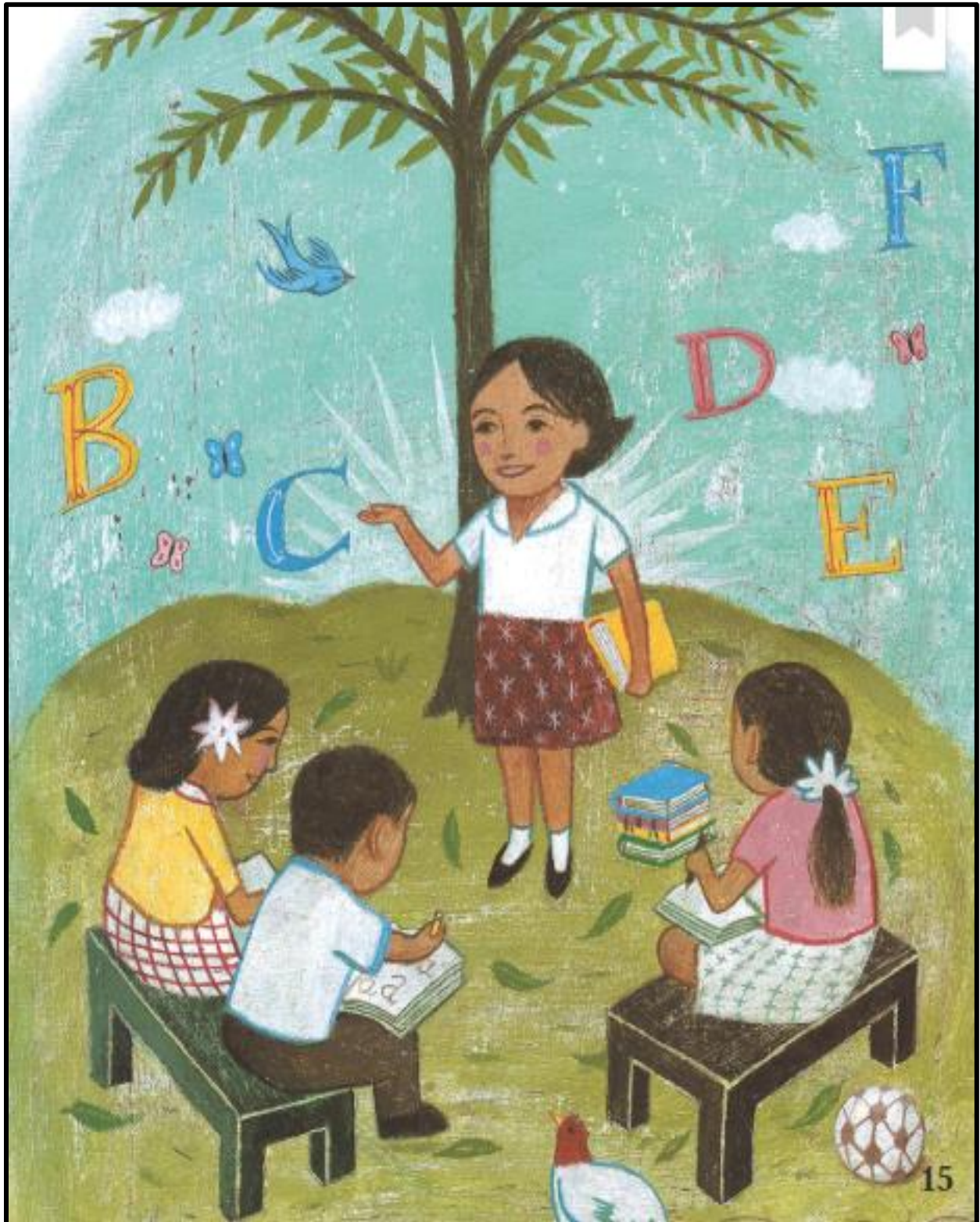
I liked to play school with the children of my village. I pretended to be the teacher, and my friends, Sofia, Ana, and Pedro, were my pupils.

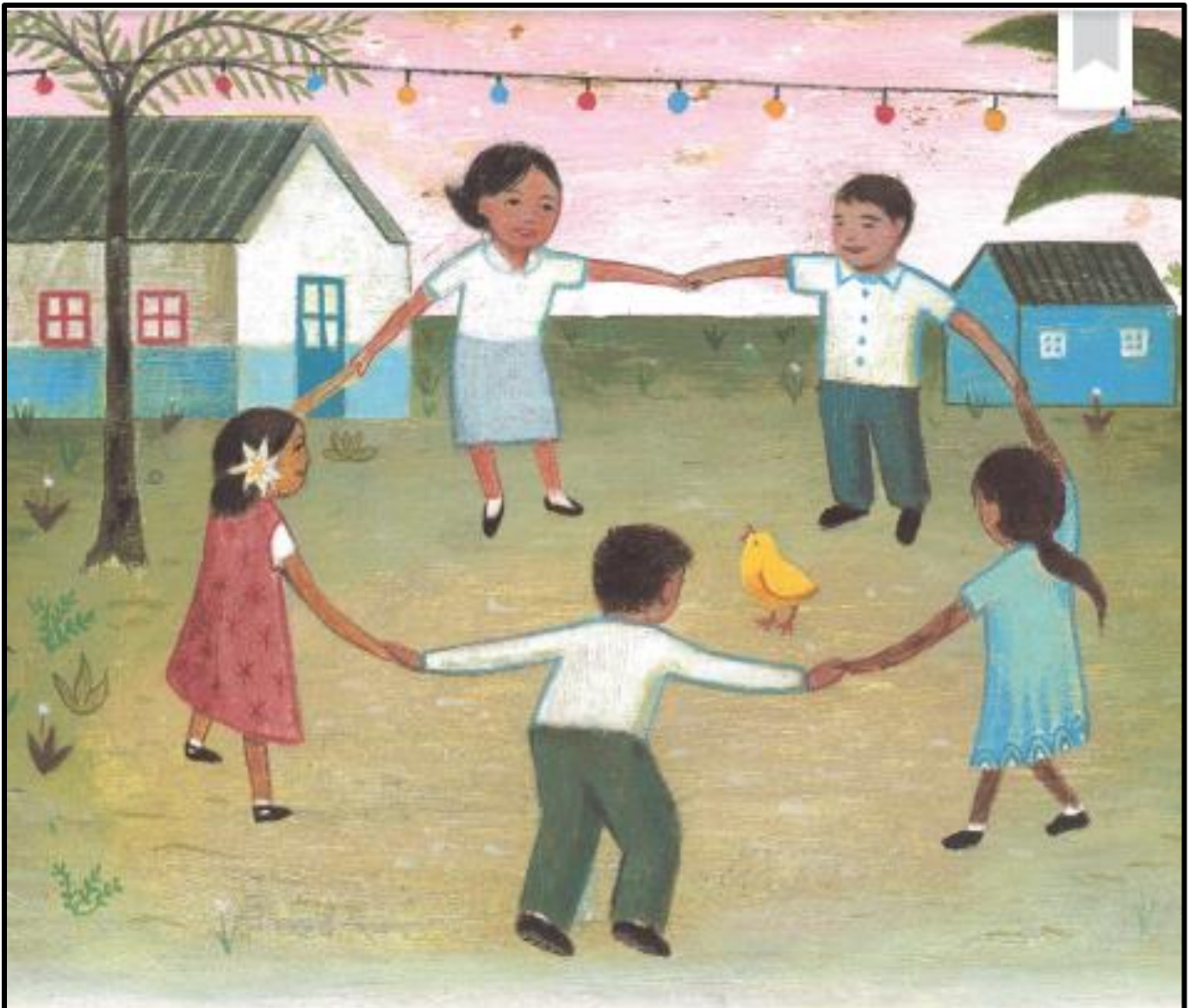
Pedro would always say that I was mean because I made him write his ABCs until he knew all the letters of the alphabet. But I told him that the alphabet is important. How else would he create words and tell his stories without it?



