

**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 May 11th / Semana del 11 de mayo

What are we learning this week?

Math	Science	Social Studies	Language Arts
Define money earned as income Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. Distinguish between spending and saving. Consider charitable giving to organizations and/or causes.	Characteristics of all living things change as they grow up to be an adult. <ul style="list-style-type: none"> How do animals like frogs change as they grow throughout their life cycle? 	Life is different today than in the past. <ul style="list-style-type: none"> How do people work differently today than in the past? How do people have fun differently today than in the past? What did Thomas Edison invent? How did it make life easier? 	Read a folktale, describe the characters, and describe the reasons for their actions. Write about a time you made a mistake.

¿Qué estamos aprendiendo esta semana?

Matemáticas	Ciencias	Estudios Sociales	Artes de Lenguaje
Definir el dinero ganado como ingresos. Identificar ingresos como una manera de obtener bienes y servicios, muchas veces teniendo que elegir entre lo que se desea y lo que se necesita. Distinguir entre gastar y ahorrar. Considerar donaciones caritativas a organizaciones y / o causas.	Las características de los seres vivos cambian a medida que crecen y se convierten en adultos. <ul style="list-style-type: none"> ¿Cómo cambian los animales como las ranas a medida que crecen durante su ciclo de vida? 	La vida es diferente ahora que en el pasado. <ul style="list-style-type: none"> ¿Cuál es la diferencia entre la manera en que trabajan las personas ahora y como lo hacían en el pasado? ¿Cuál es la diferencia entre la manera en que se divierten las personas ahora y como lo hacían en el pasado? ¿Qué inventó Thomas Edison? ¿Cómo hizo la vida más fácil este invento? 	Leer un cuento popular, describir los personajes y describir las razones de sus acciones. Escribe acerca de una vez que cometiste un error.

Desarrollo del idioma inglés

Leer un libro de ficción y utiliza las siguientes oraciones guías para hablar con un familiar acerca que como cambio el personaje principal.



- The main character in the story was _____.
- At the beginning of the story, the character felt _____.
- At the end of the story, the character felt _____.



2020-2021 AFTER-SCHOOL CHILDCARE INFORMATION

The PfISD Extended Day Program is a tuition-based after-school childcare program, offering a safe and secure childcare environment for children in Grades PK-5 after school until 6:30 p.m.

Registration Fee

\$75 per child

\$110 maximum for family with multiple children

Tuition Rates

\$195 – August 2020

\$280 per month – September 2020 through May 2021

Online registration

Online registration opens May 4, 2020 for all 2020-21 PfISD elementary students. To register online, go to www.pfisd.net and click on the Extended Day Program link under the Our Schools tab. Then click the Registration link on the drop down menu on the left.

For more information contact extendedday@pfisd.net or call the EDP office at 512-594-0148.



@PfISDExtendedDay



During this week, complete the attached assignments.
Durante esta semana, completa los trabajos adjuntos.

Grade 1



Math Remote Learning Packet

May 11, 2020 - May 15, 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:

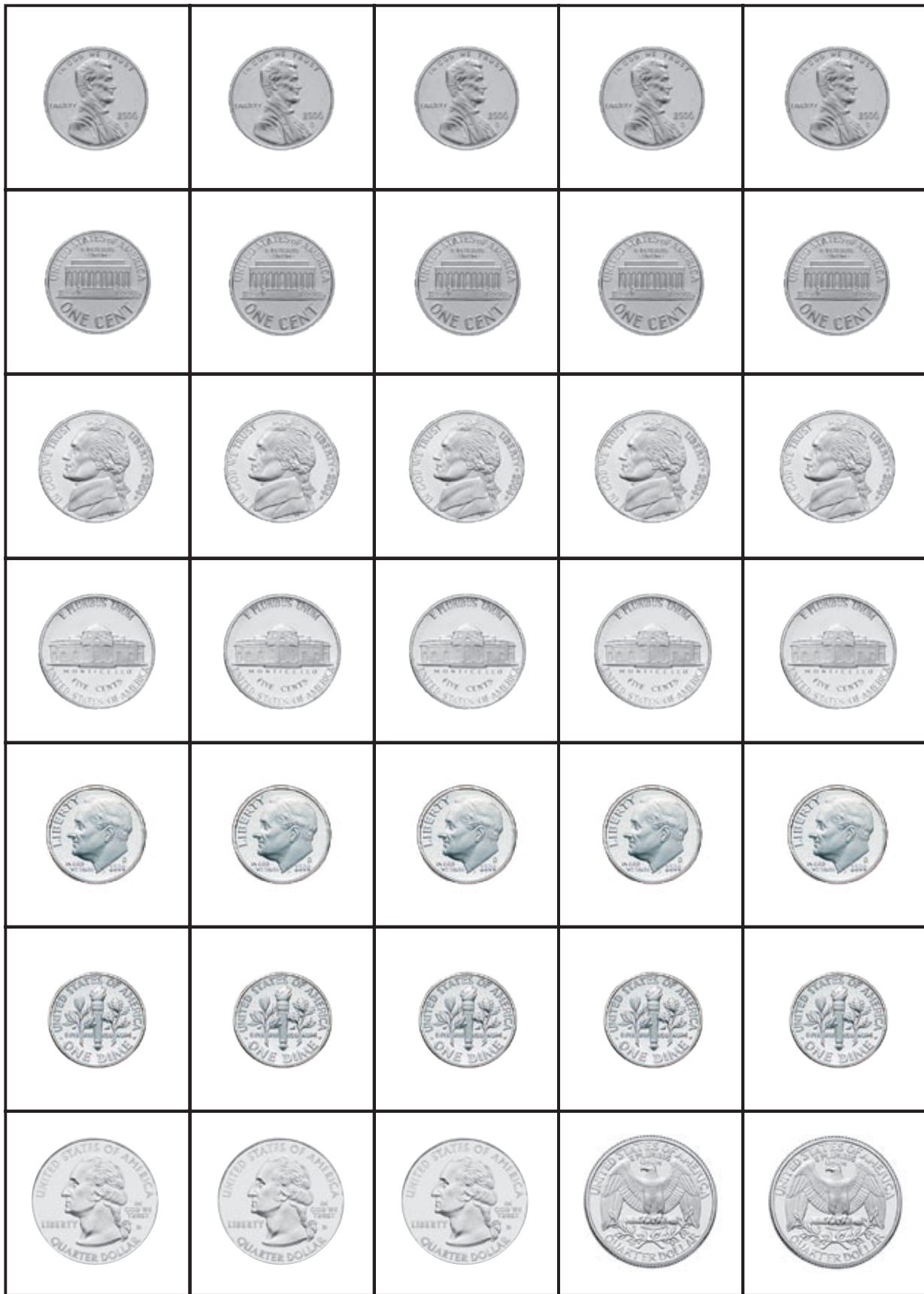
Id Number:

Teacher / Maestra/o:

Grade / Grado:

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Name _____



TEKS Personal Financial
Literacy—1.9.A
Also 1.4.C

MATHEMATICAL PROCESSES
1.1.A, 1.1.C

20.1 Earn Money



Essential Question

How and why do people earn income?

