

**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: _____



## 1<sup>st</sup> Grade / 1<sup>er</sup> Grado

### Paper-Based Instruction / Instrucción impresa

Week of March 30th / Semana del 30 de marzo

**What are we learning this week?**

Math	Science	Social Studies	Language Arts
Illustrate that the length of an everyday object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	All living things have needs, respond to things around them, change, and make more of their own kind. <ul style="list-style-type: none"> <li>• What are some examples of living things and nonliving things?</li> </ul>	(review) Good citizens share responsibilities and work together. <ul style="list-style-type: none"> <li>• How can I work with my family to make decisions about school at home?</li> <li>• What can I do to help make school at home a good place for learning?</li> </ul>	Read informational text and identify the central idea.  Write about your favorite famous person.

**¿Qué estamos aprendiendo esta semana?**

Matemáticas en español	Ciencias en español	Estudios Sociales en inglés	Artes de Lenguaje en español
Ilustrar que la longitud de un objeto de la vida diaria es el número de unidades de longitud del mismo tamaño que, cuando se colocan de un extremo a otro sin separaciones y sin encimarse, abarcando de un extremo al otro del objeto.	Todos los seres vivos tienen necesidades, responden a las cosas que les rodean, cambian y hacen más de su propia especie. <ul style="list-style-type: none"> <li>• ¿Cuáles son algunos ejemplos de seres vivos e inertes?</li> </ul>	(repaso) Los buenos ciudadanos comparten responsabilidades y trabajan juntos. <ul style="list-style-type: none"> <li>• ¿Cómo puedo trabajar con mi familia para tomar decisiones sobre la escuela en casa?</li> <li>• ¿Qué puedo hacer para ayudar a que la escuela en casa sea un buen lugar para aprender?</li> </ul>	Leer un texto informativo e identificar la idea central.  Escribe acerca de tu persona famosa favorita.

#### 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

March 30 – April 3, 2020

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

**\*\*\*Completa esta hoja para entregarle 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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*Please return this packet to any PfISD campus that provides curbside meal pickup.*

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# 17.1 Length

HANDS ON



## Essential Question

How do you use measuring tools to measure length?

## Explore



Use objects to show the problem.  
Draw to show your work.

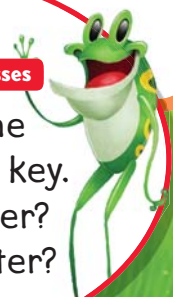


## Math Talk

Mathematical Processes

Compare the straw and the key.  
Which is longer?  
Which is shorter?

**Explain.**



**FOR THE TEACHER** • Read the problem. Have children use classroom objects to act it out. Rosa has something that is longer than the drinking straw. She has another object that is shorter than the key. What objects might she have?

## Model and Draw

You can use string to measure the **length** of the pencil box.



The string is as long as the pencil box.

## Share and Show



Objects longer than the string will **not** fit.

Use the string as a tool to measure the objects.  
Circle the objects that will fit in the pencil box.



Name \_\_\_\_\_


## Problem Solving

Use the string as a tool to measure the objects. Circle the objects that will fit in the pencil box.


**REMEMBER**  
The string is as long as the pencil box.



Solve.

7.  **Multi-Step** Barry is sending Jake his skateboard in a box. He used a ribbon to measure the skateboard. Explain how long the box needs to be?



8.  A box is as long as this ribbon. Find and draw an object that will fit in the box.



Explain how you know the object will fit inside.



# Daily Assessment Task


Choose the correct answer.

9. **Multi-Step** A box is the same length as the ribbon. The ribbon is longer than the pencil. The ribbon is shorter than the straw and the spoon. Which object will fit in the box?

- straw                       pencil                       spoon

Explain why the other objects are not good choices.

---

10.  **TEXAS Test Prep** A box is the same length as this string. Use string to find which object will fit in the box.



**TAKE HOME ACTIVITY** • Have your child explain to you how he or she uses a measuring tool to measure an object.



Name \_\_\_\_\_

## 17.1 Length

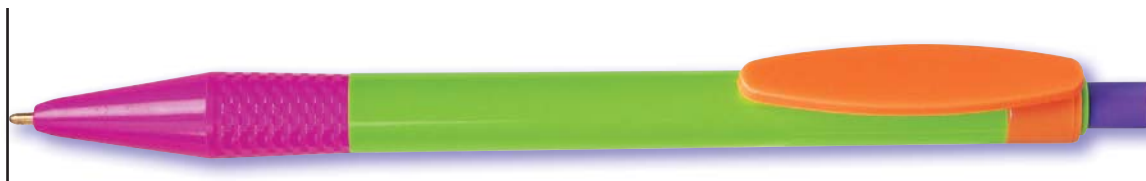
HANDS ON

Use string this long as a tool to measure the objects.



