

March 30th weekly packet

Ms. BROWN
1st Grade
→

Subject	Instructions
Reading	Students will complete the pages titled "practice reproducible" for lessons 67-69 for the topic of classifying and categorizing. There is an instructional page before each worksheet to help guide you.
Math	Math lessons should be completed in this order: 6-1 quick check 6-1 reteaching 6-1 practice *I will use only the practice page for a grade.
Science/ Social studies	Science lesson should be completed in this order: -Science systems and models weekly read -science literacy connection -science comparing airplanes
I-ready	Weekly total: 120 minutes -60 min math -60 min reading Weekend minutes are included

ACQUISITION**Classify and Categorize****TEACH**

Introduce When you **classify** information or details, you look for things that are similar. Then you **categorize**, or put them in a group. Explain that putting ideas into categories is a good way to understand information from a passage.

Academic Language Work with children to categorize and classify classroom objects. Record responses on the board and discuss.

MODEL

Practice Reproducible Distribute **Practice Reproducible C67**. Read aloud the directions. Echo-read the passage "Plants." Then model using **text evidence** to classify and categorize information from the passage.

Think Aloud *As I read, I'll think about which plants are the same. I can sort them into categories, such as "flowers" and "plants we eat." Then I can classify plants we eat into fruits and vegetables.*

GUIDED PRACTICE

Have children partner-read "Plants." Help them use the underlined information to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Look for the underlined sentences in the second part. Which foods belong to the category of "plants we eat?"*

APPLY

Have children work independently to complete Exercises 2 and 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Look at the underlined sentence in the last part. How can you classify flowers?*

Scaffolded Support for Exercise 3 *Say: Think about the categories of plants you have read about. Which plants that you know are flowers? Can you think of a fruit or vegetable to label and sort?*

Quick Check

Can children use text evidence to classify and categorize?

If No → Have children work with a partner to reread each section of the passage. Have them identify the categories of plants in the passage.

If Yes → Teach Focused Application Lesson 68, pages 136–137.

Answer Key: 1. apples, oranges, lettuce 2. by color and size 3. Answers will vary.

Classify and Categorize

Read the passage. Then complete the exercises.

Plants

Plants are all around us.
Some plants are green.
Others have many colors.
Some plants have flowers.
We eat some plants.

Fruits are plants we eat.
Apples and oranges are fruits.
We also eat vegetable plants.
Sometimes we eat the leaves of a plant,
like lettuce.

Daisies and roses are flower plants.
Flowers come in many colors and sizes.
Which plant do you like best?

1. What are the names of plants that we eat in the passage? _____

2. What are two ways to classify flowers? _____

3. List two plants you know. Tell whether each is a flower, fruit, or vegetable. _____

ACQUISITION**Classify and Categorize****TEACH/MODEL**

Review Remind children that when you **classify** or **categorize** things, you put them into groups with things that are similar in some way. Say: *When you read, you can sort information into different groups to help you understand.*

Academic Language Say: *Think about how you would **classify** a collection of rocks. How are some of the rocks similar? What **categories** can you put them in?*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C68**. Read aloud the directions. Choral-read "Fish Are Fun." Model using **text evidence** to classify and categorize the kinds of fish in the passage.

Think Aloud *As I read the passage about fish, I need to think about how to classify the information. I notice the author explains two kinds of fish tanks that I could have. I can find the details about where some fish live. This tells me the two categories are freshwater and saltwater. With this information, it's easy to sort the fish into categories by reading the details.*

GUIDED PRACTICE

Have children partner-read "Fish Are Fun." Then have partners work together to complete Column 1. Use the following support as needed.

Scaffolded Support for Column 1 Say: *Look at the second part. What details help you classify the fish in this category?*

APPLY

Have children work independently to complete Column 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Column 2 Say: *Look at the third part. Which fish belong in the saltwater category?*

Quick Check

Can children use text evidence to classify and categorize?