Explore



Use coins. Show the amount in different ways. Draw one way.



Blank area for drawing a way to show the amount using coins.



FOR THE TEACHER • Read the following problem. Jake has two quarters. He wants to trade the quarters for other coins. What are some ways he can trade?



Math Talk

Mathematical Processes

How many nickels would Jake trade for 2 quarters?

Explain.



Model and Draw

Emma **earns** 10¢ each time she walks the dog. What does Emma earn for walking the dog 5 times?

Money earned is **income**.



10¢

Emma earns 50¢.

Share and Show



Use coins. Draw and label the coins.
Write the total income earned.

- Hudson earns 5¢ each time he feeds the dog. What does Hudson earn for feeding the dog 6 times?




- In his store, Mr. Hudson fixes toys for 25¢. What does he earn for fixing 3 toys?

Name _____


Problem Solving

Use coins. Draw and label the coins.
Write the total income earned.

3. Paulo earns 10¢ each time he makes his bed. What does Paulo earn for making his bed 7 times?

4.  Andi earns 21¢ each time she puts her toys away. What does Andi earn for putting her toys away 4 times?



5.  Ray earns 16¢ each day he rakes leaves. He needs about 70¢ to buy a toy. Circle the best estimate for when he will have enough income to buy the toy.

about 2 days	about 5 days	about 20 days
-----------------	-----------------	------------------



Choose the correct answer. You may use coins.

6. **Apply** Lisa takes care of her aunt's cat for 4 days. She earns 10¢ a day. How much money does Lisa earn?

40¢ 4¢ 14¢

7. Ana makes bracelets. She sells them at a yard sale for 5¢ each. She sells 5 bracelets. How much money does Ana earn?



55¢ 25¢ 10¢

8. **Multi-Step** Morgan works 3 hours. Morgan is paid 10¢ for each hour. Taylor works 4 hours. Taylor is paid 5¢ for each hour. How much money do Morgan and Taylor earn together?

15¢ 70¢ 50¢

9. **★ TEXAS Test Prep** Casey makes cookies to sell at the fair. He earns 10¢ for each cookie he sells. What does Casey earn for selling 9 cookies?



91¢ 19¢ 90¢



Name _____

20.1 Earn Money

Use coins. Draw and label the coins.
Write the total income earned.

1. Marty earns 11¢ each time he dries the dishes. What does Marty earn for drying the dishes 5 times?

Problem Solving

Use coins. Draw and label the coins.

2. Gene earns 10¢ each time he walks the dog. He says that if he walks the dog 4 times, his total income will be the same value as 2 quarters. Is he right? Explain.

Choose the correct answer.

3. Mia takes care of the fish at the pet store for 3 days. She earns 25¢ a day. How much money does Mia earn?

- 50¢ 95¢ 75¢
-

4. Denny makes lemonade. He sells glasses of lemonade for 10¢ each. He sells 8 glasses. How much money does Denny earn?

- 18¢ 80¢ 70¢
-

5. Billy is paid 18¢ each time he cleans his room. He needs 45¢ for a snack. About how many times does he need to clean his room to be able to buy the snack?

- about 9 times
 about 7 times
 about 3 times

Name _____



TEKS Personal Financial
Literacy—1.9.B
Also 1.4.C

MATHEMATICAL PROCESSES
1.1.A, 1.1.C, 1.1.D

20.2 Wants and Needs



Essential Question

How are wants and needs different?

Explore



Draw to show goods the family might purchase.

Draw to show a service the family might purchase.



FOR THE TEACHER • Read the following problem. Samantha's family uses the money they earn to purchase goods and services. What are some ways they might use their income? Draw to show your answers.



Math Talk

Mathematical Processes

How are goods and services alike?
How are they different?



Model and Draw

Kent uses his income first to buy things he **needs**.
If he has money left, he buys things he **wants**.



Find the total cost of Kent's needs. _____ + _____ = _____

Share and Show



Carla is going to eat breakfast.

1. Circle two things Carla needs. Cross out one thing that is a want. Find the total cost of the things she needs. Use coins.



_____ + _____ = _____

2. Describe how something you **want** is different from something you **need**.

Name _____

Problem Solving

3. **H.O.T.** Sophia is going to eat lunch. Circle two things Sophia needs. Cross out one thing that is a want. Find the total cost of the things she needs. Use coins.



41¢



47¢



18¢

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. **H.O.T. Multi-Step** Circle **need** or **want** for these services. Explain your choice.

eat dinner at a restaurant

need

want

have someone fix a broken window

need

want

have someone wash your pet dog

need

want

Daily Assessment Task



Mathematical Processes

Model • Reason • Communicate

Choose the correct answer. You may use coins.

5.



20¢



30¢



60¢

Apply Chloe is getting dressed for school. What is the total cost of the two things above that she might need?

- 90¢
- 80¢
- 50¢

6. Draw or write to show something else Chloe might need when she is getting dressed for school. Tell why it is a need.

7. Draw or write to show something Chloe might want, but does not need, when she is getting dressed for school. Tell why it is a want.

8.  **TEXAS Test Prep**



40¢



30¢



9¢

Nia is making a salad. What is the total cost of the two things above that she might need for the salad?

- 70¢
- 49¢
- 39¢



Name _____

20.2 Wants and Needs

1. Madison is going to eat breakfast. Circle two things Madison needs. Cross out one thing that is a want. Find the total cost of the things she needs. Use coins.



40¢



22¢



24¢

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Problem Solving



2. Draw or write to show something Madison might want, but does not need, when she is eating breakfast. Tell why it is a want.

Lesson Check

Choose the correct answer. You may use coins.

3.



40¢



30¢



25¢

Eve is going on a hike. What is the total cost of the two things above that she might need?

70¢

65¢

55¢

4.



7¢



30¢



20¢

Andy is making blueberry muffins. What is the total cost of the two things above that he needs?

50¢

37¢

57¢

5. Draw or write to show a service people need. Tell why it is a need. Then draw or write to show a service people want. Tell why it is a want.