*Me gustaba jugar a la escuela con los niños de mi pueblo. Yo hacía de maestra y mis amigos Sofia, Ana y Pedro eran los alumnos.*

*Pedro siempre decía que yo era mala porque lo hacía escribir el abecedario hasta que supiera todas las letras del alfabeto, pero yo le decía que el alfabeto es importante. ¿Cómo formaría palabras y contaría sus cuentos si no lo sabía?*





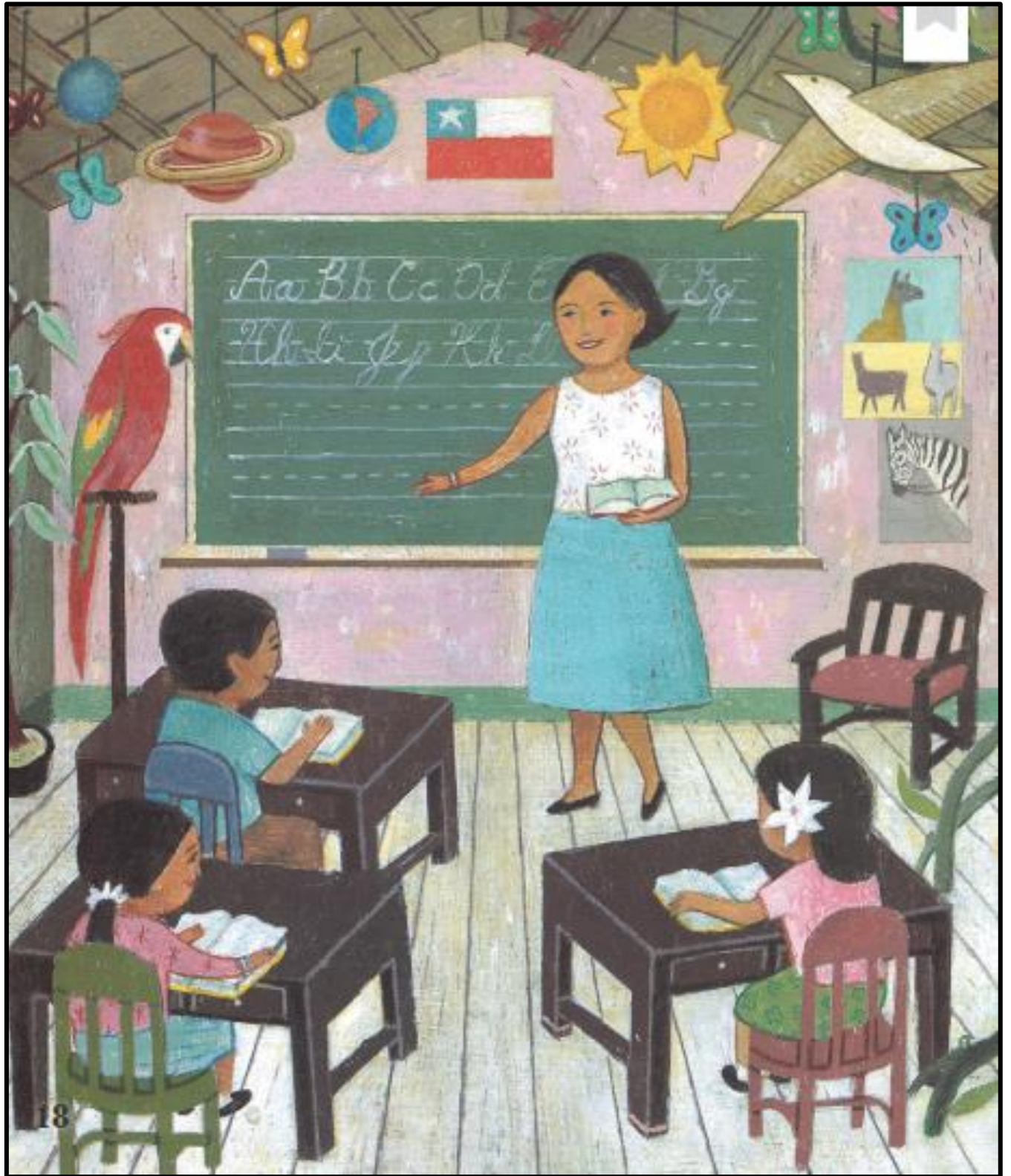
**In our pretend class we sang songs like:  
The baby chicks are saying,  
Peep, peep, peep.  
It means they're cold and hungry.  
It means they need some sleep.  
That was Sofia's favorite song. During  
recess we had fun, running and chasing  
and laughing and playing.**



*En nuestra clase imaginaria, cantábamos canciones como:*

*Los pollitos dicen  
pio, pio, pio,  
cuando tienen hambre,  
cuando tienen frío.*

*Esa era la canción preferida de Sofía.  
Durante el recreo nos divertíamos,  
corriendo, persiguiéndonos, jugando  
y riéndonos.*





When I grew up I became a real teacher and writer. I taught the children of Chile, and many of my students became teachers themselves.

I still wrote poems—happy poems, sad poems, stories of mothers and children. But I also wrote poems about animals—about parrots and peacocks and even rats!



