

**!** Please return this packet to any PfISD campus that provides curbside meal pickup by Friday, May 22nd.  
**THIS IS THE FINAL DATE PACKETS CAN BE RETURNED!!!**

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 el **viernes 22 de mayo**.  
**¡ESTA ES LA FECHA FINAL QUE LOS PAQUETES PUEDEN SER DEVUELTOS!**

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 May 18th / Semana del 18 de mayo

**What are we learning this week?**

Math	Science	Social Studies	Language Arts
Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	A parent animal and its young have many characteristics that are alike. <ul style="list-style-type: none"> <li>• What ways do young animals look like their parents?</li> </ul>	There are many ways to learn and share information. <ul style="list-style-type: none"> <li>• What can I learn about how inventions have helped us?</li> <li>• How can I share what I have learned?</li> </ul>	Read a fantasy text and describe the setting of the story.  Write about your favorite thing to do at home.

**¿Qué estamos aprendiendo esta semana?**

Matemáticas	Ciencias	Estudios Sociales	Artes de Lenguaje
Contar de dos en dos, de cinco en cinco y de diez en diez para determinar el valor de una colección de monedas de un centavo, cinco centavos y/o diez centavos.	Un animal padre y sus crías tienen muchas características que son similares. <ul style="list-style-type: none"> <li>• ¿De qué manera se parecen los animales jóvenes a sus padres?</li> </ul>	Hay muchas maneras de aprender y compartir información. <ul style="list-style-type: none"> <li>• ¿Qué puedo aprender acerca de cómo nos han ayudado los inventos?</li> <li>• ¿Cómo puedo compartir lo que he aprendido?</li> </ul>	Leer un cuento de fantasía y describir el escenario del cuento.  Escribe acerca de la actividad favorita que haces en casa.

#### Desarrollo del idioma inglés

Leer un texto informativo. 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

May 18, 2020 - May 22, 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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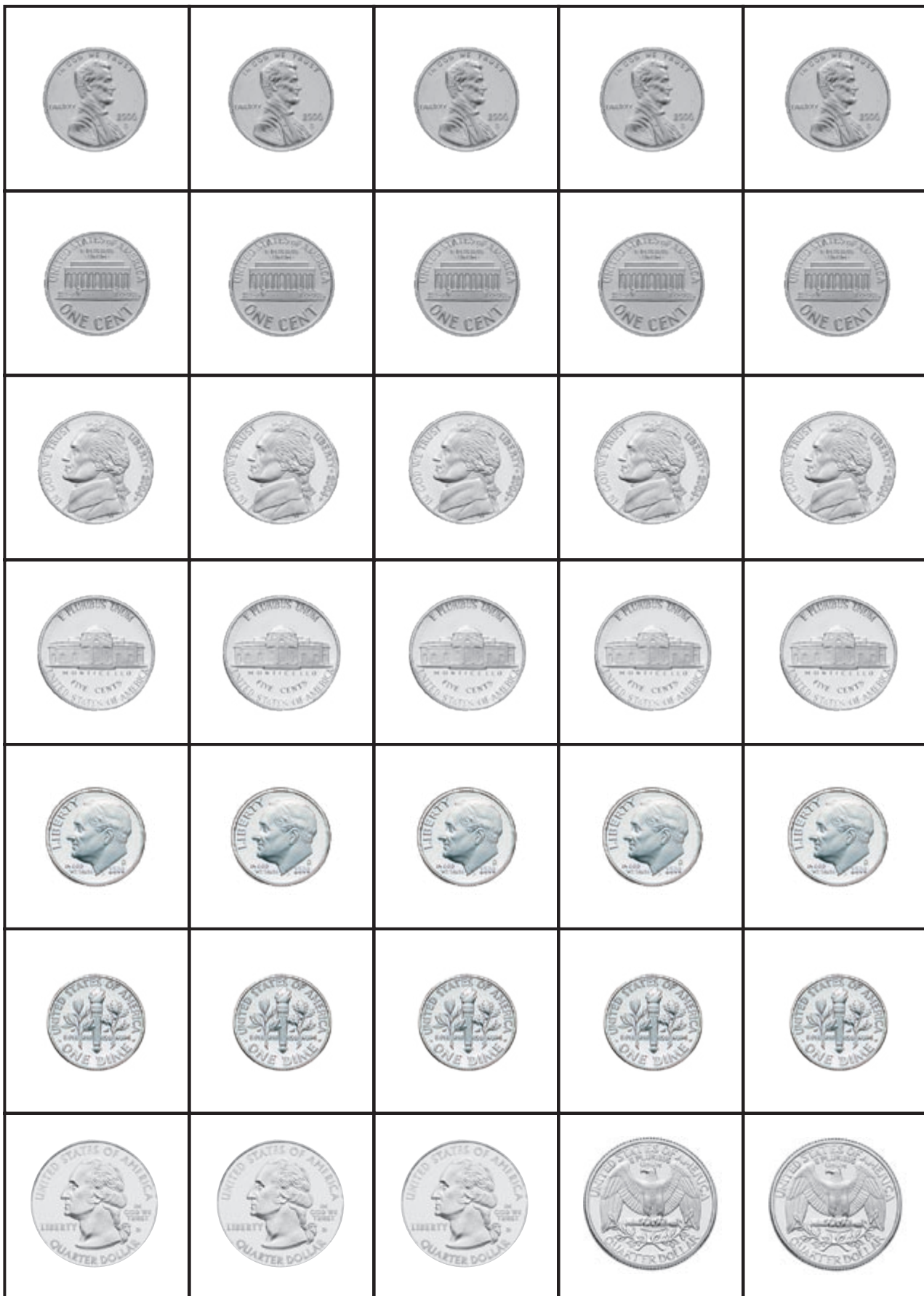
**Grade / Grado:**

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**LESSON**  
**48**

**Pennies, Nickels, and Dimes**

**OBJECTIVE** Identify U.S. coins, including pennies, nickels, and dimes, by value.

**Each coin has a different value.**



or



A penny has a value of 1 cent. 1 ¢



or



A nickel has a value of 5 cents. 5 ¢



or



A dime has a value of 10 cents. 10 ¢

**Count by ones. Write the total value of the pennies.**

1.