Need

Want

Name _____



TEKS Personal Financial Literacy—1.9.C
Also 1.3.D, 1.4.C, 1.5.G

MATHEMATICAL PROCESSES
1.1.A, 1.1.C, 1.1.F

20.3 Spend and Save



Essential Question

Why is it important to know the difference between saving money and spending money?

Explore



Which items might you need for breakfast?
Which items do you not need?



FOR THE TEACHER • Suppose you are grocery shopping for items you need for breakfast. Circle the items you might need. Cross out the items you do not need. Draw one more item you might need.



Math Talk

Mathematical Processes

How do you decide what food you need to buy for breakfast?



Model and Draw

Jon earns 10¢ each week for three weeks.
He can **save** the money or **spend** the money.

Save



10¢ _____

Jon has 30¢.

What does save mean?

Spend



10¢ 20¢ 30¢

Jon has 0¢.

What does spend mean?

Share and Show



Use coins. Draw and label the coins you use. Write the answer.

1. Erica saves 12¢ each week for four weeks. How much money does Erica save?

2. David has 15¢. He spends 8¢ to buy a toy airplane. How much money does David have left?



Name _____

Problem Solving

Use coins. Draw and label the coins you use. Write the answer.

3. Sam saves 15¢ each week for three weeks. How much money does Sam save?

4. Jodi has 16¢. She spends 7¢ to buy a gift for her sister. How much money does Jodi have left?



5. **H.O.T.** **Multi-Step** Maya saves 20¢ on Monday, 40¢ on Tuesday, and 10¢ on Wednesday. How much money does Maya save?



Daily Assessment Task



Mathematical Processes

Model • Reason • Communicate

Choose the correct answer. Draw to show what you did to solve the problem. You may use coins.

6. Amy spends 20¢ each week for three weeks. How much money does Amy spend?

40¢ 60¢ 23¢


7. **Apply** Reid saves 11¢ each week for 6 weeks. How much money does Reid save?

61¢ 17¢ 66¢

8. Brian has 12¢. He spends 7¢ to buy a pencil. How much money does Brian have left?



5¢ 19¢ 10¢

9.  **TEXAS Test Prep** Chris has 50¢. He puts 3 dimes in his bank, and uses the rest to buy a baseball. How much does Chris spend on the baseball?

30¢ 80¢ 20¢

Homework and Practice



TEKS Personal Financial Literacy—1.9.C

Also 1.3.D, 1.4.C, 1.5.G

MATHEMATICAL PROCESSES 1.1.A, 1.1.C, 1.1.F

Name _____

20.3 Spend and Save

Use coins. Draw and label the coins you use. Write the answer.

1. Devon saves 11¢ each week for five weeks. How much money does Devon save?

Problem Solving



Use coins. Draw and label the coins you use. Write the answer.

2. Maxi has 18¢ . She spends 9¢ to buy a horn for her bike. How much money does Maxi have left?



3. **Multi-Step** Brian saves 50¢ on Monday and 30¢ on Tuesday. Then he spends 20¢ to rent a movie. How much money does Brian have left?



Choose the correct answer. You may use coins.

4. Nan spends 10¢ each day for five days.
How much money does Nan spend?

25¢ 50¢ 15¢

5. Ric saves 12¢ each week for 3 weeks.
How much money does Ric save?

36¢ 33¢ 15¢

6. Abby has 16¢. She spends 9¢ to buy
a card. How much money does Abby
have left?



7¢ 9¢ 25¢

7. Maria has 70¢. She spends 20¢ for
hair ribbons and saves the rest. How
much money does Maria save?



95¢ 45¢ 50¢

Name _____



TEKS Personal Financial
Literacy—1.9.D
Also 1.4.A, 1.4.B, 1.4.C

MATHEMATICAL PROCESSES
1.1.A, 1.1.C

20.4 Give to Charity



Essential Question

What are some ways that you can share with others?

Explore



Draw to show a way you can share with others.



FOR THE TEACHER • Have children discuss ways they can help and share with others. Then have them draw to show one way they share.



Math Talk

Mathematical Processes

What can you do to share with others?



Model and Draw

Rachel's family shares some of the money they earn with others. Rachel puts some coins to share in a jar.

Giving to or sharing with others in need is **charity**.



What is the total value of the coins? _____

Share and Show



Answer the question. You may use coins.

1. Cindi puts these coins in the sharing jar. What is the total value of these coins?



2. Ava puts 1 quarter, 4 dimes, and 5 pennies in the sharing jar. What is the total value of these coins? Draw and label the coins you use.

Name _____

Problem Solving

Answer the question. You may use coins.



3. Nina puts these coins in the sharing jar.
What is the total value of these coins?



4. Liz puts 3 quarters, 1 dime, and 1 nickel in the sharing jar. What is the total value of these coins?

5. **H.O.T.** Ross has 1 quarter, 3 dimes, and 2 pennies. He puts one coin in the sharing jar. The total value of the coins he has left is 47¢. Which coin did Ross put in the jar?



6. **H.O.T. Multi-Step** Glenn has 3 quarters and 2 dimes. He puts 1 quarter and 1 dime in the sharing jar. What is the total value of the coins he has left?

Daily Assessment Task



Mathematical Processes

Model • Reason • Communicate

Choose the correct answer.
You may use coins.



7. Mel puts these coins in the sharing jar.
What is the total value of these coins?



- 40¢ 25¢ 30¢

8. **Apply** Raul puts 1 quarter, 2 nickels,
and 3 pennies in the sharing jar. What
is the total value of these coins?

- 38¢ 48¢ 30¢

9. **Multi-Step** Lola has 3 quarters, 1 nickel,
and 1 penny. She puts 1 quarter in the
sharing jar. What is the total value of the
coins Lola has left?

- 81¢ 86¢ 56¢

10. **★ TEXAS Test Prep** Adan puts 4 dimes in
the sharing jar on Monday. He puts 2 dimes
and 1 nickel in the jar on Tuesday. What
is the total value of the coins Adan puts
in the jar?

- 70¢ 75¢ 65¢

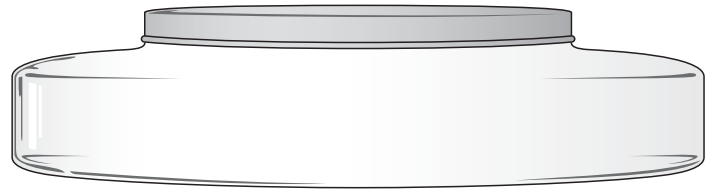


Name _____

20.4 Give to Charity

Answer the question. You may use coins.