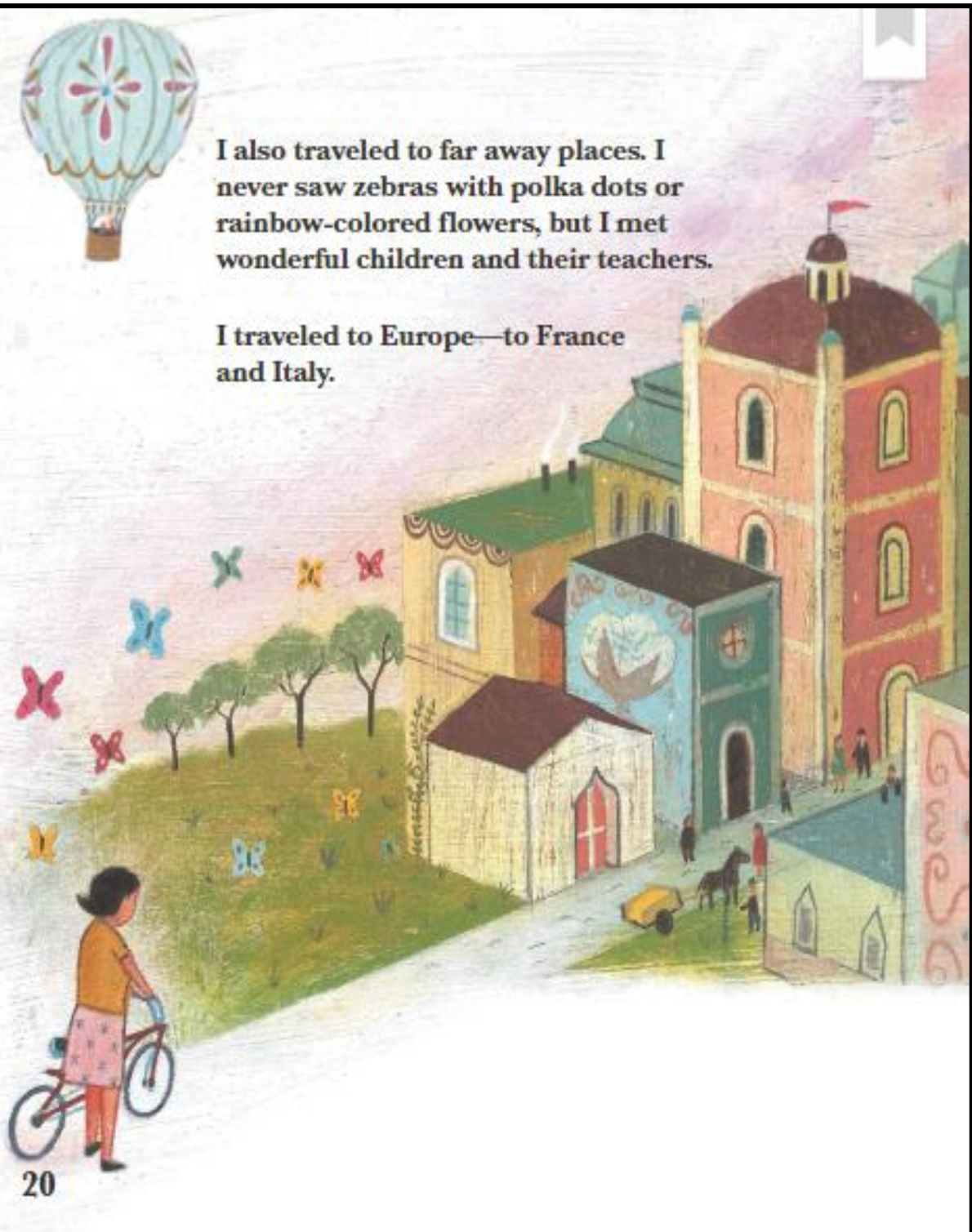
*De grande fui maestra y escritora.  
Enseñé a los niños de Chile y muchos de  
mis estudiantes fueron luego maestros.*

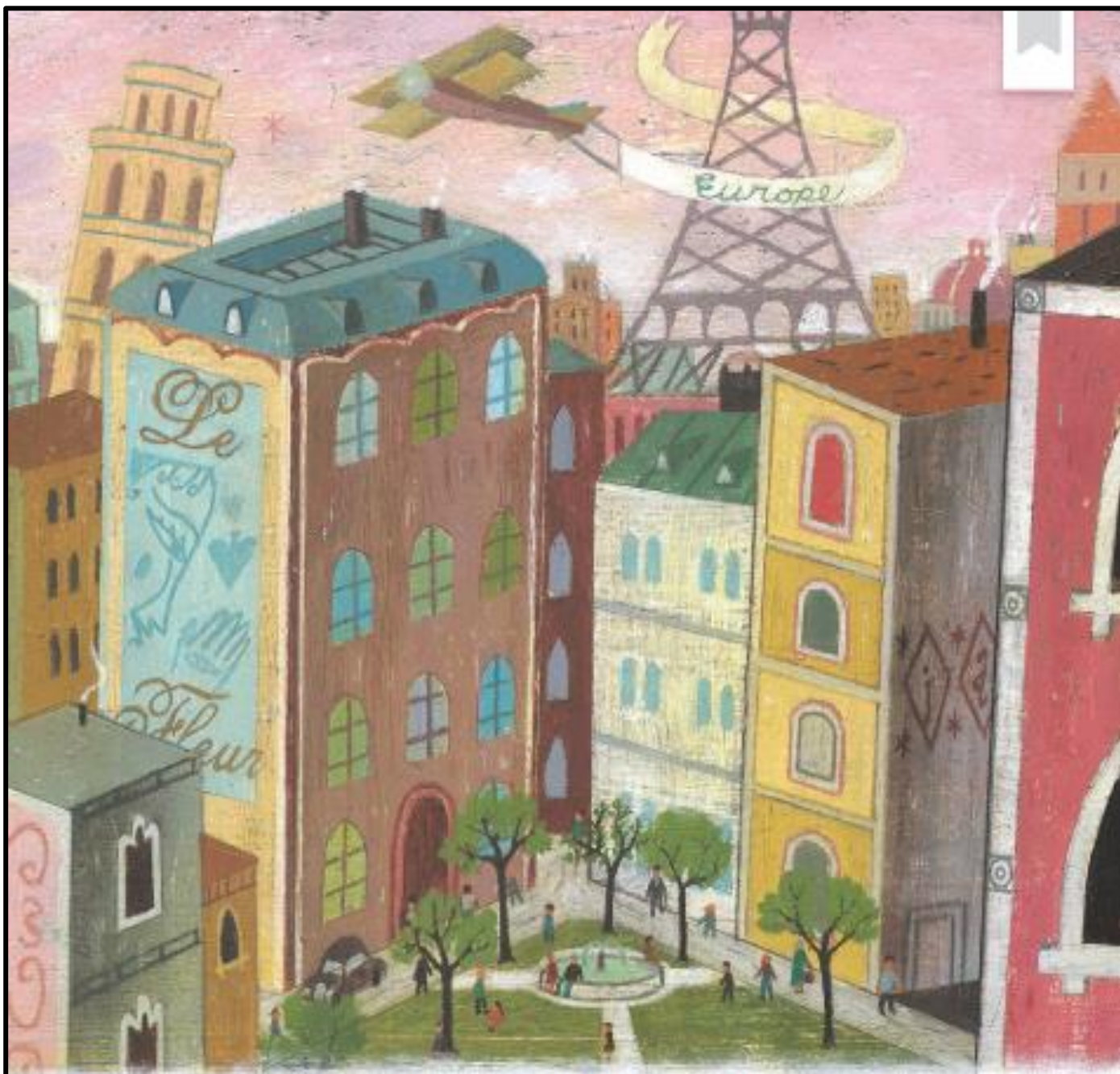
*Seguí escribiendo poemas: poemas  
alegres, poemas tristes, cuentos sobre  
madres e hijos. Pero también escribí  
poemas sobre animales: sobre loros y  
pavos reales, e incluso ¡sobre ratas!*



**I also traveled to far away places. I never saw zebras with polka dots or rainbow-colored flowers, but I met wonderful children and their teachers.**