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

**Count by fives. Write the total value of the nickels.**

2.



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

**Count by tens. Write the total value of the dimes.**

3.



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

Name \_\_\_\_\_



## Pennies, Nickels, and Dimes

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

1.   

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

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2.   





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

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3.   

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

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4.    

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

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## PROBLEM SOLVING

5. Eric has some dimes. The total value is 40¢. Draw the dimes Eric has.



# Exemplars

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

P/S	R/P	Com	Con	Rep	A/Level

A Coin Purse ○

## A Coin Purse

Jacob has a coin purse. Jacob opens the coin purse. Jacob has seventeen cents in the coin purse. What are three possible sets of coins that could be in the coin purse? Show all of your mathematical thinking.

# Exemplars

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

P/S	R/P	Com	Con	Rep	A/Level

Coins on a Table ○

## Coins on a Table

Logan and Grace pick up some coins that are on a table. Logan has 2 quarters in one hand and 1 dime in the other hand. Grace has 2 dimes in one hand and 4 dimes in the other hand. Logan says they have the same amount of money. Is Logan correct? Show all of your mathematical thinking.



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

May 18 - 22, 2020

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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: \_\_\_\_\_

**In what ways do young animals look like their parents?**

1. **READ** about the ways young animals look like their parents with a grown-up.
2. **COMPLETE** the Sum It Up! page.
3. **OBSERVE** the pictures on the Young Animals and Their Parents page.
4. **LIST** animals whose pictures you observed on the chart below.
5. **RECORD** the ways each young animal looks like, or resembles, their parent.

Animal	Ways Young Animals Look Like Parents

6. **WRITE** to answer the question below.

**Which physical characteristics did most of these parents and young animals share?**

**Sentence stems:**

Most of the parents and young animals have \_\_\_\_\_ that look alike.

Their \_\_\_\_\_ were the same \_\_\_\_\_.

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# Animal Start-Ups

A dog can have puppies. A cat can have kittens. Adult animals can **reproduce**, or have young. Animals such as puppies and kittens look like their parents.

Other young animals look very different from their parents. They go through changes to become like their parents.



**A young butterfly does not look like its parents.**



**A young cat looks like its parents.**



▶ **Compare how a cat and a kitten are alike.**

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# Polar Parenting

It is late October. A female polar bear gets a shelter ready for her cubs. She digs a den in the snow. The den will keep her young warm and safe. She gives birth in winter.

▶ Compare how a young polar bear looks like its mother.

---

1



## Newborn

A polar bear cub is born inside the den. It looks a lot like its parents.

2



## Growing Cub

The cub begins to explore outside the den.





**We'll stay with our mother for almost three years.**

**3**



**Young Polar Bear**  
The young polar bear learns to swim and hunt.

**4**



**Adult Polar Bear**  
The adult polar bear can live on its own. It can have its own young.

# Sum It Up!

## 1 Mark It!

Draw an X on the animal that does not look like its young.



## 2 Draw It!



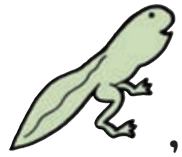

Draw a picture of this animal's mother.



## 3 Solve It!

Answer the riddle.  
I am little now. I will change and grow.  
Someday I will be an adult cat.  
What am I? \_\_\_\_\_

## 4 Think About It!

Is a  most like  
a , a , or  
a  ? Why?

Young Animals and Their Parents



**Horse Parent and Young**



**Horse Parent and Young**



**Penguin Parent and Young**



**Koala Parent and Young**

Young Animals and Their Parents



**Rhino Parent and Young**



**Elephant Parent and Young**



**Wood Duck Parent and Young**



**Blackbird Parent and Young**

Young Animals and Their Parents



**Ape Parent and Young**



**Dog Parent and Young**



**Parent Sea Turtle**



**Young Sea Turtles**

Young Animals and Their Parents



**Tiger Parent and Young**



**Lion Parent and Young**



**Grizzly Bear Parent and Young**



**Polar Bear Parent and Young**



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

**May 18-22, 2020**

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

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

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

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

**There are many ways to learn and share information.**

**Look** at the list. **Pick 2** ways to learn and share what you learn about inventions.

**Find** the correct pages in your packet. **Follow the directions** on each page.

**Put a ✓** on each row that you did.

Pick 2 ✓ what you did	Learn	Then...	Share
	<b>Interview an expert.</b> Ask a grown-up about an invention. Use the interview questions in your packet.		<b>Same and Different</b> Share what you learned from the interview. Use the Same and Different page.
	<b>Read.</b> Read or listen to a grown-up read about an invention in your packet.		<b>Problem and solution</b> Write how the invention you read about solved problems. Use the Problem and Solution page.
	<b>Learn from watching.</b> Watch a grown-up use an invention at your house.		<b>Steps in order</b> Draw and write about how the grown-up used the invention. Use the Steps in Order page.
	<b>Other</b> Can you or a grown-up think of another way to learn about an invention?		<b>Other</b> Can you think of another way to share what you learned? Use the blank Other page.

**Parent Note:** Your child has choices this week about how to learn information and how to share new learning. Your child will **only** use the pages that go with his/her choices. For example, if your child chooses to do the “Same and Different” and “Steps in Order” pages, s/he will leave the “Problem and Solution” page **blank**.  
Examples of inventions around the home: cell phone, blender, light bulb, washing machine, toothbrush, etc.

My Name \_\_\_\_\_

## INTERVIEW AN EXPERT

### Directions:

1. Ask a grown-up these questions.
2. Share what you learned on the next page.  
Use the **Same and Different** boxes.

I interviewed \_\_\_\_\_.



**THEN** | **NOW**

1. What is something we use today that you did not use when you were my age?



**THEN** | **NOW**

2. What did you use then?



and



3. How was it the **same** and **different** from what we use today?



4. Can you tell me more about it?

My Name \_\_\_\_\_

## SAME and DIFFERENT

**Directions:** Finish the sentences to share what you learned in the interview.

**THEN**, they used

\_\_\_\_\_.