If No → Teach or reteach Acquisition Lesson 67, pages 134–135.

If Yes → Teach Strategic Intervention Lesson 69, pages 138–139.

Answer Key: 1. **Freshwater Fish:** guppy, goldfish 2. **Saltwater Fish:** clownfish, butterfly fish

Classify and Categorize

Read the passage. Then complete the chart.

Fish Are Fun

Fish are fun to watch.
There are many kinds of fish.
A guppy lives in fresh water.
Goldfish live in fresh water, too.
So many sizes!
So many colors!
Look at the salt water fish!
Colorful butterfly fish.
Little clownfish.
Which fish will you choose?

1. Freshwater Fish	2. Saltwater Fish

STRATEGIC INTEGRATION**Classify and Categorize****TEACH/MODEL**

Review Remind students that when you **classify** or **categorize** things, you put them into groups with things that are similar in some way. Say: *When you read, you can sort information into different groups to help you understand.*

Academic Language Have children practice using academic language by working with the group to generate classify and categorize sentences. Provide a topic, such as fruits and vegetables. Remind children to classify and categorize by sorting like things into groups. Record the items in categories on the board. Leave the lists on the board for children to reference.

Practice Reproducible Copy and distribute **Practice Reproducible C69**. Read aloud the directions. Model reading “Books, Books, Books!” with children. Then model using **text evidence** to classify and categorize information from the passage.

Teacher Think Aloud *I want to classify and categorize different kinds of books. I need to think about which books I can sort into a category. Prompt children to apply the strategy.*

Student Think Aloud *First, I will look for books that are similar. Some books are about real things and others are make-believe. I could put them into categories this way.*

PRACTICE/APPLY

Have children partner-read “Books, Books, Books!” Then have children work individually to complete the exercises. If individuals have difficulty, use the following support. Discuss any answers as a group.

Scaffolded Support for Column 1 Ask: *Which books fit the category of what Rob likes?* Remind students to look at the categorized lists on the board.

Scaffolded Support for Column 2 Ask: *Which books fit the category of what Kim likes?*

Quick Check

If children are having trouble using text evidence to classify and categorize, teach or reteach Focused Application Lesson 68, pages 136–137.

Answer Key: 1. sports books, baseball books, hockey books 2. funny stories, funny animal stories, funny made-up stories

Classify and Categorize

Read the passage. Then complete the exercises.

Books, Books, Books!

Do you like to read books?

Rob likes sports books.

He likes baseball.

He also likes hockey.

Kim likes funny stories.

She likes funny animal stories.

She also likes funny made-up stories

Some books are made-up.

Some books are about real things.

What do you like to read about?

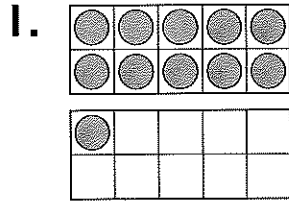
1. Books Rob Likes	2. Books Kim Likes

Name _____

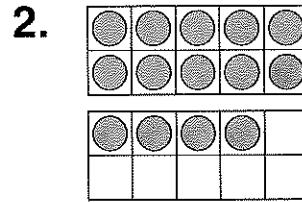
Making 10 to Subtract

Make a 10 to subtract.

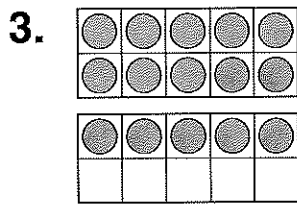
Complete the subtraction fact.



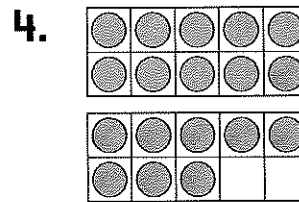
$$11 - 8 = \underline{\quad}$$



$$14 - 5 = \underline{\quad}$$



$$15 - 7 = \underline{\quad}$$



$$18 - 9 = \underline{\quad}$$

Reasoning

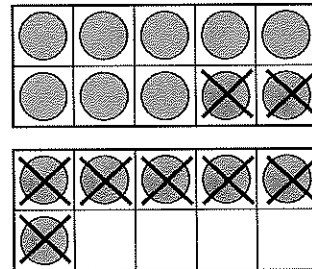
5. Which subtraction fact does this picture show?