**I traveled to Europe—to France and Italy.**

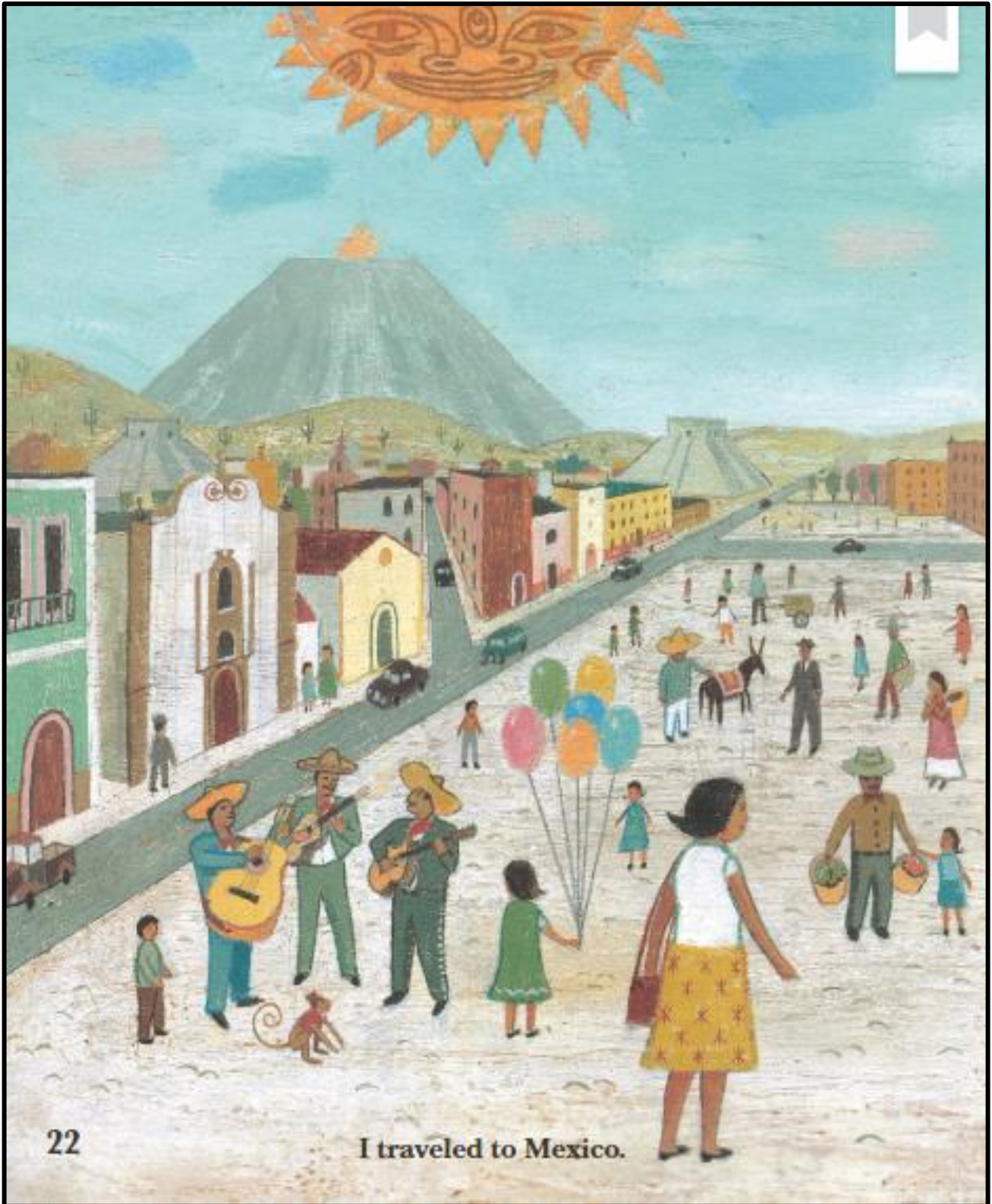


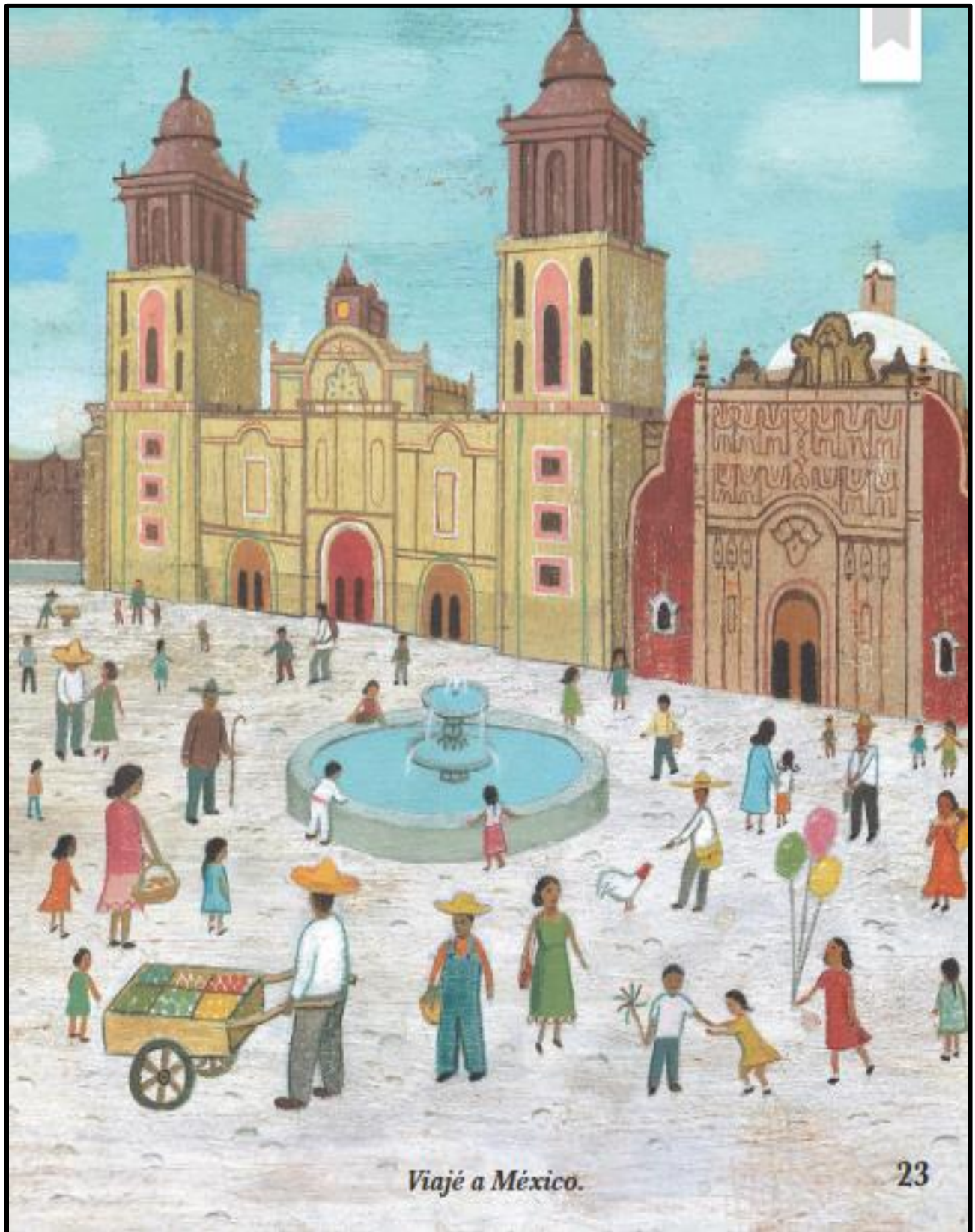


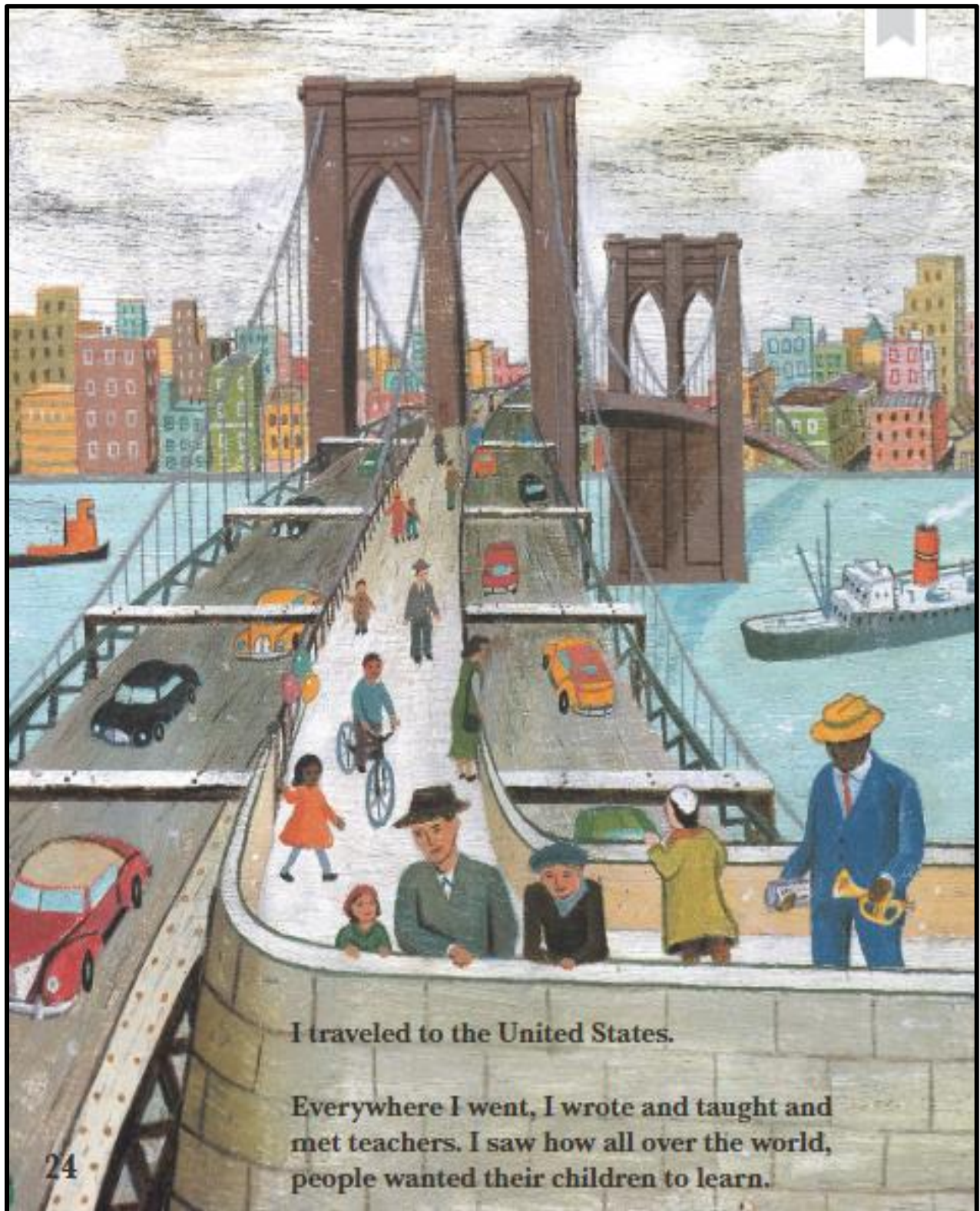
*Viajé a lugares muy lejanos. Nunca vi  
cebras con lunares ni flores con colores  
como el arco iris, pero conocí a niños  
maravillosos y a sus maestros.*