**NOW**, we use

\_\_\_\_\_.

How are they the same?

They **both**...

\_\_\_\_\_.

How are they different?

The one they used **then**...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

The one we use **now**...

\_\_\_\_\_

\_\_\_\_\_

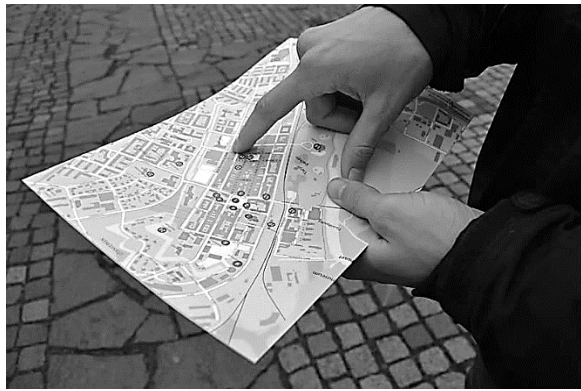
\_\_\_\_\_

\_\_\_\_\_.

## READ

### Directions:

1. Read or listen to a grown-up read this page.
  2. Share what you learned on the next page.
- Use the **Problem and Solution** boxes.



Maps help you find where you want to go.

A map shows what a place looks like from above.



People used paper maps in the past.

They needed a different map for each place they went.

Paper maps did not always show new roads and places.



People can use GPS today.

It is on most cell phones.

People can use it anywhere.  
It has maps of many places.

Maps change to show new roads and places.

My Name \_\_\_\_\_

## PROBLEM and SOLUTION

**Directions:** Finish the sentences to share what you learned from reading.

Things are invented to solve problems.

How did the GPS solve problems?

PROBLEM	SOLUTION
One problem with paper maps was...  _____  _____  _____.	GPS solved the problem because...  _____  _____  _____.

PROBLEM	SOLUTION
Another problem with paper maps was...  _____  _____  _____.	GPS solved the problem because...  _____  _____  _____.

My Name \_\_\_\_\_

## LEARN FROM WATCHING

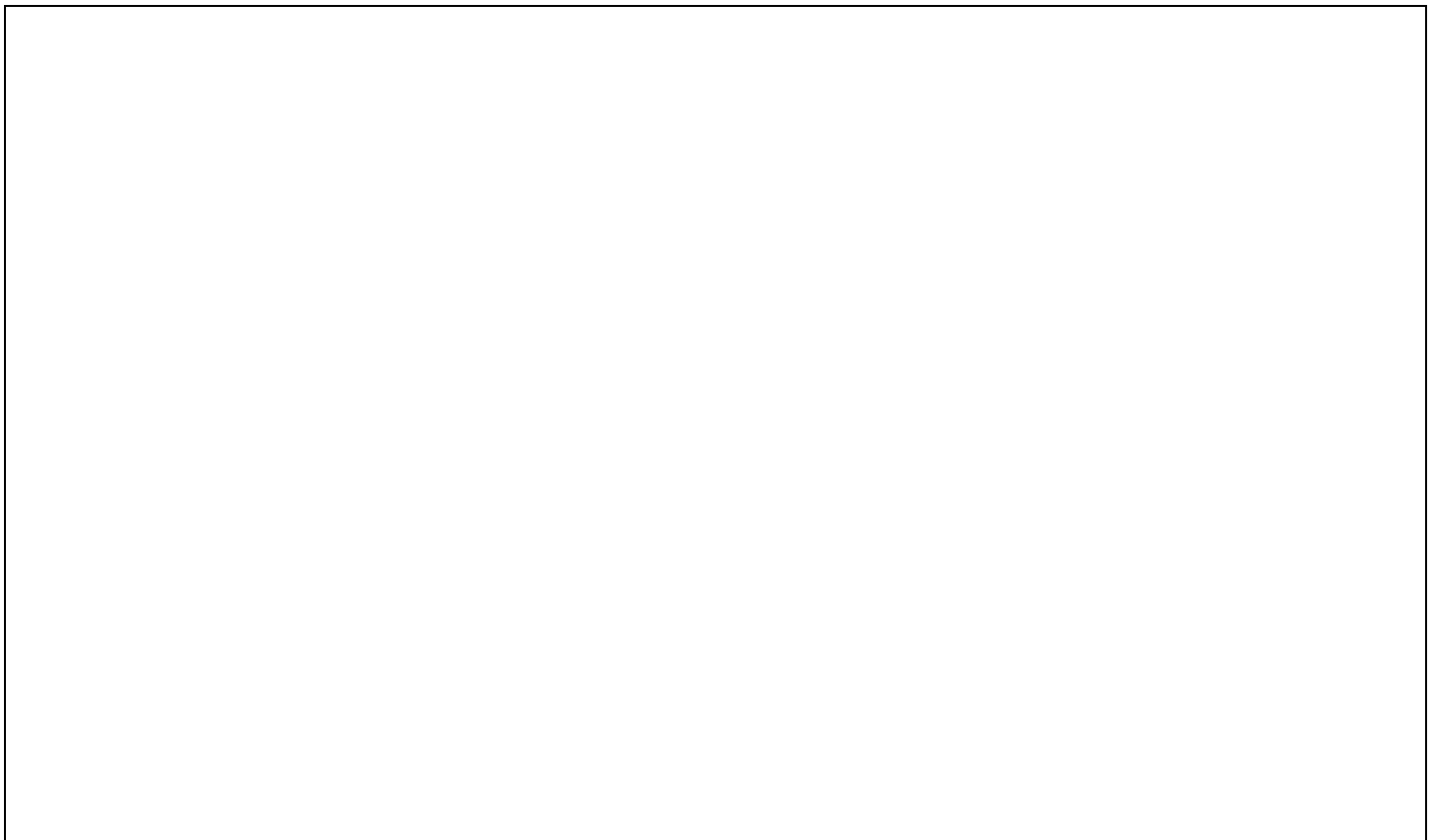
### Directions:

1. Finish the sentence to tell how you learned.
  2. Draw a picture to show how you learned it.
  3. Share what you learned on the next page.
- Use the **Steps in Order** boxes.