Circle the objects that are longer than the string.

1.



2.



3.



### Problem Solving



4. Ava wants to make a bracelet as long as this piece of yarn. Draw a bracelet as long as the yarn.



Explain how you know the bracelet and yarn are the same length.

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Choose the correct answer.

5. A pencil case is the same length as this string.  
Use string to find which pencil will fit in the box.






- 
- 
- 

6. Elena wants to put objects inside this box.



Which length of ribbon will be the best measuring tool to measure the length of the objects?

- 
- 
- 





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: \_\_\_\_\_

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

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

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

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

**What are some examples of living and nonliving things?**

1. Find the page that tells about living and nonliving things in your packet.
2. Read the page with a grown-up.
3. Observe things around your home and classify them as living or nonliving.
4. Record the things you sorted into a living group and a nonliving group.
5. Draw and label a living and nonliving thing on the back of this page.

Living Things	Nonliving Things

Draw and Label

A large, empty rectangular box with a black border, intended for a student to draw and label. The box is divided into two horizontal sections by a single horizontal line. The top section is approximately 50% of the total height, and the bottom section is the remaining 50%. The interior of the box is completely blank.

## Living and Nonliving Things

### What are living things?

Plants, animals, and people are **living things**. Plants and animals need food, water, and air. Plants and animals also grow and change. Living things **reproduce**. They make young that look like themselves.

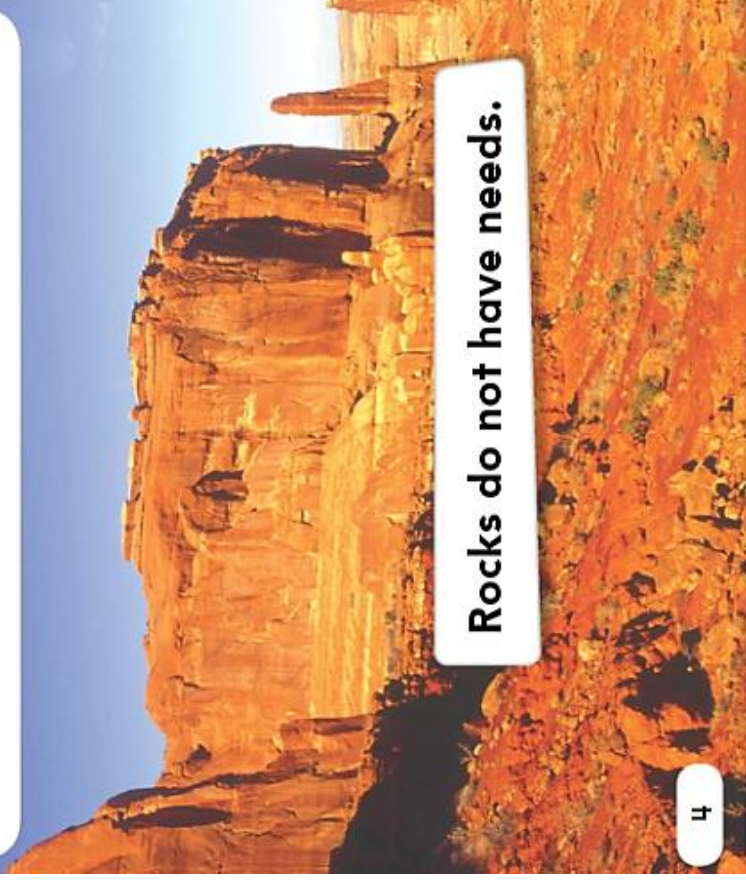
**These lion cubs need space to move and grow.**



### What are nonliving things?

**Nonliving things** are things that do not need food and water to live. They do not need air and space to live. Nonliving things do not reproduce or make new living things like themselves.

**Rocks do not have needs.**









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

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ID Number:

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Campus:

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Teacher:

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*During this week, complete the attached assignment.  
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Student Name: \_\_\_\_\_

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

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

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

**Good citizens share responsibilities and work together.**

1. Find two pages about families in your packet.
2. Read the pages with a grown-up.
3. Think about the way we are having school right now.
4. Write to answer the question in each box.