*Viajé a Europa (a Francia y a Italia).*



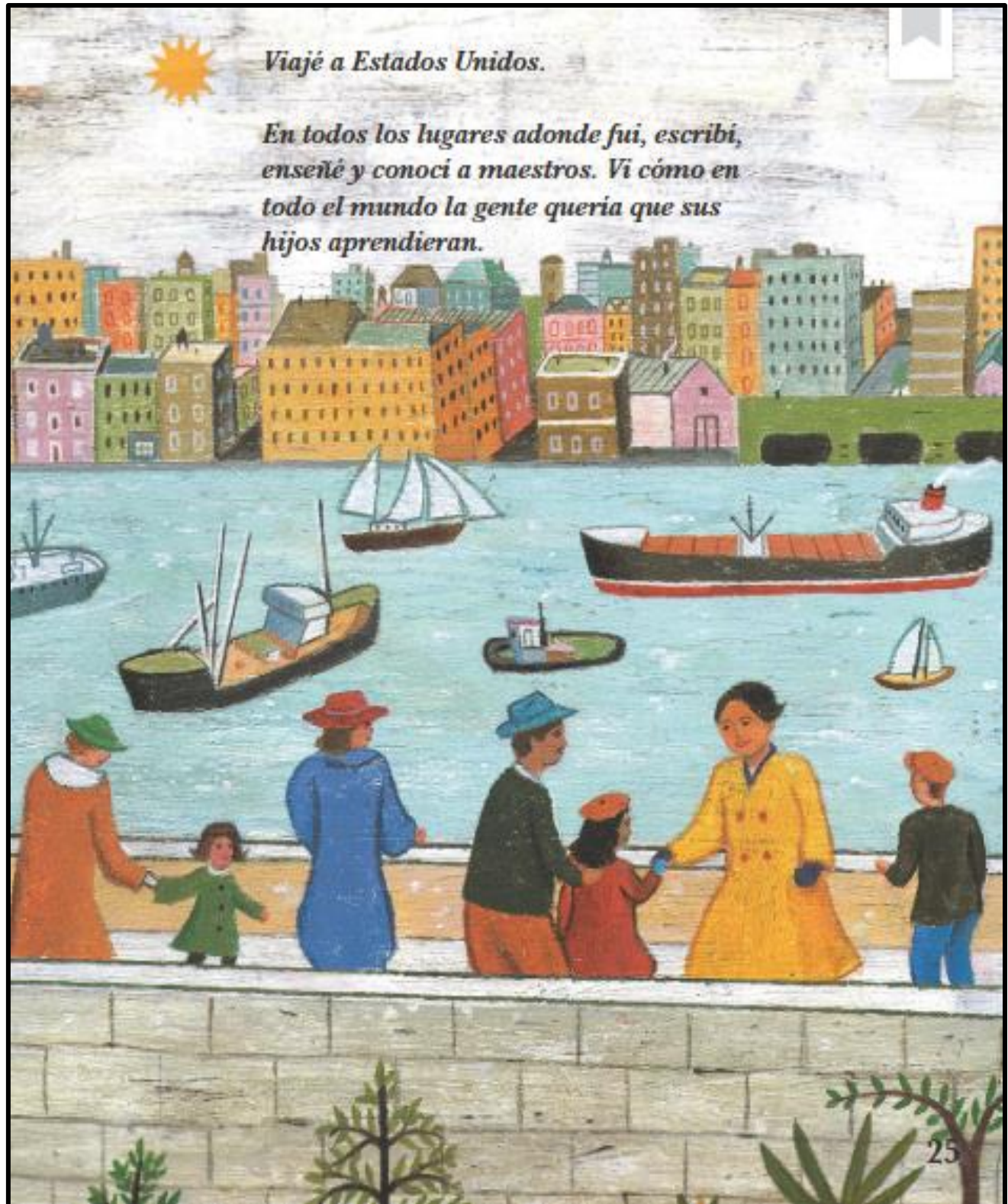


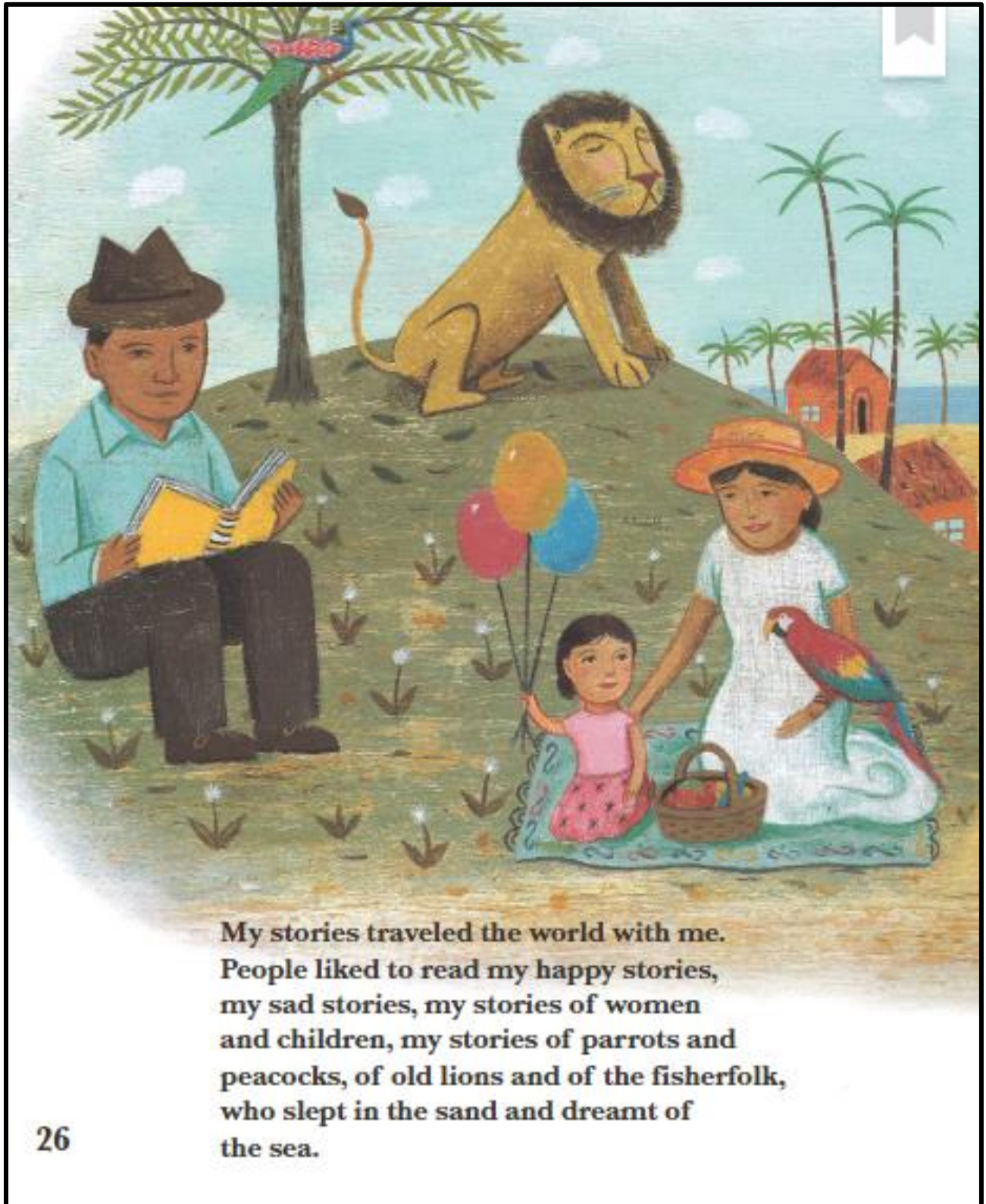




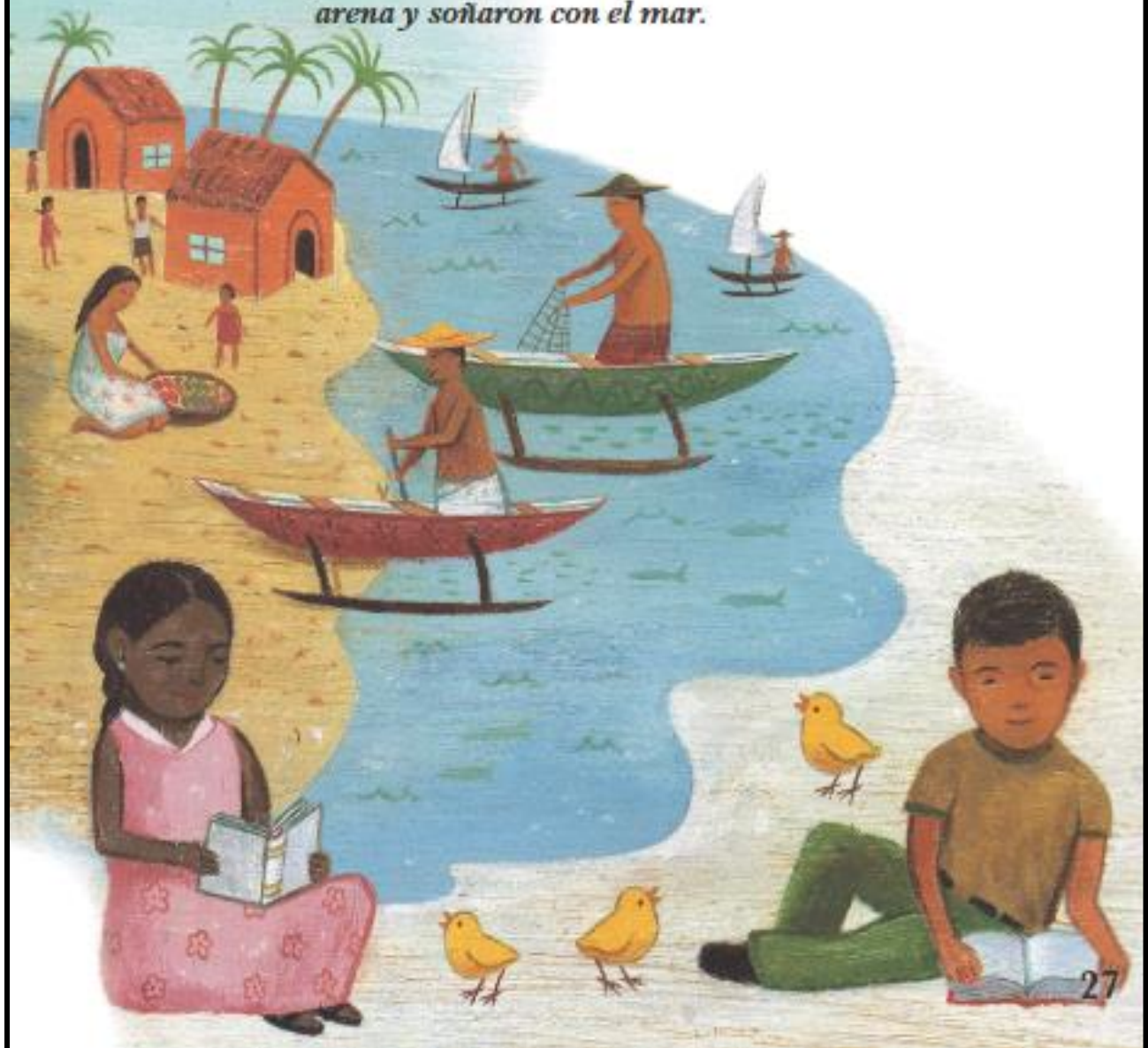
I traveled to the United States.