How did you learn?

I watched \_\_\_\_\_ use \_\_\_\_\_ .  
(name of the grown-up) (name of the invention)

Draw a picture of the grown-up using the invention.



My Name \_\_\_\_\_

## STEPS in ORDER

**Directions for each step you saw a grown-up do:**

1. Draw a picture. Add details and labels.
2. Finish the sentence to tell how to do the step.

**What are the steps to use this invention?**

First, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Last, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Name \_\_\_\_\_

## OTHER

**Directions:** Use this page to share what you learned in another way.

I learned this by \_\_\_\_\_.





# 1ST GRADE ELA REMOTE LEARNING PACKET

May 18 -22, 2020

Student Name:

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Teacher:

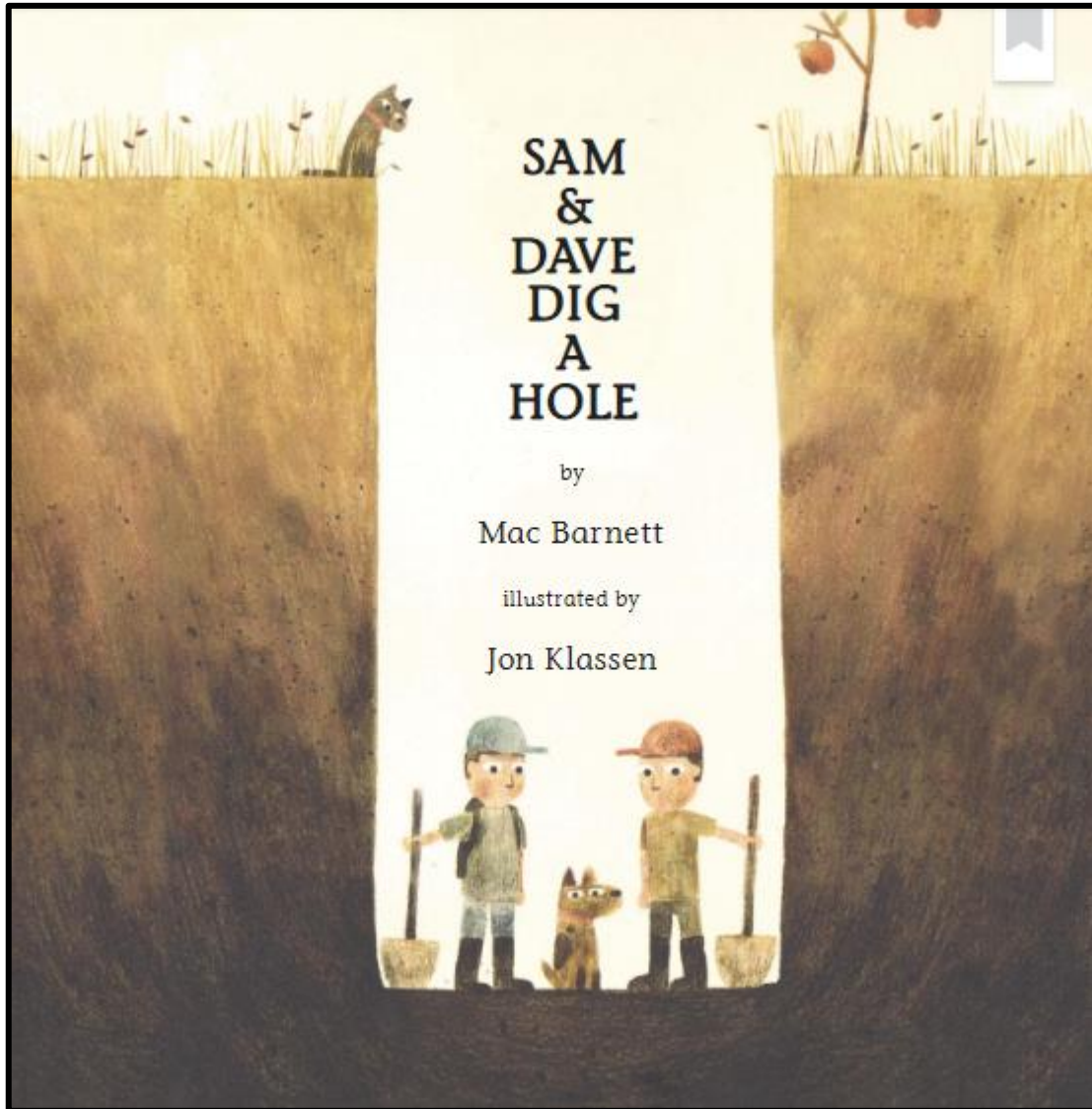
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Please return this packet to any PFISD campus that provides curbside meal pickup by Friday, May 22.

Thank you!

Read and enjoy the fantasy story – *Sam & Dave Dig A Hole*. Remember fantasy stories have made-up events that could not really happen. Fantasy stories have:

- Characters not found in real life and they do amazing things
- Animals talking and acting like people
- Stories taking place in unusual places and times
- A problem solved in an unusual way



On Monday Sam and Dave dug a hole.