(A) $17 - 8 = 9$

(B) $16 - 10 = 6$

(C) $16 - 9 = 7$

(D) $16 - 8 = 8$

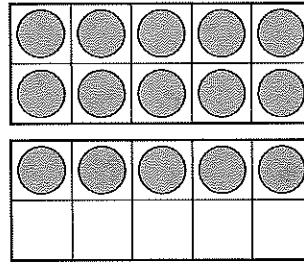


Name _____

1. Make a 10 to subtract.

$$15 - 7 = ?$$

- (A) 7
- (B) 8
- (C) 9
- (D) 10

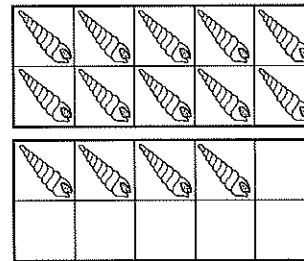


2. Rita has 14 shells.

She hides 9 in the sand.

How many shells are left?

- (A) 10
- (B) 9
- (C) 5
- (D) 4



3. Make a 10 to solve.

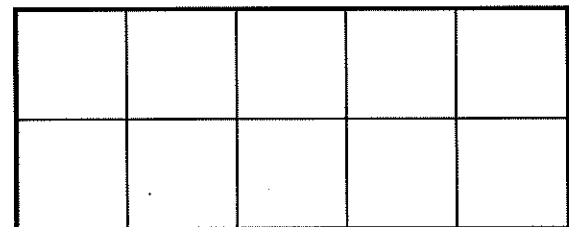
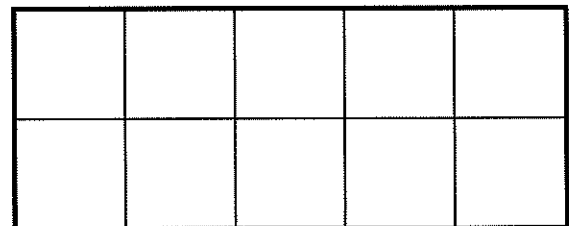
17 cats are in the yard.

8 cats are napping.

How many cats are not napping?

$$17 - \underline{\quad} = 10$$

$$10 - \underline{\quad} = \underline{\quad}$$



Name _____

Reteaching

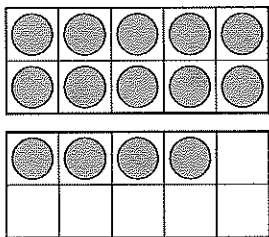
6-1

Making 10 to Subtract

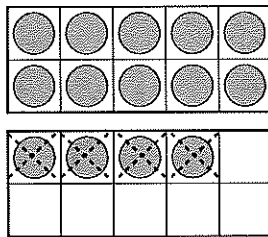
Making a 10 can help you subtract.

Subtract $14 - 6$.

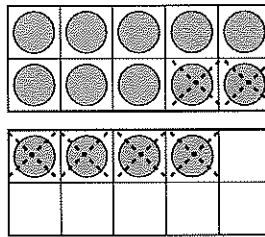
14 altogether



Subtract 4.



Subtract 2 more.



You subtracted
6 altogether.

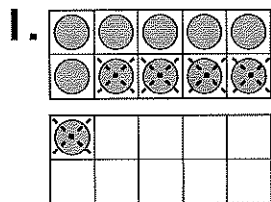
There are 10 left. There are 8 left.

$$14 - 6 = \underline{8}$$

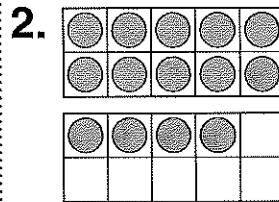
Make a 10.