**How can I work with my family to make decisions about school at home?**

**What can I do to help make my home a good place for learning?**

# Family Responsibilities

## Family Chores Then



Getty Images



Getty Images

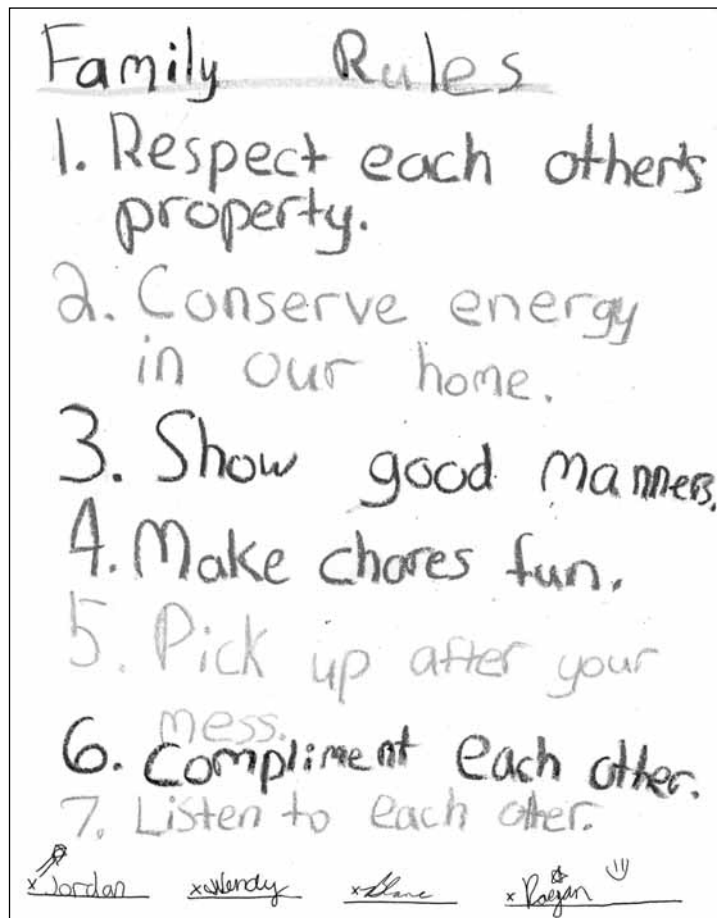
## Family Chores Now

In each home, work needs to be done. Dishes must be washed. Floors need to be swept. Clothes must be cleaned. Food needs to be cooked. Some families share these jobs.

Family members have responsibilities. This means that each person takes charge of a job. The job may be to set the table. It may be to fold clothes. Each person does his or her chore. This way they help one another take care of the home.

Some families make lists of chores. Then, they pick who will do each one. These pictures show families working together. They help one another. Doing chores shows that they care about one another. They care for their homes, too.

# Family Rules!



Courtesy of the Conklin Family

Everywhere you go there are rules. Schools have rules. Libraries have rules. Stores have rules. Why are there so many rules? Rules help us to be better citizens. They teach us how to act. They help us to get along with others. Rules keep us safe, too.

Most families have rules. Parents want their children to have good lives. The rules help children learn about right and wrong.

This family made a list of rules. First, they talked together to make these rules. Each family member said his or her ideas. Then, they chose from the ideas. At last, they agreed on this list.



# 1ST GRADE ELA REMOTE LEARNING PACKET

March 30 – April 3, 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 poem.



## ME x 2

I read times two.  
I write times two.  
I think, I dream,  
I cry times two.

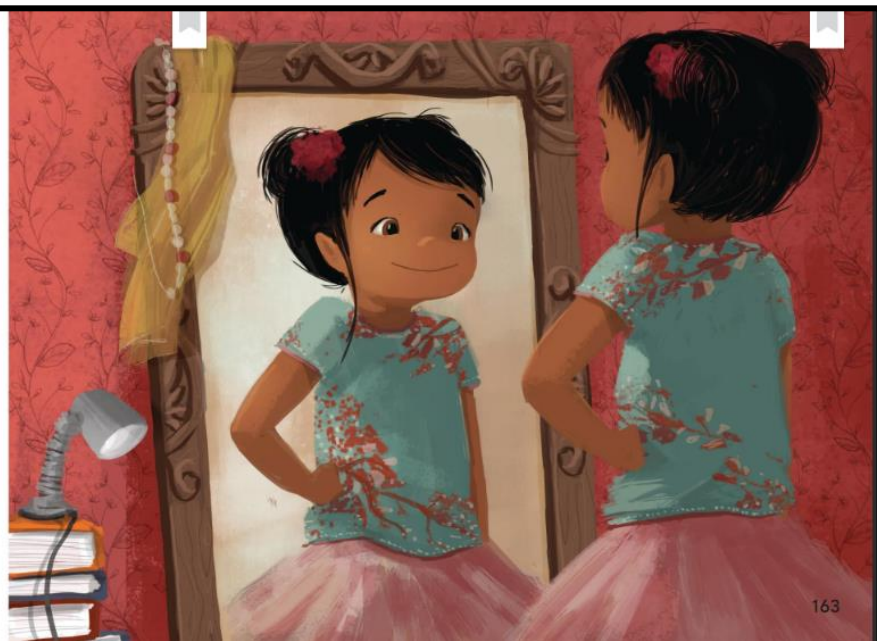
I laugh times two.  
I'm right times two.