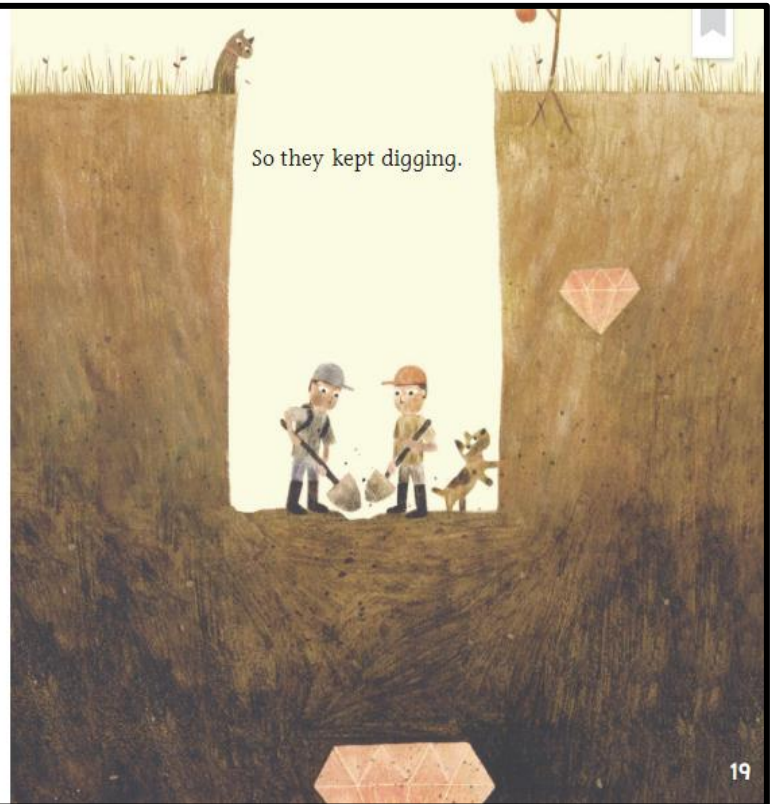
"When should we stop digging?" asked Sam.  
"We are on a mission," said Dave.  
"We won't stop digging until we find something spectacular."

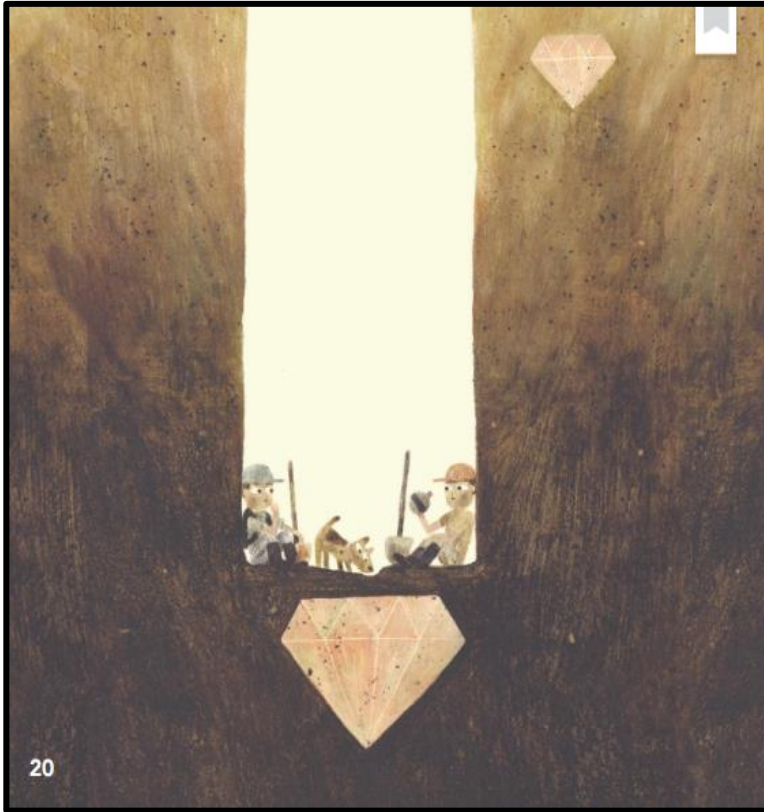


The hole got so deep that their heads were underground.  
But they still had not found anything spectacular.  
"We need to keep digging," said Dave.



So they kept digging.

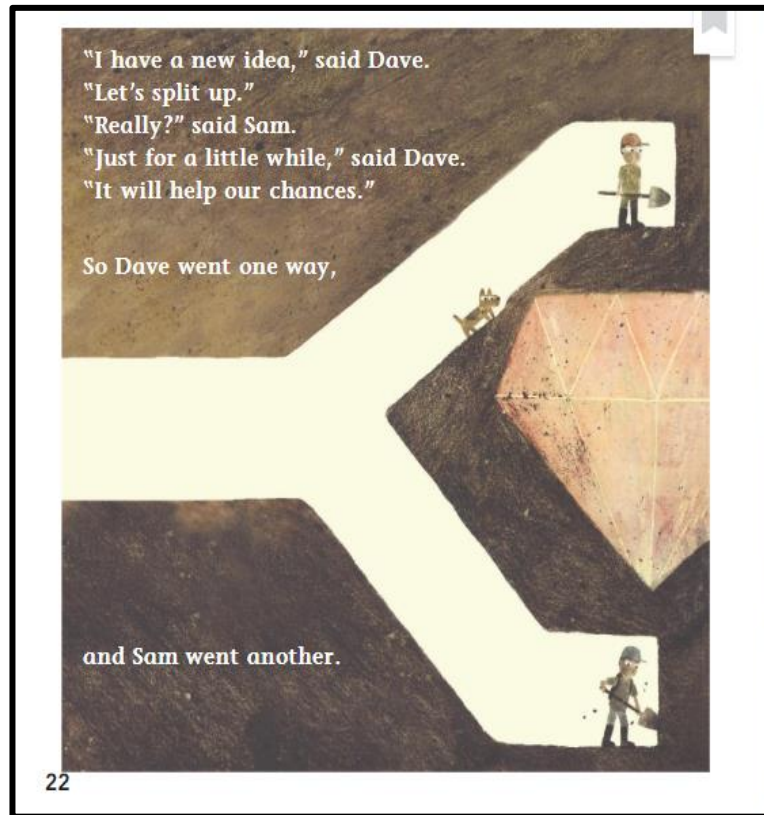




20

They took a **break**.  
 Dave drank chocolate milk  
 out of a canteen.  
 Sam ate animal cookies he had wrapped  
 in their grandfather's kerchief.  
 "Maybe," said Dave,  
 "the **problem** is that we are  
 digging straight down."  
 "Yes," said Sam.  
 "That could be the problem."  
 "I think we should dig in  
 another **direction**," said Dave.  
 "Yes," said Sam.  
 "That is a good idea."