Cross out the counters to help you subtract.

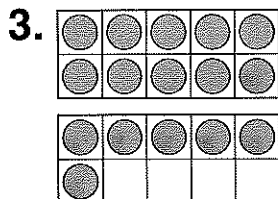
Complete the subtraction fact.



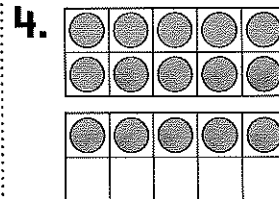
$11 - 5 = \underline{6}$



$14 - 5 = \underline{\quad}$



$16 - 7 = \underline{\quad}$



$15 - 9 = \underline{\quad}$

Name: _____

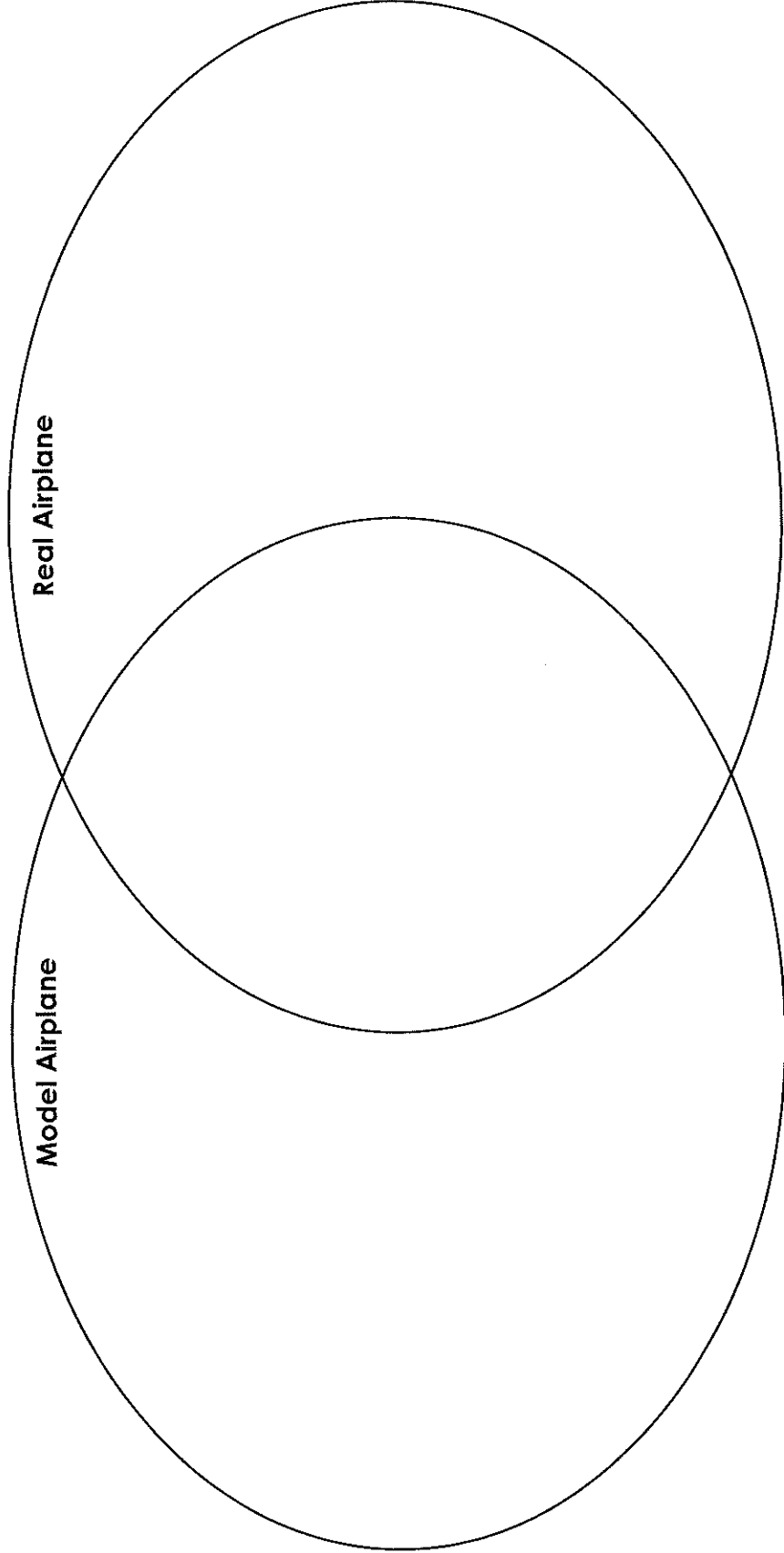
Science 1st Grade Studies Weekly

Date: _____

Week 6, Physical Science

Comparing Airplanes

Think about a model airplane and a real airplane. Compare and contrast the two objects. How are they the same? How are they different? When you are finished, write a summary of the two on a separate sheet of paper.



Name: _____ Date: _____
Science 1st Grade Studies Weekly Week 6, Physical Science

Weekly Literacy Connection

Circle the word that best completes each sentence.

1. A (**force, system**) is a groups of parts that work together.
2. A (**model, energy**) can help us learn about real things.

Circle the word with the same vowel sound.

3. **group** model sound soup

4. **real** feel bread ate

Correct the sentence. Rewrite it on the lines below.

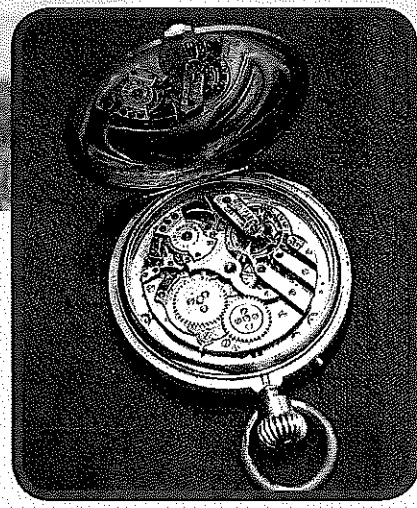
5. does your boddy haave systems

Science Studies WeeklyTM Adventure

GRADE
1

Models and Systems

Models are like real things in some ways. Models are different from real things in some ways. Models can help us learn about real things.



See Primary-Source
Related Media...



www.s-w.co/S1-23

Most things are made of parts that work together. A system is a group of parts that work together.

Models and Systems

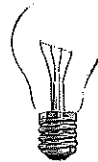