1. Dee puts these coins in the sharing jar. What is the total value of these coins?



2. Sherri puts 2 quarters, 1 dime, and 2 pennies in the sharing jar. What is the total value of these coins?

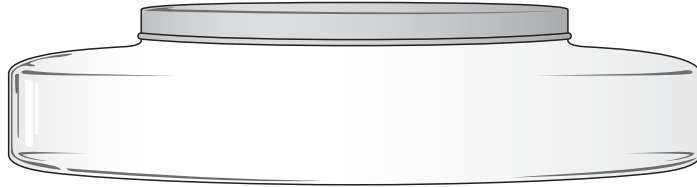
Problem Solving

Answer the question. You may use coins.

3. **Multi-Step** Marissa has 2 quarters and 3 dimes. She puts 1 quarter and 2 dimes in the sharing jar. What is the total value of the coins she has left?

Choose the correct answer. You may use coins.

4. Vicki puts these coins in the sharing jar. What is the total value of these coins?



85¢

80¢

75¢

5. Sean puts 3 dimes, 3 nickels, and 6 pennies in the sharing jar. What is the total value of these coins?

51¢

66¢

61¢

6. Ali puts 1 quarter in the sharing jar on Monday. She puts 3 dimes and 2 pennies in the jar on Tuesday. What is the total value of the coins Ali puts in the jar?

55¢

57¢

52¢

7. **Multi-Step** Jimmy has 1 quarter, 3 nickels, and 4 pennies. He puts 3 nickels and 2 pennies in the sharing jar. What is the total value of the coins Jimmy has left?

25¢

44¢

27¢



1st Grade
Science
Remote
Learning

May 11 - 15, 2020

Please return this packet
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you!

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 frogs change as they grow throughout their life cycle?


1. **READ** the pages about the life cycles of frogs with a grown-up.
2. **COMPLETE** the chart to show the ways a frog changes from one part of its life cycle to the next.
 - **Circle** the ways the frog changed in its life cycle. (circle 1 or more).
 - **Write** or **draw** to tell more about one of the changes you circled.

Part of Frog Life Cycle	What change did you see?	Tell more about the change you circled:
egg to tadpole	size shape color body parts	
young tadpole to older tadpole	size shape color body parts	
tadpole to froglet	size shape color body parts	
froglet to frog	size shape color body parts	

3. **FIND** and **OBSERVE** the pages that show the life cycles of a chicken, a fish, and a frog that you have learned about for the past three weeks.

- Chicken Life Cycle Change Cards
- Trout Life Cycle Change Cards
- Frog Life Cycle Change Cards

4. **NUMBER** the boxes on each set of life cycle cards to show the order these changes happen.

- Example: 
- **Label** the **eggs** as the **first** change on each set of life cycle cards.
- **Continue to number** the box on each card to show the order the changes happen in each life cycle.



1



Egg

A frog begins life inside a tiny egg.

2



Young Tadpole

A **tadpole**, or young frog, hatches. It lives in water. It takes in oxygen with gills.

Hatch, Swim, Hop

Did you know that a frog begins life inside a tiny egg? The young frog goes through many changes to become an adult. Observe the frog's life cycle below.

Active Reading

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

3



Growing Tadpole

The tadpole gets bigger. It grows four legs. Later, it loses its tail.

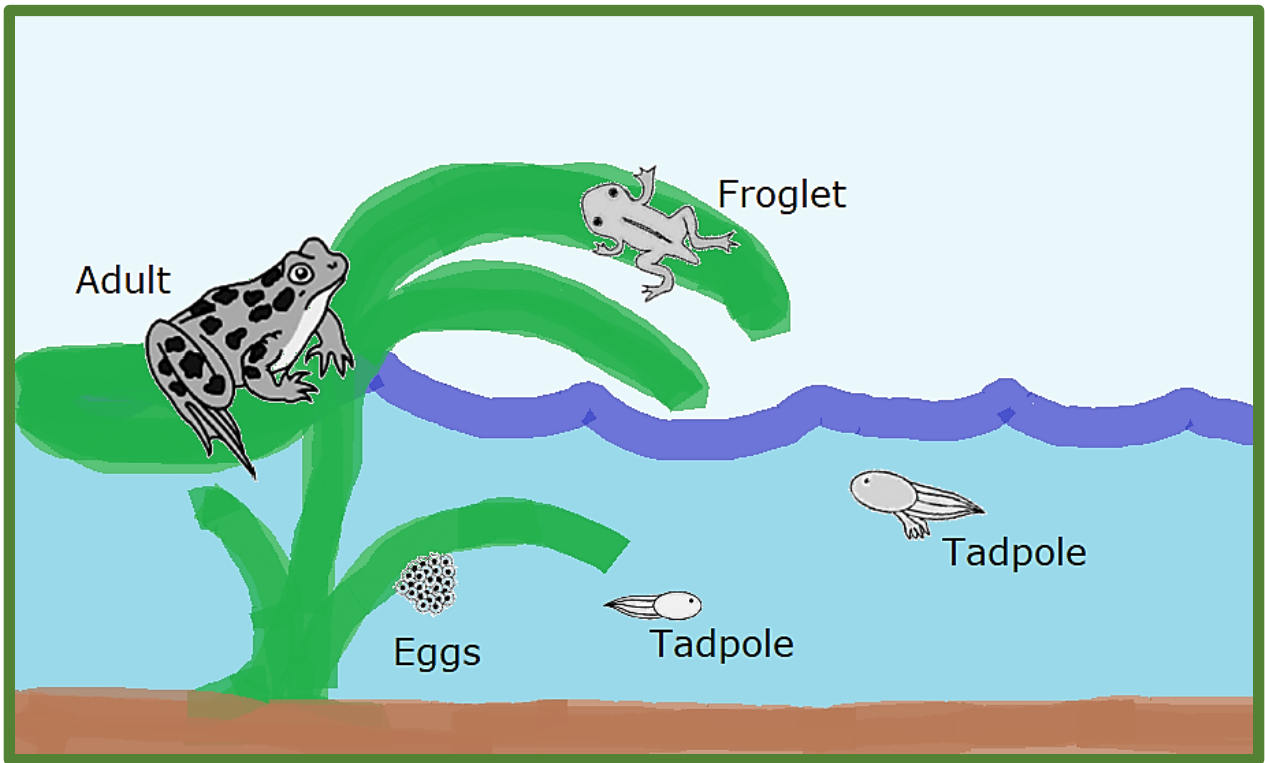
4



Frog

The adult can live on land or in the water. It hops. It breathes with lungs.

Frog Life Cycle



The adult frog lays eggs in the water.

The tadpole hatches and lives under water.

Tadpoles breathe with gills.

The tadpole grows legs and arms.

It is now a froglet.

Froglets can breathe in air.

The adult frog jumps to catch food.