21

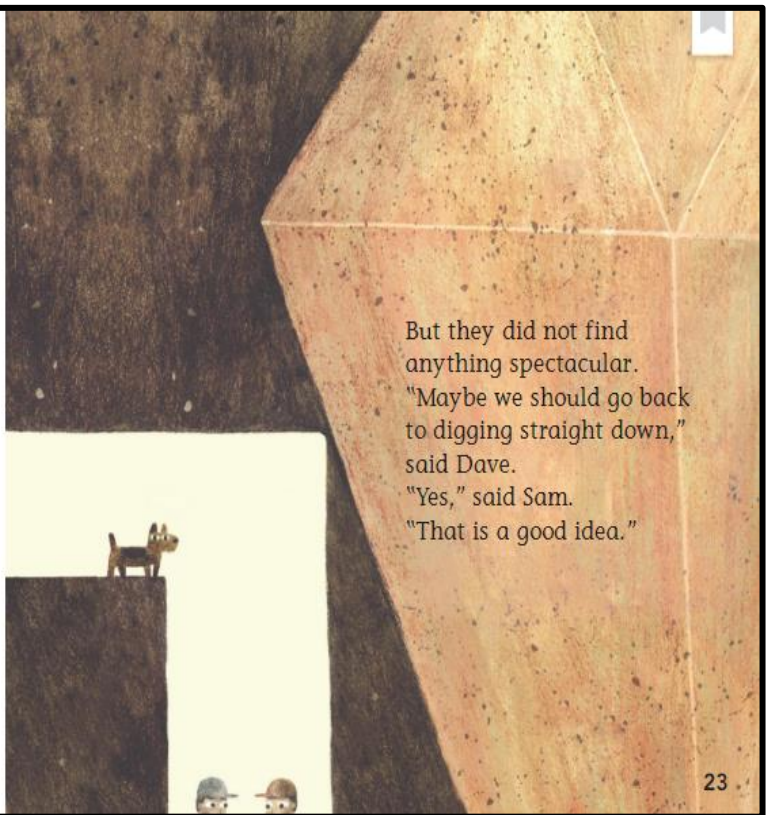


"I have a new idea," said Dave.  
 "Let's split up."  
 "Really?" said Sam.  
 "Just for a little while," said Dave.  
 "It will help our chances."