Some real things are too big or too small for us to use in school. Some real things are too dangerous to use in school. Some real things cost too much money. Models can help us learn about real things like rockets, space, airplanes and animals.

Your body has systems. One system helps you eat and digest food. One system helps you breathe. One system moves blood through your body. Can you think of other systems in your body?



Your town or city has many systems. There is a system to get mail to every house. There is a system to get water to every house. There is a power system to get electricity to every house. Did you know there is a system that lets you borrow books to read? It's the library!



Together, the parts of a system can do things they could not do alone. If you take the light bulb out of a lamp, the light bulb can not make light. It needs a switch, a plug and electricity.

Look & Learn

Look at the picture. How is this model airplane like a real airplane? How is it different?



Write one thing that is the same.

Write one thing that is different.

Make a Model

What You Need

- lots of different art materials like clay, cardboard, buttons, foil, yarn or anything else you can find
- tape, glue, brads and paper clips to hold things together
- scissors

What to Do

1. Decide what model you are going to make. You could use the clay to make a model of your hand. You could use cardboard and buttons to make a model of a car. Use your imagination.
2. Make the model. Share your model with your friends.
3. How is your model like the real thing? How is it different?

Write one thing that is the same. _____

Write one thing that is different. _____

You can not ride a bicycle wheel by itself. You need other parts. Circle the things you need below.