Student Name: _____

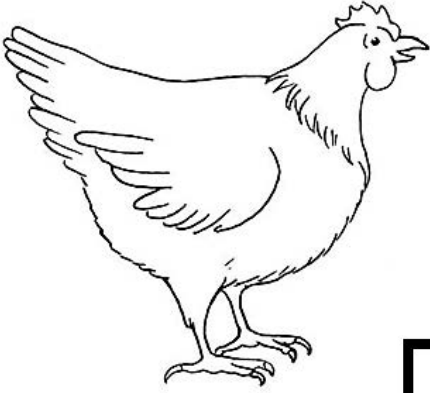
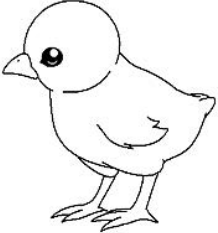
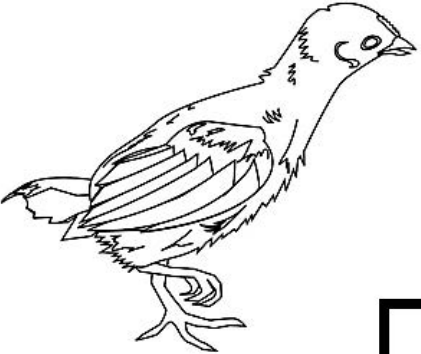
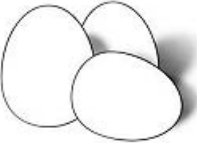
Campus: _____

Grade: _____

Id#: _____

Teacher: _____





Chicken Life Cycle

 <input data-bbox="630 655 776 787" type="checkbox"/>	 <input data-bbox="1258 655 1404 787" type="checkbox"/>
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Student Name: _____
Campus: _____
Grade: _____

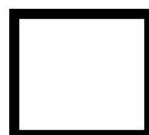
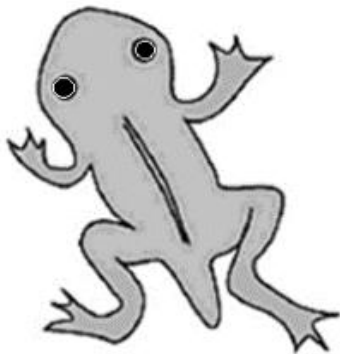
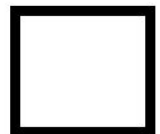
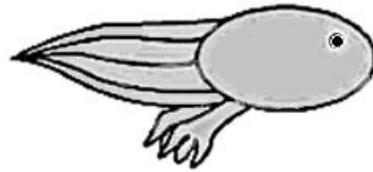
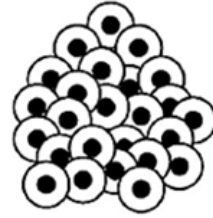
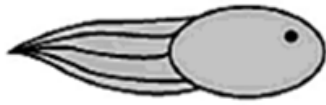
Id#: _____
Teacher: _____

Trout Life Cycle

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Student Name: _____
Campus: _____

Id#: _____ Grade: _____
Teacher: _____



Frog Life Cycle
Changes



**1st Grade
Social Studies Remote
Learning**

May 11-15, 2020

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Student Name:

ID Number:

Campus:

Teacher:

Student Name: _____

Campus: _____

Id#: _____

Teacher: _____

Life is different today than in the past.

1. How is work different today than in the past?

- Read "Work Long Ago and Today" with a grown up.
- Talk with your family.
 - What is the same and different about working long ago and today?
 - What are some other ways you do work?
What are some other jobs in your town?
How do you think it was different to do that work long ago?
 - Why do you think we have new ways of working today?

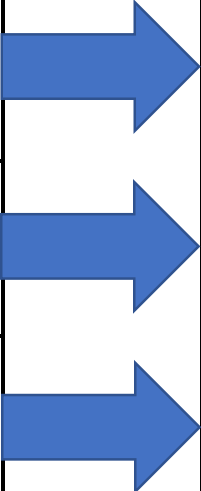
2. How is having fun different today than in the past?

- Read "Having Fun Long Ago and Today" with a grown up.
- Talk with your family.
 - What is the same and different about having fun long ago and today?
 - What are some other ways you have fun?
Do you think people long ago were able to do those things?
 - Why do you think we have new ways of having fun today?

3. Thomas Edison invented things that made new ways to work and have fun.

- Listen as a grown up reads about Thomas Edison.
- Use what you learn and what you already know to fill in this chart.

What did Thomas Edison invent?	How did it help people work or have fun?



Work Long Ago and Today

LONG AGO

TODAY



Teacher Created Materials

A girl helps her mom wash dishes.



Teacher Created Materials

A girl helps her mom wash dishes.



Teacher Created Materials

A man sells food.



Teacher Created Materials

A woman sells food.



Teacher Created Materials

These children work at school.



Wesley Fryer on Flickr (CC BY 2.0)

These children work at school.

Having Fun Long Ago and Today

LONG AGO

TODAY



Library of Congress LC-DIG-pga-04039

These people ride bicycles.



This girl rides a bicycle.



These boys play a game.



These boys play a game.



Library of Congress LC-DIG-ppmsca-39531D

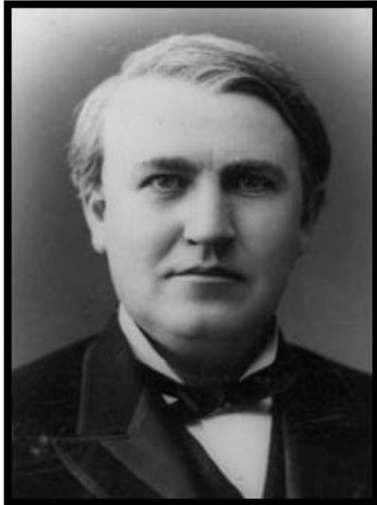
This woman listens to music.



This boy listens to music.



I Spy...



Thomas Edison
(1847-1931)

THOMAS EDISON was born when there were no light bulbs. There also were no movies or recorded music. Thomas Edison changed all of that. He invented all of those things. As a child, Thomas was taught at home by his mother. He always loved to try new things and experiment. He came up with his first invention when he was 21. After selling an invention, Thomas Edison built the world's first research laboratory. Over 60 inventors worked there. During his life, Edison invented more than 1,000 things. He was one of the greatest inventors in the world.