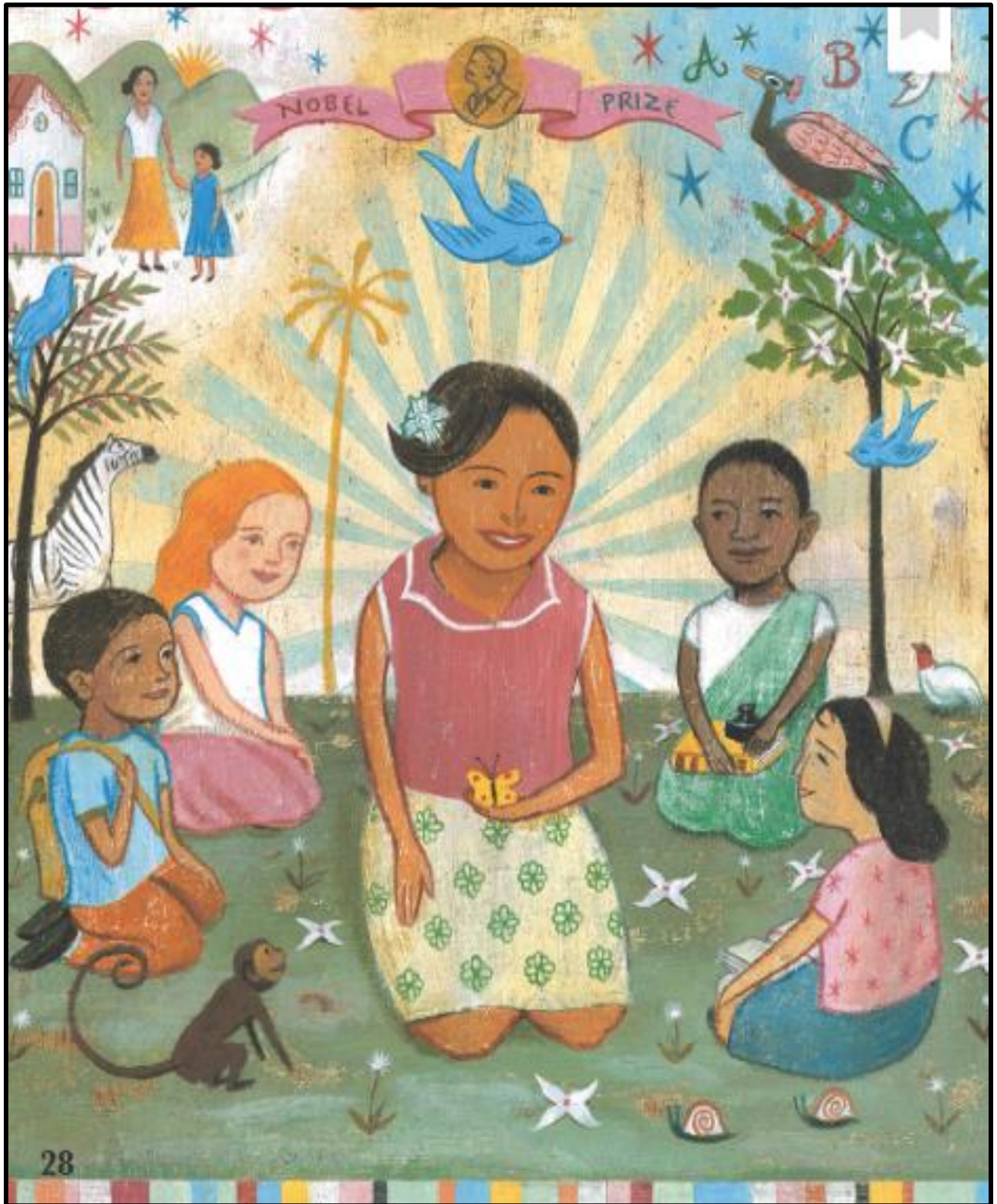
Everywhere I went, I wrote and taught and met teachers. I saw how all over the world, people wanted their children to learn.





*Mis cuentos viajaban por el mundo  
conmigo. A la gente le gustaba leer mis  
cuentos alegres, mis cuentos tristes,  
mis cuentos sobre mujeres e hijos, mis  
cuentos sobre loros y pavos reales,  
sobre leones viejos y sobre los  
pescadores que se durmieron en la  
arena y soñaron con el mar.*





And because people from all over the world loved my stories so, I was given a very special prize—the Nobel Prize for Literature.

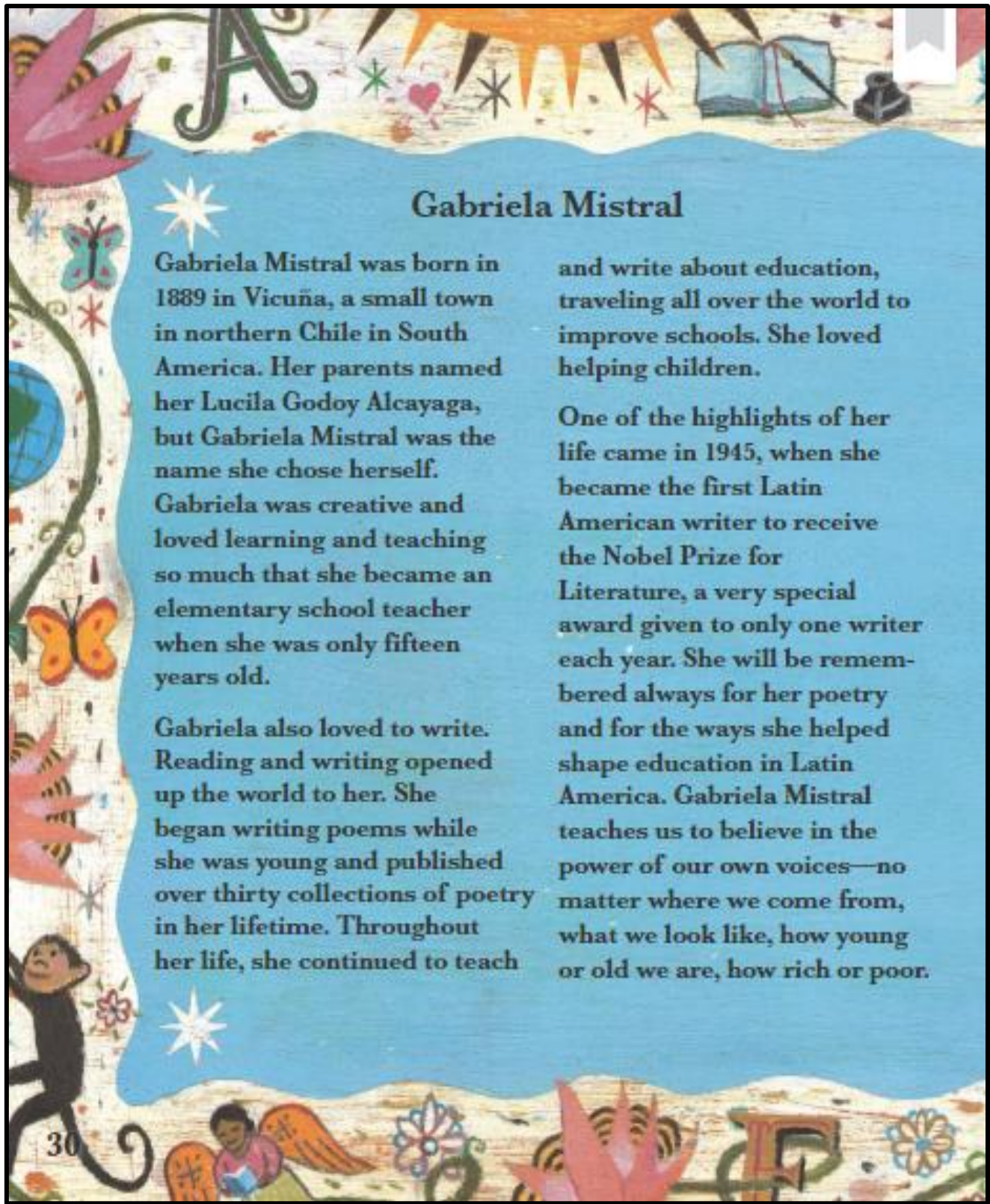
When I accepted the grand award, I thought of the beautiful mountains outside of my window in Chile, of my mother and sister, of the children of my village, and of all the stories that still need to be told.