So Dave went one way,

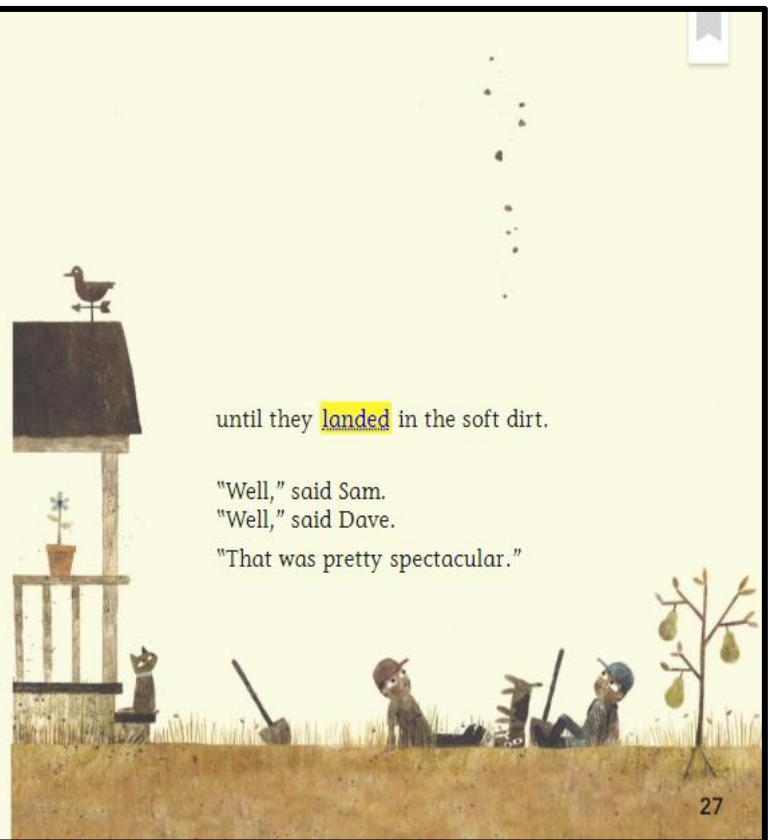
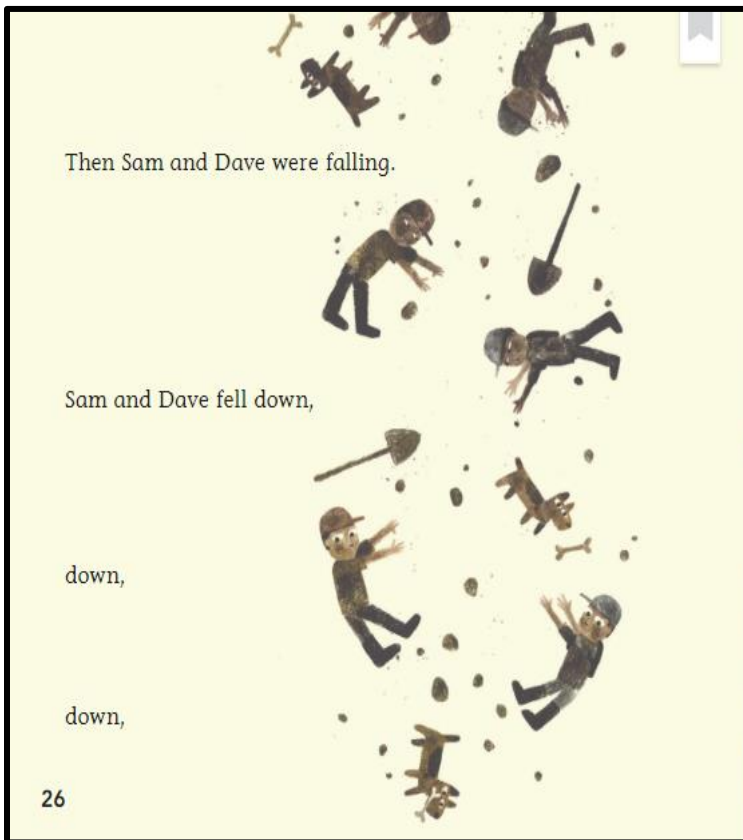
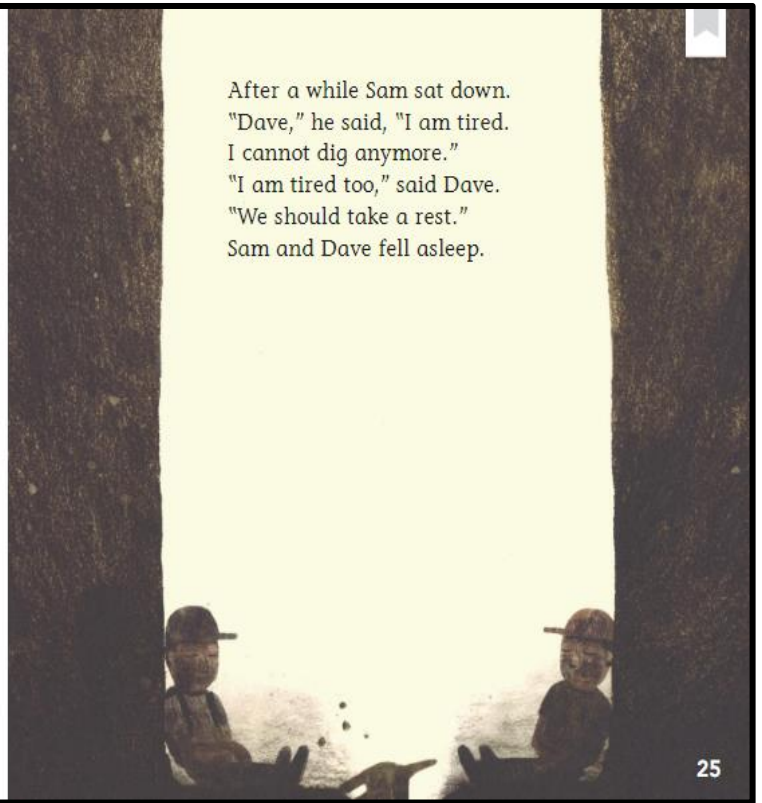
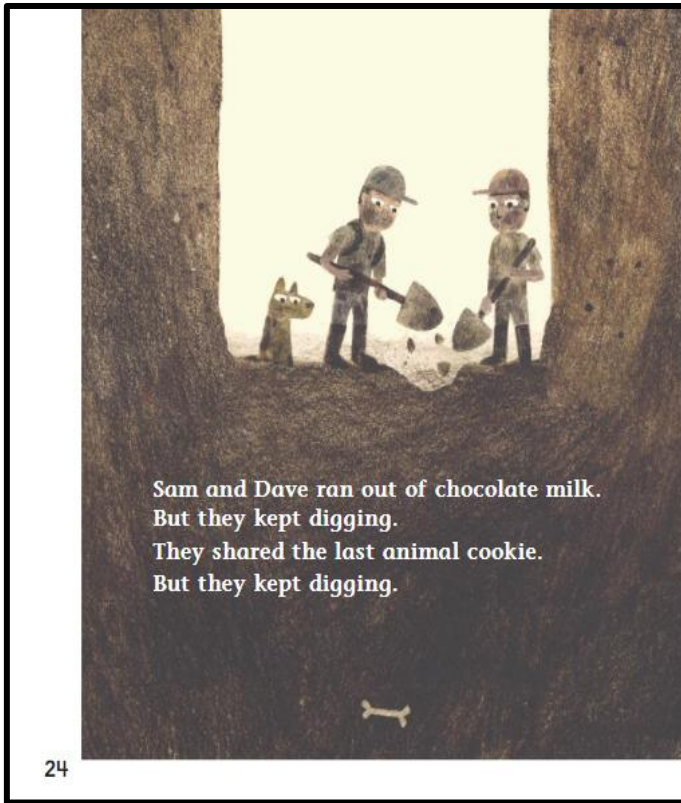
and Sam went another.