1ST GRADE ELA REMOTE LEARNING PACKET

May 11-15, 2020

Student Name:

ID Number:

Campus:

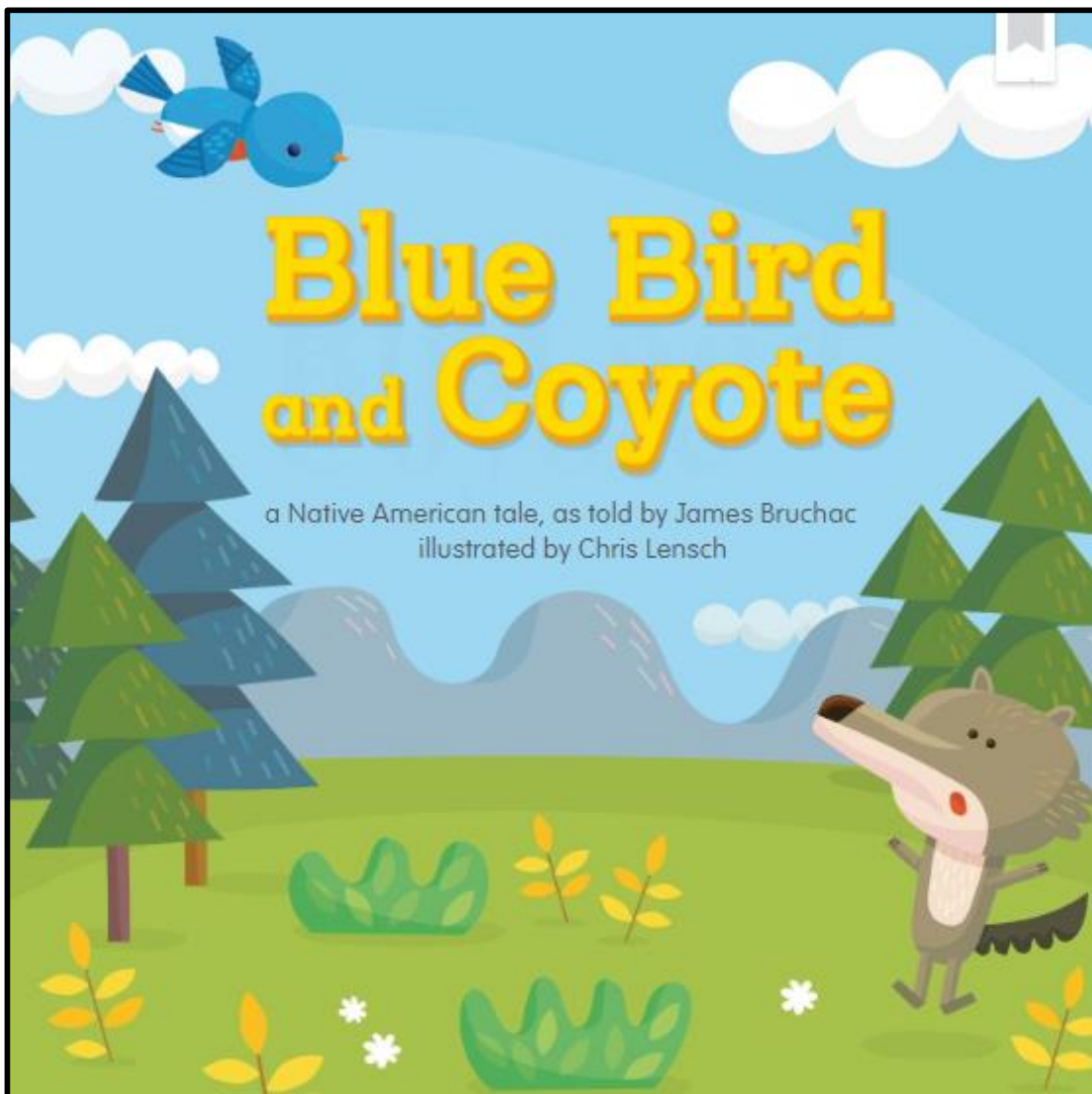
Teacher:

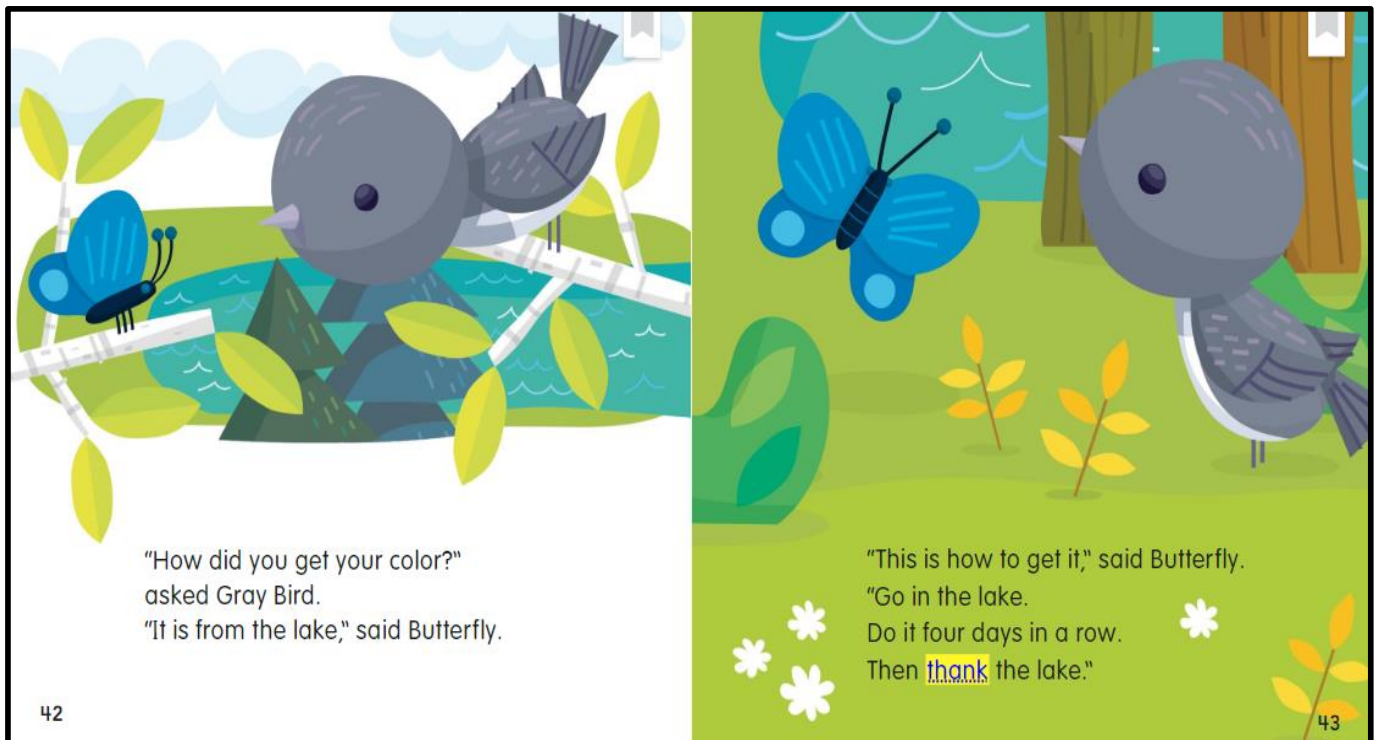
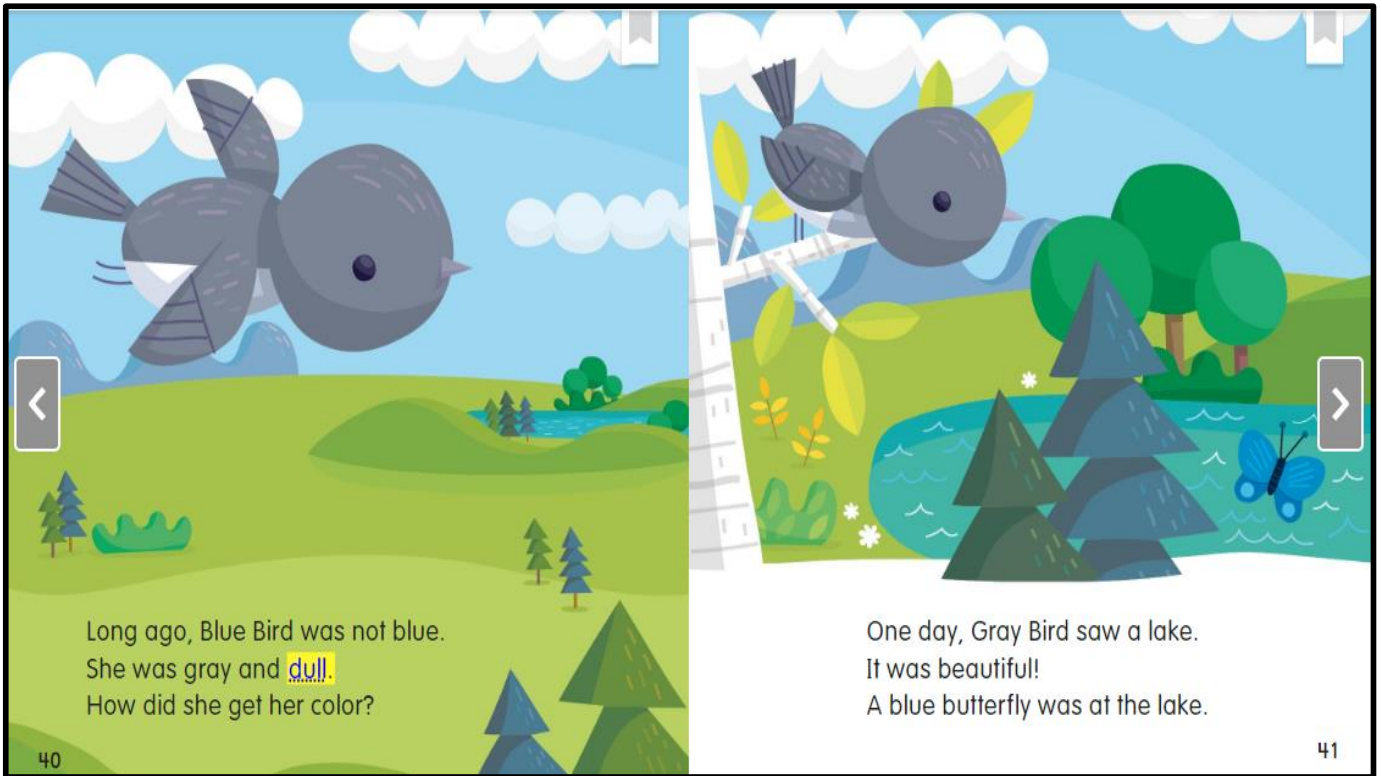
Please return this packet to any PFISD campus that provides curbside meal pickup.

Thank you!

Read and enjoy the folktale – *Blue Bird and Coyote*. Remember folktales are made up stories from long ago that have been told over and over. Folktales have:

- Animal characters
- A problem that gets resolved
- A lesson the characters learn
- Beliefs about the culture the story comes from
- Storytelling phrases like “Long ago...” “Once upon a time...” “... happily ever after.”







Day 1



Day 2



Day 3



Day 4

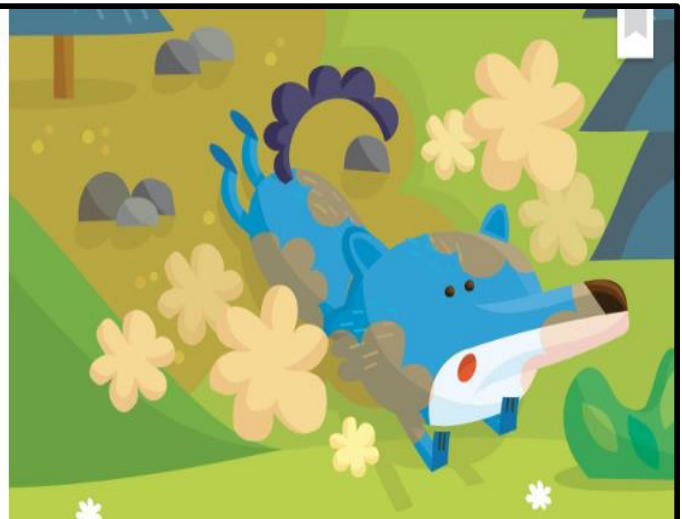
Gray Bird did this.
Then she was blue!
"Thank you, lake!"



Long ago, Coyote was green.
Coyote saw Blue Bird.
"How did you get your color?" asked Coyote.
"I will tell you," said Blue Bird.
And she did.



Coyote went in the lake.
But, he did all four dips in one day!
Once he was blue, Coyote got out.
He did not thank the lake.



Coyote ran off to tell his friends.
But Coyote fell!
He went down,
down,
down a big hill.



Use details from *Blue Bird and Coyote* to answer these questions.

1. What pictures did you make in your mind when Blue Bird and Coyote got their colors? What words helped you create those pictures?

2. What do you think the author wants you to learn from the story?

Use the anchor chart below to remember what you know about characters. There are clues in the details of the words and pictures of a story to help readers get to know the story's characters. The details can tell what the characters look like and tell you what characters think or feel. Understanding what the characters are like can help readers describe the reasons for the character's actions or why they do things.

Characters

Who?

Characters are the **people, animals, or things** a story is about. Look for clues in the words and pictures to get to know them!