*Y como a la gente de todo el mundo le encantaron tanto mis cuentos, me dieron un premio especial: el Premio Nobel de Literatura.*

*Cuando recibí el importante premio, pensé en las hermosas montañas que veía desde mi ventana en Chile, en mi madre y en mi hermana, en los niños de mi pueblo y en todas las historias que aún hay que contar.*





## Gabriela Mistral

Gabriela Mistral was born in 1889 in Vicuña, a small town in northern Chile in South America. Her parents named her Lucila Godoy Alcayaga, but Gabriela Mistral was the name she chose herself. Gabriela was creative and loved learning and teaching so much that she became an elementary school teacher when she was only fifteen years old.

Gabriela also loved to write. Reading and writing opened up the world to her. She began writing poems while she was young and published over thirty collections of poetry in her lifetime. Throughout her life, she continued to teach

and write about education, traveling all over the world to improve schools. She loved helping children.

One of the highlights of her life came in 1945, when she became the first Latin American writer to receive the Nobel Prize for Literature, a very special award given to only one writer each year. She will be remembered always for her poetry and for the ways she helped shape education in Latin America. Gabriela Mistral teaches us to believe in the power of our own voices—no matter where we come from, what we look like, how young or old we are, how rich or poor.

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## *Gabriela Mistral*

*Gabriela Mistral nació en 1889 en Vicuña, un pequeño pueblo en el norte de Chile, en América del Sur. Sus padres le pusieron el nombre Lucila Godoy Alcayaga, pero Gabriela Mistral fue el nombre que eligió ella misma. Gabriela era creativa y a ella le gustaba tanto aprender y enseñar que llegó a ser maestra de escuela primaria cuando tenía tan sólo quince años.*

*A Gabriela también le gustaba mucho escribir. Por medio de la lectura y la escritura descubrió el mundo. Empezó a escribir poemas cuando era joven y durante su vida publicó más de treinta colecciones de poesía. A lo largo de su vida continuó enseñando y escribiendo sobre educación,*

*y viajó por todo el mundo para mejorar las escuelas. A ella le encantaba ayudar a los niños.*

*Uno de los acontecimientos más importantes en su vida sucedió en 1945, cuando llegó a ser la primera escritora sudamericana que recibió el Premio Nobel de Literatura, premio muy especial que se otorga a sólo un escritor por año. Siempre se la recordará por su poesía y por su contribución al desarrollo de la educación en América del Sur. Gabriela Mistral nos enseña a creer en el poder de nuestras propias voces—sin importar de dónde somos, cómo somos, si somos jóvenes o viejos, si somos ricos o pobres.*

## Gabriela Mistral

1889-1957



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When authors write biographies, their purpose is to tell about the events in a person's life. A good way to arrange the text is in chronological order so the events are told in the order in which they happened. Use the Text Organization anchor chart for Chronological Order to recall the events in the biography *My Name is Gabriela*.

**TEXT ORGANIZATION**

Chronological Order

Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

Texts organized by chronological order tell about events in order. They can also explain the steps to make or do something.

1  
First

2  
Next  
Then

3  
Finally  
Last

Look for numbers or clue words to understand the order.

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The anchor chart features a large blue banner at the top with the title 'TEXT ORGANIZATION' and a blue arrow pointing right labeled 'Chronological Order'. Below this, a paragraph explains that informational texts have a structure that fits the topic and author's purpose. A large, stylized arrow points from the top left to the bottom right, divided into three sections: '1 First' (orange), '2 Next Then' (purple), and '3 Finally Last' (green). Each section has a corresponding colored number in a semi-circle at the top. A yellow starburst on the left contains the text 'Look for numbers or clue words to understand the order.' A small copyright notice is at the bottom right.

Use the graphic organizer below to make connections in your life to the events in the biography - *My Name Is Gabriela*.

Name \_\_\_\_\_

Reading  
Graphic Organizer  
8

## Make Connections

Title \_\_\_\_\_

<b>In the Text</b>	<b>This Reminds Me of...</b>

<b>In the Text</b>	<b>This Reminds Me of...</b>

<b>In the Text</b>	<b>This Reminds Me of...</b>

**Grade 1**  
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**Printable**

Write a letter to someone telling him/her why they should read a book you have chosen for them. Use the graphic organizer below to brainstorm some of your favorite books. While you are brainstorming, think about why you enjoy the book or why you find it interesting.

Name _____	Prewriting
<b>My Favorite Books and Their Interesting Characteristics</b>	
<b>1. Book:</b> _____	
<b>Their interesting characteristics:</b> _____	
_____	
<b>2. Book:</b> _____	
<b>Their interesting characteristics:</b> _____	
_____	
<b>3. Book:</b> _____	
<b>Their interesting characteristics:</b> _____	
_____	

Pick one of the books from your list of My Favorite Books and Their Interesting Characteristics page and write a letter to someone telling him/her why they should read a book you have chosen for them. Use the space below to write your letter.

Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_,  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 \_\_\_\_\_

## Inflections *-ed*, *-ing*

You can show an action happened in the past by adding *-ed* to some verbs. You can show an action is happening now by adding *-ing* to some verbs.

stay + ed = stayed      stay + ing = staying

► Write each Basic Spelling Word in the correct column.

Words with  
*-ed*

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Words with  
*-ing*

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Spelling Words

Basic

jumped

stayed

mailed

showed

wishing

needed

flying

staying

seeing

keeping

Review

bedtime

bathtub

sailboat

himself

Name \_\_\_\_\_

## Phonics Review

- Remember these spelling rules before you add **-ed** or **-ing**: drop the final **e** in **VCE** words, double the final consonant in **CVC** words, and change **y** to **i** and add **-ed** in words that end with **consonant + y**.
- There are many ways to spell long **e**. Some less common ways include **ie** as in **chief**, **y** as in **copy**, and **ey** as in **key**.
- ▶ Choose and write the words that complete each sentence.

\_\_\_\_\_                      \_\_\_\_\_  
 -----  
 1. The \_\_\_\_\_ team \_\_\_\_\_ on the ice.

**hockey      skipping      happen      skated**

\_\_\_\_\_                      \_\_\_\_\_  
 -----  
 2. The \_\_\_\_\_ is \_\_\_\_\_ in the yard.

**hoping      hopping      bunny      buggy**

\_\_\_\_\_                      \_\_\_\_\_  
 -----  
 3. The fire \_\_\_\_\_ the hose.

**cared      carried      chief      chef**

\_\_\_\_\_                      \_\_\_\_\_  
 -----  
 4. Mom \_\_\_\_\_ the pie into six \_\_\_\_\_ .

**paces      sliced      slicked      pieces**

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	