I sing, I ask,  
I try times two.

I do twice as much  
As most people do.

'Cause most speak one,  
But I speak two!

*by Jane Medina*





# The Shoe Rack

by Nikki Grimes


The shoe rack  
Is stacked  
With **promise**,  
With dreams  
Waiting  
To wake.

What you do,  
Where you go,  
Who you grow

Up to be  
Depends on  
The steps you take.

164

165



# Row, Row, Row Your Boat

Row, row, row your boat,  
Gently down the stream.  
**Merrily**, merrily, merrily, merrily,  
Life is but a dream.

*Traditional Song*

## Flying-Man

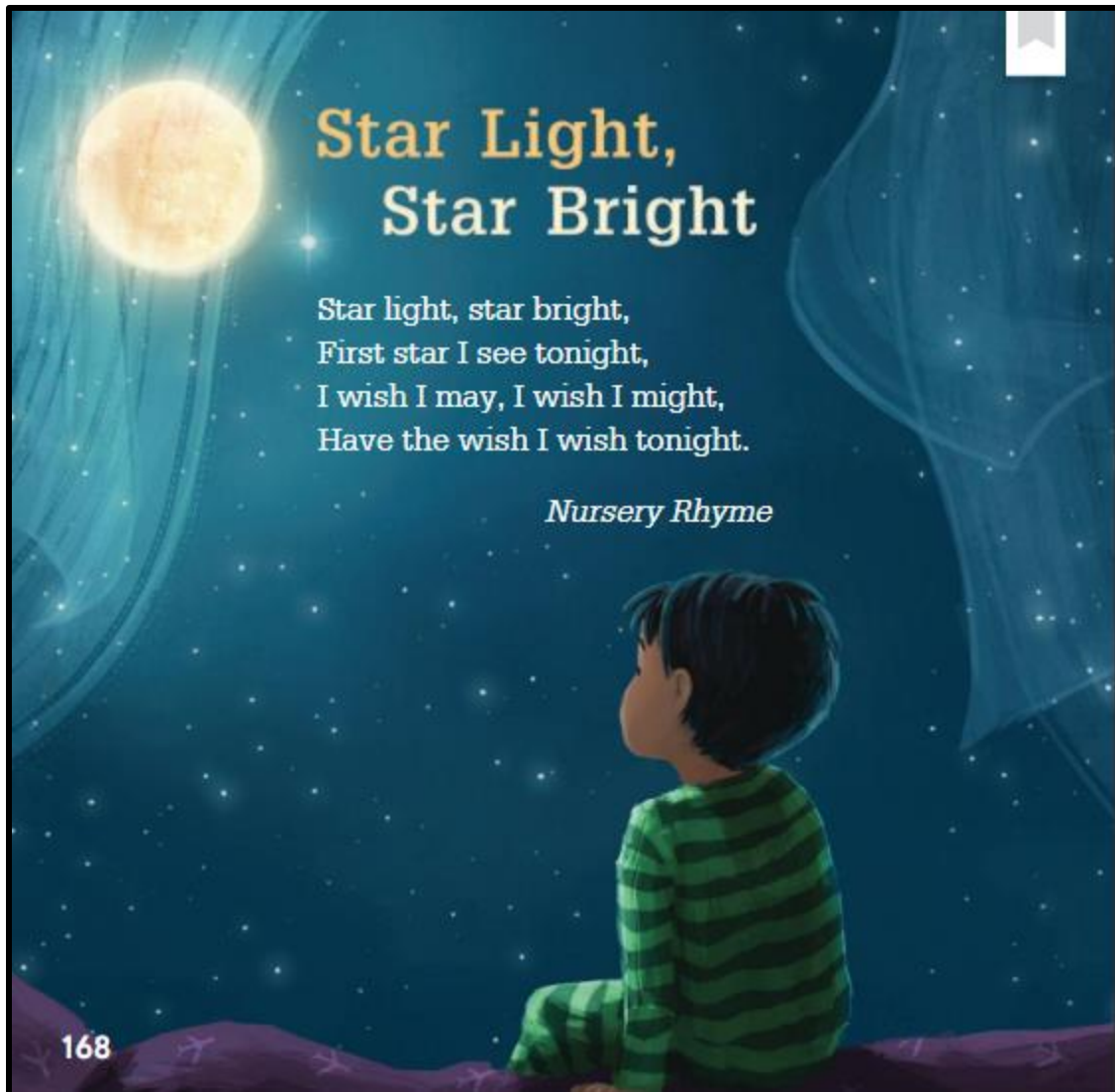
Flying-man, Flying-man,  
Up in the sky,  
Where are you going to,  
Flying so high?