What?

Describe what characters **look like** and what they **think, feel, say, and do.**

Why?

Tell **why** they do what they do.

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Use the graphic organizer below to describe two of the characters in the story and the reasons for their actions.

Name _____

Reading
Graphic Organizer
25

Characters

Title _____

Character Name

What Character Looks Like

What Character Is Like

What Character Does and Why

Character Name

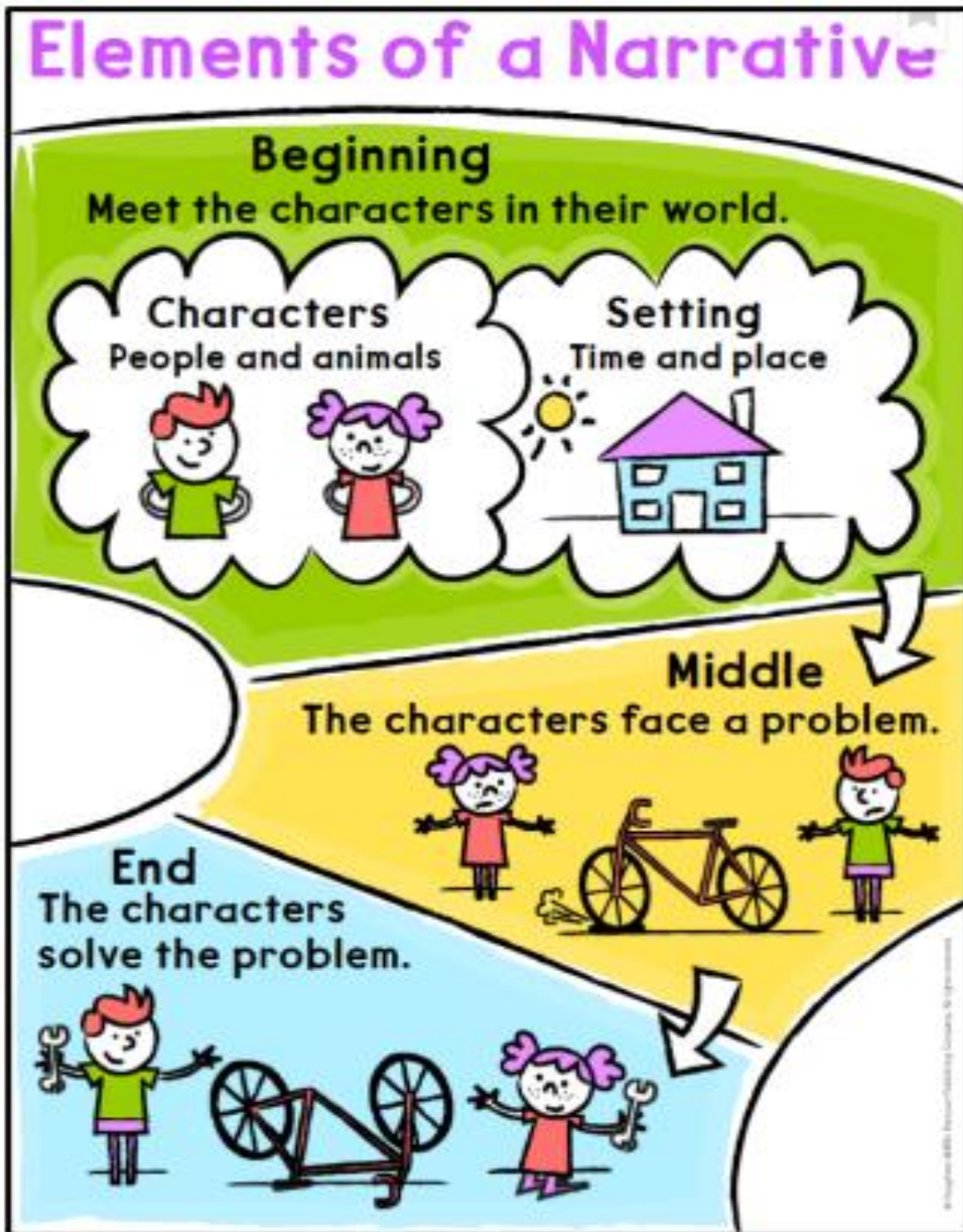
What Character Looks Like

What Character Is Like

What Character Does and Why

Grade 1 Printable

This week, you will be writing a Personal Narrative about a time you made a mistake. Use the anchor chart below to help you remember the important elements in a narrative.



To help you focus on your narrative telling about a time you made a mistake, use the graphic organizer below to capture your ideas.

Prewriting

Name _____

Star Organizer

Write the title of your story in the star. Then complete the organizer with your story ideas.

What?

Why? Where?

How? Who?

Use the graphic organizer below to think about the beginning, middle and end of your story. Don't forget to revisit your Star Organizer to make sure you include those ideas in your story events as well.

Name _____

Drafting

My Story Outline

Use your Star Organizer to help you write a beginning, middle, and end in the chart.

Beginning	Middle	End

Use the paper below to write your Personal Narrative telling about a time you made a mistake.

The form is enclosed in a decorative, hand-drawn border with a scalloped, cursive-like pattern. At the top center, there is a horizontal dashed line. Below this is a large, empty rounded rectangle intended for a drawing. Underneath the drawing area are ten sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Use the Writing Checklist below to make sure your Personal Narrative 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 _____

Two-Syllable Words: CV, CVC

An **open syllable** has a CV pattern. It ends with one vowel and has a long vowel sound. A **closed syllable** has a CVC pattern. It is closed by one or more consonants and has a short vowel sound. You can use what you know about open and closed syllables to read longer words.

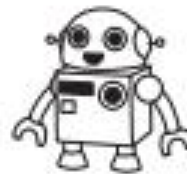
The word **remix** has two syllables, re-mix. It has one open syllable, re, and one closed syllable, mix.

► Choose and write the word that names the picture.

1. basket baby bath



2. rabbit roasted robot



3. mason muse music



4. penny pony pointy



Name _____

Phonics Review

An **open syllable** has a CV pattern. It ends in one vowel and has a long vowel sound. A **closed syllable** has a CVC pattern. It is closed by one or more consonants and has a short vowel sound. Use what you know about open and closed syllables to read longer words. Example: The word **pupil** has two syllables, **pu-pil**. It has one open syllable, **pu**, and one closed syllable, **pil**.

► Choose and write a word to complete each sentence.

1. The _____ spun a big web.

spider spying speedy

2. Emma will _____ to your letter soon.

replay rely reply

3. We will sleep in a _____ on our trip.

holly hotter hotel

4. I rode a _____ at the farm.

pony phone party

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	