22



But they did not find  
 anything spectacular.  
 "Maybe we should go back  
 to digging straight down,"  
 said Dave.  
 "Yes," said Sam.  
 "That is a good idea."

23





And they went inside  
for chocolate milk and animal cookies.

Use the anchor chart below to help you remember the setting is where and when a story takes place. Sometimes the setting in a story stays the same and sometimes it changes. When authors describe a setting, they tell what the setting is like by giving readers small pieces of information or details in the text and in the pictures.



Use details from *Sam & Dave Dig a Hole* to answer these questions.

Question	How do you know? What in the story tells you this? What are the clues or details from the story?
1. What is the setting of the story at the <b>beginning</b> of the story? (where and when)	
2. What is the setting of the story at the <b>end</b> of the story? (where and when)	

3. How does the setting change after Sam and Dave fall asleep?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

4. How does the setting help you know that this story is a fantasy story?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

5. How can you tell that the boys are good friends?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

6. What makes the boys' adventure spectacular?

\_\_\_\_\_

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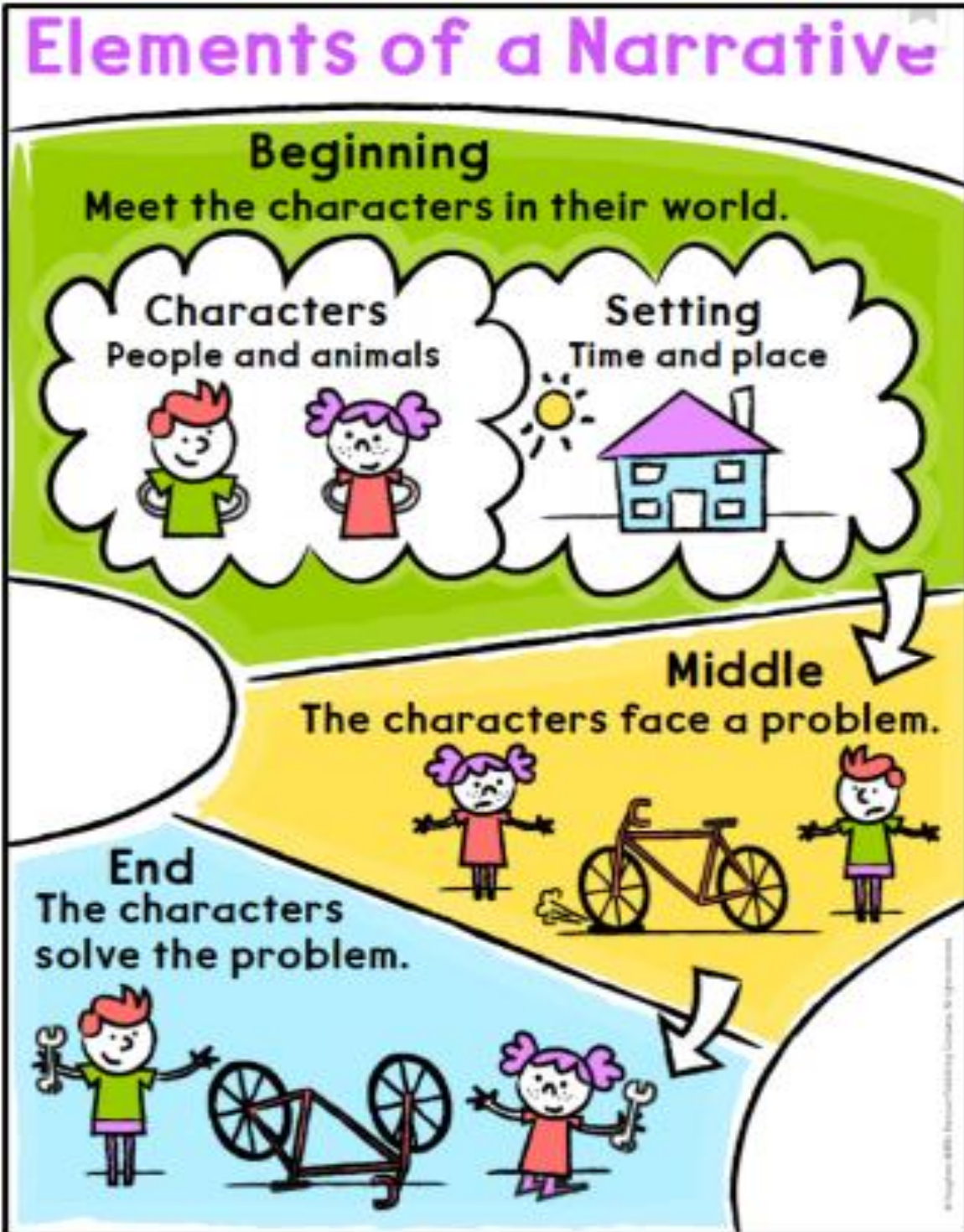
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\_\_\_\_\_



This week, you will be writing a Personal Narrative about your favorite thing to do at home. Use the anchor chart below to help you remember the important elements in a narrative.



To help you focus on your narrative telling about your favorite thing to do at home, use the graphic organizer below to capture your ideas.

Name \_\_\_\_\_

Prewriting

## 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.

Drafting

Name \_\_\_\_\_

## 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 your favorite thing to do at home.

The form is enclosed in a decorative border with a repeating pattern of loops and swirls. At the top, there is a large, empty rounded rectangle for a drawing. Below this rectangle is a dashed line. Underneath the dashed line are several sets of horizontal lines for writing, each set consisting of a solid top line, a dashed middle line, and a solid bottom line. The writing lines are arranged in a way that allows for multiple lines of text to be written across the page.

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.**  
**T**he 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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Complete the practice sheet below. Challenge yourself and read the words on the lists.

**Spelling**

Name \_\_\_\_\_

### Suffixes *-er, -est*

You can add the suffix *-er* to a base word to compare two things. You can add the suffix *-est* to a base word to compare more than two things.

hard + er = harder      hard + est = hardest

► Write each Basic Spelling Word in the correct column.

Base words	Words with <i>-er</i>	Words with <i>-est</i>

Spelling Words

**Basic**

hard

harder

hardest

fast

faster

fastest

slower

slowest

sadder

saddest


**Review**

replay

unhappy

unkind

redo



Grade 1  
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Module 12 • Week 3

Name \_\_\_\_\_

## Suffixes *-er, -est*

A **suffix** is a syllable added to the end of a **base word** to change its meaning. Use the suffix **-er** to compare two people or things. Use the suffix **-est** to compare more than two people or things: **fast, faster, fastest**.

If a word has a short vowel CVC pattern, double the final consonant before adding **-er** or **-est**: **sad, sadder, saddest**.

► Choose and write a word to complete each sentence.

Word Bank

hottest

dimmer

colder

reddest

taller

1. Tim picked the \_\_\_\_\_ apple on the tree.

2. Summer is the \_\_\_\_\_ time of year.

3. Val is an inch \_\_\_\_\_ than I am.

4. I put ice in the drink to make it \_\_\_\_\_.

5. A weak light is \_\_\_\_\_ than a strong lamp.

Name \_\_\_\_\_

## Phonics Review

Sometimes you need to make spelling changes to add the suffixes **-er** and **-est** or the endings **-ed**, **-ing**, **-s**, or **-es** to a **base word**.

For a **VCe** word, drop the final **e**: **smile**, **smiled**, **smiling**.

For a **CVC** word, double the final consonant: **hop**, **hopped**, **hopping**.

For a word with final consonant **y**, change **y** to **i**: **study**, **studies**, **studied**.

► Do the word problems. Use the spelling rules to help you.

Add **ing** to **save**.

\_\_\_\_\_

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\_\_\_\_\_

Add **ed** to **hope**.

\_\_\_\_\_

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\_\_\_\_\_

Add **es** to **pony**.

\_\_\_\_\_

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\_\_\_\_\_

Add **ing** to **tap**.

\_\_\_\_\_

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\_\_\_\_\_

Add **er** to **wet**.

\_\_\_\_\_

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\_\_\_\_\_

Add **ed** to **hurry**.

\_\_\_\_\_

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\_\_\_\_\_



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	