Over the mountains  
And over the sea,  
Flying-man, Flying-man,  
Can't you take me?

*Nursery Rhyme*

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167



# Star Light, Star Bright

Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

*Nursery Rhyme*



This is an anchor chart to help you identify the Elements of Poetry from the poem you just read.

# ELEMENTS OF POETRY

**RHYME**  
Words end with the same sound or sounds.  
CAT SAT

**REPETITION**  
The same words or lines are said **over and over and over and over and over . . .**

**ALLITERATION**  
Words near each other start with the same sound or sounds.  
Peter Piper picked a peck of pickled peppers.

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Use the anchor chart from the page before to help you identify the Elements of Poetry from the poem.

Name \_\_\_\_\_

Reading  
Graphic Organizer  
15

## Elements of Poetry

Title \_\_\_\_\_

<b>Poetry Element</b>	<b>Purpose</b>
<b>Poetry Element</b>	<b>Purpose</b>
<b>Poetry Element</b>	<b>Purpose</b>
<b>Poetry Element</b>	<b>Purpose</b>

**Grade 1** **Printable**  
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Here are the directions to write your own Cinquain poem. Use the lines at the bottom of the page to write your poem.

Drafting

Name \_\_\_\_\_

## How to Write a Cinquain

When you read or write a cinquain, each word has a very special meaning. This type of poem gets its shape and its organization from the set of rules below. Use these rules to read the model poem on page 7.8.

Afterward, you can try writing your own cinquain!

The way words appear in a cinquain is very important, so write neatly with careful spaces between words.

**Line 1:** one noun that is the topic of the poem

**Line 2:** two adjectives describing the topic

**Line 3:** three words that end in **-ing** that describe an action made by the topic

**Line 4:** a four-word phrase that expresses a feeling about the topic

**Line 5:** a word that means the same thing as the topic

Practice with oo words.

Spelling

Name \_\_\_\_\_

### Words with oo (/oo/)

You can spell the /oo/ sound with oo, as in book.

► Write each Spelling Word in the correct box.

#### Words with ook

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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#### Words with ood

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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#### Words with oot

\_\_\_\_\_

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\_\_\_\_\_

#### Words with ool

\_\_\_\_\_

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\_\_\_\_\_

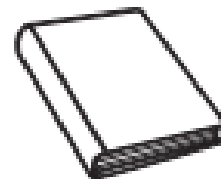
Spelling Words

Basic

- book
- good
- hook
- brook
- took
- foot
- wool
- shook
- wood
- boyhood

Review

- isn't
- we'll
- that's
- you'll



Read with oo words.

## Phonics

Name \_\_\_\_\_

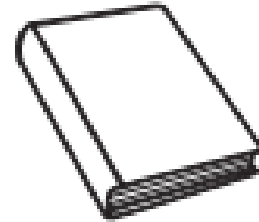
**Words with oo (/oo/)**

The vowel team oo can stand for the vowel sound in look.

► Write the correct word to complete each sentence.

1. I want to read this \_\_\_\_\_ .

brook      boat      book



2. I put up my \_\_\_\_\_ when it rains.

hood      hook      hard

3. The \_\_\_\_\_ will make lunch.

cool      kick      cook

4. I bumped my \_\_\_\_\_ on the rock.


woof      foot      soot

5. Mom \_\_\_\_\_ the train to work.

told      stood      took

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

PARAGRAPH



fish frog turtle bird

Copy.

Many animals have bones.


You can't see their bones.

Listen and write.

The

74 My Printing Book Teacher dictates: The bones are inside them. © 2018 Learning Without Tears

PARAGRAPH



lobster horseshoe crab snail turtle

Copy.

Some animals have hard shells.

You can see them. They are outside.

Listen and write.

S

© 2018 Learning Without Tears Teacher dictates: Shells give animals their shapes. My Printing Book 75



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	